

A STUDY ON STUDENT OPINION TOWARDS ONLINE COURSES WITH SPECIAL REFERENCE TO UG STUDENTS IN CHENNAI

Submitted in partial fulfillment of the requirements for the award of

Master of Business Administration

by

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Register No.39410162



SCHOOL OF BUSINESS ADMINISTRATION

SATHYABAMA

**INSTITUTE OF SCIENCE AND TECHNOLOGY
(DEEMED TO BE UNIVERSITY)**

**Accredited with Grade "A" by NAAC | 12B Status by UGC | Approved by AICTE
Jeppiaar Nagar, RAJIV GANDHI SALAI, CHENNAI - 600 119**

April - 2021



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BONAFIDE CERTIFICATE

This is to certify that this Project Report is the Bonafide work of R. PRIYADARSHINI (39410162) who have done the Project work entitled, “**A STUDY ON STUDENT OPINION TOWARDS ONLINE COURSES WITH SPECIAL REFERENCE TO UG STUDENTS IN CHENNAI**” under my supervision from December 2021 to February 2021.

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Submitted for Viva voce Examination held on _____.

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DECLARATION

I **R. Priyadarshini (39410162)** hereby declare that the Project Report entitled **“A Study on student opinion towards online courses with special reference to UG students in Chennai”** done by me under the guidance of Dr. J. Rani at Sathyabama institute of science and technology, Chennai is submitted in partial fulfillment of the requirements for the award of Master of Business Administration degree.

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ACKNOWLEDGEMENT

I am pleased to acknowledge my sincere thanks to Board of Management of **SATHYABAMA** for their kind encouragement in doing this project and for completing it successfully. I am grateful to them.

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R. PRIYADARSHINI

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ABSTRACT

Online courses provide a means for reaching people in almost every work and life situation and developing them further. While online learning does not necessarily replace face-to-face learning, it intends to provide optimal online learning experiences. Even good face-to-face courses can be supplemented with online learning. Online learning may take the form of distance courses, available upon demand on the Internet.

The course design process is not static and a course should be evaluated during and after each delivery. Evaluation is focused on continuous course improvement. The Information has been collected through surveys, and together with secondary data, and were analyzed using SPSS.

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CHAPTER-1

INTRODUCTION

1.1 INTRODUCTION ABOUT THE STUDY:

The biggest reason most people embrace online learning is for its expedience. Since all they need is an internet connection, online courses can be taken anywhere, at any time. For many programs, people don't even need a laptop – a tablet or phone will do. E-courses are convenient because they make it possible for two people in separate locations to take a course together and on their own schedules.

Online credentials for learning are digital credentials that are offered in place of traditional paper credentials for a skill or educational achievement. They are directly linked to the accelerated development of internet communication technologies, the development of digital badges, electronic passports and massive open online courses.

Online learning can be presented using text, audio, video, graphics or any combination of formats. Among alternative credentials, online certificates currently command the highest value, and are nearly comparable to a traditional degree. Earning an online certificate from an online college, a company or an industry-specific organization is typically much more involved than for the other credentials.

The certificates are often connected to specific job functions. Many of these certificates have been created by companies such as Cisco, IBM or Microsoft to meet their own needs or the needs of their customers.

Test-based credentials have gained popularity both in the online market, and in programming and highly technical tasks. These credentials are earned by taking multiple-choice or project-based tests in various skill areas.

1.2 STATEMENT OF THE PROBLEM:

A statement of the problem is used in research work as a claim that outlines the problem addressed by a study. The ultimate goal of a statement of the problem is to transform a generalized problem into a targeted, well-defined problem; one that can be resolved through focused research and careful decision-making.

It helps to clearly identify the purpose of the research project you will propose. Often, the statement of the problem will also serve as the basis for the introductory section

Here are some of the most common challenges undergraduate students are currently facing with online courses along with specific tips on how to address them:

- Technical issues.
- Distractions and time management.
- Staying motivated.
- Understanding course expectations.
- Lack of in-person interaction.

The world of education and learning is moving towards online courses. The benefits are undeniable: reduced costs, great flexibility for the student and the ability to train thousands of people all over the globe at the same time.

1.3 OBJECTIVES OF THE STUDY:

Research objectives are a specification of the ultimate reason for carrying out research in the first place. They help in developing a specific list of source of a Research Problem Specific. The problem should be specifically tested Measurable. They summarize the accomplishments a researcher wishes to achieve through the project and provides direction to the study.

1.3.1 PRIMARY OBJECTIVE:

The primary objective of this study is to analyze the students' opinion towards online courses.

1.3.2 SECONDARY OBJECTIVE:

- To identify the quality of E-learning courses.
- To examine the effectiveness of the course which is be used at the time of recruitment for students.
- To investigate about the learning process.
- To identify the time flexibility to engage learners in the learning process.

CHAPTER-2

REVIEW OF LITERATURE

2.1 REVIEW OF LITERATURE:

Becker(2013) This study aims to identify and categorize barriers to e-learning adoption and the relative impact of those barriers on learners.

Benigno: This paper seeks to shed light on the aspects and issues involved in the evaluation of online courses, focusing on the peculiarities that distinguish such evaluation from that of traditional distance education.

Daniel Lopez, The study aims to learn more about the profiles of students who attended several Massive Open Online Courses (MOOCs) at the University of Malaga and their opinion about them. The results of this study are based on a survey conducted by the students who completed the courses.

Honey, P. (2001): This reflects on e-learning with respect to other forms of learning and endeavors to put it into perspective given the extent to which it is currently being hyped. Appraises e-learning from the point of view of the learner given certain assumptions.

Joshua Littenberg-Tobias: The relationship between pricing and learning behavior is an important topic in research on massive open online courses.

Kalyanasundaram: The advent of development in information and communication technology, higher education institutions are turning their attention towards course offerings in the online mode. With the plethora of opportunities that are available, challenges are also there and organizations are seeking to understand the perspective of the learners.

Liaw.S(2008). This research investigates learners' satisfaction, behavioral intentions, and the effectiveness of the Blackboard e-learning system.

Liyanagunawardena,T.Adams(2013). Massive open online courses (MOOCs) are a recent addition to the range of online learning options. This paper presents a systematic review of the published MOOC literature (2008-2012).

Marcia D.Dixson, This paper set out to discover what activities and/or interactionChannels might be expected to lead to more highly engaged students, what it found was a bit different.

Namsook Jahng (2012): This study investigated communication patterns and behavior in problem-solving groups in graduate online courses. An inductive qualitative analysis method was employed to analyze 732 messages that were retrieved from small group forums.

Packham(2004). This study contributes to knowledge in providing a conceptual framework for managing withdrawals and retentions illustrating key bodies and their interactions and identifying key strategies to overcome their negative influence.

Pattnayak.S (2016). The study aims of creating a knowledge society (KS) through e-learning (EL) with the support of web services. EL system with its elements is the matter of discussion at the beginning of the study.

Richard, Jennifer: This study explored the role of social presence in online learning environments and its relationship to students' perceptions of learning and satisfaction with the instructor.

Roca. J (2008): Based on self-determination theory (SDT), this study proposed an extended Technology Acceptance Model (TAM) in the context of e-learning service.

Sawang.S (2013). The aim of this paper is to conduct a study into the use of e-learning in a rail organization.

CHAPTER-3

RESEARCH METHODOLOGY

3.1 RESEARCH METHODOLOGY:

Research methods are the techniques and tools by which you research a subject or a topic. Research methodology involves the learning of various techniques to conduct research and acquiring knowledge to perform tests, experiments, surveys, and critical analysis.

Research methodology simply refers to the practical “how” of any given piece of research. It’s about how a researcher systematically designs a study to ensure valid and reliable results that address the research aims and objectives.

3.2 RESEARCH DESIGN:

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. This Research design applied for the study is ‘Descriptive Research’.

3.2.1. DESCRIPTIVE RESEARCH DESIGN:

Descriptive research aims to accurately and systematically describe a population, situation or phenomenon. It can answer what, where, when and how questions, but not why questions. A descriptive research design can use a wide variety of research methods to investigate one or more variables.

3.3 SAMPLE DESIGN:

Sample design is the theoretical basis and the practice mean by generalizing from characteristics of relatively few of the comprising population. It is the method by which the sample is chosen.

3.3.1 NON PROBABILITY SAMPLING:

Non-probability sampling is defined as a sampling technique in which the researcher selects samples based on the subjective judgment of the researcher rather than random selection.

3.3.1.1 CONVENIENCE SAMPLING:

A convenience sample is a type of non-probability sampling method where the sample is taken from a group of people easy to contact or to reach.

3.4 SOURCES OF DATA:

Sources of Data begins with figuring out what sort of data is needed, followed by the collection of a sample from a certain section of the population. Next, you have to utilize a certain tool to gather the data from the chosen sample. The two types of sources of data are:

3.4.1 PRIMARY DATA:

The Primary data for this study was collected through questionnaire.

3.4.2 SECONDARY DATA:

Secondary data was collected from external sources like Websites, Journals etc.

3.5 AREA OF THE STUDY:

The students in Chennai location alone are considered.

3.6 POPULATION:

The respondents of this study considered were the UG students from different colleges in South Chennai.

3.7 SAMPLE SIZE:

The sample size chosen for the study is 120.

3.8 STRUCTURE OF QUESTIONNAIRE:

Questionnaires can be classified as both quantitative and qualitative method depending on the nature of questions. Specifically, answers obtained through closed-ended questions with multiple choice answer options are analyzed using quantitative methods.

3.8.1 LIKERT SCALE QUESTION:

Likert scale questions are the ‘do you agree or disagree’ questions you often see in surveys, and are used to gauge respondent’s opinions.

3.8.2 MULTIPLE CHOICE QUESTIONS:

A multiple choice question is a question type where the respondent is asked to choose one or more items from a limited list of choices.

3.9 STATISTICAL TOOLS:

Statistical tools are involved in carrying out a study include planning, designing, collecting data, analyzing, drawing meaningful interpretation and reporting of the research findings.

3.9.1 PERCENTAGE ANALYSIS:

Percentage analysis refers to a special kind of ratio. It is used for making comparison between two or more series of data. Percentage analysis is used to describe relationships, it is expressed as,

$$\text{Percentage} = (\text{No of respondents} / \text{Total no of respondents}) \times 10$$

3.9.2 ANOVA:

Analysis of Variance (ANOVA). It is the essentially a procedure for testing the deference among different groups of data for homogeneity. The essence of ANOVA is that the total amount of variation in a set of data is broken down into two types, that amount which can be attributed to chance and that amount which can be attributed to specified causes. ANOVA consists in splitting the variance for analytical purposes.

3.9.3 CHI SQUARE TEST:

A chi-squared test, also referred to as chi-square test or χ^2 test, is any statistical hypothesis test in which the sampling distribution of the test statistic is a chi-squared distribution when the null hypothesis is true, or any in which this is asymptotically true, meaning that the sampling distribution (if the null hypothesis is true) can be made to approximate a chi- squared distribution as closely as desired by making the sample size large enough.

The χ^2 test was first used by Karl Pearson in the year 1980. The quantity χ^2 describes the magnitude of the discrepancy between theory and observation.

It is calculated using:

$\chi^2 = \sum [(O_i - E_i)^2 / E_i]$ with $(n - 1)$ degrees of freedom. Where, O_i refers to the observed frequency & E_i to the expected frequencies. χ^2 was used as a test of independence and goodness of fit.

3.9.4 CORRELATION:

Correlation analysis is the statistical tool used to measure the degree to which two variables are linearly related to each other. Correlation measures the degree of association between two variables. The Pearson product-moment correlation coefficient is a measure of the strength and direction of association that exists between two variables measured on at least an interval scale. It is denoted by the symbol r . **$r = \frac{N\sum XY - \sum X \sum Y}{\sqrt{N\sum X^2 - (\sum X)^2} \sqrt{N\sum Y^2 - (\sum Y)^2}}$**

CHAPTER-4

DATA ANALYSIS AND INTERPRETATION

4.1 PERCENTAGE ANALYSIS

TABLE NO. 4.1.1

TABLE SHOWING AGE OF THE RESPONDENTS.

AGE	NO. OF RESPONDENTS	PERCENTAGE (%)
18	11	7.9
19	23	19.2
20	42	35.6
21	44	37.3
TOTAL	120	100.0

SOURCE: PRIMARY DATA

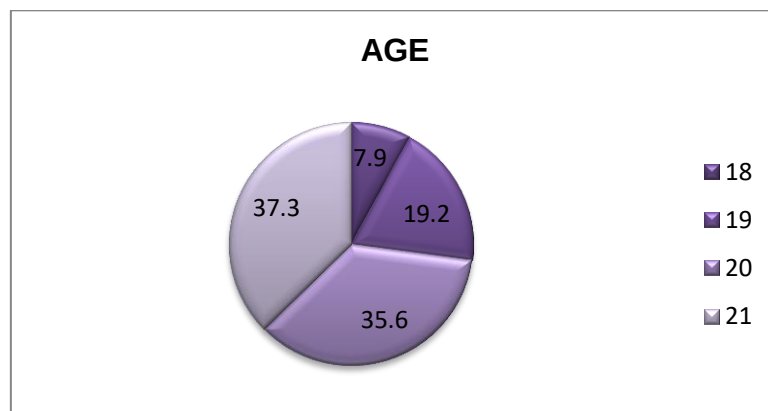


Fig: 4.1.1

FIGURE SHOWS AGE OF THE RESPONDENTS.

INTERPRETATION:

From the above table, out of 120 respondents, 37.3% of the respondents are 21 years of age, 35.6% of the respondents are 20 years of age, 19.2% of the respondents are 19 years of age and 7.9% of the respondents are 18 years of age.

TABLE NO 4.1.2

TABLE SHOWS GENDER OF THE RESPONDENTS.

GENDER	NO. OF RESPONDENTS	PERCENTAGE (%)
MALE	50	42.1
FEMALE	70	57.9
TOTAL	120	100.0

SOURCE: PRIMARY DATA

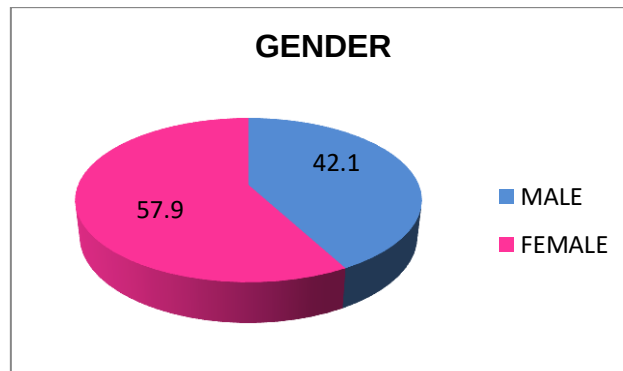


FIG: 4.1.2

FIGURE SHOWS GENDER OF THE RESPONDENTS.

INTERPRETATION:

From the above table, out of 120 respondents, 57.9% of the respondents are Female and 42.1% of the respondents are Male.

TABLE NO 4.1.3

TABLE SHOWS RESPONDENTS OF UG COURSES.

UG COURSE	NO. OF RESPONDENTS	PERCENTAGE (%)
ARTS AND SCIENCE	68	56.6
ENGINEERING	41	34.2
MEDICAL	11	9.2
TOTAL	120	100.0

SOURCE: PRIMARY DATA

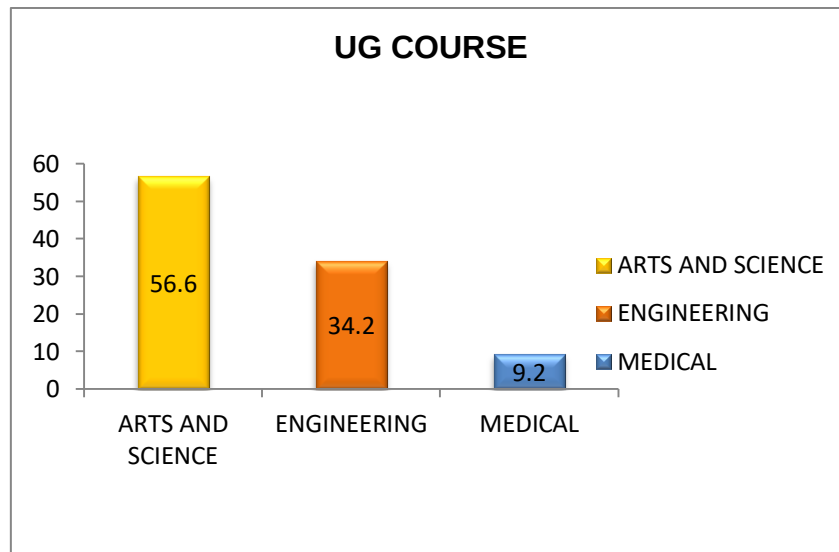


FIG: 4.1.3

FIGURE SHOWS RESPONDENTS OF UG COURSES.

INTERPRETATION:

From the above table, out of 120 respondents, 56.6% of the respondents are Arts and Science, 34.2% of the respondents are Engineering and 9.2% of the respondents are Medical.

TABLE NO 4.1.4

TABLE SHOWS ANNUAL INCOME OF RESPONDENTS' PARENTS.

ANNUAL INCOME	NO. OF RESPONDENTS	PERCENTAGE(%)
LESS THAN ₹1,00,000	28	23.3
BETWEEN ₹2,00,000- ₹5,00,000	67	55.9
MORE THAN ₹5,00,000	25	20.8
TOTAL	120	100.0

SOURCE: PRIMARY DATA

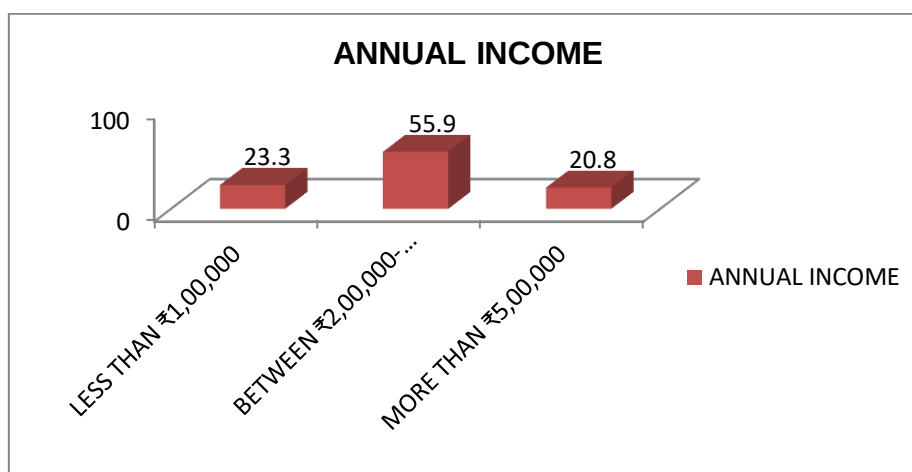


FIG: 4.1.4

FIGURE SHOWS ANNUAL INCOME OF RESPONDENTS' PARENTS.

INTERPRETATION:

From the above table, out of 120 respondents, 55.9% of the respondents are Between ₹2,00,000-₹5,00,000 of annual income of their parents, 23.3% of the respondents are Less than ₹1,00,000 of annual income of their parents and 20.8% of the respondents are More than ₹5,00,000 of annual income of their parents.

TABLE NO 4.1.5

TABLE SHOWS BATCH OF THE RESPONDENTS.

BATCH	RESPONDENTS	PERCENTAGE (%)
REGULAR BATCH	98	84.6
PART-TIME BATCH	22	15.4
TOTAL	120	100.0

SOURCE: PRIMARY DATA

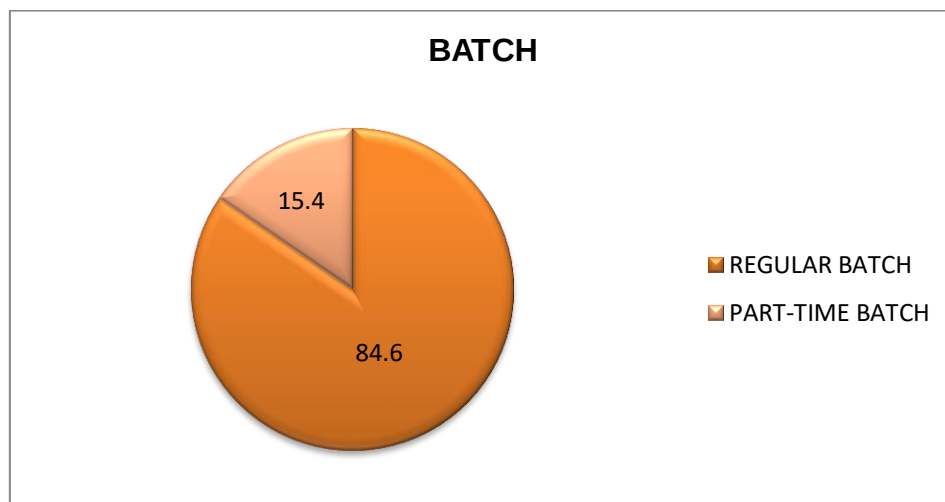


FIG: 4.1.5

FIGURE SHOWS BATCH OF THE RESPONDENTS

INTERPRETATION:

From the above table, out of 120 respondents, 84.6% of the respondents are Regular batch students and 15.4% of the respondents are Part-time batch students.

TABLE NO 4.1.6

TABLE SHOWS HOW STUDENTS FEEL ABOUT E-LEARNING COURSES.

ABOUT E-LEARNING COURSES	NO. OF RESPONDENTS	PERCENTAGE (%)
EXCELLENT	28	23.4
VERY GOOD	49	40.8
GOOD	36	30.0
FAIR	07	5.8
TOTAL	120	100.0

SOURCE: PRIMARY DATA

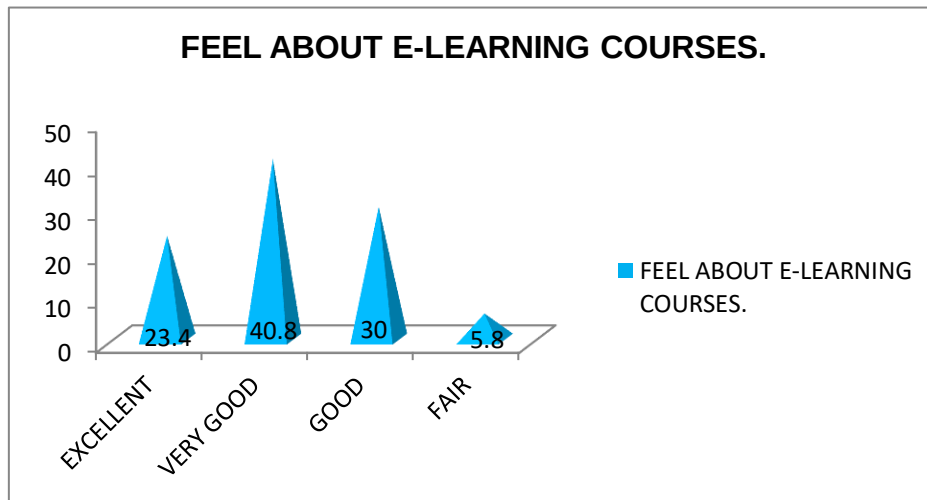


FIG: 4.1.6

FIGURE SHOWS HOW STUDENTS FEEL ABOUT E-LEARNING COURSES.

INTERPRETATION:

From the above table, out of 120 respondents, 40.8% of the respondents says Very good, 30% of the respondents says Good, 23.4% of the respondents says Excellent and 5.8% of the respondents says Fair about E-Learning courses.

TABLE NO 4.1.7

TABLE SHOWS ABOUT THE INFORMATION PROVIDED ARE USEFUL.

INFORMATION PROVIDED ARE USEFUL	NO. OF RESPONDENTS	PERCENTAGE (%)
STRONGLY AGREE	39	32.5
AGREE	45	37.5
NEUTRSL	26	21.7
DISAGREE	10	8.3
TOTAL	120	100.0

SOURCE: PRIMARY DATA

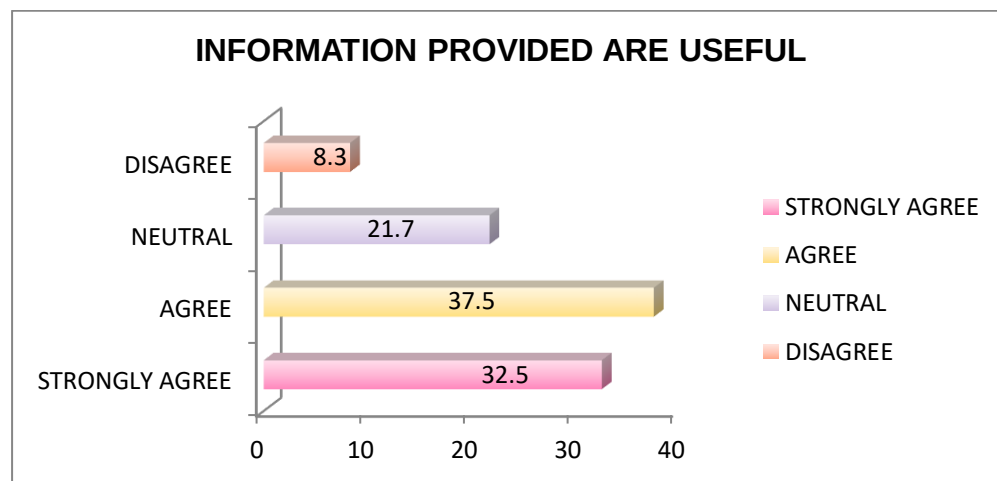


FIG: 4.1.7

FIGURE SHOWS ABOUT THE INFORMATION PROVIDED ARE USEFUL.

INTERPRETATION:

From the above table, out of 120 respondents, 37.5% of the respondents are Agree, 32.5% of the respondents are Strongly agree, 21.7% of the respondents are Neutral and 8.3% of the respondents are Disagree with the statement that the information provided are useful.

TABLE NO 4.1.8

TABLE SHOWS ABOUT THE COURSE UNDERSTANDABILITY.

COURSE IS EASY TO UNDERSTAND	NO. OF RESPONDENTS	PERCENTAGE (%)
STRONGLY AGREE	24	20.0
AGREE	19	15.8
NEUTRAL	58	48.3
DISAGREE	12	10.0
STRONGLY DISAGREE	07	5.9
TOTAL	120	100.0

SOURCE: PRIMARY DATA

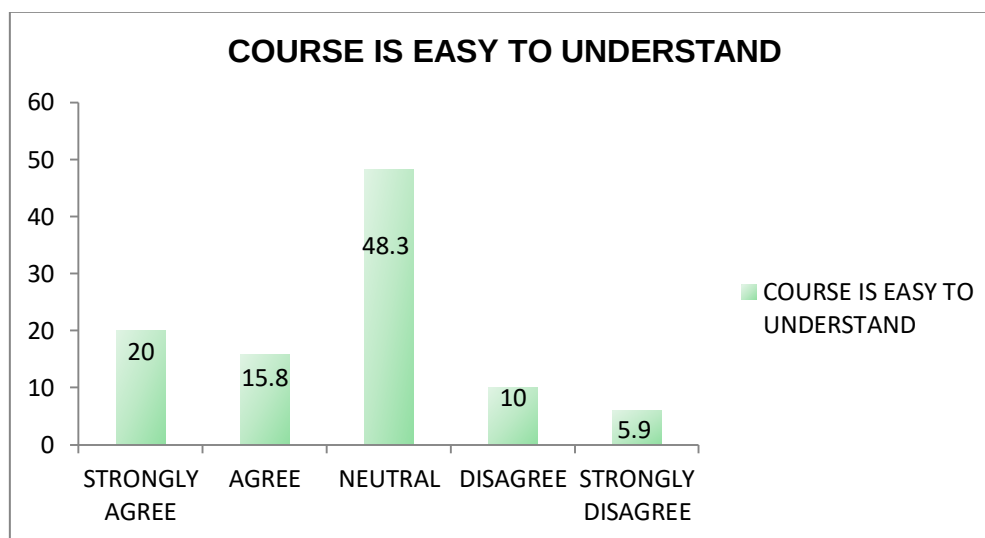


FIG: 4.1.8

FIGURE SHOWS ABOUT THE COURSE UNDERSTANDABILITY.

INTERPRETATION:

From the above table, out of 120 respondents, 48.3% of the respondents are Neutral, 20% of the respondents are Strongly agree, 15.8% of the respondents are Agree, 10% of the respondents are Disagree and 5.9% of the respondents are Strongly disagree with the statement that the course is easy to understand

TABLE NO 4.1.9

TABLE SHOWS THE NAME OF THE ONLINE COURSE WEBSITES.

NAME OF THE ONLINE COURSE WEBSITES.	NO. OF RESPONDENTS	PERCENTAGE (%)
UDEMY	39	32.5
COURSERA	45	37.5
LINKEDIN	27	22.5
EDX	05	4.2
STOODNT	04	3.3
TOTAL	120	100.0

SOURCE: PRIMARY DATA

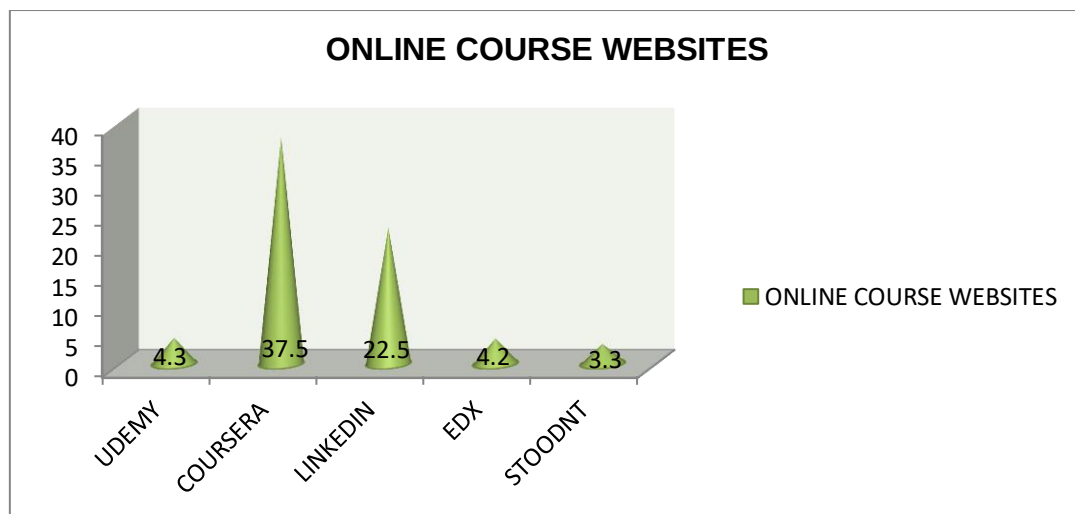


FIG: 4.1.9

FIGURE SHOWS THE NAME OF THE ONLINE COURSE WEBSITES.

INTERPRETATION:

From the above table, out of 120 respondents, 37.5% of the respondents uses Coursera, 22.5% of the respondents uses LinkedIn, 4.3% of the respondents uses Udemy, 4.2% of the respondents uses Edx and 3.3% of the respondents uses Stoodnt website for online course.

TABLE NO 4.1.10

TABLE SHOWS THE COURSE IS USEFUL FOR GETTING JOB.

COURSE IS USEFUL FOR GETTING JOB	NO OF RESPONDENTS	PERCENTAGE (%)
STRONGLY AGREE	28	23.5
AGREE	21	17.6
NEUTRAL	51	42.9
DISAGREE	14	11.8
STRONGLY DISAGREE	06	4.2
TOTAL	120	100.0

SOURCE: PRIMARY DATA

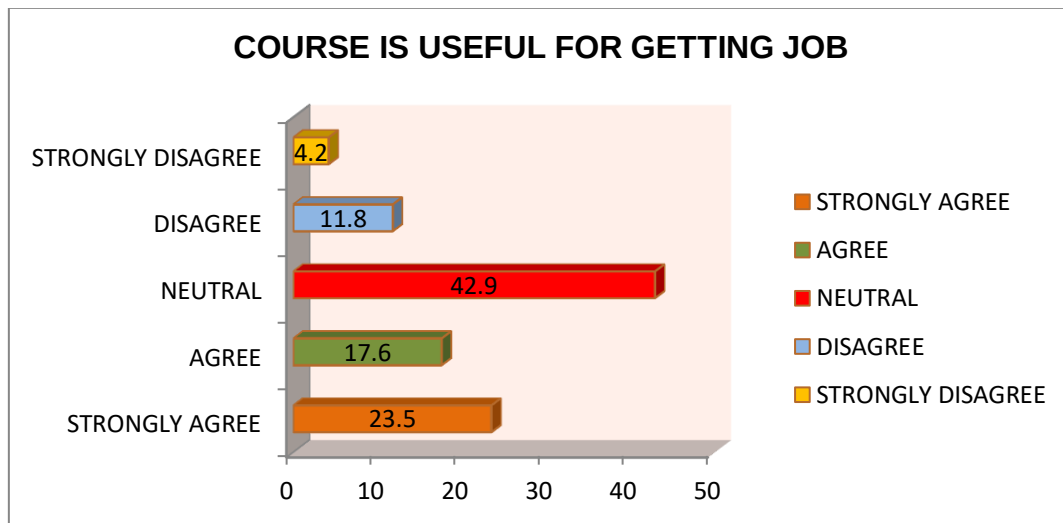


FIG: 4.1.10

FIGURE SHOWS THE COURSE IS USEFUL FOR GETTING JOB.

INTERPRETATION:

From the above table, out of 120 respondents, 42.9% of the respondents are Neutral, 23.5% of the respondents are Strongly agree, 17.6% of the respondents are Agree, 11.8% of the respondents are Disagree and 4.2% of the respondents are Strongly disagree with the statement that the course is useful for getting job.

TABLE NO 4.1.11

TABLE SHOWS THE LEVEL OF EXPERTISE.

LEVEL OF EXPERTISE	NO OF RESPONDENTS	PERCENTAGE (%)
BEGINNER	46	38.3
INTERMEDIATE	51	42.5
ADVANCED	23	19.2
TOTAL	120	100.0

SOURCE: PRIMARY DATA

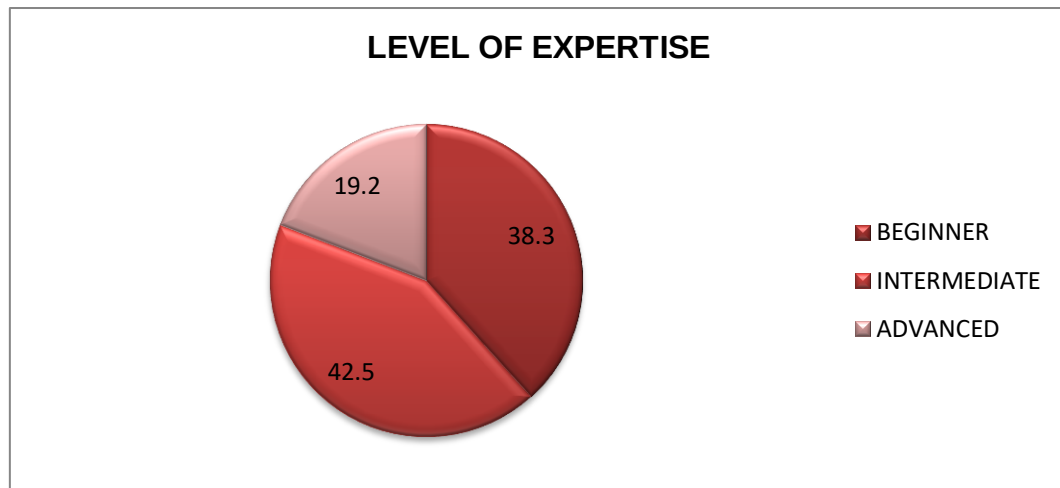


FIG: 4.1.11

FIGURE SHOWS THE LEVEL OF EXPERTISE.

INTERPRETATION:

From the above table, out of 120 respondents, 42.5% of the respondents are Intermediate level, 38.3% of the respondents are Beginner level and 19.2% of the respondents are Advanced level.

TABLE NO 4.1.12

TABLE SHOWS RATING FOR ONLINE COURSE.

RATING FOR ONLINE COURSE	NO OF RESPONDENTS	PERCENTAGE (%)
1	02	1.7
2	03	2.5
3	30	25.6
4	53	43.8
5	32	26.4
TOTAL	120	100.0

SOURCE: PRIMARY DATA

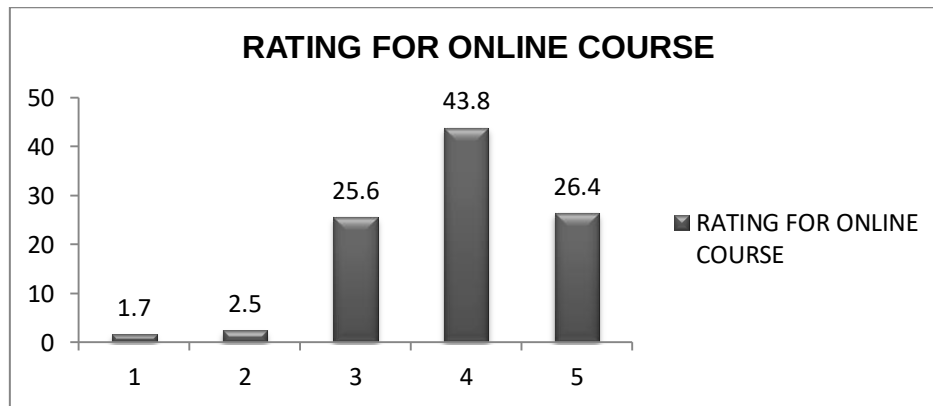


FIG: 4.1.12

FIGURE SHOWS RATING FOR ONLINE COURSE.

INTERPRETATION:

From the above table, out of 120 respondents, 43.8% of the respondents are rated as 4, 26.4% of the respondents are rated as 5, 25.6% of the respondents are rated as 3, 2.5% of the respondents are rated as 2 and 1.7% of the respondents are rated as 1.

TABLE NO 4.1.13

TABLE SHOWS SATISFACTION LEVEL FOR THE LEARNING PROCESS.

SATISFACTION LEVEL FOR THE LEARNING PROCESS	NO OF RESPONDENTS	PERENTAGE (%)
VERY SATISFIED	18	15.0
SATISFIED	34	28.3
NEUTRAL	39	32.5
UNSATISFIED	29	24.2
TOTAL	120	100.0

SOURCE: PRIMARY DATA

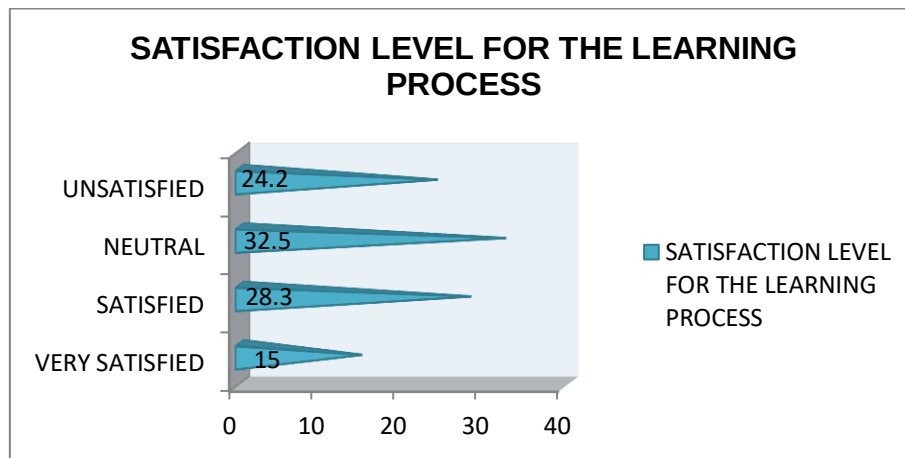


FIG: 4.1.13

FIGURE SHOWS THE SATISFACTION LEVEL FOR THE LEARNING PROCESS.

INTERPRETATION:

From the above table, out of 120 respondents, 32.5% of the respondents are Neutral, 28.3% of the respondents are Satisfied, 24.2% of the respondents are Unsatisfied and 15% of the respondents are Very satisfied.

TABLE NO 4.1.14

TABLE SHOWS RESPONDENTS OPINION ABOUT QUIZ.

OPINION ABOUT QUIZ	NO OF RESPONDENTS	PERCENTAGE (%)
STRONGLY AGREE	37	30.8
AGREE	47	39.2
NEUTRAL	27	22.5
DISAGREE	04	3.3
STRONGLY DISAGREE	05	4.2
TOTAL	120	100.0

SOURCE: PRIMARY SOURCE

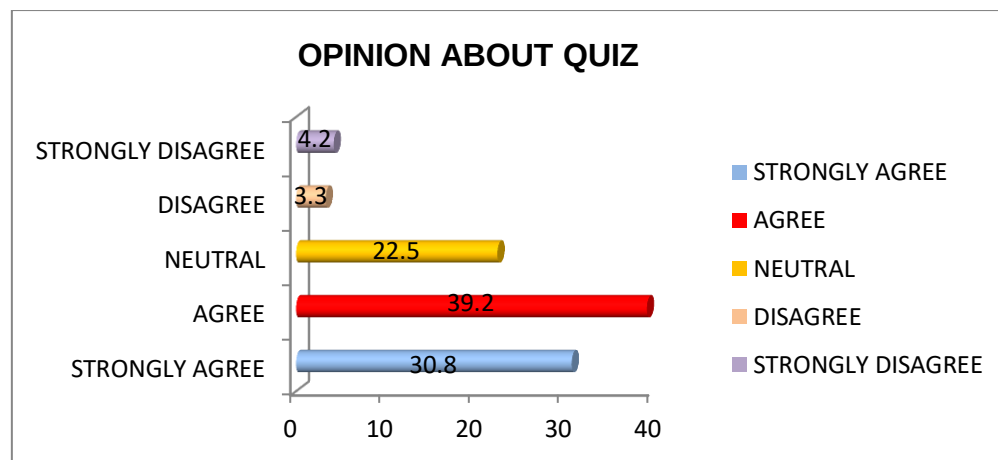


FIG: 4.1.14

FIGURE SHOWS RESPONDENTS OPINION ABOUT QUIZ.

INTERPRETATION:

From the above table, out of 120 respondents, 39.2% of the respondents are Agree, 30.8% of the respondents are Strongly agree, 22.5% of the respondents are Neutral, 4.2% of the respondents are strongly disagree and 3.3% of the respondents are Disagree for the opinion about quiz which helps to improve the knowledge about the courses.

TABLE NO 4.1.15

TABLE SHOWS RESPONDENTS OPINION ABOUT ASSIGNMENTS.

ASSIGNMENT ARE EASY TO UNDERSTABLE	NO OF RESPONDENTS	PERCENTAGE (%)
STRONGLY AGREE	28	23.3
AGREE	53	44.2
NEUTRAL	34	28.3
DISAGREE	04	3.3
STRONGLY DISAGREE	01	0.9
TOTAL	120	100.0

SOURCE: PRIMARY DATA

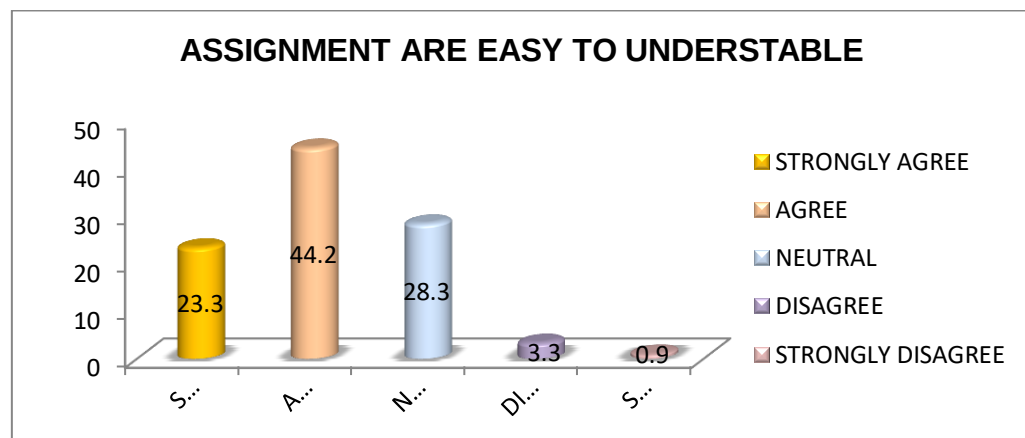


FIG: 4.1.15

FIGURE SHOWS RESPONDENTS OPINION ABOUT ASSIGNMENTS.

INTERPRETATION:

From the above table, out of 120 respondents, 44.2% of the respondents are Agree, 28.3% of the respondents are Neutral, 23.3% of the respondents are Strongly agree, 3.3% of the respondents are Disagree and 0.9% of the respondents are Strongly disagree.

TABLE NO 4.1.16

TABLE SHOWS SATISFACTION LEVEL FOR TAKING DETAILED NOTES FROM THE COURSE.

SATISFACTION LEVEL FOR TAKING NOTES	NO OF RESPONDENTS	PERCENTAGE (%)
VERY SATISFIED	21	17.5
SATISFIED	42	35.0
NEUTRAL	30	25.0
UNSATISFIED	27	22.5
TOTAL	120	100.0

SOURCE: PRIMARY DATA

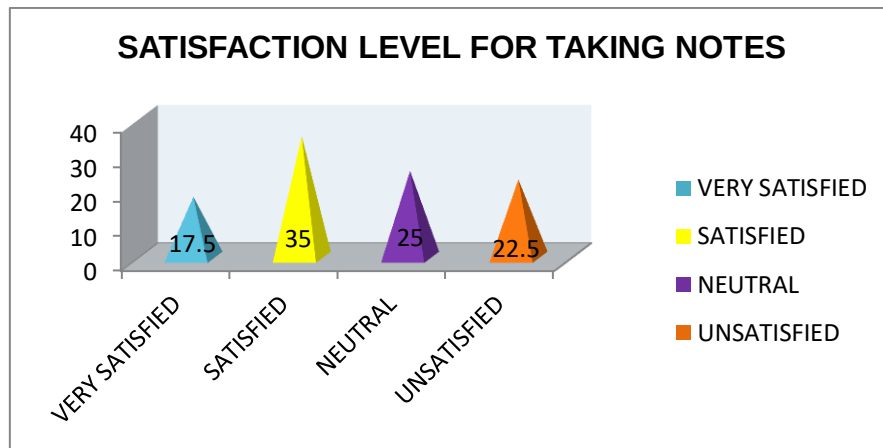


FIG: 4.1.16

FIGURE SHOWS THE SATISFACTION LEVEL FOR TAKING DETAILED NOTES FROM THE COURSE.

INTERPRETATION:

From the above table, out of 120 respondents, 35% of the respondents are Satisfied, 25% of the respondents are Neutral, 22.5% respondents are Unsatisfied and 17.5% respondents are Very satisfied for taking detailed notes from the course.

TABLE NO 4.1.17

TABLE SHOWS ABOUT THE RECOMMENDATION OF THE COURSE WEBSITE.

RECOMMENDATION	NO OF RESPONDENTS	PERCENTAGE (%)
STRONGLY AGREE	24	20.0
AGREE	49	40.8
NEUTRAL	32	26.7
DISAGREE	09	7.5
STRONGLY DISAGREE	06	5.0
TOTAL	120	100.0

SOURCE: PRIMARY DATA

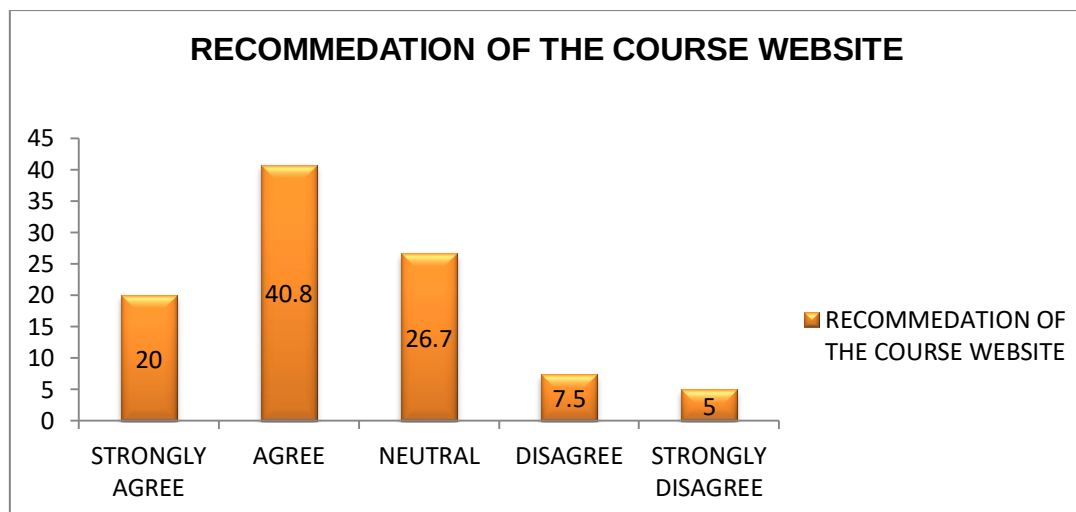


FIG: 4.1.17

FIGURE SHOWS ABOUT THE RECOMMENDATION OF THE COURSE WEBSITE.

INTERPRETATION:

From the above table, out of 120 respondents, 40.8% of the respondents are Agree, 26.7% of the respondents are Neutral, 20% of the respondents are Strongly agree, 7.5% of the respondents are Disagree, 5% of the respondents are Strongly disagree for the recommendation of the course website.

TABLE NO 4.1.18

TABLE SHOWS THE AVAILABILITY OF FREE ONLINE COURSES.

THERE ARE FREE ONLINE COURSES	NO OF RESPONDENTS	PERCENTAGE (%)
AGREE	86	71.7
DISAGREE	10	8.3
NOT SURE	24	20.0
TOTAL	120	100.0

SOURCE: PRIMARY DATA

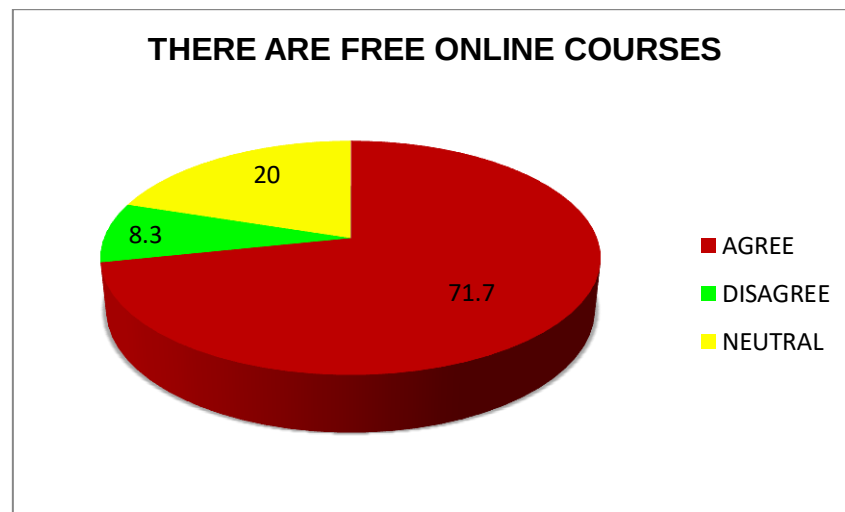


FIG: 4.1.18

FIGURE SHOWS THE AVAILABILITY OF FREE ONLINE COURSES.

INTERPRETATION:

From the above table, out of 120 respondents, 71.7% of the respondents are Agree, 20% of the respondents are Neutral and 8.3% of the respondents are Disagree for the statement that there are free online courses.

TABLE NO 4.1.19

TABLE SHOWS THE AMOUNT OF PAYMENT PER COURSE.

AMOUNT OF PAYMENT	NO OF RESPONDENTS	PERCENTAGE (%)
LESS THAN ₹1,000	55	45.8
BETWEEN ₹1,000- ₹5,000	48	40.0
MORE THAN ₹5,000	17	14.2
TOTAL	120	100.0

SOURCE: PRIMARY DATA

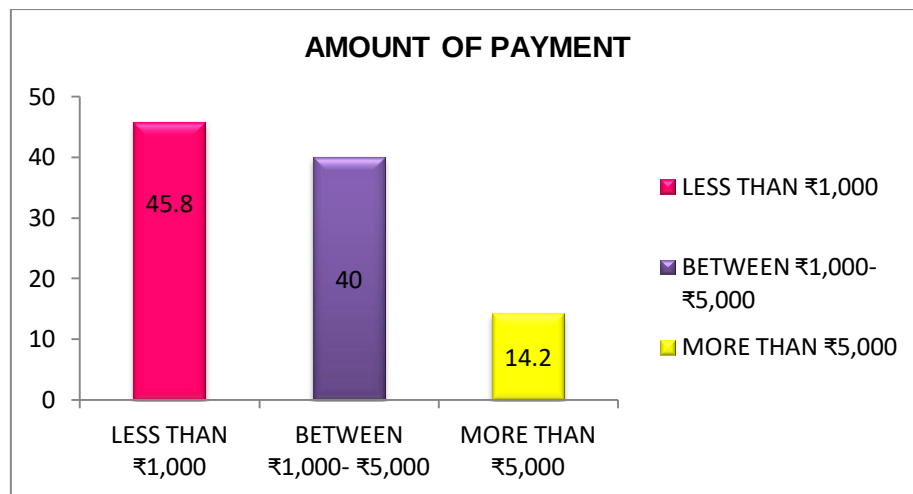


FIG: 4.1.19

FIGURE SHOWS THE AMOUNT OF PAYMENT PER COURSE.

INTERPRETATION:

From the above table, out of 120 respondents, 45.8% of the respondents are Less than ₹1,000, 40% of the respondents are Between ₹1,000- ₹5,000 and 14.2% of the respondents are More than ₹5,000 are the amount paid per course.

TABLE NO 4.1.20

TABLE SHOWS ABOUT THE MONTHS FOR THE COURSE COMPLETION.

NO OF MONTHS	NO OF RESPONDENTS	PERCENTAGE (%)
1 MONTH	31	25.8
1-2 MONTHS	55	45.9
MORE THAN 3 MONTHS	34	28.3
TOTAL	120	100.0

SOURCE: PRIMARY DATA

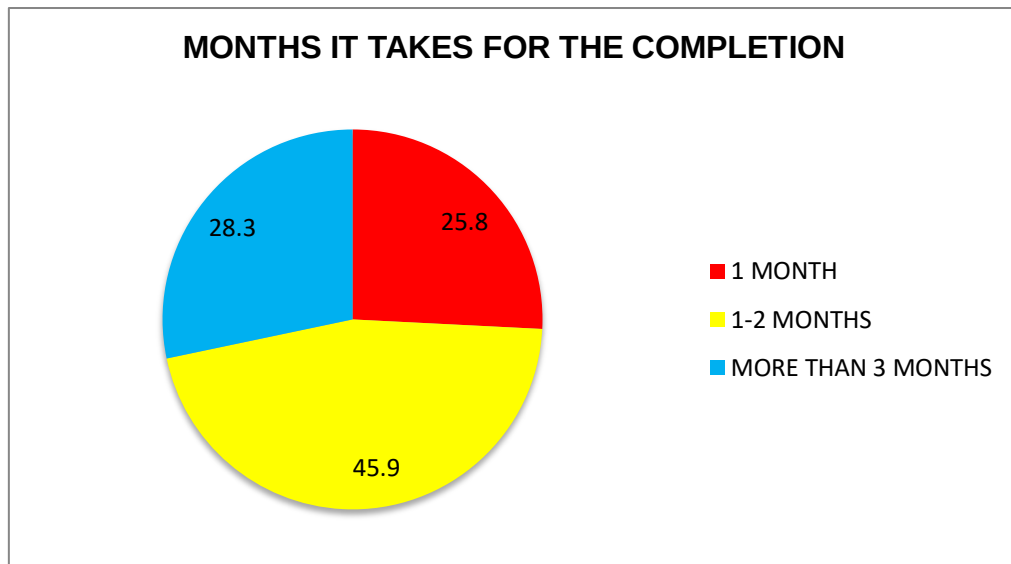


FIG: 4.1.20

FIGURE SHOWS ABOUT THE MONTHS FOR THE COURSE COMPLETION.

INTERPRETATION:

From the above table, out of 120 respondents, 45.9% of the respondents take Between 1-2 months, 28.3% of the respondents takes More than 3 months, 2.8% of the respondents takes 1month for the course completion.

TABLE NO 4.1.21

TABLE SHOWS ABOUT WE CAN DO MORE THAN 3 COURSES.

WE CAN DO MORE THAN 3 COURSES	NO OF RESPONDENTS	PERCENTAGE (%)
AGREE	46	38.6
DISAGREE	35	29.2
NEUTRAL	39	32.5
TOTAL	120	100.0

SOURCE: PRIMARY DATA

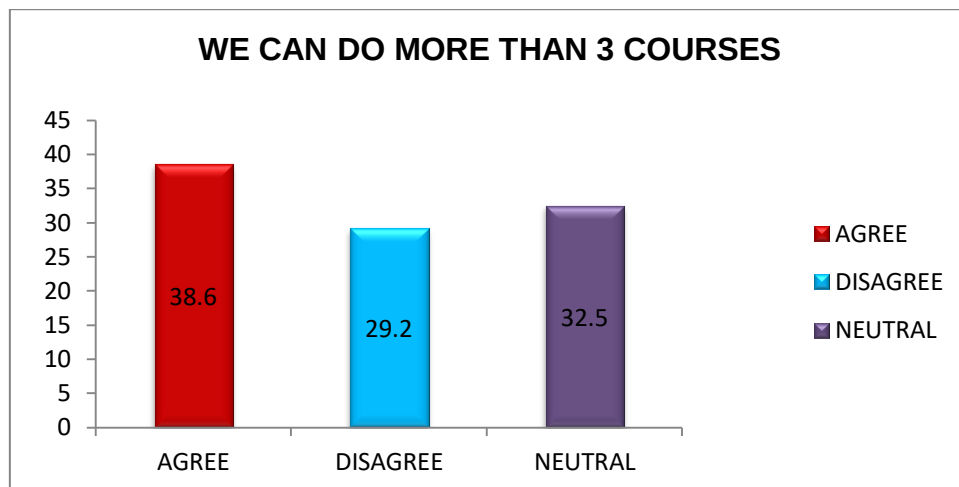


FIG: 4.1.21

FIGURE SHOWS ABOUT WE CAN DO MORE THAN 3 COURSES.

INTERPRETATION:

From the above table, out of 120 respondents, 34.2% of the respondents are Disagree, 33.3% of the respondents are Agree and 32.5% of the respondents are Neutral for the statement that we can do more than 3 courses.

4.2 ONE- WAY ANNOVA:

HYPOTHESIS

Null hypothesis (H_0): There is no significant difference between Age of the respondents and their opinion on the information provided in the course is easy to understand.

Alternative hypothesis (H_1): There is significant difference between Age of the respondents and their opinion on the information provided in the course is easy to understand.

TABLE NO 4.2.1

TABLE SHOWING AGE OF THE RESPONDENTS AND THEIR OPINON ON THE INFORMATION PROVIDED IN THE COURSE IS EASY TO UNDERSTAND.

Descriptives								
AGE								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Strongly agree	24	2.79	.977	.199	2.38	3.20	1	4
Agree	19	2.95	.970	.223	2.48	3.42	1	4
Neutral	58	3.09	.942	.124	2.84	3.33	1	4
Disagree	12	2.92	.996	.288	2.28	3.55	1	4
Strongly disagree	7	3.00	1.155	.436	1.93	4.07	1	4
Total	120	2.98	.961	.088	2.81	3.16	1	4

ANOVA					
AGE					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.575	4	.394	.418	.795
Within Groups	108.391	115	.943		
Total	109.967	119			

INTERPRETATION:

From the result it is interpreted that significant (2-tailed) value is .795 which is greater than 0.05. So H_0 is accepted and H_1 is rejected. There is no positive difference between Age of the respondents and their opinion on the information provided in the course is easy to understand.

4.3 CHI-SQUARE TEST:

HYPOTHESIS

Null hypothesis (H_0): There is no significant difference between Gender and their opinions on the assignments given are easily understandable.

Alternative hypothesis (H_1): There is significant difference between Gender of the respondents and their opinions on the assignments given are easily understandable.

TABLE NO 4.3.1
TABLE SHOWING GENDER AND THE ASSIGNMENTS GIVEN ARE EASILY UNDERSTANDABLE.

GENDER * THEASSIGNMENTSGIVENAREEASILYUNDERSTANDABLE								
Crosstabulation								
			THEASSIGNMENTSGIVENAREEASILYUND ERSTANDABLE					Total
			Strongl y agree	Agree	Neutr al	Disa gree	Strongly disagree	
GEN DER	Mal e	Count	14	19	14	1	1	49
		Expected Count	11.4	21.6	13.9	1.6	.4	49.0
	Fem ale	Count	14	34	20	3	0	71
		Expected Count	16.6	31.4	20.1	2.4	.6	71.0
Total		Count	28	53	34	4	1	120
		Expected Count	28.0	53.0	34.0	4.0	1.0	120.0

Symmetric Measures			
		Value	Approximate Significance
Nominal by Nominal	Phi	.168	.496
	Cramer's V	.168	.496
N of Valid Cases		120	

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	3.385 ^a	4	.496
Likelihood Ratio	3.745	4	.442
Linear-by-Linear Association	.183	1	.669
N of Valid Cases	120		
a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is .41.			

INTERPRETATION:

From the result it is interpreted that significant (2-tailed) value is .496 which is greater than 0.05. So H_0 is accepted and H_1 is rejected. There is no positive difference between Gender and their opinions on the assignments given are easily understandable.

4.4 CORRELATION:

HYPOTHESIS

Null hypothesis (H_0): There is positive relationship between the months it takes for the completion of the courses and we can do more than 3 courses at a time.

Alternative hypothesis (H_1): There is negative relationship between the months it takes for the completion of the courses and we can do more than 3 courses at a time.

TABLE NO 4.4.1

**TABLE SHOWING MONTHS IT TAKES FOR COMPLETION OF THE COURSES
AND CAN DO MORE THAN 3 COURSES AT A TIME.**

Correlations			
		MONTHS IT TAKES FOR THE COMPLETION OF THE COURSES	WE CAN DO MORE THAN 3 COURSES AT A TIME
MONTHS IT TAKES FOR THE COMPLETION OF THE COURSES	Pearson Correlation	1	.280**
	Sig. (2-tailed)		.002
	N	120	120
WE CAN DO MORE THAN 3 COURSES AT A TIME	Pearson Correlation	.280**	1
	Sig. (2-tailed)	.002	
	N	120	120
**. Correlation is significant at the 0.01 level (2-tailed).			

INTERPRETATION:

Since r is positive there is positive relationship between the months it takes for the completion of the courses and we can do more than 3 courses at a time.

CHAPTER-5

FINDINGS, SUGGESTIONS AND CONCLUSION

5.1 FINDINGS:

- ❖ Most of the respondents' age is 21.
- ❖ Most of the respondents' gender is Female.
- ❖ Most of the respondents UG course is Arts and Science.
- ❖ Most of the respondents parents annual income is between ₹2,00,000- ₹5,00,000.
- ❖ Most of the respondents' batch is Regular batch.
- ❖ Most of the respondents feel about E-learning courses is Very good.
- ❖ Most of the respondents are agreed for the information provided is useful.
- ❖ Most of the respondents' understandability for the course is Neutral.
- ❖ Most of the respondents choose the online learning website as Coursera.
- ❖ Most of the respondents say for the statement the course is useful for getting job is Neutral.
- ❖ Most of the respondents' level of expertise for the course is Intermediate.
- ❖ Most of the respondents rated for their online course were 4.
- ❖ Most of the respondents' satisfaction level for the learning process was Neutral.
- ❖ Most of the respondents' opinion about Quiz was Agree.
- ❖ Most of the respondents' opinion about assignment's understandability is Agree.

- ❖ Most of the respondents' satisfaction level for taking detailed notes from the course was Satisfied.
- ❖ Most of the respondents says about the recommendation of the course website was Agree.
- ❖ Most of the respondents are agree with the availability of free online courses.
- ❖ Most of the respondents say less than ₹1,000 for the amount of payment per course.
- ❖ Most of the respondents choose between 1-2months for the months it takes for completion of course.
- ❖ Most of the respondents agree with that we can do more than 3 courses.

5.2 SUGGESTIONS:

In order to succeed in the online course, students need to have the required level of computer skills, motivation and a commitment to learn and work on their own. The students who can take the initiative to complete coursework without the direct supervision of a professor are self-starters.

. You will need to consistently participate in online activities and log into your course at least several times per week to view news items, participate in class activities, assignments.

In order to be successful in an online course, you must have a working knowledge of basic computer skills, including taking online quizzes, managing and uploading content, saving, opening, and placing files inside drop boxes, and creating a document in a word processing program. Online courses offer the same opportunities for learning and growth, and the chance to challenge as a student. As an online student you will need to be motivated, dedicated and determined with your studies.

5.3 CONCLUSIONS:

Online learning is a growing and exciting new way to learn about almost anything. If there is a course you have always wanted to take or a skill you have always wanted to learn, but you have not had the time to attend a traditional face-to-face class or there hasn't been an opportunity near you, then online learning might be your answer.

Today's online learning opportunities offer everything from one-hour live workshops to online degrees. There is virtually something for everyone; all you have to do is find it.

However, learning online is different from learning in a face-to-face setting, and it is important to think about your goals, your needs and your interests before committing yourself to something. You also need to think about the time you have available, your comfort level with using technology and the equipment that is at your disposal. As we all become more familiar with computers and computer access becomes increasingly common, online learning will continue to open doors and offer learning opportunities for those who are interested.

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APPENDIX – I (QUESTIONNAIRE)

1. Name _____.
2. Age
 - ☐ 18
 - ☐ 19
 - ☐ 20
 - ☐ 21
3. Gender.
 - ☐ Male
 - ☐ Female
4. Specify your UG Course.
 - ☐ Engineering
 - ☐ Arts and Science
 - ☐ Medical
5. Annual Income of your parents?
 - ☐ Less than ₹1,00,000
 - ☐ Between ₹2,00,000-₹5,00,000
 - ☐ More than ₹5,00,000

6. Your batch.

- ☐ Regular batch
- ☐ Part-time batch

7. How do you feel about E-learning courses?

- ☐ Excellent
- ☐ Very Good
- ☐ Good
- ☐ Fair

8. The e-learning system provides information that is exactly what you need.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

9. The information provided in the course is easy to understand.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

10. I would recommend this website for learning the courses to others.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

11. Mention the name of the website in which you have done your Online Courses

- ☐ Udemy
- ☐ Coursera
- ☐ LinkedIn
- ☐ Edx
- ☐ Stoodnt

12. The course is useful at the time of getting job.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

13. Rate your online courses by how knowledgeably it has helped for recruitment process.

1 2 3 4 5

14. What level of expertise you had got from the courses learned?

- ☐ Beginner
- ☐ Intermediate
- ☐ Advanced

15. Identify your satisfaction level for the learning process in the online courses?

- ☐ Very satisfied
- ☐ Satisfied
- ☐ Neutral
- ☐ Unsatisfied

16. By conducting quiz, it helps to improve the knowledge about the courses.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

17. The Assignments given are easily understandable.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

18. Indicate your satisfaction level by how much detailed notes have been taken from the courses you have learned.

- ☐ Very satisfied
- ☐ Satisfied
- ☐ Neutral
- ☐ Unsatisfied

19. There are many free online learning courses.

- ☐ Agree
- ☐ Disagree
- ☐ Not sure

20. How much you will pay per course?

- ☐ Less than ₹1,000
- ☐ Between ₹1,000-₹5,000
- ☐ More than ₹5,000

21. How many months it takes for the completion of the courses?

- ☐ 1 month
- ☐ 1-2 months.
- ☐ More than 3 months

22. We can do more than 3 courses at a time.

- ☐ Agree
- ☐ Disagree
- ☐ Neutral

APPENDIX – II (ARTICLE)

“A STUDY ON STUDENT OPINION TOWARDS ONLINE COURSES WITH SPECIAL REFERENCE TO UG STUDENTS IN CHENNAI”

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ABSTRACT:

Online courses provide a means for reaching people in almost every work and life situation and developing them further. While online learning does not necessarily replace face-to-face learning, it intends to provide optimal online learning experiences. Even good face-to-face courses can be supplemented with online learning. Online learning may take the form of distance courses, available upon demand on the Internet.

The course design process is not static and a course should be evaluated during and after each delivery. Evaluation is focused on continuous course improvement. The Information has been collected through surveys, and together with secondary data, and were analyzed using SPSS.

INTRODUCTION:

The biggest reason most people embrace online learning is for its expedience. Since all they need is an internet connection, online courses can be taken anywhere, at any time. For many programs, people don't even need a laptop – a tablet or phone will do. E-courses are convenient because they make it possible for two people in separate locations to take a course together and on their own schedules.

Online credentials for learning are digital credentials that are offered in place of traditional paper credentials for a skill or educational achievement. They are directly linked to the accelerated development of internet communication technologies, the development of digital badges, electronic passports.

Online learning can be presented using text, audio, video, graphics or any combination of formats. Among alternative credentials, online certificates currently

command the highest value, and are nearly comparable to a traditional degree. Earning an online certificate from an online college, a company or an industry-specific organization is typically much more involved than for the other credentials.

REVIEW OF LITERATURE:

Becker, K., Newton, C., & Sawang, S. (2013). A learner perspective on barriers to e-learning. *Australian Journal of Adult Learning*, 53(2), 211–233.

This study aims to identify and categorize barriers to e-learning adoption and the relative impact of those barriers on learners.

Marcia D.Dixon, Creating effective student engagement in online courses: What do students find engaging? *Journal of the Scholarship of Teaching and Learning*, Vol. 10, No. 2, June 2010, pp. 1 – 13. This paper set out to discover what activities and/or interaction Channels might be expected to lead to more highly engaged students, what it found was a bit different.

Namsook Jahng: An Investigation of Collaboration Processes in an Online Course, *The journal International Review of Research in Open and Distributed Learning* Volume 13, Issue 4, 2012, pg. no. 1–18. This study investigated communication patterns and behavior in problem-solving groups in graduate online courses. An inductive qualitative analysis method was employed to analyze 732 messages that were retrieved from small group forums.

RESEARCH METHODOLOGY:

This research study is based on DESCRIPTIVE research design to obtain the opinion of the respondents. The primary source of data required for the study is collected through primary and secondary sources of data. The data that collected by the researcher's data directly from the general public on the personal question in questionnaire by using surveys and interviews. The secondary source of data is for social science includes censuses, information collected by government departments, organizational records and data that was originally collected for other research purposes. Statistical methods are mathematical formulas, models, and techniques that are used in statistical analysis of raw research data. In order to analyze descriptive data analysis and statistical tools used such as percentage method, chi-square and ANOVA.

OBJECTIVE:

- To identify the quality of E-learning courses.
- To investigate about the learning process.

DATA ANALYSIS AND INTERPRETATION:

ANOVA

Hypothesis:

Null hypothesis (H_0): There is no significant difference between Age of the respondents and their opinion on the information provided in the course is easy to understand.

Alternative hypothesis (H_1): There is significant difference between Age of the respondents and their opinion on the information provided in the course is easy to understand.

ANOVA					
AGE					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.575	4	.394	.418	.795
Within Groups	108.391	115	.943		
Total	109.967	119			

INTERPRETATION:

From the result it is interpreted that significant (2-tailed) value is .795 which is greater than 0.05. So H_0 is accepted and H_1 is rejected. There is no positive difference between Age of the respondents and their opinion on the information provided in the course is easy to understand.

CHI-SQUARE

Hypothesis:

Null hypothesis (H_0): There is no significant difference between Gender and their opinions on the assignments given are easily understandable.

Alternative hypothesis (H_1): There is significant difference between Gender of the respondents and their opinions on the assignments given are easily understandable.

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	3.385 ^a	4	.496
Likelihood Ratio	3.745	4	.442
Linear-by-Linear Association	.183	1	.669
N of Valid Cases	120		
a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is .41.			

INTERPRETATION:

From the result it is interpreted that significant (2-tailed) value is .496 which is greater than 0.05. So H_0 is accepted and H_1 is rejected. There is no positive difference between Gender and their opinions on the assignments given are easily understandable.

FINDINGS:

- There is no positive difference between Age of the respondents and their opinion on the information provided in the course is easy to understand.
- There is no positive difference between Gender and their opinions on the assignments given are easily understandable.

CONCLUSION:

The study reveals that there is no positive difference between Age of the respondents and their opinion on the information provided in the course is easy to understand and there is no positive difference between Gender and their opinions on the assignments given are easily understandable.

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