Factors Influencing Adoption Intent Of SWAYAM Courses By Graduate And Postgraduate Students

Mishel Elizabeth Jacob[1] , Dr. Manoj Narayanan K. S.[2] , Merin Elizabeth Cherian[3]

[1] *Research Scholar, School of Management and Business Studies, Mahatma Gandhi University Kottayam, Kerala, mishel.jacob@gmail.com*
[2]*Associate Professor and Head, Department of Commerce, Baselius College, Kottayam, Kerala*
[3]*Guest Lecturer, Department of Commerce, BCM College, Kottayam, Kerala*

Abstract:

The Ministry of Human Resource Development, Government of India introduced MOOCs in India under SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) in 2017. With the spread of the Covid-19 pandemic and shift to e-learning initiatives, SWAYAM platform was designed to play a crucial role in mobilizing online education. However, the enrolment and completion of students into the various courses offered by SWAYAM is still very low. In this light, this study tries to understand the predictors of the Adoption Intention of courses offered by SWAYAM by Graduate and Post Graduate Students. Using the Technology-User-Environment (TUE) framework, the study analyses the impact of technological characteristics of MOOCs (Perceived Usefulness, Perceived Ease of Use), User Factors (Self-Efficacy, Self-Regulation) and social environmental factors (Peer Pressure, Instruction, Publicity) to analyse the drivers and barriers that influence the Adoption Intent of MOOCs. The following are the objectives of the study to analyse the factors affect students' decision to opt for SWAYAM online course and to study the acceptance factors of SWAYAM online courses among the students. This is an empirical study carried out in Kottam District, Kerela during the month of January 2022. The students pursuing higher education in the study area selected as sample respondents. 600 respondents, opted SWAYAM online courses, have been selected purposively using simple random technique and the data were collected through questionnaire.The opinion of the respondents towards the factors affecting while opting the SWAYAM online courses, the factors influencing the intention of the students for doing online courses and their level of intention are measured using 5 points Likert scale. The collected primary data have been analysed using the Friedman technique, Mann-Whitney U test, Kruskal Wallis test and applying regression model. The study concluded that

Keywords: Intent of SWAYAM Course, Graduate and Postgraduate Students

Introduction

The digital revolution in India is playing a significant part in the development of the country and has propelled it to the forefront of the race to become a developed economy. The digital revolution is causing substantial shifts to occur in many different fields, including banking, education, shopping, agriculture, health, rural development, and financial inclusion, amongst many others of a similar kind. Higher education is one of the major focus areas of digital revolution in India[1]. Disruptive innovative technologies are changing the traditional methods of teaching and learning, which is paving the way for India to become a "Knowledge Economy." It is one of the key drivers of technological innovation in education in India that the introduction of Massive Open Online Courses (MOOCs), which allows thousands of students to participate in these open and free courses simultaneously without

any barriers of geographical boundaries. MOOCs, or massive open online courses, are online classes that are open to anyone and are offered for little to no cost. They incorporate a variety of teaching strategies, including online learning, assignments, online discussions, the use of open educational resources, and video-based learning, to deliver the course material to participants located all over the world[2].

"SWAYAM is an initiative that has been established by the Government of India and is aimed to accomplish the three cardinal principles of Education Policy, which are access, equality, and quality. The purpose of this project is to take the finest teaching learning materials to everybody, especially the most disadvantaged. Students who have not been exposed to the digital revolution up to this point and who have not been able to integrate into the mainstream of the knowledge economy are the target audience for SWAYAM's mission to bridge the digital gap. The effectiveness of the SWAYAM portal is contingent on the extent to which potential users are informed about the existence of the site and its potential for fostering skills that facilitate lifelong learning. Recent research and conversation about massive open online courses (MOOCs) have centred on topics such as faculty experiences in designing and developing MOOCs (Collins, 2018)[3] viewed that instructor experiences with MOOCs and evaluating the learning outcomes of MOOCs. (Kleinman, 2018)[4]. (Qiu & Xu, 2018)[5]. According to (Muzafarova and Kaya, 2014)[6] stated that not all students and instructors are aware of the potential afforded by distant learning mode. In the context of India, this is absolutely correct. Although the Government of India, Ministry of Human Resource Development (MHRD), is making every effort to popularise the SWAYAM portal, there is a need to measure the degree of 'SWAYAM MOOC's' awareness among the target audience as well as the ability of the target user to use the portal. This is necessary despite the fact that the MHRD is making all possible efforts to popularise the SWAYAM portal. Trehan (2017)[7] pointed out, there have been several discussions where the use of MOOCs in education has been debated;

however, not enough attention has been paid to students' attitudes and perceptions towards MOOCs; therefore, there is a need to find out, how familiar present students are with the concept, and what their opinion is about MOOCs as a source of education.

The Platform for Modern and Enhanced Online Education

Webs of Active-learning for Young Aspiring Minds is an Indian MOOC an open source platform built on Open edX platform. The SWAYAM programme is an effort of the Indian government that focuses on access, fairness, and quality in education. These are the three cardinal principles of education policy. In a country like India, it is extremely challenging to provide high-quality education to a large population while simultaneously keeping expenses and labour to a minimum. The SWAYAM programme is going to be a huge benefit to students in India and India as a whole. With the assistance of SWAYAM, the Massive Open mooc Course that was designed by the Government of India, the goal of a skilled India might become a reality. The purpose of this project is to take the finest teaching learning materials to everybody, especially the most disadvantaged. SWAYAM intends to accomplish and cater to native languages, facilitate the delivery of blended MOOCs, combine local marks and grades, provide proctored online examinations, connect with AADHAR, the unique ID for Indians, and provide material exchange across multiple platforms (Ministry of Human Resource Management, 2016). The following individuals have been recognised by the Ministry of Human Resource Management Department of Higher Education as national MOOC Coordinators, along with the industry in which they work: University Grant Commission for non-technology post-graduation degree programme, NPTEL for Technical / Engineering UG & PG degree programme, Consortium for Educational communication for non-technology under, IGNOU for diploma and certificate and CBSE NCERT & NIOS for CBSE and Open Education, classes 9th to 12th.

SWAYAM is a platform that enables individuals to engage in self-directed learning and education through the utilisation of the internet, thereby paving the way for ongoing educational opportunities. Hundreds of courses are accessible on this platform and here virtually every course is for the university / college / school level and crucially most of the courses are delivered by the academics in India and worldwide. Students at any university or college have the opportunity to potentially improve their overall academic record or portfolio if they are able to transfer the credits they have earned at one educational institution to another. The Indian Institutes of Technology (IIT) Bombay, Madras, Kanpur, and Guwahati, amongst others, are some of the illustrious companies and institutions that are taking part in this project to give courses.

SWAYAM is also given to bridge the gap of digital divide those who are untouched by the digital revolution and also beneficial for the enhancing the knowledge and eventually it aids in growing and generating knowledge economy. The system is rests on innovative and smart IT platform for hosting all the courses and significantly it is taught for the students of standard of Nine (9) up until post-graduation and available to anyone and anywhere at any time. Most of the courses under SWAYAM is interactive and prepared by the greatest professors in the India and also open and free of cost to Indians. 1,000+ instructors and teachers from various disciplines across Country genuinely engaged in designing SWAYAM courses and programme. Ultimately the system is capable in hosting 2000 courses and moreover 80000 hours of learning for different categories viz. school, under-graduate, post-graduate and specialized areas viz. engineering, law.[8].

Review of Literature

Rahul Hire math (2017)[9] examined the level of education that is offered to students in India is a difficulty for the country. The massive open online course (MOOC) is the cutting-edge educational instrument of the current day that educates the masses with the fewest resources and the least amount of work. The Ministry of Human Resource Development of India (MHRD) is now working on creating an online national gateway for excellent education named SWAYAM. With the use of information and communication technology and the edX platform, SWAYAM makes online courses available to each student in the country at no cost or at a very low cost. The quality of the course material, the content developers, and the students using SWAYAM all contribute to the overall quality of the platform. It will aid the country in the programme of skill development through which jobs and skilled personnel are produced, therefore it will benefit the nation. The success of the SWAYAM programme is dependent on the government, national agencies (such as the UGC, NPTEL, IGNOU, and CBSE NCERT & NIOS), and the top most institutions in the country.

Virendra Chavda (2021)[10] explored that pandemic has revolutionised the educational situation and compelled to produce rapid adjustments in the domains of education in India. Majority of the educational institutions have to utilise online education for the purposes of students learning and internal evaluations. In developing countries like India, where traditional classroom instruction is still considered to be the most effective method of education, the transition to online learning is still in its infancy. Due to the availability of infrastructure, mind-set of many stakeholders, it is the largest obstacle for multiple stakeholders to move from conventional teaching to online education. This research seeks to uncover characteristics impacting online education among faculty members and college students. Two online studies (N= 500 students and N = 250 faculty members) have been carried out with the use of standardised questionnaires. Exploratory factor analysis and confirmatory factor analysis were used to identify the factors, which were as follows: dimensions of infrastructure and technology; dimensions related to students; dimensions related to faculty; dimensions of facilitating; dimensions related to social influence; dimensions related to effort; dimensions related to perceived usefulness; dimensions related to performance expectations; and dimensions related to security and risk. The paper analysed

the findings and explores their theoretical and practical ramifications.

Need For the Study

Learning is accessible to everyone in today's world because of the internet. As a result, citizens in nations in which conventional education is challenged by a variety of barriers might benefit by taking advantage of online learning opportunities. E-learning has shown to be successful for those individuals who have recognised its importance up to this point. It offers the opportunity to get excellent outcomes at much reduced expenses, and in some cases, for no charges at all. In spite of these disadvantages, online education offers many additional benefits. There are many reasons to want an education, and taking classes online may help you accomplish all of them. Many people believe that since it opens up new doors for more conventional forms of education, e-learning has the potential to completely transform the educational system. There are several benefits associated with taking courses online; outlined here are some of the more significant of these advantages. When individuals make the decision to enrol in an educational programme, in many circumstances they are required to relocate to a different city, away from their current residence as well as their family and friends. In the meanwhile, there are nations in which concerns relating to gender impede young women from gaining access to school. In situations like these, online education may be helpful in removing boundaries and obstacles, whether they be social or physical.[11] The fact that these individuals may get an education of the highest calibre at their own pace and in the setting and time of their choosing makes taking classes online an excellent answer to the difficulties they encounter[12]. The ability to acquire knowledge on everything and everything that interests you, Comfort and adaptability. When the students gain new knowledge, it is natural for us to feel compelled to pass that knowledge forward to others around us. Consequently, the postgraduate students at the institution should be informed of their swayam course. As a result, the research study was conducted

Significance of the Study

The research study raises awareness on how important it is for students to be aware of the swayam courses they are taking. The findings of the research will assist educators, administrators, government officials, and other decision-makers in thinking about the significance of students' understanding of the many online courses that are available to them (swayam). The ever-increasing need for education has resulted in the development of more innovative educational practises. In addition, research is continually carried out, and experiments are carried out, in order to develop ever-more innovative strategies for educational delivery in order to meet the growing demand for education. On the other hand, the rapid growth of information and communication technology is another area of study that is being conducted in the educational sector. The SWAYAM Online Course is the result of research conducted for both of these purposes—one to meet the growing demand for education, and the other to make more efficient use of ICT in educational settings. As a consequence, the findings of the research will be significant in their own right across a wide range of aspects. In the process of carrying out the project, the students will become aware of the significance of swayam courses, and they will continue to place an emphasis on such awareness in the days and weeks to come. This article will make an attempt to shed light on the benefits and potential of taking online courses via SWAYAM. As a consequence of this, the findings and suggestions made in the report are of great importance to a great number of individuals.

Statement of the Problem

The purpose of this research is to investigate the factors that influence graduate and postgraduate students' intentions to adopt SWAYAM courses as part of their education. The research has been carried out using the technique and sample that was chosen. Through the use of proper methodological and statistical approach, the purpose of this research is also to analyse the factors affect students' decision to opt for SWAYAM. In the education industry in the Philippines, online education is quickly becoming the trendy trend that everyone is talking about. Up until this point, the most of

the expansion of online education had been witnessed in developed nations. Additionally, the majority of research had also been conducted in developed countries, as had the majority of institutions that had chosen online education as a medium of instruction. As a result of the epidemic, online schooling has been seeing growth in India. The majority of the research focused on participants' perspectives, intentions, and actions with regard to online education. There are no all-encompassing studies that have been conducted that quantify the elements that influence online education, which is surprising given the size and scope of India. As a result, the primary objective of the current research is to identify the characteristics that influence the acceptance of online education among the College students

Objectives

The following are the objectives of the study

1. To analyse the factors affect students' decision to opt for SWAYAM online course
2. To study the acceptance factors of SWAYAM online courses among the students.

Hypotheses

The following hypotheses are framed related to the above objectives of the study.

1. H_0: There is no significant difference in giving importance to various factors which affects to opt the SWAYAM online course.
2. H_0: There is no significant difference in considering the various while opting the SWAYAM online courses according to the gender, course studying and level of family income of the students
3. H_0: There is no significant influence of Technology experience, perceived usage of the courses, attitude of the students and perceived service quality on the intention of doing the online courses in SWAYAM portal.

Research Methodology

This is an empirical study carried out in Kottam District, Kerela during the month of January 2022. The students pursuing higher education in the study area selected as sample respondents. 600 respondents, opted SWAYAM online courses, have been selected purposively using simple random technique and the data were collected through questionnaire.

The opinion of the respondents towards the factors affecting while opting the SWAYAM online courses, the factors influencing the intention of the students for doing online courses and their level of intention are measured using 5 points Likert scale.

The collected primary data have been analysed using the Friedman technique, Mann-Whitney U test, Kruskal Wallis test and applying regression model.

Findings , Result and Discussion

The study has two main objectives, i.e., analysing factors affects the students in opting the online courses and their level of intention. The factors are ranked based on their preference and its relationship with the nature of the respondents is studied. In the second part, the intention of the students in pursuing the courses and the factors influencing the intention are measured.

1. Factors affecting students for opting the SWAYAM online courses

Various factors have been considered in the analysis as affecting the decision of the students in opting the SWAYAM courses, i.e., flexibility to attend the courses, convenience for doing the courses, facility to do the course from their own place, interest of the students, economy of completing the courses, reputation of the courses and the validity of the certificates and so on. The ranks based on their reference are given below.

Table 1 Factors affecting the students' decision to opt for SWAYAM online course

Factors	Mean	Std. Deviation	Mean Rank	Rank
Flexibility in time management	4.25	1.090	8.51	I
Convenience	3.59	0.904	6.75	II

Possibility to learn at my own pace	3.38	0.844	6.24	IV
Interest in the course curriculum	3.16	1.104	5.73	VII
Reduction of costs	2.79	1.416	4.81	XI
Course reputation	2.93	1.195	5.08	IX
Ease of use of course support technology	2.96	1.021	4.98	X
Conducted by reputed institutions	3.22	1.116	5.80	VI
Having faculties from other institutions	3.46	1.312	6.51	III
Studying with students from different areas	3.37	1.109	6.24	V
Curiosity about how online education works	3.09	1.076	5.36	VIII

The above table shows that the students feel that attending the online courses in SWAYAM gives flexibility in time management (8.51). The courses are offered online and it is flexible to attend. The students mostly prefer the SWAYAM courses for the flexibility in time management. Convenience (6.75) to attend the courses is also important factor to affect the students' decision. The students prefer the courses for having many experts from various institutions are taking classes in the online programmes (6.51). The students can also attend the courses from their place itself (6.24) is ranked fourth. The students are also enjoying that the participant in the programmes are from various places across the nation (6.24). The programmes are conducted by the reputed institutions like IIT, NIT, etc., is an attractive factor (5.80). The significance of the rank is given by the respondents is tested with the help of Friedman test as below.

Table 2 Friedman Test

N	600
Chi-Square	739.061
df	10
Asymp. Sig.	0.000*

The calculated Chi-Square value from the Friedman test is 739.061 for the degree of freedom 10. This is significant at 1% level (p-0.000). Hence, the framed null hypothesis is rejected. It is concluded that time management, convenience, faculties from various institutions are most influencing factors for choosing SWAYAM course.

Relationship between the nature of the students and the factors

I. Gender

The perception of the students about various factors may differ based on their gender. In this point of view, the factors affecting the students' decision is analysed with the gender. The Table 3 gives the result of Mann-Whitney U test.

Table 3 Relationship between gender and factors affecting students

Factors	Gender	N	Mean Rank	Test	Result
Flexibility in time management	Male	276	316.95	Mann-Whitney U	40171
	Female	324	286.48	Z	-2.421
	Total	600		Sig.	0.015*
Convenience	Male	276	307.29	Mann-Whitney U	42837
	Female	324	294.71	Z	-1.001
	Total	600		Sig.	0.317
Possibility to learn at my own pace	Male	276	304.77	Mann-Whitney U	43533
	Female	324	296.86	Z	-0.626
	Total	600		Sig.	0.531
Interest in the course curriculum	Male	276	277.79	Mann-Whitney U	38444
	Female	324	319.84	Z	-3.076

	Total	600		Sig.	0.002*
Reduction of costs	Male	276	286.56	Mann-Whitney U	40864
	Female	324	312.38	Z	-1.872
	Total	600		Sig.	0.061
Course reputation	Male	276	269.92	Mann-Whitney U	36271
	Female	324	326.55	Z	-4.117
	Total	600		Sig.	0.000*
Ease of use of course support technology	Male	276	291.18	Mann-Whitney U	42139
	Female	324	308.44	Z	-1.302
	Total	600		Sig.	0.193
Conducted by reputed institutions	Male	276	308.63	Mann-Whitney U	42469
	Female	324	293.58	Z	-1.103
	Total	600		Sig.	0.270
Having faculties from other institutions	Male	276	323.76	Mann-Whitney U	38292
	Female	324	280.69	Z	-3.124
	Total	600		Sig.	0.002*
Studying with students from different areas	Male	276	311.33	Mann-Whitney U	41724
	Female	324	291.28	Z	-1.478
	Total	600		Sig.	0.139
Curiosity about how online education works	Male	276	298.44	Mann-Whitney U	44144
	Female	324	302.25	Z	-0.285
	Total	600		Sig.	0.775

* Significance

The male students prefer the SWAYAM online courses than female students for flexibility in time management (316.95), convenience (307.29), learning from own place (304.77), conducted by the reputed institution (308.63), having faculties from various institutions (323.76) and studying with various students other areas (311.33). The female students prefer the SWAYAM for interest on the course curriculum (319.84), economy to complete the courses (312.38), reputation of the course (326.55), ease of use of course support (308.44) and curiosity to attend the programme (302.25).

The Z values shows that Flexibility in time management (-2.421), interest in course curriculum (-3.076), course reputation (-4.117) and having faculties from other institutions (-

3.124) are significant. Hence, the framed null hypothesis for these factors is not accepted. It is concluded that the male students prefer the SWAYAM for ease of time management and faculties from various institutions and female students prefer the courses for the interest in curriculum and course reputation.

2. Course

The course studying by the students (under graduation and post-graduation) shows their level of knowledge and skill. The opinion of the students based on their course may vary. The relationship between the course studied and the factors affecting the students' decision is studied as below.

Table 4 Relationship between course studying and factors affecting students

Factors	Course	N	Mean Rank	Test	Result
Flexibility in time management	UG	220	303.73	Mann-Whitney U	41090
	PG	380	298.63	Z	-0.391
	Total	600		Sig.	0.696
Convenience	UG	220	316.28	Mann-Whitney U	38329
	PG	380	291.37	Z	-1.917
	Total	600		Sig.	0.055
Possibility to learn at my own pace	UG	220	331.10	Mann-Whitney U	35067

Factors		N	Mean Rank	Test	Result
	PG	380	282.78	Z	-3.697
	Total	600		Sig.	0.000*
Interest in the course curriculum	UG	220	341.17	Mann-Whitney U	32853
	PG	380	276.96	Z	-4.542
	Total	600		Sig.	0.000*
Reduction of costs	UG	220	332.14	Mann-Whitney U	34839
	PG	380	282.18	Z	-3.502
	Total	600		Sig.	0.000*
Course reputation	UG	220	324.75	Mann-Whitney U	36465
	PG	380	286.46	Z	-2.691
	Total	600		Sig.	0.007*
Ease of use of course support technology	UG	220	294.44	Mann-Whitney U	40466
	PG	380	304.01	Z	-0.698
	Total	600		Sig.	0.485
Conducted by reputed institutions	UG	220	275.03	Mann-Whitney U	36197
	PG	380	315.24	Z	-2.850
	Total	600		Sig.	0.004*
Having faculties from other institutions	UG	220	304.28	Mann-Whitney U	40968
	PG	380	298.31	Z	-0.419
	Total	600		Sig.	0.675
Studying with students from different areas	UG	220	284.32	Mann-Whitney U	38241
	PG	380	309.87	Z	-1.820
	Total	600		Sig.	0.069
Curiosity about how online education works	UG	220	342.07	Mann-Whitney U	32655
	PG	380	276.43	Z	-4.750
	Total	600		Sig.	0.000*

The students pursuing under graduation course prefer the online programmes for flexibility in time management (303.73), convenience (316.28), learning from own place (331.10), interested in curriculum (341.17), economy in cost (332.14), reputation of the course (324.75), having faculties from various institutions (304.28) and curiosity to attend the programmes (342.07). The students from the post-graduation courses like to attend the program in SWAYAM for ease of use of the course support technology (304.01), conducted by the reputed institutions (315.24) and studying with various students (309.87).

The result from the Mann-Whitney U test indicates that the Z score for learning from own place (-3.697), interest in the curriculum (-4.542), less fees structure (-3.502), reputation of the course (-2.691), conducted by the reputed institutions (-2.850) and curiosity to attend the programs (-4.750) are significant. The Z values are less than -1.96. Hence, framed null hypothesis for these factors is invalid.

3. Family income

The family income level of the students is important economic factor influencing their education. Hence, the respondents are grouped into 3 based on their family annual income i.e., less income (less than Rs. 5,00,000 pa), middle income (annual income between Rs. 5,00,000 to Rs. 10,00,000) and high income group (more than Rs. 10,00,000 pa). The perception of the students towards the factors according to their family income is analysed below.

Table 5 Relationship between the family income and the factors affecting the students' decision

Factors	Family income	N	Mean Rank	Test	Result
Flexibility in time management	Less	195	298.35	Chi-Square	15.654
	Middle	293	282.90	df	2
	High	112	350.29	Sig.	0.000*

	Total	600			
Convenience	Less	195	290.53	Chi-Square	1.532
	Middle	293	302.67	df	2
	High	112	312.17	Sig.	0.465
	Total	600			
Possibility to learn at my own pace	Less	195	282.50	Chi-Square	4.372
	Middle	293	306.03	df	2
	High	112	317.38	Sig.	0.112
	Total	600			
Interest in the course curriculum	Less	195	290.24	Chi-Square	9.074
	Middle	293	290.95	df	2
	High	112	343.33	Sig.	0.011*
	Total	600			
Reduction of costs	Less	195	264.76	Chi-Square	16.342
	Middle	293	308.27	df	2
	High	112	342.39	Sig.	0.000*
	Total	600			
Course reputation	Less	195	295.05	Chi-Square	0.579
	Middle	293	305.83	df	2
	High	112	296.04	Sig.	0.749
	Total	600			
Ease of use of course support technology	Less	195	306.86	Chi-Square	0.456
	Middle	293	296.94	df	2
	High	112	298.73	Sig.	0.796
	Total	600			
Conducted by reputed institutions	Less	195	303.62	Chi-Square	1.025
	Middle	293	294.08	df	2
	High	112	311.86	Sig.	0.599
	Total	600			
Having faculties from other institutions	Less	195	323.34	Chi-Square	5.551
	Middle	293	287.02	df	2
	High	112	296.00	Sig.	0.062
	Total	600			
Studying with students from different areas	Less	195	301.12	Chi-Square	13.078
	Middle	293	281.80	df	2
	High	112	348.33	Sig.	0.001*
	Total	600			
Curiosity about how online education works	Less	195	307.49	Chi-Square	4.133
	Middle	293	287.62	df	2
	High	112	322.01	Sig.	0.127
	Total	600			

* Significance

The student from the less income group family prefer the online course for ease of use of course support technology (306.86) and having faculties from various institutions (323.34). The students from the middle income group respondents considered the course reputation (305.83). The students from the high income group prefer for flexibility (350.29), convenience (312.17), learning from own place (317.38), interest in curriculum (343.33), reduction in cost (342.39), conducted by the reputed institutions (311.86), students from different area (348.33) and curiosity (322.01).

The Kruskal Wallis test shows that the calculated Chi-Square values for the degree of freedom 2 are significant for flexibility (15.654), interest in curriculum (343.33), reduction in cost (16.342) and studying with

other area students (348.33). The framed hypothesis for these factors is rejected.

Acceptance factors to influence on the SWAYAM courses

The intention of the students to accept the courses in the SWAYAM portal shows their level of acceptance to join and learn from the online courses. Their intention is measured using 5 point Likert scale with 11 statements relating to their intention. Their level of intention is given below.

1. Intention

The intention to attend the programmes in the SWAYAM portal is shown in the following table.

Table 6 Intention to attend the programmes

Intention	Mean	Std. Deviation
The procedure and attending the courses are easy	2.99	1.159
Referring friends to enrol in online courses	2.90	1.344
It helps me to develop my profile	3.06	1.208
Online courses are recognized in the job market	3.06	1.123
It helps do more programes	3.25	1.125
Online learning is interesting	3.28	1.314
It suitable for my economic conditions	3.16	1.094
It is same academic rigor as offline courses	3.12	1.070
It is a good way to acquire new knowledge	3.16	1.262
It is an opportunity to have eminent teachers	3.03	1.410
It is easy to improve my skills	3.08	1.203
It is easy and convenience	3.17	1.094

The result from the descriptive statistics that mean of the all the statements representing the intentions is good (more than 2.5). Interest of the students to learn in online (3.28) is more and their intention is higher as the online program helps them to do more programmes (3.25). The intention of the students is better as they feel it is convenient (3.17) and suitable for their economical conditions (3.16). Based on the total score, the average of the total intention is 3.39 which shows more intention from the students.

The intention of the students to join the programme may be influenced by the various factors. In this study, 4 major factors are considered to measure their influence. Technology experience as the programme is conducted in online, perceived usage of the online programme, attitude of the students to learn in the online programmes and perceived service quality of the online courses are the factors. to measure the level of influence of these factors on the intention of the students is measured with the help of regression model.

2. Influence of factors on the intention

Table 7 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.467	0.218	0.213	8.60687
a. Predictors: (Constant), Perceived quality, Technical experience, Attitude, Perceived usage				

The model summary depicts the R value of the model is 0.467 and R square is 0.218. From the result, it observed that the intention, dependent variable is explained by the four independent variables technical experience, perceived usage, attitude of the students and perceived service quality is 21.8%. The percentage shows that the impact of the 4 variables considered is very less. It is understood from the result that there are other variables to impact on the intention of the students to attend the programmes in SWAYAM. The fitness of the

model is measured with the help of ANOVA test as below.

Table 8 ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12320.633	4	3080.158	41.580	0.000*
	Residual	44076.540	595	74.078		
	Total	56397.173	599			
a. Dependent Variable: Intention						
b. Predictors: (Constant), Perceived quality, Technical experience, Attitude, Perceived usage						

* Significance

The result from ANOVA table that the F value is 41.580 for the degree of freedom 4 is significant. It shows that the model explained by the predictors is significant and the model is fit. The following covariance table that shows the influence of each predictors on the intention.

Table 9 Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	21.647	1.337		16.195	0.000*
Technology experience	2.041	0.485	0.231	4.212	0.000*
Perceived usage	0.100	0.455	0.014	0.220	0.826
Attitude	1.177	0.467	0.145	2.522	0.012*
Perceived quality	1.690	0.408	0.184	4.147	0.000*

Dependent Variable: Intention

* Significance

The role of the constant, other variables to the selected predictors, is more on the influence on the intention of the students. Among the selected predictors, it is found that perceived usage of the online courses is not significantly influencing the intention of the students (t value is less than 1.96). Technology experience (4.212), attitude of the students (2.522) and the perceived service quality of the programmes (4.147) are influencing the intention of the students to pursue the online programme in SWAYAM. The t values are more than 1.96 and p values are less than 0.05. The hypothesis is rejected for these variables and concluded that technical experience, attitude and perceived service quality are influencing the intention of the students to increase the acceptance level of the students.

Practical implications:

Online education service providers will have an easier time determining the required infrastructure and technological needs. To improve the effectiveness of online education, practitioners may create a variety of different training modules and standard operating procedures. The preceding list of variables may assist those responsible for making decisions on online education in comprehending the causes that contributed to the failure of online education, as well as in determining the measures that should be taken to rectify the situation. The people in charge of making decisions have the ability to request that their subordinates submit feedback about the conduct of online education, real experience, and the behaviour of different participants in online education. They may have a better understanding of the many aspects of their online education in which they have room for improvement as a result of this. Although we provide the online education dimensions as a reliable and valid measure of variables impacting adoption of online education among students, it is crucial to note that criterion related validities are also taken into

consideration. It is important that the current construct be connected with other current indices that represent the same or a similar construct. In the event that they are distinct, then our metric will have concurrent validity. When it comes to developing an online education system, researchers, decision makers, and practitioners will all find the scale that is described in this article to be well developed and valuable.

Conclusion

In the current research, an attempt is made to study the factors influencing Adoption Intent of SWAYAM courses by Graduate and Postgraduate Students. The research delves into the theoretical and practical repercussions of the most important results. According to the findings, educational institutions and colleges need to place a greater emphasis on ensuring that they have sufficient infrastructure and facilities to meet the needs of their students and faculty members. These institutions and colleges also need to be persuaded that online education is necessary and will help students advance their careers while also benefiting the teachers and faculties who participate in its delivery. Even though it has been more than two decades since the beginning of online education, the percentage of people in who are taking use of it is still quite low. Only as a direct result of COVID 19, progress in online education has made enormous strides. Therefore, this study contributed to the growing body of research that is associated with online education, and the discovered criteria have the potential to be exploited in the process of building online education.

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