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Analyse The Impact Of Moocs To Improve The Performance Of Faculty Members In Delhi Ncr

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Abstract

In this research paper, the researcher has attempted to analyse the impact of MOOCs to improve the performance of faculty members concerning Delhi NCR. Massive Online Open Courses (MOOCs) are evolving rapidly, and many kinds of research have been conducted to explore the structure, effectiveness and issues arise in MOOCs. The free accessibility of MOOCs has believed in soon replace the traditional teaching and learning method.

This study is the nature of descriptive research design. It describes the characteristics of the variables studied in this research. It measures the impact of MOOCs to improve the performance of faculty members. Both primary and secondary data used in this study. Primary data was collected from the well-structures questionnaire and secondary data collected from the already published sources. The researcher has collected 250 responses from the respondents. Convenient sampling used to collect the response from the respondents.

Training and development were determined by the opportunity to participate long term MOOC to improve the intellectual skills (TD1) by 0.417, training and development were determined by short term MOOC to improve the intellectual skills (TD2) by 0.207, Faculty empowerment was influenced by academic flexibilities (FE1) by 0.580.

Keywords: MOOCs, Intellectual skills, academic flexibilities

1. INTRODUCTION

Teaching staffs are highly tightened with their teaching and research activities. Based on the interest of the teaching staffs and requirement to the institutions, they may permit the teaching staffs to go for MOOC with a considerable duration.

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The development and availability of massive open online courses (MOOCs) have accompanied by the controversy about audience's educational and social merit (Haggard et al., 2013; Nanfito, 2013; Yuan and Powell, 2013). Regardless of the outcome of experiments with MOOCs, the investment of time, effort and financial capital in MOOCs have produced open-source application which permits individual institutions to create and offer open access online courses and notified a demand for such courses. Besides, individual contents of MOOCs, like videos (for e.g. Harvard University, 2009) and, in some other cases, entire MOOCs are available to be used as open learning resources. Thus, open online courses now present a real opportunity to increase the reach of knowledge and information resources. Measurement of how well they can do this is, on the other hand, not yet well developed.

A little is known about why MOOCs are not completed. More than 70 per cent of the students who disengaged from a Stanford MOOC reported that they either found the course too complicated or they did not allocate enough time to it (Halawa, 2014). Indeed, a high number of registrants who do not start a course might be an indication of poor representation of the course rather than an indication of widespread interest in the course. Some registrants are looking for information that is not available without registration, and this was particularly the case with early MOOCs (Edinburgh University MOOC Teams, 2013; Grimmelmann, 2014).

Laurillard (2013) suggested that MOOC providers look to the completion rates attained by the UKOU – 70-80 per cent when the Open University was first launched in the mid-1990s – but some differences should be expected given the difference between free open online courses and paid UKOU online courses.

2.Statement of the problem

Several kinds of research have been conducted to explore the structure, pedagogical design, assessment, challenges and quality of MOOCs. However, it is acknowledged that little research has been conducted focusing on the acceptance of learners in using MOOCs. Thus, we present an empirical study to investigate the acceptance of MOOCs in a private higher education institution. The objective of this study is to analyse the impact of MOOCs to improve the performance of faculty members in Delhi NCR.

3. Objectives of the study

The following are the primary objectives of this study

- To know the profile of the respondents
- To analyse the impact of MOOCs to improve the performance of faculty members concerning Delhi NCR
- To offer valuable suggestions based on the findings

4. Research design

This study is the nature of descriptive research design. It describes the characteristics of the variables studied. It measures the impact of MOOCs to improve the performance of faculty members. Both primary and secondary data used in this study. Primary data was collected from the well-structures questionnaire and secondary data collected from the already published sources. The researcher has collected 250 responses from the respondents. Convenient sampling used to collect the response from the respondents. The required sample size for this study has estimated through sample standard deviation from the pilot study. Reliability of the instrument is 0.924, i.e., 92.4% of the ability to collect proper information from the respondents.

The following are the critical determinants given importance in this study due to: Working with every educational institution may give diversified experience to the teaching staffs in terms of handling students with different cultural background, organisational culture, interaction with management and methods of teaching. Experience in teaching may increase the concentration of a person to take the rational decision and increase the socialised behaviour among the people. Increase in years of teaching experience may increase the persons' ability to understand the concept and to apply for practical situations. Hence, the increased teaching experience of a teaching faculty may increase the students' ability to understand and apply the concepts to real-life practice. Experience gained in the industry as intellectual capital for the teaching staffs. They apply the concepts to get practical solutions, and this experience may useful to students to become entrepreneurs or a person with required by the leading industries.

Writing a research paper is communicating scientific work to other peer group and the ability to solve the social problem scientifically. Engineering institutions are providing immense importance to publish papers in high impact journals. Due to increased competition, engineering institutions are in the stage to increase their intellectual capacity to face the

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competitions as well as to get a good position in NIRF ranking, NBA accreditation, NAAC accreditation, guideship in the state or central universities and other institutional assessments. Hence, the institutions are providing directions to the teaching staffs to publish papers in SCOPUS indexed/ Web of Science indexed journals, and the journal should have a high impact factor.

The outcome of any scientific research is an innovation or invention. Either innovation or invention must be appropriately protected against unauthorised usage and provide identity to the people who innovated or invented. It is considered a high level of an intellectual asset to the teaching staffs.

Educational institutions are providing freedom to the teaching staffs who are expert in a particular domain can organise workshops. Reachability of the institution is mainly based on the academic delivery and sharing of knowledge. It is also an important parameter during the performance review process.

Teaching staffs are offering expert advisory services to the business organisations for their practical problems. Teaching staffs may offer testing and research services to the business organisations based on the widespread problems of scope for development.

5. Analysis and discussion

Among the respondents, 56.4 per cent of teaching staffs are male, and remaining 43.6 per cent of teaching staffs are female.

39.3 per cent of the teaching staffs are in the age group of 25-30 years, followed by 35.7 per cent of the teaching staffs are belong to age group of 31-35 years, 14.3 per cent of teaching staffs are 36-40 years, 9.3 per cent of teaching staffs are in the age group of 41-45 years and remaining 1.4 per cent of users fall under the age group of 46 and above.

52.1 per cent of the teaching staffs are having up to 5 years of teaching experience, followed by 31.4 per cent of teaching staffs are having 6-10 years of teaching experience and remaining 16.4 per cent of teaching staffs have 11-15 years of teaching experiences.

Majority of 47.9 per cent of the teaching staffs are having 6 to 10 years of teaching experience, followed by 25.7 per cent of teaching staffs are having 1 to 5 years of teaching experience, 13.6 per cent of teaching staffs do not have any experience in teaching, 1.4 per cent of teaching staffs are having 16 to 20 years of teaching experience, and remaining 1.4 per cent of teaching staffs have more than 20 years of teaching experiences.

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Majority of 85.7 per cent of the teaching staffs are assistant professors, followed by 9.3 per cent of the teaching staffs are associate professors, and remaining 5 per cent of the teaching staffs are professors.

24.3 per cent of the teaching staffs are working in Computer Science Engineering department, followed by 21.4 per cent of the teaching staffs are working in mechanical engineering department, 16.4 per cent of the teaching staffs are working in civil engineering department, 13.6 per cent of the teaching staffs are working in science and humanities department, 11.4 per cent of the teaching staffs are working in electrical and electronics engineering department, 10 per cent of the teaching staffs are working in electronics and communication engineering department, 1.4 per cent of the teaching staffs are working in information technology department and remaining 1.4 per cent of the respondents are working in training and placement and they are designated as assistant professors.

77.9 per cent of teaching staffs have completed M.E./ M.Tech/M.S. in engineering branches, followed by 8.6 per cent of teaching staffs have completed their doctorate in respective discipline,9.3 per cent of the teaching staffs in science and humanities department have completed their M.Phil, 2.9 per cent of teaching staffs have completed M.Sc and working in Science and humanities department and rest of 1.4 per cent of teaching staffs have completed MCA and they are working in training and placement department.

85.7 per cent of the teaching staffs have monthly income of Rs.15,001 to Rs 30,000, followed by 5 per cent of the teaching staffs earn a monthly income of Rs.45,001 to 60,000, 5 per cent of the teaching staffs earn a monthly income less than Rs.15,000, 2.9 per cent of the teaching staffs earn monthly income Rs.30,001- Rs. 45,000 and remaining 1.4 per cent of teaching staffs who designated as professors are receiving monthly income above Rs.60,000.

78.6 per cent of the teaching staffs are married, followed by 21.4 per cent of the teaching staffs are unmarried teaching staffs. It is inferred from the table, most of 78.6 per cent of teaching staffs are married. Married people are interested in joining teaching for better work-life balance.

35 per cent of the teachings staffs have four members in their family, followed by 30.7 per cent of the respondents have three members in their family, 17.9 per cent of the teachings staffs have more than four members in their family, 12.9 per cent of the respondents have two earning members in their familyandremaining 3.6 per cent of the respondents have only one member in their family.

48.6 per cent of the teaching staffs not having any publications in journals, followed by 47.1 per cent of the teaching staffs have one to five publications in journals, 2.1 per cent of the teaching staffs have six to ten publications in journals, 1.4 per cent of the teaching staffs have more than twenty publications in journals and remaining 0.7 per cent of the teaching staff has eleven to fifteen publications in journals

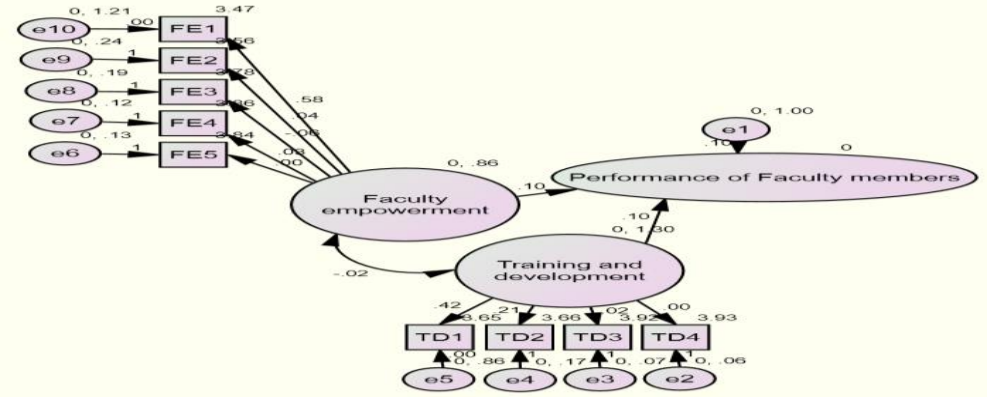
Majority of 90 per cent of the teaching staffs don't file any patents, followed by 8.6 per cent of teaching staffs have filled one to five patents and remaining 1.4 per cent of the teaching staffs have filed six to ten patents.

Majority of 49.3 per cent of the teaching staffs have organised one to five workshop in their specific domain and some general topics. 47.9 per cent of the teaching staffs has not organised any workshops. 1.4 per cent of the teaching staffs have completed six to ten workshops, and the remaining 1.4 per cent of the teaching staffs have organised more than twenty workshops.

Majority of 93.6 per cent of the teaching staffs have not received any consultancy projects, and remaining 6.4 per cent of the teaching staffs have received one to five consultancy projects. This segment of teachings staffs has lesser experience in teaching and research.

Majority of 44.3 per cent of the teaching staffs are agreed that the institution permitted to for short duration MOOC. 28.6 per cent of the teaching staffs is agreed that the institution permitted to go for faculty development programs in the reputed institutions and remaining 27.1 per cent of the teaching staffs are agreed that institutions are permitting to go for long-duration MOOC preferably two weeks to eight weeks.

5.1 AMOS exhibits to Evaluate the performance of faculty members



Path analysis shows that the performance of the faculty members was influenced by faculty empowerment and training and development opportunities. Four variables determined training and development like the opportunity to participate long term MOOC to improve the intellectual skills (TD1), short term MOOC to improve the intellectual skills (TD2), Participating faculty development programmes (TD3) and Orientation/ refresher course organised by the institution (TD4).Faculty empowerment was influenced by five variables like academic flexibilities (FE1), autonomy in the department (FE2), Contribution to industrial development projects (FE3), contribution to R& D projects (FE4) and contribution to the social responsibilities (FE5).

5.1.1 Regression estimates

Regression estimates			**Estimate**
TD1	<---	Training and_development	.417
TD2	<---	Training and_development	.207
Performance of Faculty members	<---	Faculty_empowerment	.100
Performance of Faculty members	<---	Training and_development	.100
FE1	<---	Faculty_empowerment	.580

Training and development were determined by the opportunity to participate long term MOOC to improve the intellectual skills (TD1) by 0.417, training and development were determined by short term MOOC to improve the intellectual skills (TD2) by 0.207, Faculty empowerment was influenced by academic flexibilities (FE1) by 0.580. Faculty performance was influenced by Faculty empowerment by 0.100 and faculty performance was influenced by training and development by 0.100.

6. Suggestions for the study

- Institutions must permit the faculty members to do long term MOOCs to improve their capabilities
- Encourage them to implement the experience of MOOCs in real classes
- Institutions must increase the confidence among the faculty members to take consultancy services and encourage them to undergone such MOOCs.

7. Conclusion

Majority of 93.6 per cent of the teaching staffs have not received any consultancy projects, and remaining 6.4 per cent of the teaching staffs have received one to five consultancy projects.Training and development were determined by the opportunity to participate long term MOOC to improve the intellectual skills (TD1) by 0.417, training and development were determined by short term MOOC to improve the intellectual skills (TD2) by 0.207, Faculty empowerment was influenced by academic flexibilities (FE1) by 0.580. Faculty performance was influenced by Faculty empowerment by 0.100 and faculty performance was influenced by training and development by 0.100.

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