

To Study the Factors Responsible for Learning Management System acceptability in Private Teaching Institutes in India

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Abstract: *Indian private teaching institutes are growing by leaps and bounds. The coaching industry has shown tremendous growth in Medical, Engineering and Specialized courses. Another phenomenon which is now a big point of attraction is introduction of Learning Management Institutes in India. Till now face to face teaching was the only method adopted in private tuition industry, but after the initiative taken by coaching institutes like MT Educare's ROBOMATE and ALLEN's E learning program and other players in the industry, the LMS has grown into its status because of managing the entire ecosystem in such an effective way that it has become an integral part of the teaching pedagogy. Online learning has become an essential way to connect and teach method through out the years in 24/7 mode that is creating a huge interest and attention towards many new enrolled students. So, this paper will identify the factors responsible for LMS acceptability among the students as well as the faculties to understand that how it works in Indian context.*

Key Words: *Indian Private Tuition industry, Learning Management System, Innovation*

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I. Introduction

According to a study conducted in 2015, Global Industry Analysts, the global private tutoring market is projected to surpass \$102.8 billion by 2018. GIA figures state that United States, Europe, and Asia-Pacific (notably Hong Kong, Japan, Singapore, South Korea, and China) are responsible for more than 90% of the global private tutoring market and most importantly South Korea alone is going to reach \$19.5 billion - roughly 20% of the entire market. In addition, India is leading the way in online tutoring by offering professional linguistic and academic coaching capabilities at an affordable cost.

While Asia has clearly led the global tutoring boom, U.S. is catching up. The mentoring industry existing in India, has had a record growth of almost 35% in the last five-six years. At present the size of private coaching industry is \$45 billion and likely to touch \$70 billion by 2017 (**Sources Business world**).

According to ASSOCHAM's survey, a whopping number of close to 87% of primary school children and up to 95% of the higher secondary attend private coaching classes.

Most of these classes run in metros like New Delhi, Mumbai, Kolkata, Hyderabad, Bangalore, and Chennai for civil services, law, C.A. or medical coaching urban towns like Jaipur, Chandigarh and Kota for engineering, Pune for Designing or Management etc. You won't be surprised to know that the proportions of kids relying on tuitions has increased by 100%. And in between 2006 to 2013, secondary school enrolments have also gone up by 92%.

With the increasing peer pressure, majority of parents are forced to rely on private tuitions for in addition to attending classes in school. Over 86% of parents think that they are ill-equipped or lack time to teach their children on their own and here's where coaching classes come handy. The statistics reveal that the middle-class parents have been spending 1/3rd of their monthly on their wards' private tuitions.

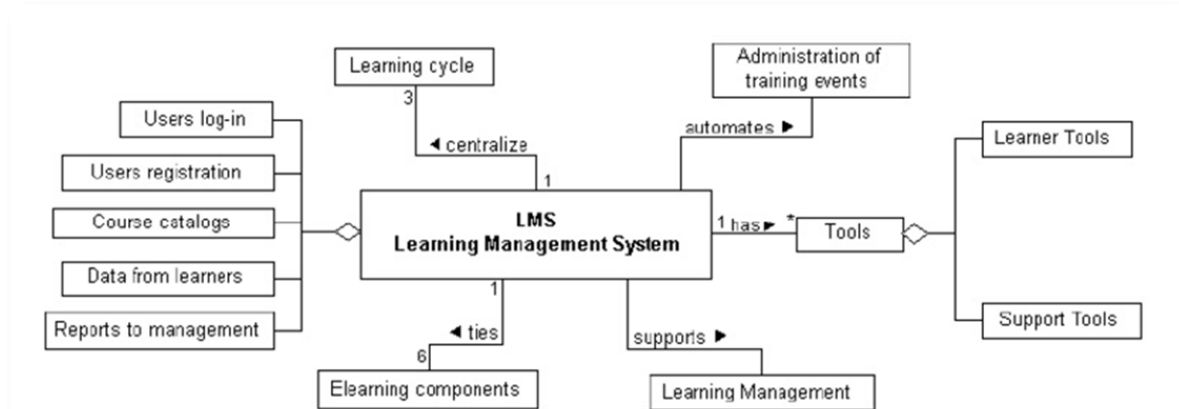
Amidst the general support with school education, youngsters are also engaging with coaching centres for competitive entrance examinations for professional courses or government exams. However, it does not mean that people's disposable incomes have risen or the coaching centres have become affordable. It is just the demand and supply forces that are working.

The idea is clear that the number of classes have increased rise tremendously, and this in turn has been promoting the culture of outstation students settling at these educational hubs. Over five Lakhs of private tutors are active in Delhi-NCR currently and with competition for increased admission intake into the best colleges intensifying, the demand for private tuition is rising continuously.

Learning Management System:

A learning management system (LMS) is a software application for the administration, documentation, tracking, reporting and delivery of educational courses, training programs, or learning and development

programs. Ellis, Ryann K. (2009), The learning management system concept emerged directly from e-Learning. Although the first LMS appeared in the higher education sector, the majority of the LMSs today focus on the corporate market. Learning Management Systems make up the largest segment of the learning system market. The first introduction of the LMS was in the late 1990s.



Source: Maria Gabriela Diaz-Antón 2006

II. Review of Literatures

LMS were initially business frameworks (Hall 2002; MOE, 2006; Paulsen, 2003) which have been acquainted with the instruction domain with the unfulfilled guarantee of changing learning (Dalsgaard, 2006; Lai and Pratt, 2007; Marshall, 2010; MOE, 2007; Pratt, 2008; Selwyn, 2004; Tearle, 2003; Ward and Parr, 2008). Corridor (2002) states learning the board framework should empower "the administration, conveyance and following of mixed learning (for example on the web and customary classrooms) for representatives, partners and clients" (Hall, 2002, para.2).

Initially, LMS was pitched as 'the device' to change adapting, yet it is currently perceived that a blend of instruments is the more grounded progressively stable methodology. This blend is known as an MLE. MLE in New Zealand are as yet developing and the absolute advancement will be quite a long while away (MOE, 2011). As appeared in Figure an MLE or web-based learning condition (OLE) interfaces with every other framework inside the schools organize, with the LMS in a focal position.

Gap Analysis: There is no particular study available in Indian context.

Research Objectives:

1. To identify the factors for the acceptability of the Learning Management system in the private coaching institute.
2. To understand the relationship between faculties approach towards acceptability of technology in private coaching.

Research Instruments: A survey method approach has been considered for the research. And a sample size of 100 has been considered for the research.

Sampling Method: A random sample technique has been applied for students and Faculties.

Research tools: Factor Analysis has been applied to identify the major components and its loading on major items.

Table -1 KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.542
Bartlett's Test of Sphericity	Approx. Chi-Square	56.999
	df	28
	Sig.	.001

Interpretation: KMO and Bartlett's test has been applied for adequate sampling number and the Chi-square values .001 validate the sample adequacy.

Table 2. Communalities

	Initial	Extraction
The interface looks good	1.000	.577
The software prevents unauthorized access	1.000	.457
Learning Management System do not contain irrelevant information, which could distract users	1.000	.470
I can get timely feedbacks from students	1.000	.482
Learning Management System enhances face to face teaching	1.000	.468
Uploading and Downloading materials is easy	1.000	.857
My institution holds training (workshop) for students and lecturers on eLearning	1.000	.590
The Learning Management System provides features to assess learners' interests	1.000	.393

Extraction Method: Principal Component Analysis.

Interpretation: Principal component method has been applied for extraction of major components and eigen values 1 has been considered as a parameter. The major components like uploading and downloading material is easy has received the highest loading as a component.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	1.748	21.854	21.854	1.748	21.854	21.854
2	1.476	18.455	40.309	1.476	18.455	40.309
3	1.069	13.361	53.670	1.069	13.361	53.670
4	.960	12.001	65.671			
5	.856	10.698	76.369			
6	.734	9.170	85.539			
7	.638	7.976	93.515			
8	.519	6.485	100.000			

Total Variance Explained

Component	Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %
1	1.669	20.862	20.862
2	1.422	17.770	38.633
3	1.203	15.037	53.670
4			
5			
6			
7			
8			

Extraction Method: Principal Component Analysis.



Component Matrix^a

	Component		
	1	2	3
The interface looks good	.122	.741	.114
The software prevents unauthorized access	-.647	.167	.100
Learning Management System do not contain irrelevant information, which could distract users	.522	-.404	.185
I can get timely feedbacks from students	.650	.131	-.207
Learning Management System enhances face to face teaching	.380	.557	-.112
Uploading and Downloading materials is easy	.006	.365	.851
My institution holds training (workshop) for students and lecturers on eLearning	.333	-.500	.479
The Learning Management System provides features to assess learners' interests	-.604	-.159	.055

Extraction Method: Principal Component Analysis.^A
a. 3 components extracted.

Rotated Component Matrix^a

	Component		
	1	2	3
The interface looks good	.320	-.449	.522
The software prevents unauthorized access	-.559	-.349	.151
Learning Management System do not contain irrelevant information, which could distract users	.291	.618	-.057
I can get timely feedbacks from students	.687	.071	-.068
Learning Management System enhances face to face teaching	.556	-.315	.242
Uploading and Downloading materials is easy	-.108	.156	.906
My institution holds training (workshop) for students and lecturers on eLearning	.008	.758	.121
The Learning Management System provides features to assess learners' interests	-.613	-.108	-.071

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.^A
a. Rotation converged in 9 iterations.

Component Transformation Matrix

Component	1	2	3
1	.905	.423	.042
2	.326	-.754	.571
3	-.273	.504	.820

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

Component Score Coefficient Matrix

	Component		
	1	2	3
The interface looks good	.197	-.295	.377
The software prevents unauthorized access	-.324	-.194	.126
Learning Management System do not contain irrelevant information, which could distract users	.134	.420	-.002
I can get timely feedbacks from students	.418	-.008	-.093
Learning Management System enhances face to face teaching	.348	-.245	.139
Uploading and Downloading materials is easy	-.133	.216	.794
My institution holds training (workshop) for students and lecturers on eLearning	-.060	.561	.182
The Learning Management System provides features to assess learners' interests	-.362	-.039	-.034

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
Component Scores.

Component Score Covariance Matrix

Component	1	2	3
1	1.000	.000	.000
2	.000	1.000	.000
3	.000	.000	1.000

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
Component Scores.

III. Conclusion

The relationship between faculties and use of technologies also received the highest loading and timely feedback by students has received the highest loading.

The research on identifying the major factors for acceptability suggest that students as well as faculties both accepts the convenience to connect and exchange timely suggestions and material exchange becomes vital while using LMS in the private coaching

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