

## A STUDY ON ANALYZING THE ROLE OF PERCEIVED VALUE IN MOOC (MASSIVE OPEN ONLINE COURSE)

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### ABSTRACT

This study investigates the impact of perceived value on engagement, satisfaction, and retention among learners in Massive Open Online Courses (MOOCs). With the exponential growth of MOOCs as a flexible, accessible, and cost-effective learning medium, understanding factors that influence learner experience and success is essential. Perceived value, encompassing dimensions such as emotional, functional, and social value, emerges as a critical determinant of learner engagement and outcomes. By understanding how perceived value influences learners' decisions to stay engaged and complete MOOCs, educators and course designers can better address these challenges and enhance the learning experience. This study is grounded in the Theory of Perceived Value, which examines how individuals assess the worth of a product or service based on its benefits versus costs. Through a survey-based approach involving MOOC participants, this study identifies the relationships between perceived value and key variables, including engagement levels, learner satisfaction, and course completion rates. Findings indicate that high perceived value significantly enhances learner retention and satisfaction, with implications for course providers aiming to optimize MOOC experiences.

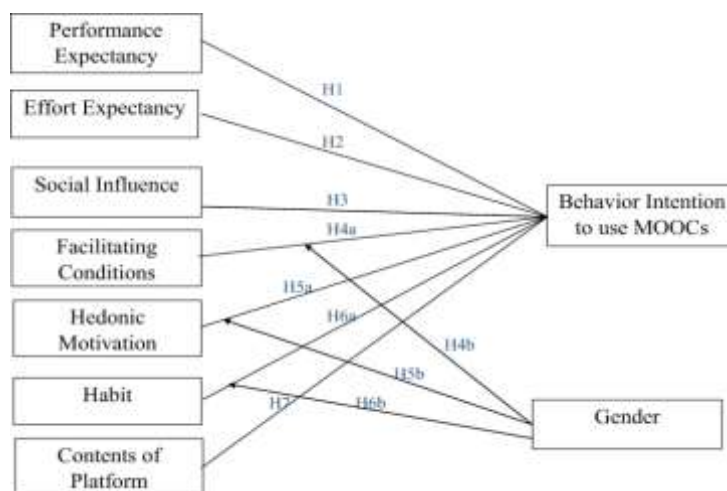
**KEYWORDS:** MOOCs, perceived value, learner engagement, online education, learner satisfaction, retention

### INTRODUCTION

Massive Open Online Courses (MOOCs) have revolutionized access to higher education, enabling learners worldwide to engage in courses provided by top institutions. Despite their potential, MOOCs face challenges, particularly low completion rates and variable levels of student engagement. Scholars have argued that perceived value—learners' evaluation of the overall worth of a course—could be a pivotal factor in determining their success. In the context of MOOCs, perceived value can be dissected into functional (practical utility and knowledge gain), emotional (positive feelings and enjoyment), and social value (social interaction and recognition). Additionally, the Expectancy-Value Theory, which suggests that motivation is driven by the anticipated value of the task, supports the notion that higher perceived value can boost motivation and engagement. Veletsianos, Collier, and Schneider (2015) explore learners' experiences in Massive Open Online Courses (MOOCs) by examining their engagement in social networks outside the MOOC environment, their notetaking practices, and the contexts in which they consume course content. The study finds that many learners prefer to interact on external social media platforms, which offer them opportunities for deeper engagement, resource sharing, and community support that they may not find within the MOOC itself. Note taking practices among learners are diverse; while most recognize its importance, their approaches vary widely, with

some using notes as tools for retention and others to create personalized study aids. Additionally, the study reveals that learners often engage with MOOC content in non-traditional settings, such as at home or during commutes, balancing coursework with other life responsibilities. This flexibility in content consumption is a significant advantage of MOOCs, yet it can pose challenges to maintaining focus. Overall, the research suggests that MOOC providers could better support learners by enhancing tools for social interaction and by recognizing the diverse contexts in which learners participate, thereby fostering a more adaptable and supportive learning environment.

**Figure: 01**

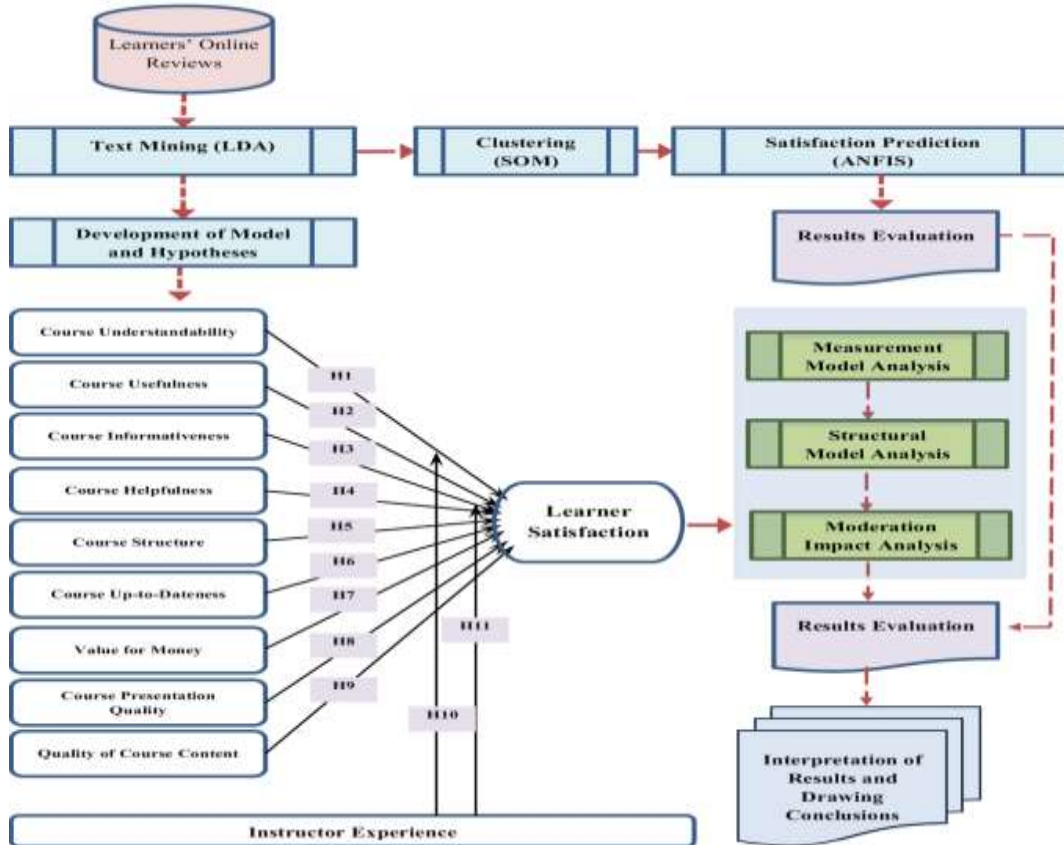


## RESEARCH BACKGROUND

Existing literature on MOOCs highlights high dropout rates as a consistent issue, with many studies focusing on improving instructional design, interaction, and support systems. However, the role of perceived value in shaping students' experiences has received less attention. Some research suggests that perceived value might be crucial for sustaining motivation and satisfaction, potentially reducing attrition. This study builds upon these insights, delving into how perceived value impacts MOOC learners' decisions and outcomes. Liyanagunawardena, Adams, and Williams (2013) categorizes the growing body of MOOC research into themes such as MOOC design, implementation, and impact, highlighting key trends, challenges, and gaps within this early period of MOOC development. The authors observe a rapid increase in interest in MOOCs during these years, with substantial attention given to course structure, learner engagement, and technological aspects of delivery. One prominent finding is the diversity of approaches to course design and pedagogy, with some MOOCs focusing on learner-centered models while others emphasize content dissemination over interaction. They also point to challenges, including high dropout rates and questions about instructional quality, as areas requiring further research. The study emphasizes that MOOC literature up to 2012 was largely exploratory, suggesting a need for more rigorous empirical studies to deepen understanding of MOOCs' long-term educational value and potential for widespread adoption. This review laid the groundwork for future research by identifying critical themes and questions that would guide subsequent studies on MOOCs. Gameel (2017) investigates factors influencing learner satisfaction in MOOCs, as published in the *American Journal of Distance Education*. The study focuses on understanding what drives positive learner experiences and how these factors impact overall satisfaction with MOOC courses. Gameel identifies several critical components that contribute to learner satisfaction, including course design, content quality, interaction with instructors and peers, and the availability of support resources. The research shows that well-structured courses with clear objectives and engaging content are more likely

to meet learners' expectations, leading to higher satisfaction. Interaction—whether through forums, peer discussions, or instructor feedback—is also highlighted as a significant predictor of satisfaction, as it helps create a sense of community and support within the MOOC environment. Additionally, learners appreciate courses that provide accessible resources and technical support, which enhance the ease of navigating the online platform. The study concludes that satisfaction in MOOCs is closely tied to the quality of content delivery, opportunities for meaningful interaction, and user-friendly course structures. Gameel’s findings suggest that MOOC providers should prioritize these aspects to improve learner satisfaction and retention, making MOOCs a more effective and enjoyable learning experience.

Figure: 02



**RELATIONSHIP BETWEEN PERCEIVED VALUE AND LEARNER ENGAGEMENT IN MOOCs**

The relationship between perceived value and learner engagement is increasingly recognized as a critical factor in the effectiveness and sustainability of Massive Open Online Courses (MOOCs). Learner engagement—defined as the extent to which learners are invested in and actively participate in their course activities—is essential for achieving educational outcomes and fostering meaningful learning experiences. MOOCs often face the challenge of low engagement and high dropout rates, attributed to various factors, including lack of personal connection, limited interaction, and varying quality of course content. A growing body of research suggests that learners’ perceived value of MOOCs—comprising functional, emotional, and social dimensions—significantly influences their engagement, with high perceived value leading to higher levels of motivation, commitment, and participation in course activities.

## **FUNCTIONAL, EMOTIONAL, AND SOCIAL VALUE IN MOOCs: AN OVERVIEW**

Perceived value is a crucial determinant in the learning experience, especially within Massive Open Online Courses (MOOCs). It refers to the overall worth a learner attributes to a course, which impacts their level of engagement, satisfaction, and ultimately, retention. The concept of perceived value in MOOCs can be understood through three distinct yet interrelated dimensions: functional, emotional, and social value. Each of these dimensions plays a critical role in shaping learners' experiences and their outcomes in online learning environments.

- i. **Functional Value:** Functional value in MOOCs refers to the practical and utilitarian benefits that learners expect to gain from taking the course. This dimension is closely linked to the course's content and the tangible outcomes learners anticipate, such as knowledge acquisition, skill development, or professional advancement. Functional value is often the primary driver for learners choosing a particular course, especially in MOOCs, which are typically aimed at providing flexible, cost-effective learning opportunities. Functional value directly influences learners' motivation to engage with the course materials and complete assignments. When learners perceive that a course offers relevant, high-quality content that will enhance their knowledge or skills, they are more likely to stay engaged.
- ii. **Emotional Value:** Emotional value relates to the feelings and emotions that learners associate with the course. This dimension reflects the intrinsic rewards learners experience as they engage with the course content, such as a sense of enjoyment, accomplishment, or personal growth. Emotional value is driven by the learners' affective responses to the learning experience, such as the joy of solving a complex problem or the satisfaction of completing a challenging task. Additionally, emotional value can help learners persevere through challenges, as positive emotions can reduce frustration and create a sense of accomplishment that drives them to continue the course. As a result, learners who experience high emotional value are more likely to persist and complete the course, leading to improved retention rates.
- iii. **Social Value:** Social value is the sense of connection and interaction that learners experience within the course environment. It encompasses the social interactions that occur through discussion forums, peer reviews, group projects, or communication with instructors. Social value also relates to the recognition and support learners receive from their peers and the broader course community. This interaction creates a supportive learning environment, which enhances the overall experience and strengthens motivation to continue learning.
- iv. **Expectancy-Value Theory** supports the view that perceived value is directly linked to motivation and engagement: learners are more likely to engage in tasks they believe are valuable and relevant. In the context of MOOCs, perceived value affects learners' intrinsic motivation, fueling both short-term actions, such as watching a lecture or participating in a forum, and long-term commitments, such as course completion. To improve engagement, MOOC designers should focus on enhancing the perceived value by aligning content with learner needs, fostering a welcoming and motivating environment, and integrating interactive components that promote social connections. This approach can make MOOCs not only a source of accessible knowledge but also a more rewarding and engaging educational experience for diverse learners.

### **STATEMENT OF THE PROBLEM**

MOOCs offer immense potential for democratizing education, they often suffer from low retention and inconsistent engagement. Limited research explores the psychological and emotional factors influencing these outcomes, particularly how perceived value affects learner commitment and success.

This study seeks to address this gap by examining the role of perceived value in fostering learner engagement and satisfaction in MOOCs. Shea, Li, and Pickett examine the role of teaching presence in fostering a sense of learning community, as published in *The Internet and Higher Education*. The authors investigate how teaching presence—a combination of instructional design, facilitation, and direct instruction—affects students’ feelings of belonging and engagement in both fully online and web-enhanced college courses. The study finds that a strong teaching presence significantly enhances students’ sense of community, which in turn positively impacts their learning experiences and outcomes. Effective teaching presence is linked to clear course organization, timely feedback, and active facilitation of discussions, all of which help students feel more connected to their peers and instructors. The research also highlights that when instructors actively engage with students, whether through interactive discussions or personalized guidance, students report a greater sense of belonging and collaboration within the course. The study concludes that fostering teaching presence is essential in both fully online and hybrid course environments to build a supportive learning community. The findings suggest that institutions and educators should focus on training and support to enhance teaching presence, as this can strengthen the community feel and improve student satisfaction and retention in online and web-enhanced courses.

### RESEARCH OBJECTIVES

1. To assess the relationship between perceived value and learner engagement in MOOCs.
2. To investigate the impact of perceived value on learner satisfaction and retention rates.
3. To identify specific dimensions of perceived value (functional, emotional, social) that most significantly influence learner outcomes.

### FINDINGS AND CONCLUSION

A learner enrolled in a business-related MOOC may focus on acquiring industry-specific skills to advance in their career. The practical value they perceive from the course—such as learning new management techniques or gaining a certification—serves as a strong motivator for continued participation. This value often leads to greater engagement, as learners devote more time and effort to mastering the material, which can improve both course satisfaction and retention.

**Table: 1**

*Percentage, Mean, and Std. Deviation of the Students’ Perception*

Items	Mean	Standard Deviation
Social Value	3.34	3.87
Emotional Value	2.87	3.43
Functional Value	3.33	3.98
Expectancy-Value	2.90	3.76

Social value (3.34) also contributes to satisfaction by offering learners a sense of community, which can alleviate the feelings of isolation that often accompany online learning. Learners who feel socially connected to the course community are more likely to find the course fulfilling, as they not only gain knowledge but also build relationships and expand their professional networks. Furthermore, social value plays a critical role in retention, as learners who feel supported by peers or instructors are less likely to drop out. The sense of accountability to others and the shared experience within the course community can encourage learners to stay committed to completing the course. Emotional Value (2.87):

MOOCs that evoke positive emotions can create a deep connection with the content, leading to higher levels of motivation. When learners find enjoyment in the course, they are more likely to stay engaged and motivated. Emotional value also promotes satisfaction as learners feel good about their progress, whether it's through completing a module, receiving positive feedback, or simply enjoying the course material. Functional Value (3.33) : Courses that integrate interactive elements or real-world applications of knowledge tend to evoke emotional responses, making the learning process more enjoyable and rewarding. By understanding the role of perceived value, MOOC providers can better address the engagement challenges inherent in online learning by enhancing the functional, emotional, and social appeal of their courses. The relationship between perceived value and learner engagement in MOOCs is substantial and multi-faceted. High perceived value, characterized by meaningful content, positive emotional experiences, and social interaction opportunities, leads to increased engagement and a higher likelihood of course completion. Expectancy Value: (2.90) In MOOCs, where learners are often dispersed across various geographical locations, social value becomes particularly important for fostering a sense of community and reducing feelings of isolation. Social value plays a pivotal role in improving learner engagement by encouraging interaction and fostering a sense of belonging. When learners perceive opportunities to connect with peers and instructors, they are more likely to actively participate in discussions, collaborate on projects, and engage in peer-to-peer feedback.

## DISCUSSION

Jordan (2014) analyzes early patterns in MOOC enrollment and completion, published in *The International Review of Research in Open and Distributed Learning*. By examining data from various MOOCs, the study identifies significant trends in learner participation, course completion rates, and the factors influencing learner retention. Jordan finds that while MOOCs attract large numbers of enrollees, completion rates tend to be low, often below 10%. The study reveals that these rates vary based on course topic, structure, and length, with shorter courses and those offering certificates typically having higher completion rates. Additionally, learners who actively engage with course materials and participate in discussions are more likely to complete the course. Jordan's research underscores the need for strategies to improve retention and completion in MOOCs, such as offering clearer course objectives, fostering community interaction, and providing incentives for completion. This study provides foundational insights into MOOC participation dynamics and highlights areas for improvement to enhance learner success. Zotova and Korobeynikova (2021) explored the application of MOOCs in engineering education, published in the *International Journal of Engineering Pedagogy (iJEP)*. The study examines how MOOCs are utilized to deliver engineering content, the benefits they offer, and the challenges they present within this specialized field. The authors find that MOOCs are valuable for broadening access to engineering education, providing flexible, scalable learning options for students around the world. They discuss how MOOCs support foundational knowledge in engineering disciplines, allowing students to learn theoretical concepts and basic skills at their own pace. However, the study also highlights key challenges, particularly the difficulty of translating hands-on engineering skills and lab work into an online format. To address these limitations, the authors suggest incorporating virtual labs, simulations, and blended learning approaches that combine MOOC content with in-person or interactive elements. Their research underscores the potential of MOOCs to enhance engineering education accessibility while calling for innovations that support practical skill development in an online environment.

## CONCLUSION

Functional, emotional, and social value are interconnected dimensions that collectively shape the learning experience in MOOCs. While functional value provides practical benefits that motivate learners to engage with the course content, emotional value enhances satisfaction by making the

learning experience enjoyable and rewarding. Social value fosters a sense of community and support, which increases engagement and retention rates. Understanding these three dimensions of perceived value allows course designers and educators to create more compelling and effective MOOCs, ensuring that learners not only acquire knowledge but also enjoy a fulfilling, connected learning experience. By optimizing functional, emotional, and social value, MOOCs can improve learner outcomes and reduce dropout rates, ultimately making online education more effective and engaging. The study concludes that perceived value is a key factor influencing learner engagement, satisfaction, and retention in MOOCs. Higher perceived value encourages learners to commit more fully, increasing both engagement and the likelihood of course completion. These findings underscore the importance of designing MOOCs that provide clear, practical value to learners, and they offer valuable insights for improving the design and delivery of online courses. Future research can further refine these insights by exploring specific demographic or cultural factors that may interact with perceived value in the MOOC context.

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## INVESTMENT DESIGN OF THE EMPLOYEES: A STUDY AMONG THE EMPLOYEES OF MANUFACTURING INDUSTRIES IN CHENNAI CITY

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### ABSTRACT

An "investor" could be an individual, a government, a pension fund, or a corporation. Similarly, this definition embraces all sorts of investment, including investments by businesses in plant and equipment as well as investments by individuals. In stock, bond, commodity, or real estate. This essay focuses on investments made by individual investors. In both cases, the investor is exchanging a known rupee amount today for an anticipated future stream of payments that will exceed the current outlay. The main Objectives of the study are to know the socio-economic status of the employees, to study the general investment pattern of employees and to offer valuable suggestions to manage the investment pattern of the employees. This study is descriptive in nature, and the primary data were collected from employees of manufacturing industries in Chennai using a well-structured questionnaire. The sample size was 200. Since the population is known, a random sampling method was used to draw a sample from the total population. Percentage analysis was used to present the data matching the objectives of the study. Out of 200 respondents, 10% of the employees are between 20-25 years of age, 28% of them invest in the private sector, 64% are more in the public sector, and 8% of the employees invest in the foreign sector. 56% of the investors are medium-term investors, and the remaining investors are long-term and short-term investors. It is suggested that, Employees must be made aware of numerous investing options, including their relative advantages and disadvantages. It can be inferred that employees have demonstrated that they adhere to good investment policies and are satisfied with their investment practices.

**KEYWORDS:** Primary data, Random sampling, investment policies, investment practices, percentage analysis.

### INTRODUCTION

Investment is critical for economic progress. Saving resulted in increased individual income and inflation rates. Financial savings include deposits with banks and non-banking institutions, investments in stocks, mutual funds, equity-oriented schemes, modest savings, life insurance, precious metals like gold and silver, provident funds, and pension funds. Investment choices vary from person to person since everyone invests differently. Individual investment behavior is influenced by his or her environment. With the hope of making big returns over time and accepting a certain degree of risk. Each employee has a unique approach to investing in a certain investment channel. Individual

needs, rate of return, and risk preference would all influence respondents' investment decisions, and the level of risk and reward vary per investment channel. The goal of investing is to multiply money at different rates according on the length of the investment. A thorough understanding of core ideas and available options can assist the investor in planning for maximum returns while minimizing risk. This study contributes to the understanding of employees' saving habits and investing preferences for various goods depending on demographic data. Managing spending necessitates gaining adequate returns on every rupee spent, as well as making sensible selections about payment options such as cash, cheque, credit card, or equal monthly instalments (EMI).

## LITERATURE REVIEW

Investment and savings are two different things. Investment means saving with a hope that some benefit will arise in the future. (S. Prasanna Kumar, 2014). Investors choice with the objective of return optimization is investment in stock market instruments or securities. Stock market securities are affected by various internal and external factors (T. N. Murty, P. V. S. H. Sastry, 2014). Awareness, environment, level of exposure, intentions, beliefs, and responsibilities are the factors responsible for deciding investment policies (S. Umamaheshwari, M. Ashok Kumar, 2014), Investment attracts all people irrespective of their occupation, education, and social status (N. Dharani et. al., 2014). National output is increased for the future by investment. Investment dependents upon awareness about investment opportunity, level of knowledge, evaluation of investment opportunities, and selection of investment options (Bhawana Bhardwaj et. al. 2013). Investment plans are important to meet consequences in the future and to meet financial goals. Investments serve to boost economic development. Investment in banks helps in circulation of funds for nations development (Varsha Virani, 2013). This study divides the investment into different categories like equity with a high rate of return and risk, debts with a fixed interest rate on investments, fixed deposits with banks, insurance, public provident funds with a low rate of return on investment, and secured V. R. Palanivelu, K. Chandrakumar (2013). The decision-making process on savings and investment is affected by the attitude of the respondent. Study analyses show that level of attitude of male and female, female group is not interested in investment but more wrong investment decisions are made by male group (L. Pandiyan, T. Aranganathan, 2012).

## OBJECTIVES OF THE STUDY

- To know the socio-economic status of the employees
- To study the general investment pattern of employees
- To offer valuable suggestions to manage the investment pattern of the employees

## METHODOLOGY

This study is descriptive in nature, and the primary data were collected from employees of manufacturing industries in Chennai using a well-structured questionnaire. The sample size was 200. Since the population is known, a random sampling method was used to draw a sample from the total population. Percentage analysis was used to present the data matching the objectives of the study.

## RESULTS AND DISCUSSIONS

### SOCIO-ECONOMIC STATUS OF THE EMPLOYEES

Out of 200 respondents, 10% of the employees are between 20-25 years of age, 18% of the employees are under 26-30 years, 34% are main in the investment in 31-35, 16% are above 40 years, and 22% are in the age group 36-40. 90% were male, and 10% are female. 82% are married, as 18% were unmarried.

12% are undergrads, 50% are postgraduates, and 38% are other graduate degree employees. 8% of the employee's income is below Rs. 50000, 18% are under Rs. 51000-100000, 30% are between Rs. 110000-200000 and 44% of the employee's annual income is above Rs. 200000.

### **INVESTMENT PATTERN OF EMPLOYEES**

It was found that 40% of the investors invest for different purposes, while 26% of the investors invest for tax savings, and 34% of them invest to earn return. It was found that 50% of the investors invest at the average rate of period, 26% want the return in the fast period, and others want a 24% rate of growth in the investment. The mutual fund investor is 46%, and the other investors who do not invest in mutual funds are 56%. The 60% investors are investing in the bank deposits, and the other 40% employees do not invest. 50% of the employees are having investments in gold. The 58% of investors are investing in the share market. 40% of the investors monitor their investments on a monthly and weekly basis, as 28% and the remaining are daily, yearly, and occasionally. 28% of them invest in the private sector, 64% are more in the public sector, and 8% of the employees invest in the foreign sector. 56% of the investors are medium-term investors, and the remaining investors are long-term and short-term investors.

### **SUGGESTIONS**

Investment risk must be reduced, which will boost the investment of older employees. Employees must be made aware of numerous investing options, including their relative advantages and disadvantages. Employee investors must be educated on the numerous investing options. More training is required for investors to make bets across multiple avenues. They must seek consultation before investing. The government should give more tax breaks to encourage investment in diverse areas, particularly for salaried personnel. Certain investments require fewer procedural formalities. Investment practice is common in families with two income earners. Families with more than two income earners must seek financial counselors before investing.

Investor standards must be communicated to each individual investor/employee through their organization. Employees should prioritize medium-term investments above long- and short-term ones.

### **CONCLUSION**

It can be inferred that employees have demonstrated that they adhere to good investment policies and are satisfied with their investment practices. Existing employees express a desire to grow their investments, and they often advise their peers to improve their investing attitudes and behavior.

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