

Selection of Online Coaching Institute: A Study Among IAS Aspirants in Ludhiana and Chandigarh

Rajpreet Singh Chhatwal

This study is basically done to help the company Neostencil to know about whether its target audience, IAS aspirants, is aware about its websites or any other online coaching option and what are the most important factors when it comes to their coaching. The study highlighted 'concentration' was also an issue with the students if they study online as there will be distractions. The study further provided insights into how online coaching can be made better, quality of video can be improved and ensure lesser buffering of the videos. Quick response to the doubts of the students when they are studying online is critical. The routine and strict schedule should be there so that the students do not fall back. The study concluded that social media can also play an important role in spreading the awareness regarding the websites because it is a digital age and almost every human being is on social media, so people can know about the online coachings if the agencies concerned present them on social media in an effective manner.

Introduction:

Online coaching is the means of teaching people within a virtual environment online and separates the student and teacher. This kind of approach to teaching is done using many different methodologies, ways and means and allows a tutor to teach a subject without any face-to-face interaction. It is the process of tutoring in an online, virtual environment or networked environment in which teachers and learners are separated by time and space. Definitions associated with online tutoring vary widely, reflecting the ongoing evolution of the technology, the refinement and variation in online learning methodology, and the interactions of the organizations that deliver online tutoring services with the institutions, individuals, and learners that employ the services.

Students have also shown willingness to embrace Digital Learning Technologies (DLT) and practices. About 92 percent of students worldwide are interested in personalized support and

information on degree progress. They also showed interest in other academic performance analytics.

Students are also interested in the use of different devices in the learning process. Students worldwide wanted their instructors to enable them to use their laptop more in a learning context and are already using this type of the device for school related activities. In the United States, about 56 percent of students have been using a laptop or desktop computer in the classroom on a weekly basis. In the last few years, the approach of the parents, teachers, and student fraternity in India has been veering towards the online world, especially in urban and semi-urban India. A handful of startups rode high on this behavioral change and succeeded in the online tutoring domain. Online videos of a tutor teaching either live or as a pre-recorded package, and online marketplace for tutors collectively form the online tutoring market. Live online tutoring constitutes less than one percent of this market but is expected to grow significantly with the increased intervention of technology.

Review of Literature:

The literature review involves previous research, publications and documentation. The existing

knowledge or literature on online coaching has been reviewed and the gaps left by past research and publications have been identified as under:-

Schermuly and Grabmann (2019) highlighted that coaching can have tremendous positive effects, but to date, there has been little attention to the possibility that coaching can also exhibit negative effects. Nine different studies with a qualitative, cross-sectional, time-lagged, or experimental research orientation were identified and used for this review. Throughout the diverse studies, negative effects occurred frequently, but only a few of them were severe and most of them were low in intensity. Concerning their antecedents, higher relationship quality between clients and coaches was related to fewer negative effects. The findings also indicated a beneficial influence of supervision. Moreover, negative effects for clients and negative effects for coaches were interrelated. These findings contribute to the professionalization of coaching and put coaching in line with other helping relationships, where negative effects have been acknowledged as natural occurrences without being taboo.

Olson et al., (2011) studied the benefits of the adoption of e-learning in developing countries. The study concluded that students, teachers, and both the economies and societies in such areas would be greatly improved with the implementation of e-learning.

Park and Choi (2009) sought to find the factors that encourage students to remain in online courses. They focused on internal factors (i.e., satisfaction and motivation), external factors (i.e., organizational and family support), and online learners' demographic characteristics (i.e., ethnicity, gender, age). Although no significant differences in demographic characteristics between remaining and dropout students were found, significant differences were found regarding internal and external factors. The researchers concluded that internal and external factors have a significant impact in online student retention.

Appana (2008) found out that distance education is a formal learning activity, which occurs when students and instructors are separated by geographic distance or by time. Learning is supported by communications technology such as television, videotape, computers, e-mail, and mail. Online learning is any learning experience or environment that relies upon the Internet/World Wide Web as the primary delivery mode of communication and presentation. There are potential benefits of investing in online learning for example, increased access, improved quality of learning, better preparation of students for a knowledge-based society, "lifelong" learning opportunity, profit making, and many more.

Pardo and Peñalvo (2008) found out that the world of learning experienced a real revolution with the globalization of the Internet and the spreading of net-based learning tools. E-learning, however, did not come with the better results, and this is not (at least not completely) because of "technological" factors. In fact, most of the responsibility of failure in E-learning initiatives is due to the absence of "teaching roles", in part due to its substitution for learning objects, in part because of a wrong conception of interaction, knowledge building and communication flows on an E-learning environment. In spite of learning tools and advantages inherent to computer and net-based learning, learning activity (electronic or not) is a human and communicative act that requires monitoring, evaluation, motivation. There are many ways to measure quality on e-learning activities, but counting on the presence of an efficient staff of tutors on-line will ensure the presence and coherence of an actor in any part of the learning process. This key figure, the online tutor, must own an outstanding role to ensure the achievement of goals, competences and skills planned for every course by students. Therefore, it is fundamental to develop a training method for tutors in order to alleviate eventual faults or negative conditions inherent to eLearning: loneliness, distance, and shortage of infrastructures or technological knowledge.

Bhattacharya and Sharma (2007) studied that in a country like India and economic development can only be reached through better utilization of e-learning. Accelerated telecommunication growth, better internet penetration with wider bandwidth and more software applications for e-education are needed for overcoming the digital divide to achieve growth, in coordination with grass-roots developmental work in schools. Traditional institutions should put their energies into information and communication technologies for providing E-learning. There are certain areas which need to be worked upon for the successful implementation of E-learning and traditional institutions offering higher education in India should give it a thought. They need to become more customer centric and take lessons from businesses which regard customer as utmost important stakeholder. Focusing on blended learning, rather than insisting on teaching students 'at my place at my pace' using an industrial model that is now becoming obsolete is what they need to look at. Universities need to leverage their competitive advantage in terms of the ICT (Information and communication technologies) revolution and the new model of e-learning must be relied upon in the future.

Eom et al., (2006) found that a student's perception of interaction with instructors and other students is important in his/her level of satisfaction with the overall online learning experience. However, when the purpose of online interaction is to create a sense of personalization and customization of learning and help students overcome feelings of remoteness, it may have little effect on perceived learning outcomes. Furthermore, a well-designed online course delivery system is likely to reduce the need of interactions between instructors and students.

With this background, the researcher's objective is to highlight the factors considered important by IAS aspirants while selecting a coaching centre.

Research Methodology:

Research methodology includes the research tools and techniques used by researcher while conducting research. The research design used is descriptive. Both the primary and secondary sources of data have been used. The primary data was collected through structured questionnaire. The questionnaire was pre-tested through a pilot study and suitable changes were made in it based on feedback given by respondents and experts involved in online training. The research was conducted at Ludhiana and Chandigarh in Punjab state and the data collected was used for the purpose of analysis and interpretation. Apart from basic tools like descriptive analysis, advanced tools like Factor analysis was applied with the help of SPSS software. The secondary data was collected from the Newspapers, Magazines, Websites, Journals, etc. A total of 100 respondents were approached, Convenience sampling technique was used to approach the respondents. In this research the target population included the IAS aspirants who would be appearing for the IAS exam in future.

Analysis and Interpretation:

The data has been analyzed and interpreted as follows:-

This section deals with the factors considered important by IAS aspirant while selecting a coaching centre. In this, the factors considered important by IAS aspirant while selecting a coaching centre were divided into 2 interpretable factors. These 2 factors have 9 statements.

Table 1: Depicting KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.815
Bartlett's Test of Sphericity	Approx. Chi-Square	304.056
	Df	36
	Sig.	.000

The Kaiser-Meyer-Olkin is the measure of sampling adequacy, which varies between 0 and 1. The values closer to 1 are better and the value of 0.6 is the suggested minimum. The Bartlett's Test of Sphericity is the test for null hypothesis that the correlation matrix has an identify matrix. Taking this into consideration, these tests provide the minimum standard to proceed for Factor Analysis. Normally, $0 < KMO < 1$, If $KMO > 0.5$, the sample is adequate. Here, in table 4.1, $KMO = 0.815$ which indicates that the sample is adequate and we may proceed with the Factor Analysis. Bartlett's Test of Sphericity at 95% level of significant = 0.05. The p-value (Sig) of .000 < 0.05, therefore the factor analysis is valid.

Table 2: Community Values

Variables	Initial	Extraction
Reputation	1.000	.494
Batch_Timings	1.000	.700
Rescheduling	1.000	.579
Finish_Time	1.000	.732
Staff	1.000	.662
Mock_Test	1.000	.590
Ratio	1.000	.507
Infrastructure	1.000	.369
Fee_discounts	1.000	.522

Extraction Method: Principal Component Analysis.

The table shows the commuality values.

Table 3: Depicting Rotated Component Matrixa

	Component	
	1	2
Finish_Time	.842	
Batch_Timings	.837	
Reputation	.624	.324
Rescheduling	.567	.507
Infrastructure	.545	
Mock_Test		.768
Staff	.395	.711
Fee_discounts		.701
Ratio	.321	.636

Extraction Method: Principal Component Analysis.
 Rotation Method: Varimax with Kaiser Normalization.
 a. Rotation converged in 3 iterations.

The table shows how we can extract two factors out of the given variables.

Table 4: Depicting Total Variance

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.932	43.694	43.694	3.932	43.694	43.694	2.705	30.061	30.061
2	1.222	13.580	57.274	1.222	13.580	57.274	2.449	27.214	57.274
3	.942	10.466	67.740						
4	.845	9.394	77.134						
5	.520	5.779	82.912						
6	.470	5.222	88.134						
7	.416	4.625	92.759						
8	.357	3.965	96.724						
9	.295	3.276	100.000						

Extraction Method: Principal component Analysis.

The table shows that two factors explain 57 per cent of the variance and rest is due to other factors.

Table 5: showing final factors considered important by respondents from Ludhiana and Chandigarh while selecting online coaching institute.

	Factors
1. Policies of the online coaching institute	<p>Internal (Institute) The reputation/Results of the coaching centre The batch timings provided by the coaching centre Option of rescheduling if lecture is missed Time to finish the course</p> <p>External (Institute) The fee structure, discounts and refund policy</p>
2. Infrastructure of the online coaching Institute	<p>Internal (Institute) Infrastructure and learning environment provided</p> <p>External (Institute) Study material/mock tests provided by the coaching centre Student to teacher ratio The staff/teachers of the coaching centre</p>

The table shows the final two factors considered important by respondents while selecting an online coaching institute.

Conclusion/Discussion:

The awareness level regarding online coaching is low but it can be increased and people could be

made more aware about the mechanism of online coaching works. The mode of advertisement should be revised and localized. If this concept of online coaching gets in trend it will be of help to working people who aspire to try being an IAS. They will have all the study material at the comfort of their home and can study according to their schedule. India is a large market and can be beneficial to the websites and companies can benefit from it a lot if the work is done in the right direction. The online coaching industry is in the growth stage and will continue to grow in the coming years. If the companies are able to deal with the challenges highlighted in the study then they can grow along and at a faster rate.

References:

Appana, S. (2008). A Review of Benefits and Limitations of Online Learning in the Context of the Student, the Instructor and the Tenured Faculty. *International Journal on E-Learning*, 7(1), 5-22.

Bhattacharya, I., & Sharma, K. (2007). India in the knowledge economy—an electronic paradigm. *International Journal of Educational Management*, 21(6), 543-568.

Carsten C. Schermuly & Carolin Graßmann (2019) A literature review on negative effects of coaching – what we know and what we need to know, *Coaching: An International Journal of Theory, Research and Practice*, 12:1, 39-66, DOI: 10.1080/17521882.2018.1528621

Olson et al., (2011) “An analysis of e-learning impacts & best practices in developing countries: With reference to secondary school education in Tanzania,” *ICT4D Program, Michigan State Univ., East Lansing, MI, USA, Tech.*

Pardo, A. M. S., & Peñalvo, F. J. G. (2008). Online tutoring and Mentoring. In *Encyclopedia of networked and virtual organizations* (pp. 1120-1127). IGI Global.

Park, J., and H. J. Choi. (2009). Factors influencing adult learners’ decision to dropout or persist in online learning. *Journal of Educational Technology & Society* 12 (4): 207–217.

Eom, S. B., Wen, H. J., & Ashill, N. (2006). The determinants of students’ perceived learning outcomes and satisfaction in university online education: An empirical investigation, *Decision Sciences Journal of Innovative Education*, 4(2), 215-235.