

## An Empirical Study on Student's Learning Through e -Learning Modules Offered by Corporate Through Colleges in Mumbai

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### ABSTRACT

Higher education plays a vital role in developing a country's human resource. Higher education should be offered in such a way that it should be updated and caters to the requirement of the industry, should be accessible, reachable and easy to learn for the students.

There are a lot of new and innovative initiatives taken up by the corporate sector in tie up with a lot of educational institutions in training and development of college students by offering them e-learning modules with a variety of courses even before they step in to the job industry. Martin Oliver, (2000), opined that e-learning helps in self learning and education can be easily managed. Veneri (2011), Patterson et al, 2012, Means et al, 2013, feel that educational institutions alone can inculcate the habit of e-learning among students. The current study focuses on the challenges of offering e-learning as a part of higher education. The study also tries to ascertain and evaluates the facts pertaining to the effectiveness and successful achievement of its objectives among college students.

*Keywords: Higher education, e learning, effectiveness, training and development*

### INTRODUCTION

e-learning has brought about a complete transformation in the technique of teaching and learning, especially in higher education. It has catered to the requirement of learners in to achieve their objectives by making learning possible without physically being present before the teacher. E learning has made higher education accessible easily and has proved to be an asset. According to Divjak et al; 2006, e learning has proved to be a very effective tool in fulfilling its requirements in terms of learner outcome as it has contributed to the progress of the institution offering the course, learner and also the faculties concerned. Web based learning can be termed as e-learning a blend of internet usage and learning. According to Weslh et al; (2003), e learning or electronic learning means instruction and contents are provided by technology whose objective is to enhance the knowledge of learner, honing up the productive skills and increasing the subject knowledge of the student across the world. According to Stockley (2003), e learning is a channel to provide training/ course instruction via electronic media. The devices used are, usually, computers or electronic gadgets such as ipad, tablets, computers, smart phones etc to provide study materials to learners. The current study aims at evaluating how powerful a tool is e learning in educating the learner in terms of its content delivery's effectiveness and how successful is it in retaining and the learner till the end and enable him/her complete the enrolled course. The study also has focused in examining the factors that have contributed to learners enrolling in to the course and completing the enrolled course.

### BACKGROUND OF THE STUDY

One of India's largest private sector banks had tied up with a lot of colleges across India and one or two institutions in Dubai, UAE and offered an e learning module with over 225 courses for the college students specializing in various disciplines. The rationale behind this was that when the students, after completing their graduation, start working for banks or other corporate, they are familiar with a lot of concepts and get easily adapted to the corporate culture. In short, the bank tried to add to the stock of knowledge of the students provided in colleges as well as bridge "The Campus to Corporate gap" that exists among students.



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The courses in the module are interactive and requires them to learn each page sequentially in an interactive way. After completing the course, there is an examination conducted to test the learner's knowledge and once he/she scores the required amount he is jointly certified with college he/she is enrolled from by the bank. A learner can learn a course at his own pace and appear for tests. He may take any number of attempts to get certified. But, of late, the module is losing its popularity among students. Many of them enroll because they are compelled to enroll by the institutions concerned for assignment completion or for any other such reasons. If enrolled, the learners don't learn the contents of the module but only focus on getting certified. Current research is aimed at finding out the factors contributing to the above two aspects.

## REVIEW OF LITERATURE

Khan B.H (2002) studied e-learning as an innovative method of offering learning contents in higher education for collaborating and having industry-academia tie-up. Their research proved that these resources are efficient enough as they offer learning throughout from anywhere thus using up the resources of sixty eight digital technologies suitable for open learning in a flexible way as per the institution culture. Zemsky (2004) observed the prospects and challenges faced by e-learning courses offered to students. According to his study, e-learning is an add-on tool to class room learning. According to him, e-learning is beneficial for those students, who look beyond classroom learning, like job prospects.

Nodumo. D (2007), in a research proved that learning was significantly impacted when they use emails, surf the internet for educational purposes. The purpose of the study was to study the attitude of students towards e-learning in Ireland. The awareness level of the students was found to be very high and they had a positive approach towards learning online. Moravec T (2015) studied the contribution of e-learning to students achieving their learning goals by interviewing 200 students across various disciplines of Arts & Science. e-learning as a learning tool had no effect of learning on those students who depended on study material in the classroom by tutors. According to Rubin. B (2010), e-learning courses are not explored enough in colleges. He focussed on the perception of the teachers who followed chalk and board method of teaching in classes. He concluded that there is an association between enhanced visual features and effective content delivery in higher education. According to Jackson (2013), distance in content delivery can be minimised with the help of e-learning module. E-learning can be offered to learners in a variety of methods and can be implanted successfully either solely or as a complimentary to traditional teaching methods.

## METHODOLOGY

### Source of data:

**Primary:** A questionnaire was administered to 100 students enrolled in an e learning module with various courses offered to college students by a bank to bridge the campus to corporate gap among college students who will soon be graduating and joining the corporate sector. Purposive sampling technique was adopted. Students enrolled in a college in Mumbai for their first, second and third year undergraduate and first and second year post graduate programs in commerce and Arts discipline were surveyed. the questions were related to their reason for enrolment, the number of courses enrolled in, number of courses completed and certifications received and their experience while learning.

**Secondary:** M.Phil/ PhD Thesis, Journals and other periodicals.

**Period of data collection;** March 9,2020 to March 25, 2020

**The data so collected** was analysed using statistical packages.

A SWOT analysis of the module is also designed to find out amount of enrolment rates in various courses relation to course completion rates and knowledge acquisition and content mastery.

Tools of analysis: frequency analysis, Chi-Square goodness of fit, factor analysis, structural equation modelling.

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**OBJECTIVE**

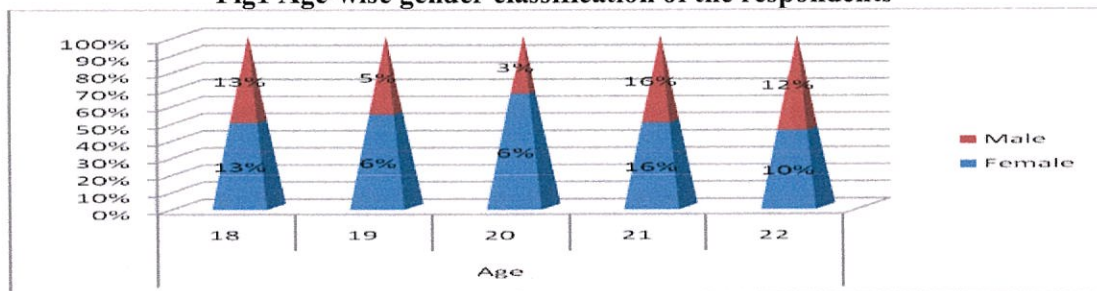
1. To examine the factors contributing to motivate students to pursue e learning courses
2. To study the perception of students one learning courses offered to them by the colleges.
3. To identify the challenges faced by the students in pursuing the e learning courses
4. To identify the problems faced by colleges in offering such courses to the students as a part of their curriculum

Current study has investigated, if the e learning module offered to college students as a part of their curriculum in higher education has achieved its objective of bridging the “Campus to Corporate” Gap that exists among students.

**RESULTS AND DISCUSSIONS**

H0: The is no significant association between age, gender and enrolment in e learning courses among college students.

**Fig1 Age-wise gender classification of the respondents**



**Table 1 Chi- Square test results**

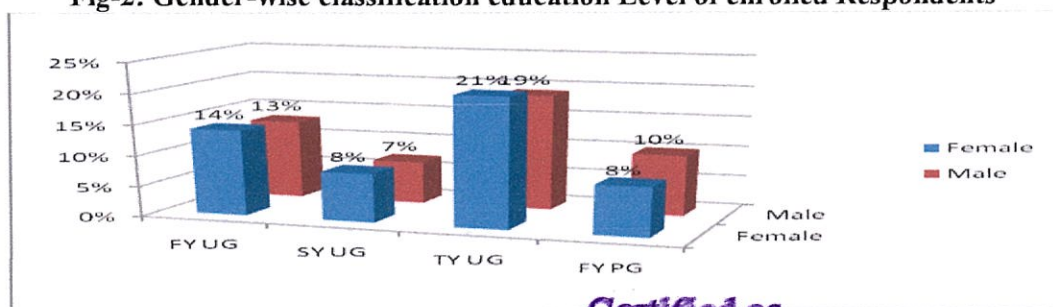
Value	1.233
Df	4
Sig.	0.003

Fig 1 shows the demographic classification of the respondents. A significant amount of the respondents (32 percent) were of the age 21 pursuing their post graduation or final year under graduation. And also, twenty nine per cent of them were 18 years age pursuing their graduation first or second year

From the above results of Chi Square test at 5% we are unable to accept the null hypothesis and conclude that age and gender of the students do not play a vital role in the enrolment of college students into e learning courses.

H0: There is no significant association educational level of the respondents and their enrolment in e learning module offered in college among college students. between gender-wise education level and enrolment in e learning courses among college students.

**Fig-2: Gender-wise classification education Level of enrolled Respondents**



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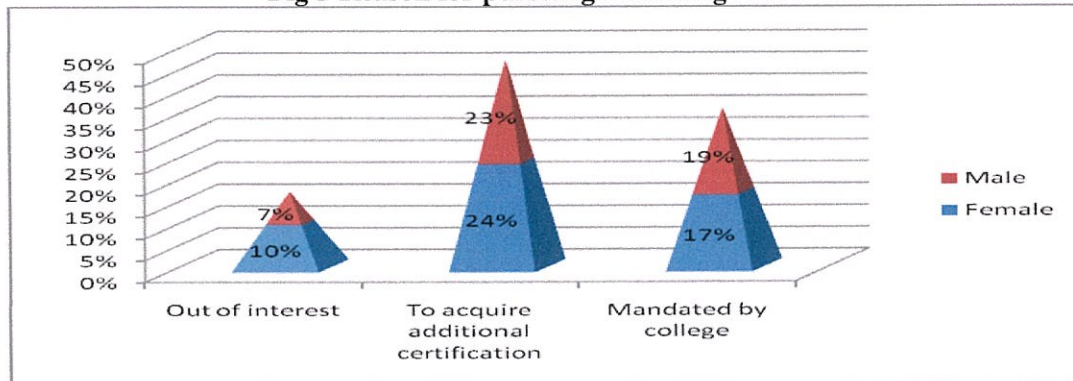
**Table 2 Chi-Squared Test Results**

Value	.386
Df	3
Sig.	0.943

Figure 2 above shows the gender wise educational level of the respondents. Majority (40 percent) of them were pursuing their third year Undergraduate programmes. From table 2, showing results of chi-squared test conducted 5% significant level the researchers are unable to reject the null hypothesis and conclude that There is no significant association educational level of the respondents and their enrolment in e learning module offered in college among college students. between gender-wise education level and enrolment in e learning courses among college students.

H0: The is no significant association between purpose to pursue e learning course and students enrolling into the module among college students

**Fig 3 Reason for pursuing e learning course**



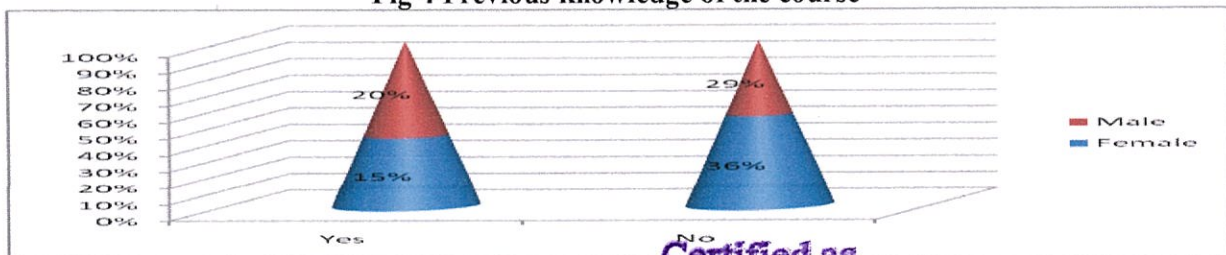
**Table 3 Chi-Squared Test Results**

Value	.622
Df	2
Sig.	0.733

Figure 3 shows the reason for respondents pursuing e learning courses offered in modules. Majority of them (forty seven percent) pursued the course to acquire additional certification. While only seventeen per cent of them pursued out of interest to learn something new in a new way.

Based on the Chi Square results obtained, the researchers are unable to reject the null hypothesis and conclude that there is no significant association between purpose to pursue e learning course and students enrolling in to the courses offered by the module among college students

**Fig 4 Previous knowledge of the course**



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The above figure4 shows the respondents level of prior knowledge of the module and the courses in it. This was imparted through an orientation. Majority of them (65 percent) had no prior knowledge about the course.

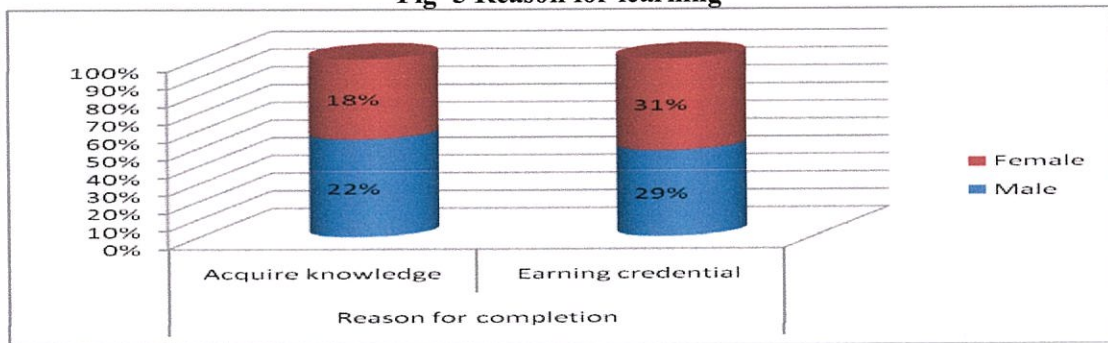
H0: There is no significant association between prior knowledge about the e learning courses and their pursuing the courses among college students.

**Table 4 Chi-Squared Test Results**

<b>Value</b>	1.429
<b>Df</b>	1
<b>Sig.</b>	0.232

From the above results of chi squared test obtained, the researchers are unable to reject the H0 and conclude that There is no significant association between prior knowledge about the e learning courses and their pursuing the courses among college students.

**Fig 5 Reason for learning**



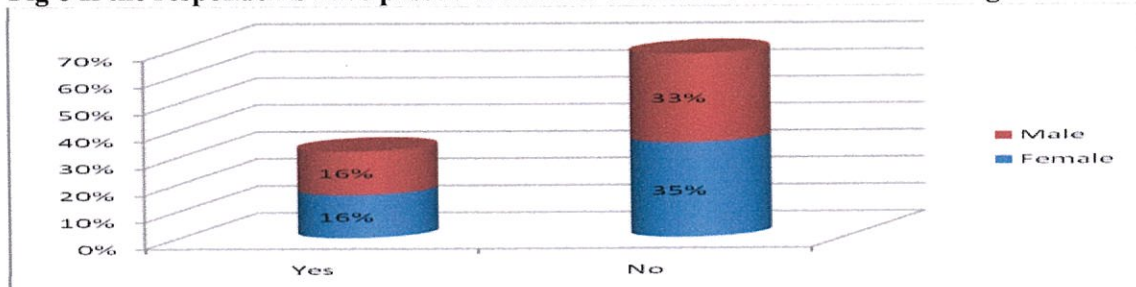
H0: There is no significant association between college students pursuing the e learning course and the purpose of their completion

**Table 5 Chi-Squared Test Results**

<b>Value</b>	.427
<b>Df</b>	1
<b>Sig.</b>	0.514

From the above Chi Square test results obtained at five percent significant level, it can be said that the researchers are unable to reject the null hypothesis and conclude that There is no significant association between college students pursuing the e learning course and the purpose of their completion

**Fig 6 If the respondents have passed the online examination of the course and got certified**



Ho: There is no significant association between gender and the enrolled e learners completing their course and getting certified among college students.

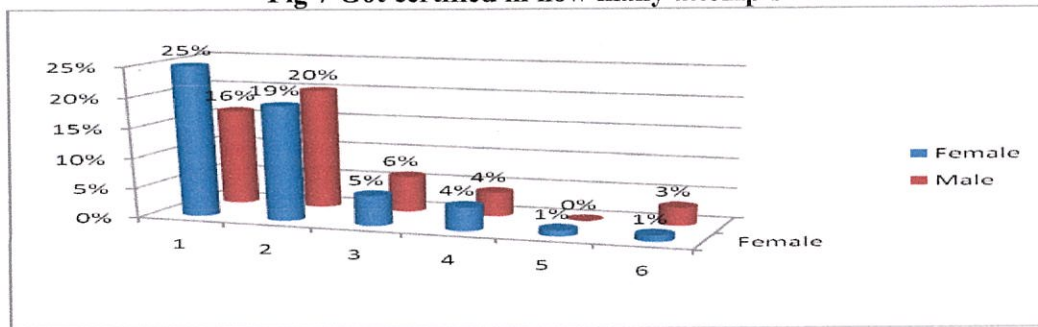
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**Table 6 Chi-Squared Test Results**

<b>Value</b>	19
<b>Df</b>	1
<b>Sig.</b>	0.891

Chi Squared test results show that there is no significant association between gender and the enrolled learners passing their examinations and getting certified. The researchers are unable to reject the null hypothesis.

**Fig 7 Got certified in how many attempts**



H0: There is no significant association between gender and the number of attempts made in completing the learning courses and getting certified among college students.

**Table 7 Chi-Squared Test Results**

<b>Value</b>	855
<b>Df</b>	5
<b>Sig.</b>	0.153

There is no significant association between gender and the number of attempts made in completing the learning courses and getting certified among college students as revealed by Chi Squared test and hence are unable to accept the H0 and conclude that most of the female students complete their certification in the first or second attempt.

**Fig 8 Gender wise response of number of courses completed**

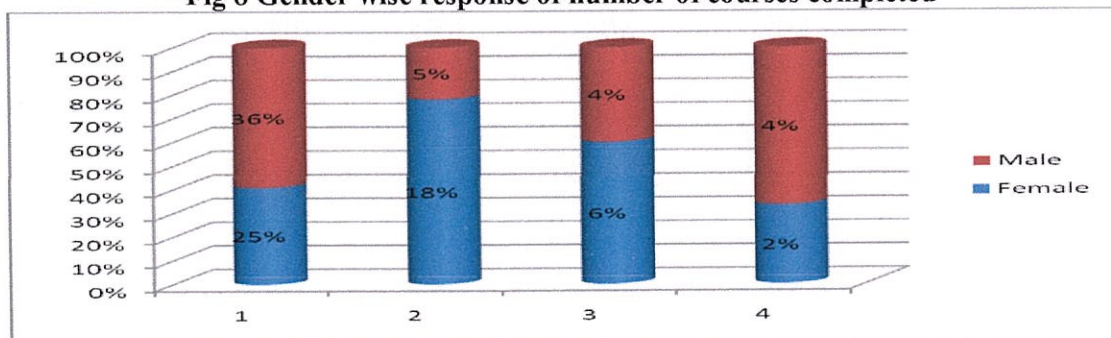


Figure 8 shows that majority of the respondents (84 per cent) have completed a maximum of only one or two courses.

H0: There is no significant association between gender and the enrolled learners' amount of courses completed among college students.

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**Table 8 Chi-Squared Test Results**

<b>Value</b>	10.362
<b>Df</b>	3
<b>Sig.</b>	16

The results of Chi Squared test above show that there is no significant association between gender and the enrolled learners' amount of courses completed among college students and hence the researchers are unable to reject the null hypothesis.

**Fig 9 Gender-wise report of amount of content actually learnt**

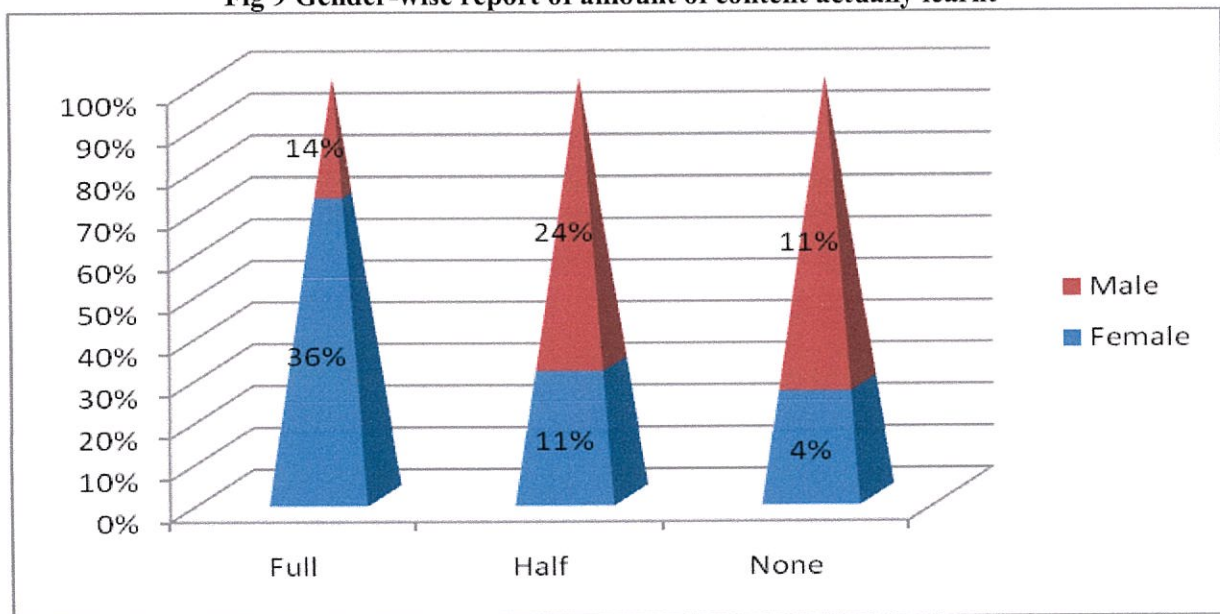


Figure 9 shows the gender-wise amount of content actually learnt by the learners. 36 percent of the female students have learnt the contents fully while it is only fourteen percent for the male students and twenty four percent of the male students have partially learnt the content of the course they are certified in.

H0: There is no significant association between gender and the amount of content actually learned from the course among college students.

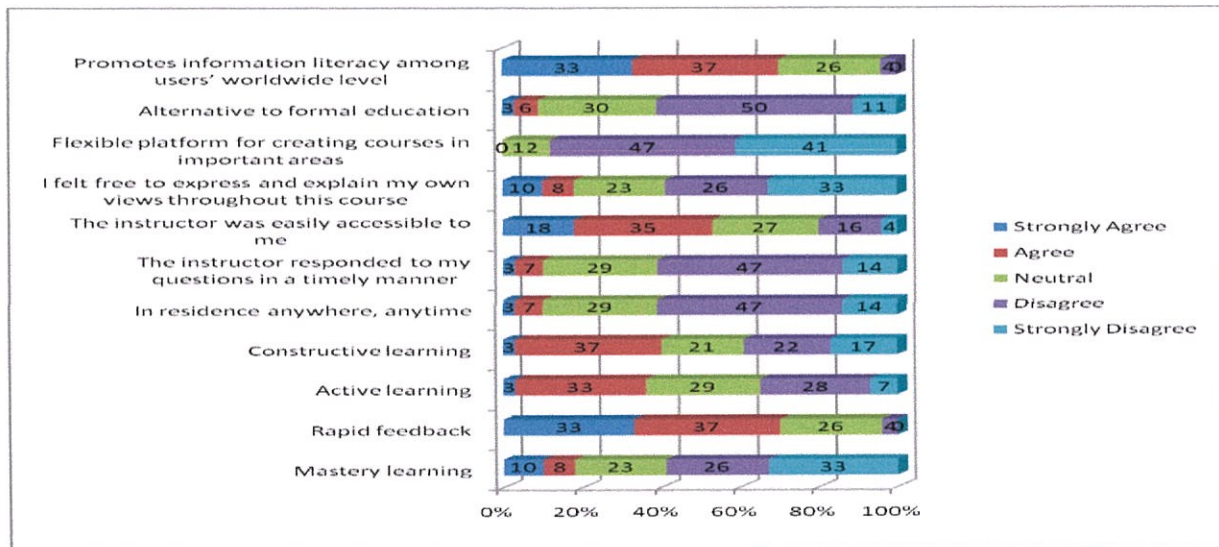
**Table 9 Chi-Squared Test Results**

<b>Value</b>	17.742
<b>Df</b>	2
<b>Sig.</b>	0

The chi squared results above reveal that there is significant association between gender and the amount of content actually learned from the course among college students. Hence the researchers are unable to accept the null hypothesis.

**SWOT Analysis** of e learning course offered by corporate to bridge the Campus to Corporate Gap to college students pursuing arts and commerce courses in UG and PG Classes

Fig 10 Strengths the courses designed in the module offered as opined b the respondents



From the above figure 10, it can be said that as opined by 70 percent of the learners who strongly agree and agree on the fact that these courses promote information literacy among users at a global level. These courses have the instructors who are readily available to resolve queries raised by the learners. This is opined by fifty three percent of the learners. Many of the respondents (40 per cent ) also felt that its a constructive way of learning and is an active or interactive learning tool, as viewed by thirty six percent of the respondents.. To seventy percent of the respondents, the course provided rapid feedbacks.

Ho: There is no significant association between strengths of the he module and content learning by the students

Table 10 Association between content learning and strength shown by Chi Square Test Results

Sr. No	Factor proving to be a strength for the modules	Value	df	Asymp. Sig. (2-sided)
1	Mastery learning	19.361	8	.013
2	Rapid feedback	10.046	6	.123
3	Active learning	20.820	8	.008
4	Constructive learning	24.904	8	.002
5	In residence anywhere, anytime	21.678	8	.006
6	I felt free to ask questions throughout this course	20.820	8	.008
7	The instructor responded to my questions in a timely manner	20.820	8	.008
8	The instructor was easily accessible to me	10.046	6	.123
9	I felt free to express and explain my own views throughout this course	19.361	8	.013

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