

## **FUTURE OF ONLINE LEARNING AND ITS EFFECT ON THE JOB MARKET- AN EMPIRICAL STUDY**

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### **ABSTRACT**

In the past, job or placement outcomes have been at the centre of educational research. But the empirical research that has been done so far only looks at face-to-face education. There is no scientific study that looks at how online learning affects the job market. This study looks at the online learners in India. It uses data from a survey of private universities and colleges in Tamil Nadu, India, to show how online education and job match are linked. The goal of this study is to fill a gap in the research field by looking at how people in India learn online. Because of the empirical research, two important things were found. First of all, there is no difference in the job market between people who learn in person and people who learn online. The human capital theory is used in this study to try to explain why this is happening. According to this theory, there is no difference between offline learners and online learners in terms of how they get their human capital. As a result, both types of learners prefer to work in jobs that are a good fit for them. Second, employment mismatch doesn't have a big effect on the income of people who learn their skills online. The screening theory is used in this study to try to explain why this is happening. Even though this theory says that online education would improve the human capital of each learner, it still acts as a diploma/ degree signal in India, at least in some ways. Because of this, the human capital that online learners gain can't be turned into a higher income. Because of this, it is important to look into the link between online education and employment. This study will look at how online learning affects career opportunities and how work match affects how much money online learners make. This study will also look at how job match affects the income of people who learn online. This study looks into the job market for online learners. The results could help academics and policymakers better understand what online education is for and how important it is as a study method for tertiary education.

**Keywords :** Online, Learning, Education, Job Market, Employment, Offline

## INTRODUCTION

Online education is a way of teaching and learning that is planned ahead of time and usually takes place in a different place than where the teaching takes place. This type of education requires communication through technology and special institutional organisation [1]. Online education is a way of teaching and learning where the teaching usually happens in a different place than the learning. Internet-based education has been around for a long time and is used by a very large number of students today. For example, a study done in 2013 found that more than 21 million students just in poor countries were getting their education from afar [2]. Only in India can higher education through distance learning work on such a large scale to help the government more accessible for the general population [3]. At the moment, India's online higher education is only able to offer graduate, post-graduate, and a few other degree and diploma programmes. As of 2017, more than 1.32 million Indians had graduated from college or university through online learning. This is much more than 15% of the total number of graduates from the years before. When compared to traditional classroom learning, online education is different in a few important ways. Most people who study online are adults who already have some work experience. However, online education is seen as a less effective way to learn in poor countries [4] could affect a student's ability to get a job.

Surprisingly, there isn't a lot of empirical research on the job of online education learners, even though their job may be unique and there are a lot of people who have graduated from online higher education. Employer ratings of Open University graduates [9] show that online education helps students learn to be enthusiastic and have good coordination skills, among other things. [Needs citation] Research [5–7] has shown, on the other hand, that businesses don't seem to want to hire people who got their education through an online programme. A good job match or a bad job match can either help or hurt a graduate's chances of getting a job. For example, research [8–9] has shown that a mismatch between work and skills has a big effect on the income of the average offline learner.

## Review Literature

There have been a lot of different ideas about what job compatibility means. The human capital theory says that education is an important form of human capital because it can increase a person's level of productivity and, in turn, their level of income [11]. There are two types of human capital: general human capital and specialised human capital. The first one can be used for a wide range of tasks, while the second one is only used in certain jobs [12]. The human capital hypothesis says that people can get different kinds of human capital by taking part in professional development programmes. So, when a learner doesn't work in a job that matches what he or she has learned, he or she loses some forms of human capital, which can cause his or her income to go down [13]. Also, people who get training in professional fields like engineering and the medical sciences get more specialised forms of human capital. This makes it easier for them to get jobs that match their skills, and it also makes them more likely to choose jobs that match their skills. If they don't change how they act, they will lose more money [14]. This idea says that students get more education so that they can show potential employers that they are hard workers. So, the point of education is to separate and get rid of the high-productivity people so that everyone can use their skills to their fullest potential. The screening theory says that there shouldn't be any difference between the levels of production (or income) of employees whose majors match their jobs

and those whose majors don't [15]. In the academic literature, there are a lot of studies about job fit, and most of them focus on two different areas. The first part talks about the things that have a big effect on a person's job match, and the second part looks at how a person's income is related to their job match. On the other hand, a person's level of education, academic record, and specialised major, among other things, will make it much more likely that he or she will work in a position that is marked by job match. One example of a specialised major is "Health Sciences." This finding was confirmed by other studies, which found that learners who chose subjects with more specific human capital had a much higher chance of getting a job that matched their skills [16-17]. This conclusion was backed up by the fact that this observation was made by more than one person.

Other studies have looked at how a person's career path affects how well off they are financially. It looks like research on job match hasn't come to a conclusion yet, because the conclusions and findings are all different. Even though many studies have shown that students with highly specialised majors are more likely to find a job that is a good fit for them and that finding a job that is a good fit can make a big difference in a person's starting salary or income. In addition, the majority of studies that have been published, including the ones that have been discussed above, have concentrated their attention on learners who attended classes in person, but there is little evidence that discusses the job match of learners who attended classes online. The history of distance education, on the other hand, shows that it has helped higher education grow in a number of different countries [18]. From the fact that distance education has been around for so long, we can figure this out. At this point, most research on job matching has been done with people who learn in person. Given the significant number of students who participate in distant learning programmes at higher education institutions, this paints an incomplete picture of the research issue. Researchers who study face-to-face education have found that matching people with jobs is good for them [19]. Also, the kind of job someone has has a big effect on how they feel about remote learning [21-22].

### **Research Methodology**

In this study, a real-world analysis was done of people in India who had gotten their degrees through online learning. Online learning, on the other hand, is only used to get degrees from universities and private colleges. So, this study only included people who had a university degree or a private college degree or diploma as their highest level of education. There were 120 undergraduates, post-graduates, and other people who took part in the sample. After taking out the ones with missing values for the type of education, the ones that were left were chosen for analysis. The study looked at 120 samples from private universities and colleges in Tamil Nadu. The average age of online learners was found to be older than that of offline learners. The number of online learners who had worked before was also higher than the number of offline learners who had worked before. These results show what kind of things online education is like.

### **Objective of the Study**

- To examine the connection in online learning & job market opportunities
- To enable the future directions of the study.

### **Hypothesis of the study**

H1 – There is no significant differences found in job market probability among online education learners & offline learners.

H1 – There is significant differences found in job opportunities probability among online education learners & offline learners.

H2 - There is no significant positive impact of Job opportunities on the income of online learners.

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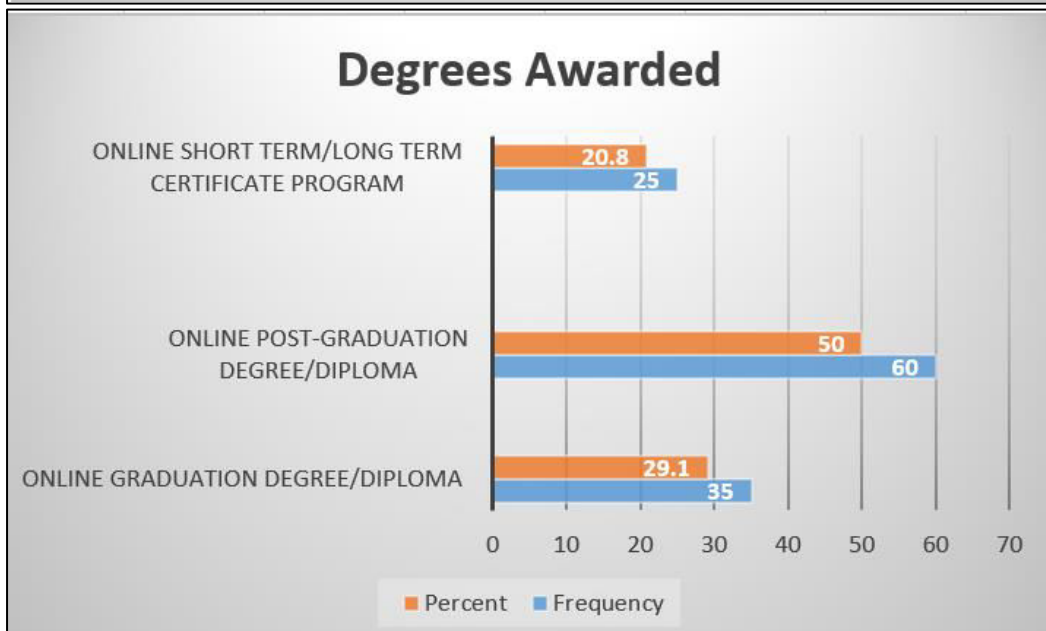
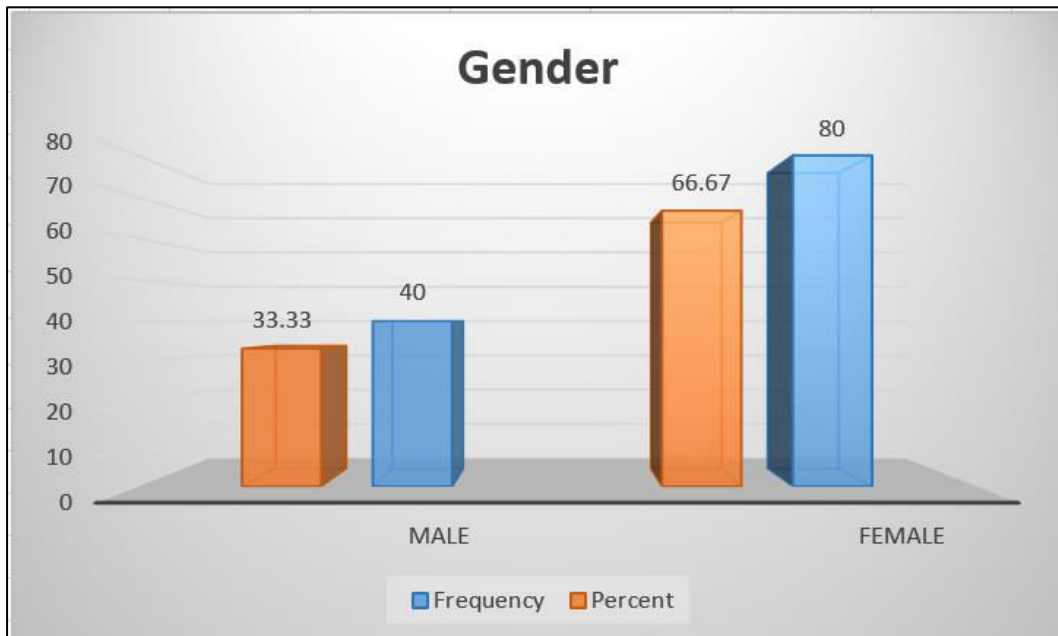
## Result and Discussion

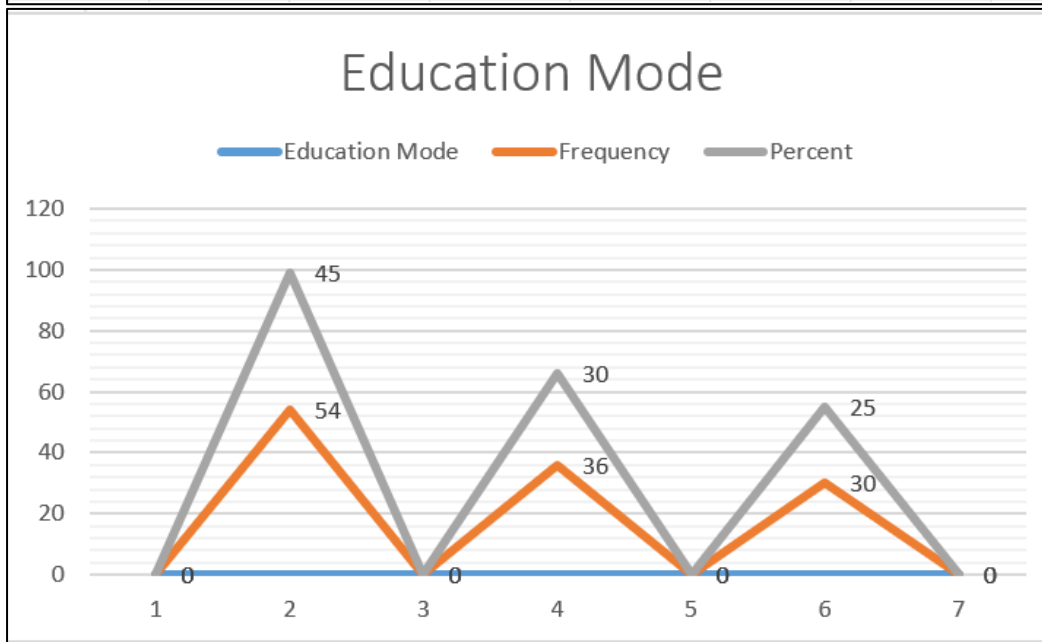
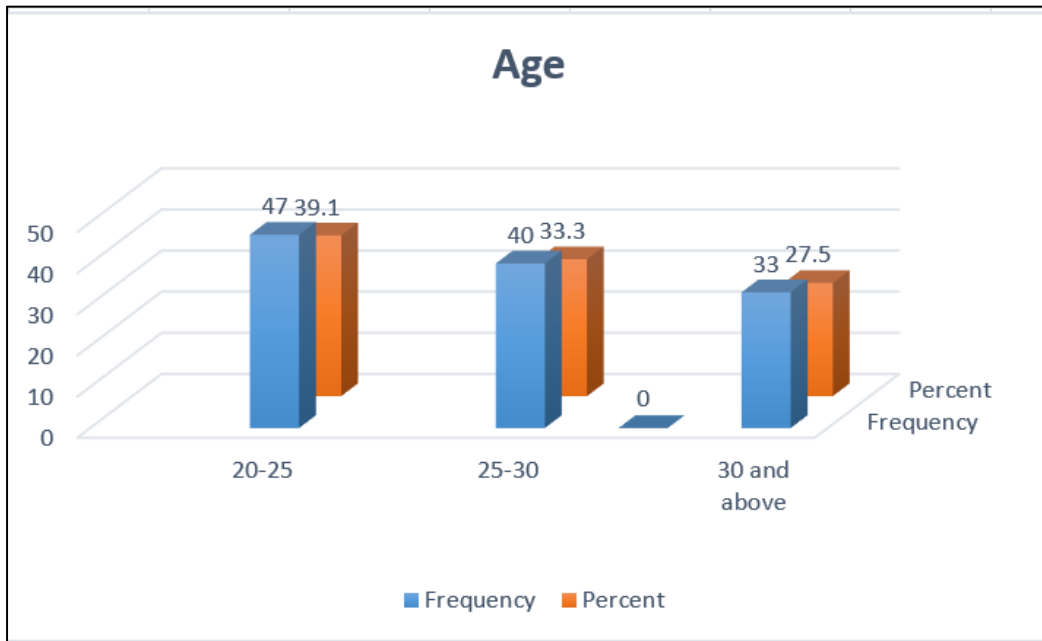
### Demographic Analysis

**Table 1: Demographic Analysis**

Demographic Analysis			
		Frequency	Percent
<b>Gender</b>	Male	40	33.33
	Female	80	66.67
<b>Degrees Awarded</b>	Online Graduation Degree/Diploma	35	29.1
	Online Post-Graduation Degree/Diploma	60	50
	Online Short term/Long term Certificate Program	25	20.8
<b>Age</b>	20-25	47	39.1
	25-30	40	33.3
	30 and above	33	27.5
<b>Education Mode</b>	Online Mode	54	45

	Offline Mode	36	30
	Distance Mode	30	25





**Table 2: Descriptive Statistics**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
No time constraint & all days availability	120	1	5	3.75	.842
World-wide acceptability of online learners	120	1	5	4.14	.748

Equal weightage of online degrees/diplomas	120	1	5	4.02	.801
Multi-talented & skilful	120	1	5	3.98	.817
Excellent job opportunities	120	1	5	4.76	.718
Job-mismatch is negligible	120	1	5	4.29	.737
No discrimination in income/salary	120	1	5	4.89	.701
Valid N (listwise)	120				

The descriptive analysis in above table identified that majority of people focused on that after taking online degrees there is No discrimination in income/salary (Mean=4.89 and standard deviation=.701) infact there is Excellent job opportunities (Mean=4.76 and standard deviation=.718). Although online learners do not face problem in job-mismatching where Job-mismatch is negligible (Mean=4.29 and standard deviation=.737). Similarly, World-wide acceptability of online learners (Mean=4.14 and standard deviation=.748) as well as Equal weightage of online degrees/diplomas (Mean=4.02 and standard deviation=.801). Thus, online learners not only become Multi-talented & skilful with the mean values (Mean=3.98 and standard deviation=.817) but also they are available all time with the mean values of the statement No time constraint & all days availability (Mean=3.75 and standard deviation=.842).

Therefore, findings of the research study stated that online degrees or diploma holders get equal opportunities worldwide & there is no reduction in income generation.

**Table 3: One-Sample Test**

One-Sample Test						
	Test Value = 0					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
No time constraint & all days availability	75.736	120	.001	4.132	4.24	4.31
World-wide acceptability of online learners	93.689	120	.000	4.282	4.15	4.27

Equal weightage of online degrees/diplomas	89.571	120	.000	3.818	3.73	4.02
Multi-talented & skilful	82.772	120	.000	4.217	4.10	4.18
Excellent job opportunities	103.501	120	.001	4.319	4.32	4.38
Job-mismatch is negligible	97.816	120	.000	4.207	4.18	4.21
No discrimination in income/salary	114.325	120	.001			

The descriptive analysis in above table identified that majority of people focused on, that after taking online degrees there is No discrimination in income/salary & t-test value is quite high ( $t=114.325$ ). Similarly, Excellent job opportunities ( $t=103.501$ ). Although online learners do not face problem in job-mismatching where Job-mismatch is negligible with T-test value is ( $t=97.816$ ). Similarly, World-wide acceptability of online learners having t-value is ( $t=93.689$ ) as well as Equal weightage of online degrees/diplomas with the t-value scores ( $t=89.571$ ). Thus, it has proved that online learners not only become Multi-talented & skilful with the T-values ( $t=82.772$ ). but also they are available all time with the mean values of the statement No time constraint & all days availability ( $t=75.736$ ). Therefore, findings of the research study stated that online degrees or diploma holders get equal opportunities worldwide & there is no reduction in income generation.

### Hypothesis Testing:

The findings of t test analysis stated that majority of respondents said that there is no discrimination in income generation after getting degree/diplomas via online mode infact worldwide opportunities are there. Hence therefore, the null hypothesis is rejected & alternative hypothesis is accepted.

### CONCLUSION

It's important to let more people know that online learning is a good option for postsecondary education. A recent study backs up this idea by showing that education received online is similar to education received in a traditional classroom. Online learners have the same chance of getting a job as offline learners. This means that online learners in India can get the same amount of specific human capital as offline learners. This convergence between online and offline education is demonstrated by the empirical results, which show that the two modes of education are converging. Unfortunately, in many affluent countries, online education is still seen as a subpar type of education, despite its growing popularity. It is believed that the ever-increasing popularity of online platforms all over the world will serve as a driving force behind the adoption and improvement of online learning in the years to come. Second, in order to enhance the quality of online education, providers of online education need to collect data regarding the behaviours of online learners in the workplace. In conclusion, online education providers should work to improve their students' human capital and give them the tools they need to use their human capital to earn more money on the job



market. This would make people think that online learning is a good option for future students, which would make more people want to learn online.

It is no longer a secret that in the 21st century, online education is becoming increasingly popular and developing into a lucrative sector as it continues to broaden access to education for an increasing number of individuals. In education, it is important to foster a variety of ideas, points of view, and voices in order to create a cacophony of opinions. The teachers should encourage the students to relate their own experiences, the opinions of others, the topics being discussed, as well as their own work and learning, to the conversations, the assignments, and the group projects that they are working on. Online education is mostly based on a standard, one-size-fits-all curriculum that doesn't take into account what each student needs. Instead, there should be more focus on finding out how online offerings could meet the needs of each learner and how the design of the course could allow for different types of online instruction.

### Future research directions

Online education is gaining popularity, and schools may offer more online courses to more students in the future. Future research should investigate what E-learning newcomers think about its effects on computer-based learning for the next generation. This could also be evaluated by online students' levels (undergraduate vs. graduate) and subjects/fields. Online education encourages critical thinking and innovation. Online courses are often confined by technology and tailored to facilitate online use. To develop intellectual rigour and well-informed and distinctive opinions, more research should be done on how to use technology and software to encourage students to engage in many, continuous online debates. More research is needed to discover how group members' personalities, learning styles, and ability levels affect their interactions and sense of community. Previous research focused on individuals' messages. As technology develops, academics must explore how Group Chat, Video Chat, social network media, and virtual reality environments enable individuals connect with one another and thrive as a learning community.

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