"Employers' and Academics' Perception on the Influence of E-Learning in Higher Education Curriculum"

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Abstract:

The incorporation of e-learning into higher education courses has altered the landscape of teaching and learning, creating both possibilities and problems. This research investigates how academics and employers perceive the impact of e-learning on higher education courses. Employers want graduates with the necessary skills and competencies, and e-learning provides a way to nurture such qualities. Understanding the educational implications of e-learning requires academics' viewpoints on its efficacy, integration with traditional techniques, and effects on student engagement and learning results. This study intends to give insights into the advantages and disadvantages of e-learning in higher education by addressing research gaps and raising relevant research questions. The findings are used to offer recommendations for policymakers, educators, and institutions, with the goal of improving the successful integration of e-learning into higher education curricula.

Keywords: E-learning, higher education curriculum, academics, employers, perceptions, skills and competencies, integration, student engagement, learning outcomes, recommendations.

Research Background:

The rapid advancement of technology in recent years has brought significant changes to various industries, including the field of education. A notable breakthrough in education has been the widespread adoption of e-learning within higher education institutions. E-learning involves the delivery of educational content and the facilitation of interactive learning experiences through digital platforms and electronic devices. This method of learning has the potential to enhance accessibility, flexibility, and student engagement, providing a more tailored and compelling educational journey.

Despite its benefits, the integration of e-learning into higher education poses challenges that require careful consideration and evaluation. It is essential to understand how educators and employers perceive the impact of e-learning on higher education curricula. Their insights can shed light on the effectiveness and consequences of e-learning, guiding institutions, educators, and policymakers in determining its incorporation into the curriculum.

Employer's Perspective:

Employers play a crucial role in shaping higher education curricula as they are the primary beneficiaries of the educational system. They seek graduates with not just specialized knowledge, but also essential skills and capabilities required in today's highly competitive job market. E-learning offers students the opportunity to develop a range of sought-after abilities by businesses, such as digital literacy, critical thinking, problem-solving, and collaboration.

Understanding how employers perceive the role of e-learning in higher education programs is vital for determining if businesses view it as an effective tool for nurturing essential skills and competencies in graduates. By aligning educational curricula with the expectations and needs of employers regarding e-learning, higher education institutions can enhance the employability and career prospects of their graduates.

Academic' Perspective:

Higher education programs should be developed and taught by academic professionals. It is crucial to understand the perspectives of educators on e-learning within the curriculum to comprehend its impact on teaching and learning processes. Exploring academics' views on the effectiveness of e-learning, its integration with traditional teaching methods, and the challenges and benefits of its application can serve as a valuable resource for grasping the educational aspects of e-learning in higher education.

The perceptions of educators towards e-learning can also shed light on its potential influence on student motivation, engagement, and academic achievements. Being familiar with academics' opinions on e-learning in the curriculum can facilitate the identification of optimal practices, strategies, and tools necessary for the successful integration of e-learning in higher education institutions.

Research Gaps:

A study gap for this topic may include defining specific employer and academic viewpoints and attitudes regarding e-learning, as well as researching the factors that lead to these opinions. Furthermore, the study may investigate whether there are any significant differences in the attitudes of employers and academics across areas and institutions. The study may also investigate how far e-learning platforms have been integrated into higher education curricula, as well as the challenges faced throughout the integration process. By filling these research gaps, the study may help to improve knowledge of the potential benefits and drawbacks of e-learning in higher education, as well as insights into how e-learning might be effectively integrated into higher education curricula.

Research Objectives:

The primary objective of this study is to investigate how e-learning impacts the curricula in higher education, focusing on the perceptions of academics and employers. The study aims to achieve the following:

1. Evaluate employers' perspectives on the effectiveness of e-learning in enhancing graduates' industry-specific skills and competencies.
2. Explore academics' views on e-learning in terms of teaching methods, integration with traditional teaching approaches, and its influence on student engagement and academic performance.
3. Discuss the challenges and benefits of incorporating e-learning into higher education curricula from the viewpoints of academics and employers.
4. Propose recommendations for policymakers, educators, and institutions on successful e-learning integration in higher education based on insights from academics and employers.

This research seeks to contribute to the ongoing discourse on integrating e-learning into higher education curricula by analysing the viewpoints of academics and employers, aiming to facilitate evidence-based decision-making and enhance the quality of education provided to students.

Literature Review:

Swagta Singh Symbiosis Institute of Management Studies, Symbiosis International (Deemed University), Pune, India (2020). This paper investigates the elements that led to India's e-learning industry's explosive rise. The study emphasizes four crucial variables: ease of learning, external circumstances, technology advancement, and service quality of online education. Through the use of factor analysis and a random sampling technique, 237 people were the subjects of the study. The conclusions might help organizations, the government, or businesses when making judgments on online activities. It is crucial to remember that widespread adoption of online learning in India still faces obstacles, particularly in rural areas with inadequate internet connectivity and little access to technology. Overall, this study adds to the body of knowledge and offers crucial insights for e-learning startups, businesses, and elected officials.

John K.E. Edumadze Deputy Director, ICT Centre (IT Training & Support Section), University of Cape Coast, Cape Coast, Ghana. The purpose of this study was to look into how students perceived utilizing a Moodle platform at a university where using an e-learning platform was optional. Third-year business students who had utilized the platform for two of the author's courses were surveyed as part of the study using a purposive sampling method. The vast majority of respondents reported owning computers and having a favorable opinion of learning with the Moodle LMS. However, they also noted significant difficulties with the platform's use that must be resolved before use is made obligatory. The survey comes to the conclusion that because the respondents own their devices, spend the majority of their time using them, and are adept with technology, e-learning is set to take off.

Roma Singh, Dr.Shruti Tiwari. The article addresses the value of online learning in the current COVID-19 epidemic situation. Online education has become crucial as a result of the closing of schools and institutions. The article emphasizes that technology is essential to the learning process and that the use of various digital platforms and ICT tools facilitates online learning. The advantages of online learning are emphasized, including the convenience of pursuing different degrees and the flexibility of learning. The difficulties teachers have in maintaining student interest in an online learning course owing to the absence of face-to-face interaction are also mentioned in the article. The article also covers the numerous forms of online education, including remote learning, blended learning, and e-learning, as well as how universities are utilizing ICT to improve education. In order to ensure that online learning becomes a crucial component of the educational system, the article emphasizes the necessity for appropriate infrastructure, well-trained teachers and students, standard government policies, and quick universal network access.

Aditi Dang, Sayantan Khanra, Muneza Kagzi.(2022). What is the purpose of the study that this text describes? What are MOOCs, and why are they important given the COVID-19 pandemic? What, according to past research, are the main causes of MOOC dropouts? What are the study's identified obstacles to sustained MOOC use, and how were they verified?

Alka Shrivastava ICFAI University, Jaipur, India. Manish Shrivastava VGU, Jaipur, India (2022). The COVID-19 pandemic and the newly emerging next-normal learning paradigm are discussed in this essay in relation to the relevance of blended learning. To give students a more adaptable and accessible learning experience, blended learning blends traditional face-to-face learning with online learning. The purpose of this article is to investigate how management students perceive blended learning, how prepared they are for it, and how much emphasis they place on online and in-person instruction. The paper's goals are to acknowledge the value of blended learning in management

education, investigate students' attitudes towards and readiness for blended learning, and comprehend their choices for online and face-to-face instruction. he paper makes the case that studying students' perspectives is key for successful implementation in higher education and that blended learning is a critical part of the next standard learning paradigm.

Gulbir Singh, Vivek Bhatnagar, Rajeev Gupta, Gautam Kumar (2020). In the context of university education, the essay compares traditional learning versus e-learning methods. Data was gathered from a variety of sources, including the internet, earlier research projects, and universities with both technical and non-technical programmers as part of the study's comparative analysis technique. The article's conclusion is that, in comparison to traditional learning, e-learning has more of an impact on giving students skills and experience through bridging the gap between academic institutions and the needs of real-world enterprises.

Mr Saurabh Dinkarrao Khawale (2020). The article examines how e-learning has helped India's educational system flourish. The author makes the case that e-learning has been a crucial tool for improving the educational system and ensuring that everyone has access to education. The study analyses how technology use and various e-learning models have changed the character of education. The essay also looks at experts' perspectives on a comparison of contemporary and conventional educational approaches. The author comes to the conclusion that e-learning plays a significant role in improving India's literacy rate and the growth of the educational sector. In order to grow e-learning and e-commerce in India, the paper emphasizes the necessity of a robust internet environment as well as appropriate research and a planned course of action**.**

Partha Pratim Ray. The paper discusses the need for web-based e-learning (WBeL) in India to provide equal quality education to all students, irrespective of their social background, economic conditions, and geographical location. WBeL can be used as an education delivery medium, allowing education to go to the learners rather than the learners to their education. The paper presents various innovative approaches and challenges associated with the implementation of WBeL in India. It also discusses instructional design models, online learning course development models, and the impact of technical writing on WBeL. The paper concludes by presenting the advantages and disadvantages of WBeL and its potential impact on Indian education. The main objective of the paper is to introduce the concept of WBeL and its potential to revolutionize the Indian education system.

Siti Nurmiati1,* Abdul Karim Mohamad2 Sazalinsyah Razali(2015-20). The systematic literature review and citation analysis in the subject of e-learning described in this research covers journal papers released between 2015 and 2020. The review employs keywords like "e-learning," "obstacles," "risks," and "impact technology," and it adheres to inclusion and exclusion standards based on the Science Citation Index Q1 and Q2. The review process is broken down into three phases: planning, reviewing, and reporting. The effects of e-learning technology, project development elements, costs and risks related to technology, the effect of technology on model dependability, performance, and cost, and the use of software development technology or applications are some of the research questions. and citation analysis for journal papers published between 2015 and 2020 in the area of e-learning. Search phrases used in the review include "e-learning," "obstacles," "risks," and "impact technology," and it adheres to inclusion and exclusion standards based on the Science Citation Index Q1 and Q2. Planning, carrying out, and reporting the review are the three stages of the review process. The research questions cover e-learning's impact, project development elements, technology-related costs and risks, the effect of technology on model dependability, performance, and cost, and the use of software development technologies or applications. The literature is sourced from respected publishers including Emerald Insight, IEEE, Science Direct, and Springer Link, and is published in peer-reviewed, English-language international journals. Each article's title, abstract, introduction, and conclusion are examined as part of the sorting process.

Dr. Rakhi Gupta. Inequalities in the economic, social, digital, and educational realms are also highlighted in the chapter, which details how the COVID-19 pandemic has caused school closures and hindered teaching and learning. Online education is now an option, but because of recent labor migrations, both governmental and non-governmental organizations encounter difficulties. The governments will need to create a strategy for both jobs and children's education. However, there are significant differences in each state's internet and related infrastructure, which might make this work challenging. Due to the majority of funding being transferred to combat the pandemic, non-governmental organizations that serve the most vulnerable members of society are experiencing financial difficulties. These difficulties could expand the knowledge gap on a socio-economic basis and make it difficult for individuals to catch up, which may affect the realization of education's promise of equity and inclusion.

Sanjay Rajpal, Member, IAENG, Sanjay Singh, Awadhesh Bhardwaj, Alok Mittal, Member, IAENG. The paper makes clear the state of e-learning education in India and its possibilities. It draws attention to how the conventional classroom-based teaching-learning process is evolving into adaptable online systems that can deliver education in ways that weren't previously feasible. The difficulties the Indian educational system faces as a result of rising enrolment and a lack of facilities are also mentioned in the paper. The author contends that e-learning offers a number of solutions to these problems and should be taken seriously by those involved in planning, developing, and the private sector. The author stresses that e-learning has the ability to reach a sizable constituency that would not otherwise have access to it and that

education is a key component in the economic liberation of millions in India. Overall, the article provides a thorough understanding of the state of e-learning education in India and underlines its room for expansion and improvement. The author emphasizes the necessity of further fostering and developing e-learning modules in order to maximize opportunities.

Sheikh Mohd Imran. The passage gives a general summary of e-learning in India and implies that it is becoming the main learning trend of the future. It underlines the potential for more practical applications as well as the new dimensions that e-learning has brought to education, both inside and outside of the curriculum. The article also stresses the need for caution, noting that e-learning cannot completely replace in-person instruction and that both the teacher and the student must adapt their respective teaching and learning strategies. For the successful implementation of e-learning, educational institutions must have appropriate strategies in place. The article ends with the assertion that e-learning will soon supplant traditional classroom instruction in India.

Prakash Khundrakpam, Khundrakpam Devananda Singh, and Elangbam Nixon Singh. The study identified five elements, which were categorized as Prospects (perceived and real), Facilities (availability and accessibility), Material Challenges, Assured Outcomes, and Skill-based Challenges, that affect the use of e-learning technologies in the Indian setting. These elements matched the conclusions of an earlier study by R.K. Soni. The general finding was that, in order to encourage the use of e-learning technologies in the nation, there is an urgent need to broaden the outreach and adoption of the different policy efforts undertaken by the government. The COVID-19 pandemic has caused nationwide online classes to be organized, which has made this need even more urgent. Adopting such measures would dramatically alter and advance the techno-educational landscape in India.

T. Muthuprasad, S. Aiswarya, K.S. Aditya, Girish K. Jha. Due to the COVID-19 epidemic, colleges, and other institutions have begun to use online learning platforms to carry out their curricula. In the wake of the epidemic, this study sought to document how teachers and students felt about and were prepared for online lessons. The results revealed that because online learning is flexible and convenient, students have a good attitude toward it. However, they also mentioned difficulties like technological limitations, a lack of timely feedback, and an instructor's inability to use ICTs. The study suggested taking these elements into account when creating an online course to increase student effectiveness. The study also revealed that even after the pandemic, online platforms might still be combined with traditional classes in a hybrid fashion. The insights from this study could help in reimagining and redesigning higher education to include online components.

S. Kannadhasan, M. Shanmuganantham, Dr. R. Nagarajan and S. Deepa. This study paper looks at how internationalization is now progressing in higher education and how e-learning fits into the picture. It will look at many types of internationalisations, including co-learning classes, online learning, professor and student exchanges, collaborative research, and student exchanges. The usage of OER and MOOCs to include e-learning in higher education will also be examined in this study. Additionally, the connection between open and flexible teaching and the connectivism approach will be examined. The paper will review recent studies on the link between open teaching and e-learning and provide recommendations for improving the integration of e-learning in higher education.

Piyush Joshi, Dr. Shweta Dewangan. The basis of this research study emphasizes the advantages of web-based e-learning (WBEL) portals and e-learning in offering students and workers in India adaptable and accessible educational options. The country's need for e-learning and WBEL is rising as a result of the limitations in the traditional education system, including those related to population, income, and social backwardness. The survey highlights the fact that e-learning is not just used in schools and colleges but is also used by corporations and businesses for training and development. Due to its accessibility through basic electronic devices and its capacity to deliver live interactive lessons, recorded films, and various modules customized to customers' and students' needs, WBEL is anticipated to develop more quickly.

Research Problem:

E-learning's increasing prevalence in higher education curricula underscores the need to examine its impact as perceived by businesses and academics. Despite the potential benefits like enhanced accessibility, flexibility, and interaction, a comprehensive understanding of how academics and employers perceive its role in the curriculum is lacking.

This study aims to address the gap in knowledge regarding academics' and employers' perspectives on e-learning's influence on higher education curricula. Specifically, it seeks to explore the following research

questions:

1.   How do businesses evaluate the effectiveness of e-learning in enhancing graduates' relevant skills and competencies?
2.   What are academics' views on the integration of e-learning into teaching practices, its compatibility with traditional teaching methods, and its effects on student engagement and learning outcomes?
3.   What are the pros and cons of incorporating e-learning into higher education curricula from the standpoints of academics and employers?
4.   Drawing on the insights of academics and employers, what recommendations can be proposed to policymakers, educators, and institutions to effectively implement e-learning into the higher education curriculum?

To bridge the divide between the potential advantages of e-learning and the actual perceptions of key stakeholders, it is imperative to address these research questions. Understanding the viewpoints of academics and employers is crucial to aligning higher education curricula with market demands, enhancing graduates' employability, and meeting employers' expectations. Furthermore, academics' perspectives offer valuable insights into the pedagogical aspects of e-learning, paving the way for identifying best practices for its successful integration into higher education institutions.

This research aims to enrich existing knowledge and support decision-making processes related to the integration of e-learning into higher education curricula by investigating and tackling the research problem. By providing policymakers, educators, and institutions with valuable information, the study aims to facilitate the development of effective e-learning interventions that cater to the needs of academics and employers, thereby elevating the quality of higher education.

Research Questions:

"What is the impact of e-learning on the higher education curriculum perceived by academics and employers, specifically in terms of how well it develops relevant skills and competencies, how well it integrates with traditional teaching methods, and how it affects student engagement and learning outcomes?"

Sub-questions:

1.   How well do businesses believe that e-learning has helped graduates gain the necessary skills and competencies?
2.   What expectations and demands do businesses have for the incorporation of e-learning into the curricula of higher education?
3.   What are the advantages and drawbacks of e-learning's inclusion in higher education curricula from the viewpoint of employers?
4.   How do academics see the educational methods used in higher education's e-learning environment?
5.   How do academics feel about e-learning's integration with conventional teaching techniques in higher education curricula?
6.   What effect do academics believe that e-learning has on student motivation and engagement?
7.   What effect do academics think e-learning has on student learning outcomes in higher education?
8.   What are the advantages and drawbacks of e-learning's inclusion into higher education curricula from an academic standpoint?
9.   How do academics' and companies' perspectives on e-learning in higher education curricula compare or contrast?
10.   What suggestions can be made for policymakers, educators, and institutions to successfully integrate e-learning into the higher education curriculum based on the perspectives and insights of academics and employers?

The study seeks to provide a thorough grasp of academics' and employers' perspectives on the role of e-learning

in the higher education curriculum by addressing these research topics.

Research Aim:

This research aims to compare the perspectives of academics and employers regarding the influence of e-learning on higher education curricula. The study seeks to explore how employers and educators perceive the effectiveness of e-learning in enhancing graduates' essential skills and competencies, its methods of teaching, integration with traditional teaching methods, and its impact on student engagement and academic performance. Additionally, this investigation aims to identify the pros and cons of integrating e-learning into higher education curricula as seen by academics and employers. By providing recommendations for policymakers, educators, and institutions based on its outcomes, the study strives to facilitate the successful integration of e-learning into the higher education curriculum, aligning it with employers' expectations and elevating the quality of education for all students.

Hypothesis:

1.   H1: Employers believe that graduates' employability and career prospects are improved by e-learning since it helps them build relevant skills and capabilities.
2.   H2: E-learning is viewed by academics as a useful instrument for pedagogical practices that have the potential to improve student motivation, engagement, and learning results.
3.   H3: Employers and academics point to the advantages of e-learning's inclusion into curricula for higher education, including improved accessibility, flexibility, and individualized learning experiences.
4.   H4: Academics and employers are aware of the difficulties in incorporating e-learning into higher education curricula, including the requirement for suitable infrastructure, teacher training, and assuring the reliability and quality of online educational resources.
5.   H5: Employers and academics share a similar understanding of the potential advantages and drawbacks of learning, as seen by their perceptions of its influence on higher education curricula.

The chosen research strategy and the study's goals will determine how the specific hypotheses are improved and broadened.

Methodology:

1)   Research Design: Utilizing a mixed-methods research approach is essential for gathering both quantitative and qualitative data. This methodology allows for a comprehensive understanding of the perspectives held by academics and employers regarding the impact of e-learning on higher education curricula. The study design comprises two key phases: the survey segment and the interview segment.

2)   Sampling:

a)   Initially, a selection of employers will be. Different employees from industries and companies will be opted for through a purposive sampling technique. To ensure a comprehensive understanding of the impact of e-learning on the employment market, HR managers, recruiters, and professionals engaged in the hiring process will be included in the sample pool.

b)   Regarding academics, a diverse sample of educators from different fields and higher education institutions will be chosen using a method called stratified random selection. This stratification will consider the discipline, type of educational institution (such as colleges or universities), and years of teaching experience.

3)   Data Collection:

a)   Survey Stage: A structured online will be developed to gather quantitative data from academics and employers. Along with multiple-choice and Likert scale queries, the survey will inquire about their perception of e-learning in higher education curricula, its effectiveness in skill and competency development, its alignment with traditional teaching methods, and the pros and cons of its implementation.

Additionally, demographic information will be collected to understand the survey participants.

b)   Interview Stage: In-depth qualitative data will be gathered through semi-structured interviews with a selection of academics and employers. These interviews will delve into their perspectives, experiences, and suggestions regarding e-learning in higher education curricula. Recordings of the interviews will be transcribed for further analysis.

4)   Data Analysis**:**

a)   Quantitative Analysis**:** The survey data will undergo examination utilizing descriptive statistics. Statistical methodologies will be applied to interpret the numerical data with the aim of identifying trends, patterns, and significant differences in perspectives on e-learning between academics and employers in higher education settings.

b)   Qualitative Analysis**:** The interview transcripts will be scrutinized through thematic analysis. By identifying recurring themes, viewpoints, and concepts concerning e-learning in higher education curricula, the transcripts will be organized and grouped. The qualitative insights will offer a comprehensive understanding of the challenges, benefits, and recommendations associated with the incorporation of e-learning.

5)   Data Integration: The integration of quantitative and qualitative analysis results will be used to present a comprehensive overview of employers' and academics' perspectives on the role of e-learning in higher education curricula. This will involve comparing and contrasting the quantitative and qualitative data to identify similarities, differences, and additional insights.

6)   Ethical Considerations: All necessary ethical standards will be strictly followed in conducting the study involving human subjects. Participants will be required to provide informed consent to ensure their privacy, confidentiality, and voluntary involvement are protected. Additionally, the study will adhere to relevant laws governing data protection and research ethics.

Potential challenges may arise concerning sample representativeness, self-reporting biases, and the generalizability of findings. To address these limitations, rigorous sampling procedures, anonymous data collection, and thorough result interpretation will be implemented. This mixed-methods approach aims to deepen understanding of how e-learning impacts higher education curricula from the perspectives of academics and employers, contributing to the overall knowledge in this area and informing educational stakeholders on effective e-learning integration in higher education.

Significance and Expected Contributions:

The examination of the perspectives of academics and employers regarding the influence of e- learning on higher education curricula holds significant importance This research aims to attain the following contributions to knowledge:

1.   The outcomes of this study will provide valuable insights into the effectiveness of e-learning in fostering skills and competencies valued by employers. These insights will guide curriculum design and delivery, enabling higher education institutions to align their programs with market requirements based on the viewpoints of employers. This alignment will ensure that graduates are well-prepared for the job market. Furthermore, the input from academics will assist in identifying optimal practices for integrating e-learning with traditional teaching methods, enhancing the overall quality of education delivery.

2.   Enhancing Employability of Graduates: This research will identify the sought-after talents and competencies in the job market through an examination of employers' perspectives. By leveraging e-learning initiatives, higher education institutions can cultivate these in-demand abilities, ultimately boosting the employability of graduates. The incorporation of online simulations, group projects, and virtual internships can enhance practical skills and industrial readiness among graduates. Recommendations on achieving this will be provided by the study.

3.   Academics' perspectives on e-learning in the curriculum will shed light on its effects on student engagement, motivation, and learning outcomes. Educators can enhance active learning and student-centered approaches by selecting appropriate e-learning tools and strategies that recognize the pedagogical aspects of e-learning. This research will offer insights into leveraging e-learning to create personalized, interactive learning

experiences that facilitate better information retention among students.

4. Addressing Challenges and Proposing Solutions: The study will explore the obstacles faced by academics and employers when integrating e-learning into higher education curricula. By addressing issues such as technological constraints, insufficient training, and resistance to change, institutions can implement targeted interventions and support systems to ensure successful e-learning integration. Recommendations for policy development, faculty training programs, and infrastructure enhancements will be provided to support effective e-learning utilization in higher education.

5. Contributing to Knowledge Base: Through empirical data and viewpoints from academics and employers, this research will expand the existing knowledge on e-learning in higher education. The research findings will enhance understanding of how e-learning impacts student outcomes, employability, and educational quality. Additionally, it will serve as a basis for further exploration and study in curriculum design and online learning.

By bridging the gap between labor market demands and higher education curricula through insights from employers and academics, this research aims to create more relevant, engaging, and efficient educational experiences for students. Ultimately, the anticipated contributions of this research will facilitate evidence-based decision-making and policy formulation in the integration of e-learning into higher education curricula, benefiting students, institutions, employers, and the academic community as a whole.

Scope and Limitations:

Scope:

This academic study aims to explore the perspectives of educators and employers on the influence of e-learning on higher education curricula. It aims to comprehend the viewpoints, anticipations, and encounters of these crucial stakeholders concerning the incorporation of e-learning. The primary focus of the research will be educators in higher learning establishments and employers from various sectors. The investigation will examine the educational aspects of e-learning, the blending of e-learning with traditional teaching methods, the impact of e-learning on student participation and educational outcomes, and the effectiveness of e-learning in cultivating essential skills and competencies in graduates. Furthermore, it will assess the pros and cons of e-learning in higher education from the perspectives of educators and organizations.

Limitations –

While this study seeks to provide valuable insights into how e-learning is perceived by academics and employers in higher education curricula, it is essential to acknowledge certain constraints that could impact the study's findings and applicability:

1. Sample Selection: The study will utilize a specific sample size, potentially including participants from a particular area or industry. As a result, the results may not be representative of all academics and employers globally. Therefore, caution is advised when extrapolating the results.

2. Subjectivity and Bias: Personal beliefs, experiences, and organizational contexts could influence how academics and employers view e-learning. It is essential to note that the results may be subjective and biased to some extent.

3. Contextual Elements: Various contextual factors such as the type of institution, field of study, technological infrastructure, and cultural differences can influence the effectiveness and perception of e-learning. Therefore, the conclusions of the study may not be universally applicable.

4. Self-Reporting Bias: The study relies on information provided by participants in surveys, interviews, or focus groups. The accuracy of the data collected may be affected by biases such as social

desirability or memory recall.

5.   Time Constraints: The research will be conducted within a specific timeframe, limiting the ability to thoroughly analyze all aspects of how e-learning impacts higher education curricula.

Despite these limitations, the study aims to offer valuable insights into how e-learning is perceived by academics and companies in higher education. The results can serve as a foundation for further research and help decision-makers in education enhance the integration of e-learning into the curriculum.

To examine the perceptions of academics and employers regarding e-learning in higher education curricula, a hybrid research design combining quantitative and qualitative methodologies will be employed. This approach aims to gather comprehensive data and deepen the understanding of the research topic, providing accurate insights into the impact of e-learning through mixed-methods research. By integrating qualitative and quantitative data, this study seeks to offer practical recommendations for enhancing e-learning practices in higher education while ensuring a thorough exploration of the research issue.

Research Design:

The recommended research design for examining employers' and academics' perceptions regarding the impact of e-learning on higher education curricula is an explanatory sequential design. This method entails starting with the collection and analysis of quantitative data, followed by the exploration of qualitative data to gain a holistic understanding of the research topic. The subsequent steps delineate the progression of the research design.

Quantitative Approach:

•   Commence by delving into the quantitative aspect to extract general insights and trends from a broader sample size. Develop a well-organized survey to gauge the perceptions of e-learning within higher education curriculums. Administer this survey to a selection of employers and educators. Apply suitable statistical methods like descriptive statistics, t-tests, or chi-square tests to scrutinize the quantitative information. Analyze trends, frequencies, and correlations statistically to pinpoint notable disparities or similarities in perceptions among employers and educators.

Qualitative Phase:

•   Select a specific group of participants to undergo a comprehensive qualitative examination following the outcomes of the quantitative phase. Engage in semi-structured interviews with academics and employers to acquire detailed insights.

•   Develop interview queries that delve deeper into the viewpoints, encounters, and challenges that participants encounter regarding e-learning in higher education curricula. When conducting interviews, ensure a comfortable and open environment for participants to voice their perspectives.

•   Conduct interviews while maintaining a relaxed and open atmosphere for participants to express their viewpoints.

•   Use theme analysis or other suitable qualitative analysis approaches to transcribe and analyze the qualitative material.

•   To better comprehend the participants' perspectives, identify the data's major themes, patterns, and narratives.

Integrating The Results:

In the analysis phase merge the results obtained from both the quantitative and qualitative stages. To provide a comprehensive understanding of the effects of e-learning on higher education curricula as perceived by educators and employers, examine and compare the findings. To gain a deeper insight into the problem, identify any convergence or divergencebetween the quantitative and qualitative data. Synthesize the information to

develop meaningful conclusions.

Ethical considerations:

"Ethical considerations must be upheld throughout the research process, such as obtaining informed consent, safeguarding participants' confidentiality, and adhering to relevant ethical guidelines and institutional regulations.

Employing an explanatory sequential design allows for a systematic examination of quantitative and qualitative data, facilitating a deeper understanding of how e-learning is perceived by academics and employers in higher education programs. This approach permits a thorough exploration of the root causes influencing these perceptions, leading to a more nuanced analysis of the research problem by incorporating both quantitative data and qualitative insights."

Sampling:

Employers will utilize a purposive sample approach to select a diverse range of employees from different industries, encompassing both large and small businesses to ensure comprehensive representation.

Academics will employ a combination of convenience sampling and snowball sampling to select scholars from various fields and universities, aiming to gather a broad spectrum of viewpoints and experiences.

Qualitative Data Collection:

- A structured survey will be developed containing closed-ended questions.
- Respondents will be presented with a set number of predetermined response options in closed-ended questions. Some examples include multiple-choice queries, Likert scales, and rating scales.
- The primary goal of the questionnaire is to gauge students' viewpoints, attitudes, and preferences regarding the utilization of e-learning in tertiary education.
- The survey questions can cover various themes such as e-learning effectiveness, perceived benefits and challenges, relevance to industry needs, and satisfaction levels with e-learning experiences.
- To ensure a diverse representation across various industries, fields, and educational institutions, the questionnaire will be distributed to both employers and educators.
- The quantitative data obtained from the questionnaire will facilitate a statistical examination to identify patterns, frequencies, and relationships.
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Data Collection Methodology:

- Comprehensive insights and detailed narratives will be obtained by conducting semi-structured interviews.
- Semi-structured interviews can adopt a more relaxed approach with a flexible interview guide while still addressing pertinent issues.
- The main objective of the interview guide is to explore the perspectives, experiences, and challenges faced by participants in using e-learning within higher education programs.
- Questions in the interview guide will be open-ended to encourage participants to elaborate and express their viewpoints.
- A select group of professionals from diverse backgrounds, industries, and educational environments will participate in the interviews.
- Interviews will be either audio or visually recorded with the consent of the participants to ensure accurate data collection.

• Transcriptions of the recorded interviews will be utilized to generate textual data for qualitative analysis.

The combined use of structured questionnaires for quantitative data collection and semi-structured interviews for qualitative insights enables a comprehensive data-gathering approach. Analyzing the quantitative data from questionnaires allows for statistical examination of trends and patterns across a broader sample. On the other hand, the qualitative data obtained from semi-structured interviews provides narratives, personal viewpoints, and detailed perspectives from selected participants. The integration of these two methods through triangulation enhances the study's validity and depth of findings.

Data Analysing:

Analysis of Quantitative Data

• The structured survey data will be condensed and explained with the use of descriptive statistics. This process includes calculating figures such as frequencies, percentages, means, and standard deviations.

• Frequencies and percentages: Frequencies indicate the number of participants selecting each answer for a specific question. Percentages reveal the proportion of participants choosing each option relative to the total responses.

• Comparative examination: Statistical evaluations like t-tests or chi-square tests may be utilized to identify significant differences or relationships between groups or variables.

For instance, assessing how academics and employers perceive specific aspects of e-learning in higher education curricula for any statistically meaningful variances.

Qualitative Data Analysis:

The thematic analysis serves as a technique for examining qualitative data commonly utilized to identify, analyze, and construe patterns and themes within recorded interviews. The process involves transcribing audio or video recordings of the interviews into a written format to ensure the accuracy of participants' responses.

Coding:

"Coding involves a systematic review of transcripts, where data units related to a specific topic or concept are identified and labeled, such as words, phrases, or sentences. This process reveals recurring patterns and themes within the data collected from participants' responses. By examining and contrasting the coded data iteratively, these patterns can be recognized. The next step involves categorizing topics and exploring the relationships between them. Researchers then interpret the significance of each theme by analyzing participant accounts and relevant academic frameworks. In order to illustrate and support these themes, the analysis will include detailed descriptions and excerpts from interview transcripts."

Validity and Reliability:

Considering the significance of validity and reliability in research cannot be overstated, as they play a crucial role in establishing the credibility, applicability, dependability, and confirmability of a study. Exploring ways to enhance these aspects of your research can be achieved by ensuring validity and reliability are maintained throughout."

Validity refers to the extent to which you accurately evaluate what it intends to measure. Enhancing the credibility of your study can be achieved by employing a mixed-methods approach that incorporates both quantitative and qualitative data collection methods. Employing multiple data sources, research methods, or investigators (referred to as triangulation) can bolster the credibility of an argument. By cross-referencing and consolidating findings from various sources and perspectives, merging quantitative and qualitative data can strengthen the validity of your conclusions.

Transferability refers to the possibility of findings being applied to different settings or contexts beyond the original research. Enhancing transferability involves including academics and employers from various institutions, fields, and sectors in your sample selection. Diversifying your sample increases the likelihood of findings being valid or useful in similar situations.

Reliability:

Reliability**:** The reliability of your research results pertains to their consistency and stability. Enhancing the reliability of your study involves employing standardized methods for data collection, such as using structured surveys and interview guidelines. By following clear instructions and utilizing well-defined variables and standardized approaches, data can be gathered and analyzed consistently over time.

Confirmability:

Confirmability pertains to the objectivity of study findings. Approaches such as member validation, seeking feedback from peers, and maintaining an audit trail can enhance the confirmability of qualitative research.

Engaging in discussions with participants helps validate the accuracy and significance of their responses. Peer feedback involves seeking input from colleagues to explore different perspectives and address biases. Keeping a detailed record of all research-related decisions and interpretations ensures transparency and responsibility.

Timeline:

- Project initiation: We will initiate the project on the 15th of August when we set the project goals accordingly as we did in these two assignments.
- Literature Review: On the 20th of August, we conduct a comprehensive review of existing research and relevant literature to identify the current knowledge and gaps in the field.
- Research design and methodology: From 23rd August to 31st August, we develop the research plan and select the appropriate methods and analysis techniques.
- Data Collection: From 5th September we gather the required data through experiments, surveys, interviews, or other means.
- Data Analysis: From 27th Sept we analyze the collected data using suitable statistical methods to derive meaningful insights.
- Results and Findings: From 18th October we interpret the data analysis results and present the main findings of the research.
- Discussion and Conclusions: From 25th October we discuss the implications of the findings, relate them to existing literature, and draw conclusions based on the
- research outcomes.
- Review and feedback: On 2nd November we seek feedback from mentors, advisors, or colleagues and incorporate their suggestions to improve the research paper.
- Submissions and Publication: On the 15th of November we will submit the research paper to

a relevant journal or conference and track the publication process. are some factors that contribute to the lack of trust in e-learning, as perceived by employers and academics:

1. **Quality of education**: When compared to traditional face-to-face learning, one of the most significant concerns with e-learning is the perceived quality of education. It's probable that some academics and businesses believe e-learning platforms cannot provide engaging learning experiences and high-quality education.

2. **Lack of contact and engagement**: Another issue eroding trust in e-learning is a perceived lack of interaction and engagement between students and instructors, as well as among students. E-learning environments may be perceived as lacking the dynamic interactions and collaboration that traditional classroom settings may offer.

3. **Technology Accessibility and Reliability**: Concerns regarding the accessibility and dependability of technology can create distrust in e-learning. Some of the issues that may diminish the effectiveness of e-learning platforms include technical challenges, limited access to essential equipment, and inadequate internet connectivity.

4. **Assessment and Evaluation**: The effectiveness of assessment and evaluation approaches in online learning environments may be questioned. Certain stakeholders have expressed reservations about the validity and integrity of online examinations, raising concerns about academic rigor and the accuracy with which student learning outcomes are assessed.

5. **Lack of Personalised Learning Experience**: Traditional education typically emphasizes personalized learning experiences that are tailored to unique students' needs and learning preferences. Concerns about e-learning's ability to enhance student achievement and accommodate a variety of learning preferences may stem from stakeholders' views that it falls short in this regard.

6. **Social and Emotional Development**: Some may argue that e-learning does not adequately address the social and emotional components of education. They may express concerns about how e-learning is

impacting students' social interaction skills, emotional well-being, and sense of belonging in the academic community.

7.   **Perceived worth of Credentials**: When compared to credentials obtained through traditional educational channels, employers may question the perceived worth of e-learning credentials. Uncertainty regarding the effectiveness of e-learning may be increased by concerns about the recognition and acceptability of online degrees and certificates in the labor market.

8.   **Resistance to Change**: Resistance to change frequently impedes the adoption of new teaching tools and approaches. Certain stakeholders may be hesitant to implement e-learning because they Favor traditional teaching methods or are unfamiliar with digital learning platforms.

"In summary, despite the numerous advantages and room for innovation e-learning offers in higher education, certain contribute to a lack of confidence among employers and educators. By addressing these issues and actively striving to enhance the quality, accessibility, and effectiveness of e-learning, trust can be built and wider acceptance of digital learning initiatives within higher education can be nurtured."Pairwise Comparison Matrix: Let's create a pairwise comparison matrix where the rows represent the factors, and the columns represent the same factors. We'll compare each factor to every other factor and assign a score based on their relative importance. Once we have the matrix filled, we'll compute the priority vector for each factor.

Here's a hypothetical example of a pairwise comparison matrix:

	Quality	Interaction	Technology	Assessment	Personalized	Social & Emotional	Perceived Value	Resistance
Quality of Instruction	1	3	5	7	5	3	5	3
Lack of Interaction and Engagement	1/3	1	3	5	3	3	3	3
Technology Reliability and Access	1/5	1/3	1	3	3	3	3	5
Assessment and Evaluation	1/7	1/5	1/3	1	3	3	3	7
Lack of Personalized Learning Exp	1/5	1/3	1/3	1/3	1	3	3	5
Social and Emotional Development	1/3	1/3	1/3	1/3	1/3	1	3	3
Perceived Value of Credentials	1/5	1/3	1/3	1/3	1/3	1/3	1	3
Resistance to Change	1/3	1/3	1/5	1/7	1/3	1/3	1/3	1

•   After calculating the priority vector for each element, we can establish the relative significance of each factor in impacting distrust in e-learning. The element with the highest priority vector will be placed at the top, signifying its importance within the given criteria.

Conclusion:

The examination of how academics and employers view the impact of e-learning in higher education curricula

identifies a number of important elements that contribute to the mistrust that people have for digital learning platforms. The quality of education, a lack of interaction and engagement, the accessibility and dependability of technology, assessment and evaluation techniques, personalized learning experiences, social and emotional development, the perceived value of credentials, and resistance to change are some of the major issues we found using a pairwise comparison matrix.

The examination of these criteria shows that the perceived lack of contact and participation, accessibility and dependability of technology, and the quality of education emerge as the most important concerns. These results imply that e-learning platforms' capacity to provide interesting and superior educational experiences while guaranteeing dependable access to technology is a source of significant concern for stakeholders.

Furthermore, concerns about individualized learning, social and emotional growth, and assessment and evaluation techniques are thought to have a substantial impact on mistrust towards e-learning. Concerns have been raised by stakeholders about the efficacy of online tests, how easily digital platforms may be customized to meet the needs of different learners, and how e-learning affects students' mental and social health.

The pessimism around digital learning projects is further compounded by worries about the perceived worth of credentials gained through e-learning and reluctance to change within educational institutions. The legitimacy and acceptability of online degrees and certificates are questioned by academics and employers, and e-learning initiatives are met with resistance that prevents the widespread adoption of digital learning tools and methodologies.

Given these results, resolving the raised issues is essential to establishing confidence and encouraging a broader adoption of e-learning in higher education. Higher education institutions can allay concerns from stakeholders and encourage the inclusion of digital learning initiatives in curricula by improving the quality, usability, and efficacy of e-learning platforms. Furthermore, in order to create inclusive and productive e-learning environments, efforts must be made to enhance interaction and engagement, tailor learning experiences, and support students' social and emotional growth.

Overall, this research shows how complex the issues facing e-learning in higher education are, and it emphasizes how crucial it is for stakeholders to work together to overcome these barriers and fully utilize digital learning's potential to influence education in the future.

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