

## Assessing the Higher Education Learning Outcomes among the Students of University of Jammu

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### Abstract

*This study focused on the higher education learning outcomes among the students. It aims to determine the “learning outcomes” through the opinions of students of University of Jammu. Google forms were distributed online to gather the viewpoint of the participants. The data was analysed via MS-Excel. The study included total 71 participants. The study revealed that majority of the participants belongs to the age-group of 24-26 years (54.93%). Also, according to the result, majority of the students i.e. 33.8% claimed that they developed their analytical skills. 54.93% of the participants strongly agreed about their social and personal development due to higher education. Moreover, majority of the participants i.e. 87.32% agreed with the statement that new education policy of India is a step towards enhancement of practical knowledge.*

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**Keywords:** Higher education, Learning outcomes, University of Jammu, New education policy of India.

### 1. Introduction

Higher education or post-secondary education is the third-tier of education following the primary and secondary education. This level marks the concluding stage of one's formal learning and displays what one has learned and acquired during his/her journey of higher education.

The concept “learning outcome” is a fusion of two different words i.e. learning and outcome. The former implies to the process of acquiring and developing knowledge and skills either by teaching, studying, practicing or by experiencing something whereas the latter implies to the “result”. Thus, together the learning outcome means the result of gaining or developing knowledge and skills by an individual. As far as higher education is concerned, learning outcomes here involves the expression of what a well-qualified person knows, understand and eventually accomplish. Whether it is a college or a university, one gets the chance to learn new things every day and every time and then ultimately imbibe those things into oneself which are then assessed either by their teachers, parents or society. The student can either acquire or develop subject specific, intellectual or practical knowledge. The main aim of every higher educational institution is to improve the learning outcomes of its student's. Thus, learning outcomes helps to describe the mission, vision along with the goals of the

higher education to its student's and to the public. It acts as a building block of the lifelong learning. Moreover, in order to explain the different levels of qualification frameworks or to set qualification standards and to explain programmes or courses, learning outcomes are used.

## 2. Literature review

Sharma et al. (2020) carried out a study on e-resources utilization among social science and education department of the University of Jammu and found that the majority 74 (85.05%) research scholars have the internet facilities, however, 32 (37.20%) of respondent uses the wi-fi to connect to the internet. A large number of 83 (95.40%) respondents are well aware of the e-resources and 29 (34.93%) have been using the e-resources from more than 5 years while a large number of respondents 53 (60.91%) daily use the e-resources for getting the desired information and on-screen method is mostly preferred by the respondents (50.57%) for reading the e-resources. Shukla & Verma (2020) conducted a study to compare the effectiveness of information literacy skills among the PG students of the Department of Law and the Department of Education of the University of Jammu, the maximum respondents were male i.e. (52%) while the rest were female however the maximum students of the both of the departments were below 24 years age-group. A large number of students from the department of Law were adopted author and subject both search strategies equally while in the department of Education, the respondents preferred subject search strategies. Shukla & Verma (2020) conducted a study on assessment of information literacy skills among PG students of social science of Mizoram and Tezpur University, the maximum students of both of the Universities were used E-resources compare to print resources. In Print resources, the maximum students were using Journals while in Electronic resources, respondents used E-Books. A large number of students were preferred 'Teachers' is the best option for learning mode of Computer, ICT and Internet while the maximum respondents were always using library and computer while a large number of students were using the internet in the place of the library of the University. Scott (2011) conducted a study on the learning outcomes in higher education. A learning outcome in case of potential learner describes what will be learnt by them whereas in case of potential employer it will describe what has been learnt by them. The study shows that in order to cover student centred learning it is important to synthesize a system and practices that will permit them to negotiate and define their own learning outcomes and at the end of their university life they will be able to tell what they have learnt. Liu (2009) conducted a study to know the learning outcomes in higher education. The voluntary system of accountability (VSA) was developed in 2007 and was responsible for evaluating the core educational outcomes in public colleges and universities. The value-added approach was used to measure the outcomes. Once the institutions joined the VSA program they were free to choose any one of the 3 tests as per their accountability measure. The three tests were MAPP, CAAP and CLA. The first 2 test were multiple choice tests whereas the latter one was essay type test. The study further summarises that all factors affecting student learning must be considered when one was holding institution responsible for the student's achievement.

Aamodt & Hovdhaugen (2008) studied the higher education learning outcomes as a result of institution and individual characteristics. Factor analysis was used in the study which is an explorative method. There was a weak relation between the learning outcomes and the type of degree. Cultural/societal knowledge was the most subject specific and learning outcomes vary according to the field of study. There was a positive relationship between the hours spent studying and acquiring general knowledge and knowledge application whereas for cultural/societal knowledge there was no relationship. Havnes & Aamodt (2004) studied the

student involvement and learning outcomes in professional education in Norway and their learning outcomes were affected by either student's background or features of their learning environment. Firstly, student's study efforts revealed that average number of study hours was about 30 per week. Then dimensions of study strategies were identified and how these were affected by background factors, contextual factors and study efforts. These were minimalist, interactive and autonomous respectively. In context of students learning outcomes, it was found that male students advocate lower learning than females and there was no effect of parent's education. Also, the impact of study strategy was more important than the impact of study effort. Cheng (2001) studied the student's way of learning, improving or growing in college. The factor analysis of the total 24 questions in accordance with student Self-perceived gains yielded 5 outcomes scales i.e. intellectual capacity, human characteristics, social and leadership competence, academic ability and lastly foreign language skills. Further analysis revealed level of student's satisfaction with undergraduate's education was closely associated with their Self-perceived gains in the college.

### **3. Objectives of the study**

The main objective of this study is to assess the higher education learning outcomes of students of Jammu University, but yet specifically the study intended to:

- To determine the type of learning outcomes achieved by students of Jammu University.
- To analyse the effect of medium of instruction on learning outcomes of students of University of Jammu.
- To figure out the relationship between the hours spends on studying and learning outcomes.
- To determine whether the new education policy of India is a step towards the enhancement of practical knowledge among students of Jammu University.

### **4. Scope of the study**

The scope of the present study is confined to the students of University of Jammu. The present study is carried out to assess the higher education learning outcomes among the students of University of Jammu.

### **5. Methodology**

Due to COVID-19 lockdown worldwide and also in the union territory of Jammu & Kashmir, collection of primary data by handing over questionnaire personally to the students was impossible. Therefore, in order to overcome this problem online Google forms was used as the main research instrument for collecting the primary data. Using structured and close-ended questionnaire, the authors assessed the higher education learning outcomes among the students of University of Jammu. About 90 questionnaires were distributed online among students either on their e-mails or Whats-App contact number. The questionnaire consisted of total number of 16 questions investigating the different types of learning outcomes, its contribution to their social and personal development, whether medium of instructions affect their learning outcomes and so on. The study was conducted among the undergraduates and master's students belonging to different departments such as department of Law, Library and Information Science, Buddhist Department, Law School and many more. The study employed simple random sampling among undergraduates and graduates' students of University of Jammu. Respondents consist of males and females of age groups between 18 to

above 26 years. A total of 71 respondents completed the Google forms, yielding a response rate of 69.6%.

## 6. Data analysis

### 6.1 Age of the Respondents

Table 1 indicates the age-wise distribution of the respondents. Out of total number of respondents (n=71), 03 (4.22%) respondents belong to the category of age group between 18-20yrs., 09 (12.68%) belong to age group between 21-23yrs., and rest 39 (54.93%) & 20 (28.17%) respondents belong to the age group between 24-26 years and above 26 yrs. of age respectively.

Table 1: Age-wise distribution of respondents

S. N.	Age group of respondents	Number of respondents	Percentage (%)
1.	18-20	03	4.22%
2.	21-23	09	12.68 %
3.	24-26	39	54.93 %
4.	Above 24	20	28.17 %
<b>Total</b>		<b>71</b>	<b>100.0 %</b>

### 6.2 Type of learning outcomes achieved maximum by the students

Table 2 reveals the type of learning outcomes achieved maximum by the students from Jammu University. It shows that out of total of 71 respondents, maximum of 33.8% respondents of University of Jammu achieved the analytical skills, followed by general knowledge (22.54%) and societal/cultural knowledge (22.54%), followed by job-specific knowledge (14.08%) and good study habits (7.4%) as a learning outcome.

Table 2: Type of learning outcome achieved maximum by the students

Type of learning outcome	Number of respondents	Percentage (%)
Societal/Cultural knowledge	16	22.54 %
Analytical skills	24	33.8 %
Good study habits	05	7.04 %
General knowledge	16	22.54 %
Job-specific knowledge	10	14.08 %
<b>Total</b>	<b>71</b>	<b>100.0 %</b>

### 6.3 Social and Personal Development due to higher education

The analysis of table 3 indicated that out of total of 71 students, 39 (54.93%) of students were strongly agreed about their social and personal development due to higher education and 30

(42.25%) of students agreed upon the above statement whereas only 02 (2.82%) students were undetermined about it and none of the student disagreed with it.

Table 3: Social and Personal Development due to higher education

<b>Level of agreement</b>	<b>Number of respondents</b>	<b>Percentage (%)</b>
Strongly Agree	39	54.93 %
Agree	30	42.25 %
Undetermined	02	2.82 %
Disagree	00	00 %
Strongly Disagree	00	00 %
<b>Total</b>	<b>71</b>	<b>100.0%</b>

#### 6.4 Effect of medium of instructions on learning outcomes

Table 4 shows the effect of medium of instruction on learning outcomes of students of University of Jammu. It is clearly indicated from the table that out of total number of respondents, majority of respondents i.e., 59 (83.1%) of students agreed that medium of instructions effects individual's learning outcomes whereas only 12 (16.9%) students disagreed with this.

Table 4: Medium of instructions vs. Learning outcomes

<b>Does medium of instructions effects learning outcomes</b>	<b>Number of respondents</b>	<b>Percentage (%)</b>
Yes	59	83.1 %
No	12	16.9 %
Total	71	100.0 %

#### 4.5 Effect of studying hours on learning outcomes

There is surely the effect of studying hours on learning outcomes of Jammu University students. As it is indicated from table 5, out of total number of students, majority of respondents i.e. 65 (91.55%) said yes which means that there is direct relationship between the studying hours and learning outcomes whereas only 06 (8.45%) of the respondents denied with it.

Table 5: Hours spent on studying vs. Learning outcomes

<b>Is there a direct relationship between hours spent on studying and learning outcomes</b>	<b>Number of respondents</b>	<b>Percentage (%)</b>
Yes	65	91.55 %
No	06	8.45 %
Total	71	100.0 %

### 6.5 Satisfaction level with the grade received in last semester when compared to their learning outcomes

Table 6 depicts the satisfaction level of students with the grade of last semester as compared with their learning outcomes. Table 6 clearly reveals that out of the total number of respondents, majority of respondents 51 (71.83%) are satisfied with the grade which they received in their last semester when compared to their learning outcomes whereas only 20 (28.17%) students are not satisfied with their last year grade when compared to their learning outcomes.

Table 6: Satisfaction level with the last semester grade

<b>Satisfied with the grade received in your last semester when compared to your learning outcomes</b>	<b>Number of respondents</b>	<b>Percentage (%)</b>
Satisfied	51	71.83%
Dissatisfied	20	28.17 %
Total	71	100.0 %

### 6.7 New education policy: a step towards enhancement of practical knowledge

Table 7 reveals that out of total number of 71 respondents, about 62 (87.32%) respondents think that new education policy of India given by Ministry of Education is a step towards enhancing the practical knowledge of the students whereas only 01 (1.41%) respondent disagreed with it and rest 08 (11.27%) respondents were unable to say anything about it.

Table 7: Step towards enhancement of practical knowledge

<b>New education policy of India is a step towards the enhancement of practical knowledge</b>	<b>Number of respondents</b>	<b>Percentage (%)</b>
Yes	62	87.32 %
No	01	1.41 %
Can't say	08	11.27 %
Total	71	100.0 %

## 7. Major Findings

The major inferences drawn after the analysis of data are:

- Maximum number of respondents i.e. 39 (54.93%) belong to the age-group between 24-26 years whereas only 03 (4.22%) respondents belong to the age-group between 18-20, as indicated in Table 1.
- Majority of respondents i.e. 24 (33.8%) achieved analytical skills whereas only 05 (7.04%) respondents achieved good study habits as an learning outcome from their higher education institution, as indicated in Table 2.

- Majority of respondents i.e. 39 (54.93%) strongly agree that due to higher education, there is social and personal development in them whereas neither of the respondent disagreed with it, as indicated in Table 3.
- The findings reveal that maximum number of respondents i.e. 59 (83.1%) are in favour that medium of instructions effects learning outcomes of an individual whereas only 12 (16.9%) respondents stood against it, as indicated in Table 4.
- The findings indicated that there is a positive and direct relationship between the hours spent studying and learning outcomes as majority of respondents i.e. 65 (91.55%) said yes and only 06 (8.45%) respondents said no, as indicated in Table 5.
- Majority of respondents i.e. 51 (71.83%) are satisfied with the grade they received in their last semester when compared to their learning outcomes whereas only 20 (28.17%) respondents are dissatisfied with it, as indicated in Table 6.
- Maximum number of respondents 62 (87.32%) think that new education policy of India is a great step towards the enhancement of practical knowledge of students whereas only 01 (1.41%) respondent said no, as indicated in Table 7.

## 8. Conclusion

The study provided perspective results. The study reveals that learning outcomes of an individual varies according to the study strategies. Moreover, University teachers needs to be more trained so that it can add more to the learning outcomes of the students. Learning outcomes are surely affected by the medium of instructions but yet students do not restrict themselves to what is specifically taught to them in their class as it is important to something extra. Majority of the students said that there is a direct relationship between the hours one spent on studying and learning outcomes. Simultaneously, students set certain goals for themselves in order to direct activities in each study period. Moreover, learning outcomes also helps them to become an active member of some non-governmental organizations (NGOs), ABVPs and so on. When compared to their learning outcomes, majority of students are satisfied with the grade they received in their last semester.

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