

Metamorphosis of Management Education: Pre and Post COVID Scenario

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ABSTRACT

In some big Business schools' online classes are very successful. COVID pandemic forced us to shift to online classes from face-to-face classes. In this study student's perceptions of online classes and face-to-face classes are evaluated. Undergraduate and post-graduate management students studying in the Indore district are taken as samples for this study. Data of 200 students collected through questionnaires. Paired T-test is applied to analyze the pre COVID and post COVID differences in management education. It is found that students are more comfortable attending the face-to-face classes rather than attending online classes.

Key words: Management Education, Pre and Post COVID, online classes, offline classes

1. INTRODUCTION

The idea of teachers and students residing far and connecting through correspondence programs originated way back in the 1800s in the University of Chicago in the United States of America followed by using radio as a teaching-learning tool in the 1920's (Melsaac & Gunawardena, 1996). Distance education bloomed dramatically after the 1980's due to advent television where the students and teachers could virtually meet. Western Behavior sciences institute offered the first online designed course in 1981 (Harasim, 2000). The advent of the World Wide Web (WWW) had a huge impact in enhancing online education and the spread of websites and online community development (Maloney-Krichmar and Abras, 2003). Universities in different parts of the world have offered degree programs also along with online courses since then (Wallace, 2003). In higher education, the growth of online courses does not happen immediately or merely in a very short span of time. The National Center for Educational Statistics (NCES) found that meeting students' demands for flexible schedules (sixty-eight percent), providing access to college for students who would otherwise not have access (sixty-seven percent), making more courses available (forty-six percent), and seeking to increase enrollment were the main elements inspiring higher-education institutions to provide online courses (Parsad, Lewis, & Tice, 2008). Technology has variedly influenced online education and supported both asynchronous (teaching and learning happening at different times) and synchronous (teaching and learning happening at similar times) learning (Moore & Kears-ley, 2012). After the advent of Covid-19, there has been an abrupt turn away from the classroom in many parts of the world and some are curious whether online learning adoption would continue post-pandemic, and how such a shift will affect the global education industry. The COVID-19 pandemic has spread across the globe, reaching nearly all countries and territories. Lockdown and stay-at-home policies have been implemented as the required step to flatten the curve and monitor disease spread (Sintema, 2020). The whole nationwide lockdown was executed from 1 August 2020 (Palden, 2020). However, Bhutan first announced the closure of institutions and schools during the second week of March 2020 (Kuensel, 2020).

Facts express high growth and adoption in education technology existed before Covid-19 and we see the overall market of online education was projected to be around 350 Billion US Dollars by 2025 with worldwide education technology investments of almost around 19 billion US Dollars in 2019. However, the advent of pandemics has changed several things in the world amongst which online education stands out completely. Face-to-face instruction has been phased out at a number of colleges, schools, and universities. The COVID-19 pandemic has given us the chance to pave the way for automated learning to be implemented (Dhawan, 2020). With the introduction of e-learning, where teaching is conducted online and through digital channels, education has undergone major changes. According to studies, online learning improves information retrieval while taking less time, meaning that the coronavirus's modifications are here to stay. May it be learning apps, virtual tutoring, tools of video conferencing, or learning software, the surge in their uses after Covid-19 has been without a doubt highly significant. We are all now adapting to several unprecedented situations, living with the pandemic, and witness the metamorphosis (change for survival) in almost everything.

The education industry has been hugely impacted and the pedagogy for continuing education through the online process has not only changed but also faced a paradigm shift to enhance the quality of the teaching-learning process. During the

pandemic, e-learning resources became critical in assisting colleges and institutions in facilitating student learning during the closing of universities and schools (Subedi et al., 2020). There are a variety of subjects with varying needs. Different subjects and age groups require different approaches to online learning (Doucet et al., 2020).

Review of Literature:

Petrie, (2020) said that Students, parents, and educators all around the world have felt the unforeseen ripple impact of the COVID-19 pandemic as schools have been closed to deal with the worldwide pandemic. As states, frontline staff, and health authorities do their utmost to contain the epidemic, educational institutions strive to provide high-quality education to all students during these hard times. Many students have experienced social and emotional depression at home/living room and have been unable to communicate productively. The right methods for online homeschooling are still being researched. According to the author, many online tools that improve workplace chat, video meetings, and file storage keep classes unified and simple to work with. They normally allow you to share a wide range of files, including Word, PDF, Excel, audio, and video. Quizzes and rubric-based evaluation of submitted assignments make it possible to monitor student learning and assessment. Doucet et al. (2020) said that the flipped classroom is an easy technique for providing learning materials before class, such as posts, pre-recorded videos, and YouTube links. The time spent in the online classroom is then used to further understanding by engaging in discussions with faculty and peers. This is a very effective way to promote problem-solving, critical thinking, and self-directed learning skills. Videoconferencing (Google Hangouts Meet, Zoom, Slack, Cisco, WebEx) and customizable cloud-based learning management platforms such as Elias, Moodle, Big Blue Button, and Skype are becoming more popular in virtual classrooms. Ravichandran & Shah, (2020) explains the goals of online learning. In educational circles, the term "Maslow before Bloom" is often used. This must be the goal of online learning in order to keep schooling going amid the current pandemic. Before beginning online learning, we want to make sure that our students are healthy and that their basic needs are fulfilled. Domestic violence and child neglect are on the rise, with offenders often present at home or in the neighborhood, creating a mental diversion and posing a danger to students.

Objectives:

To analyze the student's perception of face-to-face classroom teaching and online teaching.

Research Methodology:

This is a descriptive research. Under graduate and post graduate management students studying in Indore district are the sample for this study. Convenience sampling method is used for data collection. Data of 200 students collected through questionnaire in five-point likert scale. Feedback regarding student's perception for face to face classroom teaching and online teaching is obtained. The data analysis for this study conducted through SPSS 21 software. Paired T test is used for analyzing the perception of

Hypotheses:

Ho: there is no significant difference in student's perception for face to face classroom teaching and online teaching.

Data analysis and interpretation:

Table: 1 Cronbach's Alpha Reliability Statistics

Case Processing Summary			
		N	%
Cases	Valid	200	100.0
	Excluded ^a	0	.0
	Total	200	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	N of Items
.812	31

(Data Compiled by using SPSS 21)

According to statistics, the closer the Alpha value is to 1, the more reliable it is. The estimated Cronbach's Alpha value is .812, as shown in table-1. If Cronbach's Alpha is greater than .70, the questionnaire is considered accurate. As a result of the measured Alpha value, it is possible to assume that the framed questionnaire is more accurate and that the feedback survey can be coordinated.

Table-2 Students Perception for face to face classes and online classes

Sno.	Variable	Mean Feedback for Face to Face classes	Mean Feedback for Online classes	p value for Paired T Test
1	The classes are easy to access	4.6	4.5	0.065
2	Overall satisfaction with the learning	4.8	2.4	0.05
3	Attending Classes is fun	4.3	2.1	0.05
4	Interaction with teacher is good	4.2	3.9	0.05
5	Attending theoretical classes is very easy and understanding	4.3	4.1	0.23
6	Attending numerical classes is very easy and understanding	4.2	1.3	0.05
7	Syllabus is covered properly	4.1	3.2	0.05
8	Doubt solving was good	4.3	3.9	0.05
9	Clarity of information	4.5	2.8	0.05
10	Gain of knowledge	4.3	2.5	0.05
11	Teachers interaction is good	4.4	2.7	0.05
12	Classes are Interesting	4.8	2.9	0.05
13	Classes are Useful	4.2	3.5	0.05
14	Content: quality of information and explanations presented	4.5	4.2	0.43
15	Flexibility, convenience, ability to complete	4.6	2.9	0.05
16	Gained experience learning	4.3	2.5	0.05
17	Ease of attention	4.2	2.8	0.05
18	Technical issues	1.7	4.5	0.05
19	Content issues	2.8	3.5	0.061
20	Assignment issues	1.8	2.4	0.08
21	Examination issues	2.8	2.2	0.38
22	Course effectiveness	4.8	2.8	0.05
23	Students' perception of overall knowledge gain	4.6	2.6	0.05
24	Students' perception of the overall effectiveness of lecture delivery	4.3	2.5	0.05

25	Relationship between overall knowledge gain and overall preference for the lecture delivery	4.4	2.9	0.05
26	Ratings on Participation and Self-Reflection of Learning in the lecture	4.2	3.8	0.05
27	Relationships of ease of participation and self-reflection of learning with other aspects of delivery	4.2	3.5	0.05
28	benefitted from the note's instructor provided	4.8	4.3	0.22
29	interaction creates student engagement	4.7	2.8	0.05
30	learning climate	4.6	3.5	0.05
31	Class Participation	4.6	2.6	0.05

Interpretation- From table 2 it is found that there is no significant difference regarding access of face to face class and online class. Students are more satisfied in face-to-face classes rather than online classes. Students think that attending face-to-face classes is more fun than online classes. Students perceive that in face-to-face classes they can interact more with teachers rather than online classes. Attending theoretical classes is easy and understanding in both the mode but it is quite difficult to attend numerical classes in online mode.

Teachers use to solve the doubt properly in face-to-face class than online class. Clarity of information sharing is there in face-to-face classes. Students can gain knowledge properly in face-to-face classes. Interaction with the teacher is good in face-to-face classes. Classes are interesting and useful in face-to-face classes. There is no such difference in the way of explanation. There is more flexibility in face-to-face classes. Experiential learning is there in face-to-face classes. Students are more attentive in face-to-face classes. Students face technical problems, content problems, assignment problems, and examination problems in online classes. Courses are more effective in offline mode.

Students think that overall knowledge gained in face-to-face classes is good as compared to online mode. Lecture delivery by the teacher is more effective in offline mode. Students also prefer face-to-face lecture delivery. Class participation is more in face-to-face lectures than online lectures. Students perceive that they are involved in other activities also in face-to-face classes. There is no such difference in the notes provided by teachers in both the mode of classes. Students' engagement is more in face-to-face classes. Face-to-face classes provide a learning climate and improve class participation.

Conclusion

It can be concluded that the receptivity of students is more while attending classroom sessions as it helps them with better understanding and provides practical insights into the theoretical aspects. The management institutes should focus more on imparting a traditional feel while delivering online classes. Few concepts, which can be included in online teaching to make it more receptive, can be through introducing virtual internship program, virtual industrial tour and by conducting the more practical session from the industry.

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