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A Study on The Effectiveness of Online Management Education

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Abstract:

Online Management Education is gaining phenomenal growth over the last few years with majority of the online learning platforms focusing their major attention in Management & other related courses. This study is to find the effectiveness of online Management education. Online learning is education that takes place over the online platform or internet. It is often referred to as “e-learning” among other terms. However, online learning is just one type of “distance learning” - the broad term for any learning that takes place over distance and not in a traditional classroom. The online learning will help both students and professionals to get deeper and pragmatic knowledge about the topic, by which they can excel in the course they pursue. This study is primarily aimed at understanding the effectiveness of online management education by understanding the priority, perception and preference shown by students while they are considering online management education. It can be noted that online management education is growing rapidly. Online Management Education has acquired a positive effect the lives of understudies and working experts. It has allowed a chance to take up additional courses alongside their examinations or job according to their benefit. In the time of digitalization, the extent of online training increment much more and will be gainful for understudies, experts and furthermore foundations. With the growth in technology, there is a growth in the usage of online management education for both corporate and academic purpose. With the advancement of technology like e-learning through smart phones, LMS (learning management system), Podcasting, Digital and virtual classrooms and by use of MOOCs (Massive Open Online Courses) which are powered by advancement in Information and communication technology, the usage of online management education plays an important role.

Key Words: Assessment, Interactive learning, Interactive sessions, Learning Management System, Online Management education.

*"Formal education will make you living,**self- education will make you a fortune"**Jim Rohn*

I. INTRODUCTION:

This study is to find the effectiveness & positioning of online education. Online learning is education that takes place over the Internet. It is often referred to as "e-learning" among other terms. However, online learning is just one type of "distance learning" - the umbrella term for any learning that takes place across distance and not in a traditional classroom. A plethora of institution/options in the market. Where a student is being the fulcrum of the entire online learning ecosystem. As the students have gained interest in the e-learning over traditional learning. Institutions, University, Schools, and Colleges all have shown interest in online learning.

This study is to find the course/programs preferred by the students and professionals. In developing country like India where young generation, professionals play a key role in shaping the country, so the young generation and professional must have knowledge in all the aspects like technology, leadership, etc. Which cannot be thought in a traditional manner? So, online education comes into the picture. A major reason for selecting student and professionals because student shapes the future of India and professionals guide the young generation. The online learning will help both students and professionals to get deeper and practical knowledge about the topic, by which they can excel in the course they pursue. This study is primarily aimed at understanding the effectiveness of online management education by ranking the priority, perception and preference shown by students while they are considering online management education.

It can be noted that online management education is growing rapidly. A recent report of "Online education in India: 2021" a study by KPMG in India and Google, indicates that online education will be a \$2 Billion industry in India by 2021. The report by Global Online Education Market - Forecasts from 2018 to 2023 states that global online education market by attributes of technology, vendor, type and user type to accomplish \$286.62 Billion, growing by 10.26% compound annual growth rate – it can be understood that there is a greater importance in understanding the potential and existing student's perception regarding the usage of online management education. With the growth in technology, there is a growth in the usage of online management education for both corporate and academic purpose. With the advancement of technology like e-learning through smartphones, LMS (learning management system), Podcasting, Digital and virtual classrooms and by use of MOOCS (Massive Open Online Courses) which are powered by advancement in Information and communication technology, the usage of online management education plays an important role.

This study explores the priority and perception of potential and existing students regarding various aspects of online management education, which were not much studied earlier like opinion regarding quality of pedagogy of online management education, faculty profile, collaboration and interactive learning like group assignments, case studies, and simulations etc and it also highlights the limitations of online management education like credibility of faculty, examinations, certification and accreditation, coordination of learning activities, control and discipline etc.

II. Objectives And Scope of The Paper:

The objective of the study is to find the effectiveness of the online management education. It aims to find the most preferred course/program by students and professionals to pursue online education. The study considers the positive aspects and limitations that effect while students and professionals while taking an online course. Preparation of questionnaire and collecting the data. The most preferred online institution by the students and professionals.

III. Approach & Research Methodology:

A detailed plan shall be created to understand the product, market, target audience, and marketing strategies. Plan for questionnaire design. Plan for collection of data. Once the phase one is completed basic secondary research shall be conducted to collect necessary information pertaining to similar products and to understand the market, players and what kind of course they offer. After the above-mentioned step, the data collection shall be done by going to colleges and meeting some professionals. The analysis of data can be done through statistical techniques like basic descriptive statistics and also correlation and regression, etc shall be done, So that the objectives are met. The data analysis can be done thorough MS-Excel and SPSS software. The report shall include necessary insights of the preferred courses by students and professionals. This will be done in MS Word, and supported by the appropriate data files in MS Excel. **Sample Size: 156**

IV. Literature Review:

Today technology is the driving force of workplace training. E-learning has revolutionised the entire world by playing a really important role. e-learning is a powerful tool for delivering many and varied instructional technologies and methods. Although the term e-learning is only a few years old it has already been described as the next “killer application” for the Internet. Recently, several reviews of e-learning practice and research have been published where the main focus is on the “who, what, where, when, and why” of e-learning in organizations. In interviewing a number of distance learning subject matter experts, Welsh et al. (2003) found that four themes will characterize the landscape of e-learning during the next several years. Specifically, more focus will be placed on synchronous learning tools, organizations will begin to “blend” their classroom training with e-learning, e-learning technology will advance and make training programs more accessible, and better integration of the various characteristics of e-learning will occur.

In a survey with the US & Canadian business, respondents indicated that they are using e-learning to train IT skills, and also in the use of training soft skills, leadership skills. For example, Nestle is using e-learning to train employees on communication, teamwork. Some common e-learning course/skills taught incorporates/organisation are soft skills, Leadership, communication. One of the most popular terms in the e-learning literature to date is “blended learning.” A Google search of the term blended learning revealed more than 900,000 hits. Blended learning can be defined as “the thoughtful combination of training methods”. The just-in-time availability and apparent cost-effectiveness of e-learning have made it an enticing training medium for employee development. (Renne E. Derouin, 2005). In 2017 the e-learning has lost its lustre, that’s a great thing. In olden days there was a time where e-learning was emerging, but nowadays the markets have changed simply having a course is not enough it must have a high instructional design standard. Nowadays the e-learning is not called e-learning anymore it is called simply “Learning on Coursera’s 2017 Learner Outcomes Survey.

The survey is based on 13,917 responses from learners who completed a course on Coursera from March 2015 through June 2016. The e-learning or simply learning is called MOOC (Massive Open Online Community) where you have a variety of course and you can complete it free of cost. This survey was only confined to the professionals only, and the real practical outcomes are people are using e-learning to experience and learn new things required for their jobs, for self-development, for entrepreneur skills, to change their stream. The result from the survey is a great reminder that e-learning has a great impact on the professional life and help grow professionally. (Ferriman, 2017).

English has been the key to economic growth. In India English has been a mandatory second language in public schools, fluency in the English language has been equated whether he is an upper class or middle class. The latest article suggests that English is the “single most influence factor” that acts as an access for the elite educational institutions. But unfortunately, in rural area schools are facing several difficulties as English as a secondary language (ESL). The primary reason is the lack of attendance in rural schools. The next reason is the students working for the family due to their financial conditions, lack of qualified teachers. The best solution that can solve through a game which can be interactive and learning for the students. This research included both urban & rural area students of India. The game consists of 3 iterations i.e. from catching to creating new parrot. The name of the game is “Catch the parrot” the main aim is to understand the pronunciation of the letter, the conceptual model of the game is can be reused and can promote the learnability of the user. In this, the words, letters, pronunciation will be repeated in multiple cycles to track the improvements and further learning.

The player will be introduced to this game through various activation cycles and also with a small material which can be easy and understandable according to the level of the player. Plot test was done with kindergarten students with the both urban and rural student in the afternoon for a 3 ½ hours every afternoon since students have household duties in the morning. From the above we can conclude that games can be used in class for education, there is a recent emerging work in emerging “serious games for education” and also to include some science principles in the game which can evoke the thought process of the student, can also make him involved and motivate him to learn new things. From this study, they can conclude that e-learning and e- games with learning can be more useful and important for rural than urban students. (Matthew Kam, 2007).

In the e-learning environment that provides interactive video achieved significantly better learning performance and a higher level of learner satisfaction than those in other settings. The objective of the study is to analyse the effect of gender on a scale on computer and e-learning attitude of students and also to find the effect of gender on use e-learning forms. The sample size of the study consists of the 500 responses and analysis is done in SPSS and Microsoft excel. The analysis is done through the statistical approach i.e. approach and sample t-test. In general, the results of this study show that students of Panjab University are well versed with the latest tools and forms of e-learning and have a high rate of access to the internet. The study fulfilled the objective of understanding the impact of gender on computer attitude, e-learning attitude and usage of various e-learning forms. The results are in line with works of Katz et al. (1995) and Paris, (2004) that there is no difference between the attitudinal scores of males and females. The results also show that the various

forms of e-learning are known to the students of the university. The hypothesis tested to see the effect of gender on forms of e-learning also showed that the usage of tool/forms of e-learning has no impact on gender. This implies the university can think about applying the e-learning format as the students irrespective of their gender are receptive towards the various forms of e-learning. (Dr. Gunamala Suri, 2013).

E-Learning had an impact on human learning and had brought a paradigm shift in the thought process of learning. E-Learning has given a plethora of scope in developing infrastructural technology combining technology and learning and infrastructure, giving many ways to experiment and explore in developing learning. The biggest revolution in the e-learning is the involvement of cloud computing which provides a variety of appropriate pool of resources with its dynamic scalability, virtualized resources. Cloud computing provides many education universities, and institutions a flexible option. This flexibility gives security, privacy, easy accessibility so that some common challenges have been resolved. The information and communication systems, whether networked learning or not, serve as specific media to implement the learning process. This often involves both out-of-classroom and in-classroom educational experiences via technology, even as advances continue in regard to devices and curriculum.

Electronic learning has been emerging in many ways and diversified into many industries leap and bounce. It has and has been the most important and most popular environment in the information age. E-Learning is a combination of Advanced distributing learning (ADL), Web-based Learning (WBL), Internet-based learning (IBT) & Online Learning (OL). Internet technologies can be divided into three major measurements: affective, cognitive, and behavioural measurements. The effective measurement (such as perceived enjoyment) and the cognitive measurement (such as perceived self-efficacy and perceived usefulness) have a positive effect on the behavioural measurement (such as behavioural intention to use e-learning as a teaching or learning tool). Attitude towards e-learning can be 3 types (1) Autonomous Learning (2) Multimedia Learning (3) Instructor-led learning in autonomous learning learner will learn from different sources and different things and have to connect one thing with the other. (Shu - Shen Liaw, 2007).

V. Data Analysis:

Variables Considered:

1. Quality of course
2. Experienced faculty
3. Collaboration with various universities
4. Assignments/Group assignments
5. Interactive learning
6. Flexibility, ease in learning
7. Innovative and easy way of teaching
8. Self-Assignments
9. Certification
10. Easier for Assessment and evaluation

5.1 Correlation - Positive Correlation:

- Assignments/Group assignments is strongly positively correlated with Quality of course
- Lack of seriousness is positively correlated with *Lack of participation*
- Quality of course is strongly correlated with Experienced Faculty

5.2 Regression Analysis: Quality of Course

Intercept: Quality of Course

From the basic regression equation: $Y = ax + b$

$Y = \text{Slope} * X + \text{Intercept}$

Quality of Course = Slope * X + Intercept

$Y = 0 + 0.648 * X_1 + 0.025 * X_2 - 0.012 * X_3 + 0.138 * X_4 + 0.041 * X_5 + 0.148 * X_6 + 0.065 * X_7 - 0.010 * X_8 - 0.028 * X_9$

5.3 Hypothesis Testing:

H_0 (Null Hypothesis): - The Quality of course will not improve due to experience level of faculty.

H_1 (Alternate hypothesis): - The Quality of course will improve due to experience level of faculty.

The coefficient of Experience faculty has an estimated SE of 0.065 and t- statistic of 9.95 and a P-value of 3.35E-19 which is equal to 0, at significance level $\alpha = 0.05$ as $p < 0.05$ so hence the **Null Hypothesis is rejected**.

H_0 (Null Hypothesis): - The Quality of course will not be hampered by Collaboration with universities.

H_1 (Alternate hypothesis): The Quality of course will be hampered by Collaboration with universities.

The coefficient of Collaboration with various universities has an estimated SE of 0.064 and t- statistic of 0.391825 and a P-value of 0.695, at $\alpha = 0.05$ as $p > 0.05$ so hence **the Null Hypothesis is Accepted**

H₀(Null Hypothesis): - The Quality of course will not be foiled due to Interactive Learning.

H₁(Alternate hypothesis): - The Quality of course will be foiled due to Interactive Learning.

The coefficient of Interactive learning has an estimated SE of 0.07 and t- statistic of 1.94 and a P-value of 0.053, at $\alpha = 0.05$ as $p > 0.05$ so hence **the Null Hypothesis is Accepted**.

H₀(Null Hypothesis): - The Quality of course will not be curtailed by Flexibility, ease in learning.

H₁(Alternate hypothesis): - The Quality of course will be curtailed by Flexibility, ease in learning.

The coefficient of Flexibility, ease in learning has an estimated SE of 0.089 and t- statistic of 0.467 and a P-value of 0.640, at $\alpha = 0.05$ as $p > 0.05$ so hence **the Null Hypothesis is Accepted**.

H₀(Null Hypothesis): - The Quality of course will not be hindered by Innovative and ease of teaching.

H₁(Alternate hypothesis): - The Quality of course will be hindered by Innovative and ease of teaching.

The coefficient of Innovative and easy way of teaching has an estimated SE of 0.0878 and t- statistic of 1.692 and a P-value of 0.092, at $\alpha = 0.05$ as $p > 0.05$ so hence **the Null Hypothesis is Accepted**.

H₀(Null Hypothesis): - The Quality of course will not be impeded by Self Assignments

H₁(Alternate hypothesis): - The Quality of course will be impeded by Self Assignment

The coefficient of Self assignments has an estimated SE of 0.059 and t- statistic of 1.086 and a P-value of 0.279, at $\alpha = 0.05$ as $p > 0.05$ so hence **the Null Hypothesis is accepted**.

H₀(Null Hypothesis): - The Quality of course will not increase without proper Certification

H₁(Alternate hypothesis): - The Quality of course will increase without proper Certification

The coefficient of Certification has an estimated SE of 0.073 and t- statistic of -0.141 and a P-value of 0.887 at significance level $\alpha = 0.05$ as $p < 0.05$ so hence **the Null Hypothesis is accepted**.

Limitations of Online course:

- Technical Problems
- Lack of seriousness
- Lack of Participation
- Lack of Infrastructure
- Reliability issues
- Lack of Interest
- No proper accreditation
- No corporate exposure
- Credibility in exams, assignments
- No proper job opportunity
- Lack of group activities
- No recognition from any board/ university

VI. Findings from descriptive Statistics:

1. From this research we can find that both male and female are interested in taking online course with a marginal different.
2. 22% of total respondent of male feel that self-assessments, assignments are the key to take online course. On the other hand, 25% of total respondents of female believe that assignments/group assignments are not a key for online course.
3. 18 – 28 years of respondents are interested in technology course with 54%. B. Tech, MBA education respondents are more interested in leadership course with 36% and 12%.
4. From the correlation analysis Quality of course is highly dependent on all the aspect.
5. The positive aspect is the Quality of course and in limitation is the lack of participation.
6. From the analysis the age between 18 – 28 years prefer Technology, MBA, so the online education institutions can target them, by providing offers, schemes. The most preferred aspect is the quality of course and the most common problem is the lack of participation.

VII. Suggestions:

1. From the above research we can suggest that online institutions should provide quality course, because students and professionals are more interest in the quality of course, innovative learning techniques.
2. Institution should also concentrate on leadership, and management course as many students and professionals are interested.
3. Both male and female are interested in taking online course.
4. Professionals are more interested in taking online course than students.
5. Respondents feel that online class are better than traditional classes.

VIII. Conclusion:

From the analysis the age between 18 – 28 years prefer Technology, MBA, so the online education institutions can target them, by providing offers, schemes. The most preferred aspect is the quality of course and the most common problem is the lack of participation.

Online Education has acquired a positive effect the lives of understudies and working experts. It has allowed a chance to take up extra courses alongside their examinations or job according to their benefit. Online training has additionally helped the personnel in the establishments to solicit understudies to examine some part from schedule online which don't require a lot of study hall directions. So, the online investigation causes the staff to spare time where they can collaborate with the students more. The nature of training has improved by online courses and even it has turned out to be simple for understudies to allude the substance according to their recreation. In the time of digitalization, the extent of online training increment much more and will be gainful for understudies, experts and furthermore foundations.

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