International Journal of Enhanced Research in Management & Computer Applications
ISSN: 2319-7471, Vol. 11 Issue 5, May, 2022, Impact Factor: 7.751

The Attitude of Management students towards learning through ICT as compared to the traditional learning: A study

Dr. Angad Tiwary[1], Ms. Vishakha Joseph[2]

[1]Director Campus (Dean – Student Welfare), Arka Jain University, Mohanpur, Gamaharia, Jharkhand-832108
[2]Research Scholar, School of Commerce and Management, Arka Jain University, Mohanpur, Gamaharia, Jharkhand-832108

ABSTRACT

The study was conducted to understand the attitude of Management students towards learning through ICT in relation to their traditional learning style. The main purpose of the study was to study the overall positive attitude of Management students towards ICT as a teaching method, to study relationship between the attitudes of management students towards ICT and their traditional learning method, comparative analysis between the attitude of Undergraduate students towards ICT and their traditional learning method, the difference in the attitude of students towards ICT as a learning tool based on their gender, the difference in attitude of post graduate and undergraduate students towards ICT as a learning tool. For the purpose of this study the data was collected from the students pursuing their BBA and MBA from Arka Jain University. Stratified simple random sampling technique was applied to collect data of present study. Two tools were used, to access the attitude of Management students towards ICT as a learning tool. To analyze the data the Styles of Learning and Thinking (SOLAT) by Venket Raman (1994) was used. Statistical technique quartile deviation used to see the attitude Management students towards learning through ICT. Anova, t-tests were used.

Keywords: ICT, Digitalization, up skilling, reskilling

INTRODUCTION

In India, management education has progressed a long way. Talking about the Management education in India takes us back to the pre-independence era. When India tried to commence its management education in the 1950s, it enlisted the help of numerous international countries, including the United States. Each field's knowledge was deemed distinct, with its own science and technology. Subjects like sociology, History and philosophy were all separated from science and technology. The leading source of information was observation and fact, which supported a compartmentalized approach to management education. Education today has become more of a business than an endeavor to educate the country's young minds. Huge numbers of private universities are found all over the country, amongst which the majority of them provide Management degree. Thus it can be said that the education sector has become such a lucrative industry that the wealthiest of individuals want to create a business school and offer large number of seats to attract students. The growing significance of a professional degree such as an (Masters of Business Administration) MBA marked the end of a transition from the world of education to the world of work. This whole transition seems to be an end of education. Initially A person with a good MBA degree was almost certain to be put in a good company with a good salary. Such was the degree's effectiveness and significance. However, as the number of colleges offering this degree has grown in number, the course's prominence has waned. Every other college today has an MBA programme. This provides a shaky foundation for pupils to flourish in this shift.

Education may be a significant instrument for modernization. The significance of education emphasizes in the the fact that all civilized societies value universalization of education as a means of achieving long-term economic growth. India is anticipated to have an excess of 47 million working individuals by the year 2020, there is a great demand for education up gradation. According to consumer trends, 9% of the disposable income of the urban Indian Consumer is spent on schooling whereas 6% is spent by the rural consumer. When we look at the Indian education industry, there are several factors that are assuring gradual modernization and will permit sustainable growth in the near future.

ICT will be the backbone of India's educational modernization. With the emerging trend of digitalization and ICT usage, the traditional type of classroom teaching is being replaced by the modern and blended teaching methods. The use of ICT is increasingly progressing in the rural area which acts as an aid in bridging the gap between the student dropout and teacher shortage. Looking at this the government now is taking initiatives in setting up high tech ICT Labs for online based learning and centres for distance learning. Technologies on the Rise The growing popularity of ICT in education is aided by the country's increasing penetration of PCs, the internet, and telecom networks, among other things. iProf Learning Solutions' India's first education tablet shows the students' increasingly affordable access to technology Several technology-based education projects are geared towards the people of rural India. Teachers educate and communicate with students via various platforms such as Skype, Zoom etc demonstrating the promise of technology-enabled education.

The Jharkhand Government's Child Tracking System is an attempt to identify children who have dropped out of school and enhance retention. In the coming years, mobile learning and cloud computing will have a huge impact on reducing geographic constraints to rural education. TCS and other companies are being enlisted to build software and promote teaching through the use of online media. The government is making a concerted effort to develop, support, and promote Free and Open Source Software (FOSS) in order to make IT more accessible and inexpensive to a wider range of individuals. State government portals, such as Madhya Pradesh's State Education Portal, provide a single source of accurate, up-to-date information for all stakeholders. Multimedia in the Classroom In FY11, revenue from multimedia in private schools totaled roughly USD 309 million. Multimedia devices are being deployed on college campuses, allowing material to be accessed not just through computers, but also through TVs and smartphones, as well as BBC, MTV, NBC, ABC, and other broadcast media outlets, so merging broadcast media with education. Sundaram, a private content provider, will deliver similar education for the K-10 group via television, utilising television's broader reach in India. Digital classrooms and Interactive White Boards (IWB) are not only molding the brains of the students studying in private institutions but also those studying in government schools.

The technologies such as classroom sound system, learner response systems and newer ICT-enabled assessment tools, will also be quickly adopted. Virtual Classrooms Traditional classrooms are evolving as new concepts emerge, such as Khan's Academy's virtual classroom. Students can learn at their own pace thanks to the academy's video library, which includes over 2,200 micro lecture videos and over 42 million visitors. With the growing peer based learning, one on one coaching and learning based on project, the instructor takes on the role of coach/mentor. TutorVista, a company that offers a wide heterogeneity of coaching courses, makes use of VOIP to connect teachers from India with students in North America. It also extend to 3,500 classrooms in India by ensuring digital content, Internet usage and technological platforms to private and public schools, blending the traditional class room teaching system with digitalized content and modern teaching tools. Everonn's internet school programme includes digitalized content that follows the CBSE curriculum, live and interactive satellite sessions, virtual laboratories, and the VSAT technique, which promotes peer learning across the country. Virtual reality websites like Second Life have given higher-education institutions new locations for class gatherings and learning, as well as new routes for information delivery, expanded online video, and podcasts. ICT in administration Colleges are implementing ERP-based solutions, such as Lingaya University's Smart Campus, which manages students' attendance, grades, library records, tuition and other payments, and tests. Schools with a greater level of IT maturity (such as IIM Bangalore, GD Goenka, and others) are implementing customized solutions to improve course administration, admission management, and collaboration with other institutions, among other things. Many schools are using an online platform to offer specialized e-programmes and administer admission tests, such as the online CAT exam. Symbiosis Centre for Distance Learning is receiving e-learning services from Tata Interactive Systems. Students are increasingly turning to online platforms for CAT preparation, such as Minglebox e-CAT Prep. E-learning on the go Access to information is being improved via mobile apps and other programmes such as Twitter and City Sense. To handle massive amounts of data, high storage infrastructure and cloud based computing system is being used.

Objectives

a) To understand the attitude of Management students towards using ICT as a learning tool.
b) To make a comparative analysis between the attitude of Management students towards ICT and the regular classroom teaching method.
c) To understand the difference in the attitude of Management students towards ICT as a learning tool based on their gender.
d) To analyze the difference in attitude of post graduate and undergraduate Management students towards ICT as a learning tool.

Hypothesis

a) There is a favorable attitude towards ICT as a learning tool of the Management students.
b) There exists no significant relationship between the attitude of the Management students towards ICT as a learning tool and traditional learning method.
c) There exists no significant difference in the attitude of males and females towards ICT as a learning tool
d) There is no significant difference in attitude of post graduate and undergraduate students towards ICT as a learning tool.

RESEARCH METHODOLOGY

Descriptive survey method was used in this study. For the present study both primary and secondary data was collected from the Management students pursuing bachelors of business administration (BBA) and Masters of Business administration (MBA). The sample constituted of 196 Management students for the purpose of the study. The data was collected from the students studying in Arka Jain University using the stratified sampling technique. Tools used for the present study was the Indian version of the SOLAT (Styles of learning and thinking) developed by Venkatraman. This tool consisted of 33 statements. All the statements used for the test were in relation to ICT. The 33 statements consisted of 21 favorable and 12 unfavorable statements. These tests were used to analyze and assess the attitude of the management graduates towards ICT as a teaching method. The independent variables which consist of gender (Male and female), learning and thinking style (Right Hemispherecity and Left Hemispherecity). Parametric tests like Anova and T-test was also used for this study.

Description of the tool used for the study

A SOLAT (Style of learning and thinking) questionnaire on testing the attitude of management students towards ICT as a teaching method was designed. The questionnaire consisted of 33 statements. Three point scales was used to test the statements which were related to ICT. The responses were depicted in three forms Agree; neither agrees nor disagrees and disagrees.

Validity

In order to establish the validity of the scale, the suggestions and views of the experts in the field of ICT and education were considered. Post and intense discussion it was decided to modify 6 statements and remove 8 statements from the scale. 33 statements were retained in the final form of the scale.

Rough draft	Modified statements	Statements removed	Final Draft
41	6	8	33

This tool consisted of 33 statements. All the statements used for the test were in relation to ICT. The 33 statements consisted of 21 favorable and 12 unfavorable statements. These tests were used to analyze and assess the attitude of the management graduates towards ICT as a teaching method. The scoring is done using three responses: agree, undecided, and disagree, with scores of 3, 2, 1 for each. Similarly, unfavorable comments are scored using three responses: agree, undecided, and disagree, with 1, 2, and 3 as the scores. The total amount of positive and negative statements is as follows:

Favorable statements:
1,3,4,6,7,9,10,13,14,15,16,17,19,21,22,23,25,26,28,30,31,
Unfavorable statements:
2,5,8,11,12,18,20,24,27,29,32,33

Data Analysis

The table below depicts the demographic data of the sample collected. There were in total 196 respondents. Numbers of male respondents were 114 and numbers of female respondents were 82. Total number of respondents pursuing BBA was 143 and Number of respondents pursuing MBA was 53.

Table 1 Demographic data of the respondents

Parameters	Respondents	Percentage
1. Gender		
Male	114	58%
Female	82	42%

2. Undergraduate		
BBA	143	73%
Male	74	52%
Female	69	48%
3. Postgraduate		
MBA	53	27%
Male	28	53%
Female	25	47%

Scores on the attitude scale were tabulated in order to study the attitude of the Management students towards ICT as a teaching method. Quartiles were calculated, and the results were interpreted in light of the hypothesis framed.

Table 2: Attitude of Management students towards ICT

N	Value of Q1	Value of Q3	No of students below Q1	No of students between Q1 and Q3	No of students above Q3
196	53	39	27	53	20

From the above table it is clear that 27% Students lie below Q1 that is 53 and 20% Students above Q3 that is 39. 53% Managements students scored between Q1 and Q3. This shows that majority of the students have a very neutral opinion towards using ICT as a teaching method. Thus the Hypothesis that states that there is a favorable attitude towards ICT as learning tool of the Undergraduate students gets rejected.

Variance	SS	DF	MS	F
Between	518.36	3.92	259.1708	2.286*
Within	22276.8504	196		
	22795.1724	199.92		

*insignificant at 0.05 level

The test was made to check the significant relationship between the attitude of the Management students towards ICT as a learning tool and traditional learning method. The result showed the F value 2.286 at 0.05 level of significance which was found to be insignificant. Thus the hypothesis gets rejected. It can be said that there is a relationship between ICT and the traditional teaching method.

Variance	Mean	SD	N	DF	t-value
Male	175.9248	234.827	114	190.12	0.1388*
Female	126.116	205.050	82		

*insignificant at 0.05 level

The above table depicts the mean value of male and females' student's attitude towards ICT as a teaching Method has 175.9248 and 126.116 respectively. The t-value found 0.1388 which is insignificant. Thus the hypothesis gets rejected. It was found that there was a significant difference in the attitude of the male and female Management students towards ICT.

Variance	Mean	SD	N	DF	t-value
BBA (UG)	215.872	349.648	143	190.12	1.948*
MBA (PG)	83.295	106.955696	53		

*insignificant at 0.05 level

The above table depicts that the mean value of BBA under graduate students' attitude towards ICT is 215.872. The mean value of MBA (Post Graduation) students' attitude towards ICT is 83.295. The significant value was found at 1.948 which is insignificant. The hypothesis gets rejected. Hence it can be said that there is a significant difference in the attitude of the management students towards ICT as a teaching methodology.

Findings

The institutional planner and educator should be aware of the students' preferred learning styles in order to construct appropriate instructional materials. The COVID-19 pandemic seriously affects instructive foundations around the

world. The conclusion of schools, universities, colleges and other advanced education organizations (HEIs) has impacted large number of understudies. Regardless of misgivings about web-based course conveyance, organizations have taken on innovation and computerized techniques to empower understudies to conform to the new learning climate. They are moving towards not just web-based conveyance of learning materials and courses yet additionally looking to change the schooling area carefully.Digital learning stages have changed instruction to make it more intelligent, fun, gamified, versatile and customized. Consequently, instructive organizations are zeroing in on conveying enhanced and quality substance. Institutes are proactively dealing with upskilling and reskilling employees to empower them to adjust to the new ordinary of innovation in training. E-learning will keep on being an essential piece of India's standard schooling system.The study can also be conducted on educated employed people and educated unemployed people to access their attitude towards ICT. The study can be conducted on university/school teacher also. Comparative study on user and non-user of ICT in relation to their performance in teaching can also be conducted. ICT should be introduced in school and colleges to provide the update knowledge to the learners.

REFERENCES:

[1]. Agbatogun, A. O. (2012). Investigating Nigerian primary school teachers' preparedness to adopt personal response system in ESL classroom. International Electronic Journal of Elementary Education, 4(2), 377- 394.
[2]. Bayraktar, S. (2001/2002). A meta-analysis of the effectiveness of computer-assisted instruction in science education. Journal of Research on Computing in Education, 34 (2), 173.
[3]. Capan, S.A. (2012). Teacher Attitudes towards Computer Use in EFL Classrooms. Frontiers of Language and Teaching, 3, 248-254
[4]. Dudeney, G. (2010). The Internet and the language classroom (Vol.X). Cambridge: Cambridge University Press
[5]. Jamieson-Proctor, R., Albion, P., Finger, G., Cavanagh, R., Fitzgerald, R., Bond, T., &Grimbeek, P. (2013). Development of the TTF TPACK Survey Instrument. Australian Educational Computing, 27(3),26-35
[6]. Kumar (2007) Academic Staff Attitude towards Electronic Learning in Arts and Science. Edutracks, 12, 34-35
[7]. Rathnabai Angel, "The Factors that Affect Teachers Attitude towards Computer Use. Journal of Educational Technology, 33, 23, 24.
[8]. Roblyer, M.D., Castine, W.H. and King, F.J. (1988). Assessing the Impact of Computer-based Instructions: A Review of Recent Research. London: The Haworth Press
[9]. Sebastian, P Annaraja. (2004) E-resources in Educational Research. St. Xaviers College of Education: Palayamkottai.
[10]. Selvam (2007) Attitude of College Teachers towards Use of Electronic Media in Relation to Different Streams. Edutracks, 8 (12) 32.
[11]. Severians (2007) Strategies of Learning Style. Journal: Educational Psychology, 2,43-49.
[12]. Srinivasan, T M. (2002). Use of Computers and Multimedia in Education. Aavishkar Publishers: Jaipur.
[13]. Wilson et al. (2000) Attitude and Perceived Information Technology Competency among Teachers, Malaysian Online Journal of instructional Technology, 12