

Understanding the Preference and Course Experience of online Management courses among Gen Y students

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Introduction

Management education is finding a visible amount of disruptive innovation in the early 70s and late 20s. All this change is very visible from mid of 70's after the technology human interface development. The growing technology, lifestyle changes and mobility have given way for new innovations in education. In Mid of 1970's e-mail and computer conferencing have adopted by educators and adapters by educational environments that radically altered the relationship of the learner to the teacher and the content of the curriculum. Traditional behaviour like geographies have been replaced in an unpredictable way by new form massive online open courses (MOOC) Harasim, L. (1996). An online course should be engaging, so that the learner enjoys the learning and is able to not only assimilate it, but retain it and apply it." It's a directed learning process, comprised of educational information (articles, videos, images, web links), communication (messaging, discussion forums) and some way to measure students' achievement. (Jennifer Berghage 2014), The growing online education has also had its impact in the ways the subjects are thought Many foreign university is getting the students' attention to take up their courses. This is seen has opportunity has well a threat for many disciplines. In particular, to Management education always student wants to benchmark themselves to the western universities. A serious scenario in the last decade, many management institutions failed to redesign their courses and also benchmark themselves to the world class management education.

Online education: The next big thing in India

Owing to the steady economic growth and globalization, education in India is no longer just a teacher talking to a bunch of students in a classroom. With more than 370 million internet users and hundreds of local as well as global businesses willing to invest in the future of education, online education in India has picked up pace. In fact, the e-learning market in the country is estimated to be worth more than \$3 billion. India is now the third largest online market for education in the world. This enables people to take better advantage of the resources available online. We have more than 1 million registered schools and 18,000 higher education institutions. However, 4% of children, never start school, 58% don't complete primary schools, 90% don't complete secondary school and only 10% go on to college. What is going to happen to the 90%? The education sector in India is no longer

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bound to just classrooms. Thanks to new start-ups and higher internet and smartphone penetration, the online learning space in India is growing manifold. Also UGC has come out with the online MOOC courses where it will be mandatory part of many regular courses.

Universities will see more students accessing their coursework from outside the traditional classroom. As per the Docebo report issued in July 2014, the worldwide market for self-paced e-learning reached \$35.6 billion in 2011. The five-year CAGR is estimated to be 7.6%, so revenues should reach \$51.5 billion by 2016. According to another report, India's online education market size is set to grow to \$40 billion by 2017 from the current \$20 billion. India has one of the largest education systems in the world with a network of more than 1 million schools and 18,000 higher education institutions. More than half of the country's 1.2 billion population falls in the target market for education and related services.

Methodology

This study is descriptive research in nature. Primary and secondary sources of data were collected. The primary data was collected from 100 respondents through an online questionnaire. The questionnaire contains 17 questions, including both closed-ended and open-ended questions. Closed-ended questions used in the study were measured using a Likert scale. Purposive sampling method was used because the study concentrated on management online courses. The students of business administration were selected and a google form link was sent using mail, Whatsapp, Facebook and LinkedIn to 250 students out of which 127 samples were collected. In the total samples collected 100 data found to be valid and the same was used for further analysis. The analysis was done using MS excel.

Research objectives

1. To understand the preference of students on on-line management courses.
2. To evaluate the course experience of on-line management courses.
3. To suggest the areas of improvements based on the findings from the study

Analysis and summary

Table:1 Preference of students on Study materials

Particulars	Frequency
e-Study Materials	53
Physical study notes	47
Total	100

The e-study materials seem to be comparatively high in preference, but we could find the difference is not so huge. Hence, any transformation of Physical study materials to e-materials should be gradually introduced to the Gen Y

Fig 1: Preference on study materials

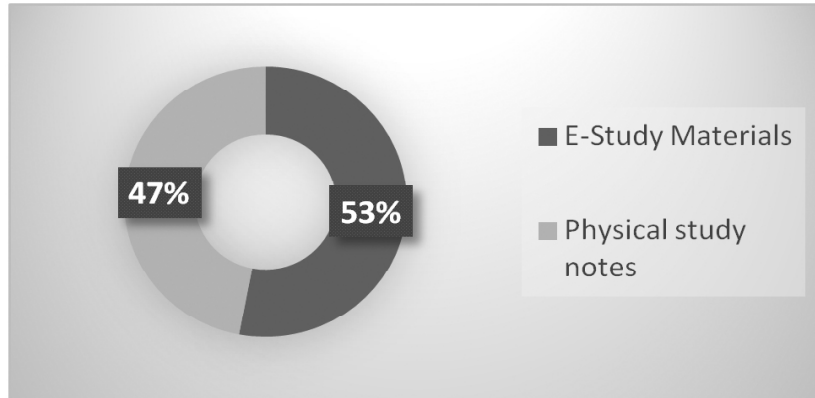
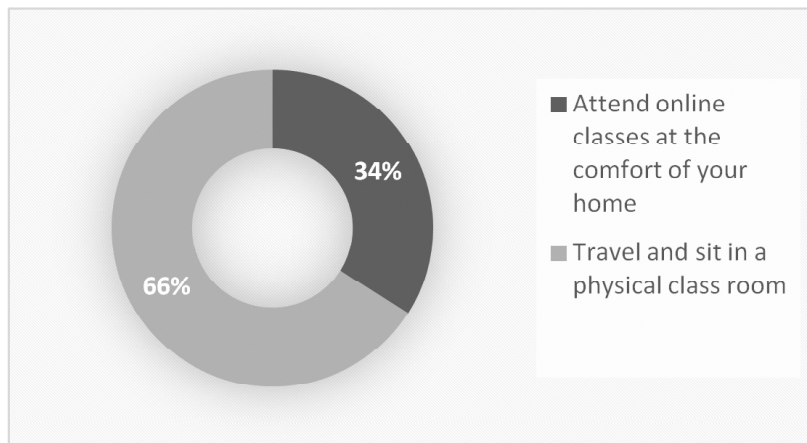


Table 2 Preference on physical Environment

Particulars	Frequency
Attend online classes in the comfort of your home	34
Travel and sit in a physical class room	66
Total	100

Fig 2: Preference on Physical Environment



The students prefer to travel and sit in some physical classrooms. The growing trend of Self-financing colleges investing a huge amount on physical infrastructure is evident from this preference. Very few students prefer to attend classes on-line. It clearly portrays the importance of enhancing the physical contact hours and classrooms.

Particulars	Frequency
Coursera	57
Datacamp	7
Edex	14
Emberjs.con	2
Oliver	1
Treehouse	9
Udemy	10
Total	100

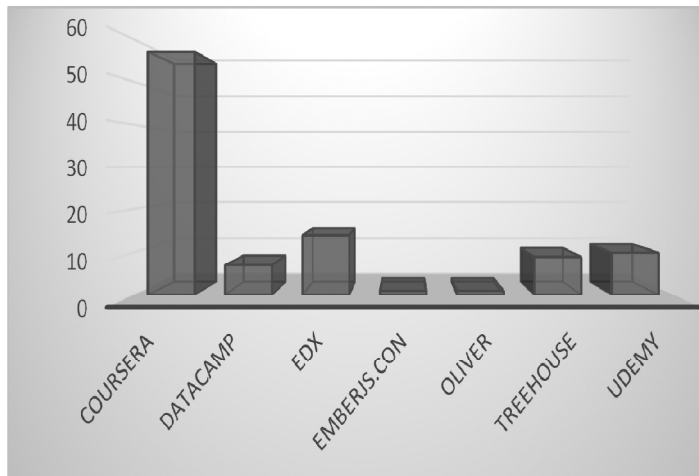


Table 3 :
The preferred online platforms

Fig. 3 :
Preferred online platforms

Online education takes two major forms. First, for-credit courses where students enrolled in tertiary education take online classes offered by home or other higher education learning institutions for credit. Some well-known cases include the MIT Open CourseWare and the Harvard Online learning.

The second form of online education consists of professional training and certification preparation. Such online learning is usually targeted at professionals or students seeking training or preparing for certification exams. Popular courses include training in foreign languages, accounting, economics, Marketing, business Administration, personal and professional development courses. With reference to **Table 3 and Fig 3** it was found that most of the students are familiar with online course platforms and highly prefer Coursera for doing online courses followed by other platforms like Datacamp, Edex, Emberjs, Oliver, Treehouse and Udemy.

Particular	Frequency
Agree	37
Disagree	2
Neutral	34
Strongly Agree	27
Total	100

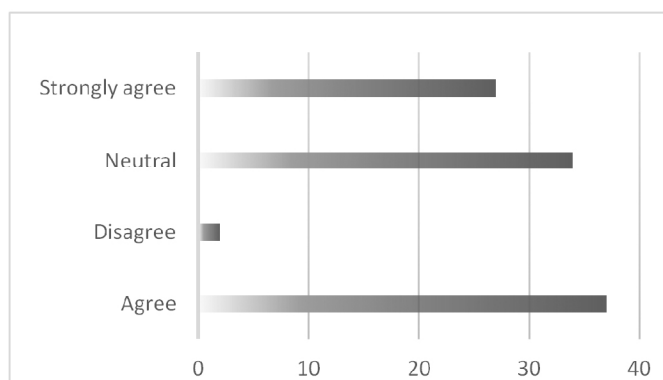


Table 4:
Clarity in On-line course objectives

Fig 4:
Clarity in On-line course objective

The students course experience on different aspects was understood in a five point Likert scale. The results are found to be interesting the majority students expressed the course objectives f online courses are stated clearly and they are on the positive side. Very few are disagreeing out of the total sample.

Particulars	Frequency
Agree	43
Disagree	4
Neutral	30
Strongly Agree	23
Total	100

Table 4:
Relevancy of the Course Content

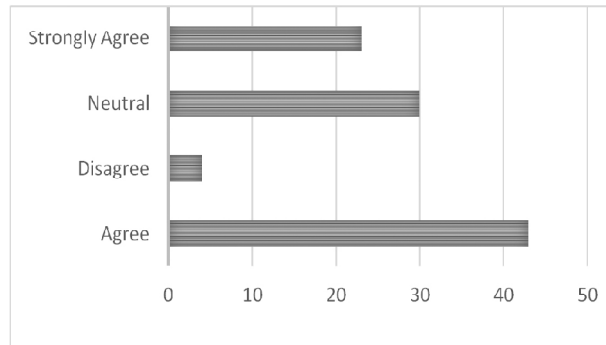


Fig 4:
Relevancy of the Course Content

The majority students agree with the relevancy of the course content and the reported the contents satisfies their need. 30 students feel it is neutral towards the course content. It is understood there is a gap between the need and the content delivered.

Particulars	Frequency
Agree	44
Disagree	2
Neutral	27
Strongly Agree	26
Strongly Disagree	1
Total	100

Table 4: User friendliness of Screen Navigation in online courses

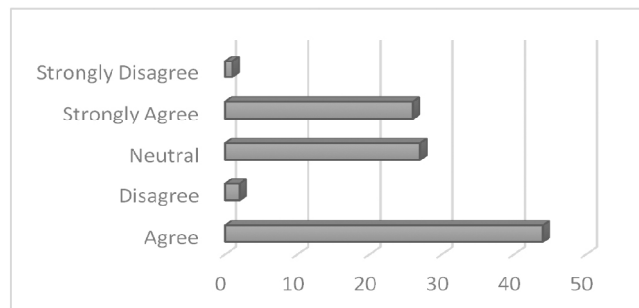


Fig 4 : User friendliness of Screen

The comfortability and user friendliness of online pages will make the user very comfortable in the Learning process. The majority respondents agree that the screens are user friendly and also easy to navigate the contents. But 27 respondents feel the screens are not so user friendly, hence the

online platforms have to study the target audience and make it user friendly to improve the enrollment of student ratio.

Particulars	Frequency
Agree	41
Disagree	3
Neutral	32
Strongly Agree	24
Total	100

Table: 5 Value Addition of contents in knowledge enhancement

The respondents Agree that this online course adds value in their knowledge and skill enhancement. This scenario doesn't exist few years' back. Even though there are 32 student's neutral towards the idea of knowledge enhancement in online courses. 70 percent agree it enhance their knowledge and skills.

Particulars	Frequency
Agree	40
Disagree	6
Neutral	34
Strongly Agree	19
Strongly Disagree	1
Total	100

Particulars	Frequency
Agree	34
Disagree	11
Neutral	37
Strongly agree	18
Total	100

Table: 6 Engagement level of content, presentation and activities of online course

Table: 6 Level of Practical Exposure

In online courses the biggest challenge lies in engaging the students and also giving them enough activities and presentations for making it very lively. The findings show that many respondents are neutral on engagement level of content, presentation and activities involved in online courses. The repeated style and content deliverables should be highly concentrated since most of the management courses are theory based so for active engagement the activities has to be re looked

The findings from table 6 shows that the respondents have practical exposure in on-line courses, but interestingly we find one third of the respondents are neutral on the opinion about practical exposure. Since most of the online contents are pre-recorded inclusion of updated contents become challenging but this is very important criteria for course content.

Particulars	Frequency
About right	81
Too Little	11
Too much	8
Total	100

Table 7:
Perception of Amount of Content Delivered

Particulars	Frequency
Contacting the facilitator through email	9
Discussion forum	1
Discussion forum	1
Filling feedback form	16
Searching yourself for the answer	73
Total	100

Table 8:
Method of getting clarifications in online learning

The majority of the respondents feel the amount of contents are about the right quantity to the course objective and it is not too much or too less. So this is one input for designing any courses on-line or off-line. The majority students are agreeing the statement.

The findings from the question for the ways the students prefer to clarify their doubts found to be interesting. We found majority of the students search themselves for the clarifications they are in need of. The results clearly show on-line courses help students on self-learning.

Particulars	Frequency
Average	31
Excellent	8
Good	61
Total	100

Table 9: Overall learning experience

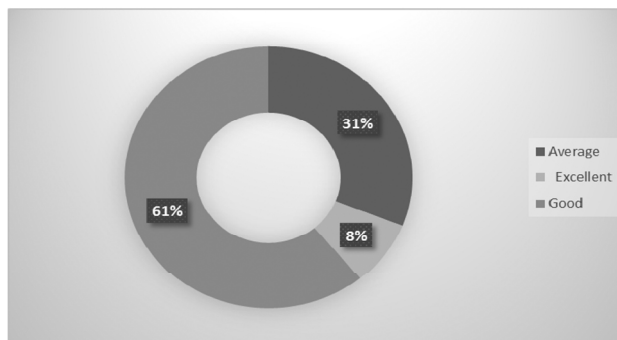


Fig 9: Over all learning Experience

The overall experience about on-line courses is found to be good and not excellent. And one third of the respondents feel that this course is average. Among various management courses available on-line the students are not excited and less in uniqueness. In particular, to the online management courses the universities, colleges who is offering should reconsider and look into remodelling the course structure to make the segment more attractive.

It is noticed that few students have asked for more online free courses with more real time examples used and also where and when it was used in real time should be mentioned

Now that everything gets digitalised, students prefer getting one-to-one student teacher attention via online, so more improvements needed in clarity of contents so that the future of online education reaches top notch

Conclusion

Online education helps students to get access to a world-class learning experience when traditional higher education is simply not possible due to financial or personal constraints. Some may also suffer from physical or mental disabilities that make learning in a classroom impossible. Furthermore, some argue that online education has significantly helped and made education more accessible, thus achieving the aim of “education for all”. Undoubtedly, with the even wider spread of technology and deepening of the global mandate of education for all, online management education has high potential to become complementary alternatives to traditional education. Still, the answer for Future of offline management education remains unanswered!

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