

## A STUDY OF THE PERCEPTION OF STUDENTS TOWARD PURSUING ONLINE AND OFFLINE HIGHER MANAGEMENT EDUCATION

Rishika Bhojwani, Assistant Professor  
Narsee Monjee Institute of Management Studies (NMIMS), Mumbai  
rishika.bhojwani@nmims.edu

Dr. Deepak R. Gupta, Assistant Professor  
Narsee Monjee Institute of Management Studies (NMIMS), Mumbai  
deepak.gupta@nmims.edu

Dr. Neha Singh Agarwal, Assistant Professor  
Narsee Monjee Institute of Management Studies (NMIMS), Mumbai  
neha.singh@nmims.edu

### ABSTRACT

The advanced education area is going through a transformation concerning information evaluations and moves. However online contributions have not found their direction into standard training in India, there has been a remarkable change in how colleges and schools embrace online stages and assets. Changes will proceed, and the utilization of online innovation is digging in for the long haul, as per P. Kalyanasundaram (2020). Most instructive establishments have radically moved to online classes supplanting conventional eye-to-eye learning. Nonetheless, many advances were made to change to online mode disregarding the readiness, plan, and viability of online training for a nation like India Specifically. While teaching in an ordinary set-up has its repressions, and a standard teacher can never give 24 x 7 directions to students, an e-learning set-up can offer help nonstop consistently. On the other hand, offline education is significant in traditional learning processes, such as many institutions in offline mode adopting different teaching tools, such as presentations, laboratory workshops, field trips, etc. The purpose of the study is to look at the two types of teaching patterns i.e, Online and Offline way. The main reason for this paper is that there is a need to identify and determine the offline and online higher management courses and also their satisfaction level among students. It also affects employability when it comes to online courses as compared with offline courses. The type of research is primary and secondary. Data has been collected from 200 Management Students enrolled in online and offline higher management programs from various management schools in Mumbai city. The paper is focusing on measuring the overall Student satisfaction enrolled for their further studies by opting for online or offline management programs. There has been a demand for students when it comes to the course structure and other facilities since post-pandemic and when it comes to online education. Employability is also compared between online and offline courses.

**Keywords:** Management Students, Online program, Offline program, Higher Education, Hybrid Education

### Introduction

The advanced education area is transforming concerning information evaluations and moves. However online contributions have not found their direction into formal training in India, there has been a marvelous change in the manner Colleges and Schools are taking on web-based stages and assets. Changes will go on into the future and the utilization of online innovation is setting down deep roots according to P. Kalyanasundaram, (2020). Most instructive establishments have definitely moved to online classes supplanting conventional eye-to-eye learning. Be that as it may, there were a ton of steps taken to change to online mode without the prospect of readiness, planning, and viability of online schooling for a nation like India Specifically. While teaching in an ordinary set-up has its own controls and a standard teacher can never give 24 x 7 directions to students, an e-learning set-up can offer help nonstop consistently. On other hand, disconnected training has its own meaning of customary educational experiences, for example, numerous foundations in disconnected mode take on various devices of instruction, for example, introductions, research center studios, field trips, and so on.

The Covid pandemic has produced changes in the educating growing experience in advanced education establishments and has affected the cooperation among educators and understudies. As a result of the pandemic, colleges were obliged to do their movement with understudies solely on the web. In such a manner, numerous legislatures went to lengths to try not to spread the infection and to guarantee the congruity of the instructive cycle, and colleges overall embraced web-based learning.

While by and large, web based learning is viewed as a choice, an option in contrast to conventional picking up, during the Covid pandemic it turned into a fundamental component for keeping up with the action of schools and colleges. This change in outlook could produce changes in understudies' view of this approach to educating and their discernment may be not the same as the one found in examinations past to the pandemic. Consequently,

through this paper, we attempted to catch the presence of such changes.

In today's world technology is advancing at an alarming rate, and difficult challenges in politics, economics, and our environment continue to put our civilization to the test. Higher education helps students by honing their skills. Higher education gives them the power and capability to get prepared for challenges with utmost confidence, resilience, discipline, and desire. It fosters the abilities needed to maintain a business effectively. It enhances management and leadership abilities. It helps maintain the company's financial stability.

networking and collaboration abilities. It fosters the ability to adjust to a shifting business environment. Different students have different perceptions regarding online, offline, and hybrid learning platforms. There are numerous categories that students consider while choosing a platform. The learning environment in all three platforms caters to different needs respectively. This research on students' perception has reflected the importance of considering the comfort as well as convenience of the students because with a comfortable learning environment comes a quality learning experience.

### **Statement of Problems and Need for Study**

There is a need to study the different course names in higher education for which learning pattern should be good enough with a decent pay package and perception of students towards PGDM, MMS and MBA courses. Further, the level of satisfaction also needs to be measured in accordance with the learning pattern of course. Expected Placements and expected pay package is also of concern specifically for offline courses as compared to online courses.

This paper centers around the assessments of understudies with respect to the effect of online courses, their ease of use, and the help received from educators in web-based classes alongside educators' perspectives on viability, showing practice followed and preparing for an internet-based class.

### **Literature Review**

Allen (2022), online education More individuals than ever are drawn to modern technology and online education. Online learning can be appealing as a method to do our studies from the convenience of our homes, whether we are working professionals with various deadlines or students with several assignments due. Using an online service like Google Classroom to take language courses from a lecturer can result in less expensive one-on-one instruction.

Palvia (2018), this editorial discusses the state, difficulties, and trends in online education in North America, Europe, South America, Asia, Asia-Pacific, and Africa. Technology since telegraphy has shaped online education. American institutions are struggling with dwindling enrollments. India, a growing Asian nation, began online education in 2008. Middle Eastern nations adopted internet schooling late. Research shows that poor internet penetration, low public respect for online learning, and a lack of Arabic-language online educational archives are the biggest barriers to online education in Middle Eastern countries. . Ghana, South Africa, and Malawi lead the African online education movement with government policies supporting it.

Joshi Muddu (2020), COVID-19 has made schooling tech-savvy. The examination underscores institutional help advancements in web based educating and assessment. . Instructing educators in LMSs and requiring it for all instructive purposes will set the foundation, educators, and understudies separated. The paper features the huge divergence between open-source and institutional-upheld innovations and their consequences for web based instructing and appraisals. India should get ready for an innovation driven future. The Indian Service of HR and Advancement's draft Public Training Strategy (NEP)- 2020 stresses internet learning. HEIs should plan spending for online EdTechs in NEP-2020, (for example, LMS, Moodle, Microsoft groups, Google Suite, etc). The arrangement advances instruction with refined innovations like computerized reasoning, huge information, augmented reality, 3D printing, and robots, creates specialized frameworks, and supports imaginative educating and learning components (MHRD, 2020c). HEIs can change the instructive biological system by executing web based learning while the NEP-2020 draft is going through endorsement.

Dhawan (2020), studied at a New Zealand earthquake-damaged college. Technology helped them overcome those challenges. They suggest 16 Journal of Educational Technology Systems 49 (1) Online learning requires strong Technology infrastructure. Infrastructure must be strong enough to offer services through and after the crisis. The World Economic Forum reports that the COVID-19 pandemic has also affected schooling. We may need to innovate to solve our challenges. . In this crisis, we have no choice but to adapt and accept change. It will help education and deliver unexpected ideas. We cannot disregard students without online technology. Online lessons may disadvantage these less affluent pupils from fewer tech-savvy families with limited financial means.

Digital gadget and internet data plan expenses may cost them. Digital inequality may widen.

Kaur (2020), e-learning, e-teaching, and e-research have revolutionized medical sciences thanks to biotechnology and internet technologies. This helps students and teachers adjust and collaborate. Expanding knowledge and research will support the old system. If supported by modern infrastructure and integrated learning technologies, it will be successful communication. Hence, blended learning should begin as soon as the situation normalizes to build professional skills and career.

Pei, Wu (2019), in a traditional classroom, a teacher instructs students using a set curriculum. This is conveyed by the teachers to the students physically in a classroom. To evaluate students' comprehension, standardized examinations are given often. In this traditional model the student has to physically attend the class and the learning happens at a particular time and a fixed place. The instructor, who exclusively teaches face-to-face, is a source on which students rely a lot. The traditional educational system, often known as offline education. This method of lecture-based learning the students are taught by the teaching faculties in the classroom settings.

Angelino (2010), the popularity of online learning is rising. higher education during the past two decades and the majority of institutions of higher learning think that this teaching strategy will be essential for the future of higher education (Allen & Seaman, 2014). Due to the availability and flexibility, online education plays a very crucial role in higher education. According to certain research, online instruction is an effective way to deliver high-quality training at a lower cost in many institutions (Garbett, 2011) superior to conventional instruction (Angiello, 2010). Additionally, the demands of students and the financial difficulties that many higher education institutions are experiencing cause these institutions to place a greater emphasis on employing online education

Long (2016), students like flexible and convenient online learning, including how one can access the classes at any time and from any location and work through the units at their own pace. Students also cited the systems' simplicity, the units' organization and prompt feedback, and the chance to develop experience with online learning as additional system strengths. The utilization of the online lessons, according to one participant, provided "another learning perspective," and according to another, "It gives you another approach to learn instead of reading from a book." The pre-class videos utilized in the course were generally well-received by the students.

### Objectives

**Objective 1:** To determine the different course names for which learning pattern is good.

**Objective 2:** To determine which learning pattern has a more expected package in the campus placement.

**Objective 3:** To study the level of satisfaction in accordance with the learning pattern of course.

### Hypotheses

**Null Hypothesis H01:** There is no significant difference in the learning pattern of the different courses.

**Alternate Hypothesis H11:** There is a significant difference in the learning pattern of the different courses.

**Null Hypothesis H02:** There is no significant difference between the learning pattern of the different courses and the expected package in campus placement.

**Alternate Hypothesis H12:** There is a significant difference between the learning pattern of the different courses and the expected package in campus placement.

**Null hypothesis H03:** There is no significant difference between the satisfaction score and the learning pattern of the course.

**Alternate hypothesis H13:** There is a significant difference between the satisfaction score and the learning pattern of the course.

### Research Methodology

Research study was done through two types of data i.e primary data and secondary data. Primary data was conducted by framing questionnaires and it was collected through online mode. Total 127 respondents filled the survey and these respondents are students pursuing higher studies i.e MBA, PGDM and MMS from various institutions either online or offline. Cronbach's alpha test was conducted to test the reliability of the data and Descriptive and T test, Chi-Square test was conducted to test the Hypotheses, by using SPSS software.

### Sample Design

Information was collected through a structured Questionnaire and a total 127 respondents are considered for this study. Variables considered were respondent's satisfaction level, expected package in campus placement and learning pattern of course. Data related to the Demographics is rated, classified and presented in the following table:

**Demographic data:** In the process of analysis of primary data, respondents are classified according to socio-economic profile. We have considered gender, name of the course, nature of the course and learning pattern of the course in the socio-economic profile.

Demography	Category	Number Respondents
Gender	Female	58
	Male	69
Name of Course	PGDM	10
	MBA	111
	MMS	6
Nature of Course	Full Time	53
	Part-Time	74
Course Learning	Classroom Learning	49
	Online	78

Table 1: Demographic Data

The information on the classification of data is presented in the following bar diagram.

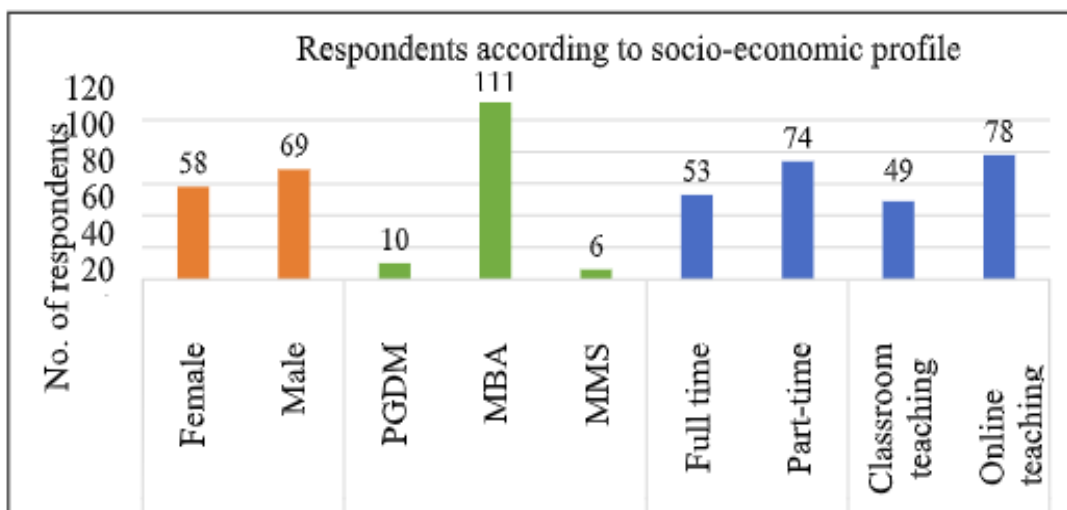


Table 2. Respondents according to socio-economic profile

The above graph indicates that there are a total of 127 respondents from which for gender there are 58 female respondents and 69 male respondents. For different courses provided 10 students are from the PGDM course, 111 students are from the MBA course and 6 students are from the MMS course. For the nature of the course, 53 students are pursuing full-time and 74 are pursuing part-time. There are 49 students whose learning pattern is classroom teaching and 78 students have an online teaching learning pattern.

**Results**

**Null Hypothesis H01:** There is no significant difference in the learning pattern of the different courses.

**Alternate Hypothesis H11:** There is a significant difference in the learning pattern of the different courses.

To test the above hypothesis, the Chi-square test is used. The results are as follows.

	Value	df	p-value
Pearson Chi-Square	7.892	2	.019
N of Valid Cases	127		

Table 3: Chi-square Test

The above results indicate that the calculated p-value is 0.019. It is less than the standard p-value of 0.05. Therefore, there is a significant difference between the learning pattern and the different course names.

		Name of course			Total
		PGDM	MBA	MMS	
Learning Pattern of Course	Classroom teaching	6	38	5	49
	Online teaching	4	73	1	78
Total		10	111	6	127

Table 4: Learning Pattern of course \* Name of course Crosstabulation

The above table indicates that the proportion of the respondents of MBA who agree to online teaching is significantly higher than the classroom teaching learning pattern. For PGDM and MMS proportion of respondents agreeing to classroom teaching is significantly higher than for online teaching learning pattern.

**Null Hypothesis H02:** There is no significant difference between the learning pattern of the different courses and the expected package in campus placement.

**Alternate Hypothesis H12:** There is a significant difference between the learning pattern of the different courses and the expected package in campus placement.

To test the above hypothesis, the Chi-square test is used. The results are as follows.

	Value	df	p-value
Pearson Chi-Square	8.842	3	.031
N of Valid Cases	127		

Table 5: Chi-Square Tests

The above results indicate that the calculated p-value is 0.031. It is less than the standard p-value of 0.05. Therefore, there is a significant difference between the learning pattern of the course and the expected package in campus placement.

Learning Pattern of course * What is expected package (yearly) that you expect In campus placement? Cross Tabulation						
Count						
		What is expected package (yearly) that you expect for campus placement?				Total
		Up to 50,000/-	50,000/- to 75,000/-	75,000/- to 1 lac	More than 1 lac.	
Learning Pattern of course	Classroom teaching	2	2	2	43	49
	Online teaching	6	12	10	50	78
Total		8	14	12	93	127

Table 6: Learning Pattern of course \* What is expected package (yearly) that you expect in campus placement?

The above table indicates that the respondents of the classroom teaching learning pattern who expect a package of more than 1 lac are significantly higher than the online teaching learning pattern. For the expected package of up to 1 lac, online teaching is significantly higher than the classroom teaching learning pattern.

Qs. No.	Statement	HD	DS	S	HS
9	What is the level of satisfaction with the quality of teaching of faculties?	21	19	72	15
10	What is the level of satisfaction with the study material provided by the institution?	21	21	71	14
11	What is the level of satisfaction with the evaluation pattern of the institute?	12	25	78	12
12	What is the level of satisfaction with the library facility available by the institution?	12	31	60	24
13	What is the level of satisfaction with the knowledge gain in the course?	16	21	67	23
14	What is the overall satisfaction for the course you selected?	21	11	69	26

Table 7. Level of Satisfaction

**Level of Satisfaction**

To study the level of satisfaction, information is collected from 6 different questions. The responses given to these questions are classified and presented in the following table.

HD - Highly Dissatisfied, DS - Dissatisfied, S - Satisfied, HS - Highly Satisfied. The above responses are rated as follows.

Highly Dissatisfied	=	1
Dissatisfied	=	2
Satisfied	=	3
Highly Satisfied	=	4

The above responses are used to calculate the mean scores of the level of satisfaction using the formula as given below.

Mean score of level of satisfaction = (sum of rating of 6 questions / Maximum questions rating 24 ) \*100

Using the above formula, the mean score of level of satisfaction is calculated for each respondent and subsequently for all 127 respondents. The descriptive statistics are obtained and presented in the following table.

	N	Minimum	Maximum	Mean	Std. Deviation
Satisfaction Score	127	33.33	100.00	67.7824	16.15860

Table 8. Descriptive Statistics

**Null hypothesis H03:** There is no significant difference between the satisfaction score and the learning pattern of the course.

**Alternate hypothesis H13:** There is a significant difference between the satisfaction score and the learning pattern of the course.

To test the above null hypothesis, the independent sample t-test is used. The results are as follows.

	t-test for Equality of Means			
	t	Df	p-value	Mean Difference
Satisfaction Score	6.935	125	.000	17.42858

Table 9: Independent Samples Test

The above results indicate that the p-value is 0.000. It is less than the standard p-value of 0.05. Therefore, the independent sample t-test is rejected. Hence, the null hypothesis is rejected and the alternate hypothesis is accepted. The conclusion is there is a significant difference between the satisfaction score and the learning pattern of the course. To understand the findings of the hypothesis, mean scores of the level of satisfaction are obtained according to the learning pattern of the course.

<b>Group Statistics</b>					
	Learning Pattern of course	N	Mean	Std. Deviation	Std. Error Mean
Satisfaction Score	Classroom teaching	49	78.48	9.93154	1.41879
	Online teaching	78	61.05	15.71779	1.77969

Table 10: Mean score of satisfaction level for classroom teaching and online teaching

The above table indicates that the mean score of satisfaction level for classroom teaching is 78.48% while for online teaching the mean score for satisfaction level is 61.05%. The difference in mean scores of the level of satisfaction is significant where classroom teaching learning pattern is significantly higher than online teaching.

### Findings

The respondents of PGDM and MMS courses prefer the classroom teaching learning pattern. This indicates practical sessions and interactive classes are important for the students as compared to the MBA course online teaching learning pattern. This is because there are many MBA online courses and programs which are conducted by many institutes and universities as compared to PGDM and MMS courses.

### Discussion

The assessment highlights institutional assistance progressions in electronic teaching and appraisal. Teaching instructors in LMSs and requiring it for all enlightening purposes will set the establishment, instructors, and students isolated. The paper includes the colossal difference between open-source and institutional-maintained developments and their ramifications for electronic teaching and evaluations. India ought to prepare for a development-driven future. The Indian Help of HR and Progression draft Public Preparation Technique (NEP)-2020 burdens web learning. HEIs should plan for online EdTechs in NEP-2020, (for instance, LMS, Moodle, Microsoft gatherings, Google Suite, and so on). The game plan progresses teaching with refined advancements like automated thinking, gigantic data, expanded reality, 3D printing, and robots, makes the specific system, and supports inventive instructing and learning parts (MHRD, 2020c). HEIs can change the informational natural framework by executing electronic learning while the NEP-2020 draft is going through support.

### Limitation

Responses were collected and restricted to only Mumbai city. Focus can be given specifically to IIM and other institutions who are offering offline MBA throughout the world. Hybrid can be covered when it is fully developed in a country. Acceptance of online education has increased due to covid-19 and due to other online programs students are motivated to pursue online Master degree.

### Conclusion and Suggestions

It is indicated that practical sessions and interactive classes are important for the students as compared to the MBA course online teaching learning pattern. This is because there are many MBA online courses and programs which are conducted by many institutes and universities as compared to PGDM and MMS courses.

Also, people from different regions have the flexibility to attend online classes of MBA courses. Hence, it is preferred in online teaching learning pattern than classroom teaching learning pattern. The respondents from classroom teaching expect a salary of more than 1 lac rupees whereas the respondents from online teaching expect a salary of less than or up to 1 lac rupees. This is because online teaching is an observation-based study method, unlike classroom teaching, where the students get practical exposure and hands-on training in different aspects which ultimately makes them more fit for any job role than students from online teaching learning pattern. The overall satisfaction from the classroom teaching learning pattern is higher than the online teaching learning pattern because the gain of knowledge from classroom teaching is more. Also, as compared to online teaching learning pattern students also get library and other facilities in classroom online teaching learning pattern.

## References

- Ali W. (2020). Online and remote learning in higher education institutes: A necessity in light of COVID-19 pandemic. *Higher education studies*, 10(3), 16-25.
- Alipour P. (2020). A comparative study of online vs. blended learning on vocabulary development among intermediate EFL learners. *Cogent Education*, 7(1), 1857489.
- Allen I. , Seaman J. (2014). *Grade change: Tracking Online Education in the United States*. Pearson, MA: Sloan Consortium.
- Allen M., Bourhis J., Burrell N. & Mabry E. (2002). Comparing student satisfaction with distance education to traditional classrooms in higher education: A meta-analysis. *The American Journal of Distance Education*, 16(2), 83-97.
- Angelino L. , Natvig D. (2010). A conceptual model for engagement of the online learner. *Journal of Educators Online*, 6(1), 1-19.
- Angiello R. (2010). Study Looks at Online Learning vs. Traditional Instruction. *Education Digest*, 76(2), 56-59.
- Artino-Jr, A. (2010). Online or face-to-face learning? Exploring the personal factors that predict students' choice of instructional format. *The Internet and Higher Education*, 13(4), 272- 276.
- Bordoloi R. (2018). Transforming and empowering higher education through open and distance learning in India. *Asian Association of Open Universities Journal*.
- Driscoll, M. (2002). Blended learning: Let's get beyond the hype. *E-learning*, 1(4), 1-4.
- El-Seoud A., Taj-Eddin I., Seddiek N., El-Khouly M. & Nosseir A. (2014). E-learning and students' motivation: A research study on the effect of e-learning on higher education. *International Journal of Emerging Technologies in Learning (Online)*, 9(4), 20.
- Garbett C. (2012). Activity-based costing models for alternative modes of delivering on-line courses. *FormaMente n. 3-4/2011: Rivista internazionale di ricerca sul futuro digitale*, (3- 2011), 181.
- Greenland S. , Moore C. (2014). Patterns of student enrolment and attrition in Australian open access online education: A preliminary case study. *Open Praxis*, 6(1), 45-54.
- Hitz S. ,Turnoff M. (2005). Education goes digital; the evolution of online learning and the revolution in higher education. *Association for Computing Machinery. Communication of the ACM*, 48, 10-59. doi:10.1145/1089107.1089139.
- Jensen L, Price L.& Roxå, T. (2020). Seeing through the eyes of a teacher: differences in perceptions of HE teaching in face-to-face and digital contexts. *Studies in Higher Education*, 45(6), 1149-1159.
- Lee Y., Stringer D. & Du J. (2017). What determines students' preference of online to F2F class. *Business Education Innovation Journal*, 9(2), 97-102.
- Li J. (2021). University Students' Home-Based Learning Engagement in the Synchronous Online Course: The Perspective of Educational Ecology. *International Journal on Innovations in Online Education*, 5(2). doi: 10.3389/feduc.2021.638470
- Long T., Logan J. & Waugh M. (2016). Students' perceptions of the value of using videos as a pre-class learning experience in the flipped classroom. *TechTrends*, 60, 245-252.
- Mann J. , Henneberry S. (2012). What characteristics of college students influence their decisions to select online courses. *Online Journal of Distance Learning Administration*, 15(4), 1-14.
- Maqableh M. (2015). The acceptance and use of computer based assessment in higher education. *Journal of Software Engineering and Applications*, 8(10), 557.
- Meyen E., Aust R., Gauch, J., Hinton H., Isaacson R., Smith S. & Tee M. (2002). e-Learning: A programmatic research construct for the future. *Journal of Special Education Technology*, 17(3), 37-46.
- Osman M.(2005). Students' reaction to WEBCT: Implications for Designing On-Line Learning Environments. *International Journal of Instructional Media*, 32(4), 353.
- Pei L. , Wu H. (2019). Does online learning work better than offline learning in undergraduate medical education? A systematic review and meta-analysis. *Medical education online*, 24(1), 1666538.
- Pesen A. (2014). The effect of a blended learning environment on academic success, studying habits, and motivation of teacher candidates. *Dicle University*.
- Schrum L. Hong, S. (2002). Dimensions and strategies for online success: Voices from experienced educators. *Journal of Asynchronous Learning Networks*, 6(1), 57-67.
- Selvaraj A., Radhin V., Nithin K., Benson N. & Mathew, A. J. (2021). Effect of pandemic based online education on teaching and learning system. *International Journal of Educational Development*, 85, 102444.
- Sharma D., Sood, A., Darius P., Gundabattini E., Gnanaraj D. & Joseph J. (2022). A Study on the Online-Offline and Blended Learning Methods. *Journal of The Institution of Engineers (India): Series B*, 103(4), 1373-1382.
- Smart K. , Cappel J.(2006). Students' perceptions of online learning: A comparative study. *Journal of Information Technology Education: Research*, 5(1), 201-219.
- Sobaih A., Hasanein A. & Abu E. (2020). Responses to COVID-19 in higher education: Social media usage for



sustaining formal academic communication in developing countries. *Sustainability*, 12(16), 6520.  
Sorina G., Griftsova N. & Yarmak Y. (2019). The Information Era: Correlation Between Online and Offline Education. In *The European Proceedings of Social & Behavioural Sciences EpSBS* (pp. 1049-1054).