



## Use of ICT in Management Education: Finding Out its Relevance

Gautam Barthakur

Assistant Professor, Centre for Management Studies, School of Commerce and Management Science, Dibrugarh University

ABSTRACT

Evolution of teaching methodologies, materials and changes in resources has led to the demand of a unique skill set. This unique set is a combination of value, knowledge, capabilities and skill of using technology effectively. Changes in the economic and social fundamentals call for transformation in the skills. Attitudes for instance, have change among the masses, which requires a shift in the delivery and pedagogy used in the current education system. The purpose of this paper is to promote integration of Information and Communication technologies (ICT) in management education for imparting easily accessible, affordable and quality higher education and to understand the attitude of the masses towards ICT. The focus of the paper is to find out the benefits that ICT can provide after integrating it with management education and how ICT can promote knowledge sharing among geographically distributed students. This paper also explores and examines the factors related to technical requirements as well as the training required for the stakeholders for the successful implementation of ICT in an education system. These steps would ensure that accountability, responsibility, quality assurance, accreditation and consumer protection in ICT based education adheres to standards and norms.

### KEYWORDS

ICT, Management Education, Attitude, Perception

### 1.0 Introduction

Information and communications technology (ICT) is an extended term for information technology (IT) which stresses the role of unified communications and the integration of telecommunications (wired lines and wireless signals), computers as well as necessary enterprise planning software, storage, and audio-visual systems, which enable users to access, store, transmit, share and manipulate information.

Information and Communication Technology can create a virtual platform accessible from anywhere around the world at an instant. Further, ICT contribute to universal access to education, equity in education, the delivery of quality learning and teaching, teachers' professional development and more efficient education management, governance and administration. UNESCO takes a holistic and comprehensive approach to promoting ICT in education. Main challenges are to provide access, inclusion and quality to the stakeholders. It has been focussing on education through the joint work of three of its sectors: Communication & Information, Education and Science.

### 2.0 Review

A knowledge economy like India depends on the development of its educational sector at large. Higher education drives the competitiveness, capabilities and skills. While employment generation is the outcome to which India looks at. However, research findings and reports have shown that the overall state of higher education is dismal in the country. Even some of the renowned education ranking organisation have placed the Indian Universities well below. Availability of skilled labour is a bigger constraint (Agarwal, 2006). It has been found that there exist some important factors like socio-economic, cultural, time and geographical barriers for people who wish to pursue higher education (Bhattacharya and Sharma, 2007). Can ICT bring creativity and innovation required to change the way the students learn or a teacher teaches?

Education is not cheap though it can be a driving force of eco-

nomics and social development in any country (Cholin, 2005; Mehta and Kalra, 2006). Considering this, it is necessary to find ways to make education of good quality, credibility, accessible and affordable to all, using the latest technology available.

### 3.0 Research Methodology

A descriptive research was conducted by taking teachers of Dibrugarh University who are engaged in imparting management education. A census survey was conducted among all the teachers and their responses were recorded through a questionnaire.

#### 3.1 Research Objectives:

- 3.1.1. To study and analyse the information on the target class.
- 3.1.2. To know about the experiences of teachers on using ICT for educational and research.
- 3.1.3. To know teachers' opinion and attitude towards using ICT.

#### 4.0 Analysis and Interpretation

##### 4.1. Relevance of using ICT in management education.

Most of the teachers in the study have agreed on using ICT.

Most of the teachers favours using ICT and holds ICT to be useful for their subject of study like marketing, human resource, basic management subjects like business communication, managerial skill development.

##### 4.2. Information on Target Class

Most of the teachers are conducting classes for the undergraduate course Bachelor of Business Administration.

Most of teachers are allotted 10-12 classes per week.

Most of the teachers have more than 5 years of experience in the education field.

##### 4.3. Experience with ICT for Teaching and Research

Table 4.3.1: Teachers' Experience and ICT Availability

	Preparing Lessons	Class preparation	Research Activities	ICT Experience	Students with computers	Students with internet	Students provided computers	Students are provided internet	Teacher have internet
Yes	90%	80%	100%	0	90%	100%	30%	100%	100%
No	10%	20%	0	100%	0	0	60%	0	0

Most of the teachers agreed on using ICT to prepare lessons for the students.

Most of the teachers use ICT for classroom teaching.

**Table 4.3.2: Activities Carried Out through ICT**

	Browse/search internet	Applications to present	Pre-prepare exercises and tasks for students	Use ICT to generate feedback on learning from students	Evaluate digital learning resources in the subject you teach	Communicate online with parents
Yes	90%	70%	80%	30%	40%	10%
No	10%	30%	20%	60%	60%	90%

Most of the teachers use internet to browse and search information relevant for their subject.

Most agreed to using several applications to present.

Most of them agreed on preparing exercises and tasks for students by using ICT.

ICT may not lead to generation of student feedback.

Digital learning resources are not evaluated by 60% of the teachers.

Most of them do not communicate with parents by using online means.

**4.4 Teachers' Perception**

4.4.1: About 40% of teachers agree and strongly agree that it is easier for students to learn with the use of ICT

4.4.2: There is mixed response regarding the belief that IC can increase concentration among students

4.4.3: Teachers have a neutral opinion or would have no opinion on whether Students can remember and recollect whatever is being taught through ICT

4.4.4: 40% of the teachers agree that ICT improves class environment

4.4.5: 60% of the teachers agree that ICT should be used for carrying out exercises and practices

4.4.6: 50% of the teachers have a neutral opinion on whether ICT can motivate students

4.4.7: 50% of the teachers would not like to agree or disagree on whether ICT can develop critical thinking among students

**5.0 Findings**

The research has been able to find the following benefits, drawbacks, resources used and availability, activities carried out through ICT, and teachers' perception towards use of ICT in management education. Highlights of the findings are as follows:

5.1 It is found that most of the specialisation courses and general management courses are being taught with the help of ICT.

5.2 Few courses like Quantitative Techniques and courses related to finance are being taught without the support of ICT.

5.3 Most teachers felt the need of ICT in management education in general.

5.4 Most of the teacher are satisfied on the number of equipments, resources, internet connectivity and issues related to ICT in the campus under study.

5.5 The activities such as browsing and searching the internet for material related to their subject have been found useful.

5.6 Most of the teachers recommend preparing content, exercises and practices for students through ICT.

5.7 Most of the teachers do not communicate with parents by using ICT.

5.8 Most of the teachers do not agree that students can generate feedback through the use of ICT.

5.9 Very few number of teachers evaluate the online content and resources.

5.10 there is a general belief that ICT can motivate students to concentrate on their courses and improve the class environment.

5.11 Most of the teachers have a neutral opinion regarding whether use of ICT can motivate and develop critical thinking among students.

5.12 Most of the teachers agree to use ICT for carrying out course work and recommend students to use it.

5.13 Most of the teachers favour using ICT for teaching as well as research.

5.14 Interestingly, most teachers agreed that there is no sufficient training programme or sessions conducted to promote ICT among teachers.

**6.0 Conclusion**

This research can act as a primary source to identify the perception of people engaged in using technology driven equipments in academics. The study was done exclusively on management teachers and there is a wide possibility and scope to carry out researches taking other side of the stakeholders engage in using ICT. Courses will change, technologies will evolve and teachers as well as learners will have to adapt with these changes. Transformations require new kinds of skills, capabilities and attitudes, which can be developed by integrating ICT in education.

This study suggest that though there is favourable response among teachers in using ICT in management education, there is also an area where we can get diverted by the limelight of ICT. ICT cannot be forced but it can be promoted. Moreover, it would be unjust if we keep on promoting ICT without providing necessary equipments, resources and training sufficiently in the courses concern. ICT must be made acceptable and convenient for people to accept it as it is. This study also found that there are certain courses which need not be brought under the ambit of ICT. Therefore, the relevance must be tested and use of ICT must be justified for the subject concern.

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