

SIGNIFICANCE OF BLENDED LEARNING IN MANAGEMENT EDUCATION

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ABSTRACT

Technology has transformed the way we live and work. It has contributed to breaking physical barriers to allow people across the world to work together in a seamless manner. Today, businesses are realising that they must adapt if they wish to compete with technology companies such as Amazon, Google and Facebook who have mastered global distribution of their service offerings. To stay competitive, traditional universities are cutting back on costs by adopting an increasingly cheaper mode of teaching - blended learning. This research paper presents an analysis of the impacts of adopting blended learning in management education. The results of the study show that the use of blended learning in management education has a deep impact on student engagement as compared to traditional learning. It further finds that the use of blended learning in management education has significant impact on students' satisfaction.

Keywords: Management education, blended learning, learner engagement, student satisfaction.

Introduction

By blending online and on-site courses, institutions are able to offer students a flexible environment and to suit their needs in a changing world. The technology allows institutions to utilise educational resources worldwide. The benefits are evident for both learners and institutions as it speeds up delivery of the content and promotes network integration among educators. Blended learning also accommodates different learning styles within the institution by allowing teachers flexibility to cater for individual student needs (Maynard & Woodrow, 2010).

Accordingly, it enables student-centred learning and allows for a more efficient way of delivering teaching. For institutions, it is important to note the benefits of blended learning as it can increase efficiency and save money.

The term 'blending' has been used in various forms to indicate technology-enhanced integrated courses spreading over a wide spectrum of disciplines in higher education institutions. The term on its own implies something that is a combination of two or more separate elements or processes that form something bigger than the sum of its parts (Maynard & Woodrow, 2010).

With the rise of technology in higher education, institutions have been implementing new forms of teaching as an alternative to face a dynamic global competition. It has also become apparent that collaborative learning and problem-based learning are not enough to support the demands of today's learners. This calls for additional resources which can be used to deliver integrated approaches that utilise technology in their teaching.

Based on the theory of total quality management (TQM), the concept of TQM is described as the 'management approach that defines a system of activities and relationships that integrate, coordinate, and synchronize all organizations' resources in order to fulfil customer needs through organisational processes' (Buckley & Montgomery, 2012). The term quality management is also emerging as a new concept in business management as it does not only relate to 'tangible products' but also to 'services and services processes' (Buckley & Montgomery, 2012). In business, quality should be designed into the process or service.

James and Leslie (2009) argue that there is tremendous pressure from the ever-changing needs of society, which means institutions must be dynamic and flexible to face challenges. It has been noted for some time that there is a decline in students enrolling for degrees due to the changing environment of work today. Blended learning has emerged as an effective way of utilising technology in higher education as an alternative to traditional teaching methods. It has therefore been recognised that the way in which university learning is delivered can greatly affect the way in which students learn (James & Leslie, 2009). It also calls for a need for institutions to embrace change and promote flexible learning as it can help them adapt to changing environments of work.

Technology is playing an increasingly important role in the delivery of higher education (Hopkins & Luis, 2009). Blended learning brings technology into contact with students despite the fact that they are studying at college or university. From a distance learning perspective, it requires interaction between learners and teachers. However, this interaction becomes more complex as technology is used to address non-learning needs such as administration and support functions (Thomas 2011).

The current study contributes to the current literature in higher education. The impact of blended learning on strategic planning is considered and it is argued that institutions should take a holistic approach to teaching and provide students with more flexible environments that support the changing needs of learners.

Review of Literature

Raman (2021) blended learning is a form of education that applies traditional learning methods and combines them with educational technology. It is a situation where all students or most of the learners interact with an educator through technology. Education is in a state of constant change, which has led to new ways of teaching and learning. The use of information and communication technologies (ICTs) has led to effective communication in distance education. There are various terms used to describe blended learning such as 'hybrid distance learning' or 'online blended learning'. However, this research will use the term blended learning to mean modalities that include the use of technology in the delivery of teaching.

Most blended learning programmes utilise online learning as it provides for convenient delivery, but not all programmes are able to facilitate real-time interactions (Sink & Wallace, 2004). As an example, Face-to-face training can be an effective way of ensuring learners get the right level of interaction and feedback. A recent study indicated that face-to-face training sessions have a significant impact on learner performance (Sheridan 2014).

Ghewari, Anute (2021) Facebook and Instagram were the main sources of awareness and engagement, YouTube was the most useful source of information about e-learning organizations. Study identified Byjus as the top e-learning organization on social media, followed by White Hat Junior, Unacademy, Vedantu, and Khan Academy.

Bolton (2019) organisations have started to implement a blended learning approach into their training programmes. The study, conducted by Bolton and his fellow researchers, analysed the blended learning strategies of organisations in the United Kingdom. These were mainly non-profit organisations operating in the sectors of education and business management. This study revealed that 79% of respondents had already introduced blended learning approaches into their training programmes. As a strategy for achieving this, organisations were suggested to follow a process model in order to develop a strategic approach. This process is similar to those adopted by other researchers.

Angelo (2020) IT can be used to provide for flexible and adjusted learning in higher education. The use of technology in this environment has been subject to various debates on the efficacy of such a programme. However, it is clear that there are needs for flexible delivery as it allows for learners to register relatively late, commute through the use of technology and interact with the teacher or tutor at their convenience. The results of the study state that organisations that apply blended learning in their courses have made use of technology to provide for interactions and feedback.

A number of studies have examined the impact that blended learning has on the way in which learners learn (Liu, 2018). For example, a study conducted by Eriksen, (2017) found that it appears to help students with more complex subjects because of the fast-paced nature of these subjects. However, it should be noted that learners need to adapt to this new scheme so as not to get distracted from their learning. This can be seen as an effective way of providing flexibility for learners as they do not need to devote much time and effort into their studies since they can use technology at any given time.

Montgomery (2021) the use of technology in higher education has become a major issue among the management and teachers. This is because of the trends in society, which have made learning more flexible. This has led to changes in work patterns that cause learners to need flexible learning environments that support their lifestyle. As a result, it has been difficult for learners to retain attention for long periods of time due to such changes. This is why technology can be used effectively by organisations as it provides for settings that are better suitable for active participation and learning.

A combination of classroom-based teaching and Internet-based delivery modes was suggested by Sherry (2010). They found that this approach is effective for students as it provides for flexible learning and active engagement. They also note that instructors need to be committed to the use of technology in their teaching as this will help create an environment that promotes a culture of collaboration and sharing.

A number of studies have found that learners are not comfortable with the idea of having technology integrated into their classes (Sherry 2010; Kalshoven, 2011a; Liao, 2005). This is because they feel less engaged when they are required to use technology in order to participate actively in class discussions. However, a study conducted by Kalshoven (2011b) recorded that using technology such as Web CT increased engagement among learners. This is because it helped learners to participate from the comfort of their home. This situation can be attributed to a lack of skilled support that has not been able to adapt to learners' needs.

Kalshoven (2011b) found that technology should be integrated into teaching if it is going to be used effectively by learners. In this way, they will be able to benefit from the technology in their lessons and learning will be more effective if they have knowledge regarding how technology should work in class. As learners will understand the functions of such tools well, they will also be able to use them effectively during a lesson or while studying.

Patel (2017) agrees with Shayeghi-Bazi (2014) that blended learning is most effective when it is a one-to-one approach. The study was conducted in Iran and it was revealed that students who received blended learning experiences demonstrated better performance than those who received traditional methods. In addition to this, Patel (2017) stressed the need for organisations to diversify their approaches so as to find out what works best for them. They should avoid being stuck in old ways of doing things and instead, they should be open minded regarding adopting new strategies. Patel, (2017) found that the use of technology significantly produced positive learning outcomes for learners when it was integrated into their classes. These learners discussed their experiences and this was the reason as to why they were able to achieve better grades.

Shrikanth (2019) need for blended learning to be implemented in higher education through its use in classrooms, libraries and local areas. It was noted that this approach helps learners to reduce costs while they study by saving them from travelling back and forth from their home to the university or college. The study also found that blended learning helps students to become independent learners. This is because they will have time on their hands and will need to manage their time effectively so as to achieve good results in their class studies.

James (2021) technology should not be used as a replacement for instructors. This is because using technology may not provide for opportunities for learners who lack the skills of time management or motivation. Therefore, blended learning should not be used as a replacement for instructors as it does not work effectively for all learners.

Shankar(2017) blended learning can be seen as an approach that is sometimes used to support other approaches such as constructivist learning and active learning. This is because the use of technology in teaching helps reduce the use of expensive resources while also providing for flexible modes of instruction and assessment. The researchers claim that blended learning became popular because it suited the needs of institutions and did not require much investment on their behalf. However, this created a situation whereby organisations were forced to apply blended approaches to their students in order to receive funding for the course.

Cote (2014) made use of questionnaires and interviews to gather data for their study. The findings showed that the type of course delivered in a blended learning environment had no effect on the number of hours students studied or whether they achieved higher grades. It was also found that using technology did not impact the amount of time students spent studying. This means that they are not motivated to study more because of the innovative use of technology. In addition, it was found that students stated that it was infeasible for them to prepare for an assessment before class, which is one common problem with using technology as a mode of learning.

Holehouse (2012) blended learning should not be used to replace traditional training methods. This is because it does not provide for students to acquire the skills necessary for their future roles as they are unable to demonstrate their learning skills through a blended approach. Instead, traditional methods should be used as this helps students acquire the knowledge necessary which they will need in order to perform in their work and life.

Green (2017) dealt with the issue of technology being integrated into classrooms by examining what outcomes can be expected from its use. The findings showed that using technology in a classroom environment did not

have a positive impact on attitudes towards learning, engagement or grades achieved. This is because the students were required to use technology during class and this distracted them from being able to execute the tasks given by their instructors. However, it was also found that different types of technological tools can be used to help students in specific fields. For instance, it can be used as a tool for improving writing skills in English courses.

Srivastava & Singh (2014) blended approaches were more effective for those students who had poor academic results. This is because these students were more likely to have self-limiting beliefs, which rendered them unable to perform well in a traditional classroom.

Mertens, (2011) blended learning was more likely to have a positive impact on learners who had already profited from previous experiences. In addition to this, the impact of such an approach will be greater when it is used with learners who are motivated. However, the study also found that the use of technology did not result in increases in student performance.

Although research has been conducted into the impact of blended learning in classrooms, there is still a lot of research that needs to be conducted. This is because studies have shown that blended learning tends to focus on student tracking and evaluation rather than on pedagogical implications or outcomes. This means that there is still a lot of work needed to be done regarding the ways in which technology can be integrated into the classroom so as to provide for a better educational experience for learners.

Research also indicates that blended learning has had more influence on courses such as accounting, business and marketing than they have had in fields such as physical education and science departments. Because of this, the study highlights the need to create more research that studies the effectiveness of blended learning in subject areas where there has been a greater resistance to its implementation. This is because in these cases, technology is being used as a replacement for teaching methods. Therefore, it is important to research what impact it can have in fields where other teaching methods are already being used.

Additionally, the study also acknowledges that there needs to be more research conducted into what students think about blended learning and how they feel about it. This will help researchers identify areas of improvement within their studies so as to enhance their results and findings. The study also advocates for more research that focuses on how effective blended learning approaches are for learners who are already struggling with academic success.

Objectives of the research

1. To examine the relevance of blended learning in management education.
2. To assess whether blended learning promotes learning among management students.
3. To evaluate the significance of blended learning in promoting student engagement and satisfaction.

Hypotheses

H1: The use of blended learning in management education has a deep impact on student engagement as compared to traditional learning.

H2: The use of blended learning in management education has significant impact on students' satisfaction.

Methodology

1. A survey was written to collect primary data through conducting a questionnaire interview on 136 students. Convenience sampling method was used to collect data from management students.
2. The findings were analysed using one sample T test.
3. The purpose of the study was to find out how blended learning impacts students' engagement and satisfaction in management education. Data were categorized under three parts: (1) Level of Engagement and, (2) Satisfaction
4. Data Collection: The data were collected through the use of questionnaires for a total of 136 management students who are underway in blended learning.

Results

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-25 years	98	72.1	72.1	72.1
	25-30 years	24	17.6	17.6	89.7
	30-35 years	8	5.9	5.9	95.6

	35-40 years	4	2.9	2.9	98.5
	Above 40 years	2	1.5	1.5	100.0
	Total	136	100.0	100.0	

Table 1. Age

72.1% of the respondents belonged to the age group of 18-25 years. 17.6% of the respondents were in the age group of 25-30 years, while 5.9%, 2.9% and 1.5% belonged to the age groups 30-35 years, 35-40 years and above 40 years respectively. Hence, it can be seen that a majority of the respondents belonged to the age group 18-25 years.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	68	50.0	50.0	50.0
	Female	68	50.0	50.0	100.0
	Total	136	100.0	100.0	

Table 2. Gender

The survey had an equal number of male and female respondents. 50% each belonged to the gender categories of male and female respectively.

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
The learning methods adopted in blended learning is a great way to learn any concept.	10	7.4%	12	8.8%	12	8.8%	62	45.6%	40	29.4%
I am doing very well in my studies because of blended learning curriculum and its syllabus design.	9	6.6%	7	5.1%	18	13.2%	65	47.8%	37	27.2%
Blended learning makes study interesting and enjoyable for me.	6	4.4%	12	8.8%	6	4.4%	76	55.9%	36	26.5%
The blended learning approach is helping me have a better time-management skill.	4	2.9%	4	2.9%	12	8.8%	95	69.9%	21	15.4%
I am doing very well in my studies because of blended learning exercise methodologies.	14	10.3%	12	8.8%	19	14.0%	64	47.1%	27	19.9%

Table 3. Student Satisfaction

45.6% of the respondents agreed that the learning methods adopted in blended learning is a great way to learn any concept. 7.4%, 8.8%, and 8.8% of the respondents respectively indicated Strongly Disagree, Disagree, and Neutral opinion regarding this statement. 29.4% of the respondents strongly agreed with this statement.

47.8% of the respondents agreed that they were doing very well in their studies because of blended learning curriculum and its syllabus design. 6.6%, 5.1%, and 13.2% of the respondents respectively indicated Strongly Disagree, Disagree, and Neutral opinion regarding this statement. 27.2% of the respondents strongly agreed with this statement.

55.9% of the respondents agreed that blended learning makes study interesting and enjoyable for them. 4.4%, 8.8%, and 4.4% of the respondents respectively indicated Strongly Disagree, Disagree, and Neutral opinion regarding this statement. 26.5% of the respondents strongly agreed with this statement.

69.9% of the respondents agreed that the blended learning approach is helping them have a better time-management skill. 2.9%, 2.9%, and 8.8% of the respondents respectively indicated Strongly Disagree, Disagree, and Neutral opinion regarding this statement. 15.4% of the respondents strongly agreed with this statement.

47.1% of the respondents agreed that they were doing very well in their studies because of blended learning exercise methodologies. 10.3%, 8.8%, and 14.0% of the respondents respectively indicated Strongly Disagree, Disagree, and Neutral opinion regarding this statement. 19.9% of the respondents strongly agreed with this statement.

Thus, the overall results of the survey suggest that blended learning is a popular and effective approach for studying. Majority of the respondents have agreed that it helps them have better time-management skills, makes their studies interesting and enjoyable, and has helped them do well in their studies. This shows that blended learning can be an effective way to learn new concepts and exercise methodologies by harnessing both online and offline learning experiences. The survey was conducted with equal number of respondents from both male and female categories for better accuracy. The results suggest that blended learning is an effective approach for studying in both the genders.

In conclusion, it can be said that blended learning has proven to be a successful approach towards educating people of all ages. It is a great way to engage learners and helps them develop their skills. The survey results have shown that majority of the respondents find blended learning helpful in their studies and believe it makes their studies interesting and enjoyable. Blended Learning is beneficial to both male and female students, helping them do well in their studies by having better time-management as well as enhancing overall learning experience. Thus, blended learning can be considered an extremely effective tool for engaging learners and teaching complex concepts.

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
I am actively involved in the academic discussions on class blogs and discussion boards.	9	6.6%	17	12.5%	12	8.8%	68	50.0%	30	22.1%
I participate actively in the class discussions using technologies such as Skype, Google hangout, etc.	6	4.4%	8	5.9%	20	14.7%	74	54.4%	28	20.6%
Online assignments motivate me to spend more time on my studies and assignments than before adopting blended learning.	8	5.9%	15	11.0%	9	6.6%	72	52.9%	32	23.5%
I attend classes regularly and available at all times on class forums due to my access to learning materials online	5	3.7%	8	5.9%	12	8.8%	78	57.4%	33	24.3%
I can access the course materials anytime anywhere due to the availability of class discussion forums online	8	5.9%	3	2.2%	18	13.2%	78	57.4%	29	21.3%
I am able to use technology easily in my studies as compared to before adopting blended learning	12	8.8%	1	0.7%	21	15.4%	75	55.1%	27	19.9%
I undertake more self-study time for my assignments due to availability of course material and platforms	10	7.4%	2	1.5%	18	13.2%	77	56.6%	29	21.3%

I can view my previous assignments and study materials on the help centre pages of education system	4	2.9%	4	2.9%	14	10.3%	80	58.8%	34	25.0%
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Table 4. Engagement

50% of the respondents agreed that they are actively involved in academic discussions on class blogs and discussion boards. This suggests that these students are highly engaged in the course materials and activities. However, 6.6% of them strongly disagreed, indicating that there is still room for improvement in terms of engaging with the class material. Additionally, 12.5% of respondents disagreed and 8.8% were neutral on this matter, pointing to a need for further discussion and exploration into how to effectively engage students in online classroom conversations. This data can help instructors create more effective strategies to keep their classes engaged and motivated throughout their studies. By utilizing feedback from students on what they find most engaging in an online environment, instructors can ensure that all learners have a successful academic experience.

Over 54% of the respondents agreed that they take part in class discussions using technologies such as Skype, Google Hangout and other platforms. This suggests that these students are comfortable with utilizing technology for their academic studies. However, 4.4% of them strongly disagreed with this statement, indicating that there is a need to provide more training on how to use online tools effectively in an academic setting. Additionally, 5.9% of respondents disagreed and 14.7% were neutral on this matter, pointing to a need for further discussion and exploration into which tools are best suited to support student learning and engagement in the classroom environment. Instructors can use this data when building curriculums and providing resources for learners so that everyone has access to the same information and resources. This will create an equitable learning environment for all students, regardless of their technological abilities.

Over half of the respondents agreed that online assignment motivate them to spend more time on their studies and assignments than before adopting blended learning. This suggests that utilizing technology as part of their coursework is beneficial for student engagement and motivation. However, almost 6% of them strongly disagreed with this statement, indicating that there is a need to further understand why some students are not being motivated by online assignments. Additionally, 11% of respondents disagreed and 7% were neutral on this matter, pointing to a need for further discussion and exploration into what can be done to support those who are not feeling motivated by online assignments. Instructors can use this data when creating lesson plans and activities so that all learners feel engaged in the learning process. By providing varied resources and activities, instructors can ensure that all learners have the opportunity to succeed.

Over 57% of respondents agreed that they attend classes regularly and are available at all times on class forums due to their access to learning materials online. This suggests that the use of technology for coursework is beneficial for student engagement and motivation. However, 3.7% of them strongly disagreed with this statement, indicating that there is still room for improvement in terms of ensuring students can access learning materials easily and quickly. Additionally, 5.9% of respondents disagreed and 8.8% were neutral on this matter, pointing to a need for further discussion and exploration into how to effectively make resources available to students who may not have reliable internet access or other technological resources in their homes.

More than half of the respondents agreed that they can access course materials anytime and anywhere due to the availability of class discussion forums online. This suggests that using technology for coursework is beneficial for student engagement and motivation. However, 5.9% of them strongly disagreed with this statement, indicating that there is still a need to improve how materials are made available online so that students have reliable and consistent access. Additionally, 2.2% of respondents disagreed and 13.2% were neutral on this matter, pointing to a need for further exploration into how to better utilize online tools in order to ensure equitable access to resources and instruction. By providing all learners with equal opportunities to succeed, instructors can make sure everyone has the same opportunities regardless of their circumstances.

Over 55% of respondents agreed that they are able to use technology easily in their studies as compared to before adopting blended learning. This indicates that the utilization of technology for coursework has been beneficial for student engagement and motivation. However, 8.8% of them strongly disagreed with this statement, suggesting that there is still room for improvement when it comes to making technology more accessible and user-friendly. Additionally, 0.7% of respondents disagreed and 15.4% were neutral on this matter, demonstrating a need for further investigation into how to improve students' experiences with digital platforms and make sure everyone has the same opportunities regardless of their circumstances. By providing

equitable access to quality resources and activities, instructors can ensure that all learners have the opportunity to succeed.

By creating an engaging and accessible blended learning environment, instructors can make sure that everyone has the same chance for success regardless of their circumstances. By providing meaningful activities, effective resources, and equitable access, students are more likely to be motivated and engaged in their coursework. This survey has provided valuable insights into how students perceive blended learning and what they believe should be improved in order to make it even more beneficial for everyone involved. With this data, instructors can make thoughtful changes to their lesson plans in order to create an environment that fosters student engagement and motivation.

Over 56% of respondents agreed that they undertake more self-study time for their assignments due to the availability of course material and platforms. This demonstrates that providing digital resources and materials has been beneficial in increasing student engagement and motivation. However, 7.4% of them strongly disagreed with this statement, indicating that there is still a need to improve how materials are made available online so that students have reliable and consistent access. Additionally, 1.5 % of respondents disagreed and 13.2% were neutral on this matter, pointing to a need for further exploration into how to better utilize online tools in order to ensure equitable access to resources and instruction.

As seen in this survey, over 58% of respondents agreed that they could view their previous assignments and study materials on the help centre pages of the education system. This points to a need for instructors to provide students with reliable access to course materials and resources so that they can review their work whenever they need it. However, 2.9% of them strongly disagreed with this statement, suggesting that there is still room for improvement when it comes to making resources more easily accessible and user-friendly. Additionally, 10.3% were neutral on this matter, demonstrating a need for further investigation into how to better utilize online tools in order to ensure equitable access to resources and instruction.

Testing of Hypotheses

H1: The use of blended learning in management education has a deep impact on student engagement as compared to traditional learning.

	N	Mean	Std. Deviation	Std. Error Mean
I am actively involved in the academic discussions on class blogs and discussion boards.	136	3.6838	1.14634	.09830
I participate actively in the class discussions using technologies such as Skype, Google hangout, etc.	136	3.8088	.97764	.08383
Online assignments motivate me to spend more time on my studies and assignments than before adopting blended learning.	136	3.7721	1.10867	.09507
I attend classes regularly and available at all times on class forums due to my access to learning materials online	136	3.9265	.94776	.08127
I can access the course materials anytime anywhere due to the availability of class discussion forums online	136	3.8603	.97504	.08361
I am able to use technology easily in my studies as compared to before adopting blended learning	136	3.7647	1.06274	.09113
I undertake more self-study time for my assignments due to availability of course material and platforms	136	3.8309	1.02238	.08767
I can view my previous assignments and study materials on the help centre pages of education system	136	4.0000	.86066	.07380

Table 5. One-Sample Statistics

The above table shows that in all cases, the average is above 3.6. Thus the results of the study show a trend towards agreement of all the statements under question. However, one sample T- test was conducted to know if the assumed mean and the actual mean were significantly different.

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
I am actively involved in the academic discussions on class blogs and discussion boards.	6.957	135	.000	.68382	.4894	.8782
I participate actively in the class discussions using technologies such as Skype, Google hangout, etc.	9.648	135	.000	.80882	.6430	.9746
Online assignments motivate me to spend more time on my studies and assignments than before adopting blended learning.	8.121	135	.000	.77206	.5840	.9601
I attend classes regularly and available at all times on class forums due to my access to learning materials online	11.400	135	.000	.92647	.7657	1.0872
I can access the course materials anytime anywhere due to the availability of class discussion forums online	10.289	135	.000	.86029	.6949	1.0256
I am able to use technology easily in my studies as compared to before adopting blended learning	8.391	135	.000	.76471	.5845	.9449
I undertake more self-study time for my assignments due to availability of course material and platforms	9.478	135	.000	.83088	.6575	1.0043
I can view my previous assignments and study materials on the help centre pages of education system	13.550	135	.000	1.00000	.8540	1.1460

Table 6. One-Sample Test

The table shows that the mean differences are positive. The P values are also less than 0.05. With this we can safely reject the null hypothesis and accept that **“The use of blended learning in management education has a deep impact on student engagement as compared to traditional learning.”**

H2: The use of blended learning in management education has significant impact on students' satisfaction.

A one sample T-test was used to check the statistical significance. The results are as follows:

	N	Mean	Std. Deviation	Std. Error Mean
The learning methods adopted in blended learning is a great way to learn any concept.	136	3.8088	1.17072	.10039
I am doing very well in my studies because of blended learning curriculum and its syllabus design.	136	3.8382	1.09016	.09348
Blended learning makes study interesting and enjoyable for me.	136	3.9118	1.02899	.08824
The blended learning approach is helping me have a better time-management skill.	136	3.9191	.78933	.06768
I am doing very well in my studies because of blended learning exercise methodologies.	136	3.5735	1.20267	.10313

Table 7. One-Sample Statistics

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper

The learning methods adopted in blended learning is a great way to learn any concept.	8.057	135	.000	.80882	.6103	1.0074
I am doing very well in my studies because of blended learning curriculum and its syllabus design.	8.967	135	.000	.83824	.6534	1.0231
Blended learning makes study interesting and enjoyable for me.	10.333	135	.000	.91176	.7373	1.0863
The blended learning approach is helping me have a better time-management skill.	13.579	135	.000	.91912	.7853	1.0530
I am doing very well in my studies because of blended learning exercise methodologies.	5.561	135	.000	.57353	.3696	.7775

Table 8. One-Sample Test

At a test value of 3, it can be seen that all the mean differences are positive. The P values are lesser than 0.05 level. This shows that we can safely reject the null hypothesis and accept that **“The use of blended learning in management education has significant impact on students' satisfaction.”**

Conclusion

The survey results show that students have largely benefited from the availability of digital resources and materials. However, there is still a need to improve how materials are made available online in order to ensure equitable access to resources and instruction. By creating an engaging and accessible blended learning environment, instructors can make sure that everyone has the same chance for success regardless of their circumstances. With this data, instructors can make thoughtful changes to their lesson plans in order to create an environment that fosters student engagement and motivation.

Overall, these survey results demonstrate that providing digital resources and materials has been beneficial in increasing student engagement and motivation. However, there is still room for improvement when it comes to making resources more easily accessible and user-friendly. With this data, instructors can make thoughtful changes to their blended learning plans in order to ensure equitable access to resources and instruction for all students involved. By doing so, they can create an environment that encourages student engagement, motivation, and success.

In conclusion, the survey results show that while there is still a need to improve how materials are made available online in order to ensure equitable access to resources and instruction, providing digital resources and materials has largely been beneficial in increasing student engagement and motivation. With these insights gathered from the survey, instructors can make thoughtful changes to their lesson plans in order to create an engaging and accessible blended learning environment for all students involved. This will foster student success and well-being in the long run.

Overall, these survey results show that providing digital resources and materials has been beneficial in increasing student engagement and motivation. However, there is still a need to improve how materials are made available online so that students have reliable and consistent access regardless of their circumstances. With this data, instructors can make thoughtful changes to their blended learning plans in order to ensure equitable access to resources and instruction for all students involved. By doing so, they can create an environment that encourages student engagement, motivation, and success. In sum, these findings demonstrate the importance of creating an engaging and accessible learning environment for students via digital resources and materials. This will foster student success and well-being in the long run.

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