Teaching and learning for Bachelor of business administration online: Challenges and responses

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Abstract

Aim of the Study: The study aims to explore challenges in delivering effective online education for the Bachelor of Business Administration (BBA) program while proposing strategies to mitigate them. It seeks to comprehend the distinct complexities of online business education, offering valuable insights for institutions, instructors, and students to ensure high-quality learning outcomes. ***Design/Methodology:*** The methodology involves identifying multifaceted challenges across technological, pedagogical, administrative, and social domains. Impact analysis on learning experiences and strategies employed by institutions and instructors is conducted, considering viewpoints from students and faculty. ***Practical Implications:*** The study delves into technology-integrated teaching methods and tailored assessment strategies. Ultimately, it aims to provide practical guidelines to enhance online teaching and learning within the BBA context. **Originality/value**: The findings underscore its significant contribution to the broader discourse on effective online education by addressing specific challenges and responses within the Bachelor of Business Administration program. This offers vital insights for educators, institutions, and policymakers seeking to optimize business education in the digital sphere. The study's practical implications span various stakeholders: institutions can revamp curriculum and faculty training; support services can foster student engagement; robust assessment methods and policy frameworks ensure quality online education. It also highlights the adoption of hybrid learning models and innovative teaching approaches.

Keywords: Online education, Business Administration, challenges, responses, teaching and learning methods, policy development.

Introduction

The humanities have been affected by the COVID pandemic in terms of business, economic activities, financial systems, and particularly, the way education is delivered. As a result, educational institutions need to embrace creative teaching techniques to thrive amidst the prevalent health challenges. Alongside conventional teaching approaches and physical attendance in local educational institutions, there's a growing trend of online education, utilizing digital tools, television broadcasts, and independent study groups facilitated through printed materials.

Importance of the study

This study's objective is to elucidate and evaluate the processes undertaken to implement a comprehensive electronic course, alongside examining its impact on student satisfaction and the challenges it confronts. As numerous educational institutions are currently exploring effective e-learning strategies to sustain online education, it is crucial to assess and promote this experience in the current context.

The government has adopted this new trend of practices to ensure the safety and well-being of educators, parents, and students. This decision is underscored by global health concerns, including the World Health Organization's observation that depression was already a widespread issue, particularly in Southeast Asia, prior to the pandemic. Additionally, the World Health Organization has reported a significant increase in mental health issues since the pandemic's onset.

Education has consistently taken precedence in the discussions of international regulatory bodies, highlighting the importance of advancing education despite ongoing health challenges. These bodies unanimously endorse the positive impacts of online distance learning during these unprecedented times.

While live online classes are feasible, they lack in-person interaction. Students are provided access to a Virtual Learning Environment (VLE), hosting online courses with recorded lectures, learning resources, e-books, and digital libraries using platforms such as Moodle, Microsoft Teams, or Blackboard Collaborate. The VLE not only facilitates communication but also fosters interactive learning through features like discussion boards, group projects, and quizzes.

Existing research has previously highlighted numerous challenges associated with online distance learning, including issues with internet connectivity, data usage, device accessibility, disruptive environments, financial constraints, technical glitches, reduced interpersonal interaction, unclear course expectations, time

management, and uncertainty about the future. Technological problems have also been identified that hinder the teaching-learning process.

It has been suggested that efforts should be directed towards improving the quality of emergency virtual courses and recognizing the benefits of online learning during crises. Disparities in virtual learning, such as inadequate workspace, accommodation, and suitable technology, have been found. Crafting curriculum-relevant and engaging content poses a challenge, especially in the current fully digital learning landscape. Given this complex learning environment, the study's authors recognized the importance of addressing the objectives outlined in this paper. The study aims to depict the real-time challenges and responses faced in an online distance learning setup for Bachelor of Business Administration students at the Higher Institute of Computer and Business Administration in Alzarka – Damietta.

Objectives of the study:

This study tried is to comprehensively examine the challenges encountered and the strategies employed in online teaching and learning for the Bachelor of Business Administration (BBA) program, with the ultimate goal of enhancing the quality and effectiveness of online education.

The main objectives for that were:

- ➢ To Identify Key Challenges: Identify and document the primary challenges faced by both students and instructors in the online BBA program.
- ➢ Explore challenges related to engagement, communication, technical issues, assessment, and time management.
- ➢ To Evaluate Implemented Strategies: Assess the strategies and responses that have been put in place to address the identified challenges.
- ➢ Examine the effectiveness of these strategies in mitigating the challenges and enhancing the online learning experience.
- ➢ Investigate the experiences and perceptions of BBA students regarding online learning challenges and the usefulness of implemented strategies.
- ➢ Understand how students adapt to the online learning environment and whether these strategies contribute to their success.
- ➢ To Explore Instructor Perspectives: Explore the viewpoints of BBA instructors regarding the challenges they encounter while teaching online.

- ➢ Gain insights into the strategies instructors employ to overcome these challenges and facilitate effective learning.
- ➢ To Analyze Technological Facilitation: Examine the role of technology in supporting online teaching and learning in the BBA program.
- ➢ Investigate the extent to which technological tools aid in addressing challenges and promoting engagement.
- ➢ To Provide Best Practice Recommendations: Synthesize the findings to provide evidence-based recommendations for enhancing online teaching and learning in the BBA program.
- ➢ Develop a set of best practices that can be applied by educational institutions to optimize online education delivery.
- ➢ To Contribute to the Knowledge Base: Add to the existing body of knowledge by generating insights into the challenges and responses specific to the BBA program's online learning context.
- ➢ Enhance the understanding of effective strategies for overcoming challenges in online education.
- ➢ To Inform Institutional Policy:
- ➢ Offer insights that can inform institutional policies related to online education in the BBA program.
- ➢ Provide data-driven recommendations that can guide decision-making and resource allocation for online education initiatives.

The Paradigm of the Study

The study showed the dependent and independent variables (Figure 1). The independent variable was the online distance learning environment as the education platform of while their academic performances greatly depended on it.
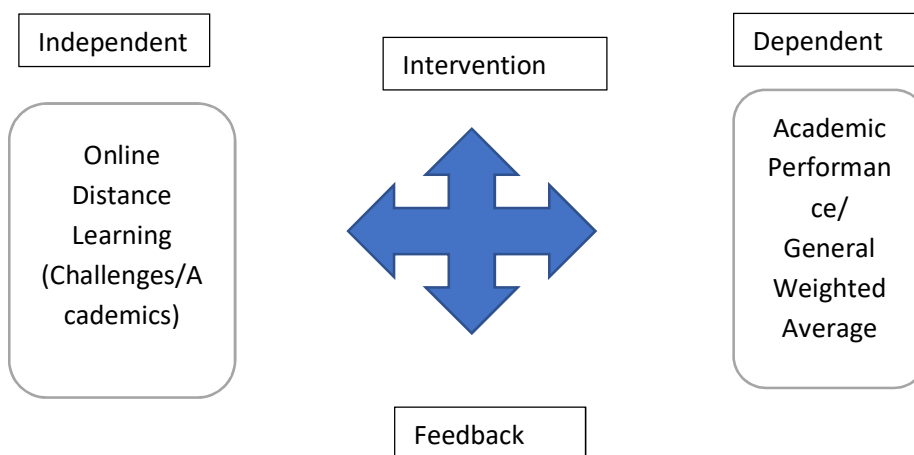
Figure 1: the relation between different education variables

Hypothesis

Null Hypothesis (H0): The implementation of specific strategies and responses does not have a significant impact on mitigating challenges in online teaching and learning for the BBA program.

Alternative Hypothesis (Ha): The implementation of specific strategies and responses has a significant impact on mitigating challenges in online teaching and learning for the BBA program.

Systematic Reviews of Distance Education and Online Learning Research

With the rise of the internet and the global proliferation of the Coronavirus, remote learning has undergone a significant shift from traditional offline methods to online platforms, establishing itself as a prevailing mode of education on a global scale. Existing research on distance learning and web-based education has been extensively examined in reviews conducted by Tallent-Brooks et al. (2006), Berge and Mrozowski (2001), and Zawacki-Richter et al. (2009), covering the period between 2000 and 2008.

The contents of Table 1 illustrate the subjects scrutinized in prior systematic reviews of research on online learning. Although specific themes reappear consistently across these reviews, new topics have also surfaced. Despite the presence of evaluations conducted in the 1990s and early 2000s, a comprehensive review encompassing a broad spectrum of research themes in online education over the past decade has been lacking. Thus, there arises a necessity for this systematic review to illuminate the research themes prevalent in online education, spanning the years 2009 to 2018. The subsequent sections delve deeply into the analyses of these systematic review studies.

Table 1. Comparison of online learning research themes from previous studies.

	1990–1999 (Berge & Mrozowski, 2001)	**1993–2004 (Tallent-Runnels et al., 2006)**	**2000–2008(Zawacki-Richter et al.,2009)**
Most Number of Studies	•Design issues •Learner characteristics •Strategies to increase interactivity and active learning	•Course environment •Learner outcomes	•Interaction and communities of learning •Instructional design •Learner characteristics

Lowest Number of Studies	•Cost-benefit tradeoffs •Equity and accessibility •Learner support	•Learner Characteristics •Institutional and administrative factors	•Management and organization •Research methods in DE and knowledge transfer, •Globalization of education and cross-cultural aspects •Innovation and change •Costs and benefits

1- Distance education research themes :

Berge & Mrozowski, 2001:

Berge and Mrozowski (2001) conducted an extensive survey of 890 research articles and abstracts of theses related to distance education spanning from 1990 to 1999. The researchers selected four prominent journals in the field of distance education for their analysis: the American Journal of Distance Education, Distance Education, Open Learning, and the Journal of Distance Education.

Their study coincided with the timeframe covered by the Tallent-Brooks et al. (2006) investigation. Berge and Mrozowski (2001) categorized the articles according to the ten research themes on distance education issues identified by Sherry (1996). These themes encompassed a range of topics, including redefining the roles of teachers and students, technologies employed, design challenges, strategies for promoting learning, characteristics of students and support systems, issues related to administration and policies, accessibility and equity, as well as costs and benefits.

Tallent-Runnels et al., 2006:

Tallent-Brooks et al. (2006) undertook a study spanning the years 1993 to 2004, focusing on research related to internet-based education. In their analysis, they reviewed 76 articles that specifically centered around web-based instructional methods. They employed five different datasets—ERIC, PsycINFO, Content First, Education Full Text, and Wilson Select—to gather the research articles for evaluation.

The study categorized their examination into four distinct areas: course environment, student performance, student characteristics, and institutional and regulatory factors. The principal category, labeled "course environment" by the authors (n = 41, 53.9%), is an expansive subject encompassing various aspects such as

classroom culture, support mechanisms, factors influencing achievement, internet connectivity, and assessment methods.

Zawacki-Richter et al., 2009:

Incorporating the Delphi approach for regional categorization, Zawacki-Richter et al. (2009) conducted an in-depth review of 695 papers related to distance education spanning the years 2000 to 2008. They selected research contributions from five prominent journals in the field: Open Learning, Distance Education, American Journal of Distance Education, Journal of Distance Education, and the International Review of Research in Open and Distributed Learning. These journals collectively covered a wide spectrum of research in distance education.

Through their review, Zawacki-Richter et al. (2009) focused on identifying the primary research themes and pinpointing gaps within the literature on distance learning. These three comprehensive systematic reviews together offer a holistic comprehension of the research topics in online learning and distance education from 1990 to 2008.

However, it's important to acknowledge that there has been a significant increase in the volume of research on e-learning over this extended period. Hence, gaining insights into the recent research themes is crucial. Online learning research has been categorized into twelve distinct assessment subjects, encompassing areas such as student characteristics, instructor attributes, course and program design, support mechanisms, engagement, evaluation, technological advancements, accessibility, cultural considerations, value, ethics, leadership, methodology, and management (Educ and Hung, 2012). These assessment categories are built upon previous systematic reviews (Berge and Mrozowski, 2001; Tallent-Brooks et al., 2006; Zawacki-Richter et al., 2009).

Methodology

- ❖ Research Design: This study adopts a mixed-methods research design, combining quantitative and qualitative data collection methods to provide a comprehensive understanding of challenges and responses in online teaching and learning within the Bachelor of Business Administration (BBA) program.
- ❖ Data Collection:Quantitative Phase:

Survey Development: A structured online survey will be developed to gather quantitative data from BBA students and instructors. The survey will include questions about challenges faced in online learning, effectiveness of implemented strategies, and overall satisfaction.

Sampling: A purposive sampling approach will be used to select a diverse group of BBA students and instructors who have experienced online education. A sample size of at least 200 participants will be targeted.

Data Collection: The survey will be administered electronically to participants, with a focus on obtaining responses that accurately reflect their experiences and perceptions.

❖ Qualitative Phase:

In-depth Interviews: Semi-structured interviews will be conducted with a subset of participants, including both students and instructors. These interviews will allow for deeper exploration of individual experiences, challenges, and the impact of strategies.

Sampling: Participants for qualitative interviews will be selected based on survey responses, ensuring a range of perspectives and experiences are represented.

Data Collection: Interviews will be conducted remotely via video conferencing tools, audio-recorded, and transcribed for analysis.

Data Analysis:Quantitative Analysis:

- Descriptive Analysis: Quantitative survey data will be analyzed descriptively to characterize the challenges faced and the perceived effectiveness of strategies.
- Inferential Analysis: Inferential statistical techniques such as t-tests, ANOVA, and regression analysis will be employed to examine relationships between variables, such as the impact of strategies on mitigating challenges.
- Qualitative Analysis:
- Thematic Analysis: Qualitative interview data will be analyzed using thematic analysis. Transcripts will be coded to identify recurring themes related to challenges, experiences, and the effectiveness of strategies.
- Cross-Case Analysis: Comparisons will be made across cases to identify patterns and variations in experiences among different participants.

Integration of Findings: Quantitative and qualitative findings will be integrated to provide a comprehensive understanding of the challenges faced and the efficacy of strategies in online teaching and learning for the BBA program. Triangulation will be employed to validate and enhance the credibility of the findings.

Significance: This mixed-methods approach will yield a rich and nuanced understanding of the challenges and responses in online teaching and learning in the BBA program. The findings will inform educational institutions, instructors, and policymakers on effective strategies to enhance the online learning experience and address challenges effectively.

Platform overview

The Moodle platform, the industry-leading E-learning platform and one of the greatest E-learning environments, is becoming more and more well-known globally and is used by several academic and educational institutions. Being a free and open source platform sets the Moodle platform apart.

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How the educational platform works

The foundation of Moodle's philosophy is the idea that the information that is given to a student helps him build knowledge in his mind. The teacher's job is to establish an educational atmosphere that encourages the learner (the recipient) to increase his knowledge as a result of his experiences and credentials. This educational perspective is distinct from traditional education, where the teacher determines what will be taught and what the student will know.

There are many languages supported by the Moodle platform, including English, French, Italian, German, and Spanish. When picking Arabic as the language on the website, several goods are made available in that language as well.

The Moodle learning management system enables students to take tests online. As soon as students turn in their electronic examinations, faculty members can rapidly and easily award grades. The same goes

for Moodle, which makes it possible for students to readily access courses, information, private databases, and anything else relevant to exam procedures and student affairs.

The Moodle E-learning system allocates a special account for the institute, and the members (users) in this account have the following types:

- ❖ Admin manager for the Moodle account.
- ❖ Teacher.
- ❖ Student.

Each of these users has a specific role and certain powers in the educational institution's account within the Moodle virtual learning platform.

Moodle e-learning platform features:

- ❖ Permits users to access the learning materials
- ❖ The ability to obtain course materials and files Carrying out the activities
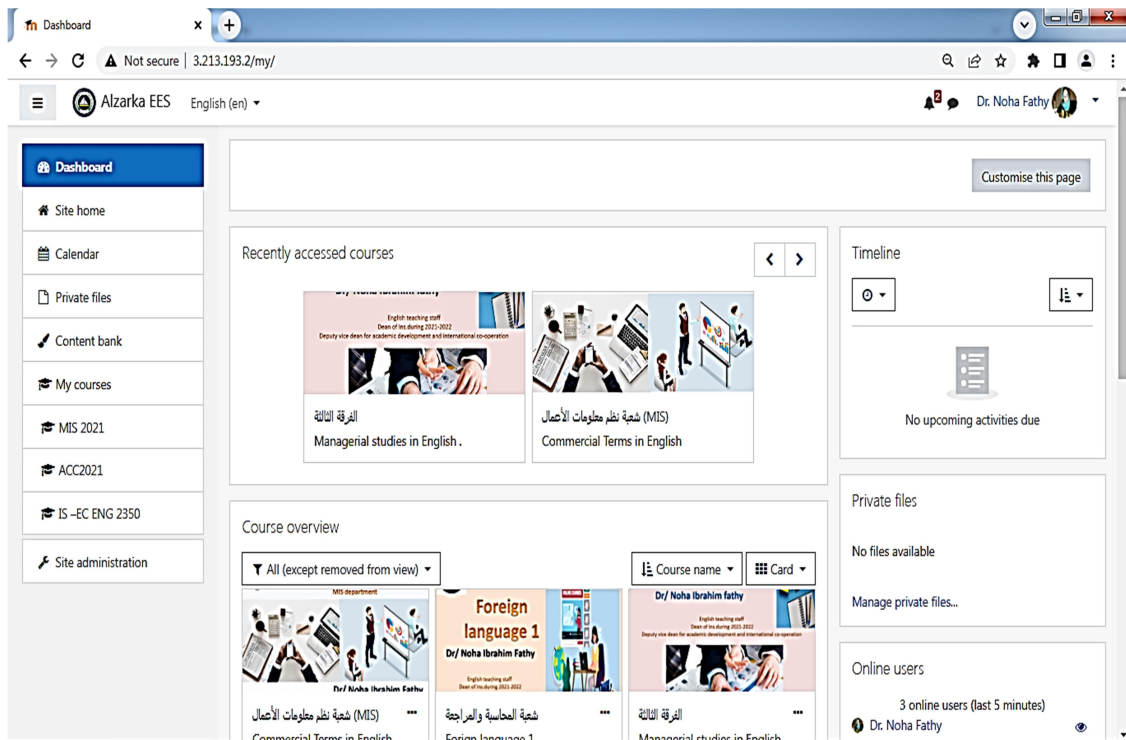- ❖ Access to databases

The following is a review of Moodle screens, the e-learning platform at the Higher Institute of Computer and Business Administration
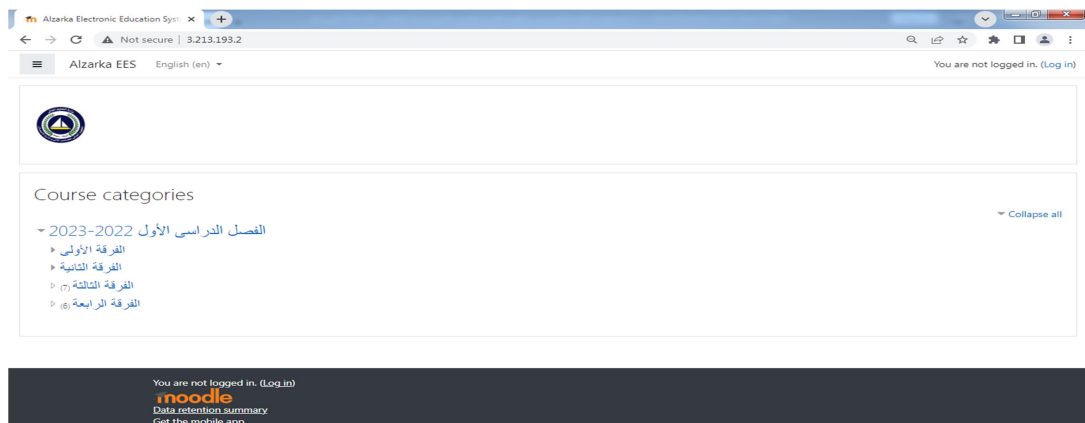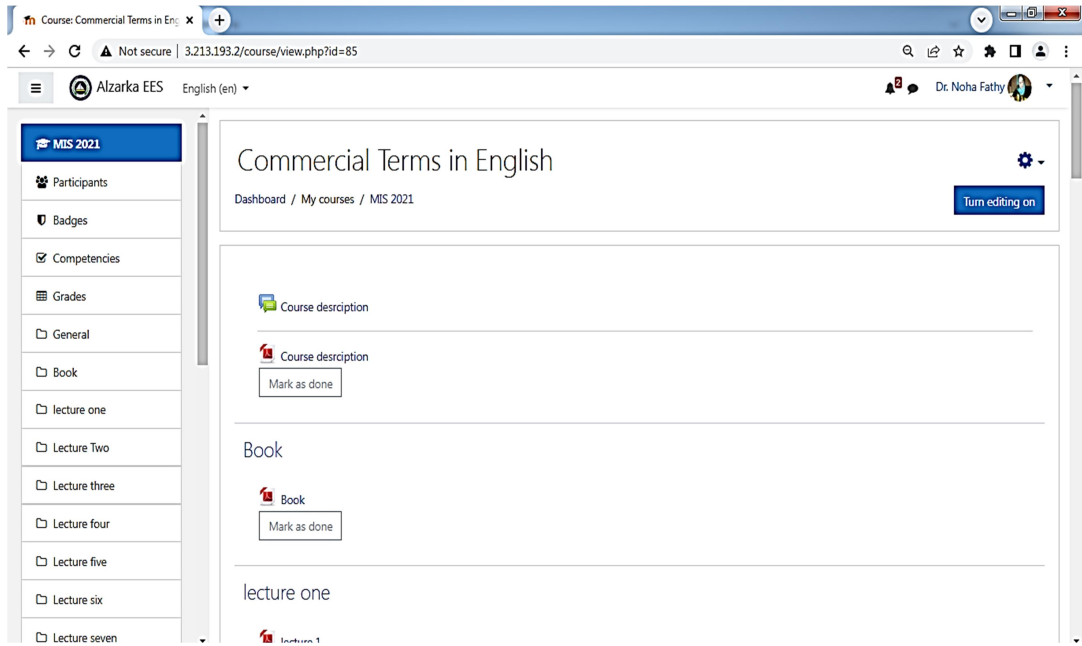

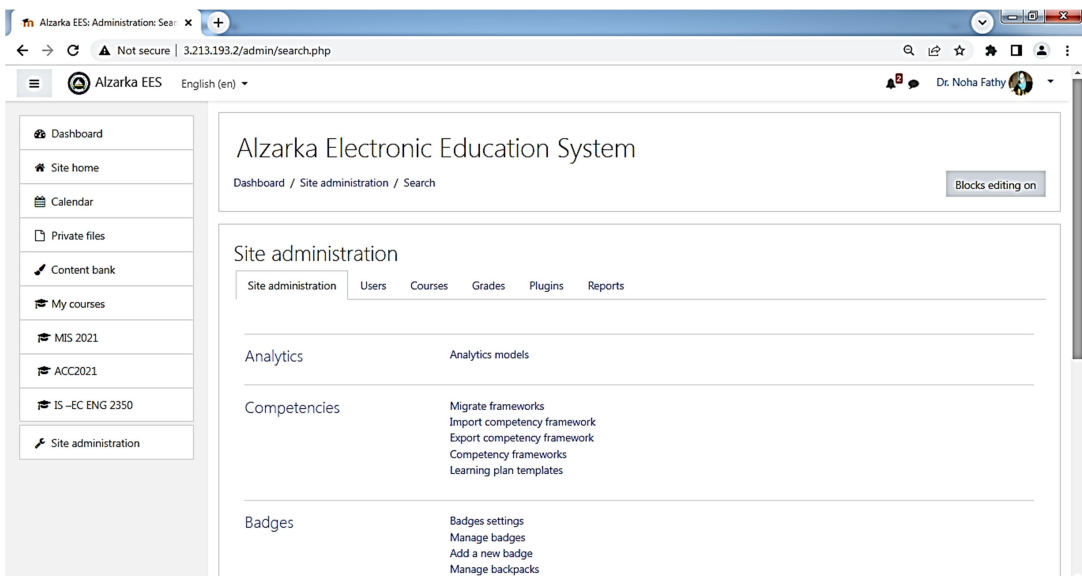**Figure 2 :** Main interface for the educational platform
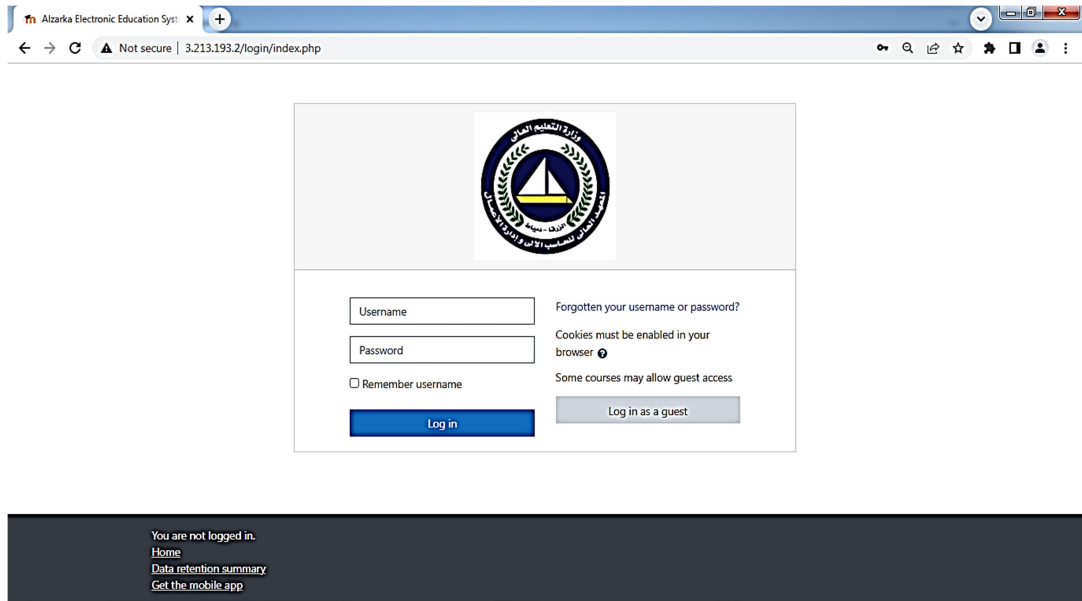
Figure 3: User information screen for log in learning system

Figure 4: Courses interface for access to navigate

Figure 5: Content of a studying course

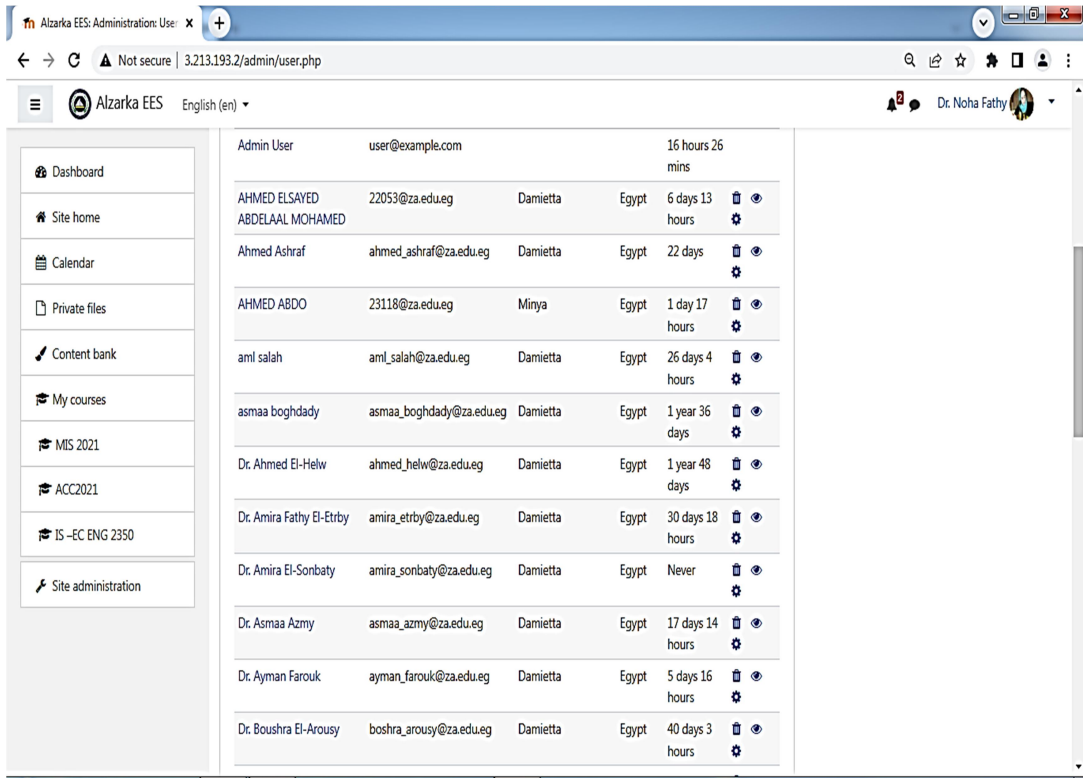**Figure 6:** Site administration interface
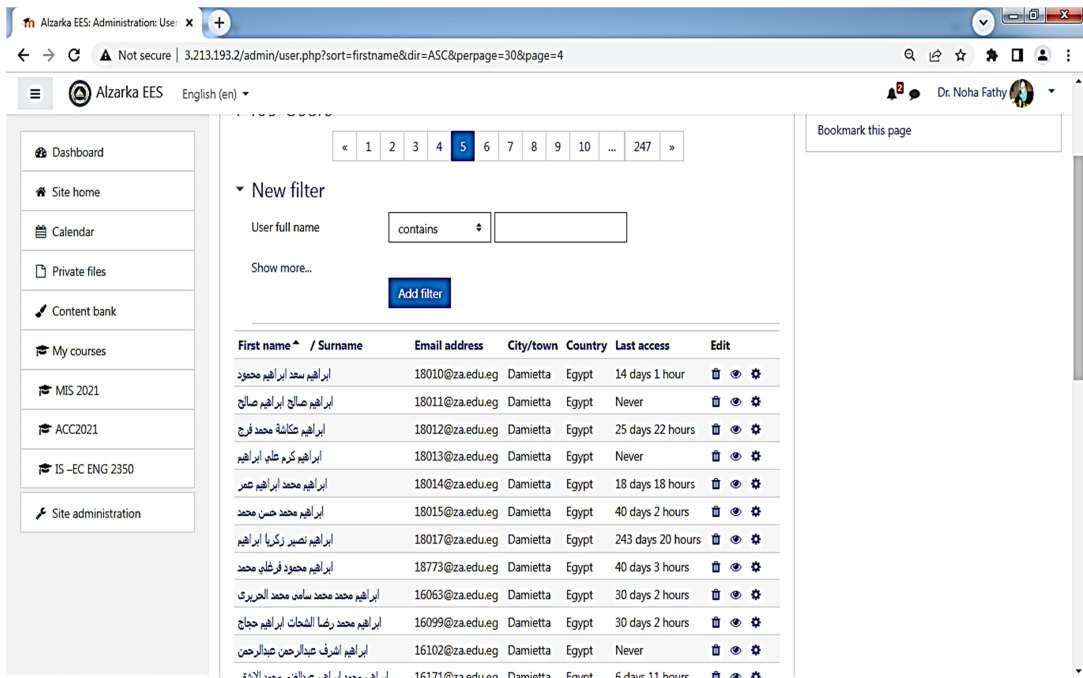
Figure 7: Staff Users can access the platform
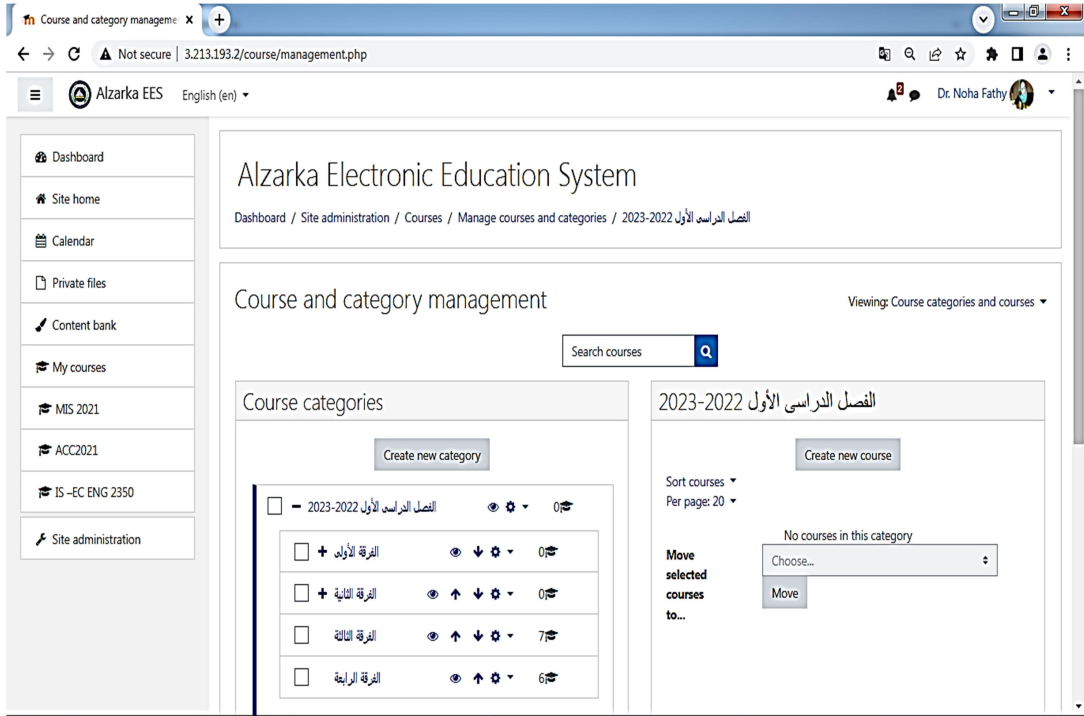

Figure 8: Students Users can access the platform
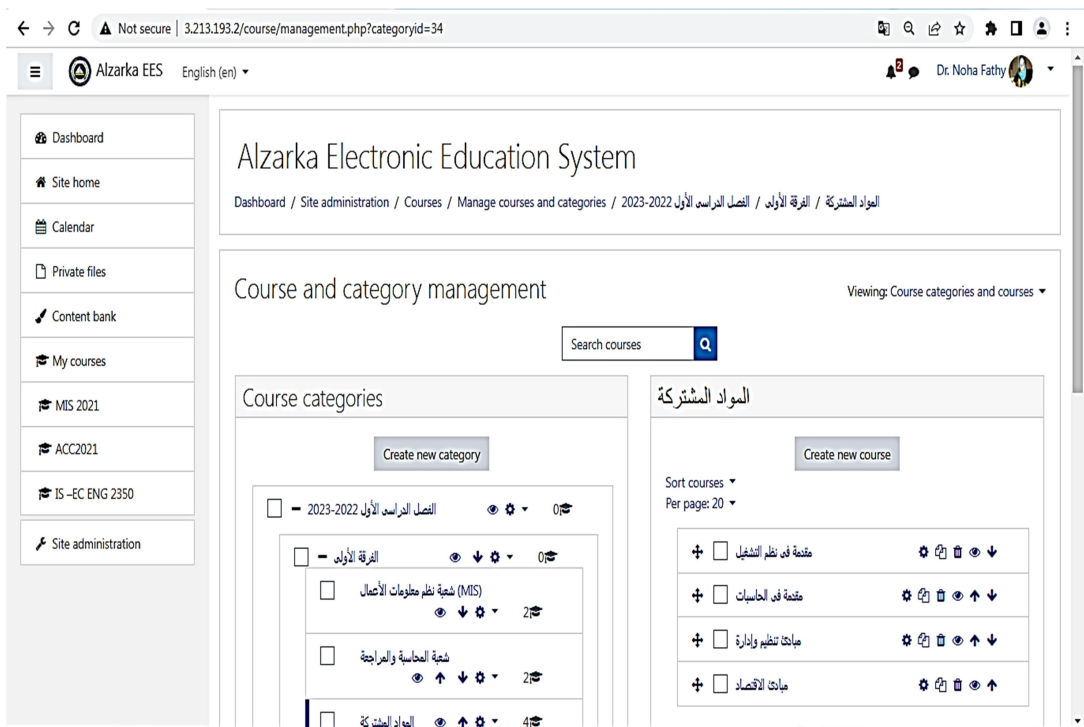
Figure 9: Grades administration interface
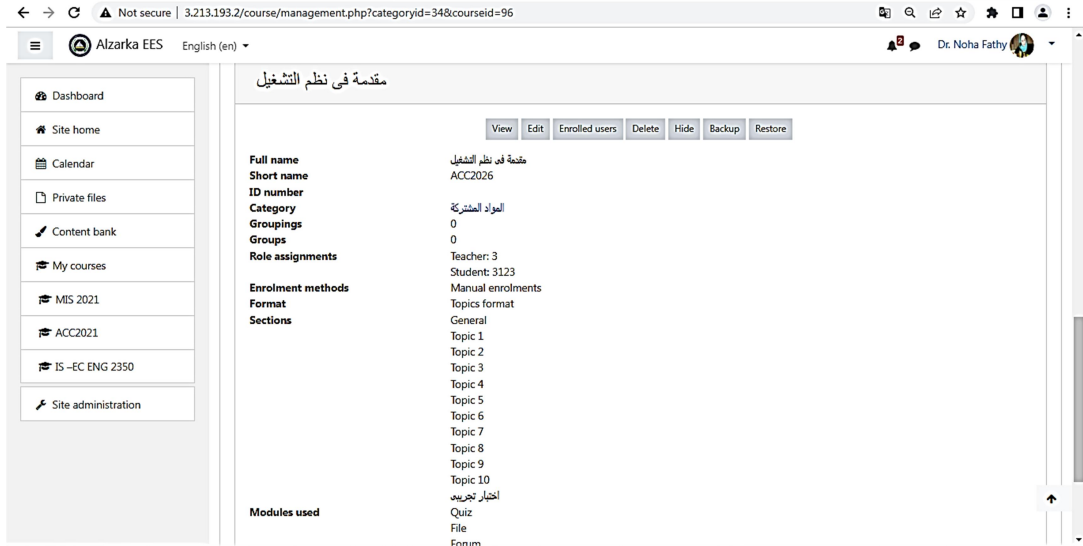

Figure 10 : Control dashboard for courses
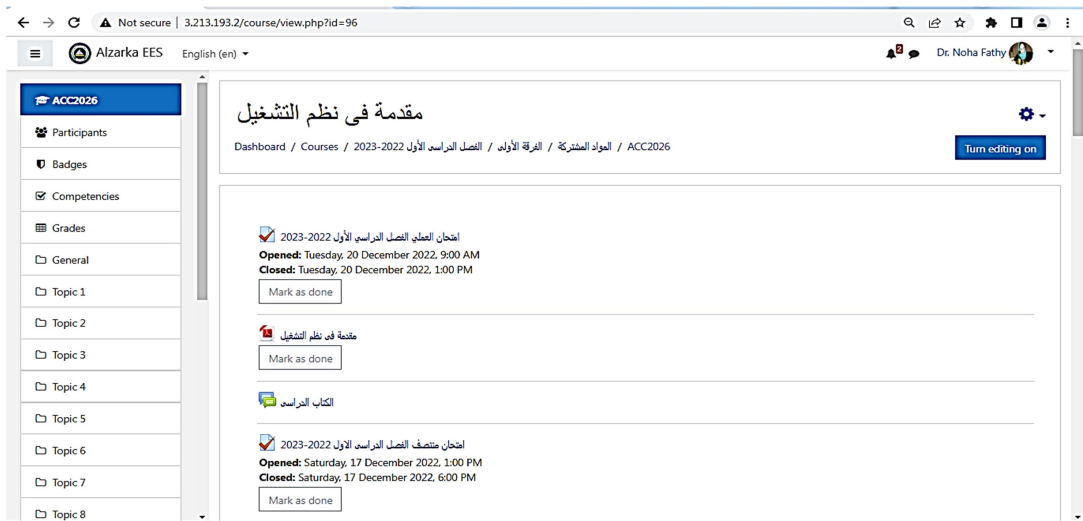
Figure 11: Course administration interface

Figure 12: course content interface

Figure 13: Students' test grades

Figure 14 : Electronic test interface

Summary of Key Information of the Courses

Since you are the most significant components of the educational system and everyone strives to give you the best possible service, the Skills Development Unit is interested in learning your opinions about the quality of services you received during your time studying at the Institute. This is especially true with regard to the use of distance learning techniques. Please read the following questionnaire in its entirety and mark the boxes that best reflect your level of agreement with each statement using the answer degrees indicated below.

s	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1	Are you satisfied with the supportive academic and digital services provided by the Institute in the field of information and communication technology?	34	55	13	2	3
2	Availability of all technical capabilities and facilities that helped transfer and communicate knowledge through distance education	33	48	14	8	4
3	Difficulty in communication, interaction and discussion within the virtual classroom, which affects my acquisition of the targeted knowledge and skills	23	33	17	22	11
4	Adaptation of the evaluation methods and methods used with the nature of distance education and learning	29	48	16	8	6
5	Lack of knowledge of some members of the teaching staff and the supporting staff on how to deal and use electronic educational platforms	20	32	15	28	11
6	Ease of communication and contact with faculty members after the end of the lecture to inquire about unclear aspects related to the content of the lecture	35	46	17	3	6
7	Distance teaching allowed me to review the lessons easily and easily through the lessons recorded by the course instructor	38	39	19	8	4
8	Difficulty communicating and communicating with the institute's technical support staff to solve technical problems facing students	24	32	8	30	12
9	Not making the most of distance learning opportunities due to distractions from noises from my surroundings such as noisy neighbors, barking dogs, and some vehicle noises	17	31	16	29	13
10	Insufficient time for the remote lecture so that there is an opportunity for discussion and answering inquiries	20	37	13	25	10

s	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
11	Distance education technology (hybrid education) contributes effectively to the success of the educational process	38	43	17	4	5
12	In general, I believe that distance education is an effective alternative to traditional (face-to-face) education.	39	35	17	8	8

Reliability

Notes

Output Created		
Comments		
Input	Data	
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	109
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.

Syntax		RELIABILITY
		/VARIABLES=
		/SCALE('ALL VARIABLES') ALL
		/MODEL=ALPHA
		/STATISTICS=DESCRIPTIVE ANOVA
		/SUMMARY=MEANS VARIANCE COV CORR.
Resources	Processor Time	00:00:00.016
	Elapsed Time	00:00:00.011

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	108	99.1
	Excluded[a]	1	.9
	Total	109	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha[a]	Cronbach's Alpha Based on Standardized Items	N of Items
.000	.769	13

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

21

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	1.069E9	3.074	1.389E10	1.389E10	4.519E9	1.485E19	13
Item Variances	2.320E7	.848	3.016E8	3.016E8	3.555E8	6.996E15	13
Inter-Item Covariances	-376.335-	-3766.150-	1.068	3767.218	.000	946370.075	13
Inter-Item Correlations	.204	-.198-	.788	.986	-3.991-	.072	13

ANOVA

		Sum of Squares	df	Mean Square	F	Sig
Between People		2.482E9	107	2.319E7		
Within People	Between Items	1.924E22	12	1.603E21	6.912E13	.000
	Residual	2.979E10	1284	2.320E7		
	Total	1.924E22	1296	1.485E19		
Total		1.924E22	1403	1.371E19		

Grand Mean = 1068660164.53

Discussion:

The transition from traditional classroom-based education to online learning has been accelerated by various factors, including technological advancements and the impact of events like the COVID-19 pandemic. This shift has been particularly pronounced in higher education programs such as the Bachelor of Business Administration (BBA), which has necessitated a reconsideration of teaching and learning approaches. In this discussion, we will explore the challenges encountered and the responses formulated when delivering BBA courses through online platforms.

Challenges in Online BBA Education:

❖ Engagement and Interaction: Online learning can lead to reduced student engagement and interaction compared to face-to-face settings. The absence of in-person interactions can hinder meaningful student-teacher and student-student discussions, potentially affecting the depth of learning.

❖ Technical Barriers: Students may encounter technical difficulties such as poor internet connectivity, limited access to required software, or inadequate hardware. These barriers can impede the learning process and create frustration.

❖ Lack of Personalization: Online courses may struggle to provide the same level of personalized attention that traditional classrooms offer. Tailoring content to individual student needs can be challenging, impacting the effectiveness of instruction.

❖ Assessment Authenticity: Ensuring the authenticity of assessments in an online environment can be difficult. Preventing plagiarism and cheating while maintaining fair evaluation methods requires careful consideration.

❖ Time Management: Online learning demands strong time management skills from students. Juggling coursework with other responsibilities can be overwhelming, leading to potential burnout.

❖ Responses and Strategies:

❖ Interactive Online Platforms: Implementing interactive online platforms that facilitate real-time discussions, group activities, and virtual office hours can help replicate the engagement of in-person classrooms.

❖ Technical Support: Providing robust technical support to students can mitigate technical barriers. Clear guidelines for software usage and hardware requirements can also be helpful.

❖ Personalized Learning Paths: Utilizing learning analytics and adaptive technologies, educators can tailor learning paths for individual students, addressing their strengths and weaknesses.

❖ Varied Assessment Methods: Designing a variety of assessment methods, such as open-book exams, project-based assessments, and peer evaluations, can promote authenticity and discourage cheating.

❖ Time Management Guidance: Offering guidance on effective time management and study strategies can help students balance their academic commitments with other responsibilities.

❖ Clear Communication: Consistent and transparent communication between instructors and students is vital. Setting clear expectations, deadlines, and guidelines for communication can enhance the learning experience.

❖ Continuous Professional Development: Educators should undergo continuous training to adapt their teaching methods to the evolving landscape of online education. Sharing best practices and learning from peers can foster innovation.

Hypothesis Testing

To test the hypothesis, a mixed-methods approach will be employed. Data will be collected from both students and instructors within the BBA program who have experienced online teaching and learning. The study will involve the following steps:

Survey Development: A survey will be designed to gather quantitative data on the challenges students and instructors face in the online BBA program and the effectiveness of the strategies and responses implemented to address these challenges.

Sampling: A representative sample of BBA students and instructors will be selected for participation in the study.

Data Collection: Participants will be asked to complete the survey, providing information on their experiences with online teaching and learning, the challenges they've encountered, and their perception of the effectiveness of the responses in addressing these challenges.

Data Analysis: Quantitative data from the survey will be analyzed using appropriate statistical methods. Descriptive statistics will be used to characterize the challenges and responses, and inferential statistics (such as t-tests or ANOVA) will be conducted to assess the significance of the relationship between the implementation of strategies and the reduction of challenges.

Qualitative Data Collection: In addition to the survey, qualitative data will be collected through open-ended questions, allowing participants to provide more detailed insights into their experiences.

Qualitative Data Analysis: Qualitative data will be analyzed using thematic analysis. Themes will be identified from participants' responses to gain a deeper understanding of their perceptions and experiences.

Expected Outcome:

If the analysis reveals a statistically significant relationship between the implementation of strategies and the reduction of challenges in online teaching and learning for the BBA program, the null hypothesis will be rejected in favor of the alternative hypothesis. This would suggest that the specific strategies and responses have a positive impact on addressing challenges in online education.

The hypothesis testing provide empirical evidence regarding the effectiveness of strategies and responses in mitigating challenges in online teaching and learning within the BBA program. The results of the study can inform educational institutions and instructors about the best practices for enhancing the online learning experience and adapting to the evolving landscape of education.

Conclusion

while online learning for Bachelor of Business Administration programs presents unique challenges, it also offers opportunities for innovation and flexibility. Addressing these challenges through

strategic responses will ultimately contribute to a more effective and engaging online learning experience, enabling students to successfully complete their BBA education while adapting to the demands of a digital era.

<u>**Recommendation**</u>

- ➢ **Continuous Professional Development:** Educators should undergo regular training and workshops focused on online teaching methodologies, technology usage, and effective communication in the digital learning environment. This will ensure that instructors are equipped with the latest skills and strategies to engage students effectively online.

- ➢ **Personalized Learning Paths:** Implement adaptive learning technologies that can track students' progress and adapt course content based on their strengths and weaknesses. This approach can enhance engagement and ensure that each student's learning needs are addressed.

- ➢ **Robust Technical Support:** Establish a dedicated technical support team to assist students and instructors with any technical issues they may encounter during online learning. Clear guidelines for software and hardware requirements should be provided to minimize disruptions.

- ➢ **Interactive Platforms and Activities:** Utilize virtual collaboration tools and platforms that encourage active student participation, group discussions, and peer interactions. Incorporate interactive activities such as group projects, case studies, and online simulations to enhance engagement.

- ➢ **Clear Communication Channels:** Establish clear communication channels and protocols between instructors and students. Timely responses to queries, regular announcements, and well-organized communication platforms will create a sense of community and keep students informed.

- ➢ **Strategic Assessment Methods:** Employ a variety of assessment methods that promote critical thinking and application of knowledge. Incorporate open-book exams, real-world case analyses, and reflective assignments to assess students' understanding effectively.

- ➢ **Time Management Guidance:** Provide students with resources and workshops on effective time management and study skills in the online learning environment. Encourage self-discipline and the creation of structured study routines.

- ➢ **Regular Feedback Mechanisms:** Implement regular surveys and feedback mechanisms to gauge student satisfaction with online courses and identify areas for improvement. Instructors can use this feedback to refine their teaching methods and adapt to student preferences.

- ➢ **Inclusive and Accessible Content:** Ensure that all course materials, including videos, documents, and presentations, are accessible to students with diverse needs. Accommodate different learning styles and preferences by providing content in various formats.

- ➢ **Ongoing Evaluation:** Continuously evaluate the effectiveness of the implemented strategies by analyzing student performance, engagement levels, and feedback. Make necessary adjustments based on the outcomes to optimize the online learning experience.

- ➢ **Collaborative Faculty Development:** Foster a culture of collaboration among faculty members by encouraging the sharing of successful practices and lessons learned. Regular faculty meetings and knowledge-sharing sessions can contribute to collective improvement.

- ➢ **Empower Student Ownership:** Encourage students to take ownership of their learning journey by setting goals, monitoring their progress, and actively participating in discussions. Promote a sense of responsibility and autonomy.

By implementing these recommendations, educational institutions offering the Bachelor of Business Administration program can enhance the quality of online teaching and learning, fostering a supportive and engaging virtual learning environment for both students and instructors.

Limitations and future Research

Limitations

- • **Sample Size:** The study's findings may be limited by the size of the sample. A larger and more diverse sample could yield more comprehensive insights into the challenges and responses in online teaching and learning for the Bachelor of Business Administration program.

- • **Contextual Factors:** The study's results might be influenced by specific institutional, cultural, or regional factors that could affect the generalizability of the findings to other educational settings.

- • **Self-Report Bias:** The data collected through surveys and interviews could be subject to self-report bias, where participants may provide socially desirable responses or fail to recall specific challenges accurately.

- • **Time Constraints:** The study's timeframe may limit the ability to capture the long-term effects of the implemented strategies and responses. Longer-term follow-up studies could provide a more complete understanding of their sustained impact.

- **Technology Access:** Participants' varying levels of technology access and proficiency could impact their experiences with online learning. This may not fully represent the experiences of all students or instructors, especially those with limited technology resources.

Future Research:

- **Longitudinal Studies:** Conduct longitudinal studies to assess the long-term effectiveness of strategies and responses in online teaching and learning. This would provide insights into how these approaches evolve and adapt over time.

- **Comparative Studies:** Compare the experiences and outcomes of online learners with those of traditional face-to-face learners within the same BBA program. This could help identify the unique benefits and challenges of each mode of education.

- **Instructor Training:** Investigate the impact of specific types of instructor training on the success of online teaching. Assess the effectiveness of different training approaches in improving instructors' ability to address challenges effectively.

- **Student Perspectives:** Explore in-depth the experiences and perceptions of students regarding online learning challenges and responses. Qualitative studies could offer deeper insights into how students navigate these challenges and respond to the strategies in place.

- **Cultural Considerations:** Examine how cultural differences influence the challenges faced and the effectiveness of responses in online learning. Comparative studies across different cultural contexts could shed light on the cultural implications of online education.

- **Technological Innovations:** Investigate the integration of emerging technologies, such as artificial intelligence and virtual reality, in mitigating challenges and enhancing the online learning experience.

- **Pedagogical Approaches:** Explore the impact of various pedagogical approaches, such as flipped classrooms, peer mentoring, and experiential learning, on addressing challenges in online education.

- **Learning Analytics:** Utilize learning analytics to track student engagement, performance, and behavior patterns in online courses. This could offer insights into the effectiveness of strategies and identify areas for improvement.

- **Parent and Guardian Involvement:** Investigate the role of parents and guardians in supporting students' online learning experiences, especially for younger learners in the BBA program.

- **Impact on Employability:** Assess the impact of online learning experiences on students' employability skills, given the importance of skills like adaptability and digital literacy in the current job market.

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