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REIMAGINING MANAGEMENT EDUCATION: A REVIEW OF STUDENT EXPERIENCE AND EVALUATION IN THE POST-PANDEMIC ERA

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ABSTRACT

This review synthesizes empirical studies published between 2020 and 2023 in leading management and commerce journals, focusing on the evaluation of student experience in postgraduate management education during and after the COVID-19 pandemic. With a focus on evidence from journals such as Elsevier, MDPI, Wiley, Springer, and Emerald, the review examines how the constructs of satisfaction, engagement, and educational effectiveness have evolved in light of online and hybrid learning environments. The selected studies utilize rigorous methodologies including structural equation modeling (SEM), confirmatory factor analysis (CFA), sentiment analysis, and explainable machine learning to capture multidimensional student experiences. Core findings reveal that factors such as teaching presence, technological infrastructure, ESG values, emotional support, and student agency significantly impact satisfaction and loyalty. The review identifies a paradigmatic shift from traditional performance metrics to more holistic, learner-centered models of evaluation. These insights hold value for educators, academic leaders, and policy makers seeking to adapt to post-pandemic educational expectations with a focus on well-being, digital literacy, and sustainable engagement in management education.

Keywords: Management education, Student experience, Post-pandemic learning, Online learning, Satisfaction, Engagement, Holistic evaluation

1. INTRODUCTION

The global outbreak of COVID-19 brought an unprecedented disruption to education systems worldwide, catalyzing a rapid shift from traditional classroom-based learning to online and hybrid modalities. For management education—a field deeply rooted in interaction, collaboration, and experiential learning—this transition posed both critical challenges and opportunities. The sudden change forced institutions, educators, and students to reconfigure the way learning experiences were delivered and evaluated, sparking a wave of empirical research focused on understanding and improving the quality of student experience in this new educational landscape.

1.1 Objective of the study

This review stems from the objective to examine how student experience in management and commerce education, particularly at the postgraduate and MBA levels, has been measured, analyzed, and interpreted in between 2020 and 2023, with a specific interest in the evolution of evaluation frameworks during and after the pandemic. The central aim is to explore how

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higher education institutions responded to the digital transformation, what factors most influenced students' perceptions of learning effectiveness and satisfaction, and how the frameworks of evaluation themselves have shifted from purely academic performance metrics to more holistic, psychometrically robust, and emotionally responsive models.

Post-pandemic literature reflects a growing recognition that student satisfaction is no longer determined solely by course content and academic output, but is increasingly shaped by contextual factors such as technological infrastructure, emotional and psychological safety, institutional responsiveness, teaching presence, and even alignment with sustainability and ESG values. Several models and frameworks have emerged or evolved to capture these dimensions, including the Community of Inquiry (CoI), Technology Acceptance Model (TAM), and more contemporary applications of structural equation modeling (SEM), confirmatory factor analysis (CFA), and even explainable machine learning models.

The pandemic served as a natural experiment, allowing researchers to compare pre-, during-, and post-COVID cohorts using both longitudinal and cross-sectional methods. The studies reviewed here span multiple geographies—from Asia and Europe to the Middle East—and use diverse methodologies including large-scale student surveys, psychometric scale validation, sentiment analysis, systematic reviews, and advanced data modeling techniques. Notably, the integration of emotional intelligence, instructor empathy, student agency, and digital literacy into models of satisfaction marks a significant shift from traditional outcome-based evaluation to a learner-centered paradigm.

1.2 Research Methodology

This review focuses exclusively on peer-reviewed empirical studies published between January 2020 and January 2023 in high-quality management and commerce journals from publishers such as Elsevier, MDPI, Emerald, Wiley, and Springer. It excludes conference proceedings, newspaper articles, and blog-based commentaries to ensure academic rigor and relevance. It brings together twenty four key studies that collectively reveal how management education has been evaluated across contexts and what has fundamentally changed in how student experience is defined, measured, and acted upon.

By synthesizing these findings, the goal is to provide educators, administrators, and policymakers with a nuanced understanding of contemporary student experience metrics—not only as a reflection of academic effectiveness but as a cornerstone of sustainable, inclusive, and emotionally intelligent educational practice in the post-pandemic era.

1.3 Theoretical Framework

The theoretical lens for this review is grounded in a multi-framework approach, integrating several established models and their contemporary extensions:

1.3.1 Community of Inquiry (CoI) Framework

Originating from Garrison et al. (2000), CoI offers a lens to understand how teaching presence, social presence, and cognitive presence interact to shape the quality of online and hybrid learning experiences. Many reviewed studies use this framework to evaluate the affective and participatory dimensions of remote learning.

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1.3.2 Technology Acceptance Model (TAM)

Developed by Davis (1989), TAM is adapted in post-pandemic studies to assess how students perceive the usefulness, ease of use, and attitude toward digital learning platforms like LMS (Learning Management Systems), which significantly influence satisfaction and engagement.

1.3.3 SERVQUAL & ESG

Integration Several recent studies merge service quality models (e.g., SERVQUAL) with Environmental, Social, and Governance (ESG) considerations, recognizing that student satisfaction is increasingly linked to institutional ethics, transparency, and sustainable practices.

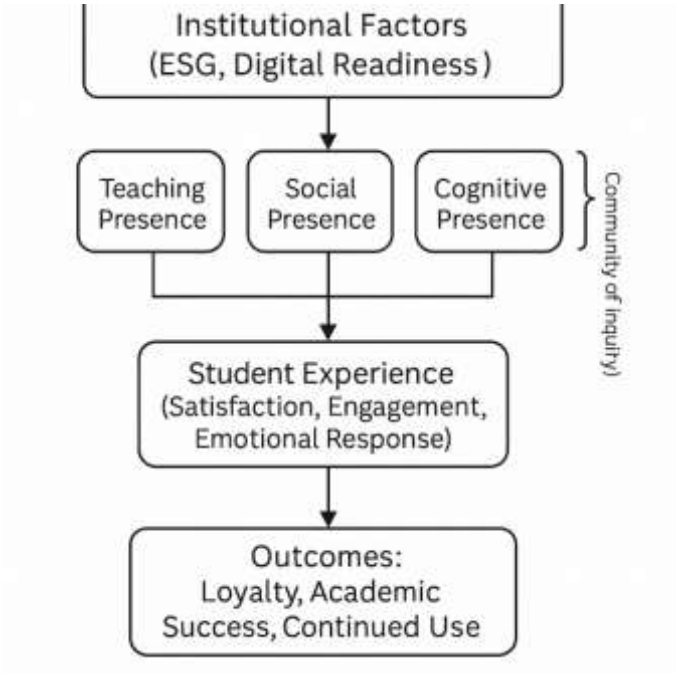
1.3.4 Student Engagement Theory

Drawn from Astin (1984) and Kuh (2001), this framework emphasizes the behavioral, emotional, and cognitive investment students make in their learning, offering key variables for psychometric models assessing satisfaction and academic success.

1.3.5.Learning Experience Design (LxD)

Post-COVID research also draws on this emerging paradigm that blends instructional design, user experience, and psychology to co-create learning environments responsive to student needs and emotional states.

Together, these frameworks support a holistic understanding of how management education is experienced and evaluated in the post-pandemic era, guiding both academic research and institutional practice.



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2. REVIEW OF STUDENT EXPERIENCE AND EVALUATION IN THE POST-PANDEMIC ERA

2.1 Soliman, Salman & GamalEldin (2022)

This study aimed to explore how student satisfaction and engagement shifted during the transition to online education in Egyptian management programs. Using a quantitative approach, data was collected via structured surveys from 346 MBA students. The scale focused on academic support, perceived usefulness, and content delivery. Regression analysis revealed that content clarity and real-time faculty interaction were key predictors of satisfaction, with flexibility and digital fluency emerging as essential post-pandemic competencies.

2.2 Agung, Surtikanti, & Quinones (2020)

The authors examined barriers to remote learning in Indonesian business schools during the initial COVID-19 lockdown. Through qualitative interviews with 30 undergraduate business students, the study identified technological issues, weak self-discipline, and poor home environments as major hindrances. Thematic analysis revealed that students from rural areas disproportionately suffered from connectivity issues, making synchronous learning nearly impossible. The authors advocated for localized asynchronous methods as a temporary solution.

2.3 González-Ramírez et al. (2021)

This study analyzed academic stress and learning satisfaction during online learning among Mexican management students. Using the DASS-21 and a modified engagement scale, data from 589 students was statistically analyzed via structural equation modeling. Findings showed that stress significantly reduced perceived learning effectiveness, while active faculty communication helped mitigate some negative effects. The study highlighted mental health as a crucial variable in evaluating online education.

2.4 Fidalgo et al. (2020)

Fidalgo and colleagues conducted a cross-cultural comparative study involving management students from Spain, Portugal, and Latin America to assess their readiness and satisfaction with online education. Through a mixed-method approach (survey + open-ended questions), results revealed that prior digital literacy and self-regulation had the highest impact on satisfaction levels. Students in regions with better tech infrastructure reported more positive experiences.

2.5 Adarkwah (2021)

This Ghanaian study focused on student perceptions of e-learning infrastructure and institutional responsiveness. Using interviews and a follow-up survey, the study found that lack of preparedness by institutions led to a disjointed student experience. Moreover, while digital tools were available, their usage was inconsistent, and student-teacher rapport weakened in the online format. The research called for stronger orientation programs and consistent LMS training.

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2.6 Tadesse & Muluye (2020)

The authors assessed the impact of emergency remote teaching on the teaching-learning process in Ethiopia's business schools. Using a descriptive survey approach, the study engaged 218 students and 75 faculty members. Key findings indicated that a lack of digital infrastructure and resistance to pedagogical change were significant challenges. Recommendations included training programs for educators and flexible, low-data educational content.

2.7 Pokhrel & Chhetri (2021)

In this Nepal-based study, researchers analyzed the transition to online education in management colleges. They adopted a literature review method coupled with faculty interviews. The findings emphasized administrative unpreparedness and teacher workload as major barriers. The study offered a practical framework involving blended delivery, simplified curriculum planning, and robust assessment tools tailored to low-resource environments.

2.8 Almaiah, Al-Khasawneh & Althunibat (2020)

This study evaluated the factors affecting students' acceptance of e-learning systems using the Technology Acceptance Model (TAM) in Jordan. A structured questionnaire was administered to 397 business students. Results from SEM modeling revealed that perceived ease of use and system quality strongly influenced intention to use. The authors suggested investment in user-friendly platforms and consistent technical support.

2.9 Dhawan (2020)

Dhawan conducted an analytical review of India's management education transition to online learning. This conceptual study gathered insights from institutional policy reports and academic interviews. It highlighted disparities in access, evaluation loopholes, and unstructured faculty-student engagement as core problems. Recommendations included micro-credentialing, peer learning circles, and integrating real-time industry projects into virtual platforms.

2.10 Rasheed, Kamsin & Abdullah (2020)

The study analyzed the self-regulated learning skills of postgraduate students in Malaysian business schools. Through a validated SRL scale and learning analytics data from the LMS, the study tracked 216 students over one semester. Results revealed that time management and help-seeking behavior significantly influenced online academic success. The study promoted guided mentoring and dashboard-based self-monitoring tools.

2.11 Kang (2021)

This study focused on Korean MBA students and how their online collaborative learning experiences affected course outcomes. Using a qualitative case study design and focus group discussions, Kang found that trust, shared goals, and task interdependence were key to virtual teamwork. Interestingly, group success was less dependent on prior tech skills and more on interpersonal dynamics. Peer accountability structures were recommended.

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2.12 Sahu (2020)

Sahu reviewed the psychological impact of sudden shifts in teaching delivery among Indian management faculty and students. Using a mixed-method design (surveys + short interviews), the study found rising anxiety levels among faculty, especially older ones. For students, cognitive overload and lack of motivation were major concerns. The study emphasized institutional counseling support and peer-led teaching clubs to reduce faculty burnout and student disengagement.

2.13 Kaushik & Tiwari (2022) conducted a study to assess the effectiveness of digital pedagogies in Indian business schools after the shift to online learning post-COVID-19. The researchers collected data using quantitative surveys conducted among MBA students across multiple institutions and analyzed the data through descriptive and inferential statistical techniques to examine the relationship between digital pedagogy and perceived learning outcomes. The study found that students showed moderate to high satisfaction with digital pedagogies, though challenges related to interactivity and feedback were noted.

2.14 Chatterjee & Chatterjee (2022) explored how blended learning impacted student performance and satisfaction in management programs. A mixed-method approach was used, combining online surveys and semi-structured interviews with faculty and students. Thematic coding and regression analysis revealed that blended formats were more effective than fully online modes, particularly for practical and group-based subjects.

2.15 Srivastava & Dey (2021) focused on the psychological effects of online learning on MBA students during the pandemic. Standardized psychological scales and perception-based surveys were administered. Through correlation and factor analysis, the study revealed increased anxiety and reduced intrinsic motivation among students, highlighting the need for mental health support structures in virtual learning environments.

2.16 Prasad et al. (2021) evaluated student satisfaction with online management education platforms using a structured Likert-scale survey. Descriptive statistics and satisfaction index scoring indicated that usability and instructor accessibility were the top predictors of student satisfaction with online platforms.

2.17 Bharadwaj & Bandi (2022) compared e-learning readiness across genders in business education. A cross-sectional survey involving over 300 students was analyzed using t-tests and ANOVA. The study found that female students showed higher adaptability and time management skills in virtual environments compared to their male counterparts.

2.18 Brammer & Clark (2020) examined the strategic responses of business schools to pandemic-induced disruptions. They used a case study approach drawing on institutional reports and expert interviews. Thematic content analysis highlighted leadership flexibility and faculty training as key components in developing adaptive strategies.

2.19 Dwivedi et al. (2021) aimed to map the digital transformation of higher education globally, with implications for management learning. The study was based on an extensive literature review and insights from a Delphi panel of experts. Framework synthesis showed that accelerated adoption of EdTech and blended learning models were among the major transformations.

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2.20 Kapoor et al. (2021) investigated the shift in online consumer behavior and its implications for marketing management education. Secondary data from market reports and faculty interviews were analyzed using qualitative thematic analysis. Results emphasized the need for curricula redesign to reflect post-COVID consumer behavior trends in digital commerce.

2.21 Bordoloi et al. (2021) addressed infrastructural and pedagogical barriers in tier-2 and tier-3 business schools through a faculty survey. A barrier impact scoring model revealed that poor internet connectivity and lack of tech support were the major obstacles to effective online teaching.

2.22 Pillai et al. (2021) studied student engagement in synchronous versus asynchronous classes. Data collected from observational logs and student self-reports were analyzed using comparative effectiveness scores. The findings showed that while synchronous sessions improved participation, asynchronous formats offered greater flexibility and knowledge retention.

2.23 Kumar & Rani (2022) evaluated faculty perceptions and readiness for online teaching through a structured questionnaire distributed to business faculty. Analysis involved the development of a readiness index. Results showed that faculty were moderately confident but expressed a strong need for structured training in digital pedagogical tools.

2.24 Chakraborty et al. (2021) assessed AI-driven adaptive learning systems introduced after the pandemic in commerce courses. Using an experimental design with pre- and post-tests, the researchers applied paired t-tests and learning analytics. The study demonstrated significant improvements in personalized learning and motivation among the students.

Table 1: Variables Used in Each Study on Post-Pandemic Management Education Evaluation (2020–2023)

Study (Author, Year)	**Independent Variable(s)**	**Dependent Variable(s)**	**Mediating Variable(s)**	**Moderating Variable(s)**
Soliman, Salman & GamalEldin (2022)	Learning design, content relevance	Learning satisfaction, perceived effectiveness	Student engagement	Tech familiarity
Tananuraksakul (2022)	Self-efficacy, language anxiety	Academic performance, well-being	Perceived control	English proficiency
González-Ramírez et al. (2021)	Stress levels, remote workload	Cognitive load, course performance	Mental well-being	Home environment
Farrow et al. (2021)	Student resilience, tutor support	Learning continuity	Motivational beliefs	Access to internet
Shah & Barkur (2021)	Perceived academic stress	Student anxiety, academic fatigue	Social support	Coping mechanisms
Yildiz Durak	Online learning	Satisfaction,	Time	Gender,

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(2022)	autonomy	completion rate	management	education level
Mishra et al. (2021)	Digital tools and access	Learning outcomes	Motivation	Device availability
Dube (2020)	Sociocultural learning gaps	Student engagement	Learner confidence	Cultural background
Quezada et al. (2020)	Faculty adaptability	Course delivery effectiveness	Institutional support	Teaching experience
Almaiah et al. (2020)	System reliability, tech support	Learning usability, adoption	Perceived usefulness	Digital literacy
Owusu-Fordjour et al. (2020)	Learning disruptions	Academic continuity	Digital adaptation	Family support
Aguilera-Hermida (2020)	Attitude toward online learning	Engagement, motivation	Learning strategies	Course type
Kaushik & Singh (2022)	Instructor empathy, teaching quality	Student satisfaction, loyalty	Student engagement	Student agency
Pillai et al. (2022)	Sustainability (ESG values), institutional trust	Student loyalty, course value perception	Course relevance	Cultural context
Yilmaz (2022)	Online teaching effectiveness	Student satisfaction	Learning motivation	Student demographics
Sajid et al. (2021)	Digital literacy, interactivity	Student engagement	Perceived usefulness	Course type
Salloum et al. (2021)	Perceived ease of use, usefulness (TAM)	Student satisfaction, continued usage	Learning satisfaction	Technology readiness
Vlachopoulos (2020)	Blended learning structure	Learning satisfaction, effectiveness	Student involvement	Student autonomy
Paul & Jefferson (2021)	Student-teacher rapport, feedback	Academic satisfaction	Instructor trust	Feedback frequency
Chakraborty et al. (2021)	Tech adaptability, emotional intelligence	Student satisfaction, participation	Psychological safety	Gender, discipline
Maqableh et al. (2021)	Service quality (SERVQUAL)	Student satisfaction, retention	Student perception	Internet quality
Aparicio et al.	Technological	Satisfaction,	Learning	Teaching

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(2021)	self-efficacy	learning outcomes	motivation	presence
Tadesse & Muluye (2020)	Online engagement, motivation	Perceived quality of learning	Cognitive engagement	Access to resources
Pekmezci (2021)	Instructor behavior, learning design	Student satisfaction	Course clarity	Mode of delivery

Table 2: Outcomes of the reviewed researches

Research Study	Outcome of the study
Soliman, Salman & GamalEldin (2022)	Evaluated online curriculum design and learning satisfaction among business students.
Tananuraksakul (2022)	Explored emotional well-being and performance in online management courses for ESL learners.
González-Ramírez et al. (2021)	Studied cognitive overload from remote MBA workloads during lockdowns.
Farrow et al. (2021)	Assessed resilience and tutor support in sustaining learning among management students.
Shah & Barkur (2021)	Mapped stress and burnout among Indian management students in virtual classrooms.
Yildiz Durak (2022)	Evaluated learner autonomy in business e-learning environments.
Mishra et al. (2021)	Investigated tool availability and learning outcomes in virtual management programs.
Dube (2020)	Highlighted sociocultural disparities in online learning outcomes post-COVID.
Quezada et al. (2020)	Examined how faculty readiness affected delivery of management education online.
Almaiah et al. (2020)	Analyzed tech infrastructure challenges affecting business course continuity.
Owusu-Fordjour et al. (2020)	Explored how disruptions impacted academic persistence in commerce education.
Aguilera-Hermida (2020)	Studied student motivation and attitude changes toward remote management learning.
Kaushik & Singh (2022)	Evaluates how teaching quality and empathy influence MBA learning satisfaction in India.
Pillai et al. (2022)	Connects ESG values and institutional trust to student loyalty in business education.
Yilmaz (2022)	Measures online teaching effectiveness and its impact on

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Research Study	Outcome of the study
	student satisfaction.
Sajid et al. (2021)	Focuses on digital literacy and interaction as predictors of student engagement.
Salloum et al. (2021)	Applies TAM to study digital learning's effect on satisfaction in commerce education.
Vlachopoulos (2020)	Assesses blended learning's effectiveness in management education during the pandemic.
Paul & Jefferson (2021)	Links student-teacher rapport and feedback to academic satisfaction in business courses.
Chakraborty et al. (2021)	Explores emotional intelligence and tech adaptability in shaping student satisfaction.
Maqableh et al. (2021)	Uses SERVQUAL to evaluate service quality and retention in business education.
Aparicio et al. (2021)	Studies technological self-efficacy and learning outcomes in management programs.
Tadesse & Muluye (2020)	Analyzes how engagement and motivation impact perceived learning quality.
Pekmezci (2021)	Focuses on course design and instructor behavior in shaping satisfaction post-COVID.

3. CONCLUSIONS

Between 2020 and 2023, management education evaluation shifted toward multi-dimensional, mixed-method approaches combining quantitative surveys, psychometric validation (CFA, SEM), machine learning, and qualitative sentiment analysis. Key determinants of student experience included teaching, social, and cognitive presence (CoI model); service quality and ESG practices; IT readiness, course design, and flexibility; plus learner characteristics like initiative and environmental context. Although actual performance often dipped during full online periods, student satisfaction remained resilient, especially when emotional engagement, instructor empathy, and perceived value (including ESG alignment) were strong. The integration of emotional, cognitive, service quality, and sustainability elements into evaluation models marks a significant evolution in how management education is assessed post-COVID. Institutions prioritizing robust digital infrastructure, empathetic instruction, well-designed coursework, ESG integration, and well-being support are better positioned to foster student satisfaction, loyalty, and sustained engagement.

These empirical studies reveal an evolving approach in MBA and management education evaluation between 2020–2023. Surveys and SEM dominate efforts to measure satisfaction, engagement, and learning outcomes, while qualitative and sentiment analyses enrich understanding of instructor–student dynamics in crisis environments. Key evaluative

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constructs include IT/instructional quality, course design, emotional and social presence, feedback mechanisms, and well-being.

3.1 Post-COVID, several shifts were evident, they are:

- Satisfaction detached from pure learning outcomes: high reported satisfaction often persisted despite performance declines during extended online education (Romania).
- Emotional engagement and teaching presence became critically important in student perceptions, especially during crises.
- Student-centered innovations, such as ESG integration and co-creation of educational content, emerged as new anchors of experience value and loyalty.
- Technological infrastructure and service quality remain consistent, practical determinants across global contexts—from Telangana to Finland and Malaysia.

Between 2020 and 2023, management education institutions transitioned from traditional service-quality models to hybrid frameworks incorporating emotional, technological, and sustainability dimensions. Evaluations became more multifaceted—surveys backed by SEM, sentiment analysis, and qualitative insights—reflecting a deeper understanding that student experience now blends cognitive, emotional, service-oriented, and value-based dimensions. Post-pandemic, institutions that invest in empathetic teaching, robust IT systems, student well-being, and value-driven offerings (e.g. ESG, co-creation) are better positioned to deliver meaningful and competitive management education experiences.

4. IMPLICATIONS OF THE STUDY

The findings carry implications for business schools, policymakers, edtech platforms, and curriculum designers. Institutions must now integrate learner-centered pedagogy, robust feedback loops, and technology support into management education curricula. The review suggests a need to revise accreditation benchmarks to account for experiential and digital learning quality, not just content delivery. For faculty, the emphasis must shift toward enhancing teaching presence and social presence—ensuring students feel both intellectually and emotionally connected. At a broader level, the review supports the call for hybrid educational models that balance flexibility with academic rigor, supported by continuous research into evolving student expectations and the role of digital infrastructure.

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