

**Proceedings of the  
Two days - Virtual National Conference on  
RECENT TRENDS IN BUSINESS  
(RBT-1.0)**

**22<sup>nd</sup> & 23<sup>rd</sup> Sep - 2021**

**Chief Editors  
Dr.C.S.Edhayavarman  
Dr.A.Vanitha**



**Organised by  
Research Department of Business Administration  
ARUMUGAM PILLAI SEETHAI AMMAL COLLEGE  
Thirupattur – 630 211, Sivagangai Dt., Tamil Nadu.**

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## **Proceedings of the Two days - Virtual National Conference on RECENT TRENDS IN BUSINESS (RBT-1.0)**

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## LIST OF PAPERS

No	Title	Page No.
1.	<p><b>A Study on Management of Non-Performing Assets in Indian Bank</b>  <b>Mrs. S. Kayathri</b>, B.E., MBA, SLET, Assistant Professor, OAA MAVMM School of Management, Madurai – 625301  <b>Dr. B. Selvarajan</b>, M.Com., M.Phil., MBA, Ph.D, Professor, OAA MAVMM School of Management, Madurai – 625301</p>	1
2.	<p><b>Resilient CRM Strategies Slews During Covid-19- The Unprecedented Paradigm Shift in the Prevailing Business Manifestation–A Descriptive Study</b>  <b>Mr.T. JUSTIN</b> MBA, NET, <i>Ph.D.Research Scholar (PT)</i>, Research Department of Business Administration, Arumugam Pillai Seethai Ammal College, Madurai Road, Tiruppattur – 630 211  <b>Dr.S.AMUTHA</b>, Assistant Professor, Research Department of Business Administration, Arumugam Pillai Seethai Ammal College, Madurai Road, Tiruppattur – 630 211,</p>	11
3.	<p><b>The Psychology of Innovation: Benchmark Models for Affordable Healthcare Delivery through Differentiated Services – Evidence from India</b>  <b>S.Saravanan</b>, Assistant Professor, Gnanam School of Business, Sengipatti, Thanjavur  <b>Dr.M.Muthukamu</b>, Associate Professor &amp; Head, Department of Business Administration, A.P.S.A. College, Thiruppattur – 630211</p>	17
4.	<p><b>Current Trends in Global Business Management – A Conceptual Frame Work</b>  <b>Ms. K.ANITHA</b>, Research Scholar, Department of Business Administration, Arumugam Pillai Seethai Ammal College, Thirupattur, Sivagangai District  <b>Dr.S.AMUTHA</b>, Assistant Professor, Research Department of Business Administration, Arumugam Pillai Seethai Ammal College, Thirupattur, Sivagangai District</p>	27
5.	<p><b>Work Life Balance for Management Faculties in India- A Literature Review Analysis</b>  <b>Xavier J Stalin</b> Research Scholar, Research Department of Business Administration, Arumugam Pillai Seethai Ammal College, Thirupattur-630211. Email:donustalin@gmail.com  <b>Dr. M. Muthukamu</b> Associate Professor &amp; Head, Department of Business Administration, A.P.S.A. College, Thiruppattur – 630211</p>	32
6.	<p><b>A Study on customers satisfaction level towards mobile banking in selected public sector banks with special reference to Sivagangai District</b>  <b>M. Jothi Muthu</b>, Ph.D Research Scholar, PG &amp; Research Department of Commerce, Arumugam Pillai Seethai Ammal College, Tiruppathur  <b>Dr.R.Kalidoss</b>, PG &amp; Research Department of Commerce, Arumugam Pillai Seethai Ammal College, Tiruppathur</p>	37
7.	<p><b>The Perspective on Contemporary Management Practices in the Prevailing Business Phenomenon</b>  <b>Mr.T. JUSTIN</b> MBA, NET, <i>Ph.D.Research Scholar (PT)</i>, Research Department of Business Administration, Arumugam Pillai Seethai Ammal College, Madurai Road, Tiruppattur – 630 211  <b>Dr.S.AMUTHA</b>, Assistant Professor, Research Department of Business Administration, Arumugam Pillai Seethai Ammal College, Madurai Road, Tiruppattur – 630 211.</p>	45

No	Title	Page No.
8.	<p><b>A Study on The Gender Equality of Workplace in Bhargave Rubber Industry, Madurai</b>  <b>Dr.K.Jeyabalan</b> Associate Professor Department of MBA Syed Ammal Engineering College  <b>S.Jayamaladevi</b> Assistant Professor Professor Department of MBA Syed Ammal Engineering College  <b>A.Rama Lakshmi</b> Assistant Professor Professor Department of MBA Syed Ammal Engineering College</p>	49
9.	<p><b>Influence Of Youtube on Marketing Strategies and Consumer Behavior</b>  <b>Sameera.M,</b> Research Scholar, Research department of Business Administration, Arumugam Pillai Seethai Ammal College, Thiruppattur- 630 211.  <b>Dr. M. Muthukamu,</b> Associate Professor &amp; Head, Research department of Business Administration, Arumugam Pillai Seethai Ammal College, Thiruppattur- 630 211.</p>	54
10.	<p><b>Impact of Marketing Strategy on Business Performance: A Study on Automobile Industries in Madurai</b>  <b>Dr. R. Meikanda Ganesh Kumar,</b> Professor, Department of Management Studies, Syed Ammal Engineering College, Ramanathapuram  <b>Mrs. K. Veera Brindha,</b> Assistant Professor, Department of Management Studies, Syed Ammal Engineering College, Ramanathapuram  <b>Ms. A. Vaishnavi,</b> Assistant Professor, Department of Management Studies, Syed Ammal Engineering College, Ramanathapuram</p>	60
11.	<p><b>Various Impact Of Covid-19 On DigitalPayment Services At Urban and Rural</b>  <b>Dr.D. Chandru,</b> Associate professor &amp; Director Nalanda Schoolof Business – Trichy  <b>Ms. S. Shalini,</b> Assistant professor, Nalanda Schoolof Business - Trichy,</p>	66
12.	<p><b>Consumer Sales Promotions Towards Green Products in Tenkasi District</b>  <b>D. SUBRAMANIAN,</b> (Reg No. 19221151061007) Research Scholar (Part Time), Management Studies and Commerce Pasumpon Muthuramalinga Thevar College, Melanethinallur, Affiliated to Manonmaniam Sundaranar University - 627012 Tirunelveli (Dist), Tamil Nadu, India.  <b>Dr.T. BABURAJENDRA PRASAD,</b> Assistant Professor, Department of Business Administration, MSU Constituent College, Kanyakumari (Dist), Tamil Nadu, India.  <b>Dr. B. SHEEBAPEARLINE,</b> Assistant Professor, Department of Commerce Pasumpon Mutthuramalinga Thevar College,Melanethinanallur,Tirunelveli (Dist), Tamil Nadu, India.</p>	73
13.	<p><b>Recent Challenges in Electronic Banking -An Investigative Study</b>  <b>Dr.P.Rajendran,</b> Assistant Professor, PG &amp; Research Department of Commerce,Arumugam Pillai Seethai Ammal College,Tiruppattur, Sivagangai District, TamilNadu.  <b>Mr.V.Nagarajan,</b> Assistant Professor, PG &amp; Research Department of Commerce, Arumugam Pillai Seethai Ammal College,Tiruppattur, Sivagangai District, TamilNadu.</p>	76
14.	<p><b>Challenges in Banking Sector in India</b>  <b>Dr.B.Sasikumar,</b> Assistant Professor, Department of Economics, Arumugam Pillai SeethaiAmmal College, Thiruppattur.</p>	80



No	Title	Page No.
15.	<b>Emerging Trends That Influences Financial Inclusion In India</b> <b>M.P.Prince Allwyn Jebaraj</b> , Assistant Professor, Department of BBA CA, Sri Krishna Adithya College of Arts and Science and Part Time Research Scholar P.hD, Department of Business Administration, Arumugam Pillai Seethai Ammal College, Tirupattur 630211 <b>Dr. C.S. Edhayavarman</b> , Assistant Professor, Department of Business Administration, Arumugam Pillai Seethai Ammal College, Tirupattur 630211	85
16.	<b>Role Of Micro Finance In Promoting Financial Inclusion In India</b> <b>M.P.Prince Allwyn Jebaraj</b> , Assistant Professor, Department of BBA CA, Sri Krishna Adithya College of Arts and Science and Part Time Research Scholar P.hD, Department of Business Administration, Arumugam Pillai Seethai Ammal College, Tirupattur 630211 <b>Dr. C.S. Edhayavarman</b> , Assistant Professor, Department of Business Administration, Arumugam Pillai Seethai Ammal College, Tirupattur 630211	88
17.	<b>A Study on Impact of ICT On School Employees During Lockdown in Kerala.</b> <b>RINAZ SHERIF M</b> Research Scholar, Research Department of Business Administration, Arumugam Pillai Seethai Ammal College. <b>Dr. C.S.EDHAYAVARMAN</b> Assistant Professor, Research Department of Business Administration, Arumugam Pillai Seethai Ammal College.	92
18.	<b>A Study on Factors Influencing Employee Retention in Software Industry, Tamil Nadu</b> <b>R. Rampriya</b> Research Scholar, Department of Business Administration, A, Arumugam Pillai Seethai Ammal College, Tirupattur – 630211 <b>Dr. A. Vanitha</b> Assistant Professor, Department of Business Administration, Arumugam Pillai Seethai Ammal College, Tirupattur – 630211	96
19.	<b>A study on Performance Evaluation of Small-Scale Industrial units in Sivagangai District – An Entrepreneurial Perspective</b> <b>Dr.S.Amutha</b> , Assistant Professor, PG & Research Department of Commerce, Arumugam Pillai Seethai Ammal College, Tirupattur – 630211 <b>Dr.M.Pandidevi</b> , Assistant Professor, Department of B.Voc (Banking and Financial Service), APSA College, Tirupattur-630211	103
20.	<b>Comparison of level of stress, between experimental and control group before yoga intervention and after intervention</b> <b>Dr.P.Ramya</b> , Assistant Professor Thiru Vi Ka Govt Arts College Thiruvapur	114
21.	<b>Latest trends in Banking and Financial Services in India – 2021</b> <b>Mr.M.Anand</b> , Research Scholar, Department of Business Administration, Arumugam Pillai Seethai Ammal College, Thirupathur, Sivagangai District, Tamil Nadu, India. <b>Dr.S.AMUTHA</b> , Assistant Professor, Research Department of Business Administration, Arumugam Pillai Seethai Ammal College, Thirupattur, Sivagangai District.	118
22.	<b>The Problems of Youth Unemployment and Juvenile Delinquency In India With Special Reference To TamilNadu State</b> <b>Dr.B.Kavitha</b> , Associate Professor, Department Of Commerce With Computer Application, Dr. Umayal Ramanathan College For Women, Karaikudi.	123

No	Title	Page No.
23.	<p><b>Leadership Challenges on Motivation During Covid 19 Pandemic Situations</b>  <b>Ms. Aswathi Mohanan</b>, Research Scholar, Research department of Business Administration, Arumugam Pillai Seethai Ammal College, Thiruppattur, Tamil Nadu, India  <b>Dr.S.Amutha</b>, Assistant Professor, Research department of Business Administration, Arumugam Pillai Seethai Ammal College, Thiruppattur, Tamil Nadu, India</p>	126
24.	<p><b>Foreign Direct Investment Growth in Retail Sector</b>  <b>V. Prema</b>, Ph.D Full Time Scholar, PG &amp; Research Department of Commerce, Arumugam Pillai Seethai Ammal College, Tiruppathur,  <b>Dr.R.Kalidoss</b>, Assistant Professor, PG &amp; Research Department of Commerce, Arumugam Pillai Seethai Ammal College, Tiruppathur</p>	131
25.	<p><b>Impact of Digital Marketing During Covid 19</b>  <b>Mrs. K.Bhuvaneshwari</b>, Assistant Professor, Department of Information Technology, Arumugam Pillai Seethai Ammal College, Thirupattur, Sivagangai District</p>	133
26.	<p><b>Pharmaceutical industry marketing</b>  <b>Ms. B.Supathira</b>, Assistant Professor, Department of Information Technology, Arumugam Pillai Seethai Ammal College, Thirupattur, Sivagangai District</p>	135

## **A STUDY ON IMPACT OF ICT ON SCHOOL EMPLOYEES DURING LOCKDOWN IN KERALA**

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### **Abstract**

*The aim of this study is to measure the impacts of Computer technologies and other aspects of digital culture on the ways people live, work, play and learn. ICT technologies have a crucial impact on the construction and distribution of knowledge and power around the world. Digital literacy—the skills of searching for, discerning, and producing information, as well as the critical use of new media for full participation in society has thus become an important consideration for education platforms. In many countries, digital literacy is being built through the incorporation of information and communication technology (ICT) into schools and universities. Teachers need more specific development opportunities in order to increase their ability to use ICT for formative learning assessments, accessing online resources, and for promoting student interaction and collaboration. Training on ICT should positively impact teachers' general attitudes towards ICT in the classroom, but it should also provide specific guidance on ICT teaching and learning.*

### **INTRODUCTION**

The pandemic of COVID-19 has changed the way we work, communicate, and socialize and left us with the challenge of making significant changes in a matter of days on an extraordinary scale. As the lockdowns extended with no immediate solution to stop the outbreak of COVID-19, school and university closures will not only have a short-term impact on the continuity of learning for the student community in our country but also affect far-reaching economic and societal consequences. In modern days technology has made it possible to work from home rather than solely relying on working from office practice which is now a thing of the past. Needless to say, the pandemic has transformed the centuries-old, classroom teaching model to one driven by technology. Modern technology is enabling professionals from the education sector to think out of the box, beyond the traditional classroom learning and explore E-content and E-Learning by maximizing the use of online resources. E-learning is the new trend of education. The term covers a wide set of applications and processes, such as Augmented reality, web-based learning, computer-based learning, virtual classrooms, and digital collaboration.

ICT, or information and communications technology, is the infrastructure and components that enable modern computing. Although there is no single, universal definition of ICT, the term is generally accepted to mean all devices, networking components, applications and systems that combined allow people and organizations to interact in the digital world.

School managements use a various set of ICT tools to communicate, create, disseminate, store, and manage information. ICT has also become integral to the teaching- learning interaction, through such approaches are replacing chalkboards with interactive digital whiteboards, using students' own smartphones or other devices for learning during class time, and the “flipped classroom” model where students watch lectures at home on the computer and use classroom time for more interactive exercises. When teachers are digitally literate and trained to use ICT, these approaches can lead to higher order thinking skills, provide creative and individualized options for students to express their understandings, and leave students better prepared to deal with ongoing technological change in society and the workplace. Hence a study was undertaken to find the impacts of ICT on the school employees during COVID-19 lockdown in High schools across Kerala.



## RESEARCH METHODOLOGY

The research method used was Survey method, under which the information would be secured concerning the subject of study from selected number of respondents of the concerned schools. The research is done to study the effect of Information and Communication Technology (ICT) on the school employees across Kerala during lockdown due to COVID-19 pandemic. The total sample size was 75. Data collection was done through a self-prepared, structured questionnaire. The custom designed questionnaire was sent across to the respondents through online survey. The primary data was gathered through an online questionnaire. For secondary data, findings from the Internet were used.

### Limitations of the Study

- The study samples were collected within Kerala.
- Time factor: As the research study was conducted with in a limited duration of time, a detailed study could not be made.
- This type of research is ideal for finding out numerical data. It would be more useful to conduct interviews and study the atmosphere within the organization. Unfortunately, that was not possible for this study, and therefore an online questionnaire was used.

### Data Analysis

The data collected was classified & analysed using statistical method and data was analyzed to identify the following Parameters:

1. Familiarity in using ICT tools
2. Work Culture
3. Learning Opportunities
4. Leadership
5. Job Satisfaction.

## RESULTS

Familiarity in using ICT tools: It refers to how comfortable the employees are using Information and Communication Technology (ICT) in delivering their online classes.

- Familiarity and awareness about ICT: 80% Agreed; 20% Disagreed.
- Ease of using Communication tools like Google forms, ZOOM meetings etc. to conduct online tests and giving assignments to students: 87% Agreed; 13% Disagreed.
- Effective delivery of lectures using Zoom App, YouTube, and Google Meet etc. for conducting lectures: 75% Agreed; 25% Disagreed.

Work Culture: Work Culture means the positive atmosphere that an organization has facilitated for employee growth.

- My organization treats the employees well even in difficult times (economic crisis, pandemics, etc.): 85 % Agreed; 15 % Disagreed.
- My organization is well prepared and is taking the necessary steps to become an inspiring workplace: 71 % Agreed; 29 % Disagreed.
- My organization facilitates a conducive work environment which supports performance, learning and expression of views at work: 0 % Agreed; 20 % Disagreed.

Learning Opportunities: Each Organization works towards providing learning and development opportunities to their employees to enhance their capabilities and competencies.

- The organization has provided me sufficient training in using ICT for personal and professional development: 72% Agreed; 28 % Disagreed.

- The organization encourages me to undergo more trainings and certifications: 90 % Agreed; 10 % Disagreed.
- I feel the organization has provided me equal and enough training opportunities as compared to other organizations: 80 % Agreed; 20 % Disagreed.

**Leadership:** Top management leads an organization and manages their employees through leadership. It is a key role to make the employees feel well informed and belonged to whatever is happening in the organization.

- The top management demonstrates leadership and takes timely and fair decisions for their employees: 90 % Agreed; 10 % Disagreed.
- I am well informed about the institutional decisions that impact my work: 85 % Agreed; 15 % Disagreed.
- The top management inspires and motivates employees by providing timely feedback and guidance: 79 % Agreed; 21 % Disagreed.
- The institutional policies are well-communicated at all levels: 91 % Agreed; 9 % Disagreed.

**Job Satisfaction:** Job satisfaction refers to how satisfied the employees of an organization are with their job, peers and management.

- I am encouraged to think differently & focus on improving processes & systems (by introducing online lectures, preparing presentations, E-content and E-learning resources for the students): 89 % Agreed; 11 % Disagreed.
- My job gives me an opportunity to contribute to the success of the organization as a whole: 90 % Agreed; 10 % Disagreed.
- I am happy with the job responsibilities assigned to me and feel enriched and excited: 85 % Agreed; 15 % Disagreed.

## Interpretation

**Strengths:** (Includes the Parameters which have the Satisfaction Score above 80 %).

- Familiarity using ICT tools: satisfaction score 84 %.
- Learning Opportunities: satisfaction score 80.67 %.
- Leadership: satisfaction score 86.25 %.
- Job Satisfaction: satisfaction score 88 %.

**Areas of Improvement:** (Includes the Parameters which have the Satisfaction Score between 60 & 80 %).

- Work Culture: satisfaction score 78.67 %.

**Areas of Concern:** (Includes the Parameters which have the Satisfaction Score  $\leq$  60%)

- None of the Parameters scored  $\leq$  60%.

## Review of Literature

The rapid development in the digital technology, together with the use of computers by the teachers, paved the way for the introduction of computers in teaching and education. With the advancement of technology, the computer has become inevitable in all walks of life, so that the teaching employees can attempt to develop E- content while working from home. The education sector is one part of society that has undergone radical changes and transformations as a result of the increasing presence of ICT. The implications that ICT has on learning and teaching are significant. ICT brings new possibilities to the classroom due to the very nature of it being innovative. For UNESCO, ICTs has “great potential for knowledge dissemination, effective learning and the development of more efficient education services” (Semenov, 2005, p. 4). It is their belief that the challenge for the education systems that exists lies in “how to transform the curriculum and teaching-learning process to provide

students with skills to function effectively in this dynamic, information rich, continuously changing environment” (Finger et al., 2007, p. 34).

Integrating ICT into the curriculum for teaching and learning is simply about being able to understand and exploit the potential of ICT in education (Sutherland & Sutch, 2009). For this to occur, teachers need to take the initiative and start the transformation process as they are the key (Sutherland & Sutch, 2009; Finger et al., 2005). The young people of today are already familiar with the new technologies that exist, teachers need to take a risk and imagine the potential of these new technologies in the classroom (Sutherland & Sutch, 2009). However, as these risks are associated with integrating ICT in schooling, it is important that school leaders provide their teachers with professional development support services throughout the entire process.

## CONCLUSIONS & SUGGESTIONS

Among the satisfaction scores for all the parameters, the parameter 'work culture' needs improvement. The actions that educational institutes need to take into account are as follows:

- a) Provide training courses for the employees by encouraging them to register for more online courses, attend more workshops and familiarize them with the latest ICT platforms.
- b) Arrangements should be made to provide employees with the necessary resources like laptops, internet connectivity & training etc.
- c) Promote a culture of learning and making maximum utilization of online resources and be updated with the latest technology.
- d) Communication can be made more efficient by organizing virtual meeting at least once a week so that proper feedback system is enabled and to ensure that all the processes are on time.
- e) Open-source digital learning solutions and Learning Management Software should be adopted so that teachers can conduct teaching online.
- f) Inclusive learning solutions, especially for the most vulnerable and marginalized, need to be developed. With a rapid increase of mobile internet users in India, which is expected to reach 85% households by 2024, technology is enabling ubiquitous access and personalization of education even in the remotest parts of the country.
- g) It is also important to reconsider the current delivery and pedagogical methods in higher education by seamlessly integrating classroom learning with e-learning modes to build a unified learning system.

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