Management Education: Taking the Plunge – Lessons for the Faculty of Business and Entrepreneurship (FoBE) at the National University of Samoa

Rafia Naz, Sesilia Lauano, Iemaima Gabriel, Aruna Tuala
National University of Samoa

Abstract

Whilst preceding scholarships globally discourse on "management education, its pros, cons and challenges" for Higher education, there is incontestably a dearth of scholarship in the context of the Faculty of Business and Entrepreneurship at the National University of Samoa. Naz et al. (2015) study deliberated on the South Pacific context and based on the review of the literature and theoretical underpinnings, proposed a research model for future empirical discourse. The purpose of this scholarship however, is to enlighten scholars on management education as a contemporary theme of discourse and drawing from the analyses of the literature elucidate the trends in management education, illuminate the justification for taking the plunge on management education, proposing key challenges and lessons for the Department of Management, Tourism and Hospitality in the Faculty of Business and Entrepreneurship at the National University of Samoa as it charts its way forward in the international platform. This scholarship seeks to fill in the research gap by exploring how operative changes at the institutional level in management education can enable the Faculty to strategically profile and position itself to reap the innumerable benefits from globalisation and the tech revolution.

Keywords: *Management Education (ME), Higher Education (HE), Higher Education Institutions, Faculty of Business and Entrepreneurship (FoBE), Department of Management, Tourism and Hospitality (DMTH), National University of Samoa (NUS), Information and Communication Technologies (ICTs).*

Introduction

The forces of globalisation coupled with the revolution brought about by Information and Communication Technologies (ICTs) have acclimatized the internationalisation and trans-nationalisation of Higher education (HE) and the progress of Higher Education Institutions (HEIs) in the 21st century has been mirrored through the lenses of these cutting-edge global trends, that is challenging for amendments to didactic strategic primacies; and precisely for management education (ME) (Krupa et al., 2015; Lavy and Rashkovits, 2016; Pérez-Montoro and Tammaro, 2012). ME is theorized as being principally connected to the purpose or aims of education (Bush, 2011). The history of ME dates back to the 19th century with its emergence in the US and Europe attributed mainly to societal changes resulting from trade and commerce. In the US, the emphasis was primarily on public managers in contrast to the private sector preparation in Europe (Kaplan, 2014; Spender, 2016). Scholars have deliberated that global trends (social, economic, legal-political, cultural, international) necessitate a conjoint effect as it influences HEIs and congruently HEIs retorts to these impacts via strategies and programmes (Krupa et al., 2015; Lavy and Rashkovits, 2016; Maringe and Foskett, 2010; Pérez-Montoro and Tammaro, 2012). Management educators have been incited to advance the curriculum in ways that its programme improvement, pedagogical efforts and learning backgrounds are receptive and profoundly acknowledge multiple cultures (Eisenberg et al. 2013; Erez et al. 2013; Hardy and Tolhurst 2014; Ming et al., 2013). Congruently, scholarships have also discoursed that ICTs have afforded voluminous credible and arguing assessments in the context of HE which HEIs have correspondingly responded to (Legon et al., 2019; Seaman et al., 2018). Given that management education is operative in this environment calls for a steady yet intense transformation by the management educators (Association to Advance Collegiate Schools of Business (AACSB), 2016)). Against this backdrop, it is quoted in scholarships that the number and range of management education providers is recurrently succeeding in developing countries, where both the mandate and

supply are particularly up-surging resulting in incoherence in traditional study and learning pathways (AACSB, 2011; 2016; Altbach et al., 2009; Global Foundation for Management Education (GFME), 2008). Thus, the result being that management educators in HEIs are re-aligning their programmes and curricula to encounter the diverse and fluctuating requests of the stakeholders (AACSB, 2011; 2016; Altbach et al., 2009; Global Foundation for Management Education (GFME), 2008). This respectively posits HEIs to exhibit unyielding quality assurance and accreditation and management education providers undeniably oblige strategic engagement with stakeholders (AACSB, 2016). The plunge of this is attributed to emerging imminent leaders that are needed within the developing countries with diligent skills and receptivity (AACSB, 2016). Scholars have deliberated that management education ought to be globalised and discourse the plunge towards university internationalisation (Bruner and Iannarelli, 2011) whilst Alsharari (2019) states that it is important to internationalise the market as universities are tested in turbulent environments. AACSB International (2011) findings on emerging global trends in HE discloses the gap amid what the world expects and what management educators commonly do. The areas identified include the need for quality assurance globally, solidification of international partnerships, more deliberate internationalization within the syllabus, and linking various global activities to one another through an inclusive globalization strategy. Thomas (2010) further highlights the prevailing incongruities amid the theoretical & practical dimensions in both management research and management education. HEIs therefore, mandate transformed emphasis and collaboration with industry practitioners to reinforce the curricula. Past research has mostly delved into international practices, with scarcity of research on the Pacific (Naz et al., 2015), and Samoa in this regard is no exception. Thus, this research seeks to fill in the research gap. By deliberating on the challenges of globalisation for management education, illuminating the justification for taking the plunge on management education, this study seeks to propose key lessons for the Department of Management, Tourism and Hospitality in the Faculty of Business and Entrepreneurship at the National University of Samoa as it charts its way forward in the international platform.

Literature Review: Challenges

Technological permeation of management education has elicited substantial scholarships into management learning beyond the traditional classroom (Arbaugh, 2014; Redpath, 2012). Scholarships encompass both conjectural and pragmatic work in higher education (Liu, 2012; O'Neill and Sai, 2014; Snowball, 2014; Xu and Jaggars, 2014) and management education (Arbaugh, DeArmond, and Rau, 2013). Enquiries speculate that management education research is limited (Arbaugh and Hwang, 2015) and there is also absence of committed scholars of management learning and education (Arbaugh, 2016), thus this study builds on the work of preceding scholarships as well as on the work of Naz et al. (2015) to fill in the research gap. Given the impact of ICTs on HEIs, new models such as online and hybrid learning in management education has developed in the 21st century. The curated scholarships deliberate on emerging issues such as virtual collaborations and learning outcomes, prominence of mentor and learner interactions, research methods in this area, and forthcoming research trends (Hwang, 2018). Scholars demarcate various challenges such as the significance of encompassing the practical philosophies in management learning and education in contrast to the traditional philosophies of education (Gersel and Thaning, 2020). Others also mention the emergent need for digital literacy in management education (Allen, 2020). Lamb, Hsu, and Lemanski (2020) postulates that issues of cross-cultural application makes management education challenging as well. Thus, the scholars deliberate on the importance of contextualization and translation intelligence for business schools and management educators in addressing this issue and in expediting learning beyond theories by preparing scholars with skill sets which can be utilised in management practice. Research also places prominence on more acknowledgment of dialectal and communication issues

and advocates on the role of management educators in incorporating these in management education curricula (Darics, 2019). The significance of building and enhancing links amid business and management schools to promote real-world engagement and/or communities of practice is apposite at this time given that the beneficiaries or external stakeholders should conjointly construct management education curricula (Beech, MacIntosh, and MacLean, 2010). Management educators globally have begun to revise the content and processes, in the context of classroom and hands-on experiences (Bridgman, Cummings, and McLaughlin, 2016), and management education classes around emergent didactic methodologies such as threshold conceptions (Burch et al., 2015; Hibbert and Cunliffe, 2015). Focus of management education also has been on assimilating sustainability issues and scholarship experiences in the curriculum to advance global responsiveness (Sroufe et al., 2015). Research highlights that prevailing management education that unquestionably and unwaveringly places the learner's independence, self-responsibility, and self-formation at its core will be able to circumvent inadvertent blunders and the inescapable misrepresentation that will always be part of any educational practice (Fellenz, 2019). There are also mounting apprehensions concerning gender inequality in management education which Wagstaff, Hadjimarcou and Chanoi (2020) report can be addressed by demarcating problem areas in gender equality and by identifying strategies to address this quest. Thus, management educators must gradually embrace the role of curriculum designers to address issues in management education (Hrivnak, 2019). Another contest of management education is given the internationalization market and higher education field, there is a big plunge for HEIs to go global (Alsharari, 2019). The changing nature of cross-border education has also led to an upsurge in cross-border student flow, development of training hubs and branch campuses, and the programme mobility options as revolutionized by the gigantic launch of online courses such as Massive Open Online Courses (Varghese, 2014).

The new approaches in management education are opening prospects for management practitioners to be able to explore a more balanced curricula reflecting conjectural underpinnings as well as realities/apprenticeship (Mason, Kjellberg, and Hagberg, 2014). This thus, calls for a more critical acumen to augment pedagogical and multidisciplinary progress, principally if scholars are expected to be adaptive and resourceful in the face of multifaceted challenges and, conceivably, also proxies of affirmative social change (Dehler, 2009; Welsh and Dehler, 2013).

Background: Management Education in the Department of Management, Tourism and Hospitality in the Faculty of Business and Entrepreneurship at the National University of Samoa

The National University of Samoa was established via an Act of Parliament in 1984. It is governed by the NUS Act (2006) and NUS Amendment Act (2010). The University is also subject to the requirements of the Public Finance Management Act (2002) and Public Bodies Act 2001. The NUS is also actively involved and engaged through its commitment to the Government's Strategy for the Development of Samoa (SDS) 2017-2020 via its training, research and consultancy. The Education Sector Plan (ESP) also provides the framework for NUS. The Ministry of Education, Sports and Culture (MESC), the National University of Samoa and Samoa Qualifications Authority (SQA) are the implementing agencies of the education sector objectives (Groves, 2019; Strategic Plan, 2017/18-2020/21). The University's teaching and research mandates are delivered through six faculties namely: The Faculty of Science, Faculty of Arts, Faculty of Business and Entrepreneurship, Faculty of Education,

Faculty of Health Science, & Faculty of Technical Education, and three Centres namely: Centre for Samoan Studies, Oloamanu Centre for Professional Development and Continuing Education and the Centre of Excellence in Information Technology plus the School of Maritime and Training (NUS, 2020). Faculty of Business and Entrepreneurship is the Faculty under study. FoBE is committed to providing a globally recognized platform in the pursuit of teaching, learning, research and community outreach in the areas of tourism and hospitality, general business, office management, accounting, banking and finance, commercial law, economics, management and marketing. FoBE is comprised of two Departments; the Department of Accounting and Economics which is headed by Muliagatele Sesilia Lauano and the Department of Management, Tourism and Hospitality which is headed by Tapu Iemaima Gabriel. The Faculty aspires to offer both; freshmen and mature students an environment that is pleasant, supportive and collaborative leading to an enriched learning experience. It aims to provide quality teaching and learning and supplement research, industry insights and practical as part of class interactions to enhance the students learning process. It further intends to work with students in preparing them for active citizenship, employment and further education and in ensuring that the Graduate Attributes of the National University of Samoa are developed and enhanced. The 24th of August, 2020 marked a significant milestone for the Faculty via the signing of the Memorandum of Cooperation between the National University of Samoa and the Samoa Institute of Accountants (SIA). This signified the close collaboration amid SIA and the Faculty staff towards teaching and learning enhancements. The aim was to augment the quality and standards of the Bachelor of Commerce Accounting programme. The 22nd of September, 2020 also marked a significant achievement for FoBE and the National University of Samoa as the Memorandum of Association was signed between the Samoa Tourism Authority (STA) and the NUS to deliver the Introduction to Hospitality Training. FoBE research also forms an important part of the curriculum. FoBE's research is extremely valuable, it's significant in the economic development of the island nations, and it is very relevant in the context of the National Development Plans and the NUS Strategic Priorities. FoBE's team is very dynamic and diverse comprising of highly qualified staff that have exposure to national, regional and international work contexts (Naz, 2020a).

The Department of Management, Tourism and Hospitality (DMTH) within FoBE offers certificates, diplomas and degrees. DMTH offers courses in the business disciplines in Business Studies, Cookery, Food and Beverage Services, Hospitality, Management, Marketing, Office Management, Tour Guiding and Tourism Studies. FoBE's Corporate Plan outlines the development of a Postgraduate Diploma in all disciplines, which encompasses management, as one of its future development initiatives. FoBE had reviewed its Bachelor of Commerce structure during 2015-2016 and staff have been upskilling themselves through the Massive and Open Online Courses (MOOCs) from the Commonwealth of Learning (COL) and also through the Certificate in Adult Teaching (CAT) programme at the University. Staff have also been engaging in professional development through online and face to face studies in the Masters, Doctor of Philosophy and Doctorate of Business Administration programmes internationally. The NUS also offers trainings on Moodle for staff which enhances their online delivery via the Moodle platform. Other trainings comprise of Statistical Package for the Social Sciences (SPSS) training conducted by the Faculty of Science to help staff with quantitative analysis. The Library and Resource Centre have also offered trainings on EBSCO for research and resource access for their courses. Seminar series and research workshops have also been conducted on a fortnightly basis to encourage staff and accelerate research within the Faculty. Staff have also been actively involved in the NUS Research Forum.

FoBE had its last review in 2015 where the review panel was invited and reviews were completed. The Faculty is presently preparing for the reviews scheduled for semester one in 2021. The Curriculum

Advisory Committee (CAC) is also prominent in achieving the hallmarks of quality assurance. CAC has been stagnant and needs to be reactivated. In order to enhance the quality assurance in DMTH, the moderation process for management courses is undertaken both internally and externally. The standard process for all management staff is to ensure that the learning outcomes and performance criteria are evaluated and completed during lectures and tutorial classes. This is presently self-moderated by the individual staff members. The final exam papers are vetted by the Head of Department and senior members of the management discipline for validity, reliability and accountability purposes. External reviews are conducted every five years, to revisit what was recommended in the previous review and to monitor the progress and map strategically the way forward for the Faculty. The External Review Process is coordinated by the Academic Quality Unit (AQU) of the NUS in collaboration with the Faculty.

With respect to the mode of delivery for Management courses, the Faculty is utilizing the blended learning mode post COVID-19. Staff have been engaged in Moodle, Google classroom, and face-to-face lectures and presentations/seminars/debates in order to actively engage students. FoBE is also planning to emulate the Open and Distance learning (ODL) mode for Savaii students. Management Organization and People (HMG162) will be the first management course to be taught via the ODL mode when implemented.

Amid the COVID-19 pandemic, the DMTH has responded in dealing with students from remote areas of Savaii and presently marketing courses are also under review and development for delivery via the ODL mode for the sake of Savaii students. The Technical and Vocational Education and Training (TVET) programmes were also accredited by the SQA in 2017, and some of the management courses involved in this accreditation under the Diploma V in Business was Personal Management Skills (TBS202) and Managing Customers under Diploma V in Office Management (TOM203). At present, in management education, none of the undergraduate management courses are accredited and this is the future plan for DMTH and FoBE.

In the last five years, management education is tracked via the intake for Management courses in Certificates, Diplomas and Degrees and this is illustrated in table 1.0 below.

Table 1.0: FoBE Enrolments in Management Courses from 2015 – 2020 by Programme of Study

Year	Certificate	Diploma	Degree
2015	472	999	817
2016	512	955	803
2017	630	1134	897
2018	610	639	898
2019	583	444	696
2020	416	524	774

(Source: Compiled from the Internal Faculty Assessment Results, 2015-2020)

Table 2.0 below also outlines the number of students enrolled in each management course in the last five years which portend the fluctuation in the numbers of enrolments course wise in DMTH.

Table 2.0: FoBE Enrolments in Management Course-wise for 2015 - 2020

	Years	2015	2016	2017	2018	2019	2020

Semesters	Management Courses	Number of Students					
1	HMG162	128	186	163	189	130	170
	HMG202	73	73	70	56	70	58
	HMG205	57	59	53	69	63	55
	HMG361	47	34	43	44	42	27
	HMG362	51	42	51	28	33	18
	HMG364	50	47	35	31	34	33
	Total:	**406**	**441**	**415**	**486**	**372**	**361**
	Years	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**
Semesters	Management Courses	Number of Students					
2	HMG001	335	337	319	314	251	275
	HMG161	113	98	93	131	128	138
	HMG203	77	46	56	77	50	89
	HMG204	54	78	58	85	79	87
	HMG206	47	28	Not on offer	Not on offer	Not on offer	Not on offer
	HMG363	50	55	Not on offer	Not on offer	Not on offer	Not on offer
	HMG365	33	17	46	47	40	46
	HMG366	37	40	49	50	43	24
	HMG390	Not available	Not available	Not available	22	27	29
	Total:	**746**	**699**	**621**	**726**	**615**	**688**

(Source: Compiled from the Internal Faculty Assessment Results, 2015-2020)

The success of management education can be tracked through the pass rates as well. An overview of the pass rates in the Management courses foretell a successful trend. Also, it signals how well this particular field is contributing to the Faculty's future on its way forward (see table 3.0).

Table 3.0: FoBE Pass Rates in Management Courses from 2015 - 2020

	Years					
	2015	2016	2017	2018	2019	2020
Management Courses	Pass Rates %					
HMG162	89	90	90	96	89	93
HMG202	92	89	90	93	99	98
HMG205	62	64	94	90	79	89
HMG361	74	79	85	80	86	85
HMG362	98	100	100	100	91	100
HMG364	100	100	97	97	100	100
HMG001	93	90	89	92	95	Not available presently
HMG161	95	99	97	94	91	Not available presently
HMG203	96	100	98	82	89	Not available presently

HMG204	82	77	83	81	84	Not available presently
HMG206	84	100	Not on offer	Not on offer	Not on offer	Not available presently
HMG363	98	100	Not on offer	Not on offer	Not on offer	Not available presently
HMG365	79	82	100	100	98	Not available presently
HMG366	100	100	100	100	100	Not available presently
HMG390	N/A	N/A	N/A	100	100	Not available presently

(Source: Compiled from the Internal Faculty Assessment Results, 2015-2020)

Management education is also measured through the graduation rates (see table 4.0). Within the five years, statistics for successful students who had graduated with Certificates, Diplomas and Degrees are given and some of them have joined the workforce for their future endeavours.

Table 4.0: FoBE Graduation Rates in Management Courses from 2015 - 2020

Year	Certificates	Diplomas	Degrees
2015	42	29	26
2016	30	21	34
2017	50	35	36
2018	25	23	32
2019	35	21	35
2020	Not available	Not available	Not available

(Source: The National University of Samoa. "NUS Statistical Digest, 2019". Governance, Policy and Planning, NUS, Samoa)

Methodology

This study has undertaken an exploratory review of the secondary literature sourced from mainly journals. Secondary sources such as the NUS Strategic Plan, Internal Assessment Results, NUS Statistical Digest were also utilised. Minutes of past meetings have also been used.

Taking the Plunge – Challenges and Lessons for the Department of Management, Tourism and Hospitality in the Faculty of Business and Entrepreneurship (FoBE) at the National University of Samoa

A rapid assessment of the stock takes of the experiences of the COVID-19 disruption to the FoBE uncovered many significant management education challenges as indicated in the previous meetings of the Faculty. These included challenges of migrating courses online to Moodle, regularly updating Moodle, lack of resources in terms of access to online resources for preparing materials for students

and issues of Human resources as staff had to be trained. Staff have more frequently whined over insufficient online resources to facilitate preparation of course development for enhancing delivery and support for students. Studies also show that technology based learning in Samoa is still in its early stages. Key challenges include: inadequate resources, lack of training, issues of accessibility and poor internet infrastructure which all impinge on the rudiments for strategic alliances with countries and that are more resource based (Chan, 2010). This has implications for management education within the DMTH at FoBE. Resources for developing courses/content material in course delivery could be enhanced via Open Educational Resources (OERs), access to online databases for resource packages, and online e-content or e-textbooks for instructors. To improve resource management to enhance management education, at the Faculty level, administrators ought to utilize potentially scarce resources appropriately, and at the same time align their resource management strategy to the mission and vision of the Faculty by prioritizing projects and making appropriate allocations likewise. Also, the financial expenditure management practices should be monitored and transparency in the budget process should be promoted. Strict budget monitoring can permit scrutiny.

One of the responses to the COVID-19 crisis is related to the transition from face to face modes to hybrid/blended modes. FoBE has adapted to this very quickly. With respect to the mode of delivery for Management courses, the Faculty is utilizing the blended learning mode post COVID-19. Staff have been engaged in Moodle, Google classroom, and face-to-face lectures and presentations/seminars/debates in order to actively engage students. FoBE will also be emulating the Open and Distance learning (ODL) mode for Savaii students. ODL has been fully-fledged and deemed an essential global strategy in solving difficulties of access to education (United Nations Educational, Scientific and Cultural Organization (UNESCO), 2004)). ODL has evolved as a retort to shifting students' needs, technological advances and revolution of digital and online learning (Arinto, 2016; Vlachopoulos, 2016). Management Organization and People (HMG162) will be the first management course to be taught via the ODL mode when implemented. Training was identified as the main challenge in the paragraph above. The aim of the Faculty programmes for training should target the development of wide-ranging ODL skills in a methodical and articulate ways. Teaching through ODL meritoriously necessitates skills in content development, learning activities, teaching pedagogies and strategies, and assessments. Therefore, it is not only confined to the Moodle trainings that staff have already undergone. That is why Mishra and Koehler (2006) deliberate on the integration of content, pedagogy, and technological knowledge and skills whilst the work of Arinto (2013) discourses the skills framework that addresses this requirement. Thus, it has been stated in the "Report of the Baseline Study on Technology Enabled Learning at the National University of Samoa" that capacity building for educators and orientation for learners are required to make the environment more resourceful, engaging and learning centered. The emphasis on training for educators in the use of OERs and the NUS's learning management system (LMS) was also stressed (Commonwealth of Learning and National University of Samoa, 2017). Correspondingly, ODL presents new challenges in information dissemination in the context of Samoa in management education. Mossberger et al. (2003) observes that technical competency of the distance learners poses a unique challenge and impacts the learners' ability to access resources. Thus, digital literacy is pressed (Naz, 2020).

The impact of COVID-19 on management education is also increasingly witnessed in the increased imbalance/disparity in access and retention, as at-risk students return at inferior levels due to augmented monetary and situational constraints. These at-risk students have been identified for DMTH courses and intervention strategies have been deployed by the educators.

Another challenge of management education for DMTH would arise in terms of maintaining academic standards. The main problem is that in the absence of formal teaching and education

sessions, close and systematic interface amid the educator and learner is not possible for ODL courses. Therefore, in terms of the implications for management education, it is important to prepare the resource packages by explicitly outlining the resources learners' need to aid in their learning journey. Normally for management courses, study guides are not provided. Study guides ought to be arranged and contextualized to the local issues for relevance and ease of learners' understanding for the course yet to be ventured on.

This further raises concerns for Quality Assurance (QA) in management courses including ODL delivery. Lack of concrete quality standards impacts the ability of DMTH to track problems and suggest improvements. Thus to enhance QA, internally within the DMTH, quality circles should be setup discipline wise to review resources/course developments and to map out inconsistencies in courses and/or to identify course overlaps. The quality circle should be tasked with mapping evidently the learning outcomes (LOs) and unpacking the LOs in terms of how it would be measured/evaluated via assessments. DMTH courses should also promote the use of rubrics/marking guides for all assessments. Consequently, there has to be some standardization across the DMTH courses. The implications to explore prior learning assessments and experiential learning methodologies in ODL should be conspicuous as well. Organizations with stakes in ODL such as the the Asian Association of Open Universities (AAOU), the Commonwealth of Learning (COL), the Organization for Economic Co-operation and Development (OECD), the United Nations Educational, Scientific and Cultural Organization (UNESCO), and the World Bank (WB) have created toolkits and guidelines to support members in attaining and executing QA (AAOU, 2019; COL, 2009; 2020; OECD, 2020, UNESCO, 2020a, b, WB, 2020a, b). These documents serve as important routes to emulate in the context of ODL. Scholars also discourse that an ODL system mandates an all-inclusive and an assimilated online student support system to sustain the quality of ODL (Mir, 2017; Mir et al., 2019).

Conclusion

HEIs provide distinctive prospects for individual progress and equal opportunity for learners. The failure of HEIs to sustain management education can lead to perilous social commotions, as learners' may plummet out of the learning structure and become impotent in engaging in active learning thus being uncertain about the prospects of their education. Thus, management education is challenged with an enormous task of disseminating education and bridging the learning gap in society.

Undeniably globalization and revolution of ICTs have transformed management education, the pedagogics and style of management education needs to transform in lieu of the shifting priorities.

Amid the heart of ODL success in management education lies the support via resources, budget, training, human resources, content, technology and pedagogical and instructional support systems. Lack of support would cause a trickledown effect on success ultimately and lead to inactive engagement and learning. Thus, these would be key areas to consider in management education and planning/delivery.

Management education is noteworthy and necessitates a holistic and multi-disciplinary approach that facilitates transformation through policy dialogue, capacity building and quality assurance. Management education also necessitates active leadership and governance.

As the pathway is paved for management education on a global scale, the importance of contextualizing to local cases and illustrations cannot be disregarded. Communities of practice to share local best practices needs to be transferred through organizational knowledge sharing.

As the way forward for the DMTH at the FoBE, management education is presenting key challenges, however, there is a need for greater deliberation, consultation and reform.

This study was a preliminary study and was mostly secondary based, however, future studies can extend this research through in-depth interviews and surveys not just within DMTH but overall in FoBE.

References

Asian Association of Open Universities (AAOU). 2019. "AAOU quality assurance framework". Available from: http://aaou.upou.edu.ph/quality-assurance-framework/

Allen, S.J. 2020. "On the Cutting Edge or the Chopping Block? Fostering a Digital Mindset and Tech Literacy in Business Management Education". *Journal of Management Education 44 (3):* 362-393. Available from: doi: 10.1177/1052562920903077.

Alsharari, N. 2019. "Internationalization market and higher education field: institutional perspectives". *International Journal of Educational Management* 34 (2): 315-334. Available from: https://doi.org/10.1108/IJEM-12-2018-0402

Altbach, P., Reisberg, L; and Rubmeiy, L. 2009. Trends in Global Higher Education, Tracking an Academic Revolution. Paris: UNESCO.

Arbaugh, J. B. 2016. "Where are the dedicated scholars of management learning and education?" *Management Learning 47:* 230–240. Available from: https://doi.org/10.1177/1350507615595773

Arbaugh, J. B. 2014. "What might online delivery teach us about blended management education? Prior perspectives and future directions". *Journal of Management Education 38:* 784–817. Available from: https://doi.org/10.1177/1052562914534244 .

Arbaugh, J. B., and Hwang, A. 2015. "What are the 100 most cited articles in business and management education research, and what do they tell us?" *Organization Management Journal 12:* 154–175. https://doi.org/10.1080/15416518.2015.1073135

Arbaugh, J. B., DeArmond, S., and Rau, B. L. 2013. "New uses for existing tools? A call to study on-line management instruction and instructors". Academy of Management Learning and Education, 12, 635–655. Available from: https://doi.org/10.5465/amle.2011.0018A

Arinto, P.B. 2016. "Issues and challenges in open and distance e-learning: perspectives from the Philippines", *International Review of Research in Open and Distance Learning Vol. 17.* Available from: doi: 10.19173/irrodl.v17i2.1913

Arinto, P. B. 2013. "A framework for developing competencies in open and distance e-learning". *International Review of Research in Open and Distributed Learning 14 (1*). Available from: http://www.irrodl.org/index.php/irrodl/article/view/1393

Association to Advance Collegiate Schools of Business (AACSB International). 2016. A collective vision for business education. The Association to Advance Collegiate Schools of Business. Available from: http://www.aacsb.edu/~/media/ManagementEducation/docs/collective-vision-for-businesseducation.ashx

AACSB International. 2011. *Globalisation of Management Education: Changing International Structures, Adaptive Strategies, and the Impact on Institutions*. Emerald Group Publishing Co, Bingley.

Beech, N., MacIntosh, R., and MacLean, D. 2010. "Dialogues between academics and practitioners: The role of generative dialogic encounters". *Organization Studies 31:*1341-1367.

Bridgman, T., Cummings, S., and McLaughlin, C. 2016. "Restating the case: How revisiting the development of the case method can help us think differently about the future of the business school". *Academy of Management Learning & Education 15:* 724-741.

Bruner, R. F., and Iannarelli, J. 2011. "Globalization of Management Education". *Journal of Teaching in International Business, 22 (4):* 232-242. doi: 10.1080/08975930.2011.653908

Burch, G. F., Burch, J. J., Bradley, T. P., and Heller, N. A. 2015. "Identifying and overcoming threshold concepts and conceptions: Introducing a conception-focused curriculum to course design". *Journal of Management Education 39:* 476-496.

Bush, T. 2011. *Theories of Educational Leadership and Management (4th edition),* London: Sage.

Chan, M. I. 2010. "Technology enabled education in Samoa: Issues, challenges, strategies and recommendations". Available from: 10.4018/978-1-61520-909-5.ch011

Commonwealth of Learning (COL). 2020. Guidelines on Distance Education during COVID-19. Burnaby: COL. Available from: http://oasis.col.org/bitstream/handle/11599/3576/2020_COL_Guidelines_Distance_Ed_COVID19.pdf?sequence=4&isAllowed=y

COL. 2009. "Quality Assurance Toolkit for Distance Higher Education Institutions and Programmes", Commonwealth of Learning Vancouver, BC, Canada, Available from: http://oasis.col.org/bitstream/handle/11599/105/pub_HE_QA_Toolkit_web.pdf?sequence=1&isAllowed=y.

Commonwealth of Learning (COL) and National University of Samoa. 2017. "Report of the Baseline Study on Technology Enabled Learning at the National University of Samoa". Report prepared by Ioana Chan Mow on behalf of the National University of Samoa under the guidance of Dr. Sanjaya Mishra, Education Specialist, eLearning, Commonwealth of Learning, Canada. Available from: Acknowledgements http://oasis.col.org/bitstream/handle/11599/2755/2017_Mow_Report-Baseline-Study-TEL-National-University-Samoa.pdf?sequence=1&isAllowed=y

Darics, E. 2019. "Critical Language and Discourse Awareness in Management Education". *Journal of Management Education 43 (6):* 651-672. doi: 10.1177/1052562919848023

Dehler, G. E. 2009. "Prospects and possibilities of critical management education: Critical beings and a pedagogy of critical action". *Management Learning, 40:* 31-49.

Department of Management, Tourism and Hospitality. 2015-2020. "Internal Faculty Assessment Results, 2015-2020", the Faculty of Business and Economics, the National University of Samoa.

Eisenberg, J., Lee, H-J., Bruck, F., Brenner, B., Claes, M.-T., Mironski, J. and Bell, R. 2013. "Can Business Schools Make Students Culturally Competent? Effects of Cross-Cultural Management Courses on Cultural Intelligence". *Academy of Management Learning & Education 12 (4):* 603–620.

Erez, M., Lisak, A., Harush, R., Glikson, E., Nouri, R. and Shokef, E. 2013. "Going global: Developing Management Students´ Cultural Intelligence and Global Identity in Culturally Diverse Virtual Teams". *Academy of Management Learning & Education 12 (3):* 330–355.

Fellenz, M.R. 2019. "A Deeper Malaise: Rejoinder to "The Menace of Misinformation: Faculty Misstatements in Management Education and Their Consequences." *Journal of Management Education 43 (4):* 420-426. doi: 10.1177/1052562919843670

Gersel, J., and Thaning, M. S. 2020. "The Plight to Choose: Cultivating Practical Deliberation in Management Learning and Education". *Journal of Management Education 44(5):* 663-676. doi: 10.1177/1052562920937034

Global Foundation for Management Education (GFME). 2008. The Global Management Education Landscape: Shaping the future of business schools. Available from: http://www.gfmeglobal.org/landscape/reportonlineversion.pdf.

Groves, E. C. 2019. "The Five tala University: higher Education in Developing Countries – A case Study of the National University of Samoa". Unpublished Master's Thesis, Apia, Samoa: the National University of Samoa.

Hardy, C., and Tolhurst, D. 2013. "Epistemological Beliefs and Cultural Diversity Matters in Management Education and Learning: A Critical Review and Future Directions". *Academy Management Leaning and Education 13 (2):* of 265-289.

Hibbert, P., and Cunliffe, A. 2015. "Responsible management: Engaging moral reflexive practice through threshold concepts". *Journal of Business Ethics 127:* 177-188.

Hrivnak, G.A. 2019. "The Increasing Importance of Curriculum Design and Its Implications for Management Educators". *Journal of Management Education 43 (3):* 271-280. doi:10.1177/1052562918822068

Hwang A. 2018. "Online and Hybrid Learning". *Journal of Management Education 42 (4):* 557-563. doi: 10.1177/1052562918777550

Kaplan, A. 2014. "European management and European business schools: insights from the history of business schools". *European Management Journal 32*: 529–534.

Krupa, T.V., Lebedev, A.A., Kovalenko, I.M., and Anistratenko, V.K. 2015. "On Some Approaches to Evaluation of Well-formedness of Noncognitive Skills". *European Research Studies Journal 18(4):* 177-182.

Lamb, P., Hsu, S-W., and Lemanski, M.A. 2020. "Threshold Concept and Capability Approach to the Cross-Cultural Contextualization of Western Management Education". *Journal of Management Education 44 (1):* 101-120. doi: 10.1177/1052562919851826.

Lavy, I., and Rashkovits, R. 2016. "Motivations of Information System Students in Final Project and their Implications to Technology and Innovation". *International Journal of Modern Education and Computer Science (IJMECS) 8(2):* 1-13.

Legon, R., Gareett, R., and Fredericksen, E. E. 2019. CHLOE 3: Behind the numbers: The changing landscape of online and education. Annapolis, MD: Quality Matters. Available from https://www.qualitymatters.org/sites/default/files/research-docs-pdfs/CHLOE-3-Report-2019-Behind-the-Numbers.pdf

Liu, O. L. 2012. "Student evaluation of instruction: In the new paradigm of distance education". *Research in Higher Education 53:*471–486. https://doi.org/10.1007/s11162-011-9236-1.

Maringe, F., and Foskett, N. 2010. *Globalization and Internationalization in Higher Education. Theoretical, Strategic and Management Perspectives*. London: Continuum International Publishing Group.

Mason, K., Kjellberg, H., and Hagberg, J. 2014. "Exploring the performativity of marketing: Theories, practices and devices". *Journal of Marketing Management 31:* 1-15. doi:10.1080/0267257X.2014.982932

Ming, L., Mobley, W. and Kelly, A. 2013. "When do global leader learn best to develop cultural intelligence? An investigation of the moderating role of experiential learning style". *Academy of Management Learning & Education 12 (1):* 32–50.

Mir, K. 2017. "Design and development of online student support system". *Pakistan Journal of Distance and Online Learning 3 (1):* 1-8.

Mir, K., Iqbal, M.Z., and Shams, J.A. 2019. "An investigation of AIOU students' satisfaction about formative m-assessment using SMS technology". *Pakistan Journal of Distance and Online Learning 5 (2):* 157-174.

Mishra, P. and Koehler, M. 2006. "Technological pedagogical content knowledge: A new framework for teacher knowledge". *Teachers College Record 108 (6):* 1017-1054.

Mossberger, K., Tolbert, C. and Stansbury, M. 2003. *Virtual inequality: Beyond the digital divide.* Washington, D. C.: Georgetown University Press.

Naz, R. 2020a. Dean's Message. The National University of Samoa. Available from: https://nus.edu.ws/message-from-the-dean/

Naz, 2020b. (Forthcoming). Digital Literacy for the 21st Century: Policy Implications for Higher Education. *Journal of Samoan Studies*.

Naz, R., Singh, G., Narayan, J. J., Prasad, A., and Devi, K. 2015. "Management Education in the Era of Globalization: Challenges, Prospects & the Way Forward for the South Pacific Region". *Journal of Pacific Studies 35 (3):* 79-94. ISSN 1011-3029.

Organization for Economic Co-operation and Development (OECD). 2020. "Supporting the continuation of teaching and learning during the COVID-19 Pandemic", Available at: https://www.oecd.org/education/Supporting-the-continuation-of-teaching-and-learning-during-the-COVID-19-pandemic.pdf.

O'Neill, D. K., and Sai, T. H. 2014. "Why not? Examining college students' reasons for avoiding an online course". *Higher Education 68:* 1–14. https://doi.org/10.1007/s10734-013-9663-3.

Pérez-Montoro, M., and Tammaro, A.M. 2012. "Outcomes of the Bologna Process in LIS higher education: Comparing two programs in Europe". *The International Information and Library Review 44 (4):* 233-242.

Redpath, L. 2012. "Confronting the bias against on-line learning in management education". *Academy of Management Learning and Education 11:* 125–140. https://doi.org/10.5465/amle.2010.0044

Seaman, J. E., Allen, I. E., and Seaman, J. 2018. Grade increase: Tracking distance education in the United States. Oakland, CA: Babson Survey Research Group. Retrieved from: http://onlinelearningsurvey.com/reports/gradeincrease.pdf

Snowball, J. D. 2014. "Using interactive content and online activities to accommodate diversity in a large first year class". *Higher Education 67:* 823–838. https://doi.org/10.1007/s10734-013-9708-7.

Spender, J.C. 2016. "How Management Education´s Past Shapes its Present". BizEd, March/April 2016. Available from: http://www.bizedmagazine.com/archives/2016/2/features/how-management-education-past-shapes-present

Sroufe, R., Sivasubramaniam, N., Ramos, D., and Saiia, D. 2015. "Aligning the PRME: How study abroad nurtures responsible leadership". *Journal of Management Education 39:*244-275.

Strategic Plan. 2017/18-2020/21. Available from: Strategic%20Plan%20FY2017-18%20-%202020-21.pdf

The National University of Samoa. 2020. Available from: https://nus.edu.ws

The National University of Samoa. "NUS Statistical Digest, 2019". Governance, Policy and Planning, NUS, Samoa.

Thomas, H. 2010. Impactful management research: The importance of finding the voice of practice in management research. In 'From challenge to change: Business schools in the wake of financial crisis' (A compendium of essays put together by Global Foundation for Management Education). Available from: www.gfme.org/pdf/complete_web.pdf.

United Nations Educational, Scientific and Cultural Organization (UNESCO). 2020a. "COVID-19 and Higher Education: Today and Tomorrow Impact Analysis, Policy Responses and Recommendations". UNESCO, Paris, Available from: http://www.iesalc.unesco.org/en/wp-content/uploads/2020/05/COVID-19-EN-130520.pdf.

United Nations Educational, Scientific and Cultural Organization (UNESCO). 2020b. "Education in a Post-COVID World: Nine Ideas for Public Action International Commission on the Futures of Education", UNESCO, Paris, Available from: https://unesdoc.unesco.org/ark:/48223/pf0000373717/PDF/373717eng.pdf.multi.

United Nations Educational, Scientific and Cultural Organization (UNESCO). 2004. "*Final report of the meeting of higher education partners*". World Conference on Higher Education. Paris: UNESCO.

Varghese, N.V. 2014. "Globalization and higher education: Changing trends in cross border education". 5 (1): 7-20.

Vlachopoulos, D. 2016. "Assuring quality in e-learning course design: the roadmap". *International Review of Research in Open and Distance Learning 17 (6*) doi: 10.19173/irrodl.v17i6.2784.

Wagstaff, M.F., Hadjimarcou, J., and Chanoi, C. 2020. "Gender Equality in International Business Education". *Journal of Management Education 44 (5):* 605-621. doi: 10.1177/1052562920937031

Welsh, M. A., and Dehler, G. E. 2013. "Combining critical reflection and design thinking to develop integrative learners". *Journal of Management Education 37:* 771-802.

World Bank (WB). 2020a. "Remote learning, distance education and online learning during the COVID19 pandemic: A Resource List by the World Bank's EdTech Team". Available from: https://openknowledge.worldbank.org/handle/10986/33499

World Bank (WB). 2020b. "The COVID-19 crisis response: supporting tertiary education for continuity, adaptation, and innovation". Available from: http://pubdocs.worldbank.org/en/808621586532673333/WB-Tertiary-Ed-and-Covid-19-Crisis-for-public-use-April-9-FINAL.pdf.

Xu, D., and Jaggars, S. S. 2014. "Performance gaps between online and face-to-face courses: Differences across types of students and academic subject areas". *Journal of Higher Education 85:* 633–659. https://doi.org/10.1353/jhe.2014.0028