

A New Insight On MBA Students Learning Sustainability After Post- Covid Using PREZI Software Through The E³P² Framework

Dr.S.Lara Priyadharshini¹ , J.Divya Lakshmi² , Dr.R.Karpagam³

¹ Assistant Professor, G R Damodaran Academy of Management, Tamilnadu, India.

² Ph.D. Research Scholar, G R Damodaran Academy of Management, Tamilnadu, India.

³ Principal, Kathir College of Arts and Science, Tamilnadu, India.

Abstract

This research paper expects to analyze the impact of PREZI software on Emotional Intelligence, Evocation, Enthusiastic Engagement, Paradigm, and Psychomotor Learning among MBA students. PREZI is the online software tool that is used for creating and storing a digital presentation. The hypotheses framed for this research study were tested using confirmatory factor analysis and SEM. 384 MBA students' data were collected and findings suggest that PREZI has positive and significant influence on enthusiastic engagement ($\beta=0.300$), Paradigm ($\beta=0.593$), Emotional Intelligence ($\beta=0.560$), Psychomotor Learning ($\beta=0.657$), and Evocation ($\beta=0.527$) in which the paradigm, psychomotor learning, and emotional intelligence influenced more by PREZI. The research findings determined that the role of PREZI software in improving the learning sustainability among MBA students affords novel and remarkable insight for the development of new learning pedagogy. It has practical implications for educational policymakers and educationalists provoking learning sustainability, especially after post covid.

Keywords: PREZI; emotional intelligence; evocation; enthusiastic engagement; psychomotor learning; paradigm.

1. Introduction

COVID-19 pandemic had created a drastic change in student learning and well-being. It shaped the most challenging environment for all educators and students in our nation's history. It's time for the educationalist to find new teaching methodologies to enhance the students with a career-oriented approach (Zhao & Watterston, 2021). Higher education teachers' and students' attitudes towards e-learning and distance education especially post COVID-19 was done by (Anezi, 2021) And also, sustainability in learning becomes more crucial after post covid especially for the management post-graduation students because they need to be empowered in constructing their knowledge, exploring values, and developing their critical and analytical thinking to get shine in this competitive world. After several prolonged months of remote learning, many

management students learning capabilities become more passive and feel disconnected from their learning (Michael D. Toth, 2021). After returning to face-to-face classroom mode the educationalist is in the position to identify a new type of technology-based learning tools to capture their attention and enhance their learning sustainability. For sustainable learning after post covid many educational researchers (Ucok-Sayrak & Brazelton, 2022) suggested vital factors such as Emotional Intelligence, Evocation, Enthusiastic engagement, Psychomotor learning, and paradigm as important factors that should be properly boosted by the educationalist to make the postgraduate students more interested towards to the face-to-face learning environment. Exploration (Cuban, 2001) showed the brain examination of visual aids as under, 1% of what is found is from the sensation of TASTE, 1.5% of what is found is from the sensation of

TOUCH, 3.5% of what is found is from the reasoning of SMELL, 11% of what is instructed is from the reasoning of HEARING and 83% of what is found is from the sensation of SIGHT. Also, people generally review 10% of what they READ, 20% of what they HEAR, 30% of what they SEE, a big part of what they HEAR and SEE, 70% of what they SAY, and 90% of what they SAY as they DO a thing. Along these lines, there is no doubt that specific presentation technologies make a more essential difference and dynamic instructive system. Visual instruments are huge in the education system. Visual aids are those devices that are used in classrooms to empower students' learning collaboration and make it more clear and fascinating. Visual instruments are a marvelous gadget for making shows fruitful and the best dispersing of data (Shabiralyani et al., 2015). In the current scenario, to make the students more attentive throughout the session, as the class lasts for forty-five minutes to one hour the visual platform plays a pivotal function (Ewing, 2021). By considering the important factors as suggested by many educational researchers and the benefit of visual aids, this particular research needs to analyze the link between these suggested factors and the most innovative presentation software known as PREZI. In the year 2009, a software called PREZI was developed by Adam Somlai-Fischer, Peter Halacsy, and Peter Arvai. This software is used as an alternative to the traditional way of presentation formats. PREZI presentation software is used with a unique set of templates. Midst the current scenario PREZI presentation software is widely used to snap the care of the students throughout. PREZI is an online-based tool that enables users to create their presentations with multiple layouts (Aruan, Sari, and Bengar Harahap, 2020). It is a special type of tool that paves way for the users to make their presentations to be more simple, convenient to associate, and handy with the presentation. And the most important fact is that this is the first research to attempt how to capture the attention of post-graduation students after post covid through PREZI software.

2. Research Aims and Objectives of the Study

The main purpose of this study includes:

- To study in what way the PREZI presentation tool plays a major role in engaging

students after post covid and how it is useful in sustainable learning.

- To identify which factors (Emotional Intelligence, Enthusiastic engagement, Evocation, Paradigm, and Psychomotor Learning) the students benefited from using PREZI presentation software as an innovative presentation tool.

- To create a model that will stimulate students learning sustainability after post covid situations.

3. Theoretical background and Review of Literature

3.1.1 Connectivism learning theory

Connectivism learning theory is the new form of educational learning theory that contributes toward students' learning as well as growing aspects when they form connections. (Kathleen Dunaway, 2011) found in a study that Connectivism is meta literacy and transliteracy needs for unifying theory of concepts and skills how students educate themselves. Pedagogical practices of students that reflect connectivism learning approach to information literacy instruction. Connectivism plays a vital role as teachers utilize connectivism in their classroom to help students, we use it to make connections with PREZI as a tool that excites them, engaging them throughout the class.

3.1.2 Engagement theory

The engagement theory of learning is developed as a model as a tool for learning in a technology-based environment. The engagement theory of learning is a Motivational tool that when meaningful lessons are taught to students with continuous engagement and interest in the tasks is also higher, the students learn more effectively. The students tend to retain the information for a long period and can transfer the knowledge to other contexts. The study (El-Sayad et al., 2021) stated that two factors that influenced students' satisfaction are behavioral engagement and emotional engagement. The study contributes evidence concerning student engagement through online mode and satisfaction. Student engagement throughout the class is more significant as the level of input remains the same from the beginning to the end of the class. Thus, engagement theory contributes to the students'

involvement especially using PREZI as software in making presentations for the class. At present we use engagement theory in defining the relationship with PREZI.

3.1.3 Emotion theory - Facial-Feedback Theory of Emotion

Facial-Feedback Theory of Emotion explains expressions connected to the emotions shown on the face of an individual. (Buck, 1980) the study found that instinctual response has a more direct influence on emotion than facial response, the "readout" purposes of facial expressions are more significant than any reaction. We chose emotional theory for the Facial-Feedback Theory of Emotion especially to know the level of attention the students hold through their facial expressions.

3.1.4 The Bar-On Model of Emotional-Social Intelligence

Emotional-Social Intelligence is the ability to know how a person feels at the moment(Bar-On, 2006) in his empirically-based theoretical paper stated that the capacity to realize the emotions of individuals. Parents and teachers found that the model is highly effective and productive even at a young age for the students. We use this theory exceptionally to know the relationship among the factors influencing PREZI in the classroom environment.

3.2 Emotional Intelligence

The term Emotional Intelligence becomes more vivid after post covid in almost all the types of organizations and most importantly in the educational field. The world has moved on its pivot throughout this wild time of 2020 in such a method that emotional Intelligence in both public and private organizations has become more considerable (Barros & Sacau-Fontenla, 2021). Varieties in the educating learning model, the practical instruction, change of concentration in the studying environment, and social detachment, among different variables, have upset the routine of college students. The risk of emotional wellness, truth be told, messes up (specifically more elevated levels of nervousness, misery, and stress among college students)(Asif et al., 2020). Therefore, the professors must handle the face-to-face classes with different techniques and tools to make the

students more comfortable and interested in the subject. Compared to the working employees, the sensitivity of students is higher, and handling complex situations is lower, and also the online classes had entirely changed their commitment towards their listening factor. Without successful listening abilities, the entire communication channel separates. This is why listening skills are important. It shapes a fundamental piece of the communication cycle. In a classroom setup, on the off chance that a student doesn't pay attention to a lecture, the topic being instructed in that talk might be confused or not comprehended by any means by the student. (Hajibabae et al., 2018) also stated that the association with empathy and emotional intelligence amongst Iranian nursing students Nurses with greater emotional intelligence are inclined to be enhanced at establishing healthy relationships with affected people and their families, and if nurses own vicarious skills, they accomplish their emotions perfectly. Research done by (Goh & Kim, 2021) reported that emotional intelligence acts as a forecaster of performance in academics, hospitality higher educational studies. The findings showed that the Trait EI scale and each element were modeled as an autonomous driver of the GPA score of the students. (Cuartero & Tur, 2021) identified that there is a small study available that analyses the significance of the apparent academic effectiveness of university students and its association with the psychological variables of resilience, emotional intelligence, and personality. However, the current work explains how PREZI software affects the emotional intelligence of post-graduation management students after post covid. Thus, the subsequent can be contingent on the literature on emotional intelligence:

H1: PREZI software as a new learning presentation tool will positively and significantly influence student emotional intelligence towards their subjects after post covid.

3.3 Evocation

Evocation helps the students in eliciting the needs as it becomes more important especially post covid. The importance of evocation among students post covid plays a pivotal role due to the pandemic. (Piht et al., 2012) stated that giving and receiving feedback helps students enhance students self-image which motivates

them to participate in all the activities. According to (Delmas et al., 2007) assessing the students through the feedback from the conceptual understanding after the first course grabs attention in seeking the knowledge with the development of the CAOS test. (Makarov, 2020) emphasizes the skill development among the students with electronic instruction assistance of economic and mathematical modeling. Cognitive skill development plays a vital role in every student's life. The skill development can be analyzed through feedback from the students. However, (Sarin et al., 2016) clarify that a unique pattern is essential for cognitive skill development among students with college experience. Regardless of skill development (Lodahl & Skewes, 2021) argue that gender plays a crucial role in the Gendering of Neutrality and Confrontation to Feminist Knowledge in a meeting with Anne Fausto-Sterling and Julie Nelson. A collaborative learning approach means students working together or learning in a group for everyone to participate in a collective task that has been assigned to develop the skill set. The research by (Marmèche, 2005) Concerning subsidiary elicitation processes in imaginative design: A perceptive method, definite that in order to donate to a improved sympathetic of originality in non-routine strategic activities, the research was managed as an experimental study that determined on a cognitive mechanism involved in creative design, that aspects are reused which are derived from previous sources of inspiration. The results were with modifications in the quantity and type of the aspects by each group of inventers as well as in the findings of effectiveness they excluded about the different types of suggested causes of motivation. Therefore, from the above reviews it is hypothesized as given below.

H2: PREZI software as a new learning presentation tool will positively and significantly influence student Evocation towards their subjects after post covid.

3.4 Enthusiastic engagement

Enthusiastic engagement levels of students are highly significant, especially post covid. (Namboodiri, 2022) is trying to focus on Zooming Previous "the New Normal"? Online Learning concerning accepting Students' Engagement within Higher Education during the COVID-19 Pandemic. The attention of

students is highly important during online classes as there are a lot of distractions. (Dewaele & Li, 2021) argues that Teacher eagerness and students' social learning rendezvous through the facilitating role of student gratification and monotony in Chinese EFL classes. (Han, 2021) states that Nurturing Students' Self-sufficiency and Appointment in EFL Classroom Through Proximal Classroom Factors: Autonomy-Supportive Behaviours and Student-Teacher Relationships determines the Linguistic knowledge accomplishment based on student engagement which is considered to be more important in the earlier days. The student-teacher interaction is considered to be less, as there is a lack of studies on all other effective issues and their important consequence on students' self-sufficiency and arrangement from the view of self-determination theory. This review tries to focus on teacher-student interaction with the perspective of social activities and also which affects EFL classrooms on student engagement. Meanwhile, few suggestions were provided to elucidate the repetition of teachers, students, teacher educators, and materials developers. Curriculum in higher education ought to be developed by keeping students as the priority (Khera & Pawar, 2021).

H3: PREZI software as a new learning presentation tool will positively and significantly influence student Enthusiastic engagement towards their subjects after post covid.

3.5 Psycho-motor Learning

(Yudanto et al., 2022) explained that Psychomotor Learning and the Accomplishment of Physical and Motor Development of Playschool Students during the COVID-19 Pandemic is research that was conducted to know the impact factor of early childhood. Using descriptive quantitative research, the research was conducted. The research was among 66 playschool teachers from 57 playschools and 958 students of level B Playschool. The learning process was done online more than 78.8%, and it was done properly. (Alnassar et al., 2016) explains Medical psychomotor skills among left- and right-handed medical learners: are the left-handed medical students left out? It is found that there is no important difference in the performance of psychomotor skills among LH

and RH medical students. During the research, both LH and RH students took the same time to complete the task assigned to them. The research concluded that there is no difference observed in the surgical psychomotor skills. This makes PREZI a fundamental part of psycho-motor learning, accompanying the next hypothesis.

H4: PREZI software as a new learning presentation tool will positively and significantly influence student Psycho-motor Learning towards their subjects after post covid.

3.6 Paradigm

Re-thinking Soft Skills and Student Employability: A New Pattern for graduate Education a critique analysis of the "Soft Skills Paradigm" created on the student changeover from higher education to jobs. In the study, it is found that, simplistic and decontextualized, how soft skills are ignored under cultural definitions and power relations, Cultural Capital Pattern is offered as a substitute to help students with their lack of employability skills (Hora et al., 2018). A depiction of the association between paradigm, method, and purpose in research found that there is a lack of certainty in the concepts (Makombe, 2017). There is a Paradigm Change of Knowledge in Maritime Education amid the COVID-19 Pandemic (Ochavillo, 2020). Inventive structure valuation methods in the COVID-19 pandemic evolve teachers and students to adapt to paradigm changes (Gupta et al., 2020). The e-Learning of Students and University's Image Post COVID-19: Positively Al-Ain University Have Comprised the Paradigm Change in Digital Learning (Nuseir, El-Refae, and Aljumah, 2021). Impact of COVID-19 on the mental health of management students to identify using Exploratory Factor Analysis (EFA) to assess Mental Health due to COVID-19(Lade et al., 2021). Hence, the following hypothesis is proposed:

H5: PREZI software as a new learning presentation tool will positively and

significantly influence student Paradigm towards their subjects after post covid.

3.7 PREZI

According to (Perron & Stearns, 2011) PREZI is used as digital presentation software to create and store presentations online. Their research (Strasser, 2014) discovered that PowerPoint is viewed as a boring tool. PREZI is considered a great tool for dynamic presentation which grabs the attention of the class. (Scager et al., 2016) emphasizes that PREZI is an online program that diverges from conventional presentation programs like Microsoft PowerPoint and Apple Keynote. As an alternative, PREZI presentations exist on a canvas. PREZI versus PowerPoint: The results of a wide-ranging digital presentation aids on students' erudition performance (Chou, Chang, and Lu, 2015) study was conducted to know the relationship between PREZI and PowerPoint. PowerPoint instruction, PREZI instruction, and traditional instruction are the three tools used. Among them, PREZI and PowerPoint have no significant difference. Thus, PREZI must have the above-mentioned five frameworks, and accordingly, the hypothesis is framed.

H6: PREZI software as a new learning presentation tool will positively and significantly influence student emotional intelligence, Evocation, Enthusiastic engagement, Psycho-motor Learning, and Paradigm after post covid.

THE RESEARCH MODEL

By considering the reviews done by various researchers (Barros & Sacau-Fontenla, 2021; Dewaele & Li, 2021; Duffy et al., 2015; El-Sayad et al., 2021; Gupta et al., 2020; Lodahl & Skewes, 2021; Marmèche, 2005; Weiner, 1986) and based on the framed hypotheses, the researchers propose the following examination model to be inspected in this exploration study. The proposed research depicts the usage of PREZI software.

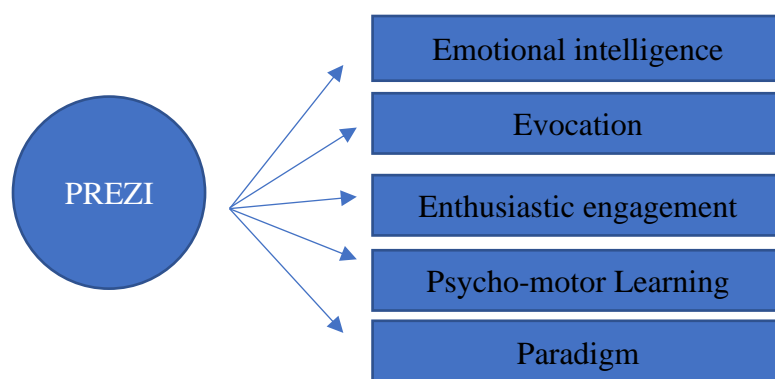


Figure 1 Proposed Research Model

4. RESEARCH METHODS

4.1 Measures

4.1.1 Pre-Testing the Questionnaires

The instrument for Emotional Intelligence, Evocation, Enthusiastic Engagement, Psychomotor learning, Paradigm, and PREZI software was developed by the researchers. As this study was conducted for the first-time linking PREZI software and students' enhancement factors, the questionnaires were developed by the researchers by considering the previously published articles and research works done on these factors by linking the factors with the PREZI concept. The researchers developed five items for each of the six dimensions, Emotional Intelligence (5 items and the examples of items were "I get attention towards the subject throughout the class, [.....]"), Evocation (5 items and the examples of items were "I grab the concepts immediately, [.....]"), Enthusiastic Engagement (5 items, "I completely engage myself in the class from the beginning till the end, [.....]"), Psychomotor learning (5 items, "I dexterity my task for my presentation and seminar (performing by self), [.....]"), Paradigm (5 items, "The stream in PREZI like story blocks, animation, etc is overwhelming my attention, [.....]"), PREZI software (5 items, "Management templates like Sales & Business Development, Marketing, Education & Non-profit, HR & Training is making me more technology-oriented transformation, [.....]") totally 30 items has been constructed by using five-point Likert scale ranging from 5 = Highly satisfied to 1= Highly dissatisfied. As the questionnaires were developed by the researchers for the first time, as suggested by (Creswell, 2011) the

instruments underwent four rigorous phases that precisely measured the study variables. The four vital stages are Planning with operational definitions, Construction with specification tables, Quantitative valuation with Cronbach alpha, and Validation with three phases.

First Phase:

As a first phase of validating the instrument, the researchers determined the functional meanings of the study variables that are to be estimated. From the operational definitions, open-ended questions have been developed and circulated to the samples of the target group (17 samples). Based on the responses and review of literature the accurate measures of the constructs were modified.

Second Phase:

In the second phase tables of specifications were made to fulfill the criteria of construction. The items were checked for clearness, design, satisfactory respondents' choices, and phrasings. After a few audits of the items, it was verified by experts and associates by coordinating the items with the specification table. A few changes were made in light of the ideas given by the experts. After changes, the instruments were appropriated to the sample that is illustrative of the objective gathering and the last quality of the individual factors and instruments were investigated.

Third Phase:

Quantitative analysis has been done at this stage including a pilot study. For the pilot study, 86 datasets have been collected from the target group and Cronbach alpha was executed using

SPSS (IBM SPSS Statistics). The reliability coefficient can range from 0.00 to 1.00 with values of 0.70 or higher indicating acceptable reliability (Creswell, 2011). the acceptable range for the reliability coefficient is from 0 to 1 and the variables with values more than 0.7 or more than this value represent the adequate

reliability. From table 1 it is clear that the Cronbach alpha coefficient for the study factors Emotional Intelligence, Evocation, Enthusiastic Engagement, Psychomotor learning, Paradigm, and PREZI software was found to range from 0.816 to 0.944 which is in the acceptable range.

Variables	Cronbach Alpha
Emotional Intelligence	0.882
Evocation	0.816
Enthusiastic Engagement	0.932
Psychomotor learning	0.944
Paradigm	0.944
PREZI software	0.843

Table 1 - Cronbach's alpha coefficient

Fourth Phase:

The fourth phase is validity and it is characterized by face validity, content validity and Construct validity (Discriminant & Convergent validity).

Face validity:

Face validity is about whether a test measures what it should quantify. This kind of validity concerns whether an action appears to be pertinent and proper for what it's surveying on a superficial level. (George & Mallery, 2020) To examine the face validity the dichotomous scale was executed down with categorical outcomes of "Yes" and "No" which assign a favorable and unfavorable variable correspondingly. The favourableness of the instrument was gathered from two raters. Then, at that point, the gathered information was examined utilizing Cohen's Kappa Index (CKI) to decide the face validity of the instrument

(Oluwatayo, 2012) suggested a negligibly adequate kappa of 0.60 for entomb rate agreement. The researchers analyzed the data using SPSS software and found the symmetric measure value to be 0.713 implies that 71.3 chance of the same agreement between the two raters.

Content validity:

Content validity requires the utilization of perceived well-informed subject experts to assess whether test variables survey characterized content and more exhaustive genuine tests than examines face validity. Content validity is most often tended in intellectual and expert testing, where test factors need to reflect the data expected for a given subject region or job skill expertise (Taherdoost, 2018). For this particular study, the researchers collected the data from five subject experts and analyzed the same in Microsoft Excel by using the formula

$$=ROUND ((COUNTA ($B5: $F5)-COUNTA ($B$1: F1)/2)/ (COUNTA (B1: F1)/2),3)$$

It is based on Lawshe's CVR (Content Validity Ratio) method. As we have taken five panelists the minimum value should be around 0.99 and based on the excel analysis the researchers had achieved this value which confirms that the items in the instrument were at the acceptable level of significance.

Construct Validity

The researchers used factor analysis along with principal component analysis to analyze the construct validity encompasses both discriminant and convergent validity (Straub & Gefen, 2004). To proceed with the analysis the

items loaded should be above 0.40 which is considered the least recommended value in factor analysis and the researchers carefully examined the cross-loadings also. If the cross-loadings exceed 0.40 it should not be considered for further analysis. One item from evocation and one item from psychomotor learning were deleted due to cross-loading. Table 2 depicts the components of convergent validity (factor loadings, average variance extracted (AVE), and composite reliability (CR)). For this research work, the factor analysis values mostly cross the range of 0.639 where the acceptance range is around 0.6 as

suggested by (Hair et al., 2010). By using Excel the average variance extracted was calculated and all the study variables have exceeds the marginal value of 0.5 which strongly indicates that the error is lesser according to (Hair et al., 2010). Enthusiastic engagement resides at the top AVE value which is 0.777 followed by psychomotor learning at 0.756, emotional intelligence at 0.719, and paradigm at 0.697. The lowest AVE is PREZI which is 0.592. The analysis identified that the values calculated for average variance extracted and composite reliability are more than the cut-off value of 0.5.

Construct	Items	Factor Loadings	Composite Reliability (CR)	Average Variance Extracted (AVE)
Emotional intelligence	EI1	.754	0.927	0.719
	EI2	.897		
	EI3	.876		
	EI4	.782		
	EI5	.919		
Evocation	EV1	.754	0.867	0.621
	EV2	.855		
	EV3	.821		
	EV5	.714		
Enthusiastic engagement	EE1	.806	0.945	0.777
	EE2	.879		
	EE3	.956		
	EE4	.889		
	EE5	.870		
Psychomotor learning	PL1	.722	0.925	0.756
	PL3	.885		
	PL4	.938		
	PL5	.916		
Paradigm	PM1	.662	0.919	0.697
	PM2	.992		
	PM3	.805		
	PM4	.858		
	PM5	.825		
Prezi	P1	.668	0.877	0.592
	P2	.804		
	P3	.639		
	P4	.787		
	P5	.917		

Table 2 - Convergent Validity

According to Fornell and Larcker, the discriminant validity was calculated and summed up in Table 3. Farnell and Larcker's examination summarised in Table 3 additionally shows that every factor of the

diagonal points is represented overhead their horizontal and vertical values correspondingly. Thus, all factors accomplished reliability and achieved its range i.e. the values are close to 1.0 (Henseler, 2015).

	Emotional Intelligence	Evocation	Enthusiastic Engagement	Psychomotor Learning	Paradigm	Prezi
Emotional Intelligence	0.848					
Evocation	.369**	0.788				
Enthusiastic Engagement	.460**	.459**	0.881			
Psychomotor Learning	.316**	.127*	.239*	0.869		
Paradigm	.582**	.244**	.429**	.440**	0.835	
Prezi	.486**	.301**	.296**	.551**	.520**	0.770

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 3 - Discriminant Validity

4.2 Participants

The main determination of this research study was to discover in what way the PREZI software influences the post-graduation management students for their learning sustainability. For this objective, we selected MBA students from Tamil Nadu state who are having an experience with this software through their professors. The researchers purposely collected the data from only those MBA students who are having prior knowledge of this software. There are about 560 MBA colleges in Tamilnadu, only a few colleges implemented this software as their new presentation tool so a purposive sampling method was employed to draw the respondents from the population. A validated questionnaire was circulated to 450 students who come forward to participate in the research, and 412 questionnaires were returned from the respondents. Of these, 384 were involved in the data analysis; 28 of the surveys got from the respondents were viewed as inadequate. Consequently, this study received 93.2% of the response from the respondents. The sample consisted of 63.3 percent of male students and 36.7 female students.

4.3 Preliminary Examination of the main study

The fundamental examination of the data aims to recognize missing data, outliers, whether the data is normally distributed or not, and finally its homogeneity by using the SPSS and AMOS software's 18.0. This communication is imperative in setting up the collected data for definitive examination later on. All the questionnaires utilized in this exploration were evaluated for any missing responses before the information section. Although this cycle was straightforward, it was exceptionally basic to work with the information section. Moreover, a check of the descriptive statistics for all data entries was attempted to guarantee the precision of information. In this respect, we looked at the responses of inquiries that created out-of-reach values with the questionnaires for more precision. As indicated by (Hair et al., 2010), missing information is viewed as a compelling issue in data investigation that might influence the aftereffects of the examination points and goals. The effect of missing data is much more basic when utilizing Structural Equation Modelling in AMOS (Arbuckle, 2017). Therefore, the researcher applied the "median of nearby points" to replace missing data for the categorical variables. In the next step, the multivariate outliers were tested using Mahalanobis D2 as suggested by (Hair et al., 2010). In this research, Mahalanobis D2 was estimated utilizing AMOS variant 18.0. All records that $p1 \text{ esteem} < 0.05$ (critical from one

side) would be considered a compelling outlier and the relationship between the factors for these reactions are significantly different contrasting with the remainder of the dataset (Tabachnick & Fidell, 2007). Nine multivariate outliers were identified in the dataset. However, the researchers held the outliers to the dataset because they were not viewed as hazardous because their set number contrasted with the entire dataset and were appropriate to be remembered for additional investigation. As indicated by (Hair et al., 2010), it is fundamental to test the presence of normality in the multivariate examination. If the data collected from the respondents is not normally distributed then it may influence the validity and reliability quality of the outcomes. In the ongoing review, we utilized the Jarque-Bera (skewness-Kurtosis) test to check regardless of whether the information is normally conveyed. As indicated by (Tabachnick & Fidell, 2007), the ordinary reach for skewness-kurtosis esteem is ± 2.58 . Following this suggestion, every one of the items in the dataset was viewed as typically appropriated (i.e., $< \pm 2.58$). Levene's test in SPSS 18.0 was utilized to decide the presence of homogeneity of variance in the information involving the demographic data gender as a non-metric variable in the t-test. The outcomes uncovered that the vast majority of the builds were non-significant (for example $p > 0.05$). And the final preliminary examination is multicollinearity, according to (Pallant, 2010) if the value of tolerance is more noteworthy than 0.10 and VIF esteem under 3.0, it confirms that the data is free from multicollinearity. Considering all the independent variables had VIF esteem under

3.0 and tolerance esteem above 0.10 this proposes the absence of multicollinearity in the dataset.

5. RESULTS

The main aim of this research linking the Prezi software along with the study factors is to test the framed hypotheses and to test the data collected from the respondents. To achieve this aim the researchers used confirmatory factor analysis (CFA) and structural equation modeling (SEM). As a first step, the researchers test the goodness of fit (GFI) records for the estimation of the study variables emotional intelligence, evocation, enthusiastic learning, paradigm, psychomotor learning, and Prezi and then the hypotheses were examined by utilizing the structural equation modeling method (SEM). The estimated values of CFA along with the values of the structural model are shown below.

5.1 Findings from descriptive and correlation analysis

Table 4 elucidates the mean, standard deviation, and Cronbach's alpha coefficient values of the research variables emotional intelligence, evocation, enthusiastic learning, paradigm, psychomotor learning, and Prezi, and values were from 0.816 to 0.932. Therefore, the calculated values indicate that the data used in the research has a favorable outcome for emotional intelligence, evocation, enthusiastic learning, paradigm, psychomotor learning, and Prezi. The correlation coefficient for the research indicates a positive correlation.

Variables	Mean	SD	Cronbach alpha coefficient	1	2	3	4	5	6
Emotional intelligence	14.40	3.675	0.882	1					
Evocation	11.09	3.169	0.816	.355**	1				
Enthusiastic engagement	11.46	3.999	0.932	.383**	.380**	1			
Psychomotor learning	16.04	2.540	0.927	.315**	.259**	.211**	1		
Paradigm	17.58	3.935	0.917	.501**	.277**	.227**	.451**	1	

PREZI	19.57	2.691	0.843	.373**	.251**	.202**	.505**	.469**	1
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Table 4 - Mean, SD, Alpha coefficient, and correlation coefficient

5.2 Findings from the confirmatory factor analysis

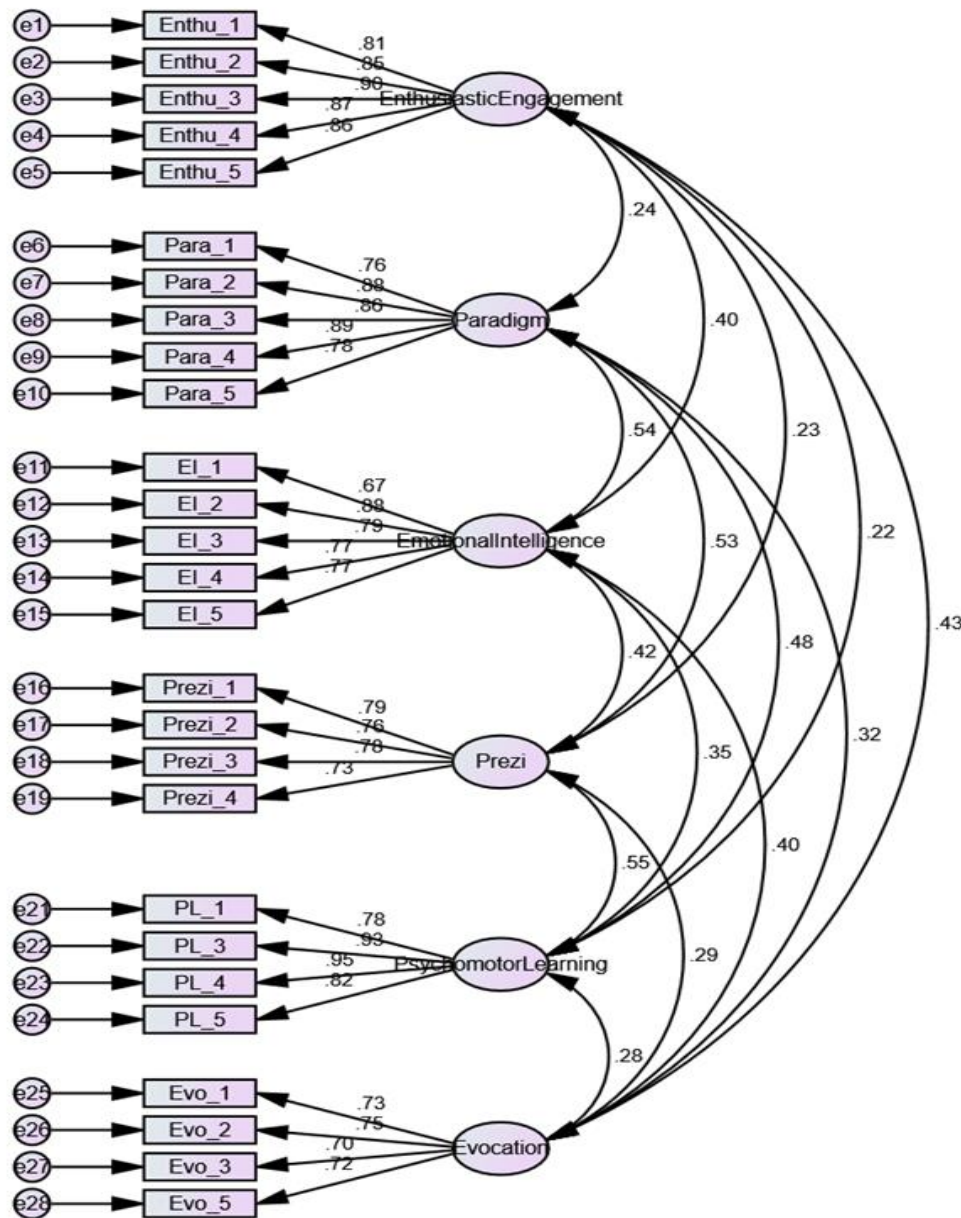


Figure 2- Confirmatory Factor Analysis

The maximum likelihood estimation(MLE) strategy was chosen to complete the CFA to test whether the information fits a speculated estimation model (Jöreskog & Sörbom, 1982). The model fit measures usually applied are chi-

square (χ^2), the GFI, the adjusted GFI (AGFI), and the root-mean-square residual index (RMR) (Jöreskog & Sörbom, 1996). The overall χ^2 (χ^2/df) should be somewhere in the

range of 2 and 5 to accomplish an adequate model fit

(Tabachnick & Fidell, 2014). According to (Schumacker, R & Lomax, 1996) the values for CFI, AGFI, CFI, and TLI should be in the range of 0 to 1 and for RMSEA the calculated value should be less than 0.08. If the values achieved these ranges as mentioned above it shows that the collected data were fit to the model.

5.2.1 CFA for Emotional Intelligence, Evocation, Enthusiastic Engagement, Paradigm, Psychomotor learning, and Prezi

The measurement scale for emotional intelligence, enthusiastic engagement, paradigm, and PREZI was composed of 5 items each, and evocation and psychomotor learning were composed of 4 items each. The researchers check the significant level for all the factor loadings and it was found to be less

than 0.001($p < 0.001$) except for one item of the Prezi factor. The one item belonging to the PREZI factor was eliminated and the CFA was run one more time to check for the goodness of fit. Finally, a significant value of 0.001($p < 0.001$) was achieved for all factor loadings. The measurement model with the goodness of fit for the factors emotional intelligence, enthusiastic engagement, paradigm, PREZI, evocation, and psychomotor learning are shown in Figure 2.

Table 5 - depicts the test for all the study variables. The test results for all the study variables are: $\chi^2/df = 1.460$, GFI = 0.920, AGFI = 0.903, NFI = 0.938, CFI = 0.979, TLI = 0.977 and RMSEA = 0.035. The values of χ^2/df satisfy the reference value given by (Tabachnick & Fidell, 2014) and (Klein, 2016), and also according to (Randall & Lomax, 2004) the TLI, CFI, GFI, NFI, and AGFI should exceed 0.90 and RMSEA value should exceed 0.08 and the result satisfies these conditions.

Model	χ^2/df	GFI	AGFI	NFI	CFI	TCI	RMSEA
Emotional intelligence, Evocation, Enthusiastic engagement, Psychomotor learning, Paradigm & PREZI	1.460	0.920	0.903	0.938	0.979	0.977	0.035

Table 5 - Goodness-of-fit results for CFA on EI, EV, EE, PL, PM, PREZI

5.3 Findings from the structural equation model

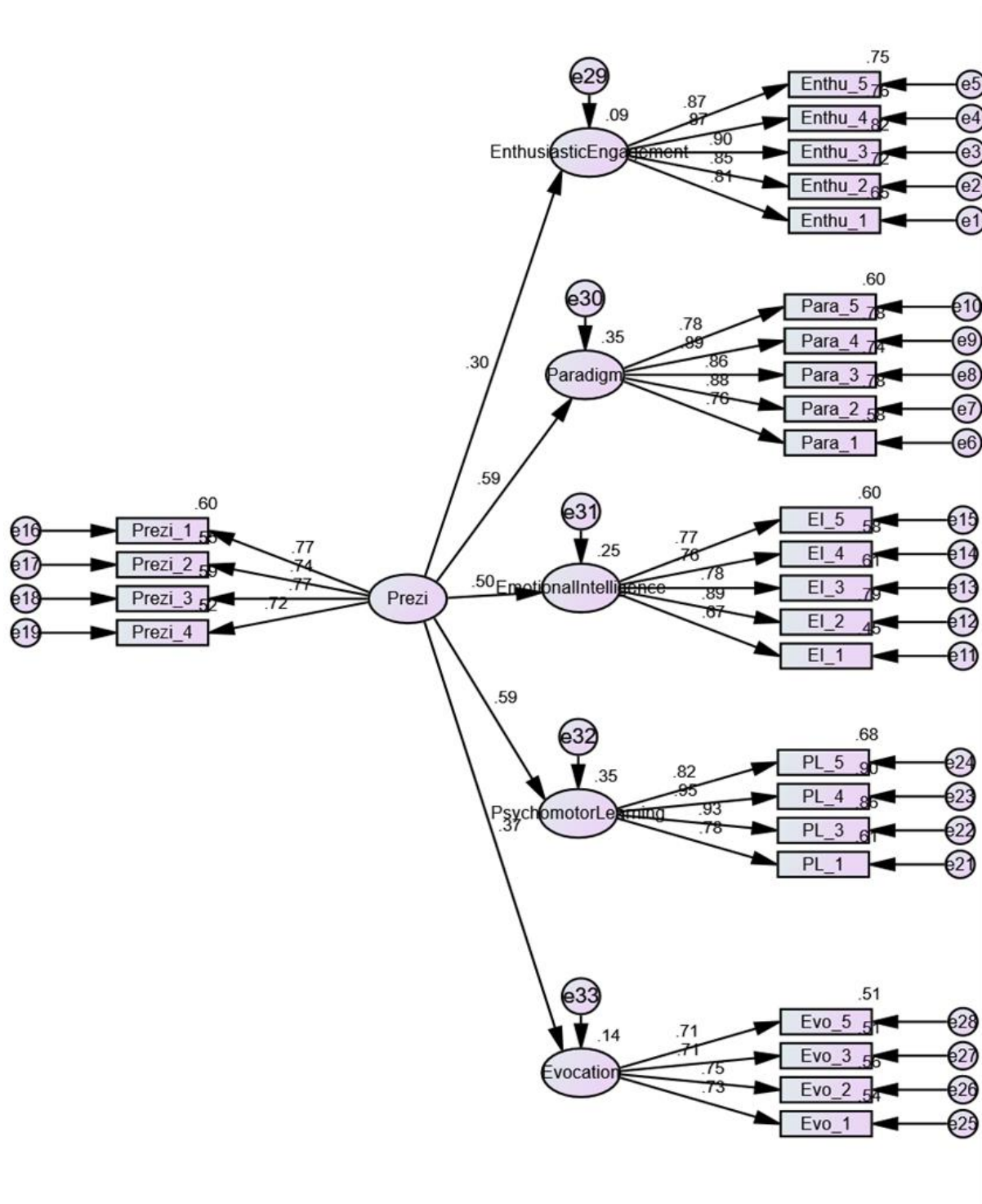


Figure 3 - Structural Equation Model

	Estimate	Std. Error	CR	P	Hypothesis	Result	Order of Influence
Enthusiastic engagement←PREZI	0.300	0.087	5.250	0.000	H3	Accepted	5
Paradigm←PREZI	0.593	0.086	9.808	0.000	H5	Accepted	1
Emotional intelligence←PREZI	0.498	0.071	7.891	0.000	H1	Accepted	3

Psychomotor learning←PREZI	0.591	0.066	9.984	0.000	H4	Accepted	2
Evocation←PREZI	0.369	0.089	5.904	0.000	H2	Accepted	4

Table 6 - The effect of PREZI on Emotional Intelligence, Evocation, Enthusiastic Engagement, Paradigm, Psychomotor learning, and PREZI

The result in table 6 indicates that the standardized effect of PREZI on enthusiastic engagement ($\beta=0.300$, $p<0.000$), Paradigm ($\beta=0.593$, $p<0.000$), Emotional Intelligence ($\beta=0.560$, $p<0.000$), Psychomotor Learning ($\beta=0.657$, $p<0.000$) and Evocation ($\beta=0.527$, $p<0.000$) is significantly positive. Hence, the hypothesis (H1, H2, H3, H4, H5) as derived from the review of the literature and proposed above, is supportive and accepted. From the analysis, it is observed that by using the PREZI software as a new learning tool, the students' enthusiastic engagement, emotional intelligence, evocation, paradigm, and psychomotor learning will increase and it may create a vast improvement in their professional and career development. Especially the students' paradigm, psychomotor learning, and Emotional intelligence are influenced more by PREZI software, particularly in the post-covid period. The Learning Paradigm stresses the students' dynamic job in learning and the reason for that learning, which can be strong motivators for students. Through psychomotor learning, students learn how to play out an assignment with cutting-edge proficiency.

6. Discussion

Using the student's dataset, this study attempted to improve the understanding of MBA students learning sustainability post covid. This study not only demonstrates the significance of students learning sustainability but also the usage of PREZI as a tool. Altogether, the findings of the research provide some thoughtful insights post covid.

First, our results support the proposed framework with PREZI software as a new learning presentation tool's influence over students' emotional intelligence towards their subjects after post covid. These findings show

some significant contributions to PREZI and Emotional intelligence. Emotional intelligence is momentous as it grabs the attention Animations used in PREZI have a wider impact in holding the attention of the students throughout the session after post covid. According to (Koh & Nam, 2005; Soo Wee & Quazi, 2005) emotional intelligence amongst nursing students in eastern Nepal was considered for the study and found that nursing students had great altitudes of emotional intelligence. In addition to that, demographic factors did not influence emotional intelligence. Owed to rising ramifications in the healthcare sector and cumulative expectations of customers in today's modest healthcare sector it is vital to have high emotional intelligence.

PREZI software as a new learning presentation tool has positively and significantly influenced student Evocation towards their subjects after post covid. Evocation means the act of doing it with the eliciting response. PREZI software helps in tracking the activity so that the students get involved in the class. According to (Shrestha & Mandal, 2021) the talent level of students was determined by their knowledge competencies. The main purpose is to suggest their skill for creative and precarious thinking in science, specialized as well as the research and development fields. The results are highly beneficial for the planning process, especially for the strategies.

Predominantly, it is found that there is a relationship between students and Enthusiastic Engagement towards their subjects after post covid. Enthusiastic Engagement is the level of eagerness an individual shows in engaging with a particular work. According to (Vrkic & Pavlovski, 2014), enthusiasm is a unique behavioral approach. It is physical behavior where the individual expresses themselves visually and engagement is the way of showing involvement in approaching work. The findings show that PREZI software has gained more attention from the existing users. Intellectual skills, engagement in the class, attention span,

practical knowledge, and several active participants are the very few factors considered for enthusiastic engagement.

The other aim of the study was to examine the students' psychomotor learning towards their subject after post covid. Psychomotor learning means physical movement, manipulation, technical skills, and coordination that the individuals do with sub-conscious rather than conscious when they precisely use a particular software. In our view, and as other authors have pointed out (Kunter et al., 2008) that there is a huge impact, especially on psychomotor learning post covid. From the research outcomes, the students have less impact for the not satisfied and neutral category. Most of the respondents opted for the satisfaction which clearly says that PREZI software is helping them in improving their Psychomotor learning. Manipulation of the knowledge attained, viability, motor skills, and technical skills are the factors considered while considering psychomotor learning.

Importantly, we found that PREZI influenced student paradigm towards their subject after post covid. A paradigm is a concept or set of patterns where audiences are given a similar occurrence and illustration of how the platform is helping them to meet with the basic and advanced features. (Yudanto et al., 2022) compares both academic and job performance as well as socioeconomic status of students of five types of MBAian. Five job competencies were considered and among those, the MBAian from the science stream performed well in three categories while their counterparts who studied business education in the first degree did well in two. From the research, most individuals are highly satisfied with the PREZI software. The templates, presentation features, attractiveness of the presentation, and context of the presentation are the features observed when considering the paradigm.

7. Implications

7.1 Theoretical Implications

The implications of these outcomes denote that the importance of PREZI software is accepted in the post covid situation. The theoretical implications are limited to the positive and

distinguished task of PREZI over emotional intelligence, evocation, enthusiastic engagement, psychomotor learning, and paradigm. As the change is unplanned after post covid, it is significant to note that the commute to understand the relationship and the effect of factors influencing is generic among MBA students. As researchers, we suggest a new theoretical interlink amongst PREZI over emotional intelligence, evocation, enthusiastic engagement, psychomotor learning, and paradigm with MBA students post covid. Our research paves way for a new outlook and insight on MBA students learning sustainability post covid.

7.2 Practical Implications

The researchers have several practical contributions to MBA students learning sustainability post covid. The researcher comes up with a new framework for PREZI software using emotional intelligence, evocation, enthusiastic engagement, psychomotor learning, and paradigm. Once PREZI software is keenly used by the faculty for grabbing the attention of all students it will have a positive impact on the students' attitudes over all the subjects. It also implies that when PREZI software is used it would provide more significance over the knowledge amongst the students.

8. Limitations and suggestions for future research

The research is limited to only MBA students learning sustainability post covid. This study can be taken forward to investigate other streams of students to know the learning sustainability. As the study is restricted to only a few respondents it can be carried forward with a greater number of respondents. The research has got the scope to carry forward in comparison with two different countries as well. Psychological factors like attitude, perception, motivation, openness to experience, agreeableness, conscientiousness, etc. can be included as the influencing factors in future research. Further study may make an important influence on students' development is intended as a relative study, across private and public sector colleges.

9. Conclusion

The paper highlights the context of new insights on MBA students learning sustainability after post covid using PREZI software through the E3P2 framework. The MBA students were peculiarly chosen for the research especially to know the impact especially post covid after the resuming of college. The research is specifically designed for the evaluation of MBA students' impact over post covid. Paradigm is the highest influencing factor followed by Psychomotor learning. The level of influence over PREZI is high with Paradigm compared to other variables. The ratings for factors influencing PREZI are as follows starting with Paradigm, Psychomotor learning, Emotional intelligence, Evocation, and Enthusiastic engagement. To conclude that PREZI is the tool that has a good scope to influence the students' learning sustainability, especially after this post covid situation.

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