How Education Is Being Impacted So Far. New Opportunities. The Bottom Line. Overview Of COVID-19. Coronaviruses are a family of viruses that range from the common cold to Severe Acute Respiratory Syndrome (SARS). The most recent coronavirus (sometimes referred to as the novel coronavirus) is called COVID-19, and was first detected in Wuhan, China in December of 2019. It may be too early to say how students and teachers will cope with online learning as they figure out the kinks, but the impact of the coronavirus on education is an important consideration. What's been seen so far is that remote learning comes with many challenges, but the switch to technological platforms also gives new opportunities to students and teachers to try out different modes of education. We investigate the main question of whether higher education institutions are able to increase their performance due to mergers, takeovers, or organizational restructuring. The problem of measuring performance when there are several "output" and "input" indicators can currently be solved by recourse to a proven data analysis method (data envelopment analysis, DEA) by type of restructuring mechanism, and on the basis of whether technical colleges have been joined to the university in question. We used nonparametric statistical methods for comparing averages to test the proposed hypotheses. The special attention is paid to the impact of the institute of minimum wage on the labour market.

The impact of restructuring in further education colleges

David Beale (Manchester School of Management, UMIST, Manchester, UK)
Employee Relations
ISSN: 0142-5455
Publication date: 1 October 2004

Abstract
This paper is focused on sectoral restructuring and changes in industrial relations in further education (FE colleges) during the 1990s, brought about by the 1992 Further and Higher Education Act. Its concern is particularly with the workplace implications of such restructuring and change for lecturers' union representatives and their members. The very rapid pace and fundamental nature of these developments generated deep and considerable workplace discontent, lecturers were denied an effective voice for the expression of this discontent and something close to a "Bleak House" scenario in FE colleges was created. There was a significant departure from what were essentially corporatist industrial relations traditions in the sector, and the paper suggests that there has been a lasting and critical effect on the nature and trajectory of industrial relations in FE in spite of policy initiatives and developments in the post-1997 period of Labour government.

Keywords
Further education, Colleges, Trade unions, Employees involvement

Citation

To read the full version of this content please select one of the options below

You may be able to access this content by logging in via Shibboleth, Open Athens or with your Emerald Account.

To rent this content from Deepdyve, please click the button.

If you think you should have access to this content, click the button to contact our support team.