ENHANCING TEACHING EFFECTIVENESS IN MANAGEMENT EDUCATION

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ABSTRACT

Management Education must accustom to varying requirements of dynamic external environment. Contemporary methods of teaching are essential to meet this challenge. Teaching effectiveness can be demarcated as the range to which the teaching activity fulfills its actual intention, function, and goal.The faculty member tries to improve chances for teaching success if they assess their student's preferred learning style, then accordingly plan teaching activities and use teaching tools appropriate to that style. To assess a student's preferred learningstyle generally it is essential to scrutinize the students learning ability or merely ask the student how he or she learns paramount. This paper proposes to explore the different ways in which effectiveness in teaching can be enhanced and students learning conduct. 92 Management teachers gave their input about teaching methods and level of satisfaction. Opinion about learning effectiveness was collected from 100 management students. Chi-square test of independence of attributes was conducted to check whether gender has an impact on the type of teaching method preferred. The data suggested that the more innovative methods of teaching the teachers used, higher is their level of satisfaction. The data given by students clearly reflected that Explanation with the help of examplesis the most effective way of learning.

Key Words: *Effectiveness, Holistic Development, Management Education.*

1.0 Introduction

As the intended beneficiaries of all management education teaching, students are in a unique position to acquire information, disseminate and accommodate themselves to the needs of the industry. As the world goes ahead with lot more changes in Management education, teaching learning process it is seen that very few students are talented and intelligent to suit to all requirements of the society in professional, social and ethical aspects. According to Lumina/ Gallup study released in 2014, only 33% of business leaders agree or strongly agree that university graduates have the knowledge that their businesses need.

Faculty members should have a quest for excellence. This can be achieved through such means as association with professional bodies, industry, government and community.

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It is also seen that at least 30% of the faculty members should be on the field. The teachers should have training in teaching skill; get involved in research & consultancy, industry association etc. In today's scenario there is need for evolving dynamic teaching learning methods, extensive use of mobile technology, social media and e-learning. Teaching based on the experience, practicing is more regarded. Simultaneously the programmes that are designed by the Universities should also cater to the industry requirement. Moreover, teachers should involve a blending learning approach where there is a mixture of classroom and online learning. Experiential learning is in addition the best way of delivering management education.

The discussion through this paper is more significant to the teaching effectives of management educators in the present scenario, having looked at the broader spectrum as mentioned above. The study reflects on certain queries on enhancing teaching learning skills. As management teachers, they have an obligation to update themselves with adequate knowledge of the changing market. When such situation arises the teachers automatically invest their time and effort to educate themselves in the areas where they are lacking. More of their teaching methodology and skills required will be re-engineered. Good teaching and delivery, updating of information, loyalty towards institutions, up bring of students ethically and socially is the need of the hour. Student's view on management education has to be taken by the educators for their growth.

2.0 Review of literature

According to **Gina Chianese** (June 2015) says that it isnot possible to define an effective teacher only referring to their students' grades; the question is much more complex; as a matter of fact it can be said that it has a multi-dimension character. Starting from this point of view it is important to define the suitable methods/instruments of a teacher's evaluation and capability.

According to ArmanHadi Abdul Manaf, Muhammad Safizal Abdullah , Abdullah Osman (May 2015) say that Educators at the higher educational institutions need to continuously improve on these four aspects such as domain knowledge, educational strategies, quality in lectures, classroom social climate to ensure their effectiveness in teaching in the classroom. The less effective teaching would result in students to be less interested or less understanding on the subject matters. The educators also need to be aware that the attitude and ability of students practicing on what they have learnt during class would shape their characteristic in future.

According to Peter Francis, Mary Thomas, SitiAsiah Md. Shahid, and SyahrinaHayati Md. Jani (April 2015) in their survey were able to indicate that there is highest importance on the perception level of agreement for teaching effectiveness along with the other variables like lecturer-individual student interaction, clarity of teaching are highest priority. On the other hand enthusiasm of lecturer is least priority. It is said that to ensure successful teaching and learning subject knowledge, clarity and interaction with students are important.

According to Mr.Najib Ahmad Marzuki, Mr.Halimah Abdul Manaf (2014) states that Management education is not a rare domain anymore. People learn study and teach management in a diversity of branches of knowledge or disciplines. To ensure success in interpersonal intelligence, several criteria can well predict people's quotient. These are the ability to understand students, the ability to grasp people/students' ability to clearly establish thoughts and feelings, ability to ask and offer feedback, ability to serve as a determinant to how others act and think, ability to engage in and resolve conflicts, and, ability to work with others effectively.

According to Donald E. Wygal, Rider University and David E. Stout, Youngstown State University (2011) states that the educators should be exemplary in teaching. Students seek out mentors for their growth. By identifying and using support services, and maintaining an ongoing commitment to the goal of improving one's effectiveness as a teacher can be the best achievement in B-school.

According to ZalihaHjHussin, Kamaruzaman Jusoff, Maznah Wan Omar (2008) in their research paper the results have shown that seventeen dimensions, namely: clarity, practicality, exercises, attention, enthusiasm, creativity, feedback, syllabus, motivation, extra reading, availability, technology, punctuality, current issue, approachable, language use, and communication discriminate between students in terms of lecturers teaching performance and students perceptions of teaching quality. Findings suggest that the lecturers can promote and enhance teaching effectiveness by applying clarity, practicality, exercises, attention, enthusiasm, creativity, feedback, syllabus, motivation, extra reading, availability, technology, punctuality, current issue, approachable, language use, and communication to students during lecturer-student interaction in the classroom. This study adds value by unveiling the key antecedents and predictors of students perceptions thus confirm the plateau of confirmation and disconfirmation theory development.

3.0 Objectives

- To understand the teaching methodology adopted by management teachers in Bangalore
- To explore the different ways in which effectiveness in teaching can be enhanced
- To analyse whether there is a relation betweengender and the method of teaching preferred.
- To study the effective method of learning from students' perspective

4.0 Methodology

Research design used was Descriptive Research; primary data was collected both from students and faculty members teaching management subjects. The data collected was tabulated and analysed. Chi-square test of goodness of fit was used to find out whether innovative method of teaching had an impact on morale of the teachers.

4.1 Hypothesis 1

Ho: Gender of the faculty member does not have relation with the type of teaching method preferred he/she prefers

H1: Gender of the faculty member has a relation with the type of teaching method preferred he/she prefers

Hypothesis 2

Ho: There is no difference between effective method of teaching and learning amongst the teacher and student

H1: There is a difference between effective method of teaching and learning amongst the teacher and student

4.2 Sampling- Convenience sampling under Non-probability technique was used to identify and collect the sample.

4.3 Data Collection from participants

This study was designed to examine the level of teaching effectiveness of faculty members having five to ten years teaching experience in Management schools. Questionnaire had been sent to around 200 faculty members through email and in person, response from 92 faculty members were received.

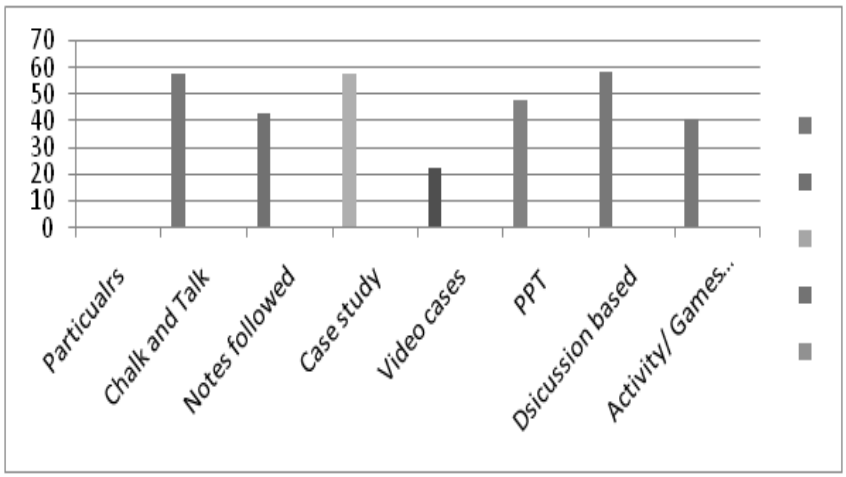
The Student Evaluation of Teaching (SET) questionnaire was designed mainly for students. 100 post graduate final year students in business administration programme of the colleges participated in this study.

The data collection tool used to collect data from faculty members was questionnaire and to collect data from students',opinionnaire was used.

5. Analysis and Interpretation

5.1 Teaching Methodology

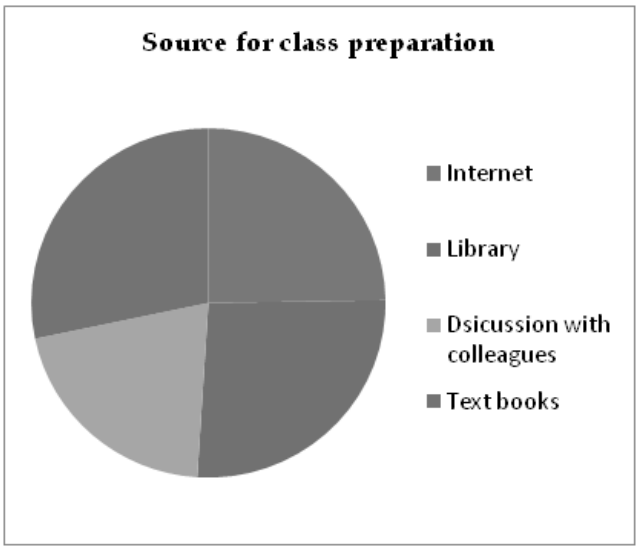
Particulars	No.
Chalk and talk	58
Notes followed by lecture	43
Case study	58
Video cases	22
Power Point Presentation	48
Discussion based	59
Activity/ Games based	41
Others	15



5.1 Chart showing Teaching Methodology
Source: Primary data

The respondent has effectively enhanced their skills and has made attempt to improve their teaching pedagogy. Where the data was to be collected as specific under the category others, respondents have suggested that they have initiated their classroom teaching with bringing in Analytical Problems, Assessment based simulation, Story building, Scenario based teaching, Online data excel based, Solving old question papers etc.

5.2 The sources used for Class preparation

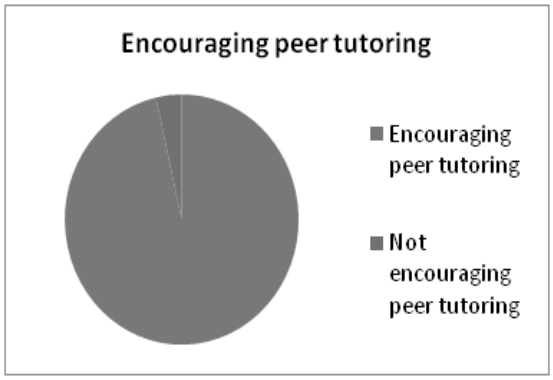


As the knowledge and information is widely progressive it is important and mandatory for faculty members to update themselves through the various means of sources. They are vital for class preparation and delivery. Some of the sources adopted by teachers are grouped together, like Internet, Library text books and Discussion with colleagues. Major source adopted in Management Education by the teachers among the respondents are text books which are ample available and also received as complimentary.

5.3 Encouraging peer tutoring

Particulars	Number
Encouraging peer tutoring	84
Not encouraging	8
Total	92

Source: Primary Data



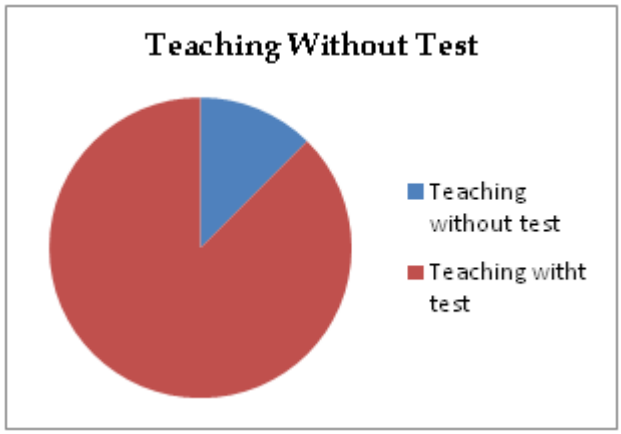
Source: Table 5.3

Peer tutoring is an essential type of learning suitable for students of management education. It is encouraged to thereby the students search out additional resources or complementary experiences; establish their own study groups.

5.4 Believe in teaching without test

Particular	Number
Teaching without test	12
Teaching with test	80
Total	92

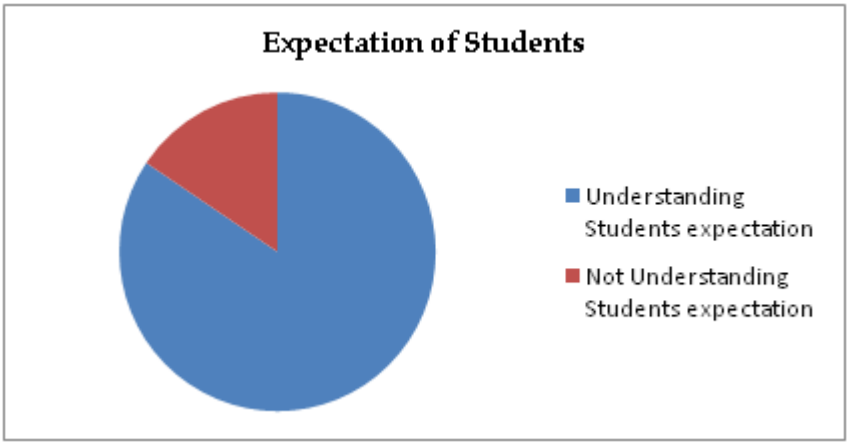
Source: Primary data



Majority of the management teachers support the thought that along with teaching it is required to have also periodicals test being conducted for the students.

5.5 Understanding the student's expectation before beginning with the course

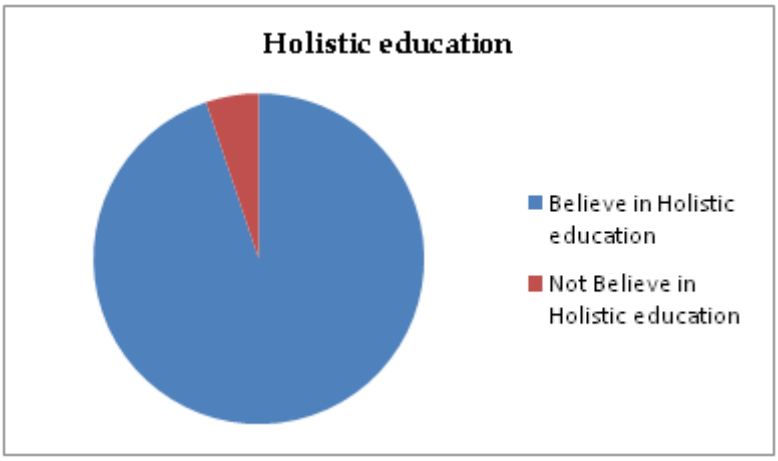
5.5 Chart showing expectations of students



Source: Primary Data

Expect more and you will get more. As a guide, motivator and a teacher understanding student's expectations are very essential. High expectations are important for everyone — for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Whatever students express can be documented and classes can be prepared accordingly. Moreover, expecting students to perform well becomes a self-fulfilling prophecy while teachers and institutions embrace high expectations for them and make additional efforts.

5.6: Believe that holistic education is need of the hour

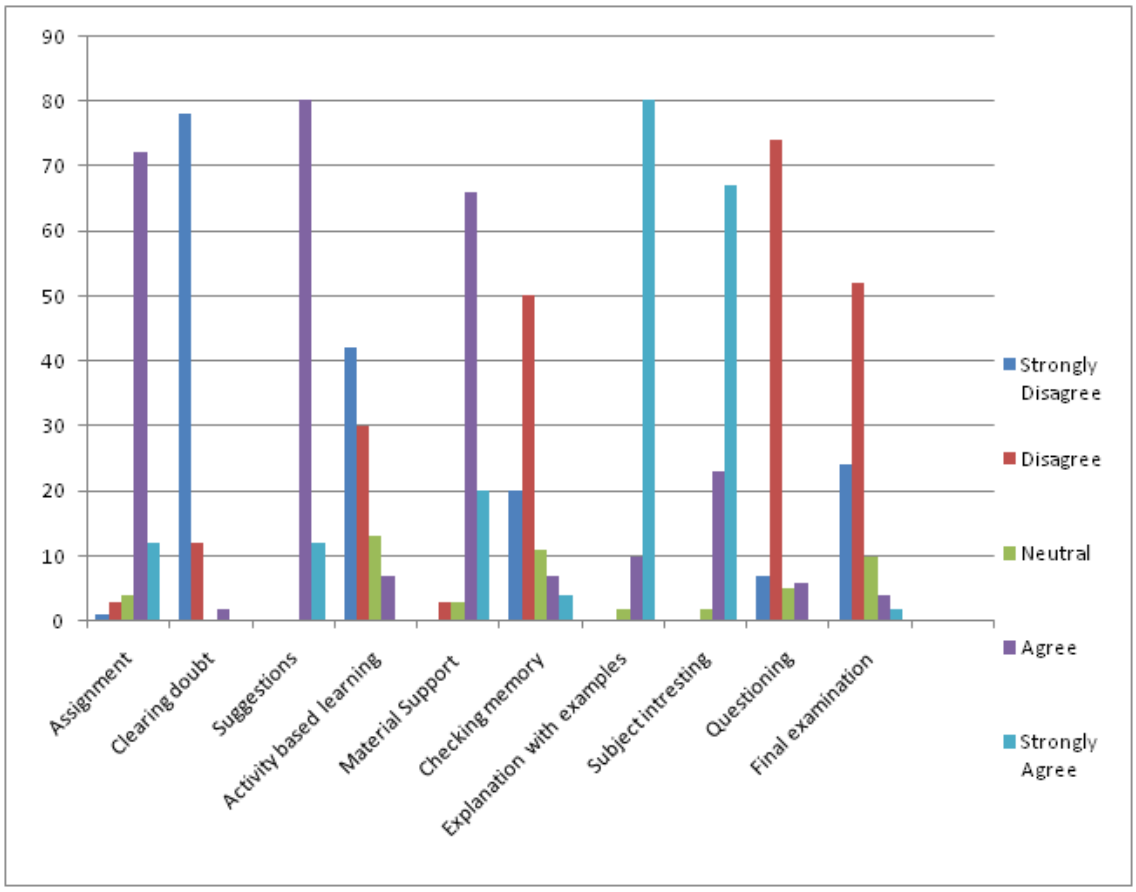


Overall development is the need of the hour. It is a Unanimous feeling among teaching fraternity that the holistic education needs to impart to the students at the B-school level.

5.7: Table showing the teaching methodology and effectiveness

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Assignment is a good way of ensuring application of what has been taught	1	3	4	72	12
Clearing doubt is a waste of time	78	12	-	2	-
Make time to give suggestions time work done by student	-	-	-	80	12
Activity based learning does not work	42	30	13	7	-
Support study material is required	-	3	3	66	20
To check the students memory is more important than to check what the student has understood	20	50	11	7	4

Explanation with the help of examples is effective	-	-	2	10	80
Put in efforts to make the subject interesting	-	-	2	23	67
Questioning is not an effective teaching method	7	74	5	6	-
Preparing the students for the final examination is the only sole purpose	24	52	10	4	2



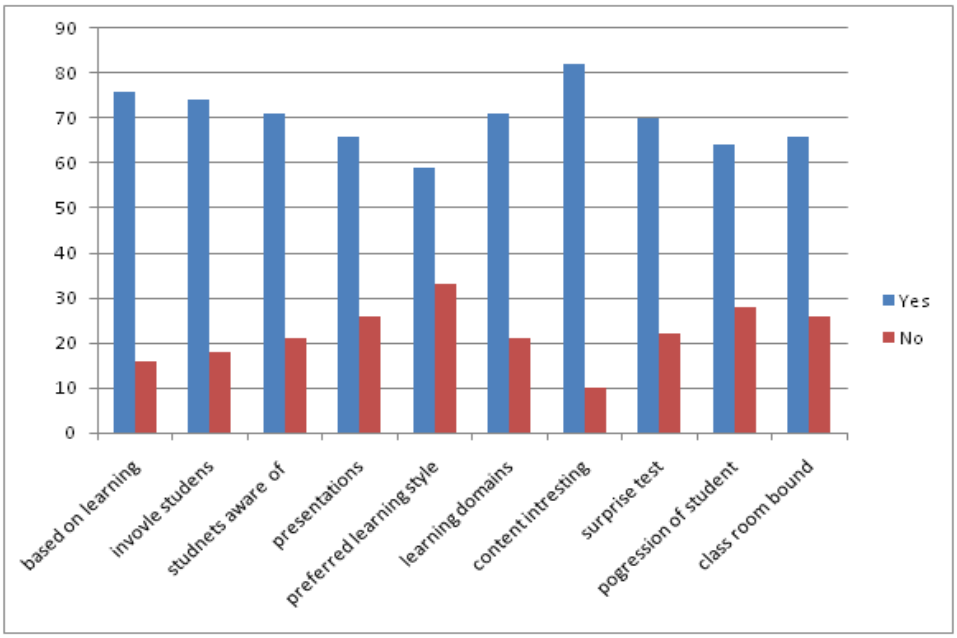
Source: Table 5.7

Management teachers feel that the teaching with lot of examples to substantiate their view is the best way students are able to understand and digest the topic. Clearing doubts is not a waste of time, recommended by all the respondents.Questioning is an effective method of teaching which is expressed by the respondents.

5.8. Principle of teaching and learning

Sl. No	Parameters	Yes	No	Total
1	Is your teaching based on the learning request from the students	76	16	92
2	Do you involve the student in identifying his learning needs	74	18	92
3	Does your teaching begin with what the students is aware	71	21	92
4	Does your presentations starts from simple at the beginning and then become complex	66	26	92
5	Can you analyse the students preferred learning style	59	33	92
6	Are you aware of the various learning domains	71	21	92
7	Do you make the content interesting for the students	82	10	92
8	Apart from teaching, do you provide surprise test for students	70	22	92
9	After evaluation, do you tell the students about their progression	64	28	92
10	Is your teaching class room bound only	66	26	92

5.8 Chart showing the principles of teaching and learning.

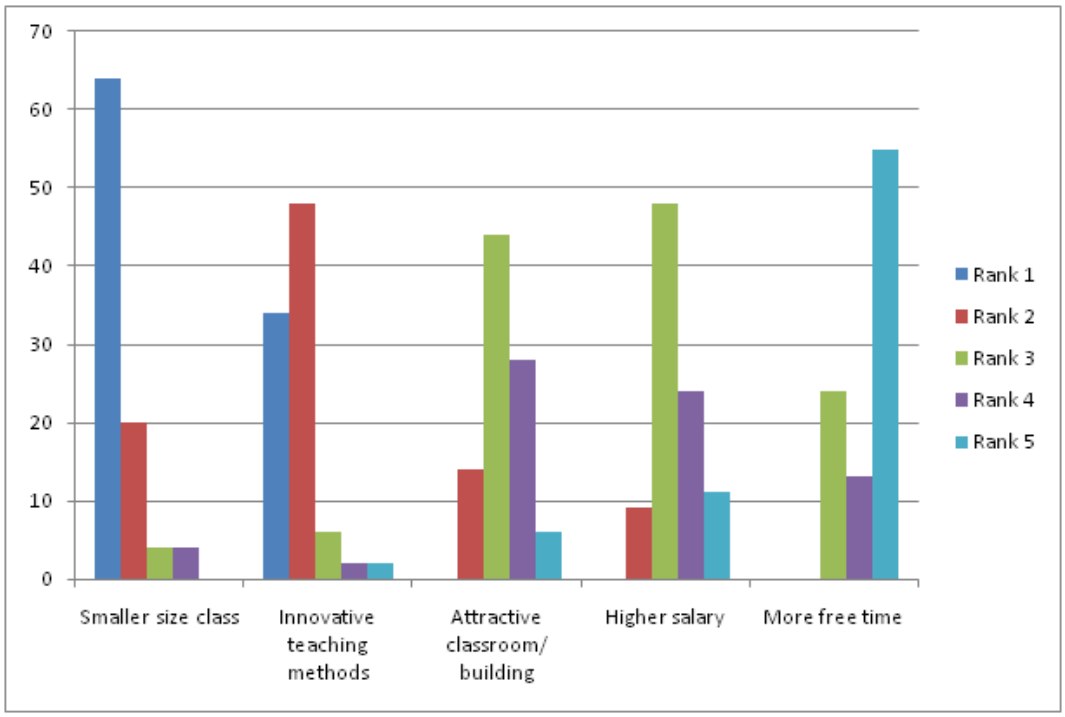


It is seen all the respondents believe in telling the feedback to the students after the test papers are evaluated. Management students need to understand their ability and where they stand after evaluation. This feedback from teaching fraternity will help the students also to understand the requirement of the industry and the way they have to fulfill the requirement.

5.9. Factors considered important to increase the morale at work

Sl. No	Particulars	Rank1	Rank2	Rank3	Rank4	Rank5
1	Smaller size class	64	20	4	4	-
2	Innovative teaching methods	34	48	6	2	2
3	Attractive classroom/ building	-	14	44	28	6
4	Higher salary	-	9	48	24	11
5	More free time	-	-	24	13	55

Source: Primary Data



Majority of the faculty have given their rank to smaller classroom size, to be more effective as individual attention can be given. Management faculty also focuses on innovative methods of teaching in order to make the class more interesting.

Application of Chi-square test of Independence of attributes

Particulars	Male	Female	total
.Smaller size class	24	8	32
Innovative teaching methods	26	14	40
	50	22	72

O	E	(O-E)^2	[(O-E)^2)/E]
24	22.22	3.1684	0.143
8	9.77	3.1329	0.321
26	27.78	3.1684	0.114
14	12.22	3.1684	0.259
			0.837

DOF =1 chi-square = 0.837 Table value at 5% L.o.s = 3.84

H0: Gender does not have relation with the type of teaching method preferred

H1: Gender has a relation on the type of teaching method preferred

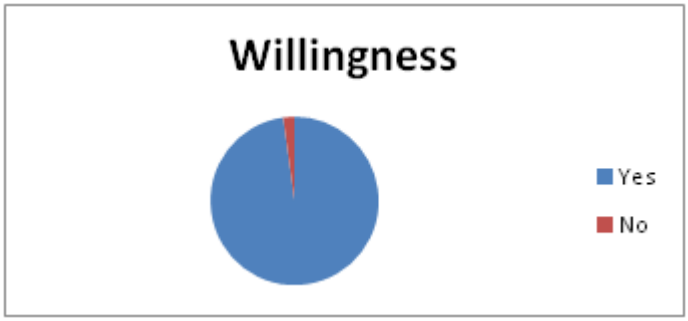
Since calculated value is less than table value, Null hypothesis is accepted, Hence Gender of the faculty has no relation with the type of teaching method preferred.

5.10. If given a chance then wish to enter teaching profession again

Particulars	Numbers
Yes	90
No	2
Total	92

Source: Primary Data

5.10 Chart showing willingness to enter teaching profession again



Analysis: Majority of the participants preferred to enter the teaching profession if they were given a chance.

5.11 Student Opinion about effective learning method

Sl. No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
1	Assignment is a good way of ensuring application of what has been learnt	4	6	10	58	22	100
2	Asking doubts is a waste of time	36	52	8	2	2	100
3	To get suggestion for the work done by you	-	-	10	36	24	100
4	Activity based learning does not work	54	42	4	-	-	100
5	Support study material is required	-	2	6	62	30	100
6	To check the students memory is more important than to check what the student has understood	8	40	30	16	6	100
7	Explanation with the help of examples is effective	2	2	2	26	68	100
8	It is not important to make the subject interesting	58	32	4	4	2	100
9	Questioning is not an effective teaching method	24	58	10	6	2	100
10	Preparing for the final examination is the only sole purpose	46	34	10	6	4	100

Source: Primary Data

Analysis: Majority of the students felt that explanation with the help of examples is effective. Students prefer support study material in the form of course work

Ho: There is no difference between effective method of teaching and learning amongst the teacher and student

H1: There is a difference between effective method of teaching and learning amongst the teacher and student

Particulars	Teacher	Student
Teaching with lot of examples	68	96
Making the subject interesting	64	76

O	E	(O-E)^2	[(O-E)^2)/E]
68	71.21	10.31	0.145
96	92.79	10.31	0.111
64	60.79	10.31	0.170
76	79.21	10.31	0.130
			0.556

chi-square = 0.556 Table value at 5% level of sig = 3.84

Since calculated value is less than table value, Null hypothesis is accepted, both the teachers and students agree that teaching with lot of examples and making the class interesting is important.

Summary of Findings

Rather than exams or assignments, students are more concerned about the value of education and its utility for their future growth in the corporate world.

Conclusion

Management teachers should consider continuous improvement in their professional life and move from being a good teacher to a great teacher. Faculty members can consider getting corporate exposure during vacation period. Formation of quality circles i.e. informal teaching circles can be formed to discuss the common challenges faced by teaching fraternity. Faculty members can maintain database of mentors from the industry to gain practical exposure. Faculty members can consider inclination towards research in order to deliver the lessons in a more effective manner.The

benchmark teaching methods can include adoption of MOODLE Software, Familiarity with online teaching techniques, Research orientation, supporting information handouts, programmed instruction, innovative presentations, involving guest speakers, films, film strips, and reading assignments. These may be considered as important tools for enhancing teaching effectiveness. The study may be extended to the Faculty members with higher level of experience, Dean, Head of Institutions and Directors to obtain a better perspective on teaching effectiveness.

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