

STUDENT PERCEPTION OF PEDAGOGY: AN EXPLORATORY STUDY OF B-SCHOOLS

Lakshmi Prasad Panda,

Dean, CSREM, Parlakhemundi, Dist: Gajapati, Orissa

Deepak Talwar,

Reader, Medi-Caps Institute of Technology and Management, Indore (M.P.)

Ravindra Yadav,

Senior Lecturer, International Institute of Professional Studies, D.A.V.V., Indore.

Hitendra Bargal,

Assistant Professor, Patel College of Science and Technology, Indore (M.P.)

Abstract

Influx of B-Schools and forthcoming of foreign universities in India, an understanding of the perception of students towards the different teaching pedagogies can provide valuable insights for the contemporary educational environment. With the growing demand for management education and wider scope warrants management educational institutions and universities of India for an innovative method of pedagogy to be followed in the class room for effective teaching learning process. The traditional practice of lecturing method has considerably undergone a change over the period of time. Students are diverse in their characteristics, values, and effectiveness. To cope with this and as well as to re-equip with different deficient factors such as leadership, team spirit, managerial personality, job knowledge, personal effectiveness, and personal ratifications etc. are linked with different innovative pedagogical designs. The present study suits for this purpose. Which method of pedagogy will be suited for the institutional setup and orientation and how the students perceive about these methods are focus of this study.

Key Words: Perception, Pedagogy, B-Schools, Management Education.

1.1 Introduction

The globalization of the educational environment in recent years has made it imperative for B-Schools to look for pedagogy in order to sustain competitive advantage. The concern for an appropriate pedagogy has been a matter of challenge in today's management educational scenario. The appropriate mix of theory and application in management class room is a prevalent mode of instruction. Application oriented approach of pedagogy alone may put the risk of reducing student's understanding of the application and conceptual thinking. On the other hand, if we entirely take a

theoretical approach, we may produce students without practical knowledge which may be less applicable in solving the present day business problems. Probably an optimal balance model of theory and application in the class room instruction is required which would facilitate our goal of producing all round students who can contribute to the organizational success and personal development.

1.2 The Problem of Study

Influx of B-Schools and forthcoming of foreign universities in India, an understanding of the perception of students towards the different teaching pedagogies can provide valuable insights for the contemporary educational environment. With the growing demand for management education and wider scope warrants management educational institutions and universities of India for an innovative method of pedagogy to be followed in the class room for effective teaching learning process. The traditional practice of lecturing method has considerably undergone a change over the period of time. Students are diverse in their characteristics, values, and effectiveness. To cope with this and as well as to re-equip with different deficient factors such as leadership, team spirit, managerial personality, job knowledge, personal effectiveness, and personal ratifications etc. are linked with different innovative pedagogical designs. The present study suits for this purpose. Which method of pedagogy will be suited for the institutional setup and orientation and how the students perceive about these methods are focus of this study.

1.3 Scope of the Study

The problem of this research study is pursued in one of the B-School of Indore. This management school is reputed for imparting quality management education. The institution is established with a vision of providing employment to all the students suitably match with their needs and

aspiration. To accomplish this goal, the institution follows the different methods of pedagogy suitably needs and requirements of the students and market. Another reason for choosing is that, this institutions quality education policy and knowledgeable faculties are enthusiastic in adopting of a wide variety of methods of pedagogy for effective learning. Further, our pilot study helps us to confirm our a priori knowledge regarding the different methods of pedagogy its reason and consequences. The student's perception and acceptance to these methods and its effective utilization plays an important role in present day contemporary education. The B-School having two sections comprising of 120 students out of which 93 students were included in questionnaire method of survey. In both the sections male students are predominant over female students. Out of 93 students, 60 are male student and rest is of 33 female.

1.4 Objectives

- The present study has two fold objectives:
- To access the students perception of different pedagogies.
 - To find and establish which method is preferred method of teaching pedagogy.

1.5 Methodology

The research problem involves a vast mass of primary data. A comprehensive view of the research problem is first developed through literature. The methodology is followed here includes the available literature, the data collected from the field and statistical techniques suitably applied for the purpose. The literature is collected through IIMA library, online e-resources especially from different reputed international journals and as well as collected from the different national and international libraries.

Here methods include the collection and tabulation of primary data on a 7 point Likert Scale. For this a questionnaire is designed for the purpose (Annexure – A). Then all the tabulated data are processed through the SPSS-16 version of the package. Several statistical test include reliability test, One Way ANOVA and paired t- test are applied to establish the different hypotheses.

1.6 Hypotheses

- H 1:** Case Method of teaching has a positive association of student's perception.
- H 2:** Lecture method has an positive association with students perception by both male and female students.
- H 3:** Cooperative learning has a positive association on student perception.
- H 4:** Management exercises have a significant

influence on solving business problems.

- H 5:** There is a significant association of project based learning on student's perception of pedagogy.

1.7 Review of Literature

The choice for an appropriate pedagogy in business school has been a matter of great concern today. Probably an optimal balance is needed in selecting the different methods of pedagogy for different types of courses followed by the business school. The business schools are expected to be "professional" in the sense that their mission is primarily to prepare people to practice their skills in the business world".

Case studies in management education are now universal and ubiquitous. With ready availability of instructor accessories such as text banks, case teaching notes, and slides, instructors often miss out on the philosophical and scientific foundations of this important teaching pedagogy. They continue to emphasize the rational strategic analysis dimensions of case studies and end up in making the session a 'do-it-yourself' programmable kit (Jain, 2005). The team teaching is a popular trend in business education. In an attempt to integrate seemingly disparate functional disciplines, a number of business programmes have combined courses. Regardless of the courses combined the teaching pedagogy shares a number of challenges in both planning and implementation (Alvis, 2005). Hwang (2005) examined that whether cooperative learning can improve the learning outcomes of students in a passive learning environment. Garvin (2007) depicted that cases provide practical, relevant examples that can be linked to executives prior experiences; anchor concepts and theoretical frameworks in accessible, analogues setting; provide drama and colorful stories that improve attention and retention; stimulate involvement and class participation; and couple knowledge acquisition to decision making and action.

Caldwell (1996) investigated that the effect of cooperative learning techniques on introductory accounting students' perceptions of accounting. Cooperative learning is a structured form of small group work based on interdependence, accountability, social skills, and group processing where students work together to achieve a common goal. Tootoonchi (2002) investigated MBA students' attitudes about how teaching methodologies and instructor characteristics affect their learning. The participants overwhelmingly support the use of real

world example in class, followed by open classroom discussion, as the approaches that most positively influence their learning. The participants also reveal that instructors' most important characteristics that may help their learning include the following in the order of importance: communication skills, knowledge of the subject matter, overall attitudes, fairness, and general personality.

1.8 Methodology and Discussions

In this present study the perceptions of students on different pedagogies is measured through interest, helpful in developing ideas and solving business problems, effort in preparation, decision making ability of a future manager, understanding in concepts and theories, relevance, enhancing interest in group activities, group effort and helps to learn.

The present study includes the five methods of pedagogies which are prevalent in the B-school of Indore. These methods include. Case Method (CM), Lecture Method (LM), Cooperative Learning (CL), Management Exercises (ME), Project Based Learning (PL) are considered for the study.

To measure these, a questionnaire is designed on 7 pointer likert scale on different pedagogies such as case method, lecture method, cooperative learning, management exercises, project based learning, to illicit the information about perceptions of students of different pedagogies. In methodology we are applying the various statistical tests such as reliability, ANOVA, Paired t test to see and compare which method of pedagogy is more relevant and stimulate interest in management education

1.8.1 Statistical Techniques used

To examine the hypotheses of the study three types of statistical techniques are used in the present study. The test of reliability, one way analysis of variance and paired t-test are applied to find the desired results.

1.8.1.1 The test of Reliability

The measure of reliability test applied here to see the variables under each method are consistent and linked together to produce the desired results. The two types of reliability that we are concerned with are Cronbach alpha and split half reliability but here we have taken the Cronbach alpha as one of the measures of reliability. Cronbach alpha is based on the average correlation of items within a test if the items are standardized. It is interpreted as a correlation coefficient and ranges in value from 0 to 1. Our SPSS output provides a standardized item

alpha i.e., the value that would be obtained if all the items were standardized (Table 1.1).

Table 1.1

The alpha coefficients of all these methods are well above the .60. This shows that the items under each method are standardized and are well correlated. The above table also shows that the methods of pedagogies to measure the perceptions are appropriate and reliable. Out of these methods the project based learning method (alpha = .887) found to be high on the reliability scale which implies that there is a higher internal consistency of items in the project based learning method.

1.8.1.2 ANOVA

Another statistical test i.e., ANOVA is used for comparing the means of different methods of pedagogies to see if there is sufficient evidence to infer that the means of different methods differ significantly.

Case Method

Out of the 11 items under the case method except one i.e., 'case method developing ideas in solving business problems' all other items are statistically not significant. It is clearly shown in Table 1.2.

Table 1.2

The significance value of all the items ranges from .024 to .553. Except one all are greater than significance value of 0.05 which implies that there is no sufficient evidence to reject the null hypothesis which means the male and female students view case method as one of the method of pedagogy which stimulate interest, sharpen decision making ability, relevant for present day business problems, useful in understanding concepts and theories and also helpful in learning the concept effectively. But there is a significant difference of opinion about in developing ideas on solving business problems by case method among male and female students which is clearly indicated by the low significance value (.024) in the Table 1.2.

Lecture Method

Under the Lecture Method of Pedagogy 7 items are considered and it is being found that all the items are statistically not significant. This means that there are no such differences of opinion on lecture method of pedagogy between the male and female. It is clearly shown from the F ratio Table 1.3.

Table 1.3

The significance value of all the items ranges from .058 to .947. All are greater than 0.05 which

implies that there is no sufficient evidence to reject null hypothesis which means that the male students and the female students perceive the lecture method as a stimulant in creating interest, helpful in building theories in enriching knowledge, and sharpening the decision making ability of future managers.

Cooperative Learning

Cooperative Learning is another method of pedagogy which is well perceived by the students as a whole. Table 1.4 shows that the probability value of F ratio is greater than .05 which is evident that there doesn't lie any sufficient evidence in rejecting the null hypothesis.

Table 1.4

This implies that there is no difference of opinion between the male and female students. Both groups of students perceive cooperative learning enhances interest in group activity, stimulates interest, helpful in mutual learning process as well as create interest in accomplishing the task. Both male and female groups of students are of the opinion that cooperative learning requires a group effort. There is no difference of opinion by male and female students on developing skills for future role as a manager by cooperative learning pedagogy.

Management Exercises

Both male and female groups of students viewed indifferently regarding management exercises as a method of pedagogy. The significance value of the items varies from .10 to 2.610. All the 5 items are significant and above the probability value of .05. Management exercises help to learn concepts effectively, stimulate interest, useful in solving business problems, sharpening decision making ability of future manager and enhances the group effort. What male students perceive about management exercises in solving business problems significantly differ from female students.

Table 1.5

The female student opinion is widely varied than that of male student in case of management exercises useful in solving business problems (Table 1.5).

Project-based Learning

Project-based Learning is another accepted method of pedagogy by the students. Six items are included in measuring the perceptions of students on project-based learning. The probability value of all the items varies from .25 to .71 (Table 1.6).

Table 1.6

All the items are statistically significant. Both male and female student's perception of project-

based learning as a method of pedagogy is indifferent. They feel that it is one of the best form method in understanding management practices, business and real world problems. Both groups of students are of the opinion that it is one such useful tool, which help them in understanding and preparing to face the business challenges. Further, project-based pedagogy stimulates interest among students in preparing for a future role as a manager (Table 1.6).

1.8.1.3 Paired t Test:

Another statistical test is used to measure the perceptions among the various methods of pedagogies by the students. There are several paired included in paired sample test on the basis of their commonality. Table 1.7 shows student's perception of interest by different methods of pedagogies.

Table 1.7

Pair one shows both the methods of pedagogy create interest but students perceive case method stimulates more interest than the lecture method of pedagogy. It is interesting to know from the second pair lecture method and cooperative learning method both create interest. But the probability value and the mean paired differences (2.065) clearly show that the two methods differ significantly from each other. The cooperative learning creates more interest than that of lecture method of pedagogy. From the pair three cooperative learning and management exercises both stimulate interest. Whereas the negative paired mean differences and the significance value makes evidence that there is a significant difference in both methods of pedagogy. It is inferred that cooperative learning creates more interest among students. Further on comparison of management exercises with project based learning, it is interesting to observe both create interest among students in solving business problems but the negative paired mean differences and the probability value of the pair t statistics provides no sufficient evidence of rejecting null hypothesis i.e. management exercises stimulate interest and more useful in solving various business problems as perceived by the students.

The paired t test (Table 1.8) analysis indicates that the mean score of lecture method sharpen decision making ability of future manager is 3.41 which is higher than the case method sharpen the decision making ability. The net result is negative. There is a significant difference lies in the both method in sharpening the decision making ability of the students to become play a role of future manager in the latter part of the life.

There is no sufficient evidence of rejecting null hypothesis which ultimately brings out the result that the case method sharpens the decision making ability as future manager. From the pair 2, it is evident that the cooperative learning helps to develop the skills future role as manager. Further management exercises sharpens decision making ability of the students to play a role of future manager

Table 1.8

Table 1.9 shows that students perception on different methods of pedagogy which helps to solves the present day business problems. The pair 1 evident that management exercises though useful in solving business problems but case method found to be more relevant and helpful in solving the present day business problems. From the paired comparison of management exercises and project based learning, student perceived that the project based learning is quite useful to face the present day business challenges.

Both the case method and lecture method are quite useful in building theories and concepts. But from the Table 1.10 it is evident that there is a significant difference in both the methods which help to build the theories and concepts.

Table 1.9

The probability of pair 1 is 0.32 which is less then the significant level of 0.05, which evident that lecture method is quite useful in building concepts and theories.

Table 1.10

From the paired t test of Table 1.11, both the case method and lecture method requires group effort to accomplish the desire teaching learning process. The pair one evident that case method requires more group effort than lecture method. Whereas, the pair 2 suggest that cooperative learning requires more group effort on comparison with the lecture method. The pair 3 is also evident that cooperative learning requires more effort by the students for accompanishing teaching learning process.

Table 1.11

From Table 1.12 both case method and lecture method warrants for more group effort. But case method requires more group effort than that of lecture method.

Table 1.12

Table 1.13 shows that management exercises are quite useful in learning the concept effectively as perceived by the students which is a contrary to a priori knowledge.

Table 1.13

1.8 Verification of Hypotheses

Table from 1.2 to 1.6 have established all the hypotheses that case method has a positive association of students perception. There is no significant difference in perceptions by both male and female students on different methods of pedagogy in creating interest, useful, business solving capacity and helpful in learning effectively etc. Management exercises have an significant influence in solving business problem established through Table 1.5.

1.9 Limitations of the Study

Firstly, the present study is confined with the only one B-School of Indore. The study should have conducted in different IIMS or reputed institutions. Secondly, the modalities of conduct of different methods of pedagogies in class room environment should be included in the survey to establish a causal relationship with student's perception and different method of pedagogies. Therefore, the work has adopted alternatives in conformity with the available literature and data collected from the field. The weaknesses have only partly affected the information base of the work, but not its analytical framework, rigor of analysis and strength of conclusions.

2.0 Conclusion

The objective, which the work pursues, is to understand and analyze how students perceive about the different methods of pedagogies followed in their B-school. The different methods of pedagogy are included in the study are case method, lecture method, co-operative learning, management exercises and project-based learning are varied and followed in their curriculum. The perceptions are measured through interest, usefulness, effort required, preparation for future role as a manager, helpful are found reliable and consistent. The different statistical tests establish that most of the methods of pedagogies are perceived by male and female students as a stimulant, useful and helpful in preparing themselves as a role of future manager. Whereas under some students perceive that one method of pedagogy is preferable than other in creating interest, solving business problem, usefulness, helpful etc. established through paired t-test.

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Table 1.1: The overall reliability scale of different methods of pedagogies

S.No	Methods of Pedagogies	Number of items	Cronbach's Alpha
1	Case Method	11	.772
2	Lecture Method	6	.648
3	Cooperative Learning	6	.866
4	Management Exercises	5	.792
5	Project Based Learning	6	.887

Table 1.2: Perceptions on case method of pedagogy between groups

Sl	Case Method of pedagogy	Mean Square	F	Sig.
[1]	[2]	[5]	[6]	[7]
1	CM stimulates interest	1.15	1.54	.21
2	CM developing ideas in solving business problems	10.02	5.23	.02
3	CM requires effort	4.13	1.35	.24
4	CM sharpen decision-making ability	3.57	1.23	.27
5	CM relevant in present day business problems	0.14	.043	.83
6	CM providing solutions to solve problems	10.28	2.63	.11
7	CM useful in concepts and theories	0.36	.55	.50
8	CVM is irrelevant in mgt. education	1.46	0.36	.55
9	CM useful in group activity	1.3	0.50	0.47
10	CM requires group effort	1.69	0.75	0.38
11	CM helps learn concept effectively	1.30	0.49	0.48

Table 1.3: Perceptions of lecture method of pedagogy between groups

Sl	Lecture Method of pedagogy	Mean Square	F	Sig.
[1]	[2]	[5]	[6]	[7]
1	LM useful in concepts and theories	.07	.05	.81
2	LM stimulates interest	.89	.32	.57
3	LM helpful in enriching any knowledge	.86	.29	.58
4	LM sharpen decision-making ability future manager	7.32	2.17	.14
5	LM effort required to prepare is minimal	.01	.004	.94
6	LM is irrelevant in mgt. education	.49	.12	.73
7	LM requires group effort	10.64	3.67	.05

Table 1.4 Perceptions of co-operative learning of pedagogy between groups

Sl	Co-operative learning method of pedagogy	Mean Square	F	Sig.
[1]	[2]	[5]	[6]	[7]
1	CL creates interest	.003	.002	.964
2	CL enhancing interest in group activity	.002	.001	.974
3	CL helpful in mutual learning process	.924	.397	.530
4	CL requires group effort	.087	.025	.875
5	CL creates interest in accomplishment	.170	.059	.808
6	CL developing skills future role as a manager	.128	.057	.812

Table 1.5: Perceptions of management exercises learning of pedagogy between groups

Sl	Management exercises method of pedagogy	Mean Square	F	Sig.
[1]	[2]	[5]	[6]	[7]
1	ME helps to learn concept effectively	.550	.261	.610
2	ME stimulates interest	.809	.422	.518
3	ME Useful in solving business problems	10.78	2.73	.10
4	ME sharpen decision-making ability future manager	2.06	.67	.42
5	ME enhances group effort	.98	.33	.57

Table 1.6: Perceptions of project based learning of pedagogy between groups

Sl	Lecture Method of pedagogy	Mean Square	F	Sig.
[1]	[2]	[5]	[6]	[7]
1	PL useful to face business challenges	.34	.13	.71
2	PL helpful in understanding management practices	2.28	.89	.34
3	PL creates interest in Business Problems	.52	.20	.65
4	PL relevant for real world problems	1.25	.65	.42
5	PL enhances effort	1.83	.75	.38
6	PL stimulates the future role of manager	4.35	1.33	.25

Table 1.7 Paired t-test of student's perception of interest

Pairs	Methods of Pedagogy	Paired Differences		t	df	Sig. (2-tailed)
		Mean	S.D			
[1]	[2]	[3]	[4]	[5]	[6]	[7]
Pair 1	CM stimulates interest - LM stimulates interest	-2.32	1.7	12.92	92	.00
Pair 2	LM stimulates interest - CL creates interest	2.06	1.87	10.61	92	.00
Pair 3	CL creates interest - ME stimulates interest	-0.52	1.38	-3.66	92	.00
Pair 4	ME stimulates interest - PL creates interest in Business Problems	-0.01	1.15	-.09	92	.92

Table 1.8 Paired t-test of student's perception of decision-making ability

Pairs	Methods of Pedagogy	Paired Differences		t	df	Sig. (2-tailed)
		Mean	S.D			
[1]	[2]	[3]	[4]	[5]	[6]	[7]
Pair 1	CM sharpen decision-making ability - LM sharpen decision-making ability future manager	-.51	2.31	-2.15	92	.03
Pair 2	LM sharpen decision-making ability future manager - CL developing skills future role as a manager	.80	2.01	3.85	92	.00
Pair 3	CL developing skills future role as a manager - ME sharpen decision-making ability future manager	.15	1.73	.83	92	.41
Pair 4	ME sharpen decision-making ability future manager - PL stimulates the future role of manager	-.05	1.52	-.34	92	.74

Table 1.9 Paired t-test of student's perception of present day business problem

Pairs	Methods of Pedagogy	Paired Differences		t	df	Sig. (2-tailed)
		Mean	S.D			
[1]	[2]	[3]	[4]	[5]	[6]	[7]
Pair 1	CM relevant in present day business problems - ME Useful in solving business problems	-1.18	2.11	-5.37	92	.00
Pair 2	ME Useful in solving business problems - PL useful to face business challenges	1.70	2.27	7.22	92	.00

Table 1.10 Paired t-test of student's perception of different methods in building theories and concepts

Pairs	Methods of Pedagogy	Paired Differences		t	df	Sig. (2-tailed)
		Mean	S.D			
[1]	[2]	[3]	[4]	[5]	[6]	[7]
Pair 1	CM useful in concepts and theories - LM useful in concepts and theories	.409	1.813	2.173	92	.032

Table 1.11 Paired t-test of student's perception of useful in group activity

Pairs	Methods of Pedagogy	Paired Differences		t	df	Sig. (2-tailed)
		Mean	S.D			
[1]	[2]	[3]	[4]	[5]	[6]	[7]
Pair 1	CM useful in group activity - LM requires group effort	-.785	1.882	-4.023	92	.000
Pair 2	LM requires group effort - CL requires group effort	.742	1.553	4.608	92	.000
Pair 3	CL requires group effort - ME enhances group effort	.118	1.793	.636	92	.526

Table 1.12 Paired t-test of student's perception of requires group effort

Pairs	Methods of Pedagogy	Paired Differences		t	df	Sig. (2-tailed)
		Mean	S.D			
[1]	[2]	[3]	[4]	[5]	[6]	[7]
Pair 1	CM requires group effort - LM requires group effort	-.645	1.816	-3.427	92	.001
Pair 2	LM requires group effort - CL requires group effort	.742	1.553	4.608	92	.000

Table 1.13 Paired t-test of students perception of learn concept effectively

Pairs	Methods of Pedagogy	Paired Differences		t	df	Sig. (2-tailed)
		Mean	S.D			
[1]	[2]	[3]	[4]	[5]	[6]	[7]
Pair 1	CM helps learn concept effectively - ME helps to learn concept effectively	.37	1.62	2.16	92	.03