

RE-DESIGNING TEACHING METHODS IN HIGHER EDUCATION: A CLEARER PATH TO STUDENT SUCCESS

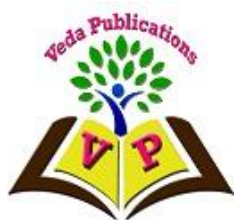
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ABSTRACT



Recent years have seen an increasing trend in the higher education scenario in India. That is, the willingness and drive by universities and educational institutions to introduce systems and practices in their work environment and establish high standards / benchmarks to guide their performance in complying with the institution's vision and mission. Creation of internal quality assurance mechanisms that help to inculcate the gains made from such efforts in the day-to-day work ethics and organizational culture of the institution is an indispensable requirement in any quality assurance scheme. The present study evokes various mixed responses, inexplicit arguments and opinions on the effectiveness of various Teaching Methods from the students of Mount Carmel College, Bangalore who are pursuing Masters in Commerce, Masters in Financial Analysis, Masters in International Business and Post-Graduate Diploma in Business Administration.


The research includes a sample size of 240, having 40 responses from each class. Structured questionnaires have been distributed among the students along with personal interviews to find out their perception on the teaching methods and also to analyze the relationship between methods of teaching and their impact on the students. The results revealed that Lecture Method is the most popular method of Teaching and Learning at the Higher Educational Level followed by the Field Trip method.

Key words: Teaching; Learning; Higher education; Effectiveness; Performance

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INTRODUCTION

Teaching is one of the fundamental mechanisms in educational/personal development which is a key factor in conducting educational programmes. Despite the significance of good teaching, the outcomes are far from reality.

Regular and fast changes of the globalization, liberalization and privatization have caused the Higher Education System to face a vast diversity of challenges which calls for the training of young, eager, thoughtful and active individuals in interdisciplinary fields. Thus, exploration and research into the useful and efficient teaching and learning methods are one of the most significant requirements of educational systems in the present competitive scenario.

An educational institution is a place where new ideas develop; roots strike and develop big and powerful. It is a distinctive space, which covers the whole universe of knowledge. It is a place where creative minds come together, interrelate with each other and build visions of new realities. Well-known ideas of truth are challenged in the pursuit of knowledge. To be able to do all these, getting the support/ assistance/encouragement from qualified and knowledgeable teachers is very much essential and helpful which will eventually be successful. In the traditional system, teaching was teacher-centered and the student's desires and interests were not measured. This is when student's training must transform into a technique in which their desires are considered.

Concentrating on the task of teaching in higher education is considered as a major challenging one. Therefore in their teaching methods/methodology, educators must pay attention to learners and learning approach along with the methods of teaching. The educators must adopt innovative and modern teaching approaches. The present qualitative/quantitative study intends to find out and analyse the efficient teaching methods that are being followed in the current higher educational institutions based on the students' perceptions.

LITERATURE REVIEW

A study by Feldman(2) (2017) lists teacher sensitivity to class level and progress, clarity of course requirements and understandable explanations, respect for students and encouragement of independent thought, as the main characteristics of a good teacher.

A study by Shulman(4) (2015)emphasizes pedagogical knowledge and full command of the curriculum.

A study by Marsh(3) (2012) mentions appropriate workload, clear explanations, empathy with students, openness on the part of the lecturer and quality of the assessment procedures.

A study by Entwistle and Tait(1) (2010) Lists clear goals, appropriate workload and level of difficulty, choice in assignments, quality of explanation, appropriate pace in lecturing, enthusiasm of lecturer and empathy with students as essential traits.

OBJECTIVES OF THE STUDY

- To compare the perceptions of the students of PG commerce and Management of Mount Carmel College on the methods of teaching.
- To compare the perceptions of the students of I and II year students of Commerce and Management on the methods of teaching.
- To compare the perceptions of the students of M Com, MFA, and MIB/PGDBA on the methods of teaching.
- To suggest the best method of teaching based on the students' preferences.

HYPOTHESIS

Methods of teaching between commerce and management students

- H01: there exists no significant statistical difference in the perception on methods of teaching between commerce and management students.
- H11 there exists significant statistical difference in the perception on methods of teaching between commerce and management students

Methods of teaching between Ist and IInd years PG students of commerce and management

- H02 there exists no statically significant difference in the perception on methods of

teaching between 1st and 2nd years PG students of commerce and management

- H12 there exists statically significant difference in the perception on methods of teaching between 1st and 2nd years PG students of commerce and management.

Methods of teaching between MCOM, MFA and MIB/ PGDBA students

- H03 there exists no Statistical significance in the perception on methods of teaching between MCOM, MFA and MIB/ PGDBA students.

- H13 there exists statistical significance in the perception on methods of teaching between MCOM, MFA and MIB/ PGDBA students.

Research Methodology

Sampling

The Present study uses convenient sampling method comprising of a sample size of 240 students studying in Mount Carmel College Pursing Master's (PG Department of Commerce and Management)

Table 1: Sample of respondents

Type of Respondents	No.	Percentage
M.Com General- 1 st Year	40	16.7
MFA - 1 st Year	40	16.7
MIB - 1 st Year	40	16.7
M.Com General- 2 nd Year	40	16.7
MFA – 2 nd Year	40	16.7
MIB – 2 nd Year	40	16.7
Total Respondents	240	100

Tools/Techniques and Data collection

Present data is collected with the help structured questionnaire (Likert scale) with rating of 1 to 5 where 1 being strongly agree, 2 being agree, 3 being neutral, 4 being disagree and 5 being strongly disagree that were personally administered to the students of Mount Carmel College, for collecting data relating to the perception on effectiveness of teaching methods in higher education. The secondary data is based on Educational Institutions, published articles in journals and magazines, books, reports, studies, websites etc.

Statistical techniques like percentages, Mean, Standard Deviation and One-way ANOVA have been used for the analysis of the collected data using SPSS (Version 20). Graphs, diagrams, tables and charts have been used wherever necessary.

LIMITATIONS OF THE STUDY

The study has the following limitations

- The study does not cover other educational institutions of Bangalore.
- The study does not cover other departments of MCC.

RESULTS AND ANALYSIS

Table 2: Comparison of the mean and the standard deviation among the various teaching methods (Overview of 240 responses)

Statistics										
Methods	Lecture	Case Study	Group Discussion	Assignment	Brain Storming	Workshops	Role play	Requisite	Project	Fieldtrips
Valid	240	240	240	240	240	240	240	240	240	240
Missing	0	0	0	0	0	0	0	0	0	0
Mean	2.59	2.42	2.38	2.42	2.33	2.40	2.22	2.37	2.37	2.47
Std. Deviation	1.329	1.304	1.288	1.248	1.252	1.209	1.080	1.281	1.280	1.353
Rank	1	3	6	3	9	5	10	7	7	2

Source: Primary Source

When seen in above table it is observed that the lecture method has a maximum mean of 2.59. Therefore the respondents have strongly agreed to the lecture method of teaching. However even field trips have an effective mean of 2.47. Were the respondents has agreed to this mode of teaching. The least mean of 2.22 is observed in role play method where the respondents disagree to this mode of teaching.

Comparison between the perception on the methods of teaching between the commerce stream and management stream students

Table 3: Mean and standard deviation of the commerce stream and management stream students

Methods		Lecture	Case Study	Group Discussion	Assignment	Brain Storming	Workshops	Role play	Requisite	Project	Field Trips
Management Stream	Mean	2.92	2.38	2.54	2.49	2.44	2.65	2.31	2.30	2.34	2.14
	N	80	80	80	80	80	80	80	80	80	80
	Std. Deviation	1.220	1.084	1.262	1.067	1.135	1.213	1.218	1.409	1.475	1.394
Commerce Stream	Mean	2.42	2.44	2.29	2.39	2.27	2.28	2.17	2.41	2.38	2.64
	N	160	160	160	160	160	160	160	160	160	160
	Std. Deviation	1.353	1.404	1.296	1.332	1.307	1.192	1.005	1.215	1.176	1.305
Total	Mean	2.59	2.42	2.38	2.42	2.32	2.40	2.22	2.37	2.37	2.47
	N	240	240	240	240	240	240	240	240	240	240
	Std. Deviation	1.329	1.304	1.288	1.248	1.252	1.209	1.080	1.281	1.280	1.353

Source: Primary Source

The above table shows the mean and the standard deviation among the commerce and the management students. Additionally when seen at the mean there is a big difference in the opinion of the two categories of students regarding the lecture method (0.5), workshops (0.37) and the field trips (0.5). However, the difference between the standard deviation of the perception of the commerce and management students regarding the case study(0.32) , assignments (0.265) and projects method (0.299) is where the standard deviation is maximum among the 10 alternative teaching methods.

Table 4 - one way ANOVA test on the methods of teaching between the commerce stream and management stream students

ANOVA						
Methods		Sum of Squares	Df	Mean Square	F	Sig.
Lecture	Between Groups	13.669	1	13.669	7.964	.005*
	Within Groups	408.494	238	1.716		
	Total	422.163	239			
Case study	Between Groups	.208	1	.208	.122	.727***
	Within Groups	406.125	238	1.706		
	Total	406.333	239			
Group discussion	Between Groups	3.169	1	3.169	1.919	.167***
	Within Groups	393.081	238	1.652		
	Total	396.250	239			
Assignment	Between Groups	.533	1	.533	.341	.560***
	Within Groups	371.963	238	1.563		
	Total	372.496	239			
Brain storming	Between Groups	1.519	1	1.519	.969	.326***
	Within Groups	373.131	238	1.568		
	Total	374.650	239			
Workshops	Between Groups	7.500	1	7.500	5.218	.023**
	Within Groups	342.100	238	1.437		
	Total	349.600	239			
Role play	Between Groups	1.102	1	1.102	.945	.332***
	Within Groups	277.631	238	1.167		
	Total	278.733	239			
Resistive	Between Groups	.602	1	.602	.366	.546***
	Within Groups	391.394	238	1.645		

	Total	391.996	239			
Project	Between Groups	.102	1	.102	.062	.804***
	Within Groups	391.631	238	1.646		
	Total	391.733	239			
Field trips	Between Groups	13.333	1	13.333	7.476	.007*
	Within Groups	424.463	238	1.783		
	Total	437.796	239			

Source: Primary Source

* High significance

** Moderate significance

*** No significance

In the above table it is seen that lecture method (.005), workshops (.023) and field trip (.007) have a significant difference in the perception on the methods of teaching among the commerce and management students. However, group discussion (0.167), brain storming (0.326), role play (0.332) and requisite (0.546) have a moderate significance in the perception on the methods of teaching among the commerce and management students. Finally, case study (0.727), assignment (0.560) and project method (0.804) show that there is no significant difference in the perception on the methods of teaching methods among the commerce and management students.

Comparison of the perception on the methods of teaching between the 1st and the 2nd year post graduate students of commerce and management

Table 5: Mean and standard deviation between the 1st and the 2nd year post graduate students of commerce and management

Methods		Lecture	Case Study	Group Discussion	Assignment	Brain Storming	Workshops	Role play	Requisite	Project	Field Trips
1 st year	Mean	2.85	2.59	2.48	2.57	2.58	2.42	2.31	2.53	2.15	2.36
	N	120	120	120	120	120	120	120	120	120	120
	Std. Deviation	1.301	1.240	1.174	1.255	1.234	1.034	1.019	1.328	1.214	1.346
2 nd year	Mean	2.32	2.24	2.27	2.28	2.07	2.38	2.13	2.22	2.58	2.58
	N	120	120	120	120	120	120	120	120	120	120
	Std. Deviation	1.310	1.347	1.389	1.230	1.224	1.367	1.134	1.217	1.313	1.357
Total	Mean	2.59	2.42	2.38	2.42	2.33	2.40	2.22	2.37	2.37	2.47
	N	240	240	240	240	240	240	240	240	240	240
	Std. Deviation	1.329	1.304	1.288	1.248	1.252	1.209	1.080	1.281	1.280	1.353

The above table shows the mean and the standard deviation among the 1st and the 2nd year post graduate commerce and the management students. Additionally when seen at the mean there is a big difference in the opinion of the two categories of students regarding the lecture method (0.53), brain storming (0.51) and the project method (0.43). However, the difference between the standard deviation of the perception of the 1st and the 2nd year post graduate students of commerce and management regarding the group discussion (0.215), workshops (0.333) and requisite (0.111) is where the standard deviation is maximum among the 10 alternative teaching methods.

Table 6- one way ANOVA test on the methods of teaching between the 1st and the 2nd year post graduate students of commerce and management

ANOVA						
Methods		Sum of Squares	df	Mean Square	F	Sig.
Lecture	Between Groups	16.537	1	16.537	9.703	.002*
	Within Groups	405.625	238	1.704		
	Total	422.163	239			
Case Study	Between Groups	7.350	1	7.350	4.384	.037**
	Within Groups	398.983	238	1.676		
	Total	406.333	239			
Group Discussions	Between Groups	2.817	1	2.817	1.704	.193***
	Within Groups	393.433	238	1.653		
	Total	396.250	239			
Assignment	Between Groups	5.104	1	5.104	3.307	.070**
	Within Groups	367.392	238	1.544		
	Total	372.496	239			
Brain storming	Between Groups	15.000	1	15.000	9.926	.002*
	Within Groups	359.650	238	1.511		
	Total	374.650	239			
Workshops	Between Groups	.067	1	.067	.045	.831***
	Within Groups	349.533	238	1.469		
	Total	349.600	239			
Role play	Between Groups	2.017	1	2.017	1.735	.189***
	Within Groups	276.717	238	1.163		
	Total	278.733	239			
Resistive	Between Groups	5.704	1	5.704	3.514	.062**
	Within Groups	386.292	238	1.623		
	Total	391.996	239			
Project	Between Groups	11.267	1	11.267	7.048	.008*
	Within Groups	380.467	238	1.599		
	Total	391.733	239			
Field Trip	Between Groups	3.038	1	3.038	1.663	.198***
	Within Groups	434.758	238	1.827		
	Total	437.796	239			

Source: Primary Source

* High significance

** Moderate significance

*** No significance

In the above table it is seen that lecture method (.002), case study (0.037), assignment (0.070), brain storming (0.002), requisite (0.062) and Project Method (0.008) have a significant difference in the perception on the methods of teaching among the 1st and 2nd years post graduate student. However, group discussion (0.193), role play (0.189) and field trips (0.198) have a moderate significance in the perception on the methods of teaching among the 1st and 2nd years post graduate student. Finally, workshops (0.831) show that there is no significant difference in the perception on the methods of teaching among the 1st and 2nd years post graduate student.

Comparison of the perception on the methods of teaching among the M.Com, MFA, MIB students

Table 7-Mean and standard deviation among the M.Com, MFA, MIB students

Methods		Lecture	Case Study	Group Discussion	Assignment	Brain Storming	Workshops	Role play	Requisite	Project	Field Trips
M.Com	Mean	2.19	2.62	2.36	2.30	2.50	2.43	2.21	2.46	2.30	2.36
	N	80	80	80	80	80	80	80	80	80	80
	Std. Deviation	1.323	1.453	1.295	1.363	1.378	1.310	1.250	1.396	1.297	1.285
MFA	Mean	2.65	2.25	2.22	2.47	2.04	2.13	2.13	2.35	2.46	2.91
	N	80	80	80	80	80	80	80	80	80	80
	Std. Deviation	1.351	1.336	1.302	1.302	1.195	1.048	.682	1.008	1.043	1.275
MIB/PGD BA	Mean	2.92	2.38	2.54	2.49	2.44	2.65	2.31	2.30	2.34	2.14
	N	80	80	80	80	80	80	80	80	80	80
	Std. Deviation	1.220	1.084	1.262	1.067	1.135	1.213	1.218	1.409	1.475	1.394
Total	Mean	2.59	2.42	2.37	2.42	2.32	2.40	2.22	2.37	2.37	2.47
	N	240	240	240	240	240	240	240	240	240	240
	Std. Deviation	1.329	1.304	1.288	1.248	1.252	1.209	1.080	1.281	1.280	1.353

Source: Primary Source

The above table shows the mean and the standard deviation among the M.Com, MFA and MIB commerce and the management students. Additionally when seen at the mean there is a big difference in the opinion of the three categories of students regarding the lecture method (0.73), case study (0.37) and the field trips (0.77). However, the difference between the standard deviation of the perception of the M.Com, MFA and MIB post graduate students of commerce and management regarding the case study (0.369), assignments (0.296) and workshops (0.568) is where the standard deviation is maximum among the 10 alternative teaching methods.

Table 8 - one way ANOVA test on the methods of teaching between the theM.Com, MFA, MIB students

ANOVA						
Method		Sum of Squares	df	Mean Square	F	Sig.
Lecture	Between Groups	22.225	2	11.112	6.585	.002*
	Within Groups	399.938	237	1.688		
	Total	422.162	239			
Case Study	Between Groups	5.833	2	2.917	1.726	.180***
	Within Groups	400.500	237	1.690		
	Total	406.333	239			
Group Discussion	Between Groups	3.925	2	1.963	1.186	.307***
	Within Groups	392.325	237	1.655		
	Total	396.250	239			
Assignment	Between Groups	1.758	2	.879	.562	.571***
	Within Groups	370.738	237	1.564		
	Total	372.496	239			
Brain storming	Between Groups	10.075	2	5.037	3.275	.040**
	Within Groups	364.575	237	1.538		
	Total	374.650	239			
Workshops	Between Groups	11.100	2	5.550	3.886	.022**
	Within Groups	338.500	237	1.428		
	Total	349.600	239			
Role play	Between Groups	1.408	2	.704	.602	.549***
	Within Groups	277.325	237	1.170		
	Total	278.733	239			
Requisite	Between Groups	1.108	2	.554	.336	.715***
	Within Groups	390.888	237	1.649		
	Total	391.996	239			
Project	Between Groups	1.158	2	.579	.351	.704***
	Within Groups	390.575	237	1.648		
	Total	391.733	239			
Field Trip	Between Groups	25.433	2	12.717	7.309	.001*
	Within Groups	412.362	237	1.740		
	Total	437.796	239			

Source: Primary Source

* High significance

** Moderate significance

*** No significance

In the above table it is seen that lecture method (.005), workshops (0.023) and field trips (0.007) have a significant difference in the perception on the methods of teaching among the students of M.Com, MFA, MIB/ PGDBA. However, group discussion

(0.167), role play (0.332), brain storming (0.326) and requisite (0.546) have a moderate significance in the perception on the methods of teaching among the students of M.Com, MFA, MIB/ PGDBA. Finally, case study (0.727), assignment (0.560) and project

method (0.804) show that there is no significant difference in the perception on the methods of teaching among the students of M.Com, MFA, MIB/ PGDBA.

Findings

- The research has found that the lecture method has a maximum mean of 2.59. Therefore the respondents have strongly agreed to the lecture method of teaching among 240 respondents
- Least mean of 2.22 is observed in role play method where the respondents disagree to this mode of teaching.
- ANOVA results revealed a significant difference in the perception on the methods of teaching such as lecture method (.005), workshops (.023) and field trip (.007) among the commerce and management students.
- However, the difference between the standard deviation of the perception of the commerce and management post graduate students regarding the lecture method (0.5), workshops (0.37) and the field trips (0.5) is high.
- ANOVA results revealed a significant difference in the perception on the methods of teaching such as lecture method (.002), case study (0.037), assignment (0.070), brain storming (0.002), requisite (0.062) and Project Method (0.008) among the 1st and 2nd years post graduate student.
- However, the difference between the standard deviation of the perception of the 1st and the 2nd year post graduate students of commerce and management regarding the group discussion (0.215), workshops (0.333) and requisite (0.111) is high.
- ANOVA results revealed a significant difference in the perception on the methods of teaching such as lecture method (.005), workshops (0.023) and field trips (0.007) among the students of M.Com, MFA, MIB/ PGDBA

- However, the difference between the standard deviation of the perception of the M com, MFA and MIB/ PGDBA post graduate students of commerce and management regarding the lecture method (0.73), case study (0.37) and the field trips (0.77) is high.

Suggestions and Conclusions

The present perceptual study on the methods of teaching in post graduate course intends to take the help of tools to stimulate creativity. The method can include playful games or forms of visual exercises that will excite young minds and capture their interest. Brain storming, role play and field trip method can identify every young student's creative abilities and encourage creative and innovative contributions. Teachers can incorporate audio-visual materials to supplement textbooks during the sessions these can be models, filmstrips, movies, pictures, info graphics or other mind mapping and brain mapping tools. Infusing real world experiences into instructions will make teaching moments fresh, and enrich classroom learning which can be possible by group discussion, project methods and case study. Teacher must make time for brainstorming sessions in classrooms. These sessions are a great way to get the creative juices flowing. When there are multiple brains focusing on one single idea, it is sure to get numerous ideas and will also involve everyone into the discussion. Some lessons are best learnt, when they are taught outside of the classroom. Educators can organize field trips that are relevant to the lessons or just simply take students for a walk outside of the classroom. Teaching through role play is a great way to make children step out of their comfort zone and develop their interpersonal skills. A classroom environment that is well-decorated, fun and engaging will help stimulate a student's mind and will help think and learn better. An open-minded attitude can help in innovating new teaching methods. Learning is fun when puzzles and games are part of education. Children may not require taking conscious effort when their lessons are introduced through games

In light of the fact that learning is a process that involves investigating, formulating, reasoning

and using appropriate strategies to solve problems, teachers should realize that it becomes more effective if the students are tasked to perform rather than just asked to remember some information. A typical learning environment with a presentation from the course teacher accompanied by a lecture neither promotes learners' participation nor build the required level of reasoning among students. Students build a better understanding of the main concepts more effectively when they are engaged to solve problems during class activities.

In the present research study several interactive teaching methods were explored. Project method and field trip teaching methods can help teachers to teach the subjects for better understanding. The teacher has to be an expert not only in one area but also in many interdisciplinary fields. Traditional teaching methods are not effective at all times with the entire student group. The goal of the initiative is to apply new methods based on the constructivist learning theory. The learning and teaching process is more effective, when students can construct their knowledge of their own. A growing number of initiatives can be seen in our college, but the majority is concentrated only on project-based teaching and learning. The research has shown that interactive teaching methods can improve the quality of teaching.

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