COMPARISON OF VARIOUS PEDAGOGIES IN MANAGEMENT EDUCATION

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ABSTRACT

The teaching learning process in any management education institutions largely depends on the pedagogies been adopted to facilitate and enhance the learning outcomes among the participants. The growing use of new teaching pedagogy like case study teaching, simulations, audio-video tool, etc is providing much needed impetus to the application of various teaching pedagogy. The authors attempt while writing this research paper is to explore the various teaching pedagogies. The study is mainly conducted by studying the perception of two very important stakeholders student and faculty members towards various teaching pedagogies been used in management institutions. The result indicates that faculty members found Power-point presentations to the easiest, followed closely by Assignments and Lectures. On the other hand Students found Projects to be the most effective in evaluation followed by Case study and exercises. The research paper provides various such outcomes of our primary study which could be useful for various stakeholders of higher & management education specially the faculty members to talk a clue from it and enhance the teaching learning process. Also it could be a very useful study for the management and decision makers of management institutions to take a decision on various institutions supports required by the faculty members for exploring the using more advanced pedagogy such as simulation, audio-video aids.

Keywords: Pedagogy, Management Education, Faculty, Student, Perception

INTRODUCTION

The teaching learning process in any management education institutions largely depends on the pedagogies been adopted to facilitate and enhance the learning outcomes among the participants. The growing use of new teaching pedagogy like case study teaching, simulations, audio-video tool, etc is providing much needed impetus to the application of various teaching pedagogy.

The American Heritage® Dictionary of the English Language defines pedagogy as "The art or profession of teaching." The National Board for Professional Teaching Standards defines pedagogy as: "Content pedagogy refers to the pedagogical (teaching) skills teachers use to impart the specialized knowledge/content of their subject area(s). Effective teachers display a wide range of skills and abilities that lead to creating a learning environment where all students feel comfortable and are sure that they can succeed both academically and personally. This complex combination of skills and abilities is integrated in the professional teaching standards that also include essential knowledge, dispositions, and commitments that allow educators to practice at a high level."

A lack of attention to pedagogy (how teachers orchestrate classroom learning) explains why many children bog down in schools or drop out entirely. A lack of devotion to pedagogy also explains why new technologies have failed to realize their potential in many classrooms across the land.

The purpose of this study was to determine the perception of faculty and students towards the various pedagogies used in post-graduate education. The study would also give insights towards which pedagogy is perceived to be most commonly used, most useful, most effective and easiest by students and teachers, after analyzing the responses obtained from them. Further, the study tries to determine the reasons for using an innovative technology and the hindrances faced by students and teachers while choosing any innovative pedagogy.

The findings of the study would be useful for faculty members, academic heads, directors/deans of the institutions to look at what is the perception of important stakeholders like faculty and students towards various teaching pedagogies. The findings will be helpful in designing future course of action in order to promote and encourage certain teaching pedagogies which are perceived to be more useful and effective by the stakeholders. This will improve the teaching-learning process.

RESEARCH OBJECTIVES

The objectives of the study are:

1. To determine which is the best pedagogy as perceived by the students and teachers of post-graduate students and teachers
2. To compare the various pedagogies on parameters such as ease, usefulness and efforts required etc.
3. To determine the hindrances faced while using an innovative pedagogy.

RESEARCH METHODOLOGY

A questionnaire based survey was conducted for the purpose of the study. Data was collected from the stakeholders of a management institute of Navi Mumbai. An estimated sample size of about 200 students pursuing their post-graduate courses such as PGDM (Post-Graduate Diploma in Management), PGDM (Biotech) (Post-Graduate Diploma in Management – Biotechnology management) and MCA (Masters in Computer Application) was taken. Along with students a sample size of about 20 faculty members was also considered for the study. Sampling method used is convenient sampling for both students and teachers. SPSS was used for the purpose of analysis.

LITERATURE REVIEW

Schwille et al. (2007) observe that "evidence accumulated since the 1970s suggests that teaching is arguably the strongest school-level determinant of student achievement. However, there is still much debate on what it takes to produce excellence among teachers at large." While the details of what constitutes excellent teaching are subject to debate, there seems to be a growing consensus that it involves some notion of active-learning pedagogies (Ginsburg, 2010). Effective teaching necessitates making difficult and principled choices, exercising careful judgment, and honoring the complex nature of the educational mission. In addition to the technical knowledge and skills teachers have to use in their daily practice, they must also be aware of the ethical dimensions of their profession. In this light, the primary mission is to foster the development of skills, dispositions, and understanding, while acknowledging thoughtfully and responsibly a wide range of human needs and conditions. Thus, teachers must master a repertoire of instructional methods and strategies, yet remain critical and reflective about their practice. Based on the latest developments in pedagogy, teaching has become more than an activity that conserves valued knowledge and skills by transmitting them to succeeding generations. Therefore, teachers also have the responsibility to challenge existing structures, practices, and definitions of knowledge; to invent and test new approaches; and, where necessary, to pursue organizational change in a constant attempt to improve (National Board for Professional Teaching Standards, 1998). With increased awareness and advancement in technology, a number of pedagogies are available today with the teachers such as case study methods, simulations, power-point presentations, role-play, assignments, projects, chalk-board teaching etc. A teacher could choose one or a combination of these pedagogies. Decisions made by the teacher about the use of a particular pedagogy is likely to be influenced by multiple factors including: demographic factors; accessibility of tools; numbers of years of experience of the faculty, perception about usefulness of that pedagogy, ease of use of tools for that pedagogy. Spring (2006) opined that active learning methods are considered a means for preparing students to actively influence the direction of political and social systems. Many scholars assert that all learning is inherently active and that students are therefore actively involved while listening to formal presentations in the classroom. Analysis of the research literature, (Chickering and Gamson, 1987) however, suggests that students must do more than just listen: They must read, write, discuss, or be engaged in solving problems. Most important, to be actively involved, students must engage in such higher order thinking tasks as analysis, synthesis, and evaluation. Therefore, it is proposed that strategies promoting active

learning be defined as instructional activities involving students in doing things and thinking about what they are doing. Use of these techniques in the classroom is vital because of their powerful impact upon students' learning. For example, several studies have shown that students prefer strategies promoting active learning to traditional lectures (Ginsburg, 2010).

In education as well as in management, it is commonly said that to celebrate difference and to value diversity is unquestionably good, because they are a source of creativity and innovation. But these maxims invariably carry the unspoken assumption that the differences in question are not of a kind which will jeopardize the goals of the enterprise or the power base which maintains them - whether in an organizational or an educational context. Creativity is restricted to means, with ends likely to be off limits. In exploring the possibilities of a pedagogy of difference, we are proposing an approach to management education which neither attempts to suppress, marginalize or assimilate difference, nor resigns students (or tutors) to becoming irrevocably distanced – as some of our later examples show (Reynolds and Trehan, 1999).

DATA ANALYSIS

All the data was entered in SPSS and analysis was done using the same.

Most of the pedagogies had been heard by the respondents though not all were used by them. The respondents were aware of the existence of all the various methodologies for teaching. When the ranking for various pedagogies to be most useful in their courses, was calculated, as given by the various respondents, simulation topped the list. The second one was case studies, followed by assignments, which was on position three. Power-point presentation, which is the most commonly used pedagogy tool today, was nearly the last preference of the respondents.

Pedagogy	Mean Rank
Simulation	2.34
Case study	2.40
Assignments	2.65
Modeling	2.80
Video	2.86
Role play	2.90
Exercise	3.00
Tutorial	3.02
Audio	3.10
Lecture	3.13
Project	3.13
Power-point	3.35
Quiz	3.54

Table 1: Mean Ranks as given by all the respondents for the various pedagogies

The respondents answers for ranking the various pedagogies on usefulness in their courses were compared across course, i.e. whether the responses varied across the various streams such as MCA/PGDM/PGDM(Biotechnology). The table below (Table 2) shows the significance value for the difference in ranks given by various respondents using Kruskal-Wallis Test for k-

independent samples. The table shows that there is no significant difference in terms of the ranks given by various respondents irrespective of their courses.

The respondent's answers for ranking the various pedagogies on usefulness in their courses were compared across stakeholder, i.e. whether the responses varied across teacher and student. The table below (Table 3) shows the significance value for the difference in ranks given by various respondents using Kruskal-Wallis Test for k-independent samples. The table shows that there is no significant difference in terms of the ranks given by various respondents – whether they are students or teachers.

Pedagogy	Asymp. Sig.
Assignments	.420
Audio	.905
Case study	.159
Exercise	.895
Lecture	.051
Modeling	.099
Power-point	.158
Project	.514
Quiz	.267
Role play	.741
Simulation	.284
Tutorial	.754
Video	.118

Table 2: Significance value for the difference in ranks given by respondents belonging to different courses using Kruskal-Wallis Test for k-independent sample

Pedagogy	Asymp. Sig.
Assignments	.288
Audio	.485
Case study	.560
Exercise	.655
Lecture	.470
Modeling	.496
Power-point	.247
Project	.137
Quiz	.329
Role play	.604
Simulation	.726
Tutorial	.190
Video	.073

Table 3: Significance value for the difference in ranks given by various stakeholders (teachers and students) using Kruskal-Wallis Test for k-independent samples

The top five reasons for using any innovative technology as given by all the respondents are to evoke interest in students, to encourage out of the box thinking, , to provide real life scenarios, for effective transfer of knowledge and to facilitate group learning. Table 4 shows the mean ranks for all the reasons as given by all the respondents.

Reasons for using any innovative technology	Mean Rank
To evoke interest in students	2.64
To encourage out of the box thinking	2.66
To provide real life scenario	2.76
Effective transfer of knowledge	2.81
To facilitate group learning	2.82
To meet global standards	2.86
To upgrade our self	3.17
Easiness of Use	3.19
Peer Pressure	3.24

Table 4: Mean ranks for all the reasons for using any innovative technology

The top five reasons which act as hindrance for using any innovative teaching pedagogy as given by all the respondents are being less tech-savvy, institutional support, student reluctance, nature of subject and infrastructural support. Table 5 shows the mean ranks for all the reasons as given by all the respondents.

Reasons which act as hindrance for using any innovative teaching pedagogy	Mean Rank
Less Techno savvy	2.73
Institutional Support	2.76
Student reluctance	2.92
Nature of Subject	2.96
Infrastructure Support	3.02
Student Quality	3.02
Not comfortable with the pedagogy	3.04
No .of credits for the subject	3.11
Lack of Skills for using a pedagogy	3.11

Table 5: Mean ranks for all the reasons which act as hindrance for using any innovative teaching pedagogy

The top five pedagogies (as perceived by the respondents) were further analyzed on the basis of parameters related to their usefulness, ease, and amount of effort required. The respondents were asked to rate each pedagogy on a scale of 1-3 (1 being the highest value and 3 being the lowest)

for the various parameters. The table (Table 6) below shows the mean values obtained for each parameter for the top 5 pedagogies.

Pedagogy/ Parameter	Easiness to use	Integrates various related concepts	Interesting for students	Time consuming	Pre preparation requirements	Enhancement of subject knowledge	Provides realistic experience	Innovative in style	High involvement of students	Provides specific problem solving skills	Encourages group decision making	Effectiveness in Evaluation
Simulation	2.00	1.94	1.90	1.86	1.88	1.75	**1.72**	1.94	1.85	1.83	2.00	2.02
Case study	1.65	**1.59**	1.68	1.63	1.60	1.65	1.69	1.85	1.61	1.74	1.97	1.66
Assignments	**1.48**	1.70	2.08	1.91	1.98	1.72	2.08	2.03	1.66	1.92	2.10	1.82
Modeling	2.02	2.14	1.78	1.88	1.82	**1.76**	1.78	1.80	1.92	1.88	2.04	1.92
Video	1.84	1.85	**1.64**	2.09	2.15	1.67	1.74	1.64	1.81	1.89	2.00	1.94

Table 6: Mean values when the pedagogy was rated on different parameters

It can be seen from the table that as per the perception of the respondents the main parameter for simulation pedagogy is that it provides realistic experience, for case studies pedagogy is that it integrates various related concepts, for assignments is that they are easy to use, for modeling is that it enhances subject knowledge and for videos it is that they are interesting for the students.

Further, all the pedagogies were compared on various parameters also and the following results were obtained:

1. Easiness to use: Power-point presentations were found to the easiest, followed closely by Assignments and Lectures. There was significant difference (Kruskal-Wallis Test) in the responses given by respondents from different courses (MCA/PGDM/PGDM(biotech)) for only the pedagogy "assignments". PGDM students found it the easiest to use while MCA students found the easiness to use to be the least. For all other pedagogies, all the respondents thought the same.
2. Integrates various related concepts: Case study had the highest integration capability towards related concepts followed by Lectures and then Projects. There was no significant difference (Kruskal-Wallis Test) in the responses given by respondents from different courses (MCA/PGDM/PGDM(biotech)).
3. Interesting for students: Audio was found to be the most interesting pedagogy by all the respondents followed by Projects and then Case study. There was significant difference (Kruskal-Wallis Test) in the responses given by respondents from different courses (MCA/PGDM/PGDM(biotech)) for Assignments (PGDM respondents found it to be the most interesting whereas MCA students found it to be least interesting), Lectures (Biotech respondents gave the highest ranking, whereas MCA respondents gave the lowest ranking)

and simulation (Biotech respondents gave the highest ranking, whereas PGDM respondents gave the lowest ranking). For all other pedagogies, all the respondents thought the same.

4. Time consuming: Projects were found to be the most time consuming by all the respondents followed by Case study and lectures. There was significant difference (Kruskal-Wallis Test) in the responses given by respondents from different courses (MCA/PGDM/PGDM(biotech)) for Projects (Biotech respondents gave the highest ranking, whereas PGDM respondents gave the lowest ranking), Tutorial (PGDM respondents gave the highest ranking, whereas Biotech respondents gave the lowest ranking), video (PGDM respondents gave the highest ranking, whereas Biotech respondents gave the lowest ranking). For all other pedagogies, all the respondents thought the same.

5. Pre preparation requirements: Case studies were found to be taking the maximum amount of pre-preparation time followed by Projects and then Power-point. There was no significant difference (Kruskal-Wallis Test) in the responses given by respondents from different courses (MCA/PGDM/PGDM (biotech)).

6. Enhancement of subject knowledge: Respondents thought that case studies help maximum in enhancement of subject knowledge followed by assignments and lectures. There was no significant difference (Kruskal-Wallis Test) in the responses given by respondents from different courses (MCA/PGDM/PGDM (biotech)).

7. Provides realistic experience: Projects provide the most realistic experience as per all the respondents from various streams. This was followed by Case studies and Lectures. There was no significant difference (Kruskal-Wallis Test) in the responses given by respondents from different courses (MCA/PGDM/PGDM (biotech)).

8. Innovative in style: Videos were found to be the most innovative pedagogy by all the respondents belonging to different streams followed by power-point presentations and projects. There was significant difference (Kruskal-Wallis Test) in the responses given by respondents from different courses (MCA/PGDM/PGDM(biotech)) for Assignments (PGDM respondents gave the highest ranking, whereas MCA respondents gave the lowest ranking), power-point(PGDM respondents gave the highest ranking, whereas Biotech respondents gave the lowest ranking). For all other pedagogies, all the respondents thought the same.

9. High involvement of students: Projects were found to be requiring maximum involvement of students followed by assignments and Case studies. There was significant difference (Kruskal-Wallis Test) in the responses given by respondents from different courses (MCA/PGDM/PGDM(biotech)) for lecture (PGDM respondents gave the highest ranking, whereas Biotech respondents gave the lowest ranking), power-point presentations(Biotech respondents gave the highest ranking, whereas MCA respondents gave the lowest ranking), role play (Biotech respondents gave the highest ranking, whereas PGDM respondents gave the lowest ranking), tutorial(MCA respondents gave the highest ranking, whereas PGDM respondents gave the lowest ranking). For all other pedagogies, all the respondents thought the same.

10. Provides specific problem solving skills: Projects, Case studies, Exercise. There was significant difference (Kruskal-Wallis Test) in the responses given by respondents from different courses (MCA/PGDM/PGDM(biotech)) for assignment (PGDM respondents gave the highest ranking, whereas Biotech respondents gave the lowest ranking), power-point presentations (PGDM respondents gave the highest ranking, whereas Biotech respondents gave the lowest ranking), video(PGDM respondents gave the highest ranking, whereas

Biotech respondents gave the lowest ranking). For all other pedagogies, all the respondents thought the same.

11. Encourages group decision making: Exercise was found to be the most encouraging in group decision making followed by projects and case studies. There was significant difference (Kruskal-Wallis Test) in the responses given by respondents from different courses (MCA/PGDM/PGDM(biotech)) for audio(PGDM respondents gave the highest ranking, whereas Biotech respondents gave the lowest ranking), lecture(PGDM respondents gave the highest ranking, whereas MCA respondents gave the lowest ranking). For all other pedagogies, all the respondents thought the same.

12. Effectiveness in Evaluation: Students found Projects to be the most effective in evaluation followed by Case study and exercises. There was significant difference (Kruskal-Wallis Test) in the responses given by respondents from different courses (MCA/PGDM/PGDM(biotech)) for power-point presentations(PGDM respondents gave the highest ranking, whereas MCA respondents gave the lowest ranking), tutorial(MCA respondents gave the highest ranking, whereas Biotech respondents gave the lowest ranking), video(PGDM respondents gave the highest ranking, whereas MCA respondents gave the lowest ranking). For all other pedagogies, all the respondents thought the same.

CONCLUSIONS

It can be inferred from our perception study that there is a variation in the manner in which the student and faculty members perceive the thirteen teaching pedagogy being asked to them. The outcome of this study indicates that the top five reasons which act as hindrance for using any innovative teaching pedagogy as given by all the respondents are being less tech-savvy, institutional support, student reluctance, nature of subject and infrastructural support. This emphasizes the need for faculty training programs to equip them with use and application of technology, making the management of the institution to realize the importance of providing institution support for the usage of various teaching pedagogies and their requires a much needed pre-preparation, counseling, and mentoring required to be done for the participants especially the students to be able to accept the usage of various teaching pedagogies provided. It facilitates their learning process.

LIMITATIONS

This research study is limited to the management institute located only in Navi Mumbai. The students and faculty members taken for the study are largely from various post-graduate courses such as PGDM (Post-Graduate Diploma in Management), PGDM (Biotech) (Post-Graduate Diploma in Management – Biotechnology management) and MCA (Masters in Computer Application).

FUTURE SCOPE

There is a much larger scope for future study based on this research paper. The next study which the authors are currently undertaking is based on the perception study of faculty and students towards case study as a teaching pedagogy. Like this one conduct a research on single teaching pedagogy and present the outcome. Also similar studies can be undertaken graduate level also. There is also a possibility of including the pass out students of any management courses to be a part of this study as a respondent, due to their ability to connect the relevance of the learning's they had through various teaching pedagogies in the class rooms and its use in real life professional world.

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