

A STUDY ON TEACHING PEDAGOGIES AMONG MBA- SCHOOL FACULTY**Uthra.V***Research Scholar, Bharathiar University, Coimbatore .India.***Abstract**

This article is an attempt to illustrate the intimate relationship between pedagogic practices and the education of teachers. Although pedagogy is sometimes seen as a nebulous concept, it is essentially a combination of knowledge and skills required for effective teaching. The more traditional definitions describe pedagogy as either the science/theory or art/practice of teaching that makes a difference in the intellectual and social development of students. Effective teachers use an array of teaching strategies because there is no single, universal approach that suits all situations. Different strategies used in different combinations with different groupings of students will improve learning outcomes. Some strategies are better suited to teaching certain skills and fields of knowledge than are others. Some strategies are better suited to certain student backgrounds, learning styles and abilities. Effective pedagogy, incorporating an array of teaching strategies that support intellectual engagement, connectedness to the wider world, supportive classroom environments, and recognition of difference, should be implemented across all key learning and subject areas. Effective pedagogical practice promotes the wellbeing of students, teachers and the school community - it improves students' and teachers' confidence and contributes to their sense of purpose for being at school; it builds community confidence in the quality of learning and teaching in the school. The objectives of the study are to find the teaching pedagogies used by the MBA faculty who are working in the various colleges and also to identify the effectiveness of pedagogy techniques used in the management education. The sample consists of faculty members drawn from various business schools situated in Coimbatore. An equal sample of 15 males and 15 females were drawn for the study. Pilot Study was conducted and the questionnaire was finalized. Personal interview was used to collect data from the respondents. To identify the predominant pedagogies Cross Tabs, Weighted Average Mean, Chi-square test and Friedman test were used for analysis. From the analysis it is concluded that there is an increased usage of pedagogical by both male and female faculty. But still chalk and talk continues to dominate the teaching in classroom. Apart from the tools, updating has become comparably easier now due technological developments. An interesting fact found from the study is that though female faculty are equally competent to use various pedagogies for teaching and knowledge up gradation, the rate of use of library and internet is minimal.

Keywords: *Class Room Teaching, Education, Effectiveness, Pedagogy, and Technology.*

1.Introduction**1.1 Background of the Study**

Pedagogy is the base building block of the art and profession of teaching. To achieve and maintain an appropriate pedagogy a teacher must ensure that they present the curriculum in an organized, specific, relevant way to aid the students learning as much as possible. An effective teacher will take the curriculum, mould and shape it, to fit specifically to the needs of the students. **Roget's** defines **pedagogy** as "The act, process, or art of imparting knowledge and skill. "**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 follows: 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. It is the manner in which a teacher delivers instruction in the classroom environment. The teacher may use his authority, relationship and advocacy in this process.

Teaching learning process is a continuous interaction between the behavior of the teacher and the student. The art and science of teaching is to be utilized in order to motivate, inspire, demand, and correct each of their students. The use of multiple learning paths are an indicator of effective pedagogy, these learning paths are decided in relation to the needs, capacities and interests of their students. The appropriate application of teaching strategies is an aspect of pedagogy, which can be used at different times and to different extents to be sensitive to the individual learning differences of the students.

The type of teaching must be specific to the context in which the students are learning, the rate of learning determines whether the student should be in a context of small or large group. Effective teachers must also be able to operate modern technology and must be able to teach students the benefit of such technology. The learning goals and aims expected of the students should be expressed to the students in order to involve them in their independent learning. When engaging the students in their goals and objectives a range of strategies can be employed to facilitate the student's active engagement in their learning process. Effective teachers possess rich repertoires of instructional moves and techniques. They devote time to matching strategy to situation. But they also understand the trial-and-error aspects of helping students untangle patterns of failure and frustration. It is not a purely scientific process, as even great scientists like Marie Curie sometimes made great discoveries partially by accident (serendipity) and partially by perseverance over thousands of trials and tries. Strong teachers make sure their efforts to match technique to student are guided by intuition, empathy and some of the softer aspects of human knowing for an explanation. The growing global competition, the changes in the field of education and business has paved way for modification on the teaching. Technological explosion such as Internet, e-learning, Multimedia, CDROM and various other tools like Web Course Tools have a great impact on effective teaching – learning process.

In this context it is important to identify the various pedagogies used by faculty members of various Business Schools. The various pedagogy methods are listed below.

1. Class Room Learning
2. Self-Study
3. Case Study Method
4. Project Reports
5. Summer Internship
6. Performance Evaluation
7. Classroom Participations
8. Assignments
9. Case – Studies
10. Project Reports
11. Presentations
12. Mid – Term Tests
13. Work Shops
14. Seminar
15. Teaching Aids like LCD, Projectors and Video
16. Mentoring
17. Working in groups.

1.2 Review of Literature

A Study on "Management's perception of MBA graduates in Malaysia", was conducted by Angeline Tay(2001)¹. The purpose of MBA education is to provide training in the theory and practice of business management. In Malaysia, several public and private institutions of higher learning offer such programmes.

A survey of 112 organizations revealed that 67 per cent had executives with MBA degrees in their employment while the rest cited demand for high salaries and company policy to promote internal staff as two main reasons for not doing so. About 73 per cent said that they had no special preference for graduates from specific business schools. MBAs with good work ethics, sound management and leadership skills as well as critical thinking and analytical abilities, are more likely to be hired. In future, employers expect more MBAs with the ability to understand local, Asian and global business practices.

A Study on "Best management practices" was conducted by Luke C.Ng (2011)²; Management means "getting things done effectively through people". This implies the importance of leadership and people skills in management practice to achieve optimal results. Great managers usually succeed for a number of reasons. They usually possess nine common management practices. This paper aims to identify these common denominators in their character and management practice that define them.

A study on "Programming the MBA programme" was conducted by Yehuda Baruch, Anne Leeming(1996)³, Curricula for MBA programmes are designed to meet business needs and are continuously monitored and reviewed as needs change with time. Examines the content of an MBA programme at a leading UK business school and its effects on its graduates. A survey of the alumni from this MBA programme brought 344 responses. Analysis demonstrates how MBA studies have provided for individuals and their employers and also some improvements thought necessary by graduates who are now working managers. They responded well to the competences gained during their studies and found a good fit with their needs in their business life. The responses from the study enable potential improvements to the curriculum to be evaluated against the benefits to the graduate's working life.

A study on "Gain an Admissions Advantage with Social Media" was conducted by Stacy Blackman (1999)⁴, while students can certainly leverage social media to give them an edge to gaining admission to b-school, they should also remember that b-schools can use the same strategy when assessing the applicants to their programs. Someone with an impressive social media portfolio (blog/twitter/LinkedIn) could gain an edge over a rival who post pics of their most recent booze fueled escapade.

The study on "Management Education in Punjab: A Perceptive Study of MBA Alumni" was conducted by Lakhwinder Singh ,Surinder Sharma(2010)⁵ ,To study this, a sample of 260 respondents was taken from both private and university departments. From the results, it is found that the quality of management education that is being imparted in management institutes in Punjab is poor. A factor

¹Angeline Tay, "Management's perception of MBA graduates in Malaysia". Journal of Management Development, Vol. 20 Iss: 3, pp.258 – 274

²Luke C.Ng, "Best Management practices" ,Volume: 30 Issue: 1,pp.81-82

³Yehuda Baruch, Anne Leeming, " Programming the MBA programme", Volume: 15 Issue: 7,pp. 98- 99

⁴ Stacy Blackman, "Gain an admission advantage with social media", IUP journal of Management Research, volume:10 issue:2,pg 20

⁵Lakhwinder Singh ,Surinder Sharma", Management Education in Punjab: A Perceptive Study of MBA Alumni", The IUP Journal of Management Research, Vol. 9, No. 2, pp. 37-50

analysis identifies 11 factors - 'ineffective admission criterion and training', 'lack of emphasis on extracurricular activities', 'lack of objective and transparent internal assessment system', etc. The quality of management education in Punjab is found to be significantly negative. Partial correlations reveal 'lack of emphasis on extracurricular activities' as the most significant factor influencing the quality of management education, followed by 'ineffective admission criterion and training' and 'overburdened and inadequate permanent faculty'.

1.3 Statement of the Problem

Pedagogical (teaching) skills are used by the teachers 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.

1.4 Objective of the Study

- To find the teaching pedagogies used by the MBA faculty who are working in the various colleges.
- To identify the effectiveness of pedagogy techniques used in the management education.

1.5 Scope of the Study

To understand teaching pedagogy better, a study was undertaken on faculty of different business schools. The study was conducted to identify the various pedagogies used and to find out the differences in use of pedagogical tools by male and female faculty in Business schools. An attempt is also made to find out the utilization of these tools in teaching and learning process.

1.6 Research Methodology

1.6.1 Sampling Design

The sample consisted of faculty members drawn from various business schools situated in Coimbatore. An equal sample of 15 males and 15 females were drawn for the study.

1.6.2 Data Collection

Pilot Study was conducted and the questionnaire was finalized. Personal interview was used to collect data from the respondents.

1.6.3 Tools for Analysis

To identify the predominant pedagogies Cross Tabs, Weighted Average Mean, Chi-square test and Friedman test were used for analysis.

1.7 Limitations of the Study

The study suffers from the following limitations:

- 1 The sample of the study was restricted to in and around Coimbatore city alone.
- 2 The tool used for the study was not standardized.
- 3 Personal bias cannot be ignored.

2.Data Analysis and Interpretation

Table 2.1 Distribution of Respondents on the Basis of the tools Used for Teaching

| Tools | Male | Female |
|-------------|------|--------|
| Lecture | 12 | 14 |
| Chalk& Talk | 10 | 13 |
| OHP | 3 | 3 |
| LCD | 9 | 4 |

Lectures, chalk and talk, OHP and LCD are the 4 major tools used by faculty to facilitate teaching. Lectures and chalk and talk are utilized to the same extent by both male and female faculty. As far as the use is concerned, lecture is first followed by chalk and talk and LCD and then OHP. OHP is used equally by both male and female faculty whereas LCD utilization is more for males.

Table 2.2 Distribution of respondents on the basis of usage of OHP

| Count Gender | OHP | | | Total | Percent |
|-----------------|--------|-----------|-------|-------|---------|
| | Always | Sometimes | Never | | |
| Male | 3 | 7 | 5 | 15 | 57 |
| Female | 3 | 6 | 6 | 15 | 43 |
| Total | 6 | 13 | 11 | 30 | 100 |

Source: Primary Data

Majority of the male members (57%) use the OHP for their teaching purpose.

Table 2.3 Distribution of respondents on the basis of usage of LCD

| Count Gender | LCD | | | Total | Percent |
|-----------------|--------|-----------|-------|-------|---------|
| | Always | Sometimes | Never | | |
| Male | 9 | 3 | 3 | 15 | 80 |
| Female | 4 | 4 | 7 | 15 | 20 |
| Total | 13 | 7 | 10 | 30 | 100 |

Source: Primary Data

Majority of the male Faculty respondents (80%) use the LCD for teaching.

Table 2.4 Distribution of Respondents on the Basis of Usage of Techniques

| Techniques | Weekly | | Bi-Monthly | | Monthly | |
|---------------|--------|---|------------|---|---------|----|
| | M | F | M | F | M | F |
| Seminars | 8 | 5 | 4 | 7 | 3 | 3 |
| Guest lecture | 6 | 4 | 8 | 7 | 1 | 4 |
| Workshops | 7 | 3 | 4 | 1 | 4 | 11 |
| Mini project | 1 | 1 | 4 | 2 | 10 | 12 |
| Mgt games | 2 | 1 | 5 | 2 | 8 | 12 |

Source: Primary data

The various teaching techniques, seminars are the most common. This is followed by case studies and then guest lectures. The lesser-utilized are the various management games followed by mini projects. While males use seminars more than females. Work Shops are an area where the male faculty shows

more keenness. As for other management games and guest lectures, the female faculty seems to be utilizing them more.

Table 2.5 Distribution of Respondents on the basis of Seminar

| Count Gender | Seminar | | | Total | % |
|-----------------|---------|-----------|---------|-------|-----|
| | Weekly | Bimonthly | Monthly | | |
| Male | 8 | 4 | 3 | 15 | 80 |
| Female | 5 | 7 | 3 | 15 | 20 |
| Total | 13 | 11 | 6 | 30 | 100 |

Source: Primary data

Majority of the male members are (80%) interested in conducting seminars.

Table 2.6 Distribution of Respondents on the basis of Guest Lecture

| Count Gender | G. Lecture | | | Total | % |
|-----------------|------------|-----------|---------|-------|-----|
| | Weekly | Bimonthly | Monthly | | |
| Male | 6 | 8 | 1 | 15 | 58 |
| Female | 4 | 7 | 4 | 15 | 42 |
| Total | 10 | 15 | 5 | 30 | 100 |

Source: Primary data

Majority of the male Faculty respondents are keen in conducting guest lecture.

Table 2.7 Distribution of Respondents on the basis of Workshop

| Count Gender | Workshops | | | Total | % |
|-----------------|-----------|-----------|---------|-------|-----|
| | Weekly | Bimonthly | Monthly | | |
| Male | 7 | 4 | 4 | 15 | 94 |
| Female | 3 | 1 | 11 | 15 | 6 |
| Total | 10 | 5 | 15 | 30 | 100 |

Source: Primary data

Majority of the male Faculty members (94%) are interested in conducting workshops weekly while the female Faculty are interested in conducting monthly.

Table 2.8 Distribution of Respondents on the basis of Mini Project

| Count Gender | Mini project | | | Total |
|-----------------|--------------|-----------|---------|-------|
| | Weekly | Bimonthly | Monthly | |
| Male | 1 | 4 | 10 | 15 |
| Female | 1 | 2 | 12 | 15 |
| Total | 2 | 6 | 22 | 30 |

Source: Primary data

Most of the male Faculty members are interested in giving mini projects monthly(10) and bi-monthly(4) and most of the female Faculty are interested in giving mini projects monthly(12)

Table 2.9 Distribution of Respondents on the basis of Management Games

| Count Gender | M.Games | | | Total |
|-----------------|---------|-----------|---------|-------|
| | Weekly | Bimonthly | Monthly | |
| Male | 5 | 2 | 8 | 15 |
| Female | 1 | 2 | 12 | 15 |
| Total | 6 | 4 | 20 | 30 |

Source: Primary data

Most of the male Faculty members conduct management games weekly (5) and monthly (8) and majority of the female Faculty members (12) conduct games monthly

Table 2.10 Distribution of Respondents on the basis of Internet

| Count Gender | Internet | | Total |
|-----------------|----------|-----------|-------|
| | Always | Sometimes | |
| Male | 11 | 4 | 15 |
| Female | 11 | 4 | 15 |
| Total | 22 | 8 | 30 |

Source: Primary data

Both male and female Faculty (11) members utilize internet equally.

Table 2.11 Distribution of Respondents on the basis of TV

| Count Gender | TV | | | Total |
|-----------------|--------|-----------|-------|-------|
| | Always | Sometimes | Never | |
| Male | 5 | 5 | 5 | 15 |
| Female | 3 | 7 | 5 | 15 |
| Total | 8 | 12 | 10 | 30 |

Source: primary data

Majority of the female faculty (7) watch TV sometimes to gather knowledge while most of the male (5) Faculty watch TV to gather knowledge.

Table 2.12 Distribution of Respondents on the basis of CD-ROMs

| Count Gender | CD-ROMs | | | Total |
|-----------------|---------|-----------|-------|-------|
| | Always | Sometimes | Never | |
| Male | 5 | 1 | 9 | 15 |
| Female | 7 | 2 | 6 | 15 |
| Total | 12 | 3 | 15 | 30 |

Source: Primary data

Majority of the female faculty (7) use CD-s to take classes and most of the male Faculty (5) use CD's to take classes

Table 2.13 Distribution of Respondents on the basis of Books

| Count Gender | Books | | | Total |
|-----------------|-------|--------|---------|-------|
| | Daily | Weekly | Monthly | |
| Male | 13 | 1 | 1 | 15 |
| Female | 10 | 4 | 1 | 15 |
| Total | 23 | 5 | 2 | 30 |

Source: Primary data

Majority of the male faculty (13) read books daily to gather knowledge while most of the female (10) Faculty read books gather knowledge.

Table 2.14 Distribution of Respondents on the basis of Journal

| Count Gender | Journals | | | Total |
|-----------------|----------|--------|---------|-------|
| | Daily | Weekly | Monthly | |
| Male | 11 | 3 | 1 | 15 |
| Female | 6 | 6 | 3 | 15 |
| Total | 17 | 9 | 4 | 30 |

Source: Primary data

Majority of the male faculty (11) read journals daily to gather knowledge while most of the female (6) Faculty read journal daily and weekly to gather knowledge.

Table 2.15 Distribution of Respondents on the basis of Browsing

| Count Gender | Browsing | | | Total |
|-----------------|----------|--------|---------|-------|
| | Daily | Weekly | Monthly | |
| Male | 7 | 8 | 0 | 15 |
| Female | 11 | 2 | 2 | 15 |
| Total | 18 | 10 | 2 | 30 |

Source: Primary data

Majority of the female faculty (11) browse to collect data while most of the male Faculty (8) browse daily and weekly to collect data.

Table 2.16 Distribution of Respondents on the basis of Technological Factor

| Factor | Mean Rank | Rank |
|--------------------|-----------|------|
| Accuracy | 2.23 | 6 |
| Speed | 2.87 | 5 |
| Convenience | 3.20 | 4 |
| Economical | 4.63 | 1 |
| Easy to understand | 4.35 | 2 |
| Less paper work | 3.72 | 3 |

Source: primary data

There are several advantages of using pedagogical tools. The study indicates that economical ranks first i.e. the most important reason for the staff members to use pedagogical tools is because of their less usage of money. Easy to understand is the second most important factor stated followed by less paper work and convenience. The staff is of opinion that to make teaching effective technology is an important tool.

CHI-SQUARE TEST

- H_0 -->There is a no significant differences between the technological factors and the usage of pedagogy methods
- H_1 -->There is a significant differences between the technological factors and the usage of pedagogy methods

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| Economical | 4.63 | 1 |
| Easytounderstand | 4.35 | 2 |
| Lesspaperwork | 3.72 | 3 |

| | |
|------------|--------|
| N | 30 |
| Chi-Square | 35.635 |
| Df | 5 |
| Asmp. Sig. | .000 |

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 14.5

b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 10.0.

Hypothesis is rejected because the observed value is greater than the table value
So there is no significant difference between the pedagogy methods and the technological factor.

3. Conclusion

The teaching attributes outlined above are what keep teachers grounded in their day to day dealings with students. However, good teachers also appreciate the value and power of research by colleagues at all levels in the educational field to broaden perspectives and enhance teaching practice. They can exchange ideas and knowledge about teaching and learning to the benefit of their students. In so doing, they become confident users of shared language and understandings associated with all aspects of pedagogy. Despite what is seen by some as educational jargon, many teachers enjoy talking the 'teacher talk' or a 'professional parlance' about what they do. Discussions about what are educationally appropriate for their students and their learning isn't 'dumbed down'. There is common ground when speaking to colleagues at all educational levels, whether from colleges and universities or pre-schools and middle schools. It should be as much a code for professional acceptance and credibility as it is for other professional colleagues in law, medicine and other tertiary fields of endeavor.

This can only add to the repertoire of flexible teaching strategies in each teacher's pedagogical toolbox. It is hoped that the frameworks and strategies outlined in this module have both clarified and extended this repertoire - just as the ICT specific modules that follow in this program for Embedding Learning Technologies in the Middle School should further expand teachers' repertoire. In this way, teachers are lifelong learners themselves, and as such are modeling lifelong learning to their students.