A Study on Evaluation of Teaching Methods to Amplify the Effectiveness of Management Education

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Abstract
The concept of management education, its growth, status, evolution and trends are analyzed based on secondary data. Bridging the gap between Education 4.0 and Industry 4.0 by reorientation of Learning and Teaching methods to amplify the effectiveness of management education. Lectures and tutorials have become most commonly used teaching techniques at business schools. However Practitioners and Educationists developed case study based, Corporate Games, Simulations and interactive teaching techniques to enhance the effectiveness of management education in business schools. Quantitative method is deployed by executing parametric tests. The Innovative, creative and practical based teaching methods can improve the quality of management students and institutions. Education 4.0 offers learning beyond the geographical boundaries and encourages cross domain and culture learning which boost the pragmatic application of learned concepts.

Keywords: Education 4.0, Teaching-Learning Methods, Management Education.

Introduction
Teaching Concept
Business graduates are expected to inculcate both soft and hard skills, including critical thinking, organizing, planning, problem solving and self direction (Parente et al., 2012). Further, business education is in a mode of shifting from teaching to learning focused paradigm (Whetten, 2007; Armstrong and Mahmud, 2008; and Devasagayam et al., 2012). Ali Taha et al., (2014) also stated that to handle management responsibilities in organisation and businesses is expanding by considering the competent skills, problem-solving ability, creativity, Design thinking, out-of-the box thinking and all other talents required for today’s manager communication capabilities, including written communication, verbal communication and ability of a manager to present and manage the data with good problem solving techniques (Ferencova, 2012), are the most required capabilities which business student should adopt to lead and practice the business. Fresh business graduates from universities are prospective employees eventually managers of organisations, and
they are expected to acquire creative talent that they can utilize at workplace to implement positive impact on the work environment (Ng’ang’a & Otii, 2013). Further, Kerr and Lloyd (2008) observed the list of creative talents that are required for organization’s long-term success: a) Insight, b) Ingenuity, c) Improvising, d) Inquisitiveness, e) creativity, and f) Intuition.

To bring in dynamic developments in economic and social aspects, it is required to adopt innovative teaching, learning strategies, student’s problem solving skills and creative thinking process. One of the strongest weapons of managerial approach is innovative and creative thinking. As a result, business schools are emphasizing to inculcate creativity into instructions. To improve the quality of learning and teaching process we need to include creative, non-traditional and experimental techniques. Rohnke’s (Rohnke, Karl 1989) model of change may be applied in education and other sectors also. Students learn effectively with panic zones-comfort-stretching learning methods than conventional and traditional methods of teaching. It is a zone where people commonly operate on the basis of their expertise and prior experience and procedures. There is no need to modify our learning methods if we have mastered the task.

It is a effortful activity to push students from their comfort zone to learning zone. Definitely, the learning zone journey for a student can bring exposure to new things, experiences and new dimension for motivation. For example, a seminar can enhance learning skills along with the usual lecture. Innovative approaches and teaching methods can help students to get into learning zone.

Management Education Concept

Management education has drawn the attention of young men and women. In India, management education is seeing exponential growth in terms of number of providing business institutions. Management education in India is mostly based on western management practice and theory. It is said that management emerged from core disciplines like economics, accounting, psychology, philosophy, mathematics, computer science, industrial engineering and statistics. Livingston (1971), one of the earlier scholars has expressed that students of conventional management education, cannot implement business ideas practically. As time passed Behrman and Levin (1984) propounded that business schools are not paying attention to the current requirements of recruiters and commented further that more importance is given for theory and expressed that business study is not linked with multi-disciplinary subjects.

Teaching Methods used in Management Education

The primary objective of education is gaining information and learning facts about the world, according to pragmatists, while moral and mental attitudes with social skills are developed for an ever-changing environment (Ardalan, 2006). The most popular teaching methods used in business schools are simulations, role-play, case studies, internships and online lectures. Depending on the business school’s policy, philosophy and ideology and professor’s instruction style, few of them can be used.

Need for the Evaluation of Teaching Methods in Management Education

Since from many years, tutorials and lectures are identified as commonly recognized techniques of teaching in business schools. However, practitioners and educators ate Harvard business school developed case study based method at the end of 19th century. It has been observed that there is a pragmatic shift from lecture based teaching method to case study based teaching method, which is considered more effective and adds value to the business schools. Teachers play primary role in education process by adopting methodical and structured techniques, the learners gain knowledge from their external environment (Ardalan, 2006). During conventional lectures, learners appear to
be passive, and they have constrained window to practice and build managerial ability and apply their acquired knowledge in the current business world, which allows learners to understand the results of their actions, this has become popular due to consistent changes in business world. In second part of the 20th century, simulation and its different form have become most effective teaching methods in business schools. The most commonly approved teaching methods that were chosen were case studies, lectures and simulation. Many professionals and students experience that there is a gap between job practice and classroom learning. Zelin II RC (2010) expressed that gap can be reduced by the effective adoption of simulation tool. Students in an Assurance Services Class successfully completed five key audit simulation modules over a course of eight week.

Fixed assets, accounts payable, accounts receivable, planning and inventory. Students at the end of the course expressed that experience was useful and fascinating; they predicted that simulation teaching technique would gain high demand in near future. Many management academicians compared lectures, case study and simulation teaching techniques among which they found simulation method is most effective than lectures and case studies.

**Review of Literature**

According to Bocchi et al., (2014), education system are designed to encourage white and black thinking and creativity, which requires no ambiguity and clear judgement capacity which promotes willingness to explore the complex business situations. Even Livingston, L(2010) expressed that management students do not get new experiences with conventional teching methods. Hossieni(2011), conventional and traditional teaching methods have rigid framework which limits learners to explore creativity, mental growth, problem solving capabilities. The learners are expected to be more self-motivated to gain the knowledge. According to Baghetto, R. A. & Kaufman, J. C. (2013), the numerous channels like media, education policy maker, government officials, political leaders etc trying to include students creativity within the curriculum and insisting curriculum to be designed for more application based problem solving. Rinkevich, J. L. (2011) observed that creative teaching method play an important role in exchange of knowledge to make learning more meaningful. Creative learning increases the interest among the students in understanding the subject. According to Bennis and O’Toole (2005), the art of qualitative thinking, trade-offs, problem solving and execution are ignored by business schools. Researchers Lee Chang, Dym, and Venegas- Borsellino (2017) showed that simulation based teaching method scores more than lecture training. This paper focuses on changing perception towards simulation based teaching techniques.

**Statement of Problem**

There are five competencies like Globalization, Future strategy expertise, Counsellor, Competency for technology, Competency in Education matters are to be developed by teachers along with 16 skills specified by World Economic Forum (2015) in order to enter industry 4.0, considering all the observations, problem is identified with teaching methods in management schools and evaluation of teaching methods to bring effectiveness in management education.

**Need of the Study**

Current Learning-Teaching method is not bridging the employability and skill gap. According to research 60% of the fresh management graduates are not prepared for the workplace. STEM (science, technology, engineering, and mathematics) students are also facing lack of management and communication skills at entry level. Pragmatic curriculum designing is in need for today’s world. Implementations of best and application oriented teaching methods are in need to produce good quality students from business schools.
Scope of the Study
The research study has been carried out in Bengaluru North. The data has been collected from
Management colleges affiliated to Bengaluru North.

Research Methodology (Objectives, Hypotheses, Sampling, Sources of Data, Tools for Data
Collection etc.)
The research methodology for the proposed research topic is described as follows:

Objectives of the Research
The objectives of the research study are stated as follows:
• To evaluate the current teaching methods in management schools, that can meet the standards
  of industry 4.0
• To adopt new teaching methods in management schools to amplify the efficiency of management
  education.

Hypothesis
• H₀: Evaluating teaching methods have no significant relation in understanding the skill
  requirements of industry 4.0
• H₁: Evaluating teaching methods have significant relation in understanding the skill requirements
  of industry 4.0
• H₀: Adopting new teaching methods in management schools have no significant relation in
  amplifying the efficiency of management education.
• H₁: Adopting new teaching methods in management schools have significant relation in
  amplifying the efficiency of management education.

Sampling
The following procedure is adopted for sampling for the purpose of data collection from the
respondents:
• Respondents: Respondents for the purpose of data collection are Academicians and Management
  students.
• Sampling Unit: Management schools are sampling units.

Sampling Tool
A Simple random sampling tool is used to select the respondents

Sampling Size
62 respondents

Sources of Data
Primary Data
Primary data is collected through interaction with academicians and management students.

Secondary Data
Secondary data will be gathered from journals in order to conduct a literature study, and a
portion of the empirical data analysis will be based on information from the selected reports from
McKinsey, WEF and other research and consultancy organizations.
Tools for Data Collection

Questionnaire is prepared for the purpose of collection of data from each respondent.

Data Analysis

Evaluating the current teaching methods like Lectures, Class room training, Tuition can help to understand the skill requirements of Industry 4.0.

- $H_0$: Evaluating teaching methods have no significant relation in understanding the skill requirements of industry 4.0
- $H_1$: Evaluating teaching methods have significant relation in understanding the skill requirements of industry 4.0

Cross Tab

| Designation | Count | Agree | Disagree | Neutral | Total |
|-------------|-------|-------|----------|---------|-------|
| Academician |       |       |          |         |       |
|            |       |       |          |         |       |
|            |       |       |          |         |       |
|            |       |       |          |         |       |
|            |       |       |          |         |       |
| Management Student |       |       |          |         |       |
|            |       |       |          |         |       |
|            |       |       |          |         |       |
|            |       |       |          |         |       |
|            |       |       |          |         |       |
| Total |       |       |          |         |       |

| % of Total |        |        |          |        |       |
|           |        |        |          |        |       |
|           |        |        |          |        |       |
|           |        |        |          |        |       |
|           |        |        |          |        |       |

Chi-Square Tests

|                  | Value  | df  | Asymp. Sig. (2-sided) |
|------------------|--------|-----|-----------------------|
| Pearson Chi-Square | 1.108  | 2   | .575                  |
| Likelihood Ratio  | 1.111  | 2   | .574                  |
| N of Valid Cases  | 62     |     |                       |

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.74.
| Symmetric Measures | Value | Approx. Sig. |
|-------------------|-------|-------------|
| Nominal by Nominal | Phi   | .134        |
|                   | Cramer’s V | .134 |
|                   |       | .575        |
|                   |       | .575        |
| N of Valid Cases  |       | 62          |

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.

**Inference**

Since p value is > 0.05, at 5% level of significance, we reject the null hypothesis and accept the Alternative Hypothesis. This infers evaluating teaching methods have significant difference in understanding the skill requirements of industry 4.0. Considering both Academicians and Management students, 46.8% of the total sample agrees with alternative hypothesis.

**Adoption of new teaching methods like Action based, Evidence based, Problem based, Practice based, Simulation based in management schools can amplify the efficiency of management education.**

- H0 Adopting new teaching methods in management schools have no significant relation in amplifying the efficiency of management education.
- H1 Adopting new teaching methods in management schools have significant relation in amplifying the efficiency of management education.

### Cross Tab

| 2. Adoption of new teaching methods like Action based, Evidence based, Problem based, Practice based, Simulation based in management schools can amplify the efficiency of management education. | Agree | Disagree | Neutral | Total |
|---|---|---|---|---|
| **Academician** | Count | 15 | 7 | 8 | 30 |
| | Expected Count | 15.5 | 6.8 | 7.7 | 30.0 |
| | % within Designation | 50.0% | 23.3% | 26.7% | 100.0% |
| | | 46.9% | 50.0% | 50.0% | 48.4% |
| **Designation** | % of Total | 24.2% | 11.3% | 12.9% | 48.4% |
| | Count | 17 | 7 | 8 | 32 |
| | Expected Count | 16.5 | 7.2 | 8.3 | 32.0 |
| **Management Student** | % within Designation | 53.1% | 21.9% | 25.0% | 100.0% |
| | | 53.1% | 50.0% | 50.0% | 51.6% |
| **Total** | % of Total | 27.4% | 11.3% | 12.9% | 51.6% |
| | Count | 32 | 14 | 16 | 62 |
| | Expected Count | 32.0 | 14.0 | 16.0 | 62.0 |
| | % within Designation | 51.6% | 22.6% | 25.8% | 100.0% |
| | | 100.0% | 100.0% | 100.0% | 100.0% |
| | % of Total | 51.6% | 22.6% | 25.8% | 100.0% |
Chi-Square Tests

|                      | Value | df | Asymp. Sig. (2-sided) |
|----------------------|-------|----|-----------------------|
| Pearson Chi-Square   | .061  | 2  | .970                  |
| Likelihood Ratio     | .061  | 2  | .970                  |
| N of Valid Cases     | 62    |    |                       |

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.77.

Symmetric Measures

|                      | Value | Approx. Sig. |
|----------------------|-------|--------------|
| Nominal by Nominal   | Phi   | .031         |
|                      | Cramer’s V | .031       |
| N of Valid Cases     | 62    | 62           |

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.

Inference

Since p value is > 0.05, at 5% level of significance, we reject the null hypothesis and accept the Alternative Hypothesis. This infers Adopting new teaching methods in management schools is showing significant difference in amplifying the efficiency of management education. Considering both Academicians and Management students, 51.6% of the total sample agrees with alternative hypothesis.

Conclusion

Management students need to be good in network building, self-directed. They should not depend any more on traditional method of learning and teaching. Analytical thinking, Innovative learning will accelerate to improve the industry required skills. The market also encourages the individuals with unique skill and talent. Faculty members should only serve as facilitators in acquiring innovative education. Today’s management students should envision multi-disciplinary knowledge gaining and should pragmatically understand the requirement of Industry 4.0.

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