

“Effect of Teaching Pedagogy on Empowering Employability Skills in Management Education”

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Abstract

Education is the life blood of the socioeconomic development of a country; the level of education in a country is directly related with the productivity of that country and intern with the standard of living. The effectiveness of the education depends on the type of system and effectiveness of teaching. The effective teaching depends on both hardware and the software like infrastructural facilities, materials, curriculum, methodology, and pedagogy. 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 skills.

This research endeavor is an attempt to explore the various present pedagogy a teacher uses makes them to inculcate the skills required to perform in the corporate. The study was conducted by studying the perception of important stakeholders, students towards various teaching pedagogies used in management education today.

For the purpose of the present study, researcher has collected the data from 25 B-schools of different parts of Karnataka. The researcher administered a pretested structured questionnaire.

The result indicates that Students found to be the most effective in developing employability skills by Case study, Market Survey. Group Discussion in order of priority. Research paper provides various such outcomes of primary study that could be useful for various stakeholders of management education specially the faculty members to talk a clue from it and enhance the teaching learning process.

Key words: Management education, Employability, Pedagogy, Student, Skills,

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1. 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 to get employability. 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." The purpose of this study was to determine the perception of students towards the various pedagogies used in post-graduate education to empower employability skills in students. The study would also give insights towards which pedagogy is perceived to be most commonly used, most useful, most effective by students and teachers. After analyzing the responses obtained from them.

2. Review Of Litratue:

Lappalainen, P. (2013) This paper proposes communicative language education as a means of motivating students both for their language studies but also for a more holistic development of their professional skills and identity. The findings derive from a study conducted within a larger doctoral research project that identified social competence in engineering and pedagogy for pursuing it. The quantitative study examined a sample of 434 engineers operating in seven engineering organizations. [1]

The paper consists of two parts: the first section reviews dimensions of professionalism and skills that should be incorporated into engineering syllabi to more effectively allow engineers to apply their substantive knowledge at work. The second section discusses pedagogy for equipping engineers with the professional competences. [2]

Villadi (2013) The research reveals that how the management professors learn to teach in classroom and how the management teachers use their pedagogical knowledge through different methods. Developing pedagogical competence in order to activate teachers' capacity in teaching-learning process. Management teachers are able to translate pedagogical knowledge, make didactic choices for teaching considering the embedded assumptions and pedagogical dimensions of the learning processes, more aware of how teacher-student relate to each other in the classroom and how knowledge and competency is developed would enhance their students' learning capacity as well. [3]

Jill Sanguinetti, Peter Waterhouse, David Maunders And 22 teacher co-researchers (May 2004) Here the authors tries to do research on ACE Pedagogies in order to have better understanding of the relationship between pedagogical practices and the skill outcomes [4]

Dr.Scott G Dacko (2006) This paper studies the students and employers views on desired and actual skill development for top five business skills like decision-making, analytical, leadership, interpersonal, and communication skills. In this study by critically examining the extent to which an MBA programme is benefiting stakeholders in terms of developing the skills of its students, its own success, and that of its stakeholders, may be gauged and improved over time. [5]

Luca, J. & Heal, D. (2006) The author explains Role Play is an effective Pedagogy to develop many business skills. Important areas such as the development of teamwork skills, problem solving skills, decision-making skills, communication skills and information literacy skills have been given greater priority in response to industry requirements. The study reveals that students considered teamwork to be important the most important skill to have when going out to the workplace [6]

3. Need For The Study:

Today's ever changing scenario of the education system in India, it is highly debatable subject among the intellectuals that whether the present system is capable of inducing, developing and sustaining the employable skills in the student. There has been always a concern from the corporate that the majority of today's graduates are not employable. The purpose of this study was to determine the effectiveness of teaching pedagogy in empowering employability skills in management students

4. Objectives of the Study:

This study aims at investigating the most commonly used pedagogy by management schools in Karnataka, to know the most effective pedagogy as perceived by the students, to measure the extent of correlation between teaching pedagogy and employability, to compare the various pedagogies on different employability skills.

5. Research Methodology:

The type of the research design suitable for the study is descriptive in nature where the researcher is trying to describe the variables under the study. Population of the study was all the students of management schools in Karnataka.

Primary data was collected through administering the structured questionnaire personally. Reliability and validity of the questionnaire is checked by pilot study. The questionnaire is divided in to two parts, in the first part questions related to demography like age, gender, qualification and present semester. In second part, questions related to various pedagogy and the skills they inculcate have been included in order to analyze the effectiveness of each pedagogy. The five point Likert scale and other rating scales have been used to the skills of each pedagogy. A sample of 25 management schools was selected from different parts of Karnataka through stratified sampling and students (Respondents) were selected by using simple random sampling Data is analyzed by using SPSS for various tests.

6. Data Analysis:

The most commonly used pedagogy was selected for the research by literature review and informal depth interview held with the teachers of various management schools in Karnataka. The outcome of this interview is Case Analysis, Role Play, Group Discussion, Research Projects, Market Surveys; Simulation Games are the widely used by the teachers in Karnataka. Five point Likert scale from least important to most important is used to analyze the effectiveness of the pedagogy.

250 questionnaires were distributed to students, 28 were invalidated due to incomplete response after preliminary screening. 222 questionnaires were used for data analysis. Data was analyzed by using SPSS and excel spreadsheet for the testing of hypotheses.

7. Results And Discussions:

Table no: 1

| Pedagogy | Skills | Mean | SD |
|----------------------|---|------|---------|
| a) Case Analysis | Problem Solving | 4.91 | 0.84441 |
| | Analytical Skills | 4.48 | 0.79747 |
| | Decision Making | 4.70 | 0.82266 |
| | Coping with Ambiguities | 3.18 | 0.78341 |
| b) Role Play | Communication Skills | 4.76 | 0.88899 |
| | Interpersonal Skills | 4.18 | 0.72864 |
| | Teamwork Skills | 4.09 | 0.6681 |
| | Social Skills | 3.87 | 0.83672 |
| c) Group Discussion | Communication skills | 4.65 | 0.84537 |
| | Listening Skills | 4.09 | 0.75872 |
| | Problem solving skills | 3.85 | 0.71598 |
| | Decision Making skills | 3.92 | 0.77434 |
| | Critical Thinking Skills | 3.8 | 0.82878 |
| d) Research Projects | Research Skills – Practical Application | 4.72 | 0.81749 |
| | Management | 3.87 | 0.76085 |
| | Information Seeking | 3.85 | 0.70173 |
| | Personal Effectiveness | 4.27 | 0.70288 |
| | Project Management skills | 4.45 | 0.79614 |
| f) Market Surveys | Analytical/Critical Thinking | 4.97 | 0.84393 |
| | Oral and Written Communication | 3.89 | 0.77714 |
| | Time Management | 4.21 | 0.81767 |
| | Decision Making | 3.98 | 0.80378 |
| g) Simulation Games | Strategic Thinking | 4.86 | 0.78264 |
| | Financial Analysis | 4.56 | 0.72919 |
| | Market Analysis | 3.72 | 0.80503 |
| | Operations | 3.7 | 0.82266 |
| | Teamwork & Leadership | 4.14 | 0.72502 |

Table no.1 depicts the mean, standard deviation and percent of the ratings of skills of various pedagogy. Students perceive that Case study method will predominantly develops problem solving and decision making skills and analytical skills as they are rated 4.91 4.70 and 4.48 respectively. Role-play will help them to develop Communication skills, Interpersonal skills and teamwork skills in order of priority 4.76, 4.18 and 4.09 respectively. Similarly Group discussion is rated high on Communication skills, Listening skills and Decision-making skills, 4.65, 4.09 and 3.92. Research projects on Research Skills – Practical Application, Project Management skills and Personal Effectiveness as 4.72, 4.45 and 4.27. Market surveys are rated high on Analytical/Critical Thinking, Oral and Written Communication and Time Management as 4.97, 4.87 and 4.21. Lastly Simulation games will imbibe Strategic Thinking skills, Financial Analysis skills and Team work and leadership skills as 4.86, 4.56 and 4.14 respectively. Looking at the values of standard deviation of all the pedagogy and their ratings the values fall between 0.70 to 0.88, means that the there is no significant difference among the mean ratings of all the respondents signifies that all the students perceive the skills in similar way. Case study and Market surveys will help to develop the Skills like Problem solving skills and Analytical skills but there is no significant difference among the ratings as they are rated 4.91 and 4.97 respectively. Whereas Group discussion is rated less on the same skills. Pedagogy like Role-play rated as high as 4.76 and Group discussion as 4.76 in developing Communication skills.

Study attempted to investigate the perceptions of the students towards various pedagogy in order to develop the employable skills in them. It has been observed that same skills may be developed through more than one pedagogy. Hence the study is trying to understand how the students perceive these pedagogy versus degree of the skills they try to develop. In this regard using 'F' tests various hypotheses- test for significance. SPSS is used to analyze the hypothesis.

Hypothesis 01:

Ho: There is no significance difference between mean scores of Problem Solving Skills for Case study and Group Discussion

The results for this test the 'p' value stood at 0.122 at 95% confidence level. Hence the null hypothesis is accepted. This means that there is no statistically significant difference between the problem solving skill ratings for Case study and Group Discussion. Students perceive that both the pedagogy will help them to develop problem-solving skills in the similar degree.

Hypothesis 02:

Ho: There is no significance difference between mean scores of Decision Making Skills for Case study, Market Survey and Group Discussion

The 'p' value for this test is 0.757 at 95% confidence level which signifies that the null hypothesis is accepted and student perceive Case study, Market Survey and Group Discussion will help them to develop decision making skills in more or less similar degree.

Hypothesis 03:

Ho: There is no significance difference between mean scores of Team work and leadership Skills for Simulation Games and Role Play

This hypothesis implies that there is no significant statistical difference between Simulation Games and Role Play in developing Team work and leadership Skills as the 'p' value for 'F' test stood at 0.055 which is higher than 0.05, hence the null hypothesis is accepted.

Hypothesis 04:

Ho: There is no significance difference between mean scores of Time Management Skills for Market Survey and Research Projects

The above hypothesis is accepted as the 'p' value for significance is 0.192 signifies that time management skills required to conduct a Market Survey and Research Projects are more or less similar in terms of the degree of importance.

Hypothesis 05:

Ho: There is no significance difference between mean scores of Communication Skills for Role Play and Group Discussion

The results for this test the 'p' value stood at 0.657 at 95% confidence level. As it is higher than 0.05 null hypothesis is accepted and signifies that degree of Communication Skill that Role Play and Group Discussion develops doesn't vary significantly.

8. Conclusion:

The study is an attempt to understand whether the most commonly used pedagogy in management schools really inculcate and helps the students to develop the much-needed skills for their corporate life. It is evident through this research that, majority of the pedagogy will definitely induce the skills required by the corporate. Pedagogy like case study will help the students to develop Problem Solving skills, Analytical Skills, Decision Making skills, how to cope with Ambiguities. Similarly pedagogy like Role Play, Group Discussion, Research Projects, Market Surveys, and Simulation Games will definitely develop the skills like Communication Skills, Interpersonal Skills, Teamwork Skills, and Research Skills – Practical Application, Management, Information Seeking, Personal Effectiveness, Project Management skills, Oral and Written Communication skills. All these skills are very much exhibited in day-to-day operations of the corporate life and also in strategic decision making.

The present findings are a positive reflection on positive state of affairs in the pedagogy used in management schools but the researcher expresses her concern about practicing these pedagogy with high level of sincerity and commitment from the faculties of management schools.

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