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A Study on Influence of Pedagogical Effectiveness on Academic Achievement of Students of B Schools

* Dr. Viral Shilu

* Director, SPKM-MBA College-Jetpur,

ABSTRACT

Broadening our view of teaching means that we no longer can think of teaching as only subject-matter expertise plus generic methods, we know that effective teaching is also a matter of transforming our knowledge of a subject in ways that promote student understanding and learning. The present study highlights the influence of teaching pedagogy used by faculty members of management institutes affiliated to Gujarat Technological University over the academic performance of students. Traditional way to teach students through lecture method is definitely essential for sharing knowledge. However, blending modern teaching pedagogy like case method and computer aided teaching with lecture method will enrich the experience of students to imbibe the theoretical as well as practical concepts of academic knowledge effectively.

Keywords : Merger & Acquisition, Corporate Restructuring, Financial Performance, Ratio Analysis

Introduction

Unquestionably, academicians are the torch bearer for shaping future of the students. Solid teaching practices are important for all students, but they are essential if vulnerable learners are to achieve positive learning outcomes. By focusing on pedagogical practices that work with the most challenging and vulnerable students, it is possible to identify the critical elements of teaching that results in successful for all students. Academic excellence of any educational institute is largely attributed to host of the factors. One of the prime contributors for achieving outstanding results of the students is teaching pedagogy. It holds very true in case of Management Colleges where variety of contents of never-ending syllabi are needed to be learnt by the students waiting at the threshold of their professional career. Needless to say, teaching and learning are complex processes. Throughout history, society has looked for better ways to educate students. The present study examines the effect of pedagogical effectiveness of academic achievement of students of select B School affiliated to Gujarat Technological University.

Literature Review

Ronald G Tharp and other coauthors in their book "*Teaching Transformed: achieving excellence, fairness, inclusion, and harmony*" (Westview Press, 2000), have clearly stated three clarifications of pedagogical standards. First, these pedagogy standards are not intended to represent the full spectrum of complex tasks that comprise teaching; rather, they represent instructional activities that promote active student learning and must be adapted to varying contexts and diverse student needs. Second, these standards do not stand in opposition to small-group direct instruction. Third, they suggested that these standards should be used to the exclusion of other strategies.

Saunders & Goldenberg (2001) have found instructional conversations useful in assisting literacy development. Instructional conversations are planned, goal-directed conversations on an academic topic between a teacher and a small group of students. Although instructional conversations can be used to meet any learning goal in any content area, these studies have focused attention on the effectiveness of instructional conversations in developing thematic understanding of literature.

Judson and Sawada (2002) observed that students' enthusiasm for clickers is high. Whether it is their novelty or actual

educational value is not clear. Nonetheless, students, particularly in large classes, reported they enjoy using them and believe they help them understand the material and prepare for exams.

Objectives

The present study aims at to analyze the relationship between teaching pedagogy over result of the B Schools.

Research Methodology

Sample Size

Sample consists of 100 students who cleared their last semester of MBA. 20 students from five different MBA Colleges are included in the sample. These colleges are affiliated to Gujarat Technological University. The sample is chosen using convenient sampling technique.

Data Collection

For the purpose of this study, primary and secondary data are used. Primary data are collected using structured questionnaire. Secondary data are gathered using authentic web port of Gujarat Technological University, books and journals.

Hypothesis

The hypothesis is framed considering two group of teaching pedagogy.

- Conventional Method which includes Lecture Method
- Modern Methods which consist of Case Study and Computer Aided Teaching

An attempt is made to examine the effect of this teaching pedagogy over the academic achievement in form of result of the management institutes. The hypothesis is stated as under:

- H0: The academic excellence of B School is not dependent on teaching pedagogy.
 H1: The academic excellence of B School is dependent on teaching pedagogy.

Statistical Technique

Data are analyzed using Multiple Regression under Microsoft Excel 2007. Analysis can be found in following tables.

Responses from the respondents are tabulated as under:

Table 1 over here

Table: 1 Opinion of Respondents

Sr No.	Colleges	Result (May 2011)	Conventional Method-A	Percentage	Modern Method-B	Percentage
1	College 1	98.11%	3	15%	17	85%
2	College 2	88.66%	2	10%	18	90%
3	College 3	78.26%	8	40%	12	60%
4	College 4	60.71%	10	50%	10	50%
5	College 5	50.00%	17	85%	3	15%

(Source for result: GUT Web Portal)

It can be inferred from table 1 that 17(85%) respondents from the college with highest results of 98.11% believed that modern teaching pedagogy helped them to achieve academic excellence where as merely 3(15%) believed in conventional teaching pedagogy. Responses from college 2 stated that 18(90%) respondents favored modern teaching methodology. In case of college 3 which has 78.26% result reflected that 8(40%) respondents believed conventional method is the suitable to them. 10(50%) respondents preferred conventional teaching pedagogy and the remaining 10(50%) respondents voted for modern teaching pedagogy in college 4 which has 60.71% academic result. Responses from college 5 have more choice of conventional style of teaching in which only 3(15%) rated modern teaching pedagogy.

Table 2 over here

Table: 2.A Regression Statistics

Regression Statistics	
Multiple R	0.945083561
R Square	0.893182938
Adjusted R Square	0.524243917
Standard Error	7.4537745
Observations	5

Table: 2.B Analysis Of Variance

ANOVA					
	df	SS	MS	F	Significance F
Regression	2	1393.713617	696.8568086	25.08540076	0.03833562
Residual	3	166.6762629	55.55875429		
Total	5	1560.38988			

Table: 2.C T Statistics & P-Value

	Coefficients	Standard Error	t Stat	P-value
Intercept	99.86526027	5.955356689	16.76898052	0.000461762
X1	-3.089657534	0.616878767	-5.008532795	0.015320651
X2	0	0	65535	0

It can be inferred from table 2 that the value of R Square 0.893 which indicates there is 89% variability of teaching pedagogy over the result of the different institutes. However there are two independent variables used over here namely conventional teaching techniques and modern teaching methods. It may be possible that one of these would be significant where as other may not be. At the same time F test simply indicates that the model as a whole is significant. Using 5% level of significance i.e. 0.05, the null hypothesis is rejected as the p value for this is 0.0004 which is lesser than alpha value. Similarly the variable X2 (modern teaching pedagogy) is tested using the excel output, the p value for the same is 0.0153 which is also lesser than the alpha value (0.05). The result is indicative of rejecting null hypothesis. The study clearly reveals that the academic excellence of B School is dependent on teaching pedagogy.

Findings

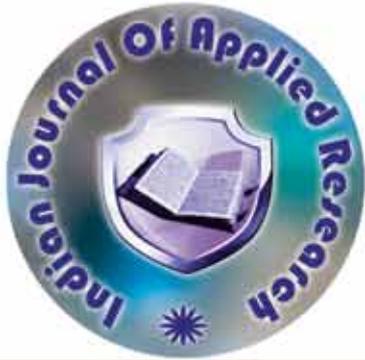
- There is direct influence of teaching pedagogy over academic excellence of the management institutes.
- More than 60% respondents prefer their faculty members to use modern teaching pedagogy which consist of case method and computer aided teaching, besides lecture method.
- Case study and computer aided technique help students to retain the concepts for long duration of time.
- Less than 40% of respondents desire their faculty members to use lecture method.

Conclusion

The researcher has conducted study considering five management institutions only. Students may be biased to opine their views on teaching pedagogy. Further, only 20 students are chosen from each B School where individual performance of these students is not taken in to account for the overall academic result of the respective institutions. Despite these limiting factors, research clearly reveals that faculty members are expected to use blend of teaching methods to improve academic performance of the institutes. Considering the different levels of intelligence of management students, lecture method, case method and computer aided teaching method should be used to impart knowledge in the classroom.

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