

Effectiveness of Teaching strategies and Training needs of the Instructors at B-Schools: Thematic Review of Literature

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Abstract

Teaching is no more a philanthropic activity and is now considered as a professional service which affects not only affects the revenue stream but also reputation of the institution leading to satisfaction of the most important stakeholder named students. To keep the delivering efficient and desired educational services Human Resource Department needs act at training needs of the Instructors for time to time. In continuation of previous researches this study aims to explore the effective teaching strategies at Business Schools. While addressing the teaching effectiveness, the study also intends to answer the most debatable issue “should teaching styles be content or learning styles specific”. Attention will be paid to the Training Need Analysis (TNA) over deployment of teaching methods and awareness of teaching and learning style theories for Faculty members at Business schools. Previous researches have been studied for this purpose.

Keywords: Teaching strategies, Teaching Effectiveness, Teaching and learning style, Training Need Analysis, Business Education.

Aims of the Study

Researcher aims to explore the effectiveness of teaching methods employed in the Business School and training Needs of Instructors

Researcher’s enquiry will be structured along the following objectives:

1. To study the effectiveness of Teaching strategies and methods in the Business schools.
2. To identify if a match between learning and teaching style generated interest, attention and produced higher academic achievement as indicated by overall GPA.
3. To study the Training Need Analysis (TNA) and Training design to bring effectiveness in teaching.

Methodology:

Secondary research has been conducted for the research at hand through analysing the research papers, dissertation and doctoral thesis.

Literature Review

Literature on effectiveness of variety teaching techniques found to be mixed because studies are either qualitative or anecdotal instead of actual **cognitive outcomes**. (Serva & Fuller, 2004; Benek-Rivera & Matthews, 2004; Michel, et al., 2009). According to Harvard’s professor, Richard M. Losick, “educate faculty about research on learning”, much as they already continue to educate themselves in their academic specialties. Vigaray D.D.M, et al., (2010) studied the effectiveness of teaching methods, the two most

relevant aspects are how learning is influenced by the method applied and the degree to which each method allows achieving the intended educational aims such as transmission of knowledge, understanding of facts and theories, capacity to apply concept and formation of attitudes (**Vigaray D.D.M, et al., 2010**).

There are many studies that explored teaching techniques that encouraged students to actively engage in the material because the classroom engagement has been found to promote deeper levels of thinking and and better facilitate encoding, storage, and retrieval than traditional lecture (**Mc Glynn, 2005; Peck, Ali, Matchock, & Levine, 2006**).It is reported that these techniques may range from demonstrations, to discussions, to in-class activities. Examples of in-class activities can range from management games, simulations, discovery learning, and exam reviews (**Cook & Hazelwood, 2002; Saranson & Banbury, 2004**) to in-class journaling (**Bolin, Khramtsova, & Saarnio, 2005; Kumar ,2012**).

Instructional strategies can be classified by **Menko et.al.,(2011)** into direct instruction which is teacher centric , indirect instruction which is student centric, interactive instruction which is participatory in nature, experiential learning is activity oriented and independent study i.e. flexible and can used in combination with other strategies. Within each strategy there are numerous teaching methods, For example, field trips, management games, roleplaying, model building, surveying etc. form the part of experiential learning strategy whereas Direct Instructions strategy focuses on Structured overview, Demonstration, Lecturing, Drill, Didactic questions and practice exercises.

Lecturing has always been a widely used method hailing from direct instruction strategy.Although lecturing has developed a reputation of being mundane, disengaging, or monotonous, (**Miner, et al., 1984; Dorestani, 2005; Stewart-Wingfield & Black, 2005**) yet is a convenient and efficient way to introduce a vast amount of information (**Miner, et al., 1984; Van Eynde & Spencer, 1988; Whetten & Clark, 1996; Michel et al., 2009**).

Two of the methods in Interactive instruction strategy are discussion and demonstration. Past studies have shown that during discussion students are not only attentive, active, more engaged, and motivated (see **Bligh 2000; Ryan & Patrick,2001**) but also enables to explore issues of interest, opinions, and ideas leading to deeper levels of learning (**Hadjioannou, 2007**). Study carried by **Forsyth (2003)** pertained that Demonstrations can break up the pace of the classroom while also providing an enjoyable experience for the students but demonstrations only engage a few of the students in the classroom and does not allow all students to experience the phenomena. Thus, the uninvolved students are still just passively receiving information (**Hackathorn et al, 2011**).

Qualitative study conducted by **Jakka & Manta (2012)** suggests that case study teaching method is most practiced instruction technique belonging to indirect instructions which tests student capability to use the information, apply the concepts they have been taught and inculcate the habit of logical approach rather than theoretical approach. However it is not the best way to communicate large amounts of new information. Hence, lecture method cannot be replaced by case study method as found by **Mintzberg & Lampel (2001)**.

Cognition is one of the category of learning style model on which researchers like Jung, Myers Brigg, Kolb, Dunn and Dunn etc. have worked (**Desari.P,2006**).**Peter Navarro (2008)** highlighted the importance of experiential learning. He suggested that teaching should be multidisciplinary in nature with integrative problem solving rather than the isolated delivery of individual "functional silo" disciplines. There are number of studies that assessed the effectiveness of cognition and found that experientially taught students may engage in higher-order thinking such as analysis, synthesis, and evaluation (**Hill & Krathwohl, 1956; Bonwell & Eison, 1991; Anderson & Krathwohl, 2001; Hackathorn, et al., 2010**). They also found that students can comprehend the phenomena conceptually, and recall, retain, and memorize the material better (**Rubin & Hebert, 1998; Whetten & Clark, 1996; Donovan, Bransford, & Pellegrino, 1999; Driscoll, 2002; Serva & Fuller, 2004**). Other studies have also highlighted the effectiveness of this method and reported to increase students' involvement, motivation, excitement, attention, and perceived helpfulness and applicability of the class (**Bonwell & Eison, 1991; Guthrie & Cox, 2001; Binek-Rivera & Mathews, 2004; Stewart-Wingfield & Black, 2005**).

Kolb highlights the teaching methods used in Business schools and mention that some Business schools uses lecture method, others teach by the case study, some use a combination and found that few employs experiential learning or learning by doing (**Kolb, 1976**). Highlighting the teaching practices in Business schools, **Pfeffer & Fong** opined that practice component is mission from the teaching practices. Harvard Business Publishing asked a group of simulation authors questions about their experience using simulations in the classroom.

Application of Professional Human Resource Practices

There are many studies that highlight the scope for application of professional human resource practices in teaching. Training and development from the crux of such recommendation. There is a need for instructor's professional development and training through designing of effective programs (**Schoepp, & Smith ,2002; Minotti, 2005; Evan & Waring, 2006; Haar, Hall , Rosenfeld,2008;**). Ample of studies enlightens that student centered instructions and development of interactive learning environments to create meaningful learning experience are adopted by Instructors who are skilled in tenets of adult learning. (**Galbraith, 1999; Stitts-Ghodes, Crews & Mc Cannon 1999; Glenn, 2000; Quenk 2000; Gilakjani,2012**). **Fleder, & Brent (2005)** recommended that instructors have to work with the teaching style so as to maximize the learning outcomes.

The review of literature also explores the tools available for assessing the effectiveness. It was found that many studies that thoroughly discuss the methodology for assessing the teaching effectiveness. Among all the methods ,to match the teaching style with learning has been found most widely used and popular. Notable Research conducted by Pashler et al. suggested matching instruction to content should be the concern of instructors which is contradictory to proposition that advocated need of professional training for instructors to match teaching style with learning style of students. (**Turner's 1979; Evans & Waring; Honigsfeld & Schiering, 2004**). It is found that Matching between teaching style and learning motivated that

learners, generates interest and allows instructors for alternative teaching strategies accommodate a diverse population of learners. (Charkins, O'Toole, and Wetzel, 1985; Larkin-Hein, 2000; Spicer 2004). Also, a study affirms that not only mismatch causes failure, frustration and demotivation but also teaching effectiveness can be attained through awareness of style preferences. (Juris & Guadalupe, 2009). Further, as a result of workshop conducted by Feldor & Brent, (2005) mismatch in teaching and learning styles leads to Poor performance, boredom, dropping out, absenteeism, unresponsiveness, loss of potential professionals, etc. and hence the more thoroughly instructors understand the differences in learning and teaching styles, the better chance they have designing, adopting the teaching, meeting the diverse needs of all the students (Knowles, 1980; Campbell 1989; Baud, 1990; Kaplan & Kies, 1993; Bacon, 2004; Gilakjani, 2012 ;Asba et al. 2014; Caffarella, 2002). Winnick, (1990) proposed that the selection of appropriate teaching style is in another way crucial improving the effectiveness of teaching and instructional experiences.

Contrary to above, researchers have found that there is little or no evidence that matching teaching methods improves the learning outcome and academic achievement (Macneil, 1980; Baker & Cooke, 1988; Cavanagh & Coffin, 1994; Kowoser & Berman, 1996 ; Terry, 2001; Akdemir & Koszalka, Massa & Mayor 2006; 2008;). Empirical study conducted by Ruhnau, (2006) finds that there was strong relationship in one class while little or no relationship was found in the other two classes between the final grades and learning style. Hence, results indicate that regardless mismatch between learning and teaching style students can learn effectively and compatibility between the two is not a pre-requisite for effective teaching and learning to take place

Methodological contradictions over issue of matching method as a tool for assessing the effectiveness. are lack of longitudinal studies that is necessary to ascertain how stable learning styles are, reliability of instruments to give consistent results if repeated (Becta, 2005); Inadequate control and weak experimental design; references of little known or reputed publications and small scale evaluations of samples (Ellis, 2001). Some empirical studies demonstrate that active teaching techniques are superior to lecture (Van Eynde & Spencer, 1988; Serva & Fuller, 2004; Michel, et al., 2009), while others suggest that there is no real difference (Miner, Das, & Gale, 1984; Dorestani, 2005; Stewart-Wingfield & Black, 2005). Tucker, Stewart and Schmidt (2003) suggest that there is a need to address the match between the teachings and learning style in field of business education. Educational issue which have attracted the attention of researchers the is knowledge about teaching and learning style theories (Opdenakker & Demme, 2006; Morrison et al., 2006) with an existing theoretical contradictions over effects of matching or mismatching teaching and learning style (Tulbure 2012). Thus, further research is warranted.

Discussion

The study may be useful for the instructors to identify design and alter their teaching methods to develop effectiveness in teaching but also provide evidence of correlation between match-mismatch of teaching and learning styles with academic performance of Students. The study also provides motivation and thrust to training and development need of instructor's education program for continuous improvement and

recommends the design for delivery of training. Analysis and selection of teaching and learning inventories will lend support to existing theories and research.

Teaching effectiveness has been a favorite but debatable topic for researchers of all time. Teaching effectiveness is subject to several variables such as instruction methodologies and matching the learning style with learning style. Innovations and changing trends in teaching methodology should be a concern of instructors at business schools and onus of professional training through workshops, seminars etc. lies equally with institution. Adopting the teaching and learning inventories alone cannot help the instructors to bring the effectiveness but other important variables should also be explored. Through literature survey, we may conclude that there is a dire need for quantitative study to ascertain the role of variable of teaching effectiveness and exploring not only the training needs of the instructors but also the design of delivery of training. Since the study is solely based on secondary data it cannot be generalized hence, it gives us a reason to explore the study through mixed research methods i.e., quantitative and qualitative at business schools. Eventually, budding researchers may consider dwelling the application of theory to practices of corporate governance and service satisfaction experience of students in Business schools in India which demands attention and research.

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