

EFFECTIVENESS OF TEACHING METHODOLOGIES IN UNDERGRADUATE COMMERCE COLLEGES: THEMATIC REVIEW OF LITERATURE

Dr Mohan P. Philip^{1*}, Ms Ramya. K²

¹*Research Guide, Bharathiar University Associate Professor, St Joseph's College of Commerce, Bangalore*

²*Research Scholar, Bharathiar University*

¹*Email: mohanpphilip@gmail.com, ²Email: ramyak3099@ymail.com*

***Corresponding Author: -**

Email ID: mohanpphilip@gmail.com

Abstract: -

As a branch of education, Commerce is a subject that imparts Knowledge and experience of business world at large in all its manifestations. Commerce education at the university level in India made its beginning in 1913 when Sydenham college of Commerce and Economics was established by the Government in Mumbai. Thereafter, a large number of prestigious business houses used to absorb commerce degree from other reputed colleges of commerce in Mumbai. The increase demand for commerce education has been due to Rapid industrialization, Expansion of Banking and Insurance Industries, Introduction of various regulations in commercial activities, taxation laws, etc., Commerce teaching is a professional service which affects the revenue stream but also the reputation of the institution leading to satisfaction of students who is one of the most important stakeholders. A good commerce teacher should not only teach but also help students to analyse and find out the problems felt by students in their learning. To keep the teaching effective, commerce teachers need to use few innovative and effective methodologies in their teaching. Teachers are facilitators for the commerce students. To facilitate they should share the practical and theoretical knowledge, what they acquired during their education and experiences. This paper addresses the different teaching methodologies and its effectiveness in teaching commerce subjects.

Keywords: - *effective teaching, Methodology, Commerce Education*



Distributed under Creative Commons CC BY-NC 4.0 OPEN ACCESS

INTRODUCTION

The Commerce education is the area of education which develops the required skills, attitude and knowledge for the successful handling of trade and industry. The Commerce education emerged in India in 1886 when the first school was established in Madras. In 1895, the Government of India started the school of commerce in Calicut and thereafter in 1903 Presidency College, Calcutta started commerce classes. There is an increase demand for Commerce education. The craze for commerce education has considerably increased due to its utility in almost all fields of economic activities particularly after globalization and liberalization, education in the country has assumed great market value and consequently there is a great rush towards commerce education in the country. Hence, there is a need in having efficient teachers who can impart practical knowledge in students. Teachers use a variety of teaching methods and materials in order to impart a curriculum effectively. There is no one right teaching style. One's teaching style is an extension of one's own personality. Thus, some techniques would be more appealing for some than to others.

For effective teaching of commerce, it is all about listening, questioning, being responsive and remembering that each student and class is different. For this the teacher should adopt Socratic Instruction Approach. It is all about eliciting responses and developing the communication skills of the quiet students. It's all about insisting students to excel which is a basic requirement of commerce teaching.

For teaching effectively, teacher has to select appropriate instructional method. But it is evident that no one instructional method is best for all subjects and contents. Commerce is a subject where the faculty can use all the methods effectively such as lecture, discussion, Role play, seminar, Project method, simulation, field trip, etc. but one of the major concerns is that teacher should use these methods in actual classroom teaching

Teaching of commerce can be made more effective by relating the subject or the content with the daily life of the students because commerce is such a subject which can be related with the daily life of the students by giving examples, by implementing project-based learning method. Teaching can be more effective only when there is student participation. For the student to participate teacher should provide opportunity for students to ask question, answer question, offer challenging thought-provoking ideas, and ask students whether they are clear with the concept before moving on to the next topic.

I. Aims of the study

This study aims at exploring the effectiveness of teaching methods practiced in commerce institutions. The enquiry will be structured along the following objectives

1. To study the effectiveness of teaching methodology of commerce institutions.
2. To identify whether teaching methodology improves academic achievement of the students

II. Methodology

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

III. Literature Review

According to **McKimm and Jollie (2007)**, in **Mass Instruction**, the role of the teacher is controlling the instructional process. That is, she/he has a traditional role in teaching students. To Ellington (1996), it was, however, only in the period following the Second World War that a systematic effort was made to improve the efficiency and cost-effectiveness of the method by using the new types of hardware that were starting to become available. By such means, it was hoped that more people could be educated or trained without necessarily increasing the number of teachers or trainers, and that the overall effectiveness of the teaching process could be improved. Some important outcomes were the development of basic mass instruction tools like the overhead projector and 35mm slide projector, and the increasingly widespread use of 'hardware-based' techniques such as film, radio, television broadcasting and closed-circuit television. Some of the main teaching methods that fall under the general heading of mass-instruction method include lecture and demonstration (Biadgelign, 2010)

The **Lecture method**, although considered by modern educators as traditional or out-dated, is still one of the most widely used methods of teaching, especially in higher secondary institutions (Brown, 1992). Supporting this, **Brown and Atkins (1988)** note that the lecture method is widely used in the twenty-first century. Besides, despite the many criticisms regarding the lecture method, when carefully planned and delivered, it is pleasurable to students and teachers. Lecture refers to a verbal or oral presentation of facts, ideas and concepts where the teacher addresses learners without interruption and complete utilization of teaching time. It is an effective way to introduce new information or concepts to a group of learners. The lecture method is primarily used to build upon the learners' existing base of knowledge (Brown, 1988:8). According to **Azeb (1984)**, of the lecture in the areas of the humanities and the social sciences is its use as a means of synthesizing a mass of knowledge, facts and ideas that it would be impossible for the student to master for himself, since he would not have the capacity to discriminate between relevant and irrelevant, sound and unsound, and to organize what was worth organizing. Hence, faculties who take few of the theory subjects in commerce can take up this methodology. The lecture method has two forms: the formal and active (informal) lecture. The formal lecture method is virtually uninterrupted monologue taking occasional questions. It is almost an address to the content. It emphasizes on 'chalk and talk' and can be used for any size of group. The informal or active lecture method is a lecture period including mini-sessions of student activity. It is a gapped lecture. That is dividing the lecture into small sections and gives the students an activity to complete between each section. This allows the students to absorb and manipulate the material given to them (Cox, 1994). Generally, the lecture method of teaching, according to Brown et al as cited in Biadgelign (2010), is a process

of delivering or imparting verbally a body of knowledge, new experience, contents, or subject matter, to students based on a pre-planned, well-organized lesson plan. That is, the teacher presents ideas or concepts, develops and evaluates them, and summarizes the main points. Supporting this, **Kizlik (2010)** notes that, in this method, the teacher is considered as an authority and a model in determining the content and organization of the course to a great extent. Moreover, the students are merely recipients of the information about the content. This is the most adopted method used by all commerce faculties. **Erlis and Subramanian's (2004)** research finds **Demonstration** helps to address students with variety learning needs. "When compared with traditional methods, it can be especially useful in reaching out to pupils who have higher visual spatial intelligence but not so high cognitive intelligence" Another reason to consider the use of demonstration in the classroom is for assessment. The teacher is able to ask probing questions on the topic being demonstrated and receive immediate feedback from the students. This helps a teacher to determine whether to revise the same topic or move to the next one. According to **Walkin (1990)**, demonstration is a practical display or exhibition of the process and serves to show or point out clearly the fundamental principles or actions involved. **Brown** and his associates (1992) described demonstration as an audio-visual explanation, emphasizing the important points of a product, a process or an idea. It is basically an activity which combines telling, showing, and doing so as to facilitate the understanding level of students. A demonstration is similar to the lecture in its direct communication of information from the teacher to students. It also involves a visual approach to examine processes, information, and ideas. It allows for students to observe real things and how they work. In many cases, a teacher demonstrates a certain action or activity prior to having the students perform the activity individually (**Brady, 1985**). To carry out effective demonstrations, teachers should carefully plan the demonstration, practice the demonstration, develop outline to guide the demonstration, make sure everyone can see the demonstration, introduce the demonstration to focus attention, ask and encourage questions, and plan a follow-up to the demonstration. Although the emphasis in demonstration is learning by observing/watching the activities of the teacher, it shall be followed by doing. That is, students have to get a chance to practice and drill on different exercises. In any case, the demonstration method is a dramatic performance; the teacher being the actor and students the audience (**Badgelign: 2010**).

Active learning is an instructional strategy in which students construct meaning, often working in collaboration with other students. In this strategy, knowledge is directly experienced, constructed, acted up on or revised by the learners. So, it is a multi-directional learning experience in which learning occurs in a teacher to student, student to teacher, and student to student manner. **Prince (2004)** defined active learning as any instructional method that engages students in the learning process. It requires students to do meaningful learning activities and think about what they are doing. The core elements of active learning are student activity and engagement in the learning process. Supporting this, **Biadgelign (2010)** have noted that active learning methods give much chance to the student regardless of the size of students involved in the learning session. From this one can understand that, in active learning, the teacher has a facilitative role. The facilitative teacher shares information and then lets participants practice what they have learned; encourages questions and discussion; and motivates participants by helping them understand how they can use what they have learned. According to **Biadgelign (2010)**, active learning methods include inquiry method too.

The **Inquiry method** of teaching, according to **Biadgelign (2010)**, can be employed to any subject area, most of the time, at higher institutions and at secondary schools. Therefore, it can be used in commerce subjects too. Inquiry method can be seen, according to **Joyce and Weil (1980)** as cited a process for investigating, searching, explaining, or interpreting of unusual, unknown, or problematic situations or phenomenon. In this method, students inquire into the nature of a problem with a view of finding some answers why the problem exists. The assumption behind using this method is that students will acquire or gain a firm grasp or understanding of the subject matter by learning that all knowledge is tentative and that, as tentative knowledge is disconfirmed, it will be replaced with new knowledge. This is due to the fact that what was true yesterday could be false today or tomorrow. Hence, teachers and students have to strive, have to dig, have to search, or in short have to inquire for the truth in the process of teaching and learning. Supporting this, **Biadgelign (2010)** states that students are expected to realize that statements about phenomena are based on severe investigation. The success or failure of the method will very much depend on the competence, enthusiasm, and confidence of the teacher.

Conventional textbooks, hand-out notes, journal articles and other printed materials can often be used in **Self-instructional** situations, although, they may not necessarily be suitable for enabling mastery of desired material to be achieved. This is because most textbooks, hand-outs, etc., are designed simply to present information, not to provide the users with a systematic learning program. Also, it is very rare to find a single textbook that covers all the material in a course or module in the manner that the person responsible for teaching that course or module requires. The effectiveness of textbooks as vehicles for self-instruction is greatly increased by the use of a suitable study guide which structures the learning process for the students by directing them to suitable chapters or sections thereof in appropriate books in a systematic and cumulative way, provides supplementary notes and assignments, etc. According to **Knowles (1975)**, directed learning assumes that learners are motivated by internal incentives, such as the need for self-esteem, the desire to achieve, the urge to grow, the satisfaction of accomplishment, the need to know something specific, and curiosity

Virtually all educationalists agree that the most effective way of bringing about lasting student learning is to get students actively involved in the learning process. To this end, asking students to carry out individual assignments, projects, etc., is one of the most effective ways of doing this. They are, however, also extremely powerful vehicles for bringing about learning-often at a very high level and should therefore be regarded as teaching/learning methods in their own right. A

project method is a practical and natural life like learning involving the investigation and solving of problems by individual or a group of trainees. Ideally, project work should consist of a task in which a trainee sets out to achieve some definite goal of real personal value. It also exposes students to natural settings to investigate things and come up with new findings or concrete products (Obanya, Shabani and Okebukela, 1996). Moreover, Walkin (1990) notes that a project may be set either as an individual task or a small group undertaking. The project may be designed as the learning process in which group members are faced with new concepts and unfamiliar activities or as a device for the integrating of several previously mastered individual skills.

While it can be argued that the individualized learning phase of educational technology probably had a greater impact on modern education and training than the mass instruction phase that preceded it, there are, in practice, a number of limitations to the approach. One of the most obvious stems from the fact that it is, by definition, individual, and, as such, cannot enable students to interact with one another and develop group skills such as discussion skills, interpersonal skills and the various other skills needed to collaborate effectively with other people in carrying out a common task or project (Biadgelign, 2010). Group teaching methods are concerned with how people interact with and learn from one another in small-group situations, and involve the use of the methods of group dynamics. One of the best examples of this method of teaching is the discussion method.

Discussion method covers classroom learning activities involving active and cooperative consideration of a problem or topic for treatment. According to Brown, et al (1992), It is characterized by increased involvement and active participation of members of the class, i.e. students. A more or less maximum active verbal interaction among students of a group is the main feature that distinguishes this method from other teacher-dominated procedures (Brown et al, 1992 and Dunkin, 1988). In the discussion method, all learners are given frequent opportunities to generate and share ideas and to analyze, evaluate and conclude on a given topic in small and whole class settings (Obanya, Shabani and Okebukela, 1996). The discussion method has a wider application in arts and social sciences than in others (Dunkin, 1988 and Brown, et al, 1992). This method is most appropriate when there are controversial or debatable issues in any subject of commerce. The responsibility for communication is shared by the teacher and the students. The teacher assumes responsibility for initiating the topic of discussion, providing students with common experience upon which to base their participation, stimulating students to think critically, and reminding students of where the group has progressed in relation to their stated goals. The students assume the responsibility for contributing their individual thinking, investigations, and conclusions to the group effort (Azeb, 1984)

Kolb highlights the teaching methods used in commerce colleges and mention that some colleges use lecture method, others teach by the case study, some use a combination and found that few employ experiential learning or learning by doing (Kolb, 1976). Few commerce colleges use simulation in the classroom teaching in some of their theory subjects like Auditing, Banking law and Practice etc.

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 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 learner generates interest and allows instructors for alternative teaching strategies accommodate a diverse population of learners. (Charkins, O'Toole, and Wetzal, 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.

IV. Conclusion

This Study is useful for the instructors to find out the design and also help in changing their method of teaching. Teaching effectiveness is subject to several variables such as teaching methodologies and matching the teaching styles with learning styles. There are creative and changing trends in teaching methodology that must be considered by faculties of commerce. Commerce is a subject related to current situations therefore, faculties need to provide information beyond the text. For this the teachers needs to get updated with the current developments. With the help of Literature reviews, we conclude that there is terrible need for quantitative study to find out the role of variables of teaching effectiveness. The study cannot be generalised since it is merely based on secondary data.

References

[1]. Aggarwal, J.C. (2003). Teaching of commerce. New Delhi: Vikas Publishing House Pvt. Ltd

- [2].Azeb Desta (1984). Elements of General Methods of Teaching (Knowledge and Competencies for Teachers). Addis Ababa: Addis Ababa University (Unpublished)
- [3].Borich, G. D. (1988). Effective Teaching Methods. New York: Macmillan Publishing Company.
- [4].Brady, L. (1985). Models and Methods of Teaching. Sydney: Prentice Hall of Australian Pty. Ltd.
- [5].Dunkin, M. J. (1988). The International Encyclopaedia of Teaching and Teacher Education. Oxford: Pergamon Press
- [6].Ellington, H. (1996). How students learn: A Review of Some of the Main Theories. Robert Gordon University.
- [7].Ellis, R. (1995). Quality Assurance for University Teaching. London: Open University Press
- [8].Obanya, P., Shabani, J. and Okebukela, P. (1996). Guide to Teaching and Learning in Higher Education. Dakar: UNESCO.
- [9].Rao, V. K. (2003). Quality Education. New Delhi: A.P.H. Publishing Corporation
- [10]. Walkin, L. (1990). Teaching and Learning in Future and Adult Education. Cheltenham: Stanley Thomas publishers