

A COMPARATIVE ANALYSIS OF STUDENT'S (BOYS) PERCEPTION ON TRAINING METHODS AND TECHNIQUES: A SURVEY

(With special reference to selected B-Schools, Private Engineering Colleges and Industrial Training Institutes in Bhubaneswar, Odisha)

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Abstract

This paper empirically examines the application of different methods and techniques that are employed in the B-Schools, Private Engineering Colleges and Industrial Training Institutes for imparting knowledge. A survey conducted by us dealt with a variety methods and techniques that are used in training the students to create, maintain and sustain interest and curiosity in the learner towards learning objects and to facilitate learning. The study found that the most widely used training methods and techniques were case study, practical/ experiment, lecture, role play, seminar and business games. These training methods and techniques were found to be variously appropriate and facilitating learning. For the purpose of confidentiality we are not disclosing the names of the units under survey.

Key Words: B-School, Private Engineering Colleges (PEC), ITIs, Training & Learning.

Introduction

Training aims to change behavior at the work place in order to stimulate efficiency and higher performance standards. It is concerned with work-based learning. In turn, learning is seen as a form of behavioral change (Alan and Chloe 1990). Training has been usefully defined as “the systematic development of the attitude, knowledge and skill and behavior pattern required by an individual in order to perform adequately a given task or job (Glossary of training terms, 1971). A training program normally uses a variety of training methods and techniques to create and maintain and sustain interest and curiosity in the learner towards learning. A number of training techniques totaling more than 300 are available (Andrzej 1984). But none of those techniques may be deemed as the best because they have different degree of effectiveness depending on various factors like training objectives, the back ground, knowledge level and attitude of trainee and trainer and training environment. The aim of study conducted by the authors was to analyze the training methods and techniques usually applied in training programs in Educational Institutes under survey.

Objectives of the study

- To examine the main methods applied in the training programs in B-Schools, PECs and ITIs
- To rank the most effective training method.
- To suggest some more effective tools for the improvement in training method.

Limitations of the study

- The study is restricted to the selected B-Schools, Private Engineering Colleges and Industrial Training Institutes in Bhubaneswar only.
- The sample is limited; it may not represent scenario of all the students (Boys) view.
- The period of study conducted for the period of 3 months i.e. January 2011-March 2011

Sampling plan

In support to the objective of the research there is a primary research through questionnaire administration method in the field through stratified random sampling method and to analyze the data and derive results from it percentage method used. This method is easy to use and taken as suitable method to compare, keeping in view the objective of the study. Out of 450 questionnaires served 379 responded which includes 137 from B-Schools, 124 from Private

Engineering Colleges and 118 from Industrial Training Institutes. The response rate was 84.22% of total questionnaires served.

Boys' perception with regard to teaching methodology and techniques

To measure the perception level of students with regard to teaching methodology the variables identified as case study method, lecture method, experiment method, seminar method, games method, movie and film method, sensitivity method, group discussion, programmed instruction method, television lecture, simulation method and basket exercise methods have been assigned as +2, +1 and -1 for the responses of students "agree", "not sure" and "don't agree" respectively. Final scores for each feature are calculated by multiplying the number of response by the weights of the corresponding responses.

Calculation of students' perception: Ideal and Least scores

Ideal scores are calculated by multiplying the number of respondents in each category with (+2) and product with total number of attributes. Least scores calculated by multiplying the number of respondents in each category with (-1) and the product with number of attributes in the question.

Table-1: Ideal Score and least Score

Category	Equation	Ideal Score	Equation	Least score
B-Schools	$12 \times 2 \times 137$	3288	$12 \times -1 \times 137$	-1644
PECs	$12 \times 2 \times 124$	2976	$12 \times -1 \times 124$	-1488
ITI s	$12 \times 2 \times 118$	2832	$12 \times -1 \times 118$	-1416

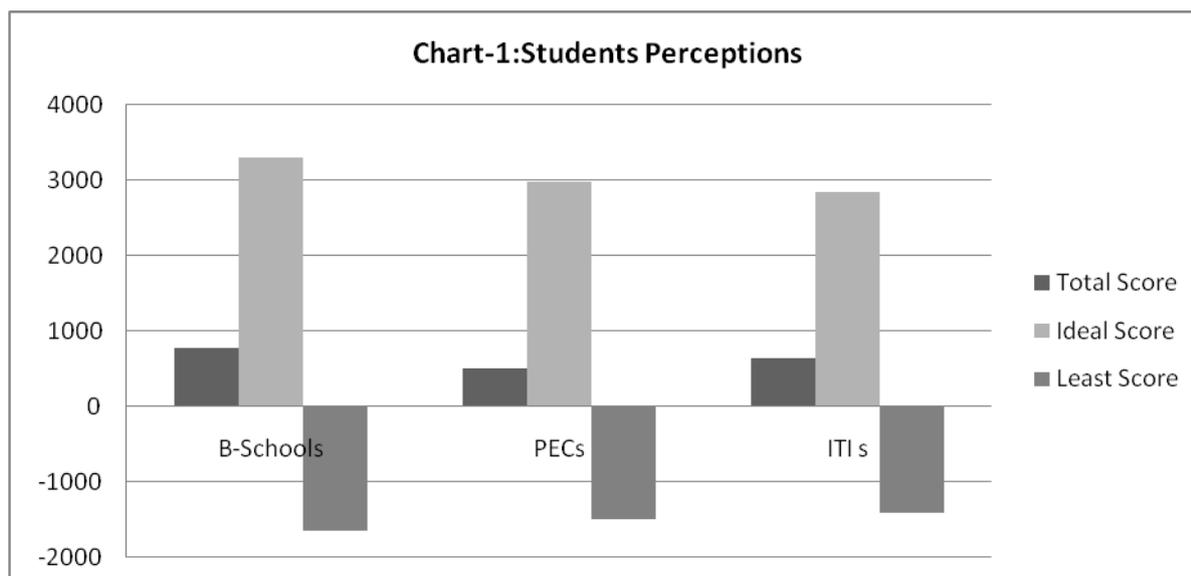
Findings of the study

Following are the findings of the study

Table-2: Students Perceptions

Teaching Methodology	Aggregate Scores		
	B-Schools	PECs	ITI s
Case Study Method	208	144	165
Lecture Method	141	88	152
Experiment Method	131	197	203
Seminar Method	103	94	132
Games Method	93	68	51
Movie/Films Method	35	41	42
Sensitivity Method	23	9	15
Group Discussion Method	99	13	-10
Programmed Instructions	8	-25	-14
Television Lecture	-3	-45	-38
Simulation Method	-9	-38	-16
Basket Exercise Method	-50	-45	-44
Total Score	779(23.69)	501(16.83)	638(22.52)
Ideal Score	3288	2976	2832
Least Score	-1644	-1488	-1416
No. of Respondents	137	124	118

Source: Compiled data from Annexure A, B and C



Interpretation: In case of B-Schools, the case study is more popular among the students with score of 208 followed by lecture method with score of 141 and for the experiment method the same is 131. For PECs, the experiment method is very popular with score of 197 and followed by 144 support base for case study method and for lecture method it is 88 points. Similarly, in case of ITIs, the 203 score for experiment method, 165 for case study method and 152 is for lecture method. So, in the case study method, lecture method and experiment method is more popular than others. Hence the total score of B-Schools as compare to total score is 23.69%, followed by ITIs it is 22.52 and 16.83% in PECs. Over all the perception level is less in all the categories because of unacceptability of method which is been used in these institutions. Hence there is need for introspection in the interest of students and faculty in general also.

Suggested Methods and Techniques

- **Video- conferencing and Tele-conferencing**

These are two ways audio and two-ways visual link-up training techniques. They can achieve participative training by involving faculties in different locations. Students can interact with each other and with a faculty. Special training is needed for the faculties. Careful preplanning is essential.

- **Role –Reversal**

It involves enactment of reversed roles by two or more students in a simulated situation. It is mainly used to help those who operate in face-to –face situations to appreciate their contacts' needs and feeling. As with role-play, it needs discipline and realism.

- **Internet and Intranets**

They allow world wide information gathering, including planned programs of learning, plus worldwide forums. They provide useful data source for projects of all kinds. Internets offer flow of information to specific workplace sites. Organizations can develop intranet systems in which members continuously input data for central storage which all can access as needed.

- **Computer –based training**

It involves learner-managed coverage of programmed material usually involving keyboard and screen. Students use keyboards in line with screen instructions, calling forth information and responding to questions. **Electronic Brainstorming**

Students sit in the class with individual laptops/PC connected through a local area network. One computer/ laptop acts as file server by using special packages e.g. Meeting Ware in

which participants can contribute anonymously by computer to a brainstorming session. The results are analyzed by computer (EI-Sharif and Tang, 1994). Careful preparation is needed to implement this type of training to the students. Experience faculty is required to handle this.

Concluding Note

Training methods and techniques which are being used in educational institutes should be introspected so as produce good Nation Builders for the future. There should be some breakeven point between the understanding level of the students and methodology or training techniques are being used for imparting knowledge. It is also important to note that the products (students) of should be exposed to real world. The training should be more lively and practical oriented it should not be restricted to class room teaching only. The training methodology should be according to the industrial requirements. This should be understood by the faculty and the students as well. Focus should be more on practical and industry oriented methodology and techniques and the students should be exposed to this. At same time commitment and involvement of the students for this process is more important for the successful implementation and imparting knowledge in educational institutes. A variety training methods and techniques are used in imparting knowledge to create, maintain and sustain interest and curiosity in the students towards learning objects all of which to facilitate learning. Among them, the most widely used are case study practical/experiment base, lecture, role play, seminar and business games etc. The study also found these methods and techniques in varying measures to be effective, appropriate and facilitating learning. However, it is need of the hour to introspect the training method and techniques being used by the faculties for refocus the **“Research on Innovation for imparting training”**

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Annexure-A				
Students Perception on training methods and techniques in B-Schools				
Teaching Methodology	Level of Perception			
	Agree	Not Sure	Don't agree	Scores
	2	1	-1	
Case Study Method	111	6	20	228-20=208
Lecture Method	84	13	40	181-40=141
Experiment Method	74	23	40	171-40=131
Seminar Method	64	24	49	152-49=103
Games Method	66	16	55	148-55=93
Movie/Films Method	48	14	75	110-75=35
Sensitivly Method	38	23	76	99-76=23
Group Discussion Method	66	19	52	151-52=99
Programmed Instructions	39	14	84	92-84=8
Television Lecture	28	25	84	81-84=-3
Simulation Method	32	16	89	80-89=-9
Basket Exercise Method	21	12	104	54-104=-50

Source: Compiled from field survey

Annexure-B				
Students Perception on training methods and techniques in Private Engineering				
Teaching Methodology	Level of Perception			
	Agree	Not Sure	Don't agree	Score
	2	1	-1	
Case Study Method	78	17	29	173-29=144
Lecture Method	62	13	49	137-49=88
Experiment Method	103	6	15	212-15=197
Seminar Method	66	10	48	142-48=94
Games Method	58	9	57	125-57=68
Movie/Films Method	47	12	65	106-65=41
Sensitivly Method	35	14	75	84-75=9
Group Discussion Method	35	16	73	86-73=13
Programmed Instructions	29	6	89	54-89=-25
Television Lecture	23	5	96	51-96=-45
Simulation Method	24	7	93	55-93=-38
Basket Exercise Method	17	14	93	48-93=-45

Source: Compiled from field survey

Annexure- C				
Students Perception on training methods and techniques in Industrial Training				
Teaching Methodology	Level of Perception			
	Agree	Not Sure	Don't agree	Score
	2	1	-1	
Case Study Method	89	8	21	186-21=165
Lecture Method	82	12	24	176-24=152
Experiment Method	105	3	10	213-10=203
Seminar Method	74	14	30	162-30=132
Games Method	51	8	59	110-59=51
Movie/Films Method	44	14	60	102-60=42
Sensitivly Method	31	20	67	82-67=15
Group Discussion Method	28	12	78	68-78=-10
Programmed Instructions	26	13	79	65-79=-14
Television Lecture	22	7	89	51-89=-38
Simulation Method	18	24	76	60-76=-16
Basket Exercise Method	14	16	88	44-88=-44

Source: Compiled from field survey