

Insights into students' perceptions of their teachers' instructional approaches

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Abstract

Teaching styles, also called teaching methods, are considered to be the general principles, and educational and management strategies for classroom instruction. At the start of the twentieth century, various teaching philosophies began to be used. The purpose of this study is to describe how the students' perception of their teacher teaching styles in learning general management is. This is qualitative research. The samples in this research are 33 students from BBS which are randomly selected from the respective classes. Questionnaires about how students perceive their teachers' teaching styles are utilized to collect the data. The results obtained state that the general management learning process taught in classes and the general student learning experience are still teacher-centered. Based on the research conducted, it can be concluded that learning activities at Shaheed Smriti Multiple Campus are teacher-centered and students are still passive learners. This can be inferred from the number of students who agree and strongly agree with the questionnaire statement that the learning applied by teachers in the classroom is teacher-centered and that students are passive learners.

Keywords: *Student's perception, Teaching style, Student centered learning, Teacher centered learning.*

Introduction

Teaching style refers to a teacher's preferred way of solving problems, carrying out tasks, and making decisions in the process of teaching, and besides differing from individual to individual, may sometimes differ between different groups, for example, schools (Sternberg, 1997).

Thornton (2013) states that the most effective teachers vary their styles depending on the nature of the subject matter, the phase of the course, and other factors. By doing so, they encourage and inspire students to do their best at all times throughout the semester. There is no best teaching style. Effective teachers use a variety of styles, and they know how and when to choose the most appropriate one for the specific situation. In essence, the three teaching styles boil down to this: It is helpful to think of teaching styles according to the three Ds: Directing (tell students what to do), Discussing (ask questions and listen), and Delegating (empower students).

Teaching and learning are main aspects of learning activities that affect student's achievement. Damrongpanit & Auyporn (2013) state that students' learning styles and teaching styles affect the student's cognitive, affective, and psychomotor domain which ultimately will affect learning outcomes. According to Dimitric (2003), the 4 important components in the learning process are: 1. Adequacy of students' background for a particular course, 2. Amount of students' efforts in a particular course, 3. Standards in educating, examining and evaluating quality of teaching in a course. 4. Standards in educating process guide the learning in accordance with the objectives of learning.

Good teaching will lead to learning so that learning objectives can be achieved. Dimakos, Ioannis & Ferentinos (2012) state that one of the factors that influences students' desire to learn general management subject matter is teachers and books at school. This indicates that the teacher and the way of teaching are important factors that affect students who want to learn and will ultimately affect the achievement of students in learning general management. Over the last few decades, it has been widely debated how general management should be taught. It begins with the criticism of the absolutist view of general management that general management truth is absolute, and perhaps the only field of knowledge that is certain, so can it be questioned objectively? This view gets criticism from the fallibilists who argue that even mathematical truths can be improved, and never be viewed as revisions and corrections (Ernest, 1991). This philosophical view of the fallibilists established the constructivist model of learning, where students no longer gain knowledge from the teacher, but instead build their own knowledge.

At its most basic level, management is a discipline made up of the following five general tasks: organizing, staffing, leading, and controlling. A collection of theories and practices on how to be a great manager includes these five functions. The goal of general management courses is to equip students with the information and abilities needed to succeed as corporate leaders. In the same line, a management philosophy is a viewpoint or strategy that influences how a manager leads their team and makes choices. Best management practices are determined by these ideas, which also aid in giving an organization structure and clarity.

There is a striking alteration between the teaching of general management and the philosophy of general management. The teaching of general management, according to the absolutist, is centered on the teacher (teacher centered) while the teaching of general management in the views of fallibilist is oriented in the student (student centered). Several studies have shown that student-centered learning models are more

effective than teacher-centered learning models, such as the problem-based learning strategies (Kazemi & Masoud, 2012), inquiry learning model, project-based learning model, and others. For instance in Indonesia, the change of teacher-centered learning to student-centered learning appears in the application of the K-13 curriculum implemented in 2013. In Duckworth (2009) the principles of learning used were based on student-oriented learning model.

This affects in the learning model being used. The learning model that teachers have used in schools and colleges is teacher- centered learning, where teachers tell and students listen (Diaz-Maggioli, 2004). This is no longer compatible with the curriculum that emphasizes student-centered learning. In curriculum, students are no longer intended to be notified but instead are supposed to be urged to find out. Appropriate learning models include problem-based learning model (PBL), discovery / inquiry learning model and also project-based learning (PJBL). The curriculum change in 2013 is expected to change the teacher- centered into student-centered in order to improve students' higher-order thinking skills such as reasoning, problem-solving skills, critical thinking, and so on. Therefore, the purpose of this study is to evaluate how the students of Shaheed Smriti Multiple Campus are learning general management. More particularly, this study seeks to explain how general management students perceive their lecturers' teaching methods.

Teacher-centered Learning

Teacher-centered learning is a learning model where teachers are the main source of teaching learning process. In teacher-centered learning, students become passive learners, or rather just recipients of teachers' knowledge and wisdom. They have no control over their own learning. Teachers make all the decisions concerning the curriculum, teaching methods, and the different forms of assessment. The author Edwards, (2004) asserts that teacher-centered learning actually prevents students' educational growth. Garreth (2008) states that in teacher-centered classrooms, control is of primary importance and "authority is transmitted hierarchically", meaning the teacher exerts control over the students. To help teachers maintain control over students, instructional methods that promote a focus on the teacher are frequently used, such as lectures, guided discussions, demonstrations and "cookbook" labs (MC & Whistler, 1997). With the use of these teaching strategies, teachers can remain in the front of the room while the entire class works on a single assignment. Similar to this, the physical layout of the classroom frequently encourages student focus on the teacher and discourages activities that could otherwise distract them.

Student -centered Learning

Student-centered learning is the perspective which focuses on the learners' experiences, perspectives, backgrounds, talents, interests, capacities, and needs. It creates a learning environment conducive to learning and promotes the highest levels of motivation, learning, and achievement for all learners (Ahmed, 2013). Weimer (2012) proposed five areas that needed to change in order to achieve learner-centered teaching. These areas are: the choice of content, the instructor's role, responsibility

for learning, the process of assessment, and the power relationship between teacher and learners. Students need to have ownership of their own learning, contribute to the design of curriculum, and the responsibility for some levels for instruction. Student centered instruction is most suitable for the more autonomous, and more self-directed learners who not only participate in what, how, and when to learn, but also construct their own learning experiences. The student centered approach reflects and is rooted in constructivist philosophy of teaching. Ampadu (2012) stated that in constructivism, the learners are learning by doing and experiencing rather than depending on the teachers' wisdom and expertise to transmit knowledge.

Methods

This research is qualitative and descriptive. This research was conducted at Shaheed Smriti Multiple Campus. The sample in this research is 33 students from BBS Second Year classes, who are randomly selected from 150 students. The instrument used in this study is a questionnaire about students' views of the teacher's style in teaching. The questionnaire contains 23 questions divided into 3 parts. The first section contains 11 statements about students' perception of how their teachers teach. Second section contains 10 statements about student's learning experience of general management lectures. The third section contains 2 statements about suggestions level. The questionnaire assessment was measured using 5 types of student responses: 1= strongly agree, 2 = agree, 3 = UD = Undecided, 4 = disagree, and 5 = strongly disagree.

Result

Based on the finding of questionnaire, general management learning that took place in Shaheed Smriti Multiple Campus is discovered still a teacher-centered learning.

This can be seen from the high calculation of the questionnaire value for statements no. 1-6 in section 2 which has a number of values ranging from 35-74. The high number of scores for no. 3 statements in section 2 in students' views on the way their teachers teach states that many students who respond disagree (point 4) or strongly disagree (point 5) that the way their teacher taught was so student-centered. More details of the questionnaire results can be seen in the following table:

Table 1: Student perception of their teacher's teaching (n=33)

	Statements	Score
Student centered	The teachers have command on their subjects.	74
	The teacher expects us to learn through discussing our ideas in class.	60
	The teacher asks us to compare different methods for solving questions.	70

	The teacher encourages us to discuss mistakes made.	40
	The teacher asks us to work in pairs or small groups.	35
	The teacher encourages us to invent and use our own methods.	50
Teacher centered	The teacher prevents us from making mistakes by explaining things carefully.	55
	The teacher asks us to work through practice exercise.	70
	The teacher shows us to which method to use and then asks us to use it.	76
	The teacher tells us which question to attempt.	70
	The teacher expects us to follow the textbook closely.	120

This is in accordance with how general management is still taught to students in a passive manner or approach from the perspective of student centered learning approach. It can be seen from the high questionnaire value for the 1-5 statements in section 2 of the student learning experience. The results of the questionnaire assessment for students' views on their experiences of learning general management can be seen in the following table:

Table 2: Student perception of their experience in learning general management (n=33)

	Statements	Score
Active Learning Strategies	I discuss my idea in a group or with my colleagues.	65
	I compare different methods used to solve questions.	80
	I ask the teacher questions when I do not understand.	40
	I look for different ways to solve problems.	45
	I make my own questions and methods.	46
	I listen while the teacher explains.	140
	I copy down the method from the board or textbook.	70

Passive Learning Strategies	I attempt easy problems first to increase my confidence.	50
	I only attempt questions I am told to do.	70
	I work on my own.	44

It can be seen in the table that questionnaire scores for statements no 1-6 ranges from 45-80. This indicates that the learning that has been used does not make the students active, but on the contrary, it makes the students passive. It can be seen in the low number of questionnaire score part 3 for the statement no 8-11 indicating that most students choose strongly agree (point 5) and agree (point 4) for statements that reflect that they are passive learners.

Discussion

The implementation of the curriculum of Tribhuvan University in Nepal seeks to change teacher-centered learning patterns into student-centered learning so that students are no longer passive learners but active learners.

Based on the analysis of questionnaire results that have been given, general management learning in Shaheed Smriti Multiple Campus still apply direct learning model, that is learning model particularly designed to support student learning process related to declarative knowledge and well-structured procedural knowledge that can be taught with the design of activities progressively, step by step (Trianto, 2009). Direct instruction is a teacher centered teaching model. This can be seen in the methods commonly used in direct learning by lectures, demonstrations, training or practice, and group work with teacher guidance.

In direct learning, the teacher usually explains the subject matter to transfer the matter while the students are listening and listing main themes. The teacher asks the students to understand about subject matters the way the teacher has shown.

In the questionnaire of characteristics of direct learning shown in the statements number 7-11 in Section 2, the results show that 40 percent to 50 percent of students stated strongly agree and agree to the no 7-11 statements. This shows that the learning of general management that has been applied in Shaheed Smriti Multiple Campus still apply teacher- centered learning. This is closely related to the learning experience of students. Based on the questionnaire results in the section of students, most students stated strongly agree on the statement no 7-9 which shows that the learning experience of students is still a passive learner.

The purpose of this study is to describe how the students' perception of their teacher's teaching style in learning is. This qualitative research samples 33 students, randomly selected from BBS Second Year classes. The data collection is grounded on questionnaires about the students' perception of their teachers teaching style, and the results obtained state that the learning model that has been used and the general student learning experience are still teacher-centered.

Similarly, this research found that teaching styles in teaching general management at Shaheed Smriti Multiple Campus is still teacher-centered. In addition, teacher-centered learning makes negative perception about general management courses. Students see general management courses as something that is full of formulae and rules, so their perception about general management turns into boring, and they regard it as difficult course. To change student's perception about general management course, we need to change teaching style. Then only it can be pleasing for students.

Conclusion

Based on the findings of the research, it can be said that on-campus teaching and learning activities are teacher-centered and that students are still passive learners. The percentage of students who indicated they agreed or strongly agreed with the statement in the questionnaire may be observed. It demonstrates that students are passive learners as a result of the tactics used by the teachers in the classroom, which has led to teacher-centered learning.

Limitations

The study is limited to one campus, which may affect the overall generalizability of the findings regarding students' perceptions of their teachers' teaching styles in the context of general management education. Since the study is limited to one campus, we acknowledge the potential limitation this may have on the generalizability of the findings.

The study solely relies on questionnaires administered to students, without comparing the results to the teachers' learning implementation plan. As a result, the study's findings regarding the assessment of teachers' teaching styles in the context of general management may not be as robust as they could be.

Suggestions

In this context, the following suggestions can be made for practitioners and researchers. Based on conclusion and limitation of this study, we recommend teachers to adapt their teaching styles to general management course, student characteristics and curriculum that have been implemented by the university. And for other researchers who are interested in researching similar things, it is advisable to expand the scope of the research so that the results obtained from the research can be more generalized.

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Conflict of Interest

The authors declare that no conflict of interest exists with this study research.

Author contributions

KRS conceptualized and conducted the study. US prepared draft and SS edited the manuscript, participated in revision. All the authors did agree to submit this paper for publication.

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