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Business Student's Learning, Teaching and Assessment Methods' Preferences in a Multi-Cultural Setting: A Basis for Effective Teaching Design

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Abstract:

The diverse multi-cultural set of students in a UAE college or university, with the UAE having a large expat community, presents a tremendous challenge to the teacher. When the teaching of the instructor does not match with the learning style of the students, they will have difficulty learning, lose motivation and get discouraged and perform poorly in their academic standing. Given this cultural diversity and the fast expanding learning approaches brought about by online education and the internet, has totally changed the landscape of tertiary education. When creating effective learning styles, instructional delivery system and assessment method have to be factored in. The synergy produced by these methods becomes the hallmark of a good educational institution. It becomes imperative for the educator to understand at length the learning styles of various multicultural groups and the instructional delivery system and assessment method so as to be able to design teaching methodologies that challenge students to motivate them to achieve higher learning effectiveness.

To come up with an enhanced learning-teaching-assessment methodology at the Business Department of American College of Dubai, the researchers utilized descriptive research method of study that employed both quantitative and qualitative statistics. Using standard mean formula and Analysis of Variance Statistical test, it sought to determine students' learning, teaching and assessment methods' preferences and its significant difference with respect to gender, year level, ethnicity, program concentration, program type and length of work experience.

After a thorough analysis of the data, major findings of this study reveals that the learning, teaching and assessment methods currently employed at the Business Department of American College of Dubai are preferred by the business students irrespective of gender, program of concentration, program year level, program type, ethnicity and work experience. As such, it recommends the creation of a quality circle in the business department who would look into the continuous improvement of learning, teaching and assessment methods. More particularly, the group must come up with an enhanced Effective Teaching, Learning and Assessment Design that best serve the interests of the business students at American College of Dubai.

1. The Problem

1.1. Introduction

The purpose of teaching is to facilitate learning and to encourage the learners to learn more effectively. The learning style is an individual's consistent way of perceiving, processing and retaining new information. Educational researchers have shown an increasing interest in determining the generally agreed learning, teaching and assessment methods. This interest is spurred by a desire to help not only the students to become capable and successful learners but also teachers who will become adept in using and employing teaching methods best suited to the needs of the students to maximize learning. It also helps administrators of business colleges to develop pedagogy which is apt to the changing generational values of students.

Hence, it is very important to determine the kind of learner our students are and their preferred learning, teaching and assessment methods. Knowing the kind of learners, they are, teachers can incorporate different learning methods into his or her teaching style. Simply put learning styles describe an individual's preferred way of acquiring and processing information. The idea is that each student differs in the way they prefer to learn and everyone can enjoy learning if the material is presented in a way that compliments their preferred learning style.

Moreover, with increased focus on outcome-based assessment by the Ministry of Higher Education (MOHE) in UAE, it is important that colleges of business identify and employ most effective teaching and assessment methods to maximize student learning. While there has been much research by our counterparts in education, the question of whether the study of business is unique or perhaps business majors themselves have specific learning preference, should be explored. Do business majors find particular learning and

teaching strategies more effective than others? Thus, the impetus of this research is to determine the most and least generally agreed learning, teaching and assessment methods of business students at American College of Dubai.

1.2. Statement of the Problem

In this study the researchers attempt to answer the following questions:

1. What is the demographic profile student respondents of the Business students of American College of Dubai according to gender, year level, ethnicity, program concentration, program type, and length of work experience?
2. What are the most and least generally agreed learning, teaching and assessment methods of business students at American College of Dubai?
3. What is the order of business students' preferences on teaching, learning and assessment methods at American College of Dubai?
4. What is order of business students' preferences on teaching, learning and assessment methods at American College of Dubai according to gender, year level, ethnicity, program concentration, program type and length of work experience?
5. Is there a significant difference of preference of teaching, learning and assessment methods among business students at American College of Dubai according to gender, program of concentration, program year level, program type, ethnicity, and length of work experience?

1.3. Conceptual Framework

A significant number of factors could be considered affecting quality education at American College of Dubai which include school facilities, tools and equipment, library facilities, student services, laboratories, school leadership, students' learning styles, faculty's teaching and assessment methods. But in this study, three important factors are regarded with much consideration i.e. learning, teaching and assessment methods.

As shown in Figure 1, regarded as independent variables are respondents' gender, program of concentration, program year level, program type, program ethnicity and work experience. On the other hand, preferences on learning, teaching and assessment methods are considered as dependent variables. More particularly, learning methods include Socratic Method, Case Study, Role Play, Lecture, Class Work, Group Project and Oral Presentation. Using PowerPoint and audio-visual equipment and teacher's lecture are regarded as teaching methods while objective test, essay and homework are assessment methods.

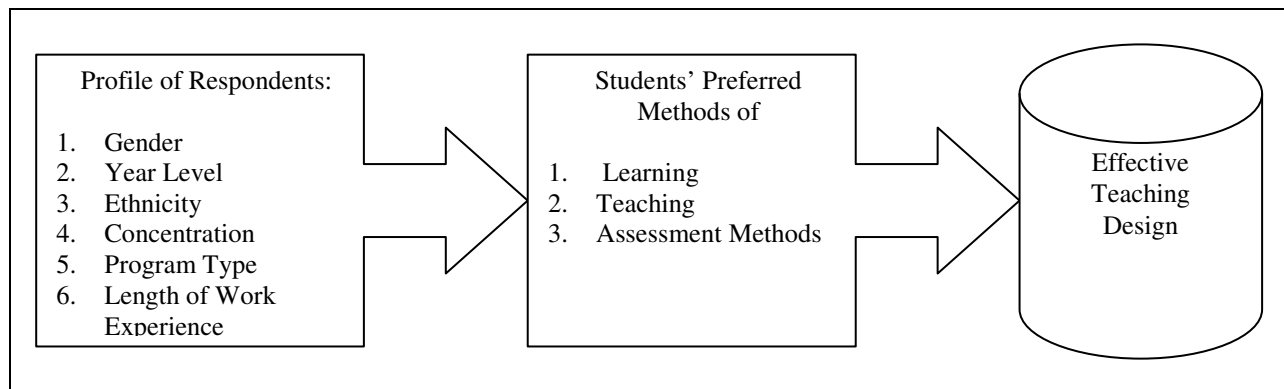


Figure 1

1.4. Significance of the Study

The findings of the study will become useful to the faculty members, students, parents and administrators of American College of Dubai.

For the faculty members, this study will provide them idea on what learning, teaching and assessment methods that are most preferred by students. Hence, they will become flexible in using learning, teaching and assessment methods that will motivate students to learn effectively.

For the students who are the ultimate beneficiaries of this study, this research will become useful in determining their needs as to what appropriate learning, teaching and assessment methods that will match their preference to gain effective learning.

For the college administrators, this study will guide them in developing curriculum appropriate for the Business Administration students and faculty. It will also guide them in choosing appropriate learning materials vis-à-vis preferred learning methods that will enhance effective learning.

For the parents, this study will be of great help to them to materialize the success of their children in their studies.

2. Review of Related Literature

Business schools should be able to recruit and retain students who will be successful in the business program. Business schools across the globe have been using various teaching, learning and assessment methods to ascertain that quality education is delivered.

The form of instructional delivery is challenging among college teachers considering the type of learners they are dealing with. From a business school perspective, the focus of any learning initiative must start at the introductory course level and continue forward. Such

an intervention is a catalyst for life-long learning technique awareness and use. For learning to have a chance, not only should the instructor devise learning strategies, but also the student must make an effort to shift from being passive in class to being engaged (Cluskey, Elbeck, Hill, Strupeck 2009).

There are three learning styles in the learning process, namely: Visual, Auditory and Kinesthetic (Indiana University – Purdue University Indianapolis 2015). While visual uses visual objects and auditory retains information through hearing and speaking, consequently kinesthetic utilizes the hands-on approach for learning.

For the students to have active learning, they must be engaged in the course activities both in individual and group undertakings (Bakke and Faley, 2007; Schiller, 2009; Williams and Chinn, 2009). Furthermore, they opined that when students commit to the learning process, students' learning is enhanced. Baen et al (2012) stressed out also that improving student engagement is a result of active learning teaching techniques. Poindexter (2003), Prince (2004), Vernon and Blake (1993) asserted that once students are undergoing active learning, their motivation and interpersonal skills improved.

The teaching methods used by the teachers sensibly affect the learning ability and course performance of the students. According to a certain research study, the most effective learning activities as indicated by the students included internships, class discussions and case analyses (Karns 2005). In other research studies conducted by James, Burke and Hutchins (2006) it revealed that for key point emphasis, information recall, note taking, cognitive learning and facilitating discussion, PowerPoint is superior compared to straight lecture. But for getting to know one another purposes which intends to facilitate student relationships, lecture is more effective than PowerPoint. In other research study, it suggested that students thought PowerPoint, videos, straight lectures and course management support systems were all effective in their learning process (Agnello et al., 2011). Speaking about lecture, a survey of 149 respondents on learning preferences suggested that 70% of the respondents rated classroom lectures as important in their learning undertakings (Goorha & Mohan 2010).

With regard to group work activities, Hunter et al (2010) expressed high regard to this learning methodology for it develop effective communication and teamwork skills which are of prime importance in global modern workplaces. Furthermore, they concluded that sensible learning can be attained as students explored problem-based and learning-by doing activities. Group work enables students to learn better in authentic learning situations (Stein et al., 2004) and could build new circle of friends to mirror workplace situations (Dickinson, 2000).

In the study conducted with business student's respondents of 387 from freshmen up to senior learners with concentrations on Accounting, Marketing, Management, Finance, Economics and General Business, results revealed that working on real-life and hands-on projects were ranked most effective for learning (Agnello et al., 2011). Discussion is considered by many teachers globally as a useful technique in classroom instruction. Discussions facilitate student learning (Hamann, 2012; Noblitt, 2010; Dallimore, 2008; Kosko, 2012); help teacher achieve communication objective (Dallimore, 2008), improve students' critical thinking and student's understanding of mathematics (Kosko 2012).

3. Research Methodology

This chapter describes the method used and data collection procedures. It also includes the research design, research instrument, validation, and statistical treatment.

3.1. Research Design

This study utilized descriptive research method which employed both quantitative and qualitative statistics. More specifically, two types of descriptive research methods were used, namely: Survey Questionnaire Method and Focused Discussion Group. The survey method sought to determine the learning, teaching and assessment method preferences of business students of American College of Dubai. For triangulation purposes, qualitative data was taken from responses of the focused discussion groups.

3.2. Research Instrument

The study used both the quantitative and qualitative methodologies of research. More particularly it adapted Descriptive Method of Research particularly the quantitative technique of data gathering. The instrument covered two sections. The first section was developed and validated by the researcher to gather information about the respondents' gender, program of concentration, program year level, program type, ethnicity and work experience as shown in Questionnaire 1 in Appendix A. The second section covered 18 questions to determine business students' preferences of learning teaching and assessment methods using the Likert-Type Scales:

5 - Strongly Agree (SA)

4 - Agree (A)

3 - Neutral (N)

2 - Disagree (DA)

1 - Strongly Disagree (SD)

In Table 1, the score of each item was entered. After which corresponding means were computed. Items 1, 2, 3, 4, 5, 6, 7, 8, 9, 16, 17 and 18 in the survey questionnaire were identified as learning methods while items 10, 11 and 12 were identified as teaching methods. Considered as assessment methods questions were Items 13, 14 and 15.

The following tables were utilized to determine the Profile of Respondents, Frequency Distribution of Respondents' Responses, Mean of Respondents' Responses, Factors of Preferences

Gender	Frequency	Percentage
Male		
Female		
Total		

Table 1: Profile of Respondents according to Gender

Year Level	Frequency	Percentage
First Year		
Second Year		
Third Year		
Fourth Year		
Total		

Table 2: Profile of Respondents According to Year Level

Ethnicity	Frequency	Percentage
Arabs		
Non-Arabs		
Others		
Total		

Table 3: Profile of Respondents According to Ethnicity

Program Concentration	Frequency	Percentage
Management		
Marketing		
Finance		
Human Resource Management		
Total		

Table 4: Profile of Respondents According to Program Concentration

Length of Service	Frequency	Percentage
No Exp		
1-3 mos		
4 -6 mos		
7 mos above		

Table 5: Profile of Respondents According to Length of Service

Program Type	Frequency	Percentage
Day		
Evening		

Table 6: Profile of Respondents According to Program Type

	Generally Disagree	Neutrality	Generally Agree
Learning Method			
(Socratic Method 1)-I want to be able to discuss possible answers to a question being asked by the teacher with other students.			
(Socratic Method 2) - I want to be able to brainstorm possible answers to a question being asked by the teacher with other students			
(Socratic Method 6) - I like it when the teacher calls on mein class because it shows my readiness to share my ideas, develop my critical thinking skills and ability to engage in analytic discussion.			
(Socratic Method 7) - I like it when the teacher calls on mein class because it shows my readiness t share my ideas, develop my critical thinking skills and ability to engage in analytic discussion			
(Case Study-3)Iwant the case analysis method of learning because it involves an actual situation in which my group can take the point of view of a decision maker and identify problems, come out with possible solutions and select the best course of action			
(Case Study -4) I want to work in teams because it enables me to communicate confidently about ideas and concepts we have discussed			
(Case Study-5) I want to experience being in the shoes of real people in dealing with real life problems and dilemmas and do case analysis by myself			
(Role Play-9) I like to participate in role playing because I want to developcritical and creative thinking, values and interpersonal skills, as I am made to assume the role of another person			
(Lecture-8) I want a learning process wherein I listen as the lessons are discussed by the teacher and where I need only to pay attention and take notes where I see fit			
(Classwork-16)Classworkprovides me the chance to practice and recall lessons learned and do advance studyof the coming lessons.			
(Group Project-17) I like to work in group projects because groups can be more productive, collaborative and creative			
(Oral Presentation-18) Oral presentation facilitates student learning, builds self-confidence and enables one to speak in a professional manner.			
Average			
Teaching Method			
(Powerpoint-10)Powerpoint can be an effective e-learning tool to present materialin the classroom and encourage student learning			
(Audio Visual-11) Audio-visual materials such as instructional videos capture the attention of students andincrease theirmotivation and enhance learning experience (Audio Visual			
(Lecture Teaching Method-12) The lecture method is a discussion of lessons by the teacher and may be accompanied by visual aids or with use of a whiteboard to emphasize importantpoints. (
Average			
Assessment Method			
(Objective Test – 13) I prefer Objective test, which include true-false, fill-in-the-blank, multiple choice and matching items.			
(Essay-14) I prefer essay tests that pose a specific problem for which I recall information, organize it in a suitable manner and defend my answer well			
(Homework-15) Homework provides me the opportunity to study lessons earned and do advance study of the coming lessons.			
Average			

Table 7: Frequency Distribution of Respondents' Responses

Learning Method	Mean	Interpretation	Rank of Order
ORAL PRESENTATION Oral presentation facilitates student learning, builds self-confidence and enables one to speak in a professional manner.			
CLASSWORK Classwork provides me the chance to practice and recall lessons learned and do advance study of the coming lessons.			
LECTURE I want a learning process wherein I listen as the lessons are discussed by the teacher and where I need only to pay attention and take notes where I see fit			
CASE STUDY I want the case analysis method of learning because it involves an actual situation in which my group can take the point of view of a decision maker and identify problems, come out with possible solutions and select the best course of action. I want to work in teams because it enables me to communicate confidently about ideas and concepts we have discussed. I want to experience being in the shoes of real people in dealing with real life problems and dilemmas and do case analysis by myself			
SOCRATIC METHOD I want to be able to discuss possible answers to a question being asked by the teacher with other students I want to be able to brainstorm possible answers to a question being asked by the teacher with other students I like it when the teacher calls on me in class because it shows my readiness to share my ideas, develop my critical thinking skills and ability to engage in analytic discussion. I like it when the teacher calls on me in class because it shows my readiness to share my ideas, develop my critical thinking skills and ability to engage in analytic discussion			
GROUP PROJECT I like to work in group projects because groups can be more productive, collaborative and creative			
ROLE PLAY I like to participate in role playing because I want to develop critical and creative thinking, values and interpersonal skills, as I am made to assume the role of another person			
Average			
Teaching Method			
AUDIO-VISUAL Audio-visual materials such as instructional videos capture the attention of students and increase their motivation and enhance learning experience (Audio Visual			
POWERPOINT PowerPoint can be an effective e-learning tool to present material in the classroom and encourage student learning			
LECTURE The lecture method is a discussion of lessons by the teacher and may be accompanied by visual aids or with use of a whiteboard to emphasize important points.			
Average			
Assessment Method			
OBJECTIVE TEST I prefer Objective test, which include true-false, fill-in-the-blank, multiple choice and matching items.			
ESSAY I prefer essay tests that pose a specific problem for which I recall information, organize it in a suitable manner and defend my answer well			
HOMEWORK Homework provides me the opportunity to study lessons learned and do advance study of the coming lessons.			
Average			
Over All Average			

Table 8: Order of Preferences on Teaching, Learning and Assessment Methods

Mean Interpretation

1.00	-	1.80	Strongly Not Preferred
1.81	-	2.60	Not Preferred
2.61	-	3.42	Neutral
3.43	-	4.20	Preferred
4.21	-	5.00	Strongly Preferred

Gender	Mean	Order of Rank
Male		
Female		

Table 9: Order of Mean Preferences on Teaching, Learning and Assessment Methods According to Gender

Year Level	Mean	Order of Rank
Fourth Year		
First Year		
Third Year		
Second Year		

Table 10: Order of Mean Preferences on Teaching, Learning and Assessment Methods According to Year Level

Ethnicity	Mean	Order of Rank
Non-Arabs		
Arabs		
Others		

Table 11: Order of Mean Preferences on Teaching, Learning and Assessment Methods According to Ethnicity

Program Concentration	Mean	Order of Rank
Human Resource Management		
Finance		
Marketing		
Management		

Table 12: Order of Mean Preferences on Teaching, Learning and Assessment Methods According to Program Concentration

Program Type	Mean	Order of Rank
Evening		
Day		

Table 13: Order of Mean Preferences on Teaching, Learning and Assessment Methods According to Program Type

Length of Work Experience	Mean	Order of Rank
4 – 6 months		
7 months above		
No Experience		
1-3 months		

Table 14: Order of Mean Preferences on Teaching, Learning and Assessment Methods According to Length of Work Experience

Factors	P Value	Interpretation	Decision
Gender			
Program of Concentration			
Program Year Level			
Program Type			
Ethnicity			
Work Experience			

Table 15: Factors of Preference

3.3. Validity

Gall et al (2003) defined validity as the appropriateness, meaningfulness and usefulness of specific inferences made from test scores. It refers to how well a test measures what is supposed to measure (Phelan & Wren, 2006). This study utilized formative type of validity since the assessment was used to provide information on how to help improve the learning, teaching and assessment methods among business students at American College of Dubai.

3.4. Reliability

A degree to which an assessment tool produces consistent results is referred to as reliability (Phelan & Wren, 2006). Among the types of reliability, an internal consistency reliability was used in this study. It was used to evaluate the degree to which different test items that probe the same construct produce similar results. More particularly, Cronbach's Alpha was used as the tool in measuring scale reliability. It measured how closely related a set of items are as a group (IDRA 2016). The Cronbach's Alpha formula:

$$\alpha = \frac{K}{K-1} \left[1 - \frac{\sum S_i^2}{S_T^2} \right]$$

where:

K = number of items

S^2 = Variance

S_T^2 = Total Variance

Cronbach's Alpha Reliability Coefficient Interpretation:

Cronbach's Alpha	Reliability
0 < 0.2	None to Slight
0.2 = <0.4	Fair
0.4 = <0.6	Moderate
0.6 = <0.8	Good
0.8 to 1.0	Excellent

Table 16

3.5. Data Collection Procedure

To ascertain the successful conduct of data collection, a letter of approval was sent to the Vice President on Academic Affairs. Upon approval, the survey questionnaires were distributed randomly among the business students with the help of the concerned faculty members. The researchers also sought help from the Registrar's office, the source of vital information of respondents' educational details. Aside from the survey questionnaires, group focused discussions were conducted to determine the various concerns of the students pertaining to teaching, learning and assessment methods. After which, collected data were tabulated and statistically analyze to come up with sensible generalizations.

3.6. Statistical Treatment

To find out the mean preferences of the respondents, the standard mean formula was used, which is:

$$\bar{X} = \frac{\sum X}{N}$$

Furthermore, to find out if there was difference of respondents' preferences on learning styles and teaching methods according to gender and grade year level, ANOVA Excel was utilized for the purpose.

4. Presentation, Analysis and Interpretation of Data

This chapter presents analyses and interprets the data obtained from the student respondents. The presentation is done according to the order of specific problems. With a Cronbach's Alpha Reliability Coefficient of 0.9, the assessment tool being used is having an excellent reliability.

1. What is the demographic profile of the business student respondents of American College of Dubai according to gender, year level, ethnicity, program concentration, program type and length of work experience?

Gender	Frequency	Percentage
Male	111	50.45%
Female	109	49.55%
Total	220	100.00%

Table 17: Profile of Respondents according to Gender

Year Level	Frequency	Percentage
First Year	46	20.91%
Second Year	36	16.36%
Third Year	74	33.64%
Fourth Year	64	29.09%
Total	200	100.00%

Table 18: Profile of Respondents According to Year Level

Ethnicity	Frequency	Percentage
Arabs	94	42.73%
Non-Arabs	109	49.55%
Others	17	7.73%
Total	220	100%

Table 19: Profile of Respondents According to Ethnicity

Program Concentration	Frequency	Percentage
Management	165	75%
Marketing	19	8.64%
Finance	28	12.73%
Human Resource Management	8	3.64%
Total	220	100.00%

Table 20: Profile of Respondents According to Program Concentration

Length of Service	Frequency	Percentage
No Exp	102	29.09%
1-3 mos	38	17.27%
4 -6 mos	16	7.27%
7 mos above	102	46.35%
Total	220	100%

Table 21: Profile of Respondents According to Length of Service

Program Type	Frequency	Percentage
Day	117	53.18%
Evening	103	46.82%
Total	220	100%

Table 22: Profile of Respondents According to Program Type

As shown in Table 17 through Table 19, almost an equal composition of 50% male and 50% female respondents was considered in this research study of which a two-third of the 220 respondents are third and fourth year college students while the rest are first and second year college students, respectively. In terms of ethnicity, half of the total respondents are Non-Arabs while the rest are Arabs and those belonging to other nationalities.

Across the four business program concentrations as shown in Table 20, two-thirds of the respondents are studying Management while the rest are having Finance, Marketing and Human Resource Management as their program concentrations. On the other hand, almost half of the respondents has 7 months and above work experience, a quarter has 1-6 months work experience while almost a third has no work experience as shown in Table 21. And lastly, Table 22 reveals that day students constitute a bit higher of respondent composition (53.18%) compared to evening students (46.82%).

2. What are the most and least generally agreed learning, teaching and assessment methods of business students at American College of Dubai?

	Generally, Disagree	Neutrality	Generally, Agree
Learning Method			
(Socratic Method 1)-I want to be able to discuss possible answers to a question being asked by the teacher with other students.	6.85%	19.63%	73.52%
(Socratic Method 2) - I want to be able to brainstorm possible answers to a question being asked by the teacher with other students	4.55%	20.45%	75.00%

(Socratic Method 6) - I like it when the teacher calls on me in class because it shows my readiness to share my ideas, develop my critical thinking skills and ability to engage in analytic discussion.	6.36%	21.82%	71.82%
(Socratic Method 7) - I like it when the teacher calls on me in class because it shows my readiness to share my ideas, develop my critical thinking skills and ability to engage in analytic discussion	11.36%	26.36%	62.27%
(Case Study-3) I want the case analysis method of learning because it involves an actual situation in which my group can take the point of view of a decision maker and identify problems, come out with possible solutions and select the best course of action	8.18%	28.64%	63.18%
(Case Study -4) I want to work in teams because it enables me to communicate confidently about ideas and concepts we have discussed	11.82%	19.09%	69.09%
(Case Study-5) I want to experience being in the shoes of real people in dealing with real life problems and dilemmas and do case analysis by myself	8.64%	20.00%	71.36%
(Role Play-9) I like to participate in role playing because I want to develop critical and creative thinking, values and interpersonal skills, as I am made to assume the role of another person	10.45%	32.73%	56.82%
(Lecture-8) I want a learning process wherein I listen as the lessons are discussed by the teacher and where I need only to pay attention and take notes where I see fit	8.64%	25.45%	65.91%
(Classwork-16) Classwork provides me the chance to practice and recall lessons learned and do advance study of the coming lessons.	5.48%	19.55%	74.68%
(Group Project-17) I like to work in group projects because groups can be more productive, collaborative and creative	15.45%	21.36%	63.18%
(Oral Presentation-18) Oral presentation facilitates student learning, builds self-confidence and enables one to speak in a professional manner.	6.82%	20.45%	72.73%
Average	8.72%	22.96%	68.30%
Teaching Method			
(Powerpoint-10)PowerPoint can be an effective e-learning tool to present material in the classroom and encourage student learning	6.82%	51.00%	70.00%
(Audio Visual-11) Audio-visual materials such as instructional videos capture the attention of students andincrease theirmotivation and enhance learning experience	7.73%	15.91%	76.36%
(Lecture Teaching Method-12) The lecture method is a discussion of lessons by the teacher and may be accompanied by visual aids or with use of a whiteboard to emphasize important points.	5.45%	21.36%	73.18%
Average	6.67%	29.42%	73.18%
Assessment Method			
(Objective Test – 13) I prefer Objective test, which include true-false, fill-in-the-blank, multiple choice and matching items.	13.64%	18.64%	67.73%
(Essay-14) I prefer essay tests that pose a specific problem for which I recall information, organize it in a suitable manner and defend my answer well	14.09%	30.45%	55.45%
(Homework-15) Homework provides me the opportunity to study lessons earned and do advance study of the coming lessons.	16.89%	31.36%	51.44%
Average	14.87%	26.82%	58.21%

Table 23: Frequency Distribution of Respondents' Responses

Among the three methods employed in the learning process at the Business Department of American College of Dubai, Table 23 shows that the teaching methods are generally agreed by the student respondents at 73.18%, learning methods at 68.30% and assessment method at 58.21 %, respectively. More particularly, amidthe learning methods identified in this research study, Socratic Method 2 is the most generally agreed learning method as shown in Table 23 at 75% preference while Audio Visual and Objective Type test are considered the most generally agreed teaching and assessment methods, respectively at 76.36% and 67.73% choiceamong business student respondents. On the contrary, the least generally agreed learning, teaching and assessment methods are role playing (56.82%), use of PowerPoint (70%) and homework (51.44%), respectively.

When asked during focused group discussions, students loved to interact with their teachers and classmates in the classroom discussion. They opined that such learning method i.e. Socratic Method 2 (I want to be able to brainstorm possible answers to a question being asked by the teacher with other students) would force them to think critically thus generate good ideas which would make them understand better and eventually builds self-confidence. On the contrary, they get disappointed when their shared ideas are less favored. The use of Audio-Visual (Audio-visual materials such as instructional videos capture the attention of students

and increase their motivation and enhance learning experience), considered the most generally agreed teaching method, attracts student attention and ushers better understanding among them, the students voted. Among the assessment methods, objective test was the most generally agreed method because the students believed that they are less likely to fail compared to essay test.

3. What is the order of business students' preferences on teaching, learning and assessment methods at American College of Dubai?

Learning Method	Mean	Interpretation	Rank of Order
ORAL PRESENTATION Oral presentation facilitates student learning, builds self-confidence and enables one to speak in a professional manner.	4.02	Preferred	1 st
CLASSWORK Classwork provides me the chance to practice and recall lessons learned and do advance study of the coming lessons.	4.00	Preferred	2 nd
LECTURE I want a learning process wherein I listen as the lessons are discussed by the teacher and where I need only to pay attention and take notes where I see fit	3.92	Preferred	3 rd
CASE STUDY I want the case analysis method of learning because it involves an actual situation in which my group can take the point of view of a decision maker and identify problems, come out with possible solutions and select the best course of action. I want to work in teams because it enables me to communicate confidently about ideas and concepts we have discussed. I want to experience being in the shoes of real people in dealing with real life problems and dilemmas and do case analysis by myself	3.90	Preferred	4 th
SOCRATIC METHOD I want to be able to discuss possible answers to a question being asked by the teacher with other students I want to be able to brainstorm possible answers to a question being asked by the teacher with other students I like it when the teacher calls on me in class because it shows my readiness to share my ideas, develop my critical thinking skills and ability to engage in analytic discussion. I like it when the teacher calls on me in class because it shows my readiness to share my ideas, develop my critical thinking skills and ability to engage in analytic discussion	3.88	Preferred	5 th
GROUP PROJECT I like to work in group projects because groups can be more productive, collaborative and creative	3.76	Preferred	6 th
ROLE PLAY I like to participate in role playing because I want to develop critical and creative thinking, values and interpersonal skills, as I am made to assume the role of another person	3.67	Preferred	7 th
Average	3.88		
Teaching Method			
AUDIO-VISUAL Audio-visual materials such as instructional videos capture the attention of students and increase their motivation and enhance learning experience (Audio Visual	4.01	Preferred	1 st
POWERPOINT PowerPoint can be an effective e-learning tool to present material in the classroom and encourage student learning	3.94	Preferred	2 nd
LECTURE The lecture method is a discussion of lessons by the teacher and may be accompanied by visual aids or with use of a whiteboard to emphasize important points.	3.93	Preferred	3 rd
Average	3.96		
Assessment Method			
OBJECTIVE TEST	3.9		1 st

I prefer Objective test, which include true-false, fill-in-the-blank, multiple choice and matching items.		Preferred	
ESSAY I prefer essay tests that pose a specific problem for which I recall information, organize it in a suitable manner and defend my answer well	3.68	Preferred	2nd
HOMEWORK Homework provides me the opportunity to study lessons earned and do advance study of the coming lessons.	3.56	Preferred	3rd
Average	3.73		
Over All Average	3.86		

Table 24: Order of Preferences on Teaching, Learning and Assessment Methods

Mean Interpretation

1.00	-	1.80	Strongly Not Preferred
1.81	-	2.60	Not Preferred
2.61	-	3.42	Neutral
3.43	-	4.20	Preferred
4.21	-	5.00	Strongly Preferred

As shown in Table 24, the teaching, learning and assessment methods are preferred by the business students of American College of Dubai for having a mean of 3.96, 3.88 and 3.73, respectively. Most particularly, the order of students' preferences as follows: Learning Methods (Oral Presentation, Classwork, Lecture, Case Study, Socratic Method, Group Project and Role Play), Teaching Methods (Audio Visual, PowerPoint and Lecture) and Assessment Methods (Objective Test, Essay and Homework). When asked during Focus Group Discussion, respondents primarily preferred oral presentation in seeking learning because it develops self-confidence among themselves as they share orally their thoughts with their classmates. Moreover, they also learn from their classmates on this regard. Secondly, the students preferred the conduct of classwork for it gave them the opportunity to learn more with the guidance of their teachers and interaction with their classmates. More specifically for courses that require computation, classwork practice exercises would be of great help to them. Thirdly, the lecture method of learning was still preferred by the students because they believe that they can acquire enough information from their teachers and understand the lessons thoroughly. They opted to prefer an interactive type of lecture where they could freely ask questions of relevant importance to them. In the case of Case Study, students find the method a bit difficult yet thought provoking while Socratic Method allows them to think outside the box thus building their self-confidence. Group Project for the students means they could develop collaborative skills. For them, by sharing their individual perspectives to the group, they feel fulfilled. Indeed, such collaborative skills are regarded with great significance in the professional world (Caruso, H.M., & Wooley, A.W. 2008). Under such condition when there is positive group experience, it contributes to student learning, retention and college success (Asti, 1993). Role play was regarded the least preference because students in the college are not much inclined into acting.

Among the teaching methods used by the teachers, using audio-visual is apparently the most effective teaching method that teachers could use for maximum learning experience. When asked about it, they get more interest in studies when lessons are taught with audio visual presentations. No wonder in group presentations, students are fond of using audio visual for they can effectively relate their thoughts through them. In the focus group discussion, it also reveals that students prefer lecture with the use of PowerPoint for it gives more motivation to learn. Pertaining to assessment, students give preference to Objective Type of test for they believe that they have better chance of getting good marks compared to an essay test. For the students, homework assessment equips them more in preparation for scheduled test exams. As such, they find it useful as well.

4. What is order of business students' preferences on teaching, learning and assessment methods at American College of Dubai according to gender, year level, ethnicity, program concentration, program type and length of work experience?

Gender	Mean	Order of Rank
Male	3.72	First
Female	3.67	Second

Table 25: Order of Mean Preferences on Teaching, Learning and Assessment Methods According to Gender

Year Level	Mean	Order of Rank
Fourth Year	3.86	First
First Year	3.79	Second
Third Year	3.78	Third
Second Year	3.86	Fourth

Table 26: Order of Mean Preferences on Teaching, Learning and Assessment Methods According to Year Level

Ethnicity	Mean	Order of Rank
Non-Arabs	3.89	First
Arabs	3.83	Second
Others	3.77	Third

Table 27: Order of Mean Preferences on Teaching, Learning and Assessment Methods According to Ethnicity

Program Concentration	Mean	Order of Rank
Human Resource Management	4.03	First
Finance	3.93	Second
Marketing	3.88	Third
Management	3.83	Fourth

Table 28: Order of Mean Preferences on Teaching, Learning and Assessment Methods According to Program Concentration

Program Type	Mean	Order of Rank
Evening	3.9	First
Day	3.81	Second

Table 29: Order of Mean Preferences on Teaching, Learning and Assessment Methods According to Program Type

Length of Work Experience	Mean	Order of Rank
4 – 6 months	3.99	First
7 months above	3.87	Second
No Experience	3.84	Third
1-3months	3.78	Fourth

Table 30: Order of Mean Preferences on Teaching, Learning and Assessment Methods According to Length of Work Experience

Males being leaders are more motivated to learn due to social pressures in view of masculine roles in United Arab Emirates society. Hence, Table 25 shows male respondents ranked first on their preferences over their female counterpart. Expectedly, fourth year college students embraced the highest methods' preference as shown in Table 26 because of the fact that they have accustomed of the Learning, Teaching and Assessment methods of ACD for the past three years. On the other hand, second year college students who were ranked the least in their preference are still in their exploratory and excitement stage thus they may not be as comfortable to the methods as their senior peers are engaged to.

With regard to program concentration as shown in Table 27, the Human Resource Management students obtained the highest mean preference simply because the methods currently used by ACD could be useful in their future Human Resource jobs i.e. training, lecture, assessing and the like. Furthermore, it is expected that work opportunities are more on HRM related jobs due to EXPO 2020 in Dubai, UAE. In the event that the conduct of business class at ACD is both done in day and evening sessions, this study revealed that evening students get higher mean preference compared to the day learners. This could be attributed by their work experience which makes them more mature and self-motivated thus every form of learning, teaching and assessment in the college they recognize with importance. Speaking on work experience, those who have experience of 4 months above are more agreeable to the learning, teaching and assessment methods of the college.

5. Is there a significant difference of preference of teaching, learning and assessment methods among business students at American College of Dubai according to gender, program of concentration, program year level, program type, ethnicity and length of work experience?

Factors	P Value	Interpretation	Decision
Gender	0.066537	Not Significant	Accept
Program of Concentration	0.595924	Not Significant	Accept
Program Year Level	0.06551	Not Significant	Accept
Program Type	0.632646	Not Significant	Accept
Ethnicity	0.344336	Not Significant	Accept
Work Experience	0.566916	Not Significant	Accept

Table 31: Factors of Preference

Using ANOVA statistics, Table 31 reveals that all P values are greater than 0.05 and as such there is no significant difference of business students' preferences on teaching, learning and assessment methods with respect to gender, program of concentration, program year level, program type, ethnicity and work experience.

6. Summary of Findings, Conclusion and Recommendation

The composition of the 220 respondents of this study is 50.45% males and 49.55% females. Moreover, of these respondents, 33.64%, 29.09%, 20.91% and 16.36% are Third Year, Fourth Year, First Year and Second Year College students, respectively. Seventy-five percent (75%) of these respondents are having Management as their program concentration while the rest are on Finance (12.73%), Marketing (8.63%) and Human Resource Management (3.64%). Day students (53.18%) constitute a bit higher of respondent compared to evening students (46.82%).

The order of ranking of the preferred learning, teaching and assessment methods of the respondents according to their means are as follows:

Rank	Learning Method	Mean
1	Oral Presentation	4.02
2	Classwork	4.00
3	Lecture	3.92
4	Case Study	3.9
5	Socratic Method	3.88
6	Group Project	3.76
7	Role Play	3.67

Table 32: Ranking of Learning Method

Rank	Teaching Method	Mean
1	Audio Visual	4.01
2	Powerpoint	3.94
3	Lecture	3.93

Table 33: Ranking of Teaching Methods

Rank	Assessment Method	Mean
1	Objective Test	3.90
2	Essay	3.68
3	Homework	3.56

Table 34: Ranking of Assessment Methods

This research paper also unfolds that there is no significant difference of preference of teaching, learning and assessment methods among business students at American College of Dubai according to gender, program of concentration, program year level, program type, ethnicity and length of work experience.

5.1. Conclusion

The research paper reveals the fact that the learning, teaching and assessment methods currently employed at the Business Department of American College of Dubai are preferred by the business students irrespective of gender, program of concentration, program year level, program type, ethnicity and work experience. More specifically the most preferred learning, teaching and assessment methods are Oral Presentation, Audio Visual and Objective Test, respectively. With this finding, the college has basically achieved its primary goal of providing quality education to the students thus equipping them in better shape and form in pursuing their career goals.

5.2. Recommendation

Although the overall mean rating of students' preferences on learning, teaching and assessment methods is 3.86, interpreted as PREFERRED, the American College of Dubai more particularly the Business Department must undertake measures to keep continuous improvement an organizational culture.

One such sensible undertaking is the creation of a quality circle in the Business Department. With such group, issues on quality learning, teaching and assessment are discussed with thorough understanding and collaboration. With the group formulating an Enhanced Effective Teaching Design, the learning environment will certainly be improved thus promoting a culture of quality education. To get it institutionalized the school management must give its unwavering support to this noble undertaking. One particular activity that would improve learning among students is by having plant or company visits. Their exposure in various workplaces would certainly give meaning to their theoretical learning in the typical classroom setting. Embracing internship especially among graduating students is another sensible move to keep students abreast with current demands of the workplace. With regard to the enhancement of teaching and assessment methods, aside from the in-house training that the college provides, business faculty must be sent to various trainings in reputable international conferences and forum to gain knowledge and skills on new trends. Moreover, by having the faculty benchmark with other business faculty in the region, good teaching practices and assessment methods could be adapted accordingly.

Lastly, comparative studies among business learning institutions could be done to get the impression of students' learning, teaching and assessment methods' preferences. Similarly, a research study of this kind could also be adapted among basic education schools, colleges and universities of various disciplines.

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Appendix

RESEARCH STUDY QUESTIONNAIRE

This research study seeks to determine the effectiveness of the learning styles, instructional delivery system and learning assessment among business students of American College of Dubai. Please read carefully the instructions before answering the questions.

The results of the study are strictly for academic purposes only. Rest assured that respondent's responses will be kept confidential.

Please tick (/) appropriate answer.

I – Demographic Information

Student ID Number : _____ Year Level : 1 () 2 () 3 () 4 ()

Gender: Male () Female () Are you a BBA Student ? Yes () No ()

BBA Concentration:

() Management

() Human Resource

() Finance

() Marketing

Ethnicity:

() Arab (Emirate, Syrian, Iranian, Lebanese, Palestinian, Jordanian)

() Non-Arab (Russian, Indian, Pakistani, Filipino, African, Ukrainian)

() Others please state: _____

Type of BBA Program Enrolled

() Day

() Evening

Work Experience : __ Yes __ 1-3 months ____ 4-6 months ____ 7 months and above __ No experience

Accumulated GPA as of the current semester: ____

II - Perception of Learning Style, Instructional Delivery System and Learning Assessment at ACD

On the scale of 1 to 5 (Strongly Disagree – 1 ; Disagree – 2 ; Neutral – 3 ; Agree – 4 ; Strongly Agree – 5), kindly share your opinion on the effectiveness of learning styles, instructional delivery system and learning assessment at ACD by marking X. Share your opinion only with reference to BUSINESS COURSES.

Example :

Number	Item	SD (1)	D (2)	N (3)	A (4)	SA (5)
1	I want to be able to discuss possible answers to a question being asked by the teacher with other students.					X
2	I want to be able to brainstorm possible answers to a question being asked by the teacher with other students.				X	

Questions:

Number	Item	SD (1)	D (2)	N (3)	A (4)	SA (5)
1	I want to be able to discuss possible answers to a question being asked by the teacher with other students.					
2	I want to be able to brainstorm possible answers to a question being asked by the teacher with other students.					
3	I want the case analysis method of learning because it involves an actual situation in which my group can take the point of view of a decision maker and identify problems, come out with possible solutions and select the best course of action.					
4	I want to work in teams because it enables me to communicate confidently about ideas and concepts we have discussed.					
5	I want to experience being in the shoes of real people in dealing with real life problems and					

Number	Item	SD (1)	D (2)	N (3)	A (4)	SA (5)
	dilemmas and do case analysis by myself.					
6	I want to have the opportunity to speak out my well-thought out ideas confidently in front of the class					
7	I like it when the teacher calls on me in class because it shows my readiness to share my ideas, develop my critical thinking skills and ability to engage in analytic discussion.					
8	I want a learning process wherein I listen as the lessons are discussed by the teacher and where I need only to pay attention and take notes where I see fit.					
9	I like to participate in role playing because I want to develop critical and creative thinking, values and interpersonal skills, as I am made to assume the role of another person.					
10	PowerPoint can be an effective e-learning tool to present material in the classroom and encourage student learning.					
11	Audio-visual materials such as instructional videos capture the attention of students and increase their motivation and enhance learning experience.					
12	The lecture method is a discussion of lessons by the teacher and may be accompanied by visual aids or with use of a whiteboard to emphasize important points.					
13	I prefer Objective test, which include true-false, fill-in-the-blank, multiple choice, and matching items.					
14	I prefer essay tests that pose a specific problem for which I recall information, organize it in a suitable manner and defend my answer well.					
15	Homework provides me the opportunity to study lessons learned and do advance study of the coming lessons.					
16	Class work provides me the chance to practice and recall lessons learned so that all students can learn in the same way.					
17	I like to work in group projects because groups can be more productive, collaborative and creative.					
18	Oral presentation facilitates student learning, builds self-confidence and enables one to speak in a professional manner.					