

A Study on Relationship Case Study Pedagogy and Decision-Making Skill of Commerce Students

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Abstract

Case study pedagogy is based on the stimulation of real-life experiences and in this process, it promotes the concept of learning by doing and constructivist style of gathering and advancing the learnings. It promotes development of various life skills which are required to navigate successfully in this complex world. Life skills should be developed from the tender age of the learners and should be attempted at different stages and levels of the learners.

The aim of this paper is to investigate the relationship of case study pedagogy and decision-making abilities of the commerce students at the senior secondary level. The findings are interesting, and this research advocates the usage of Case Study Pedagogy on compulsory basis for the development of Decision-Making Abilities.

Key words: Case Study Pedagogy, Decision making Abilities, Commerce Students

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Introduction

Education is the pivot on which the growth and development of any civilization depends. The role of education has been immense in bringing the light of knowledge, rationalities, and truth. Right education develops the skill of comprehending, analyzing, and evaluating any given situations and helps individual to focus on the integration of the information. Being educated is the greatest asset for an individual and he can create unlimited wealth by using the learnings from his educational backgrounds. Education develops many skills and abilities in the individuals and help individual to navigate freely and confidently in this complex world.

In the present modern knowledge-based society there is a need to nurture our children to learn positive outlook and many skills like resilient skills, life skills, digital skills, negotiating skills and decision-making skills. Decision making is the cognitive ability of an individual resulting in the selection of a belief or a course of action among several alternative possibilities. It is the process of identifying and choosing alternatives based on the values and preferences of the decision-maker. Decision-making ability is based on logical thinking abilities. A good decision making helps the individual to use the problem-solving abilities and resolve the situations by responding to its needs. Eisenfuhr (2011) has said that decision making is a process of making a choice from several alternatives to achieve a desired result. This definition has three important elements to be understood. The first element is a choice, the second element is availability of several alternatives and third is to achieve the desired results. All these three terms are crucial to develop the decision-making skills of an individual. It is imperative for an individual to develop the decision-making skills by learning to choose from the available alternatives and that to happily to achieve the desired results.

The best time for developing decision making is the childhood. When the mind is free from any biases and fear, when the personalities are being formed and can take shape in the desired way. It is social skill which can be learnt and acquired. Efforts should be done from the school level to develop decision making in the students so that they grow up to become responsible and holistically developed individuals. The usage of appropriate pedagogy may help to achieve this in the students. Case study method is one such pedagogy to develop decision making.

Case study pedagogy is highly versatile style of teaching which develops problem solving abilities in the students and enhances their analytical and decision-making skills. Bruner (2011) defined case study as an instructional method (not a theory) that refers to assigned scenarios based on situations in which students observe, analyze, record, implement, conclude, summarize, or recommend. Case studies facilitates analysis of the situation, fosters group discussion, evaluating complex situations and while doing all this, the skill of decision-making abilities is developed among the students. For these reasons, case-based teaching has been widely used in business and medical education for many years as studied by Carlson (1995). Case studies can be developed by the teachers on the basis of the requirement of the content. In a classroom, skill of analysis and decision making should be the prime focus and objective so that the desired outcome of learning may be achieved. Flynn AE, Klein JD (2011) in their study have discussed that students working in groups have shown significant improvement on

the three domains of learning as given by bloom's Taxonomy and their performance on assessment questions has increased.

Commerce education is skill-based education. There must be a clear merging and blending of the theory and practical so that appropriate skills of business may be developed among the students, As cited in Isaac, I. J. (2007) any form of education which focuses on equipping the individual with managerial skills to enable him holds a job or survive in an occupation is termed Commerce Education. Every effort should be done by the school authorities and teachers of commerce to integrate the development of skills which are required on the daily basis to become successful business professionals. Every business runs on the timely analysis of the situation and on the ability of taking right and spontaneous decisions. The regular usage of the case study pedagogy may help. One of the research projects conducted by Ahmad Abareshi and Mathews Nkhoma (2015) reported significant enhancement of analytical skills of commerce students by development of contextualized case studies.

Considering the present scenario when National Educational Policy of India 2020 focuses on the need of skill development there is an immense need of aligning the curriculum with the classroom practices so that holistic development of the students can be done. There is an urgent need of using appropriate teaching pedagogies which increases positive classroom discourse and create meaningful learning environment.

In the light of the above discussion, the researcher felt the need to find out what role is played by case study pedagogy to develop the decision-making abilities. Therefore, the researcher tried to investigate the relationship of case study pedagogy and decision-making skills among commerce students of the senior secondary level.

Objectives:

The objectives of the study were-

1. To study the relationship between case study pedagogy and decision making among male students of commerce at the senior secondary level.
2. To study the relationship between case study pedagogy and decision making among female students of commerce at the senior secondary level.
- 3.

Hypotheses:

Following hypothesis were formulated and tested for the above-mentioned objectives

1. There is no significant relationship between case study pedagogy and decision making among male students of commerce at the senior secondary level.
2. There is no significant relationship between case study pedagogy and decision making among female students of commerce at the senior secondary level.

Method:

The study was conducted at the senior secondary students of commerce. The students 'consent was taken for the inclusion of the data for this study. Total number of the students were 150 out of which 75 were males and 75 were females. Researcher developed achievement test based on the case study pedagogy and situational analysis decision making rating scale. Face to face

and content validity of the tool was calculated. Product moment coefficient of correlation was computed for the analysis of the data.

Results and Discussion:

Case study Pedagogy improves the analytical and decision-making skills among students. To establish the relationship between these two variables data was tabulated and represented in the following table No.1

Table No.1 showing relationship between Case study Pedagogy and decision making Among Students of Commerce at senior Secondary Level

Groups	N	Value of Correlation 'r'
Male	75	.635**
Female	75	.529**

** Significant at .01 level

From the Observation of Table No. 1, it shows that the value of coefficient of correlation between case study pedagogy and decision making of commerce students are .635 and .529 for male and female students respectively. Both the values of 'r' are significant at .01 level (df = 73). Thus, the null hypothesis that 'There is no significant relationship between case study pedagogy and decision making among commerce students' can be rejected. It means that decision making of commerce students is positively related to case study pedagogy. The result of the study gets supports from the findings of Henryk Dźwigol's study 2020. It was also found that the essence of the case study is determined by the use of exploratory methods that will allow an in-depth understanding of the phenomenon under consideration. Decision making ability is developed by case study pedagogy because students are subjected to analysis of the situation, and they must answer the questions based on the situational analysis. To analysis the situation lot of analytical and decision-making skills is required.

Findings

Based on the findings of the study, it can be concluded that case study pedagogy is positively related with the development of decision making of commerce students. Both male and female commerce students have shown significant development of decision making while learning through case study pedagogy. It can be implied that the commerce teachers of senior secondary level should regularly use the case study method for teaching the content of commerce which requires lot of situational analysis and decision making. This will not only increase the achievement of the commerce students but also develop the different life skills such as creative problem-solving skills, negotiating skills and decision-making skills. This will help to develop resilience and increase happiness and satisfaction in learning and towards commerce subject.

Conclusion

In present times education system is going through various reforms and restructuring to develop practical skills among the learners. Many educational policies are being revisited all over the world. The challenge that primary, secondary, higher level are facing is to transform the learning patterns to increase more meaningful learning engagements between the curriculum and the

learners. The educational authorities must focus on the those teaching pedagogies that have shown the significant and positive relationships to develop the higher order learning skills among the learners. Business educators often find themselves in the need of applying practical based teaching pedagogies. One such approach is the case study approach. It has shown remarkable change in the positive development of critical thinking of the learners. The curriculum should case study pedagogy of teaching compulsory. Efforts should be made to train teachers in the active use of this method. Many researchers have found that, by bringing "chunks of reality" (Lawrence, 1960) into the classroom, teachers can use the cases to help students to bridge the gap between abstraction and application, thereby enhancing learning realism and relevance.

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