



“MANAGEMENT GAMES AS A TEACHING PEDAGOGY: TEACHERS PERSPECTIVE.”

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Abstract

Indian business schools have grown by leaps and bounds in the last decade. The students who come to pursue commerce and management education belong to different educational backgrounds. To give practical feel of the management concepts is significant in order to meet the industry requirements and respond to the changes in the industry.

In most of the business schools different techniques are used in teaching management subjects such as chalk and talk, group discussion, role play, case study, film screenings, E-devices and other techniques. Despite of implementing the above mentioned techniques students are not getting the practical feel of the management concepts. In this context, a management game can come handy as a technique for teaching management subjects.

An attempt has been made to find out the perception of teacher respondents regarding usage of management games as a teaching tool

Key Words: Management Games, Role Play, Perception.

1.1 Introduction

Rapid globalization and technological changes have made it difficult for organizations to survive in the competitive world. In these times, commerce and management education is the most important component of dynamic business environment. It is essential to face the challenges posed by ever changing world. As a result, the importance of management education has increased.

Business schools attract candidates from different cultures and academic backgrounds. It is necessary to impart practical knowledge of management concepts to the students.

In this context, different teaching techniques such as chalk and talk, group discussion, case study, role play, simulation, E-devices and other techniques are used in teaching. One such method is “Management Games”.

Management games orient candidates with practical applicability of the subject, also gives practical feel of the concepts of management. Further, management games provide feedback, improves problem solving skills, and aid candidates to be actively part of the learning environment.

1.2 Statement of the problem

Indian business schools have grown from the last decade. In most of the business schools different techniques are used in teaching commerce and management subjects. In this context, a management game can also be used as a technique for teaching management subjects.

Usage of management games in teaching depends on the teachers perspective on management games.

What is the profile of practices followed by respondents regarding the usage of different techniques in teaching?

What is the perception of respondents for usage of management games in teaching?

It is in this context that the present study has been undertaken.

1.3 Review of literature

Research on management game as a teaching tool is not a recent effort. It has been going on since the days of introduction of games. But off late, there is a pronounced trend towards the usage of management games in



teaching. Not much of research has been done in this field of management game as a teaching technique. As far as research and study of management games in teaching is concerned, it is possible that we come across only a handful of research work and studies.

A study conducted by Richard Sanford conducted a study on teaching with games in 2015 reveals the following findings.

1. Majority 72% of teachers questioned never play computer games in leisure time.
2. 59% of all the teachers would be willing to consider using such games in the future.
3. 67% of teachers aged 25-34 years with less than 5 years teaching experience would like to use them.

Students point of view

1. 62% of students say that they would like to use computer games in the classroom, 89% of these think it would make lesson more interesting.
2. 22% students think such games should not be uses in the lesson.

Ross Brennan conducted a study on student experiences of use of marketing simulation game. The findings of the study are:

1. Simulation games are not an undiscovered technique.
2. One of the most effective tool for engaging students activity in the learning experience.
3. The respondents felt that they had enjoyed the experience.

Dr. Peter Dauvergne conducted a study in 2005 and found that chess can improve the cognitive abilities, rational thinking, and reasoning abilities of even weak learners. Chess is one of the few management games that fully exercises our minds as well as develop creativity, intuition, memory, and most importantly, the ability to analyze and deduce from a set of general principles, learning to make tough decisions and solve problems flexibly. D. Blunt conducted study on A Causal-Comparative Exploration of The Relationship Between Game-Based Learning And Academic Achievement: in the year 2006 at Walden University.

The following are the findings:

1. Students who did play the game scored significantly greater than the average test score for students who did not play.
2. Technology based solution can make the students more efficient, effective, and flexible.
3. No significant differences between male or female scores regardless of game play.

Richard Sanford conducted study in September 2005 on Teaching with Games for Primary and Secondary school Teachers and Children and the following are his findings.

1. Male students play every day, compared to female students.
2. Half the students think that it would help improve their reactions, problem solving skills. 24% think that it improves subject knowledge, working in teams. 30% of overall students believe that playing computer games could lead to increased violence and aggression.
3. Polls suggest that computer games are viewed as motivating to students. However, it should be noted that significantly less percentage of teachers and students think that computer games should not be used in the classroom.
4. Teachers and students have similar perceptions about the advantages and disadvantages of using games.

In September 2002 G. Gary Wang of University of Manitoba conducted a study on Bringing Games into the Classroom in

Teaching Quality Control .

Following are the findings

1. Games are successful in motivating students, rendering them “hands-on experience”, and help them to understand abstract concepts.



2. Game can be considered as a co-operative learning approach from a broader perspective, because students work in a team to acquire knowledge, apply their skills, and receive feedbacks from other teams.
3. The game approach might be used in general to bridge the gap between students' lack of experience and textbook content, and to change the format of lecturing from deductive to inductive instruction, or a combination of both.

1.4 Objectives of the study

The present study aims at achieving the following objectives:

- 1) To understand the profile of respondent teachers using different techniques in teaching.
- 2) To understand the training exposure of the respondent teachers regarding usage of management games in teaching
- 3) To capture the perceptions of teachers regarding usage of management games in teaching.
- 4) To make various suggestions and recommendations for usage of management games in teaching.

1.5 Scope of the study

The present research study covers only 22 undergraduate colleges affiliated to Bangalore University.

1.6 Sampling

The present study covers a sample of 51 respondent teachers from different undergraduate colleges affiliated to Bangalore University as the Sampling unit. Only the undergraduate teachers have been approached.

1.7 Data Analysis:

The data collected from the respondent through the structured questionnaire were analyzed by preparing various tables with the help of Statistical techniques like percentages and mean score were used to analyze the data.

Data Analysis and Interpretation

1.8 Introduction

The empirical data of the present study and its analysis is presented in the present and subsequent chapters. The data has been collected from the colleges affiliated to Bangalore University.

1.9 Understanding of management games

Management games are becoming very popular among the trainers as well as the trainees. It crossed the boundaries of organization, presently games are used in teaching also. It is necessary to understand management games.

Table 1. Distribution of respondents based on demographic details

Gender	No of respondents	Percent (%)
Male	28	54.9
Female	23	45.1
Designation	No of respondents	Percent (%)
Assistant prof.	43	84.3
Associate prof.	8	15.7
Teaching experience	No of respondents	Percent (%)
Less than 5 years	21	41.1
5 – 10 years	23	45.1
More than 10 years	07	13.8

The above table reveals that out of total respondents, 54.9% are males and 45.1% are females. Majority of respondents 84.3% are assistant professor and small percentage 15.7% are associate professors. Teaching experience of respondents is distributed over different categories. 45.1% of respondents who have 5-10 years of teaching experience and 41.1% of them are less than 5 years of teaching experience.



Table 2. Distribution of respondents based on subjects teaching

Course Subjects	B com		BBA	
	No of respondents	Percent (%)	No of respondents	Percent (%)
Marketing	4	7.8	4	7.8
Finance and Accounting	19	37.3	7	13.7
Human resource management	15	29.4	22	43.1
Banking & insurance	6	11.8	11	21.6
Other subjects	7	13.7	7	13.7

The above table reveals that 37.3% of total respondents teach finance and accounting subjects for B com and 11.8% of the total respondents teach human resource management. The majority of the respondents 43.1% teach human resource management subject and 21.6% of the total respondents teach banking and insurance subject.

Table 3. Mean score of different techniques used in teaching

Techniques	Mean
Chalk &Talk	4.49
Group discussion	3.73
Role play	3.45
Case study	3.33
Films	3.27
PPT	3.18
Simulation	2.96
Management Games	2.90

The respondents are using chalk and talk more frequently followed by group discussion, role play, case study and power point presentation and the least used technique is management games for teaching undergraduate colleges.

Table 4. Distribution of respondents based on training programme attended and conducted

Training attended	No of respondents	Percent (%)
NO	15	29.4
YES	36	70.6
Training conducted	No of respondents	Percent (%)
NO	31	60.8
YES	20	39.2

The above table reveals that majority of the respondents attended the training programme indicates 70.6 percent. The respondents not conducted the training programme for students and teachers indicate 60.8 percent and training programme conducted represent 39.2 percent.

Table 5. Distribution of respondents based on usage of management games in teaching.

Management subjects	No of respondents	Percent (%)
NO	32	62.74
YES	19	37.26
Other subjects	No of respondents	Percent (%)
NO	46	90.19
YES	05	9.81



The above table reveals that out of total respondents 62.74% are not using games technique for teaching management subjects and the percentage of respondents using games technique for teaching management subjects is 37.26%.

Out of total respondents 90.19% are not using games technique for teaching other subjects and least percentage 9.81% are using games technique for teaching other subjects.

Table 6. Distribution of respondents based on understanding of management games

Statement	Yes	No	Percent (%)
Activities for improving managerial skills and traits	40 (77.5%)	11 (22.5)	100.0
Management game is game for fun	3 (5.6%)	48 (94.4%)	100.0
Management game as a teaching device	31 (59.6%)	20 (40.4%)	100.0

The above table reveals that out of total respondents, 77.5% have agreed that using game as an activity to improve skills and traits and 59.6% do agree that game is teaching device and Majority (94.4%) of respondents have not agreed that game is for fun.

1.10 Perception of respondents

The opinion of respondents was gathered by using a summated scale parameter namely strongly agree, Agree, Undecided, Disagree, Strongly disagree. For positive statements maximum score assigned to strongly agree was 5 and minimum score was assigned to strongly disagree was 1. For negative statements minimum score assigned to strongly agree was 1 and maximum score assigned to strongly disagree was 5.

The mean score for each statement was found out by dividing the total score for each statement by total number of respondents i.e. 51.

The inferences were drawn based on the calculated weighted mean score. Perception of respondents was considered favorable towards the statement if the mean score was found to be greater than 2.5 and unfavorable if mean score was less than 2.5.

Table 7. Mean score of perception based on usage of management games in teaching and gender

S.No	Statement	Male	Female
1	Learning through game is the most memorable learning method	4.00	3.96
2	When a game played with a group, it helps in the development of social skills.	2.30	2.14
3	Teaching through game possesses problems of discipline in the class.	2.82	2.39
4	Syllabus cannot be completed in time if games are used for teaching in the class.	3.95	3.89
5	Management games enhance the effectiveness of teaching.	3.78	4.07
6	Games secures learning conceptsthrough practical experience.	3.62	3.71
7	Games channelise energy of students.	2.65	2.42
8	Games are used in colleges for teaching those concepts which are difficult to explain	3.82	3.64
9	Games can improve students learning atmosphere	2.65	2.64



10	Effective learning may not be possible through management games	2.34	2.03
11	Time is a constraint in using games.	3.64	4.10
12	Games facilitate understanding of concepts by students	4.08	4.07

The above table highlights the mean scores of perception among male and female respondents about usage of management games in teaching.

Male and female respondents have a very strong favourable perception that games are memorable learning method as well as games are effective tool to develop social skills. The scores for both of these statements are 4.00 and 3.96 respectively.

There was a perception that the syllabus cannot be completed in time, when games are used. The male respondents agreed more strongly on this fact with a score 3.95 as compared to female respondents with a score of 3.89.

Male respondent has a strong favorable perception that usage of games create disciplinary problems in the class compare to female respondents, the score for male and female respondents were 2.82 and 2.39 respectively.

Both the male and female respondents do not agree with the fact that time is constraint in use of games, however the female respondents disagree more strongly with a mean score of 3.64 while the male respondents had mean score of 4.10.

From the above analysis it can be said that the overall perception about games as a teaching tool for development of social skills, as a memorable learning method and games reflecting practical learning experience is favourable however, the respondents felt that games can potentially cause disciplinary problems and syllabus cannot be completed in time.

1.11 Limitations of the study:

According to the researcher, the present study has the following limitations

1. Researcher collected data from respondents who are teaching only at the Undergraduate colleges affiliated to Bangalore University.
2. Researcher did not collect data from students.
3. The data was collected during a specified period of time.
4. Only those teachers who are available during the specified period were covered.
5. Application oriented questions are not covered for the analysis of the study.

1.12 Findings of the study

After analyzing the primary data collected in the present research study with the help of various tables the following findings are arrived at.

- Respondents are using more of management games as a technique for teaching marketing subject as compared to other subjects taught
- Respondents who have not attended the training programmes are more as compared to those who have attended the training programme
- Respondents who have conducted training programmes for students are more as compared to those who conducted them for teachers and employees
- There is no statistically significant association between gender and use of management games in teaching
- There is no significant association between teaching experience of the respondents and usage of management games in teaching



- Respondents who have below 5 years of teaching experience have a strong favourable perception that syllabus cannot be completed on time and creates problems of discipline in the class
- Respondents with varying number of years of teaching experience have the perception that time is not a constraint in use of management games in teaching

Conclusion

Management games have emerged as an important pedagogy in teaching .their usage has increased to impart practical knowledge of management concepts to students with different culture, academic and industrial backgrounds.

The use and effectiveness of management games in teaching depends largely on how people perceive them, hence the perception regarding different factors such as memorable learning method, development of social skills and secures learning through practical experience is considered important in use of management games in teaching. The study revealed that respondents have a favourable perception regarding use of management games in teaching. Management games will continue to be used as a tool in teaching with its effectiveness in teaching to face the challenges posed by ever changing world.

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