

Exploring Pedagogical Perspectives: The Perception of Kazakh Business Students on the Competent Teaching Methodology

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Abstract. Business education in Kazakhstan is expanding, but teaching methods are becoming outdated. This study examines how Kazakhstani business students view effective teaching methods and explores which current teaching techniques align with their needs and preferences. This study surveyed 299 business school students in Almaty, Kazakhstan using an 18-item questionnaire. The survey used a 5-point Likert scale to measure students' satisfaction with current teaching methods and their preferences for different approaches. The data were analyzed using ANOVA, chi-square tests, and descriptive statistics. Validity and reliability were tested using the Kaiser-Meyer-Olkin (KMO) test and Cronbach Alpha (α) tests. The findings show that students were only moderately satisfied with the common lecture-based teaching style. Hypothesis testing found no significant difference in how students from different specialties viewed lecture effectiveness ($p=0.78$), suggesting similar opinions across fields. The study also found no link between students' age and how much they valued technology in learning ($p=0.634$). This study has limitations, including its reliance on self-reported data and its focus on one city. Future research could compare results across regions or use qualitative methods to gain deeper insights into students' views on teaching methods.

Keywords: teaching pedagogy, teaching methods, student perceptions, technology integration, student-centered learning, Kazakhstan.

1. Introduction

In recent years, Kazakhstan's higher education system has experienced significant reforms and adjustments to support the development of a knowledge economy. Kazakhstan has enhanced its access to universities and colleges after obtaining independence in 1991, focusing on business education to meet labor market demands (Asanova 2018). This has led to the establishment of universities offering business-related courses- administration, economics, and finance degrees to meet labor market demand. However, there are concerns that teaching methods in Kazakh universities remain outdated despite curricular reforms (Aliyev and

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Kurmanov 2015). Pedagogy frequently depends mostly on lectures with little interaction and involvement from the students, which may not fully develop the skills and competencies business students need to succeed after graduation (Kahu 2013). The teaching approaches used in business schools are critical as they lay the foundation for equipping and preparing the students to face obstacles, grab opportunities, and promote creativity in the face of a constantly changing global business world (Cater *et al.* 2021). Authors have underscored the importance of embracing diverse pedagogical approaches, integrating experiential learning, and considering cultural and contextual factors in business education and the value of culturally sensitive education to meet the demands of a heterogeneous student population (Muff 2012; Castleberry 2014; Reeves *et al.* 2013; Jabbar and Hardaker 2013). Some researchers emphasized the developmental impact of early exposure to family company experience on entrepreneurs, providing insight into the practical consequences for enterprise and entrepreneurship education pedagogy (Tarling *et al.* 2016). Other academicians delved into novel educational approaches for teaching sustainable business in the digital era, advocating for a connectivism theory approach to address the complexities of sustainability in an international environment (Dziubaniuk *et al.* 2023). Insights were provided into the background of business education throughout history and its potential future consequences (Bridgman *et al.* 2016).

While several reforms have been made to Kazakhstan's curricula, the teaching methodology appears to be lagging in content delivery, approaches, and achieving the intended learning outcomes, giving a need to explore if the prevalent teaching techniques align with the needs and perspectives of students. Considering students' perceptions is essential even though contention on students' general lack of knowledge may come to the fore. Studies have also discovered that student perceptions—rather than teacher behavior observations—are a better indicator of students perceived academic involvement (Maulana and Helms-Lorenz 2016). Teaching methods significantly impact student learning, as Sellnow-Richmond *et al.* (2019) argue to improve overall teaching practices, it's crucial to consider students' opinions on which teaching methods work best for them. However, studies conducted in similar cultural and educational settings have shown that students' perceptions are influenced by multiple factors, including teaching styles, assessment methods, and classroom environment (Kuzborskaya 2015; Yessirkegenov 2018). In addition, studies have provided valuable insights into the perception of students on teaching methodologies across disciplines (Keskin and Yurdugül 2020; Bhosale *et al.* 2013; Vereijken *et al.* 2016; Masood *et al.* 2022; Sekhri 2012; Hydrie *et al.* 2022; Wang and Lee 2019). There is a lack of research focusing on students' perspectives on teaching methodology as most studies have failed to address specific pedagogical perspectives focusing only on faculty viewpoint. To this end, this study seeks to add to the current conversation on successful teaching approaches in business education by understanding students' views, which could provide insight into

their preferred teaching methods and styles of engagement and help identify potential misalignment between their expectations and actual classroom experiences. This study will be significant to investigate if non-lecture, students-centered pedagogies (active discussions, problem-based learning, collaborative activities) could lead to a better learning outcome in preparing Kazakh business students and, in turn, improve the quality of education and the content delivery method. Specifically, the objectives are to i) ascertain the perception of Kazakhstan business students on various teaching methodologies employed by teachers in their schools and ii) identify their preferences, challenges, and the impact of those methodologies on their engagement and learning outcomes.

2. Literature Review

2.1. Theorizing Perception: The Self-Efficacy Theory

Theories and frameworks have shown the importance of considering students' perspectives on teaching methodology. Self-efficacy theory, developed by psychologist Albert Bandura, will form an essential part of the literature review for this study on pedagogical perspectives and teaching methodology. Self-efficacy refers to students' beliefs about their capabilities to learn, perform academic tasks, and succeed in their studies. The self-efficacy theory by Bandura (1986), as cited by Praswati *et al.* (2022), discusses how it exposes individuals' belief in their capabilities to produce desired effects through their actions concerning young entrepreneurial intention. Bagci *et al.* (2019) also stressed the concept of self-efficacy and its impact on children's formation and maintenance of cross-ethnic friendships, influencing their motivation, behavior, and personal accomplishments. The theory's relevance in influencing people's views, behaviors, and achievements is shown in various settings. This highlights the theory's value in examining how students perceive instructional approaches and how they affect learning results. Different teaching methodologies provide varying levels of opportunities for students to gain mastery experiences. Lecture-based approaches may offer limited mastery through passive learning, while case studies, discussions, and interactive activities allow students to actively apply concepts and develop skills.

2.2. Theoretical Framework: Yerkes-Dodson Law

Another important theory that is found to be essential in showing the importance of considering students' perspectives on teaching methodology is the Yerkes-Dodson Law. The theory suggests arousal engagement will solicit better learning

engagement, and that there is an optimal level of arousal (or stress) for an individual to achieve maximum performance. According to this principle, too little arousal can lead to insufficient motivation, making it hard to focus and engage with the learning material (Gao and Horváth 2014). Research has explored the implications of the Yerkes-Dodson Law in different domains. For instance, studies have investigated the effects of arousal on memory and learning, highlighting the complex interplay between arousal levels and cognitive functions (Bennion *et al.* 2013). Furthermore, the Yerkes-Dodson Law has been utilized to explain the effects of time pressure in software development and the relationship between arousal and intelligence test performance (Kuuttila *et al.* 2021).

2.3. Teaching Methodologies

Drawing on insights from notable scholars, diverse teaching methods employed in business schools have an impact on shaping the mindset, skills, and vision of students. However, Teachers or instructors intentionally exchange information and experience, typically organized within a subject, to actively contribute to the intellectual and psychological development of the learner. Teaching methodology refers to the principles or management strategies used for classroom instruction, which help students master the content of the course that is being delivered and help students learn how to apply the content in particular contexts (Pumilia-G *et al.* 2013).

Niculescu (2016) also defined teaching methodology as an approach to delivering defined content to be taught to a particular group of students who belong to not only a certain grade or level of instruction but also a specific and defined learning context. The above-referred academicians' definitions presuppose that teaching methodologies form the core element of the curriculum, and the proper use of teaching methodology is significant to successfully implementing the curriculum. Different innovative methods have been integrated into teaching as teaching evolves, shifting from the traditional method to a more student-centered, creative, and advanced approach. However, the effectiveness of the proper teaching methodologies has been a research subject, as they play a pivotal role in students' learning achievement (Sellnow-Richmond *et al.* 2019). Other studies explored the impact of different approaches on student learning outcomes. A look into the relationship between group work competencies and satisfaction with project-based learning provides insights to guide teachers interested in new teaching methodologies (Melguizo-Garín *et al.* 2022). Similarly, research on the effectiveness of the teach-back method in health education emphasizes reinforcing education to enhance patient adherence and self-management in chronic disease care (Dinh *et al.* 2016). However, the suitable teaching method depends on several factors, including the learner's