# Institution-wise Teachers' Viewpoint towards Contribution of Course Curriculum in Developing Basic Skills

**Dr. Renu Bala**
Assistant Professor, JCD Vidyapeeth (IBM)

**Abstract**

Basic skills refer to fundamental abilities and competencies that individuals need to effectively function in various aspects of life, particularly in education, work, and everyday tasks. These skills serve as building blocks for more complex abilities and are essential for personal development, learning, and successful participation in society.

The objective of study is to analyse theinstitution-wise teachers' viewpoint towards contribution of course curriculum in developing basic skills.For the study purpose data have been collected from 170 teachers of different educational institutions. Under the sample various IIMs, central, state and private universities have been covered. Data have been gathered from 30, 40, 50 and 50 teachers of IIMs, central, state and private universities respectively. After that collected data have been applied with the applications of ANOVA test. The outcomes of study revealed that he teachers of Central Universities focused on presentation skills, leadership skills, teamwork skills, speaking skills and creativity skills. Whereas the teachers of State Universities emphasized on teamwork skills, speaking skills, presentation skills, creativity skills and analytical skills. On the other hand, the teachers of Private Universities gave priority to presentation skills, followed by speaking skills, strategic vision skills, teamwork skills and listening skills. However, the teachers of IIMs focused highly on speaking skills, presentation skills, teamwork skills, leadership skills and strategic vision skills. As a whole, the course curriculum is contributing significantly in developing the presentation skills, speaking skills, teamwork skills, creativity skills and strategic vision skills. For the better future of the students teachers must try to build good relation with students by understanding their problems and should try to develop basic as well as modern skills in their personality.

**Keywords:** [Basic Skills, Personal Development, State Universities, Private Universities]

## Introduction

Basic skills refer to fundamental abilities and competencies that individuals need to effectively function in various aspects of life, particularly in education, work, and everyday tasks. (Darius et al., 2021). These skills serve as building blocks for more complex abilities and are essential for personal development, learning, and successful participation in society (Manzoor et al., 2023). Basic skills in management encompass a range of competencies that are essential for effectively overseeing people, processes, and resources within an organization (Darancik, 2018). These skills form the foundation for successful leadership and efficient operations across various industries (Fajaryati et al., 2020). Basic skills play a pivotal role in shaping a brighter future for individuals and society as a whole (Bala, 2022). They serve as the fundamental building blocks upon which more advanced abilities and achievements are constructed. The Master of Business Administration (MBA) is a prestigious and versatile postgraduate degree that typically covers a wide array of business and management subjects (Mohamad et al., 2018). While specific courses may vary across institutions, the MBA curriculum generally encompasses core subjects, electives, and practical experiences aimed at developing managerial, leadership, and analytical skills. Incorporating the basic skills into the management curriculum ensures that students are equipped with a well-rounded skill set necessary for success in managerial positions (Andrews & Russell, 2012). These skills complement the more advanced theories and specialized knowledge taught in higher-level management courses, allowing students to navigate the complexities of the business world confidently (Lowden et al., 2011). The future of employability skills in management curriculum is expected to evolve in response to the changing dynamics of the business landscape, technological advancements, and evolving workforce requirements (Bala, 2021).

## Review of Literature

**Ghosh (2015)** explained that what kinds of practices are required to develop leadership skills in the students. For the study purpose data have been gathered from different colleges and schools. Under the sample both students and teachers were included to know their views regarding leadership skills and their basic requirements. The results of the study indicated that there is a need of proper mentoring and to motivate the students to develop leadership qualities among them as self-confidence is the basic of this skill and it can be generated in the students by motivating them.

**Abdi and Iqbal (2016)** describedthat what kinds of skills are required by thepostgraduate engineering students to get job after the completion of their degrees. Data have been collected from 150 post graduate students of engineering field. The analyse data represented

that students have to face a lot of problems to get job after the completion of their degrees so to avoid such kinds of future hurdles, teachers should focus on the students' basics and must try to develop basic skills in their personality during their course- curriculum period.

**Anwer et al. (2017)** highlighted the benefits of effective teaching in study. To move forward the research data have been gathered from post-graduate faculty and students of Pakistan. Under the sample data have been collected from 80 teachers and 50 students. To analyse the data t-test and ANOVA have been applied. The statistical processed data revealed that teaching styles play a significant role in the personality development of students. So students should focus on effective teaching methods and modern teaching techniques.

**Kayapinar et al. (2018)** described the role of latest technology in teaching. Under the academics head, data have been collected from students and teachers of different educational institutions. The results of the study showed that the use of tablets in the teaching, give a strong ground to bright education system as both students and teachers remain update by the latest tools and techniques which are useful for study.

**Rani and Rao (2019)** highlighted the views of students regarding management education. Data have been collected from the students of different colleges, situated in Bengaluru. The analysed data represented that the students of Bengluru give high importance to management study and most of the students make efforts for the bright future in this field as per their views management skills are highly demanded by the employer in marketplace.

**Dwivedi and Joshi (2020)** stated the importance of leadership skills in 21st-Century. Under the Indian higher education system data have been collected from different colleges and universities. The processed data indicated that leadership abilities must be developed in the students because such kind of skill, give students a very good platform to get a better job. Leadership skills create self-confidence and good communication abilities in the personality, which are first priorities of every employer on employee's behalf.

**Bala and Singh (2021)** presented the views of students towards employability skills. For the study purpose data have been gathered from different educational institutions such as IIMs, central, state and private Universities. Data have been gathered from 150 students and it has been founded that students pay more focus on basic employability skills but in present ear modern employability skills are in high demand.

**Lindgreen et al. (2022)** described that what measures are necessary to take teaching effective. Data have been gathered from the students and teachers of various educational institutions. The outcomes of their views presented that what skills teacher must possess in their personality to be an effective teacher. The data presented that teacher must focus on new medial skills, novelty skills and perceptual skills etc.

**Bala and Singh (2023)** described the viewpoint of teachers towards employability skills. To move forward the research data have been gathered from IIM Rohtak, IIM Amritsar, central, state and private universities of Haryana and Punjab. After that ANOVA has been applied to analyse the viewpoint of different respondents. The results indicated that as per teachers; proper technical facilities should be provided by the institution's management, so that teacher can update their knowledge and can guide the students in best manner.

## Research Methodology
## Research Gaps
On the basis of above mentioned review of literature it can be observed that various studies have been conducted in this field but the outcomes provided by those studies is inconclusive by nature, but the present study highlights the Institution-wise Teachers' Viewpoint towards Contribution of Course Curriculum in Developing Basic Skills.

## Research Objective
The objective of study is to analyse the institution-wise teachers' viewpoint towards contribution of course curriculum in developing basic skills.
Research Hypothesis
There is not a significant difference in the viewpoint of teachers of different institutions towards contribution of course curriculum in developing basic skills.

## Data Collection
For the study purpose data have been collected from 170 teachers of different educational institutions. Under the sample various IIMs, central, state and private universities have been covered. Data have been gathered from 30, 40, 50 and 50 teachers of IIMs, central, state and private universities respectively.

## Data Analysis
After that collected data have been applied with the applications of ANOVA test. The value of Croncach Alpha was 0.84, which was a good indicator for further

analysis portion.

## Results & Discussions

The following table indicates the institution-wise descriptive and inferential statistics of teachers' viewpoint towards the contribution of course curriculum in developing thebasic employability skills. The teachers of Central Universities focused on presentation skills ($\bar{x}$=4.60, $\sigma$=0.591), leadership skills ($\bar{x}$=4.38, $\sigma$=0.667), teamwork skills ($\bar{x}$=4.35, $\sigma$=0.802), speaking skills ($\bar{x}$=4.27, $\sigma$=0.640) and creativity skills ($\bar{x}$=4.27, $\sigma$=0.679). Whereas the teachers of State Universities emphasized on teamwork skills ($\bar{x}$=4.62, $\sigma$=0.490),

speaking skills ($\bar{x}$=4.32, $\sigma$=0.713), presentation skills ($\bar{x}$=4.14, $\sigma$=0.700), creativity skills ($\bar{x}$=4.08, $\sigma$=0.752) and analytical skills ($\bar{x}$=3.98, $\sigma$=0.820). On the other hand, the teachers of Private Universities gave priority to presentation skills ($\bar{x}$=4.64, $\sigma$=0.485), followed by speaking skills ($\bar{x}$=4.64, $\sigma$=0.525), strategic vision skills ($\bar{x}$=4.32, $\sigma$=0.621), teamwork skills ($\bar{x}$=4.28, $\sigma$=0.536) and listening skills ($\bar{x}$=4.20, $\sigma$=0.606). However, the teachers of IIMs focused highly on speaking skills ($\bar{x}$=4.86, $\sigma$=0.382), presentation skills ($\bar{x}$=4.81, $\sigma$=0.398), teamwork skills ($\bar{x}$=4.80, $\sigma$=0.402), leadership skills ($\bar{x}$=4.80, $\sigma$=0.407) and strategic vision skills ($\bar{x}$=4.77, $\sigma$=0.430). As a

**Table 1: Institution-wise Teachers' Viewpoint towards Contribution of Course Curriculum in Developing Basic Skills**

| Statements | N | Central Universities | | N | State Universities | | N | Private Universities | | N | IIMs | | N | Total | | ANOVA | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | x | $\sigma$ | | x | $\sigma$ | | x | $\sigma$ | | x | $\sigma$ | | x | $\sigma$ | F | Sign. |
| Speaking skills | 40 | 4.27 | 0.640 | 50 | 4.32 | 0.713 | 50 | 4.64 | .525 | 30 | 4.86 | 0.382 | 170 | 4.52 | 0.627 | 2.814 | 0.341 |
| Listening skills | 40 | 4.10 | 0.778 | 50 | 3.92 | 0.752 | 50 | 4.20 | 0.606 | 30 | 4.77 | 0.446 | 170 | 4.19 | 0.724 | 1.641 | 0.010* |
| Presentation skills | 40 | 4.60 | 0.591 | 50 | 4.14 | 0.700 | 50 | 4.64 | 0.485 | 30 | 4.81 | 0.398 | 170 | 4.55 | 0.616 | 3.978 | 0.065 |
| Creativity skills | 40 | 4.27 | 0.679 | 50 | 4.08 | 0.752 | 50 | 4.09 | 0.650 | 30 | 4.50 | 0.509 | 170 | 4.22 | 0.677 | 2.221 | 0.002* |
| Analytical skills | 40 | 4.23 | 0.660 | 50 | 3.98 | 0.820 | 50 | 4.12 | 0.594 | 30 | 4.43 | 0.585 | 170 | 4.17 | 0.688 | 6.734 | 0.012* |
| Strategic vision skills | 40 | 4.17 | 0.781 | 50 | 3.82 | 0.720 | 50 | 4.32 | 0.621 | 30 | 4.77 | 0.430 | 170 | 4.22 | 0.734 | 2.112 | 0.001* |
| Decision-making skills | 40 | 4.15 | 0.700 | 50 | 3.92 | 0.764 | 50 | 3.62 | 0.697 | 30 | 4.73 | 0.450 | 170 | 4.03 | 0.773 | 3.653 | 0.063 |
| Leadership skills | 40 | 4.38 | 0.667 | 50 | 3.78 | 0.790 | 50 | 3.58 | 0.731 | 30 | 4.80 | 0.407 | 170 | 4.04 | 0.824 | 1.873 | 0.165 |
| Negotiation skills | 40 | 4.08 | 0.730 | 50 | 3.61 | 0.799 | 50 | 3.31 | 0.746 | 30 | 3.90 | 0.662 | 170 | 3.98 | 0.725 | 2.785 | 0.020* |
| Delegation skills | 40 | 4.02 | 0.872 | 50 | 3.56 | 0.804 | 50 | 4.10 | 0.735 | 30 | 4.30 | 0.651 | 170 | 3.74 | 0.756 | 2.412 | 1.246 |
| Teamwork skills | 40 | 4.35 | 0.802 | 50 | 4.62 | 0.490 | 50 | 4.28 | 0.536 | 30 | 4.80 | 0.402 | 170 | 4.51 | 0.608 | 4.426 | 0.221 |
| Integrity skills | 40 | 4.07 | 0.859 | 50 | 3.42 | 0.824 | 50 | 3.24 | 0.758 | 30 | 4.53 | 0.507 | 170 | 3.55 | 0.764 | 3.224 | 0.143 |
| Perceptual skills | 40 | 4.00 | 0.816 | 50 | 3.16 | 0.856 | 50 | 3.18 | 0.774 | 30 | 3.77 | 0.626 | 170 | 3.36 | 0.777 | 1.916 | 0.064 |

Note: N=No. of Respondents, *=Significant at 5 percent level
Source: Primary survey (Author's calculation)

whole, the course curriculum is contributing significantly in developing the presentation skills ($\bar{x}$=4.55, $\sigma$=0.616), speaking skills ($\bar{x}$=4.52, $\sigma$=0.627), teamwork skills ($\bar{x}$=4.51, $\sigma$=0.608), creativity skills ($\bar{x}$=4.22, $\sigma$=0.677) and strategic vision skills ($\bar{x}$=4.22, $\sigma$=0.734). Statistically, ANOVA results show that there is a significant difference in the viewpoint of teachers of the selected institutions towards the contribution of course curriculum in developing the listening skills (p=0.010),

creativity skills (p=0.002), analytical skills (p=0.012), strategic vision skills (p=0.001) and negotiation skills (p=0.020) at 5 percent level of significance, hence the null hypothesis (H03) is rejected.

## Conclusion & Recommendations

The outcomes of study revealed that he teachers of Central Universities focused on presentation skills, leadership skills, teamwork skills, speaking skills and

creativity skills. Whereas the teachers of State Universities emphasized on teamwork skills, speaking skills, presentation skills, creativity skills and analytical skills. On the other hand, the teachers of Private Universities gave priority to presentation skills, followed by speaking skills, strategic vision skills, teamwork skills and listening skills. However, the teachers of IIMs focused highly on speaking skills, presentation skills, teamwork skills, leadership skills and strategic vision skills. As a whole, the course curriculum is contributing significantly in developing the presentation skills, speaking skills, teamwork skills, creativity skills and strategic vision skills. For the better future of the students teachers must try to build good relation with students by understanding their problems and should try to develop basic as well as modern skills in their personality.

## Limitations & Further Scope of the Study

The study is limited to the IIMs, central, state and private universities, as it can be further extended to other educational institutions such as IITs and other famous business schools. The sample size is also small as it can be extended to large number to generalise the results. As well as during research focus has been paid on Haryana and Punjab state only, so other states can be included. The current study will provide a future direction to the researcher to conduct their study in respective field.

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