Concerns in Learning Confronted By Students of Commerce with Special Reference to Teaching Learning Process

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ABSTRACT: This Paper describes a qualitative study dealing with issues faced by students in teaching learning process and in skill development in Teaching of subject Commerce in Senior Secondary Schools. The study adopted the descriptive survey design using simple frequency and percentage in analyzing data. 300 students were randomly selected from 15 Senior Secondary Schools of Faridabad District of Haryana. It was found that there are various issues faced by Commerce students in teaching – learning process and development of skills like issues with teaching methods, teaching aids used by teachers at Senior Secondary Schools.

Key Words-Commerce Education, Teaching-Learning process

I. INTRODUCTION

Commerce Education is very important for now days in competitive era. Commerce has been a versatile subject of study right from its beginning. Commerce Education includes all activities and transactions such as the how to manage, how to prepare accounts, how to bring the relations with the other factors, how to plan, how to organize, how to direct, how to select the personnel, how to co-ordinate, how to control, how to budget and estimate how to communicate, how to report and, etc., related to the banking, transport, insurance, storage, advertisements are all commercial activities. Skill development is very important tool for today world. Commerce is a stream where skill development is a prime requirement. The industrious skills, professional skill, computing skill, communication skill, leadership skill, Managerial skill, entrepreneurial skill etc are essential to enjoy a better human life. In academic curriculum, from secondary to higher level it is expected for inclusion all the indicators of human resource development. Commerce education is a main stream among all disciplines in modern education system and somewhat different from other disciplines. After the beginning of liberalization of Indian economy, the managerial trend is howling in different fields of operations. More over the government of India has also allowed many private sector as well as multinationals with a view to stiff competition for the development of Indian education and technology which seeks proper leadership. The changing state of affairs and severe competition from international business compel Indian Government going for genuine product of human resources introducing HRD curriculums in different institutions all across the Country.

II. REVIEW OF RELATED LITERATURE-

In a study conducted by Purohit (2013) it was revealed that ABL Activity based learning approach is useful for all categories of students but in case of commerce students ABL approach will be very useful for overall development of students. It improves personality of students and after completion of their study the students won’t be blank about applicability of knowledge which they have learnt during their student life. A degree in science or arts leads the candidate to some working specialization employable in various fields of activity. Unfortunately this is not in case of commerce education. And at present commerce education is book oriented. Outside realities and expectations are far different from the instructions imparted in the classroom, the gap continues to widen day by day. In a study conducted by Dr. S.K.Jha (May 2014) it was explained that the knowledge and skill required to be developed by the course content in commerce was inadequate in terms of content, transactional and evaluation strategies.

Need and Significance-

Normally, it has been seen that students choose the Commerce Stream randomly (without any specific aim), as they have towards science stream and take arts as less importance. But they are unable to understand the basic concepts or terminologies and required skills related with Commerce subject. The problems that occur in the teaching learning process of subject Accountancy and Business Study. Hence there is need to study in detail the issues faced by Commerce students of Senior Secondary Schools in teaching – Learning process in teaching commerce. So this study has been conducted with the following three objectives.

Objectives of the study-

1) To find out the issues faced by Commerce student with special reference to teaching methods in classroom
2) To find out the issues related with learning of skills with special reference to commerce
3) To find out the issues related with the practical exposure given to the practical exposure given to the commerce students.
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Delimitations-
1) Limited to Faridabad District, Haryana
2) Limited to CBSE schools
3) Limited to commerce students of class XII

III. RESEARCH METHODOLOGY

The study was carried out to investigate issues in learning confronted by commerce students in their teaching learning process. Accordingly descriptive survey method of research was used to conduct the study.

SAMPLE-For the study total numbers of schools selected randomly for the study were 15 and 20 students of commerce discipline from each schools were selected randomly. As a result total of 300 students were being taken as sample.

Tool

Self made questionnaire used in the present research for data collection (includes closed and open ended questions both). A lot of information has been collected through personal interaction with the students.

IV. INTERPRETATION

Table-1.1

<table>
<thead>
<tr>
<th>Teaching method preferred by students for teaching accountancy</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture method</td>
<td>28</td>
</tr>
<tr>
<td>Discussion method</td>
<td>30</td>
</tr>
<tr>
<td>Lecture cum question-answer method</td>
<td>42</td>
</tr>
<tr>
<td>Problem solving method</td>
<td></td>
</tr>
<tr>
<td>Demonstration method</td>
<td></td>
</tr>
</tbody>
</table>

Interpretation- Table-1.1 shows that a maximum of 42 percent students preferred problem solving method as their best choice for learning accountancy, 30 percent like lecture cum question answer method and 28 percent students like discussion method. **No student preferred Lecture method and demonstration method for learning accountancy.** The plausible reason for the same may be that the nature of subject accountancy is numerical and it requires more of practice than simple lecturing.

Table-1.2

<table>
<thead>
<tr>
<th>Teaching method preferred by teachers to teaching accountancy according to students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture method</td>
<td>8</td>
</tr>
<tr>
<td>Discussion method</td>
<td>48</td>
</tr>
<tr>
<td>Lecture cum question-answer method</td>
<td>10</td>
</tr>
<tr>
<td>Problem solving method</td>
<td>34</td>
</tr>
</tbody>
</table>

Interpretation-From the table-1.2 it is clear that for learning the subject Business Studies maximum 52 percent students preferred the discussion method as the most preferred method to study business studies, 36 percent of the student like lecture method, no student preferred problem solving and Demonstration method. The possible reason for the same may be the nature of the subject business studies, as the subject is a theoretical and require critical understanding of business scenario hence it would be better to use discussion method as compare to simple lecturing of the concepts.

Table-1.3

<table>
<thead>
<tr>
<th>Teaching method preferred by teacher for teaching business study according to students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project method</td>
<td>30</td>
</tr>
<tr>
<td>Lecture method</td>
<td>56</td>
</tr>
<tr>
<td>Discussion method</td>
<td>10</td>
</tr>
<tr>
<td>Lecture cum question-answer method</td>
<td>4</td>
</tr>
</tbody>
</table>

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**Interpretation** - from the table 1.3, according to students, in practice, almost 48 percent teachers used discussion method for teaching accounts and only 34 percent used the problem solving method and 30 percent use lecturer method also for teaching the accounts, but according to graph 1.1, 42 percent student preferred the problem solving method. This mean there is lack of coordination between teacher and students and teachers should understand students’ point of view and try to use problem solving method and other methods in which they get maximum response from students. On the other hand, in case of Business studies, Both students’ choice of method and that of their teachers are almost similar in nature, both preferred the discussion method but it varies in using the lecture method, only 8 percent student prefer the lecture method, but according to students 30 percent teachers used the lecture method for teaching business study. Which suggest that there is less negligence on the part of teaching of business studies as compare to accountancy?

**Table 2.1**

It is evident from the above table 2.2, which shows students responses of the question about self exploratory activities, that 45.53 percent teachers engaged the students in project method for creative and self-exploratory activities and 28.32% teachers conduct commerce quiz for students and other activities like survey and ad-mad show were used very less by the teachers.

**Are students satisfied with the practical exposure given in the classroom? Yes/No**

**Table 2.3**

It is clear from the table that most of the students (72% & 60%) have admitted that They have mastered the skills of making and maintaining various books of accounts like cash book, subsidiary books, final accounts etc. very few students (less than 30%) said that they have mastered the software to be used in accountancy which shows a major lacuna in the present system of teaching of accountancy.

**Table 2.2**

**Findings** -

- It was found that there was lack of coordination between teacher and students regarding the use of teaching methods in teaching of accountancy. Teachers should understand students’ point of view and try to use problem solving method and other methods in which they get maximum response from students.
- During the interaction with the students it was informed by them that they were engaged by teachers in self exploratory activities but the activities are those which are mandatory in their curriculum only. So teachers should involve them more activities beyond the curriculum so they can understand the curriculum of commerce more practically.
- After interaction with the students it was found that the no practical training given by the teachers to the students of computerized accounting. Only theoretical portion taught by them.
Concluding Remarks-

Hence it can be concluded from the present research study that students of commerce face various issues related with teaching methods, skill development, and practical exposure. This paper recommends that the teacher should develop positive relationship with students and stress on classroom activities that involve active teaching-learning process and develop require commerce skill in students. Schools should organize Guest lecture of Entrepreneurs, Charted Accountants and some other stakeholders of business. And also organize the field visit, so that students can learn the subject practically and motivate them towards the subject commerce. Though some more efforts by teachers and school teaching of subject commerce make be more easy and effective for students of commerce.

Ethical Clearance- I declared that this paper is an original work based on my research study.

Source of funding- Self

Conflict of Interest- Nil

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