



Contexts and Faculty Belief Matters: Problems in Pedagogical Shifts among Faculty Members of Business Schools: A Study on Pakistan Higher Education Institutions (HEIs), Karachi Sindh, Pakistan

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ABSTRACT

In the dimension of education quality, it has become quite popular in recent tenure, as internationally it is analyzed that education is exaggerated towards the context of faculty approach and their brilliance in the respective field. This study focused on the attitudes and beliefs that stop/encourage them to focus on the methodological shifts and the role of professional development in their lectures and make them more interesting for the students. This research is qualitative. The analytical triangulation concept has been used for the collection of the data; three different sources were used to authenticate the data and the accuracy of the responses Open-ended questionnaires, Focus Groups, and interviews were the data collection method used in this research study. It has been found that there are several internal and external pressures on the faculty members that create hurdles to focus on their teaching methodologies. Too many responsibilities latch them with too much pressure and no time to think about the teaching methodologies. Further, specialists ought to ponder all facets and worries of the teaching staff and encourage the faculty members to implement innovative methods as well as improve pedagogies.

1. Introduction

Teaching has become a multifaceted profession these days because teachers have to continuously polish their skills and adapt new ways of teaching so they will be able to gauge their students as a result their involvement and learning process increase. Betterment in educational quality has become quite popular in recent tenure because internationally it is being analyzed that education is inflated towards the context of faculty approach and their brilliance in their respective field and it is explored within the context of certain social aspects and appropriate facets (Devine, Fahie, & Mc Gillicuddy, 2013).

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The study by Normurodov (2020) in which it is highlighted that the quality of teaching is always been an important factor that contributes to the betterment of the educational system of any country. Hargreaves (1994) discussed that the role played by teachers in the learning of students has a major role. According to Rickinson et al. (2004); there have been numerous efforts done which encourage, help, and support teachers to bring about changes in their teaching methodology and take the learning for their students outside their classes.

As the pandemic has alarmed the changing method concept and forced us to use different mediums of teaching. Worldwide the face-to-face teaching was stopped and new ways to deliver lectures and assessments different tools were used by universities (Daniel, 2020). One of the studies presented similar thoughts by Normurodov and Shavkat (2020) developing the younger generation is a challenge and it is pertinent for the faculty to take the steps that will help them in positively changing the methods of teaching.

“Teachers don’t merely deliver the curriculum. They develop, define and reinterpret it too. This is what teachers think, what teachers believe, and what teachers do at the level of the classroom that ultimately shapes the kind of learning that young people get”. (Hargreaves 1994, p. ix). It is argued by Chang et al. (2013) that teachers are being treated as low in status if it is compared to other professions. There have been mentioned five important factors which elaborate this “Educational qualifications; Salary or income level; Competence in both subject matter and pedagogy; Perceived motivation to teach . . .; and official certification (. . .official recognition that a teacher is a ‘professional’)”

As discussed in various research conducted by Ertmer et al. (2012) and Lim and Chai (2008) that content knowledge and pedagogy and their consideration are being different from one area to another content area. As an example, students are engaged in group work through different activities. Ertmer and Ottenbreit-Leftwich, (2010); Kim et al. (2013) have researched the topic of technological professional development in which it has been suggested that changes are not made in the teaching practices nor they sustained for a longer time duration until teachers are not willing to challenge their own beliefs. As innovation is influencing the education sector, it has become a key component for teachers to adapt to new changes that are occurring in their field which is a requirement in academia for researchers and practitioners (Redmond, 2011); (Daniel, 2020).

Mak (2011) proposed that teachers have to be grasping more sets of beliefs. Well, teachers have got expertise in their respective fields that is ultimately a common facet but eventually, from the learning and development point of view, training also played a vital role which effectively corresponds to pedagogical attributes, it’s a shift that is continuously in process for faculty members (Postareff, Lindblom-Ylänne, & Nevgi, 2007). It has been witnessed in other research that there has been varying in the degree of consistency between the actual instrumental practices and teachers’ professed beliefs (Gao, Zeng, Wang, Khan, & Wang, 2022) and (Philipp, 2007)

Although it is being observed in Pakistan that the education sector is growing with all the positive developments while maintaining the excellence and principles that are not to be negotiated. Therefore, this change is very essential and makes a positive difference in the sector. As a result, the faculty’s point of view is also changing, they opt for innovation and applying new ways of teaching which result in the pedagogical shifts in Pakistan. (HEC, 2021).



Gilbert and Gibbs (1999); Lavy and Naama-Ghanayim (2020); Orkibi and Tuaf (2017) also stated that for teaching at the university level, efficacy is very essential, and making it possible training for faculty members played a very essential role. In recent pedagogies, more focus was discussed by Askehave et al., (2015) on problem-based learning which includes the curriculum for the students and activities for the teachers which enhances their teaching methodologies. Furthermore, the research also focuses on how to solve the current problems of the students in the practical arena which will help them to understand the solutions of practical problems through real-time examples. Teaching is one of the domains which are more focused on face-to-face, and more on traditional ways (Prem et al., 2020). In one of the studies Pandya, Patterson, and Cho, (2022), found that changing methods of teaching assessment strategies is very important to understand the readiness of the faculty members. It is important to understand the factors stopping the faculty members to adopt the new ways. Students are more concerned with the new methods of teaching to get interested in lectures. It has been noticed that students are not taking an interest in traditional teaching methods and get bored with the lectures. This also impacts the efficiency and effectiveness of the course and overall objectives. Whereas, teachers are not very comfortable in adopting the new ways of teaching because of their attitudes and beliefs. (Gao, Zeng, Wang, Khan, & Wang, 2022)

The basis of the study of the above evidence has been cleared that the need to research which focused on the attitudes and beliefs that stop/encourage them to focus on the methodological shifts and the role of professional development in their lectures and make it more interesting for the students. This study focused on various facets of pedagogical shift in the faculty members at the university level and how they deal with it and respond to the factors like the changing process, learning, career growth, and mode of deliverance, which influences the faculty. This research involves the management of universities for examining the faculty angle and their viewpoint, identity training that is associated with and framework where faculty is indulged, and their teaching methodology. As it elaborates how faculty members tend to focus on such shifts and positively accept them, similarly certain contextual factors are also explored as far as faculty members are concerned. This investigation determines to realize the prominence of learning for faculty members as this knowledge will bring a change for pedagogical shifts and adopting new methodologies in teaching assimilated with technology. This research focuses on the phenomena of professional development as far as pedagogical shifts in teaching are concerned in, Pakistan, and how it impacts faculty learning and their beliefs and student's involvement and their learning in the classroom.

LITERATURE REVIEW

There were lots of studies that discuss the pedagogies. The term pedagogical thinking refers to Pedagogue which means a “watchful guardian whose responsibility was to lead (agogos) the young child (paid) to school” (Van Manen, 2016) and it is known as “thinking according to the aims and goals stated in the curriculum” (Kansanen et al., 2000, p. 3). In the research conducted by Boettcher and Conard, (2021) in which it is mentioned that pedagogy science helps to develop teaching methodologies through which students will be able to get positive learning experiences which helps them in the long run as well. As per the research conducted by Santagata et al. (2010) in which it has been mentioned that teachers bring reforms in their teaching practices for providing better teaching practices to their students but it is a difficult process often they are not successful in doing so. Further research has also discussed the importance of other affective aspects like attitudes, emotions, and beliefs (van Veen & Slegers, 2009; Wilson & Cooney, 2002).

Shifting towards a technological environment from the face-to-face common teaching practice is quite challenging via mobile phones and learning through various methods will create distant learning. Although adopting such type of conduct will take time, a lot of patience, and most importantly accepting the new technological advancements within the context of teaching methods,



moreover from the teachers' point of view it requires a lot of encouragement, aid in course design, practice, and support to a relatively new blend of online techniques (Boettcher & Conard, 2021; Normurodov & Shavkat 2020). In the research conducted on primary school teachers in the UK which include the forest school program, the important thing which is highlighted by the teachers are the student risks because of this very concern teachers change their practices like they become 'more risk-averse' and 'defensive' (Connolly and Haughton 2017). The research conducted by Glackin and Jones (2012) on science teachers teaching in secondary classes, suggested that when teachers teach outside their classroom environment, which is not a teaching-friendly ambiance so, it is very difficult to make control the behavior of students. The research of Nachlieli and Tabach (2019) suggests that through teaching, students get the opportunity to learn new things, which enhances their knowledge and skills.

Collinson & Tourish (2015) anticipated that approaches that are old-fashioned and traditionally followed in business school require a lot of modification as far as teaching technique is concerned and emphasize charismatic individual and transformational role models. With the dynamics of contextual issues, remove the hurdles of resistance among students so they can frequently ask queries. Mason (2011) researched that teachers will always act differently according to situations by noticing the current practices and discussing them. They also know and learn how to adapt to new things because it is their responsibility to incorporate new things. It is on teachers how they incorporate their experiences with their pedagogical teaching style and it is considered as a new paradigm, which indicates a close association of two different constructs (Brown 2009; Jacobs et al. 2010). As per Hamora et.al (2022) when teachers faced any particular incident during their lecture, they marked it by recalling it and then making the record in writing. When teachers planned their lessons, they use their past knowledge, which they have experienced in the class and have already recorded in writing which helps them in designing their teaching pedagogy. According to Fullan and Langworthy (2013, 2014) if teachers want to implement new pedagogical practices properly it requires deep analysis and learning.

The center focuses on problem-based learning are the students. This approach focuses on the interaction of students which is based upon collaboration because the information is independently sourced (Neville, 2009). As discussed in the research conducted by de Jong et al. (2013) in which the focus is on the conventional strategy of giving education to students in the classroom with the combination of problem-based learning and the study is conducted on the part-time students of public health. The research shows that problem-based learning reflects positive effects on students.

Different techniques do vary from the Institute's perspective so it is quite challenging to validate the best technique, as sometimes faculty is unsure about using different approaches as it is beyond the practices of the Institute or which they have previously experienced such pedagogies will raise concern (Fullan, 2001; Keys & Bryan, 2001; Panesar, Dodson, Lynch, Bryson-Cahn, Chew, & Dillon, 2020). Acquaintance with similar sorts of pedagogies will generate hurdles to follow up either with existing pedagogies or alteration to the new style in pedagogy. Brew (2012) states that the implications of the new techniques related to higher education must rely on the research of new learning teaching methods and relationships with research to formulate various ideas and knowledge. The research conducted by Zabit (2010) shows that Pedagogy is used as a strategy and the differentiator that is recently used is Problem-Based Learning (PBL). In the research conducted by Remmen and Frøyland (2014) in which it is discussed that teachers are always in favor of professional development programs because it helps them in designing the curriculum and risk assessment so they support these types of programs as they considered them very informative and



helpful. Adopting teaching pedagogies is always risky and similarly, it can also apply to new pedagogies too (Fullan & Langworthy, 2013, 2014)

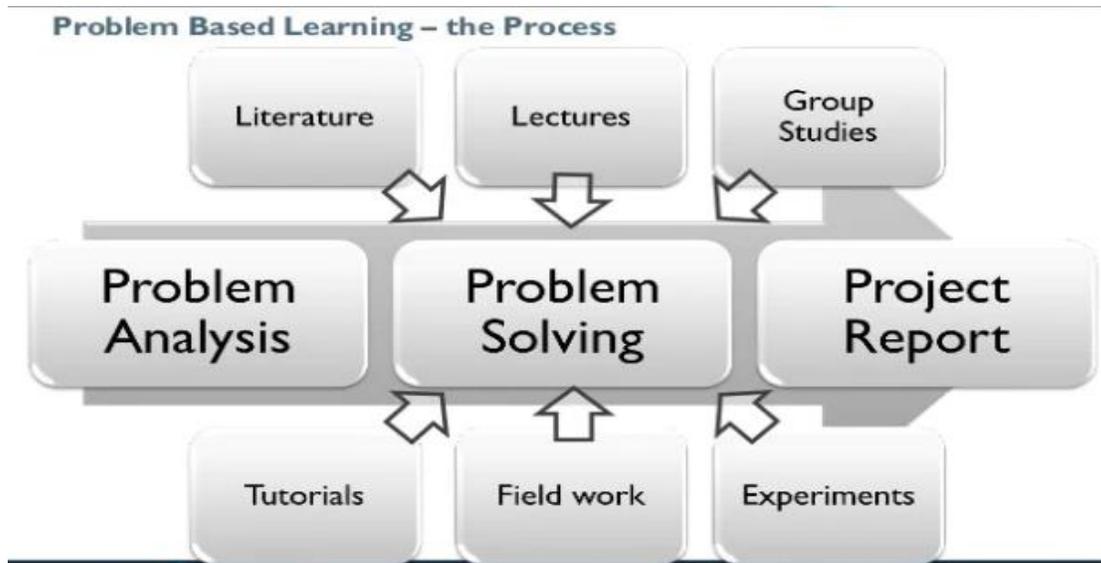
The learning process is composed of difficult and challenging problems during problem-based learning (PBL). Students learn how to solve their problems when they work together in groups (Dolmans and Schmidt, 1996). In PBL, real-life examples and situations are used to promote and encourage analytical thinking processes in students so that they can learn easily. By using this strategy, we can be able to encourage the students to cooperate and work together in small groups. This PBL technique helps students in searching for the correct and appropriate answers to all problems, they faced, and their all problems are resolved through inquiry-based learning skills (Barron et al., 2008). This approach is very useful for students because its methodology is characterized as student-centered which is due to the interactive and cooperative association between the students and the information used is gathered through independent sources (Neville, 2009). As per the Dean of Harvard Medical School, Dr. Daniel

Tosteson, PBL is a very useful approach to teaching (Yiou and Goodenough, 2006). PBL is currently used across many countries in their educational systems (Mogre et al., 2014). The availability of teaching resources plays a vital part in the practice of PBL methodology and this requires limitations on class size (McLean et al., 2006; Nanda and Manjunatha, 2013).

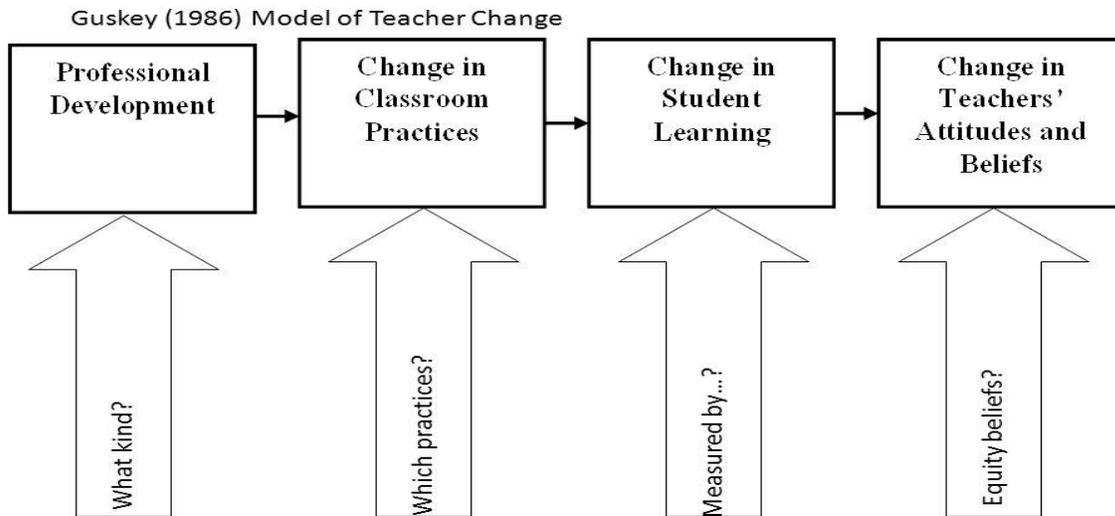
Different approaches have been searched out among which the inquiry approach is the fundamental that state that others do have different opinion and suggestions. Scardamalia (2002) proposes ‘That it is the approach which is based on the facet of learning and developing of students’ inquiry as this attention will generate ideas, concepts, new learning experience and reflection towards latest spectacles. While in pedagogy inquiry of approach derives from the application that it is a change accepted by the facilitator, from teachers change it will eventually break down to the change in students (Gormally, 2016; Lavy & Naama-Ghanayim, 2020). Further, Hamilton, (2018) framework of learning and teaching is very crucial in altering dogmas. Furthermore, the effectiveness of inquiry methodology is grounded on the instructor’s efficiency to adopt new pedagogies that will assess and influence the learning of students (Harlen & Qualter (2018).

Guskey’s Model of Teacher Change

Guskey’s model (2002) tells about the spectacles of teachers’ attitudes and behavior that changes do occur with time and certain factors that do make them motivated and make them fulfilled to adopt change. As described model below is based on schools structured and monitored by educational psychology that is acceptable at any level



Theoretical framework on PD and teacher change:



“Figure no 1: Guskey Model of teacher change
 Source: Guskey (1986) Model of Teacher Change”
 Figure 02: Problem Based Model (2015) Aalborg Universitet

Concerning Guskey's (2002) model of professional development which elaborates on the changes in classrooms, the way of delivering by the teachers, and how the students respond to it, so ultimately if the standard that is previously practiced changes it can bring the change in the attitudes, behavior, and learning of the students. The focus on developing professionally is dependent on certain aspects, which requires knowledge that meets the standards, continuous active learning will enhance the skills, and abilities of faculty members, encourage them, and develop positive changes while practicing in classrooms (Garet, Porter, Desimone, Birman & Yoon, 2001). While figure 02 is



showing that how important is to communicate and introduced problem-based solutions in teaching which will give it a boost in terms of student learning as well as enhance the teaching capabilities (Askehave, et al., 2015). Guskey's (2002) exemplary of bringing change in the teacher's facet explicates about the features that will eventually motivate faculty members because of which their behavior, and attitude change and which bring modification and variation in their teaching methodology. Firstly, it brings innovation in the behavior and attitude of the teachers. Secondly, a system of feedback is developed for the students that how they are accepting that change and continuously enhancing their learning. Thirdly, professional development is essential. This can bring change in a longer span and become a vital feature of this process. Hamilton (2018) emphasized how teachers' beliefs and values are influenced because of which when they demonstrate them they faced hurdles as a result, they are not accepting or not generating strength for the current system to prosper in the future. In a husk, this paper represents the shift taken place in the context of pedagogy and how it affects or changes the role and belief of faculty to accept and discard such roles. Nevertheless, the main consent is the "Constructivism of Inquiry approach" besides showing the aspect of favorable and unfavorable opinions that create a change in pedagogies for the faculty members in business schools

Worldwide shifts

More diversifiable, the attention is given to sustainability that requires reorientation and modifications in the education system having features like guidelines, pedagogies, prospectus, etc. Well in the higher education system, an alteration has occurred in pedagogies and teachings that is very much essential over time, foremost for developed and developing countries the query arises what is sustainability is "Sustainability is fretful with complexities, high level of concerns, insecurity, and some sort of confusion that might take place what is happened, what is going to be done for the future to make it safer and better to reply towards the facets of sustainability" (Lotz-sisitka, Wals, Kronlid&McGarry, 2015). The system which has prospered in education is vital for implementation and focus on various strategies as it controls the overall system of education in a specific country, While HEC also takes certain initiatives to develop QEC department in educational institutions to monitor all the necessary features and meet the criteria of international level quality education and how it maintained successfully. (HEC, 2021), it also emphasizes that pedagogies are very crucial for the education system because institutions do comprise aspects such as teaching, staffing, research, academic learning, development scholarship, etc.

Methodologies

This research is qualitative, which includes the data in the form of text and oral devices to observe & analyze so that results can be obtained primarily using the triangular method.

Cases Selection

This study used objective and snowball sampling techniques to choose the cases (Hamilton, 2018). Respondents to the study are from various higher education institutions in Karachi related to business discipline. Determining cases in quality research is based on the context and scientific model used in the research. In-depth quality research does not require a large sample size.

In a study by Boddy, (2016) As far as the medical sciences and management sciences research is concerned, one case can also be considered for meaningfulness and effectiveness. Participants' profiles were similar to those of both men and women with master's degrees (between the ages of 27 and 45) and had at least 2 years of experience in the field of teaching but in the field of management sciences. The number was different.



Data Collection and Instruments

The research followed the process of research onion given by Saunders (2014) for the data collection techniques and other aspects of the research process. The multiple method is the choice of research as it is required in most qualitative research for validity purposes. On the contrary, the cross-sectional time horizon has been implanted for the study as multiple individuals have been tested at a single point in time. As the data can be changed in different dimensions with time that will lead to the failure of the current need of the study, applying interpretivism as the philosophical stance to understand the data in depth and with the exact meanings in viewing the world from the subjective point of view. These methods and processes are also proposed by (Bashir, Syed, & Qureshi, 2017).

The analytical triangulation concept has been used for the collection of the data; three different sources were used to authenticate the data and the accuracy and consistency of the responses which can lead to the saturation point, and are important tools to resolve the problem of reliability and validity (Hamilton, 2018). Gain meaningful insights and reach a point of saturation where no new information is available in the results after conducting additional interviews. Not found, Focus Group, Cases, etc. (Guest et al. 2006). Initially, open-ended questionnaires were used which contained seven to eight relevant questions regarding the broad mindset of the faculty members. This approach was followed by the semi-structured focus groups, and in the focus group discussion, the responses provided by the faculty members in the initial questionnaire confirmed the answers. Furthermore, the preferred methodologies were also discussed which also confirms the previous answers. The methods used in this were also proposed and used by (Huberman & Miles, 1994; Flyvbjerg, 2006), the duplication method (Neuman & Kreuger, 2003). and content analysis (Given, 2008) that records data in specific categories while the method of similarities and differences (also called convergence and diversion method) answers Individual participants (Amin, Qureshi & Chandio, 2017).

In this study researcher categorize the participant based on attitude and experience similarities, this helped in getting the proper direction and respondents to be profiled on two prominent profiler aspects, and that is attitude and experience. Mention below table exhibits respondents' profiles, faculty members' names, and University names are deliberately not disclosed due to confidentiality issues. Furthermore, the respondents are divided into three categories (Traditionalist, Pragmatic, and Overwhelmed) according to the similarity of the attitude and beliefs suggested by (Hamilton, 2018)

**Table 1: Profile of Respondents**

Categories	Faculty	University	Gender	Age	Experience
<u>The traditionalists</u>	1	A	Male	40 and above	16 -25 years
	2	C	Male	40 and above	15-20
	3	C	Male	38 to 42	15-20
	4	B	Female	38 to 42	15-20
<u>The Pragmatists</u>	5	A	Male	35 to 40	5-10 years
	6	B	Male	35 to 40	10-12
	7	C	Male	35 to 40	10-12
	8	C	Male	38 to 42	10-15
	9	C	Female	38 to 42	10-15
	10	E	Female	35 to 40	10-12
<u>The overwelmed</u>	11	C	Male	25 to 30	2-3 years
	12	B	Male	25 to 30	2-3
	13	D	Male	27 to 32	2-4
	14	C	Female	25 to 30	2-3
	15	B	Female	27 to 32	2-4

Results and Discussion

The outcome of this research study provides new dimensions specifically in the Education sector in Pakistan which provide and revamp the teaching methodology, recommends how to incorporate positive changes in the system, discuss the barriers, and how to improve the overall educational system at the higher education level. The study gives us details about the preferred teaching medium by the faculty members and how we can improve the teaching methodologies and include new changes so that it brings positive modification at the higher educational level. The study is conducted smoothly and the respondents actively participated and shared their own experiences, which help in the conduction of this research study positively.

The interviews were conducted by the focus group, which started initially with the main topic introduction, then some general questions were asked and after that, the structured and non-structured questions relating to the main research topics were asked like According to you: What are those factors which can bring change in the teaching methodologies and practices? In your opinion what would be the preferred teaching styles in Bachelors and Masters Level of Business education and why? Do your emphasis in your lectures regarding transfer of knowledge, teaching style and methodologies, student facilitation and student learning would be the main focus for better results? What are the changes in the education system which you witnessed duration your career? According to you what are those barriers and contexts, which constrain you from following certain kinds of teaching methods and strategies? What is your motivational level in the professional development program etc.?

The questions were composed by considering all the aspects of the topic so that it will help us to gain complete information from the respondents and they would share their opinion and experiences in a



free manner, which would give us complete insight of the topic. The interviewer used complete knowledge while conducting the interviews of the focus group, which would help them to explore new and hidden dimensions of the topic. Each interview and all the answers of the respondents were recorded carefully. The main three categories of this research study are discussed in the next section. The first type is the Tradionist.

“The Traditionalist”

The results drawn from the first class of the participants of the focus group reflect that due to many years of their experience and facing tough situations, they seem traditional and they used the same old approaches and techniques which they learned because they were comfortable in their comfort zone. They used markers and whiteboards during their lectures. The senior faculty members have complete command and grip in their field of specialization. Because of their experience and knowledge, they frequently ask verbal questions for the engagement of students in their classes. The main concerns about which these faculty members were curious about were:

“In addition to focusing on lectures to better impart knowledge, one problem that hinders the transfer of another approach is teaching punctuality and curriculum completion as we usually do in the semester. It takes about four months to complete the course and this pressure leads us to follow the old pattern and not change the strategy at this stage. But adoption of the online teaching makes it nearly impossible to transfer the quality of teaching. It takes time to adapt to the new change especially when you have spent many years teaching in the same way, is a good move by professional development management to create new ideas in teaching and learning”

The faculty members belonging to this category are very much satisfied with the teaching methodologies currently used by them in their profession, as recommended by Jeffer (2006) following a particular teaching method or approach over a long period does not reflect the reassessment of teaching patterns used by them. As suggested by Guskey (2002) the vocational training model helps faculty members to equip themselves with the knowledge regarding changes in educational attitudes but it does not focus on the professional development programs, which may be because of experience or the approach used by the faculty members. This approach portrays that there are many barriers present to change the mindset and there are hurdles present to overcome this approach. Hamilton (2018) emphasizes that teachers used their class results as a tool to view and monitor the success of their teaching abilities and their teaching patterns in the class.

As far as other faculty members at the higher educational level were concerned, they had a very clear and simple approach that we should change the teaching methods and strategies according to the courses and the requirements of the topics covered in the courses. In a nutshell, the opinion was:

“Adopting new methods at this age, incorporating new ideas into teaching is hardly possible, it is only possible for young people and new faculty members who have a lot of energy and passion due to lack of time and student questions and more importantly teaching going online. Be each session they have barely time to teach and something new or a new tactic is used in the classroom, and in online it is impossible to find new



ways, in fact at this stage the resistance of some students is also important because they want the same style. He was reluctant to come out of his comfort zone for fear of student resistance, saying that if he moved for change, students might not take the course as seriously as they do now."

The fright of higher education was somehow real, and because of this reason only anyone can decline the adaptation of traditional techniques to modern techniques. Faculty members who come under this category need to be motivated to adopt an inquiry-based approach.

When we asked the questions in the interviews regarding their interests as far as professional development is concerned, the answer we got is that they emphasize developing themselves to meet their professional commitments and prepare themselves for each step of their professional life and along with this, they must update themselves about the latest advancement, tutorials, video lectures, latest events and the happenings in their specialized subject areas. The professional development programs were arranged to provide training and knowledge but as compare to the young faculty members, they are not the fast learner and do not like to adapt to changes as quickly as possible because they are satisfied with their current practices and teaching methods as long as the students and the management is satisfied with their teaching style and performance. So, because of this, they are satisfied and faced no problems or obstacles in their career but they are not much interested in learning new things and adapt changes. And they formed this belief and this is reflected strongly in their teaching approaches (Mansour, 2009). So now we focus on the second type which is pragmatic.

“The Pragmatism”

The faculties members who belong to this category are those who are in the middle of their careers and they always welcome and introduce new changes and developments in the teaching approaches as they have the belief we can add different styles according to the needs of the course and they are never reluctant in discussing this topic. They believe that faculty must address the problems faced by the students in their subjects because all the students must be able to understand every discussed topic in the class and have to bring the student to the same level in the class. Faculties have to ask questions and solve the queries of the students likewise the student from the field of Management Sciences should understand the problems and would be able to solve these problems. They said that classroom facilities can be a cause for hindrance in the adaptation of new teaching methodologies; they are not supporting the modern trends to be implemented in the teaching profession. As suggested by Scott, Webber, Abraham, and Marini (2000), classroom facilities and structure play a vital role as far the faculty involvement is concerned during the lecture deliverance. They can be a source of motivation and also discourage the faculty from adopting innovation in the teaching methodology. The faculty sometimes uses interactive teaching methods to involve the students in the classroom. This is a positive thing about professional development. They have the belief that a strict teaching style would suit them and they could not quickly do changes in new methods. Anderson, Hean, O’Halloran, Pitt, and Hammick, (2014) stated that certain faculty members use teaching methods according to their personality type. We also found out this concern about personality type by our respondents.

During our research, we have found that some faculty members have huge academic and professional histories and backgrounds. They discussed with us that certain factors would help to change the teaching methods and styles like technological advancement, change in the style of international standard of teaching and education, social changes, and cultural changes that can have an impacted-



on teaching styles and modes of teaching. Guskey's (2002) model stated that professional development plays a very important role in sustainably changing the teaching style. In addition to this, the incorporation of modern techniques in professional development plays a vital role at the higher educational level in Pakistan and helps HEC Pakistan to upgrade the level of faculty by adapting research base culture, and case study approach for action research which opens new horizon, group-based activities for active learning, etc. and the respondents' responses are mentioned as below:

"To improve and develop employees, it is important to take some care while implementing change. It may not come so quickly from the faculty members, the impression of professional development, its importance, and professional knowledge. Consideration is given to conducting training programs. As forced by the pandemic no teacher knows how to teach online. It is also important for business management students to go for industry contacts, and start inter-university exchange programs, seminars, and workshops to learn about new changes in the field, teaching methods, etc., which already become a challenge in this pandemic. To accept and accept change based on He agreed that over time one should change just because he is not an old professional, the education industry in Pakistan is full so development and change are needed."

According to the respondents, the main root cause for not adapting to changes in the middle of their career is based on external and internal rewards and motivation levels. As recommended by Wallin (2003) in his research work faculty members who are motivated, ready for adapting to new changes, and who are enthusiastic about their work, their presence at higher educational institutions is very necessary and crucial. And the success of any institution lies in the development of Faculty members. The traditional teaching method is still way ahead of the pragmatic class. These faculty members have equipped themselves with new and advanced knowledge of their field along with this, they are progressive and applied new and innovative teaching methods but still lack confidence in their approaches that's the reason they still use the past teaching methods. Now discussions are frequently held for the category which we are discussing in this research.

"The Overwhelmed"

The members who lie in this category are the faculty members who are very young and have very less teaching experience as they have just taken initiative in this profession. The responses suggest that almost all the faculty members lying in this category have the same response regarding the phenomenon. Moreover, they all preferred the case study method as a mode of teaching accounting and financial-based courses. As they think that it is important to give a practical scenario, the latest approaches, and practical questions to make students clearer regarding the lectures and the questions of a particular course. Similarly, in the study of Hustler (2003) it is also noticed that most young teachers are very much eager to adopt new methodologies and teaching practices to teach the students. The methods are different from the traditional methods of board teaching and learning.

The faculty member reports, which lies in this category that they are under a lot of work pressure, as apart from teaching there are more operational tasks assigned to them (i.e. counseling, research supervision, mentoring, etc.). They are in the process of enhancing their teaching styles along with the extra responsibilities. As it is also noted by Gormally (2016) in the early stages of teaching it is



very usual to adjust and learn in each day the better and innovative methods of teaching along with the other responsibility.

As far as the theoretical courses like Human resource management, marketing, supply chain, etc. the faculty members teaching these courses is interested in the new methods of teaching in these courses like seminars, webinars, guest speaker, group activities, projects, etc. This belief is just because they want their students to get practical exposure as they represent many ideas as compared to the books. For this, the faculty members believe that:

“Technological advancement and globalization are the biggest factors that lead us to move beyond the traditional mindset, students are mature enough at this stage so they also want modern and practical knowledge to develop themselves though. Online teaching has shown that there could be numerous ways to teach students, innovatively. Some students also resist using new methods. But it depends on the faculty members how to deal with all these issues. Conditions worsen if management fails to support these new teaching methods and contextual factors lead to discouragement such as workload, lack of focus on personal and professional advancement, job autonomy lacks and insufficient financial rewards.”

Furthermore, the faculty believes that students centered approach is the best way to transfer knowledge to the students, as this is one of the best ways to get the student’s attention towards the course and interest can be created within the students related to the course. The faculty further added:

“They think that the brainstorming approach always works and produces a better way of thinking, inquiries about things and their impressions, and then connects them to the subject. Knowledge class will create more familiarity with the topic of discussion.”

Further explained by the faculty of finance and quantitative-related courses:

“For a point of view based on the inquiry, the subject should be explained first, then go to the inquiry, otherwise there will be confusion in the class and it will disturb the main subject. He added that new methods need to be adopted but not every new method is suitable in every classroom and should be filtered before discipline.”

The faculty members lie in this category seem very enthusiastic and ready to apply the new teaching methodologies in all aspects. On the other hand, as this is a new field to them, there is a problem of adjustment in extra responsibilities, which is creating work pressure for them and it is a matter of adjustment in this profession.



Main Themes of The Study

Category	Interviews Answer	Coding	Themes
The Pragmatism	<p><i>To improve and develop employees, it is important to take some care while implementing change. It may not come so quickly from the faculty members, the impression of professional development, its importance, and professional knowledge.</i></p> <p><i>Consideration is given to conducting training programs. As forced by the pandemic no teacher knows how to teach online. It is also important for business management students to go for industry contacts and start inter-university exchange programs, seminars, and workshops to learn about new changes in the field, teaching methods, etc., which already become a challenge in this pandemic. To accept and accept change based on He agreed that over time one should change just because he is not an old professional, the education industry in Pakistan is full so development and change are needed.</i></p>	Change Management	Innovation
		Industrial Linkages	
		Professional Knowledge	Training and Development
		Training Programs	

Category	Interviews Answer	Coding	Themes
The Traditionalist	<p><i>“In addition to focusing on lectures to better impart knowledge, one problem that hinders the transfer of another approach is teaching punctuality and curriculum completion as we usually do in the semester. It takes about four months to complete the course and this pressure leads us to follow the old pattern and not change the strategy at this stage. But adoption of the online teaching makes it nearly impossible to transfer the quality of teaching. It takes time to adapt to the new change especially when you have spent many years teaching in the same way, is a good move by professional development management to create new ideas in teaching and learning”</i></p> <p><i>Adopting new methods at this age, and incorporating new ideas into teaching is hardly possible, it is only possible for young people and new faculty members who have a lot of energy and passion due to lack of time and student questions and more importantly, teaching going online. Be each session they have barely time to teach and something new or a new tactic is used in the classroom, and in online it is impossible to find new ways, in fact at this stage the resistance of some students is also important because they want the same style. He was reluctant to come out of his comfort zone for fear of student resistance, saying that if he moved for change, students might not take the course as seriously as they do now.”</i></p>	Policy Matter	Governance Problem
		The Pressure of Course Completion	
		Transfer of Knowledge	Quality of Education
		Resistance to Change	Experience
		Age Factor	
		New Generation	Technology adaptation Problem
		Time Constrain	Professional Development
Student Resistance			



Category	Interviews Answer	Coding	Themes
The Overwhelmed	<p><i>Technological advancement and globalization are the biggest factors that lead us to move beyond the traditional mindset, students are mature enough at this stage so they also want modern and practical knowledge to develop themselves though. Online teaching has shown that there could be numerous ways to teach students, innovatively. Some students also resist using new methods. But it depends on the faculty members how to deal with all these issues. Conditions worsen if management fails to support these new teaching methods and contextual factors lead to discouragement such as workload, lack of focus on personal and professional advancement, job autonomy lacks, and insufficient financial rewards.</i></p>	Technological Advancement	Innovative Technology
		Practical Knowledge	
		Faculty efficiency	Industrial Linkages
		Contextual factors	Supervisor Support
		Salary	Innovative Perks
Facilities			

Conclusion & Recommendations

There are several factors highlighted in this study by the faculty members which enforce them to change their teaching methodologies. The factors are self-motivation, training provided by their institution, the burden of the course contents to be completed, peripheral burden, and competitiveness. The study was focused on different approaches teacher-led and student-led, and it is found that there are several internal and external pressure on the faculty members that create hurdles to focus on their teaching methodologies. Too many responsibilities latch them with too much pressure and no time to think about the teaching methodologies. But as results are suggesting that the number of experiences in the faculty members and the overall personality is the factor that is found important for the changes in teaching styles.

The dissertation suggests that teachers’ beliefs, as well as contexts, intertwined in addition be their numerous factors that shape teachers’ individual identities, knowledge, philosophies, and so on. Their consent can be extended with proper guidance and guidance. Giving faculty members autonomy, giving them plenty of time to transfer, and follow up, as well a decent approach. In addition, a portion of the focus-taking place changes in methods of teaching should be the context and course contexts. Moreover, the results of the research are useful and appropriate for the people involved in the strategy makers, academics, teaching staff, and social scientists.

There are certain recommendations after conducting this study according to the different departments working in the education sectors.

Direct reporting authorities of faculty members in educational heads and institutions play an important part in improvements, trust, and sovereignty given to the faculty members leading to enhanced productivity. These specialists ought to ponder all facets and worries of the teaching staff



to encourage the faculty members in the direction of implementing innovative methods as well as improve pedagogies, and to dialog on the way so that they are less hesitant to change. Feel free to ask for feedback and suggestions.

Furthermore, there is another department that works in the university Office of Research, innovation, and Commercialization (ORIC), which focuses on research-related aspects. The Oric department is responsible to arrange the training session for the faculty members, workshops, research conferences, and other beneficial programs for the faculty members. If this department provides many opportunities to the faculty members in terms of training them regarding research-based projects and connecting the faculty with the industries. These industrial linkages will help the faculty members to enhance their capabilities and might give them the path to innovative teaching methods.

Quality Enhancement Cell is another important department within the education sector responsible for guaranteeing excellence in making and following the standards at all levels within the degree awarding institutes. QEC ensures that quality will be maintained at all levels of teaching and provide the necessary guidelines to meet the standard. This department will be very helpful in creating innovations in teaching methodologies. They can talk with faculty and provide the necessary guidelines and the confidence required in changing the traditional methods of teaching.

Limitations and Future Directions

The exclusivity is deprived with the consent of bringing a new idea to the dynamics of academia in business school, as the verdicts will be just not constructive for higher education to prosper with the best methodology technique, but also from the perspective of faculty that are teaching how they resemble with such shifts and keep a provisioning approach to change will be noteworthy in this concern. There are nearly precincts of the investigation which restrained the research boundaries to get the worthwhile results in a specific area so it will assess Practitioners in their respective research to explore more diversification and create a sort of ease to their work with given limitation and research could avail better insights by exploring more dynamics to expand in this existing phenomena and will eventually add more significant factors and value that will eventually become more relevant for this sector. Similarly, in the context of Pakistan, we do dispossess in terms of quality research work, and we refrained to adopt changes so ultimately this research will respond particularly to the education sector that will grow better in future endeavors results. Initially, due to time constraints, this research study is limited to faculty members and students of Karachi while respondents are associated with one business institute and the sample is also of few members due to qualitative research since the persistence of the study is to collect detailed understanding with the changes that occur due to pedagogies at higher educational level with observations, semi-structured interviews as well as focus groups that have covered requirement of data capacity, it is also limited to discover the environmental factors and assertiveness of teaching staff through reverence towards key theme then finally the research findings more on approachability plus suitability of the investigator to certify, smoothness of the process followed in the research according to the necessities. The additional feature is the conventions of the research study, in certain circumstances the finding of this study is not valid: transformation in educational policy internationally or change of strong structure if it will occur, change in the pattern of local policies related to education, unbending or old methods and mentality of faculty members, disciplines and other institutes, etc.



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