



Academic Teaching Skills: Determining the methods of teaching to undergraduate students

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Abstract — *This work aims to investigate different teaching ethics methodologies for university graduate students in order to recognize and prevent fraud in all sectors of industry because they will get involved in the industry following their study at the University. There are various arguments against the concept that university graduate students are included in the paper. In practically everyone industry, there are many fraud occurrences because of educated professionals that have no sense of ethical standards that are associated with their career except for illiterate fraudsters. Each industry has established its ethical rules that will give guidance to professionals who execute them in everyday life. A study at a private university was conducted. A quantitative way for analyzing this paper. In order to analyze this study, a questionnaire was carried out. In the private university of Erbil, 170 questionnaires were distributed, 158 were received, however of the 158 questionnaires, only 146 were valid and completed properly. According to several regression analyzes, traditional lectures had the highest value. A classic lecture is one of the ways that can achieve educational objectives.*

Keywords— *Business ethics, teaching strategies, Private Universities, Kurdistan.*

I. INTRODUCTION

The Teaching Ethics course to university graduates requires certain tactics to make them aware, apart from technical capabilities (Ali, 2014), of the necessity to be ethical. The task of communicating ethical ideals in the minds of students through curricula from various fields (Ali et al. 2021) lies with subject matter experts as well as faculty members who teach this specific course (Anwar & Abd Zebari, 2015). Teaching options for graduate students' ethics are standard lectures (Top & Ali, 2021), role-playing, case study and help from professionals with professional ethics difficulties (Sorguli et al. 2021). The research also identifies the teaching ethical process (Saleh et al. 2021). According to (Sabir et al. 2021), the use of ethicalists has knowledge and finite resources complications can be helpful (Jamal et al. 2021). It is recommended that a professor in the discipline involved may be trained and prepared for the duty of teaching ethics (Ismael et al. 2021).

Accounting faculty member in business training is competent for teaching Blanthorne (Hamza et al. 2021). As members in an ethical organization (Hameed & Anwar, 2018), organizations are not obliged to participate which effect individual ethical behavior within the organization (Faraj et al. 2021). The American Institute of Public Accountants Certified (AICPA) has provided Certified Professional Accountants (CPA) and its members with rules on ethics (Demir et al. 2020). While drawing up the ethical guidelines of organizations that oversee the business (Aziz et al. 2021), it was considered how decision makers and end users of the sector observe a particular profession (Anwar, K., & Louis, 2017). According to (Anwar, 2017), it would be conceivable to include ethics courses in the curriculum for university graduates in two ways (Anwar, 2016). One option is to teach separate courses, which are individually personalized (Anwar & Surarchith, 2015). The second option is to teach ethics across the curriculum, which

requires a professor who teaches this particular course to know about it (Anwar & Shukur, 2015). According to F (Anwar & Qadir, 2017), the Academy of Accounting has reduced its expertise and recommended finding strategies to teach ethics to teach them (Anwar & Ghafoor, 2017). The Sirotnik Teacher Education (1990) is a method in which moral character is bestowed rather than competence and expertise (Anwar & Climis, 2017), where both are vital (Anwar & Balcioglu, 2016). Ethics can be easily taught when a pupil is expected to perform rather than simply memorize him/her (Anwar & Abdullah, 2021). Many experiments and theories have been developed on teaching students and bringing actual value from students (Anwar & Abd Zebari, 2015).

II. LITERATURE REVIEW

The fields of education and methodology in education may be varied (Andavar et al. 2020), but they all share the fundamental common notion that the student understands the idea (Ali, 2014), uses it in real life and follows the ethical norms in the subject chosen (Ali et al. 2021). According to (Ali et al. 2021), teachers planned in advance give higher results than ordinary techniques (Ali & Anwar, 2021). Research by McGee and Bruce Howard emphasized that traditional approaches do not create a competitive environment and class as a whole (Akoi et al. 2021). The students' solitary demands may not be satisfied by a single technique of teaching since they have numerous queries with relation to teaching concepts and their attention will be divergent (Ahmed et al. 2021). The objective of any student evaluation approach is to make the student grasp the concept instead of testing their memory's capacity to retain the subject like (Abdullah et al. 2021). According to (Hameed & Anwar, 2018), learning tasks that affect different kinds of knowledge production and student participation in the course curriculum would be the key role in obtaining learning results in a technologically oriented setting (Faraj et al. 2021). According to (Demir et al. 2020), students, teachers, through education as a media, affect each other's lives, while others participate in this process (Aziz et al. 2021). A student has to have critical thinking and awareness of ethical concerns that are crucial for him/her during his/her studies and when he/she becomes a member of a professional organization (Anwar, K., & Louis, 2017). (Anwar, 2017) indicates that students are taught ethics-centered courses that will prepare them for tough alternatives and that they should have an interest in learning facts of dilemma (Anwar, 2016). The character of ethics in education is the behavior of persons to provide human beings with a benefit according to (Anwar & Surarchith, 2015). The membership of persons in a profession will

involve customers in making basic demands, and the demands of customers and interests are paramount than the requirement of the provider (Anwar & Shukur, 2015). (Anwar & Qadir, 2017), parents and relatives are responsible for a student's moral instruction early on, which will lead to the student's wonderful behavior towards parents and other persons (Anwar & Ghafoor, 2017). (Anwar & Climis, 2017) has concluded that codes can guide employee decision-making and shape their ethical conduct (Anwar & Balcioglu, 2016).

III. METHODOLOGY

Design of the study

To assess the current study, the researchers used a questionnaire. Divided into two main areas, the first part was demographic analysis, beginning with the age, gender and level of education of the respondents. The second questionnaire consisted of four sub-sections; the first sub-section dealt in case study as a dependent factor; the second with the traditional lecture teaching method as an independent variable; the third sub-section with the method of teaching the assignment; and the last sub-section with the course in business ethics as a dependent variable.

Sampling Size

The research sample was recruited using a random sampling approach. The aforementioned random selection took place in Erbil's private university. In the private university of Erbil a total of 170 questionnaires were distributed, 158 were received, but only 146 were valid and fully completed out of 158 questionnaires. The data have been obtained in hard copies.

Instrument for measuring (scales)

In order to explore the feature of business ethics learning, this study investigates the evaluation of the teaching method of case study, the traditional teaching technique, the technique of teaching and the course on business ethics study. Participants were asked to assess how strongly they agree on five ordered measures in each question. The scale of business ethics learning as a dependent variable was measured and evaluated on a 5-point scale, where potential responses vary strongly to the same scale, and the scales for the case study method, traditional teaching method, and assignment teaching method were measured on a five-point ordered scale, which provided possible answers. These tools were proven by previous scientists to be excellent for the study of instructional practices (Marmah, 2014) and (Ismail, 2014).

Research Model

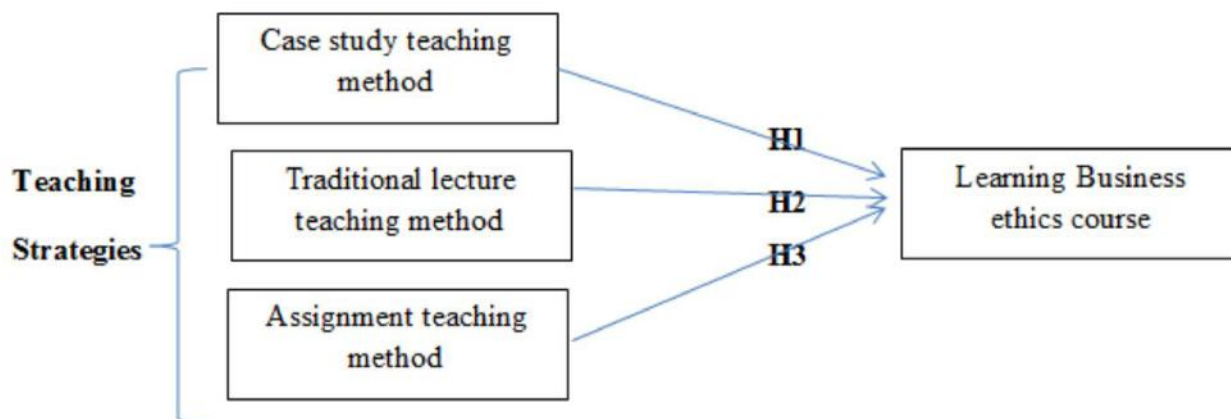


Fig.1: Research Model, created by the researchers

Research hypotheses

According to the above research model, the researchers set the following research hypothesis: H1: There is a positive association between case study teaching method and learning business ethics course.

H2: There is a positive association between traditional lecture teaching method and learning business ethics course.

H3: There is a positive association between assignment teaching method and learning business ethics course.

IV. DATA ANALYSIS AND RESULTS

The purpose of this study is to measure the relation between teaching strategies (case study teaching method, traditional lecture teaching method and assignment teaching method) with learning business ethics course in private university in Erbil. As it mentioned previously total of 146 participants were involved in completing the survey. These respondents

had different level of education some respondents were from first year, some from second year, third year and others from fourth year. The current study deals with learning business ethics and teaching strategies in education sectors, the teaching strategies criteria to examine were identified as case study teaching method, traditional lecture teaching method and assignment teaching method. The participants were asked to rate how important they perceived each item on five point ordered scales. The scales for engineer performance was measured and evaluated on a five point scale with potential answers ranging from strongly disagree to strong agree. The scales for training, performance evaluation, compensation, promotion and participation were measured as well on a five point ordered scale which however gave possible answers ranging from strongly disagree to strongly agree. The following tables show the statistical results of this study using SPSS program:

Demographic Analysis

Table 1 Demographic Analysis

Items	Frequency	Percent
Gender	Male	84 57.5
	Female	62 42.5
Age	20-21	13 8.9
	22-23	77 52.7
	24-25	49 33.6
	25+	7 4.8
Level of education	Second year	37 25.3
	Third year	76 52.1
	Fourth year	33 22.6

Table 2 Reliability Analysis

Factor	Cronbach's Alpha	Number of items
Case study method	.768	9
Traditional lecture method	.867	7
Assignment method	.608	7
Business ethics	.913	9

As seen in the table (2), the reliability analysis for case study method, traditional lecture method and assignment method as independent factors, on the other hand, business ethics course for business department students as dependent factor. According to the reliability statistics test, the researchers found out Cronbach's Alpha for case study teaching method =.768 for which is greater than .7 this means that items of case study teaching method factor was reliable for this study, Cronbach's Alpha for traditional

lecture teaching method =.867 for which is greater than .7 this means that items of traditional lecture teaching method was reliable for this study, Cronbach's Alpha for assignment teaching method =.608 which is greater than .7 this means that items of assignment teaching method was reliable for this study and Cronbach's Alpha for business ethics course=.913 7 this means that items for the business ethics course was reliable for this study.

Table 3 Correlation Analysis

		Correlations		
		Case study method	Traditional lecture method	Assignment method
Business ethics	Pearson Correlation	.156**	.519**	.153**
	Sig. (2-tailed)	.059	.000	.066
	N	146	146	146

****.** Correlation is significant at the 0.01 level (2-tailed).

As seen in table (3), R=.156** for case study teaching method factor, this means that case study teaching method has weak correlated with business ethics course, R=.519** for traditional lecture teaching method factor, this means that traditional lecture teaching method has significantly correlated with business ethics course and R=.153** for

assignment teaching method factor, this means that assignment teaching method has weak correlated with business ethics course. According to the above table, the researchers concluded the strongest correlation and the highest value among all factors was traditional lecture teaching method which =.519**.

Table 4 Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.524 ^a	.275	.260	.90001

a. Predictors: (Constant), assignment, traditional, case

Regression analysis is analyzing relationships among factors. $Y=f(x_1, x_2...X_C)$. Regression analysis is to estimate the how Y will influence and change X and predict. In this research case study teaching method, traditional

lecture teaching method and assignment teaching method are independent variables and business ethics course is dependent. The business ethics course' overall difference could be measured by its variance. The differences are

measured as the sum of the square between participant’s forecasted business ethics course values and the total mean divided by the number of participants. After division it will clarify variance by the total variance of business ethics course, the researchers found out the amount or the number

of total difference or variance that is accounted based on regression calculation. The number should vary between 0 -1 and is symbolized by R Square. Table (4) shows the value of R square = .275 this indicates that 27.5% of total variance has been explained.

Table 5 ANOVA

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	43.592	3	14.531	17.939	.000 ^b
	Residual	115.022	142	.810		
	Total	158.614	145			

a. Dependent Variable: ethics
b. Predictors: (Constant), assignment, tradition, case

As seen in the above table (5), F value for case study teaching method, traditional lecture teaching method and assignment teaching method as independent variable =17.939, since (17.939>1) this indicates there is a

significant relation between all independent variables (case study teaching method, traditional lecture teaching method and assignment teaching method) and dependent variable which is business ethics course.

Table 6 Coefficients

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.251	.431		2.905	.004
	Case Study	-.022	.098	-.020	-.224	.823
	Traditional Lecture	.650	.094	.511	6.912	.000
	Assignment	.099	.102	.083	.971	.333

a. Dependent Variable: ethics

As seen in the above table (6), the result of three hypothesis, case study has not predicted business ethics course (Beta is weight –0.20, p>.001) this indicates that case study teaching method will not have any association with learning business ethics course, accordingly the first research hypothesis was

rejected. According to traditional lecture teaching method has significantly predicted learning business ethics course (Beta is weight 0.511,p.001) this indicates that assignment teaching method will have a weak positive association with

learning business ethics course, accordingly third research hypothesis was supported.

V. CONCLUSIONS

The study has proved the extensively held opinion that the traditional lecture method will pursue to be the principal method of teaching in education sectors. According to multiple regression analysis, the researchers found out that the highest value and the most dominant teaching method was traditional lecture method. The findings of this study proved the strongest relation between traditional lecture teaching methods with learning business ethics course. Also, based on multiple regression analysis, the researchers were able to test the research hypothesis; the first research hypothesis; case study teaching method has a positive association with learning business ethics course, the finding of this study revealed that case study teaching method has not predicted business ethics course (Beta is weight -0.20 , $p > .001$) this indicates that case study teaching method will not have any association with learning business ethics course, accordingly the first research hypothesis was rejected. The second research hypothesis; traditional lecture teaching method has positive association with learning business ethics course, the finding of this study revealed that traditional lecture teaching method has significantly predicted learning business ethics course (Beta is weight 0.511 , $p < .001$) this indicates that assignment teaching method will have a weak positive association with learning business ethics course, accordingly third research hypothesis was supported.

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