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the study revealed that most of the students' verbal participation was Average in class whereas some students' verbal participation was high in class. The research concluded that knowledge regarding subject, self- interest, willingness to study and teachers' way of teaching were the most promoting factors, on the other hand, lack of interest, less knowledge about the subject and hesitation to take initiative were the most inhibiting factors for the students' verbal participation in their classrooms. The result also showed that oral participation were negatively influenced by foreign language and positively influenced by their educational level.

Keywords:

MBA Students ,stratified random sampling technique , percentage methods.

Abstract:-

-The present study was conducted on "Factors Affecting the Oral Participation of Banasthali MBA Students". The objectives of the study were to analyze the different factors affecting the students' verbal participation in the classroom and also to find out the level of students' verbal participation. The sample of the study consisted of 100 MBA students, who were selected through stratified random sampling technique. The questionnaire for the study was developed by the investigators, which included both open and close ended questions. The data were analyzed by frequency distribution and percentage methods. The findings of



FACTORS AFFECTING ORAL PARTICIPATION OF MBA STUDENTS

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INTRODUCTION

Oral communication describes any type of inter-action that makes use of spoken words, and it is a vital, integral part of the modern business world. "The ability to communicate effectively through speaking as well as in writing is highly valued, and demanded, in business," Herta A. Murphy and Herbert W. Hildebrandt wrote in their book *Effective Business Communications*. "Knowing the content of the functional areas of business is important, but to give life to those ideas—in meetings or in solo presentations—demands an effective oral presentation." The types of oral communication commonly used within an organization include staff meetings, personal discussions, presentations, telephone discourse, and informal conversation. Oral communication with those outside of the organization might take the form of face-to-face meetings, telephone calls, speeches, teleconferences, or videoconferences.

In the classroom, participation is necessary for the progress of instruction participation is not confined only to physical presence but it means their mental presence in class, their instruction should take interest in the class, work attentively and listen to the teacher and give a good response.

Students can participate properly if they are free from all confusions and problems. Some students do not participate properly; they present in the class but do not listen to the teacher attentively and feel bored.

The principal advantage of oral communication is that it makes possible speedy interchange with immediate feedback. People can ask questions and clarify points. In a face-to-face interaction, the effect can be noted. However, oral communication also has disadvantage. It does not always save time, as any manager knows who has attendant meetings in which no results or agreements were achieved. There are different methods and channels for communication—some are oral, some are written, and some use information technology. They range from face-to-face communication, group meetings, and the various kinds of communication such as the use of wired and wireless telephone.

One of the changes we have seen in academic in the last 30 years or class are the shift from lecture based classes to courses that encourage a student-centered approach.

Classroom participation can be divided into two types; verbal participation and non-verbal participation. Verbal participation usually means students speaking in class, answering and asking questions, making comments, and taking part in discussions (Lee, 2005). Students who do not participate in the ways mentioned above are often considered to be passive and are generally penalized when participation is graded. Non-verbal participation, on the other hand, is related to behavioral responses while in class. This includes among others head nodding, hand raising, body gestures, and eye contact. However, as the title of this study suggests, this research is focusing on the students' verbal participation rather than their behavioral responses. As this study is an attempt to better understand the issues of management students' oral participation in their classroom and factors that can affect their participation level, this chapter will discuss some aspects of classroom interactions. This will include why classroom participation is needed, how the students participate, factors influencing students' oral participation, and also strategies used by students when they participate in classroom discussions.

ORAL PRESENTATIONS IN MANAGEMENT CLASSROOM

The public presentation is generally recognized as the most important of the various genres of oral business communication. As is true of all kinds of communication, the first step in preparing a public speech or remarks is to determine the essential purpose/goal of the communication. As Hildebrandt and Murphy note, business presentations tend to have one of three general purposes: to persuade, to inform or instruct, or to entertain. Out of the purpose will come the main ideas to be included in the presentation? These ideas should be researched thoroughly and adapted to the needs of the audience. The ideas should then be organized to include an introduction, a main body or text, and a summary or conclusion. Or, as the old adage about giving speeches goes, "Tell them what you're going to tell them, tell them, and tell them what you told them." The introduction should grab the listener's interest and establish the theme of the remainder of the presentation. The main body should concentrate on points of emphasis. The conclusion should restate the key points and summarize the overarching message that is being conveyed.

The Need for Oral Classroom Participation

The linkage between classroom participation and students' academic achievement is undeniable. Research has shown that participation in classroom activities is important in order for effective learning to take place (Gomez, Arai & Lowe, 1995; Tsou, 2005). A study by Fawzia Al-Seyabi find three major categories were disclosed those affect student's oral participation also finds that students who participate actively tend to have better academic achievement compared to students who do not participate. The three major categories are 1) student factors, 2) social factors, and 3) pedagogical/ educational factors. Student factors included students' perception, attitudes, language factors, learning style, background of students and personal affective factors. Examples of social factors were the gender of other students in class and nature of community feelings in a group.

How Do Students Participate?

Studies have shown that students participate differently in different settings. A study involving female students by Theberge (1994) shows that they participate less in whole-class discussions compared to in group discussions. In another study comparing students' participation in cooperative learning setting and whole class mode, Barry, King, & Burke (2000) find that "There was a significantly higher level of student question asking in the cooperative learning setting. Student question asking in the whole class mode was minimal, whereas the percentage of student cognitive question asking as a percentage of all talk in the cooperative learning mode was a very high 12%." It is also found that the involvements of students in classroom interactions tend to be relatively unbalanced. Sometimes, one or two participants will dominate the discussion and a few will not take part at all.

In a study comparing students' participation in whole-class discussions and in electronic discussions, Kern (1995; cited in Ortega, 1997), finds that in whole-class discussions, four students do not participate at all while five students tend to dominate the discussions. In electronic 14 discussions, however, Kern finds that all the students involved in the study participate. One of the variables affecting students' participation is gender. Howe (1997) claims that male students contribute more in classroom interactions compared to female students. Due to their misbehavior in the classroom, male students tend to attract the teachers' attention and thus, receive more feedback on their contributions. In other words, teachers' extra attention towards the male students is one of the strategies employed by the teachers to control the class. As a result, the study has shown that a greater percentage of the teachers' feedback is negative compared with female students'. Although Howe's study reveals that contributions in classroom interactions do not bear directly upon academic performance, it may exert an influence on learning strategy, public confidence, and ultimately gender divisions.

Dart and Clarke (1988) as cited in Howe (1997), also note that male students' contributions dominate regardless of whether the discussion concerns school subject content, classroom management or students behavior.

FACTORS INFLUENCING CLASSROOM PARTICIPATION

Liu's (2001) fourth category, socio-cultural, refers to the participants' beliefs, values, and moral judgments that are heavily influenced by their cultural backgrounds and educational experiences in their home countries. For example, Japanese cultural values of self-restraint and respect for elders and seniority restrain Japanese students from speaking freely (Shimuzu, 2006). A similar observation is also reported for Korean students (Lim, 2003). According to Lim, Korean students are used to viewing teachers as authority figures in class. Therefore, it is expected that a teacher leads the class and speaks most while students listen and take notes. Korean students also believe that a teacher is a person who knows everything. As such, they tend to value quietness, be less opinioned, and believe that they learn from elders and wiser persons who are usually represented by a teacher in class. These cultural characteristics are however in sharp contrast to those of native speakers culture (i.e. American), which value aggressiveness, verbal eloquence, and human equality. In fact, for many Asian students, it is considered as rude for a student to talk too much in the classroom (Warschauer, 1996).

Finally, factors within the linguistic category refer to the students' linguistic abilities and communicative competence. Many students for example are reluctant to participate in class discussions because of their poor command of the language. On the contrary, students who have good speaking skills tend to participate in class discussions with ease. For each of these five major categories discussed, three sub-factors will determine whether a learner will participate in classroom discussions or not. These factors are whether they are facilitative, debilitating, or neutral factors. According to Liu (2001), facilitative factors are those that contribute to the construction of positive perceptions of classroom communication in terms of active oral classroom participation in their content courses. These factors often motivate students to take part in class discussions.

Liu (2001) notes that individual patterns are not always static. As such, a student may participate actively in one occasion but remain silent in another. Factors such as increased or decreased self-confidence, and positive and negative feedback determine the students' involvement in classroom discussions. In total integration, students participate actively in classroom discussions, knowing exactly when to speak up and what to say. Their classroom participation is usually spontaneous, appropriate, and natural. The second pattern, conditional participation, on the other hand, is constrained by a number of factors such as socio-cultural, cognitive, affective, linguistic or environmental. Because of these factors, usually their participation and interaction with other learners and the teacher are limited. Furthermore, these students are still figuring out when to speak and what to speak and are concerned with appropriate classroom behavior. On many occasions, they carefully reflect on their classroom participation after each attempt.

OBJECTIVE

☒ To find out the level of student's oral participation in classroom

☒ To analyze the different factors that can affect the student's oral participation in classroom

METHODOLOGY

Research Methodology is a way to systematically approach the research problem. Thus when we talk of research methodology we not only talk of research method but also consider the logic behind the method we use in context of our research study and explain why we are not using other so that research result are capable of being evaluated either by the research her/himself or by other. (Kothari, 1986)

Locale of the study: It is always good to determine the locale of the study because if the locale of the study is not determined the whole procedure becomes lengthy and affect the setting of the study. The study was conducted in Banasthali Vidyapith on management students.

Sample technique and method used: In this study investigator was used stratified random sampling technique to selection of the sample. This is the form of sampling in which the population is divided into a number of strata or sub-group and a sample is drawn from each stratum. "The method involving dividing the population in homogeneous strata and then selecting simple random samples from each of the stratum". (Ram Ahuja, 2001) First year and second year MBA students were taken for the study and researcher divided them in to the equal subgroups on the basis of their roll numbers.

Sample selection and distribution: In this present study a total no. of 100 students of management course were taken and they equally divided on the basis of first year students and second year students.

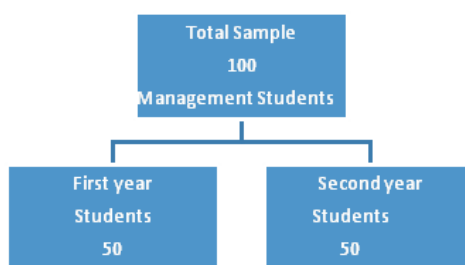


Fig.1: Flow chart showing sampling

Procedure of data collection: The investigator used survey method for the study, in which she made contact with the selected samples to get the relevant information. The questionnaires were given to the selected samples and for the better understanding of the questions; certain questions were elaborate to them.

Tools used for data collection: Self structured questionnaire was used for data collection. 1 to 15 questions were open ended and other questions were close ended in the questionnaire. Every close ended question has five options as; always, usually, sometime, hardly, never. Respondent have to tick any other option which they want to tick. 16 to 19 questions have only three options and respondents have to follow the same way of answering as in the other close ended questions.

DELIMITATION

The study was delimited to the MBA students to find out their participation level in their classroom.

The study was delimited to the Banasthali Vidyapith

Analysis and interpretation: The collected data were coded, classified according to the tool, to achieve the objectives for the present investigation. Respondent's scores were analyzed by using statistical technique. The statistical techniques used to analyzed data were:-

Frequency
Percentage
Pie Diagram
Bar Diagram

Frequency: Frequency count the number of times a particular value is repeated which is called the frequency of the group.

Percentage : It is the most convenient way of comparison .In the case we do not have to mention the number of positive out comes out of the total number of events and the comparison becomes straight.

$\% = F/N \times 100$
 Where,
 F = Frequency
 N = Number of items

Pie Diagram: Pie Diagrams are very popular used in practice to show breakdowns. The pie chart is so called because the entire graph looks like a pie, and the components reassemble slice cut from pie. When pie diagrams are constructed on a percentage basis, percentages are presented by circles in equal size.

Bar Graph: A simple bar graph is used to represent one variable. They can be either vertical or horizontal. An important limitation of such diagrams is that they can present only one classification or one category of data.

RESULT SAND DISCUSSION

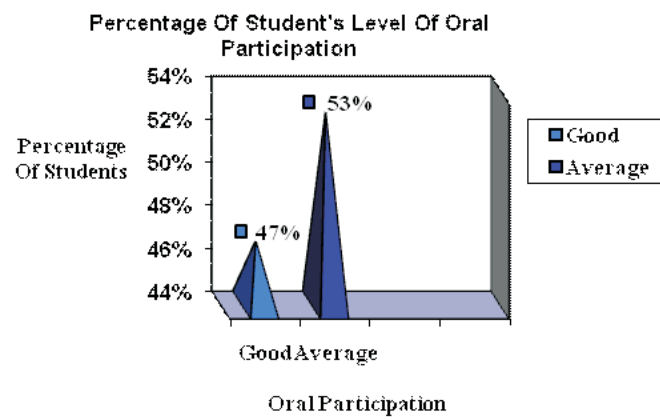


Fig1: Depicts percentage of student’s level of participation in class. It showed that 61% student’s oral participation was high in class whereas 39% student’s oral participation was average in their classroom.

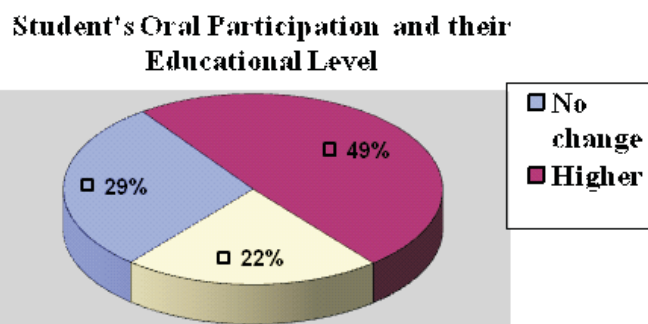


Fig 2: It was depicted that 49% students’ oral participation in class was increased as they reached a step higher in education, 29% students’ oral participation remained same in the progressive educational level and lastly 12% students’ oral participation in class decreased as they reached a step higher in educational level.

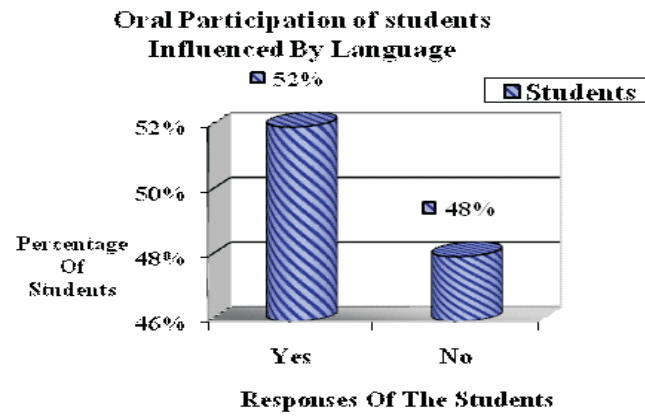


Fig 3: It showed that 52% students' oral participation in class was negatively influenced by any other language or foreign language whereas 48% student's oral participation was not had no such influence by language.

Factors promoting student's Oral Participation

S.NO.	Factor's increasing Oral Participation	Responses (%)
1	Knowledge regarding subject	40
2	Interest/willingness regarding subject	32
3	Teacher's behavior, attitude & way of teaching	36
4	Communication Skills	16
5	Confidence	23
6	Peer Influence	14
7	Motivation	15
8	Competition	7
9	Environment	9

Table 1: It showed that students gave priority to knowledge 40%, interest regarding subject 32%, teacher's behavior, attitude and his way of teaching 36%, and confidence 23% for increased their oral participation in their classroom respectively. The result indicate that students also gave preferences to other factors like motivation, peer influence, competition, environment and communication skills in enhancing oral participation in class.

Factors Inhabiting student's Oral Participation

S.NO.	Factors decreasing Oral Participation	Responses(%)
1	Lack of interest	29
2	Less knowledge	41
3	Teacher's Behavior, attitude & way of teaching	24
4	Fear of being joke, audience & being wrong	32
5	Stress	9
6	Hesitation to take initiative	19
7	Confidence	19
8	Environment	9

Table 2: It indicated that students suggested that less interest in subject 29%, knowledge 41%, teacher's behavior, attitude and his way of teaching 24%, fear of audience, being joke and wrong 32% for decreased their oral participation in their classroom respectively. The result showed that students also gave preferences to other factors like: stress, confidence, hesitation, in decreasing their oral participation in class

CONCLUSION

In the classroom, participation is necessary for the progress of instruction participation is not confined only to physical presence but it means their mental presence in class, their instruction should take interest in the class, work attentively and listen to the teacher and give a good response. Students can participate properly if they are free from all confusions and problems. Some students do not participate properly; they present in the class but do not listen to the teacher attentively and feel bored.

Students expected to learn in school, it is their primary job in society, and it is possibly the one thing that will prepare them to become productive members in their adult years. What they learn also determines the choices they will make when they enter the workforce or continue on to higher education. In order for students to learn there several factors that must be considered. Most of these factors are external; they deal with social or cultural values. Also it may be determined by the school's environment as well as the teachers and administrators that teach them.

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