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FINDINGS

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MANAGING HUMAN ENCOUNTERS AT CLASSROOMS - A STUDY WITH SPECIAL REFERENCE TO ENGINEERING PROGRAMME, CHENNAI

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ABSTRACT

One of the toughest challenges faced by engineering colleges today is how to drive success by effectively managing the moments where teachers interact with students. Faculty and Students are the very important stakeholders of engineering colleges. The students are considered as customers and the faculties are considered as employees of the organization. Therefore it is very important to manage the experiences of these two entities, as true value and profit comes from the teacher and student encounters in the classroom. This exploratory research paper is the summary of a survey conducted on 200 faculties and students of engineering colleges across Chennai. The research questions of the study are : (1) Is there any human error during the encounter between the faculties and students? (2) What would be the impact of human (faculty) errors on the satisfaction levels of the students? (3) What are the different human encounters which lead in affecting student's interest towards the classes (4) How does one analyse the impact of human encounters towards the overall performance of the college? Further the study focuses on reducing variability and improving performance during the encounters between faculties and students through exploring possible training methodologies to keep both engaged.

KEYWORDS

Encounters, Human error, Performance.

INTRODUCTION

Today's engineering colleges which are trying to create the *organization fit* candidates try to follow the rules of learning organizations. The basic components in the class are ability to learn techno knowledge, people's skills, emotional literacy and personal management. Developing an attitude also necessitates creation of an empowering environment in the classrooms. All this depends on the transactions which takes place on a regular basis. These transactions are called as **Human Encounters**. These encounters in classrooms are the transactions that happen between the students and the faculties. John Fleming and Jim Asplund (2007) stringly feels that one cannot measure and manage the employee and customer experiences as separate entities. They add that one must manage these human systems in tandem, one may need to reorganize. True value and profit comes from the employee-customer encounter in the service sector, and by measuring and managing this interaction properly.

IMPORTANCE OF THE STUDY

One of the toughest challenges faced by engineering colleges today is how to drive success by effectively managing the moments where teachers interact with students. Faculty and Students are the very important stakeholders of engineering colleges. The students are considered as customers and the faculties are considered as employees of the organization. Therefore it is very important to manage the experiences of these two entities, as true value and profit comes from the teacher and student encounters in the classroom.

OBJECTIVES OF THE STUDY

The objectives of the study are:

1. To study and the various types of encounters between faculties and students.
2. To identify the variables those are critical to human encounter errors at classrooms.
3. To analyse and investigate the influence human errors on the students satisfaction.
4. To investigate the influence human errors on the overall performance of the classes.
5. To suggest ways to reduce variability of errors and to improve the performance at classrooms.

RESEARCH METHODOLOGY

The study is both **Exploratory** and **Descriptive Research**. An attempt is made in this paper to identify the variables, which are critical and mostly are the causes for the problems associated with Human errors of faculties which lead to unengaged encounters with students. The study can be further regarded as descriptive as it would involve the evaluation of various alternatives in the direction of identifying various prospects.

DATA COLLECTION

Sources of Secondary data include the various research papers, books and other publications like journals, articles and newsletters in the field of transactional analysis and organizational behaviour.

- Journals of Education Department and HRM
- Research Articles on human errors, effective classroom maintenance and Student and Faculty relationships.

Primary data was collected using a structured questionnaire. This questionnaire was administered to the respondents and the responses were subjected to analysis.

SAMPLING METHODOLOGY

POPULATION

The population for the purpose of the study includes the entire faculty who are working in various management colleges and all those students who study in these Engineering colleges in Chennai

SAMPLING METHOD

The sampling method for the research is a combination of quota sampling and judgment sampling with the basis of quota being the colleges considered from various areas divided according to geographical areas.

SAMPLE SIZE

Sample size is 200 faculties and 200 students who teach and study at the selected engineering colleges in Chennai

VARIABLES TO MEASURE

Few variables have been identified and measured by both the responses by the students and the faculties. Faculties responses will be considered as their retrospective responses and the students' responses on the statements will be taken as the feedback on their faculties. Such few variables which will be measured by the questionnaire are as follows:

Supportive style: Faculties providing support when required by the students. They not only encourage their students to do things by themselves, but also let their students know that they are available if help is needed. They cheer their students on, and facilitate their continuous improvement. Teachers with this style motivate their students.

Rescuing style: Here the Teacher sees students as being incapable of solving problems on their own, and instead thinks they need to be "rescued". In return, the teachers often expect the students to comply unquestioningly with instructions. The general attitude is of superiority of the teacher. Teachers with this style encourage dependence and this does not help people to become independent or to take initiatives and act on their own.

Normative style: Teachers with this style are interested in developing appropriate standards or norms of behaviour for their students and consider that some are more important than others. They may also raise questions about the appropriateness of some aspects of conduct at work. The normative style encourages students to develop certain standards of work behavior.

Prescriptive style: Teachers with this style are critical of others' behavior, and develop rules and regulations, and impose them on others. Teachers with this style make quick judgments, and insist that their students should also follow their own standards. This style uses control and does not encourage independent thinking or action.

Problem-solving style: Here, a Teacher is concerned about solving problems by looking at them from various dimensions or angles since most often the problem is not merely confined to a specific task. The Teacher deals with and finds solutions to problems by involving students or other appropriate people.

Task-obsessive style: Teachers adopting this style are most concerned with tasks. Matters not directly related to the task are ignored. They are not concerned with feelings, and in fact, fail to recognize them, since they do not see them as being related to the task. They are insensitive to the emotional needs and personal problems of students.

Innovative style: Innovative Teachers are enthusiastic about new approaches, and carry others along with them. They stick to and nurture an idea so that it results in concrete action, and is integrated into the system.

RESULTS AND DISCUSSIONS

The scoring of the scales was done according to the respective manuals. The weighted average mean was used to analyze the obtained data. Basic statistics like regression and correlation analysis and skewness was used to find the correlation between the responses of the students and the faculties.

- The average deviation of the responses from students to a set of question range is 13.16 and the faculties is from 15.03, which shows that the responses of the students is more consistent and can be generalized for the total population, but where as it is not the same for the faculties.
- The composite response score of the 200 faculties and the corresponding response of 200 students for the questionnaire, where "X" is the score of the teachers and "Y" the composite score of the corresponding responses by the students. The correlations is -0.271 which means that the responses of the respondents does not correlate, and that there are a lot of transactional errors which takes place at the classroom level between the faculties and the students. The formulae used for calculation is

$$r = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{n\sum X^2 - (\sum X)^2} \sqrt{n\sum Y^2 - (\sum Y)^2}}$$

TABLE SHOWING CORRELATION BETWEEN FACULTIES AND STUDENTS

$\sum x(200)$	$\sum x^2$	$\sum xy$	$n\sum x^2$	$\sum x\sum y$
30.24	19.58	17.48	939.844	842.86
$\sum y(200)$	$\sum y^2$	$n\sum xy$	$n\sum y^2$	$n\sum xy - \sum x\sum y$
27.70	27.70	839.22	780.113	-3.63987
$(\sum x)^2$	$n\sum x^2 - (\sum x)^2$	$\sqrt{n\sum x^2 - (\sum x)^2} \sqrt{n\sum y^2 - (\sum y)^2}$		r
925.709	14.1355			
$(\sum y)^2$	$n\sum y^2 - (\sum y)^2$	13.39005		-0.271
767.429	12.6838			

Source: Primary data

- The average responses of the faculties for the statement "I give high priority to completion of a topic, even if I have to rush through it" is 2.12, which is found occasionally and the corresponding response of the students is 3.52 which ranges between occasionally and often, states that the faculties do rush to finish the topics which is not a suggestible practice.
- The average response of the faculties to the statement "Faculties show their resentment to those students whose behavior in class is not according to their instructions" is 3.47 which ranges between sometimes and often, And the corresponding response of the students is 2.53 occasionally and sometimes, which means that the students find the faculties express the resentment towards the students which is found to be one of the errors at the classroom interaction.
- The average responses for the statement "If I am not able to answer my students' questions, I try to divert them to some other issues", both the responses from the students and the faculties range from 4.6 and 4.7 respectively. This means that the faculties divert the students to some other topic, which shows lack of interest for thorough preparation for the class.
- The average responses for the statement "I avoid meeting my students if I cannot satisfy them in my session" from the faculties is 3.87 and the corresponding response from the students is 2.15 which states that the when students queries are not answered the faculties are not available to meet students.

SUGGESTIONS

From the study it is found that there is lot of difference in the what is been taught and what is been perceived by the students. Therefore it is suggested to all the faculties that they should ensure what is been communicated to the students in class, has not misunderstood. (Communication Error).

Faculties tend to postpone or delay sessions on the topics that they do not like. Such practices are found to be not acceptable by the college management and also student. Students are smart enough to understand the excuses to be given by the faculties.

Lack of initiation is taken by the faculties to set an example to students by their own behavior. Such error can be reduced in by practicing what they preach. As students tend follow their faculties and learn many habits and behaviours.

There are a variety of teaching strategies to appeal to a wide range of learning styles, and being informed about them might prove useful, but when actively courting your students' engaged attention in the classroom, it pays to start with the basics.

Many faculties argue with the students very rudely when they have to clear their point. Such behavior is not accepted by the students, as the students are more favorable to the supportive style of transactions of their teachers.

Some faculties do not express their negative feelings to the students (then and there) during sessions, but continue to be bothered by them. This is also one of the errors found during the classroom interactions.

Narcissists make better teachers because narcissism – means the tendency to be self absorbed, to be exploitive of others, and to have grandiose self – regard which means that sometimes been argued to a necessary condition for the effective teachers. This is because the engineering students understand that teachers effectiveness lies in their independence and confidence of their deliverables.

CONCLUSION

Educational institutes being one of the noblest sectors and the concept of faculties hopping is been increased. An attempt is made in the study to analyse the problems and prospects associated with the various factors leading to Human encounters at classrooms. Once the problems and prospects of the Human errors are understood properly then the Human errors management, variable reduction and performance optimisation can be achieved easily. This study is unique, significant and novel because it addresses one of the critical success factors of the people who serve and being served and still is not happy.

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