

How to Draw Students' Better Attention in the Class Room – A Study on Undergraduate Students Studying Apparel & Fashion Technology

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Abstract

Teaching is the noblest profession where a teacher educates or trains people how to acquire proper knowledge to develop their skill in some specified areas that can extend throughout their lives. This study is an attempt to investigate the responses on different methods of learning in the class room of undergraduate students studying Apparel & Fashion technology. Data were collected from the students' free will thinking reflecting in the survey and shown in abridged and agreeable manner. Here extensive variations in responses were found in case of proper absorption method of learning, barriers to receiving knowledge, strategies easily acceptable to the students, number of courses and class loads in each semester, effective time for each class and so on.

Keywords

Teaching, Students, Practical Work, Participation, Apparel, Deficiency etc

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1. Introduction

Education is the process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life or the act or process of imparting or acquiring particular knowledge or skills, as for a profession [1]. It is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. It may be imparted through storytelling, discussion, teaching, training, and directed research. Education frequently takes place under the guidance of educators where learners may also educate themselves [2]. Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. Education began in prehistory, as adults trained the young in the knowledge and skills deemed necessary in their society. In pre-literate societies, this was achieved orally and through

imitation. Story-telling passed knowledge, values, and skills from one generation to the next. As cultures began to extend their knowledge beyond skills that could be readily learned through imitation, formal education developed. Schools existed in Egypt at the time of the Middle Kingdom [3].

After completing pre-school, school & college level education students get ready to engage themselves in university level education. Previously they learned mostly the basic theoretical knowledge but university level education includes more practical based knowledge that aids them solving different practical problems in the job sector. Students cannot be provided with knowledge without the commitment and the action of students & the faculty members [4]. In this stage, many students may find the mode of education to be insipid due to not having the system touching their heart. As a result, they feel the class room study very boring. They just come to the class and pass their time just for getting the class percentage rather than

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acquiring knowledge. Furthermore, many think that they can learn everything needed for the job sector while they will enter the industry. But this thinking leads them to a dangerous situation in future life since the industry people think students have got adequate knowledge consistent to the sector and they can be converted to fitting to the job within a short time. At that very time students can understand how much mistake they have done and finally impose all the discredits to their teachers and the educational institution. Being aware to this fact, this research has been done to find out which factors can ensure students' active participation in the class room to ensure a both way communication between the teacher and the students which will result in a well competent human resource for the industry.

2. Objectives of the Study

In the final decade of the 20th century, the quality of classroom discourse has become a prominent focus in discussions of educational reform [5]. Educational institutions are now charged with creating not only individual human capital for a healthy economy, but also social capital for healthy communities. Presently, e-learning is also integrated in the mainstream of higher education that demands the proper understanding of what the students are learning [6]. At the same time, what counts as knowledge has shifted away from inert information passively received from books and teachers toward dynamic understanding that is collaboratively constructed in discussion among students [7]. The objectives of the study are as following:

1. Getting the feedback of students regarding the existing teaching method
2. Knowing the techniques that can make the students mindful in the class room
3. Having students' active participation in the class room since class participation has long been valued by the teachers interested in attracting students in the the main learning stream [8].
4. Propose some key areas which ensure easier absorption of learning by the students because they are like tender leaves having full of vigor and enthusiasm [9].

3. Methodology of the Research

3.1. Sampling Plan

At first, students studying apparel, knitwear & fashion design were selected to take the review from. The students of third & fourth years were selected because they have already

passed two or three years studying the related subjects. So they were capable to give the proper feedback against each question asked to them. Each student was given a questionnaire containing 10 relevant questions along with 4 options. At the same time, there was an option to give personal feedback if the four options were not up to their choice. Sample size was 500 people.

3.2. Data Analysis

When the survey was completed, all the answers were check thoroughly. The questionnaire with much anomaly & whimsical answering were discarded and were not included in the study. This was done to make the result more authentic. All the data have been shown in the form of table and graph to make it easily understandable to the readers. An aggregate table & graph have been shown to find out the most influential points.

3.3. Research Study

This study focuses on the best way of exploring students' inner minds so that a faculty can easily enter there to play with their minds to sow the seed of learning that is intended to offer to the undergraduates studying apparel & fashion design. This may also be applicable to some extent for those studying in other discipline.

4. Limitations of Data Collection

The study was done taking primary data from the undergraduate student studying apparel and fashion technology. So there is minimal possibility of fake or fabricated information. If the students having participated in the study provided any fake information willingly then there is a possibility of erroneous results. To reduce the possibility of this phenomenon, each and every question was well-clarified before a group of students participating in the survey, and then they were given adequate time to make their answers with much prudence. It would have been better if more data were collected.

5. Experimental Work

When data were being taken from the students many amazing and new experiences were observed. Some of them found some questions very interesting, some considered the total data collection process as a great idea to reflect their thinking in a research work, some were totally new to be a sample in a research work, some were enthusiastic to give the most appropriate answer taking a long time before answering, some were fearful whether any answer would affect them

with any aspects during their stay at the university. But they all were assured that it was just a research to find out an active, participative & well-thought ideas from them which

may later on becomes effective in the educational decisions to introduce some flexible and easy method of learning. Then they were assured and willing participated in the survey.

6. Result & Discussions

Table 1. The main problems in the way of receiving proper knowledge in the class room.

Options	Teacher's lack of preparations	Unnecessarily long syllabus designed for the course	No utilization of teaching aids (e.g.- multimedia)	No presentation of physical sample related to learning	Others
No. of Students	41	199	11	190	59
Percentage	8.2%	39.4%	2.2%	38.0%	11.8%

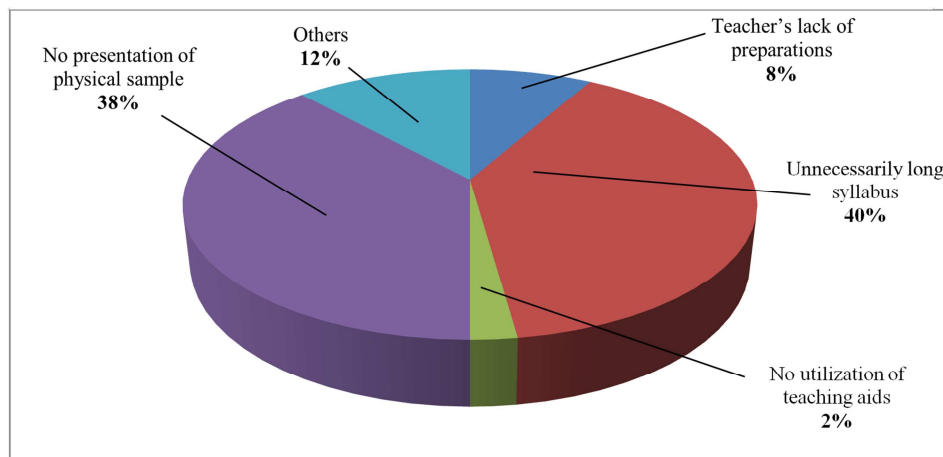


Figure 1. The main problems in the way of receiving proper knowledge in the class room.

Table 2. Reason of unnecessary talking during class time.

Options	Huge no. of students sitting close to each other	Uninteresting or hard to understand course materials	Teacher's failure at making the lecture interesting	This is a habitual behavior by the students	Others
No. of Students	22	139	113	195	31
Percentage	4.4%	27.8%	22.6%	39.0%	6.2%

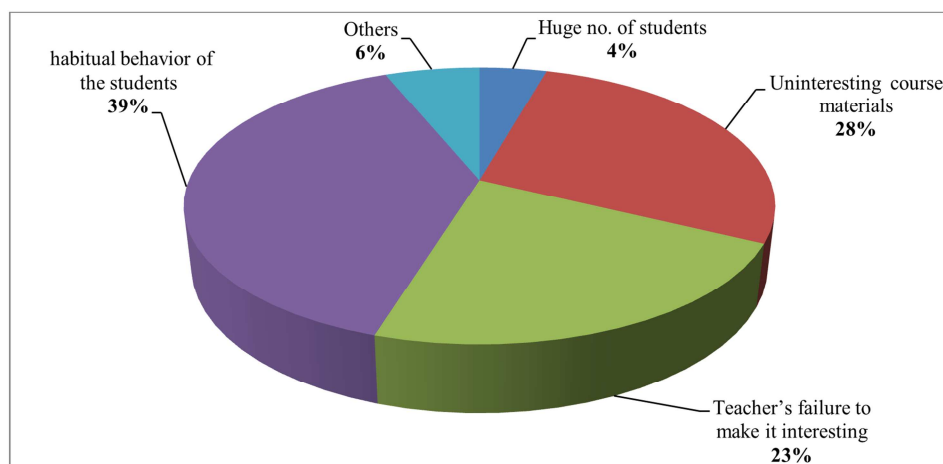


Figure 2. Reason of unnecessary talking during class time.

Table 3. Method of teaching which is easily perceptible to the students.

Options	Writing everything in details & give lectures	Writing only the key points & giving lectures	Using multimedia & giving lectures	Providing hand notes & giving lectures	Others
No. of Students	48	116	191	96	49
Percentage	9.6%	23.2%	38.2%	19.2%	9.8%

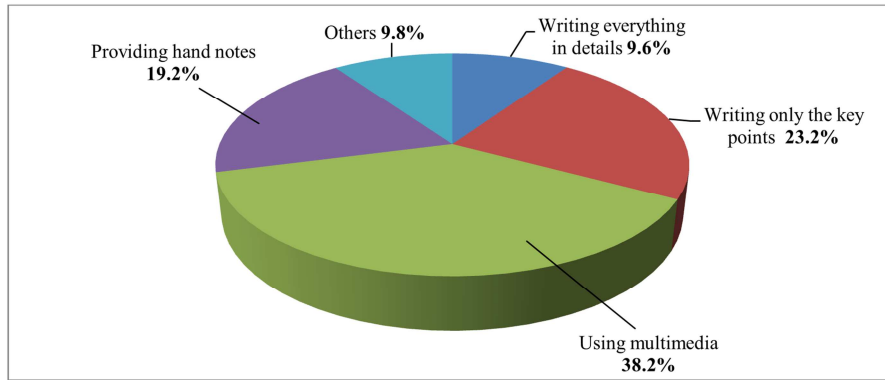


Figure 3. Method of teaching which is easily perceptible to the students.

Table 4. Strategy of the teacher that ensures more attention of the students.

Options Points	Easy question & rigid marking in the exam	Hard question & flexible marking in the exam	Easy question & flexible marking in the exam	Standard question & standard marking in the exam	Others
No. of Students	3	23	121	340	113
Percentage	0.6%	4.6%	24.2%	68%	2.6%

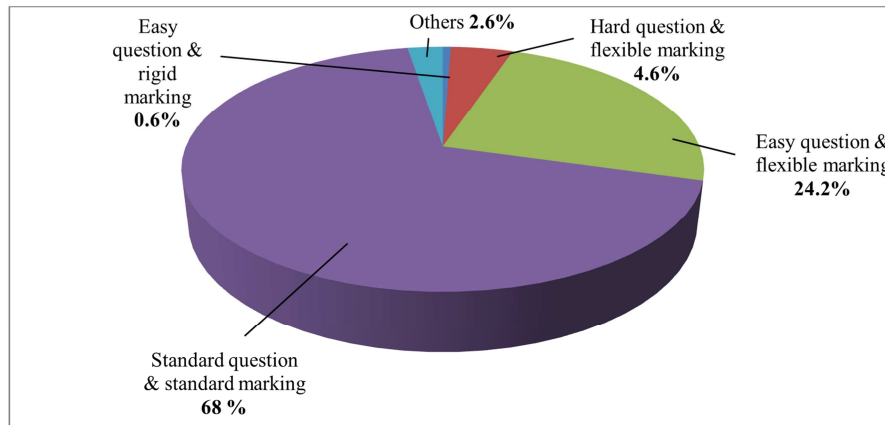


Figure 4. Strategy of the teacher that ensures more attention of the students.

Table 5. Type of course teachers students like the most.

Options Points	Teachers having a vast knowledge	Teachers having the capacity of making the lecture understandable	Teachers having a nice personality	Teachers generous in providing grades	Others
No. of Students	25	370	85	0	20
Percentage	5.0%	74.0%	17.0%	0.0%	4.0%

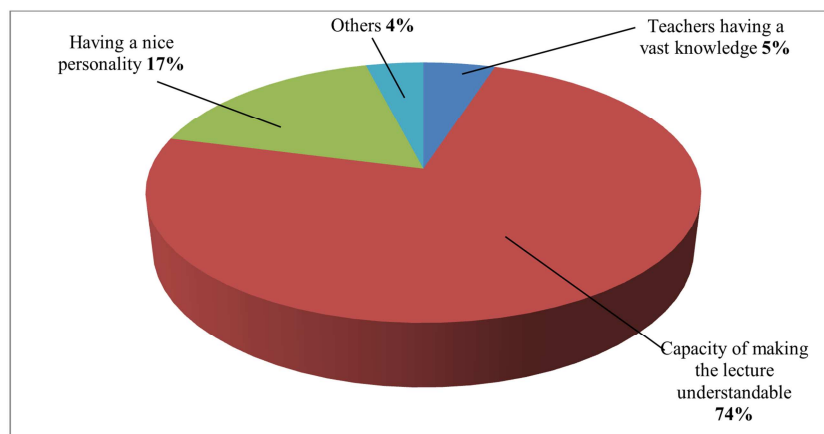


Figure 5. Type of course teachers students like the most.

Table 6. Type of courses students love to study.

Options	Courses that provide various new information	Courses where you can apply creating ideas alongside learning	Courses those are easy to memorize & ensure good grades in the exam	No theory but total practical work	Others
No. of Students	55	214	86	134	11
Percentage	11.0%	42.8%	17.2%	26.8%	2.2%

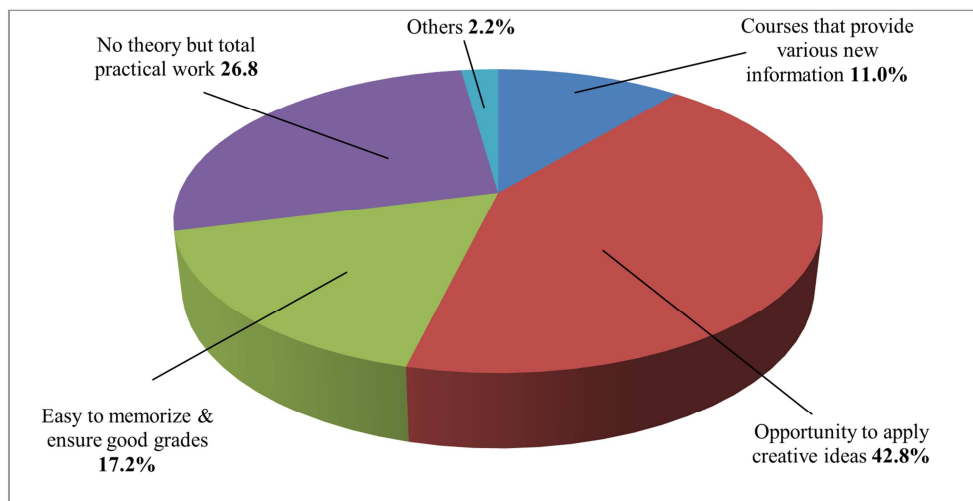


Figure 6. Type of courses students love to study.

Table 7. Main problem in understanding a course easily.

Options	Inadequate command over English	Lack of concentration to the class lectures	The thinking that this course is not necessary for future	Teacher not capable of making the course understandable	Others
No. of Students	196	110	62	105	27
Percentage	39.2%	22.0%	12.4%	21.0%	5.4%

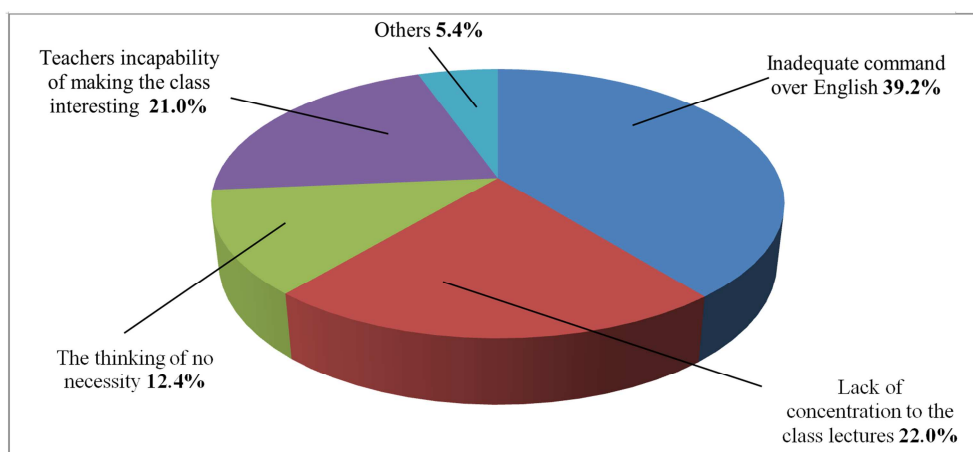


Figure 7. Main problem in understanding a course easily.

Table 8. Students' purpose of having undergraduate program.

Options	Obtaining a good grade	Obtaining adequate knowledge	Getting a good job	No specific reason	Others
No. of Students	4	214	228	14	40
Percentage	0.8%	42.8%	45.6%	2.8%	8.0%

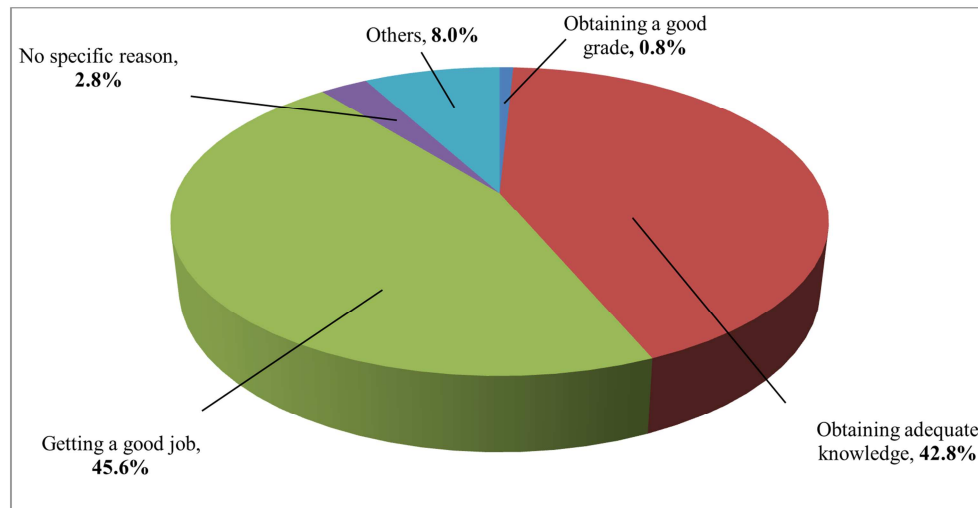


Figure 8. Students' purpose of having undergraduate program.

Table 9. Standard duration of each class.

Options	40 minutes	50 minutes	60 minutes	1 hour 20 minutes	Others
No. of Students	77	104	209	83	27
Percentage	15.4%	20.8%	41.8%	16.6%	5.4%

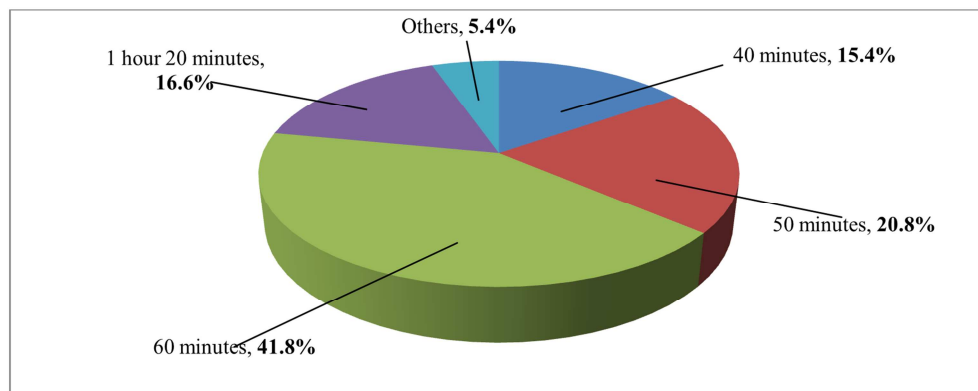


Figure 9. Standard duration of each class.

Table 10. Bearable course load per semester (6 month semester).

Options	3 courses	4 courses	5 courses	6 courses	Others
No. of Students	38	180	165	103	14
Percentage	7.6%	36.0%	33.0%	20.6%	2.8%

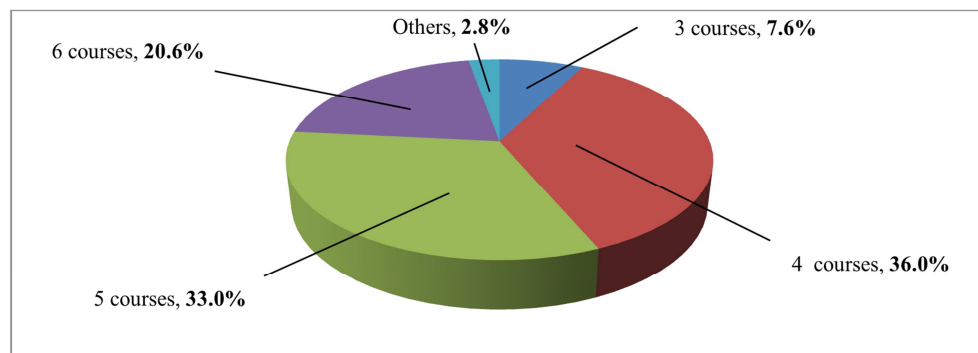


Figure 10. Bearable course load per semester (6 month semester).

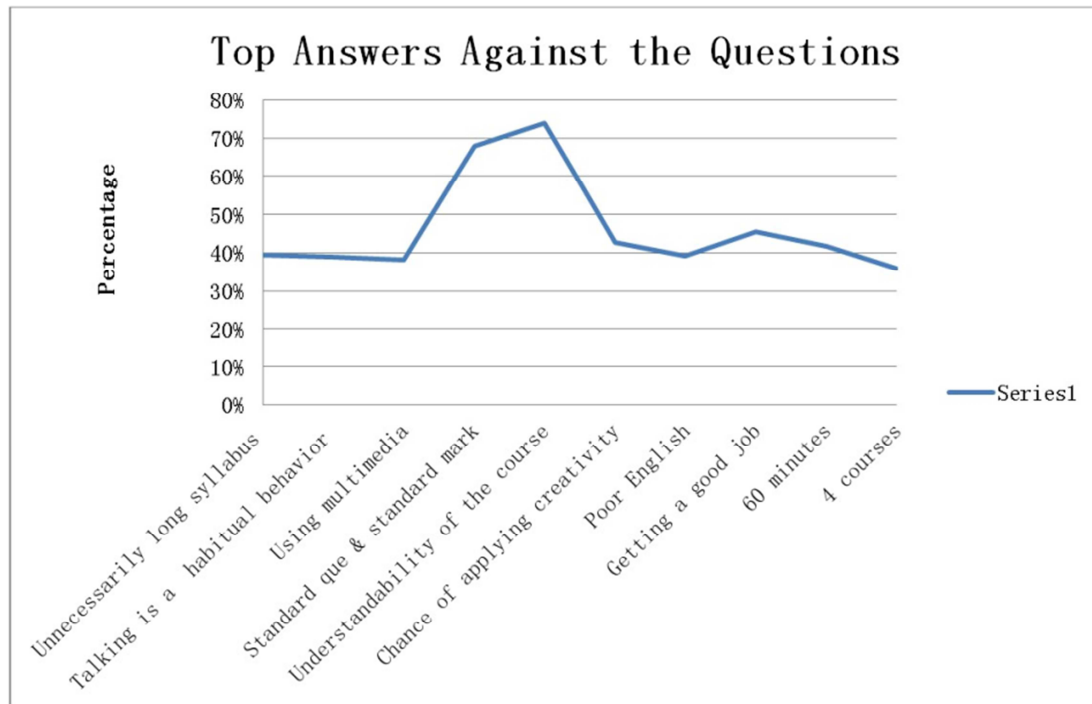


Figure 11. Percentage of top answers against the question asked.

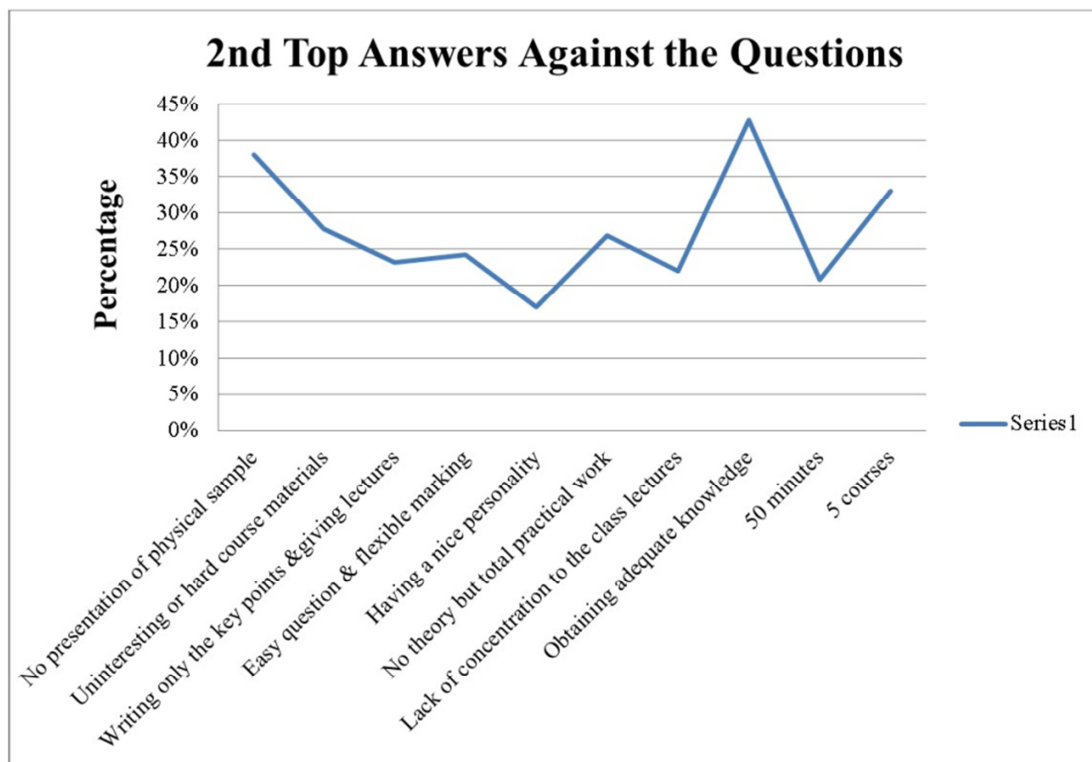


Figure 12. Percentage of 2nd top answers against the question asked.

Table 11. Summary of Findings.

SL	Question Asked	Top Answer	Per (%)	2 nd Top Answer	Per (%)
1	Main problem in the way of receiving proper knowledge	Unnecessarily long syllabus designed for the course	39.4%	No presentation of physical sample	38.0%
2	Reason of unnecessary talking during class time	This is a habitual behavior by the students	39.0%	Uninteresting or hard to understand course materials	27.8%
3	Easy teaching method perceptible to students	Using multimedia & giving lectures	38.2%	Writing only the key points & giving lectures	23.2%

SL	Question Asked	Top Answer	Per (%)	2 nd Top Answer	Per (%)
4	Teacher's strategy to ensure students' more attention	Standard question & standard marking	68.0%	Easy question & flexible marking	24.2%
5	Quality of teachers' that students like the most	Having the capacity of making the lecture understandable	74.0%	Having a nice personality	17.0%
6	Courses students love to study	Where students can apply creating ideas alongside learning	42.8%	No theory but total practical work	26.8%
7	Main problem in understanding a course easily	Inadequate command over English	39.2%	Lack of concentration to the class lectures	22.0%
8	Students' purpose of having undergraduate degree	Getting a good job	45.6%	Obtaining adequate knowledge	42.8%
9	Standard duration of each class	60 minutes	41.8%	50 minutes	20.8%
10	Bearable course load per semester (6 month semester)	4 courses	36.0%	5 courses	33.0%

7. Conclusion

It is clear from above statistics that a moderate length of syllabus incorporating essential topics with the presentation of physical samples can make the students more attentive to the classes. This result was somewhat similar with the findings found in an education based research Arbaugh & Benjamin [10]. Students talking during class time can't be prevented but can be minimized if the course teacher can make his lecture interesting by identifying how the students like to absorb the learning. Teachers can use multimedia, write some key points in the board and provide necessary handouts to enhance students more participation. Students are happy with standard form of exam question and want to be properly evaluated. Students are little influenced by the sagacity of the teacher but they like a teacher with the ability to make a topic understandable & having a pleasing personality. They are eager to show their creativity in the class room and practical work attracts them much. Deficiency in English is a major hindrance in the way of understanding the lecture given by the teacher. Students are more concerned of getting a good job than the acquirement of knowledge. If the teacher can make a bridge between the job sector & the acquirement of knowledge, it enhances active student's participation. Students are unable to concentrate for more than 50 to 60 minutes at a stretch & love to carry on 4 to 5 courses in a six-month semester.

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