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## Abstract

The effectiveness of teachers' pedagogical skills plays a crucial role in shaping students' academic experiences and performance, particularly in business education. This study investigates the impact of business teachers' pedagogical skills on male and female students in business institutions of Lahore, aiming to understand how these skills affect students' academic performance, engagement, and motivation. Using a quantitative research design, data were collected from 300 students through a structured questionnaire, focusing on key pedagogical aspects such as clarity of instruction, teaching methods, interaction with students, and assessment techniques. The findings reveal significant gender differences in students' perceptions, with female students rating pedagogical skills higher than male students across all areas. Correlation analysis indicates strong positive relationships between pedagogical skills and student outcomes, emphasizing the importance of effective teaching practices in enhancing academic performance and engagement. Regression analysis identifies interaction with students and clarity of instruction as key predictors of academic success. These results emphasize the need for business educators to adopt interactive and clear teaching strategies that cater to the diverse needs of male and female students. The study's implications highlight the importance of gender-sensitive approaches and professional development programs in promoting effective pedagogy in business education.

**Keywords:** Pedagogical Skills, Business Education, Gender Differences, Student Motivation

## 1. Introduction

Business administration is widely recognised as a rapidly developing discipline within the realm of modern social science. The rapid pace of globalisation, driven by significant advancements in communication systems and continuous evolution in numerous technologies, has had the greatest impact on the area of management and business administration. This is seen in the continuous and increasing conflicts between educators and business schools, namely on the applicability of business education. Experts have observed significant disparities between the necessary information and skills for the practical business world and the knowledge and skills gained via business school (e.g. Baldwin, Pierce, Joines, & Farouk, 2011; Bennis & O'Toole, 2005; Pfeffer & Fong, 2004; Mintzberg, 2004; Iqbal & Nasir, 2018; Riaz & Safdar, 2018; Mahmood & Naz, 2018; Khan, 2018; Rasheed, 2020).

This has sparked considerable interest in determining the most efficient training approaches for narrowing this gap and developing the necessary professional abilities. Consequently, other methods such as action learning (Reynolds & Vince, 2004), evidence-based/problem-based learning (Rousseau & McCarthy, 2007), practice-based learning (Raelin, 2007), and problem-solving learning (Lovelace, Eggers, & Dyck, 2016) have been created. Simulation, as an experience learning tool, has garnered significant attention from business educators compared to other teaching methods (Salas, Wildman, & Piccolo, 2009; Zelin II, 2010). Various theoretical and empirical studies have examined the benefits and drawbacks of simulation in relation to case studies or lectures. For example, Adobor and Daneshfar (2006), Coffey and Anderson (2006), Matlay, Tunstall, and Lynch (2010), Pittaway and Cope (2007), and Thompson (2000) have all conducted research on this topic.

Existing research suggests that the bulk of these studies concentrate on very specific aspects of teaching and/or learning when comparing simulation with one of the other two approaches. For instance, researchers have investigated the efficacy of simulations compared to case studies or lectures in various domains. These domains include the enhancement of students' time management, team building, and negotiation skills (Knotts & Keys, 1997), their self-efficacy (Thompson & Dass, 2000), their planning and decision-making abilities (Coffey & Anderson, 2006), and their teamwork skills (Betts & Knaus, 2006). Although this line of study has elucidated some benefits of simulation, it has not afforded business instructors the chance to concurrently compare and contrast students' viewpoints on the efficacy of these three methodologies.

The current research has three distinct objectives that set it apart as a unique endeavour to scientifically examine the methodologies of lecture, case study, and simulation. Examining the benefits of experiential learning methods, such as simulation or case study, and comparing them to other teaching methods is a common practice in academic literature. Several studies have been conducted on this topic, including those by Betts & Knaus (2006), Cadotte (1995), Coffey & Anderson (2006), Li & Greenberg (2009), Matlay et al. (2010), and Thompson & Dass (2000). Nevertheless, only exemplary research, such as the empirical studies conducted by Beuk (2016) and Waggener (1979), as well as the article authored by Cadotte (1995), have undertaken a simultaneous comparison of these three instructional techniques. There has been no previous research that has compared the learning results of these three strategies in order to evaluate, examine, and determine their usefulness. The primary objective of this research is to address the existing gap in the literature by conducting a simultaneous comparison of the efficacy of these three instructional approaches.

In addition, the studies that have evaluated two teaching techniques mostly concentrate on particular outcomes such as self-efficacy (Thompson & Dass, 2000), interpersonal skills (Bedwell, Fiore, & Salas, 2014), and decision-making abilities (Coffey & Anderson, 2006). There is a scarcity of studies that have compared these three teaching styles in terms of various sorts of learning outcomes. Both educators and practitioners contend that business education is deficient in cultivating essential managerial competences necessary for the contemporary business landscape of the 21st century (Mill, 2007), as well as in enhancing the job prospects of graduates from business schools (Neubaum, Pagell, Drexler, McKee-Ryan, & Larson, 2009). The acquisition of diverse skills and abilities has become a fundamental aspect of business education (Klimoski & Amos, 2012; Rousseau & McCarthy, 2007; Rubin & Martell, 2009). The second objective of this research is to evaluate and compare students' judgements about the efficacy of these three teaching approaches for various learning outcomes.

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To reflect the indicated cognitive, skill-based, and emotional learning outcomes by Rubin and Martell (2009), we have chosen problem solving skills, interpersonal skills, and self-awareness, respectively. Problem-solving abilities are recognised as the most prevalent learning objectives at AACSB certified business schools (Goltz, Hietapelto, Reinsch, & Tyrell, 2008; Martell, 2007) and are essential for the employability of graduates from business schools (Maxwell, Scott, Macfarlane, & Wasiamson, 2010).

Interpersonal skills, which refer to goal-oriented communication and actions that establish relationships, are seen by practitioners as a crucial ability for achieving success in the job (Bedwell et al., 2014; Klein, DeRouin, & Salas, 2006). The third learning outcome pertains to self-awareness, which encompasses students' understanding of their own strengths and their ability to effectively manage their limits (Zimmerman, 2002). Self-awareness is an essential aspect of emotional intelligence that involves monitoring one's own emotions, behaviours, and actions (Myers & Tucker, 2005). It has a substantial influence on work-related performance.

Firstly, we examine the historical context of business education, and then provide a concise explanation of the three instructional approaches used to establish the theoretical framework and formulate hypotheses for comparing these approaches. Following the introduction, the methodology section provides a detailed account of the stages involved in creating the survey questionnaire, including the sampling technique used and the statistical analysis of the collected data. Subsequently, we analyse the ramifications of our discoveries in order to enhance the efficacy of the learning process and bolster the applicability of business education. In the conclusion section, we aim to combine the theoretical and practical consequences of our results and offer potential areas for further study.

## 2. Literature Review

The speed of development in business education has generally been slower compared to the real business sector (Moratis, Hoff, & Reul, 2006). Livingston (1971) is among the pioneering scholars who expressed disapproval of conventional management education and said that students acquire theories of management that are not effectively applicable in real-world scenarios. Behrman and Levin (1984) later criticised business schools for neglecting the demands of managers. Business schools prioritise theory, separate disciplines, quantitative analysis, tools and models, short-term performance, and corporate goals. However, they give less emphasis to execution, integrative problem-solving, qualitative thinking, complex trade-offs, creativity, long-term success, and interpersonal relationships (Behrman & Levin, 1984; Bennis & O'Toole, 2005; Cheit, 1985; Pfeffer & Fong, 2002, 2004). Recent studies indicate that business educators struggle to connect management theories or instructions to practical learning (Ghoshal, 2005; Pfeffer & Fong, 2002). As a result, managers criticise educators for not adequately preparing students with the necessary skills to navigate real-world business challenges (Benjamin & O'Reilly, 2011; Bennis & O'Toole, 2005).

Business schools have always had difficulties in effectively managing the academic and professional aspects of their programs. In the 20th century, business education primarily emphasised professionalism and depended on practitioners and businesspeople as instructors (Bennis & O'Toole, 2005). As a result, researchers began to doubt the academic credentials of business education and advocated for the recruitment of additional faculty members who had received advanced degrees and have scientific skills (Cheit, 1985). Consequently, business academics have developed a greater inclination towards improving their research skills rather than focussing on enhancing their teaching abilities (Whetten, 2007). The current shift towards focussing on scientific specialisation has resulted in executives and practitioners questioning the efficacy of business education and its associated research in real-world applications (Clinebell & Clinebell, 2008; Pfeffer & Fong, 2002, 2004). In addition, this has generated specific demands and appeals for a shift towards professionalism, as seen by the AACSB's modification of its certification criteria in 2013.

As to the latest guidelines from AACSB International (2013), business schools are expected to continuously enhance their performance in three key areas: Innovation, Impact, and Engagement. AACSB requires business education to provide value for companies and communities, have a positive influence on business and society, and facilitate meaningful connection with business professionals while offering real-world learning experiences within the themes of innovation, impact, and engagement. Therefore, AACSB's new standards place significant emphasis on the need of being efficient in the professional realm. This necessitates a focused approach towards developing a range of abilities and understanding the nature of the learning and training process required to get them.

In the professional world, it is now expected that business graduates possess both hard skills, such as planning, organising, problem solving, critical thinking, and self-management, as well as soft skills, such as communication, teamwork, conflict resolution, and interpersonal skills (Parente, Stephan, & Brown, 2012).

Currently, there is a significant shift occurring in the field of education, moving away from a focus on teaching and towards a focus on learning. This shift is supported by research that highlights the importance of experiential learning as the most effective method for developing the necessary professional skills in business education.

An analysis of the differences between lecture, case study, and simulation. Business schools have a range of instructional techniques at their disposal, such as lectures, case studies, business games, simulations, online lectures, role-play cases, and internships. The educational philosophy of the business school and the teacher might influence the choice of teaching methods. Realism perspectives prioritise the acquisition of factual knowledge and understanding of the external world in education. On the other hand, pragmatism perspectives focus on developing learners' mental and moral attitudes and equipping them to navigate their changing social environment (Ardalan, 2006).

Realism focusses on the cognitive aspect of learning, which involves the external reality outside of the learner. On the other hand, pragmatism emphasises the experiential aspect of learning, which involves the internal reality inside the learner (Lord & Newson, 1977). The viewpoint of realism has been prevalent in several disciplines, including business education. As a result, lectures and tutorials have emerged as the most prevalent and generally recognised teaching techniques in business schools. Nevertheless, the significance of pragmatic viewpoints in the process of acquiring knowledge prompted educators and professionals to pioneer the utilisation of the case study teaching method. This approach was initially implemented at Harvard University Medical School towards the end of the 19th century, and subsequently adopted by other institutions, including Harvard Business School, at the

beginning of the 20th century. Case study emerged as the second most generally embraced instructional approach in business schools, behind lectures.

The dynamic nature of the business sector has allowed for the expansion of experiential teaching approaches, such as business games and simulations, which enable learners to directly feel the consequences of their actions. In the second part of the 20th century, different forms of simulation became the third most frequently acknowledged teaching approach among business schools. For this research, we have chosen lectures, case studies, and simulations as the three most prevalent and generally acknowledged approaches used by educators to apply different phases or processes of learning theories (Bloom, 1956; Woolfolk Hoy, Davis & Anderman, 2013).

Lecturing is widely recognised as the most effective means of imparting a huge amount of information, ideas, theories, principles, frameworks, and concepts to a big group of pupils using passive cognitive approaches (Cadotte, 1995).

The lecture is the predominant pedagogical approach used in business schools. It is a structured and methodical approach in which the instructor takes on a central position in the educational process, and the student gains information about the outside world (Ardalan, 2006). Learners exhibit a passive demeanour during lectures, indicating a restricted opportunity to develop their management abilities and get practical experience in the actual corporate environment. Lectures provide little to no chance for creative and inventive learning (Hermens & Clarke, 2009). Nevertheless, it is important to acknowledge that lectures serve as the fundamental source of content (Bedwell et al., 2014), the cognitive framework (Kolb, 1984), and the necessary knowledge (Salas et al., 2009) to provide the groundwork for experiential learning. Lectures provide the necessary theoretical information needed to acquire and apply practical skills in real-world situations (Salas et al., 2009).

Utilising case studies as a teaching method is a significant measure to bridge the gap between the academic realm and the practical world of business, as opposed to relying only on lectures. Although there are many types of case studies, such as benchmarking and evaluative cases (Mesny, 2013), our attention is directed on the widely used general case study approach at business schools for many years. Since 1912, Harvard Business School has been at the forefront of inventing and using real-world business cases as the primary mode of instruction. Case studies facilitate the integration of theories with real-life business scenarios, allowing students to generate alternate solutions for management and organisational issues. Students enhance their analytical abilities via the examination of case studies, but they do not have the opportunity to see the outcomes of their judgements (Tompson & Dass, 2000).

The case study is a dynamic learning approach that exposes students to a variety of decision-making scenarios and industries. It allows them to get practical experience in teamwork and interpersonal relationships, emphasising hands-on learning rather than relying only on reading and hearing (Cadotte, 1995).

Case studies provide students with a valuable chance to apply and evaluate their mental models and knowledge, as outlined in Kolb's (1984) experiential learning model. Although students are exposed to these experiences in well-regulated environments, they are still unable to develop their talents in a natural and dynamic context, which is essential for the corporate world. The third teaching approach used for this research is simulation. The origins of simulation may be traced back to about 5000 years ago when War games were devised by the Chinese (Faria, Hutchinson, Wellington, & Gold, 2009).

Faria et al. (2009) provided a historical account of the development of the current business simulation game. They explained that it originated in Europe in 1932 and then spread to North America in 1955. The use of business simulation and business gaming has rapidly proliferated among business schools worldwide. According to Faria (1998), at the conclusion of the 20th century, business simulations were being used by more than 95% of AACSB member schools and over 60% of significant firms. Simulation represents a shift from conventional instructional methods, which prioritise the teacher and information, to experiential learning, which places students as the primary active participants in the learning process. It is an interactive process in which the instructor and students participate in an honest and open learning environment. Simulations provide students with the chance to apply their knowledge, tackle intricate challenges, and actively participate in decision-making while experiencing the outcomes of their choices (Coffey & Anderson, 2006). Notwithstanding all these benefits, simulations still have their own limitations. For instance, many business simulations concentrate on a particular topic and are unable to include the diverse range of business operations that occur in the actual world (Clarke, 2009).

Furthermore, simulations tend to oversimplify the time management aspect (Lainema & Makkonen, 2003) and are often used as supplementary exercises at the conclusion of certain courses, rather than being the primary mode of instruction (Faria et al., 2009). Students specialising in some fields, such as accounting, may see simulations as having more disadvantages than advantages (Mason Burdon & Munro, 2017).

Numerous research have been conducted to examine pedagogical approaches. Pedagogical thinking is the act of thinking in accordance with the purposes and goals outlined in the curriculum. The name "pedagogue" relates to a vigilant guardian whose duty was to guide young children to school. Boettcher and Conard (2021) did study on the role of pedagogy science in developing effective teaching approaches that enhance students' learning experiences and long-term outcomes. According to Santagata et al.'s (2010) study, instructors strive to implement changes in their teaching methods to improve the quality of education for their pupils. However, this process is sometimes challenging and they often encounter difficulties in achieving success. Additional studies have also examined the significance of other emotional factors such as attitudes, feelings, and beliefs (van Veen & Slegers, 2009; Wilson & Cooney, 2002).

Transitioning from traditional face-to-face teaching to a technology-driven setting poses significant challenges, particularly when using mobile phones as a learning tool. However, using diverse teaching approaches may facilitate distance learning. Implementing this behaviour requires a significant investment of time, patience, and a willingness to embrace new technological advancements in teaching methods. From the perspective of teachers, it also necessitates substantial encouragement, assistance in course design, practice, and support for a relatively new combination of online techniques (Boettcher & Conard, 2021; Normurodov & Shavkat, 2020). The research conducted on primary school teachers in the UK, specifically focussing on the forest school program, emphasises the significant issue of student risks. As a result of this concern, teachers tend to adopt a more cautious and defensive approach in their practices (Connolly and Haughton 2017). The study done by Glackin and Jones (2012) on science instructors instructing in

secondary classrooms indicated that teaching in non-conductive environments outside the classroom poses significant challenges in maintaining student behaviour management. Nachlieli and Tabach's (2019) study indicates that teaching provides students with the chance to acquire new information and abilities, hence enhancing their overall learning experience.

Collinson & Tourish (2015) predicted that outdated and conventional tactics used in business schools need significant modifications in teaching techniques, with a focus on charismatic individuals and transformative role models. To facilitate frequent questioning, address the contextual obstacles that impede student engagement and resistance. In his study, Mason (2011) observed that instructors exhibit varying behaviours in response to diverse circumstances, as they carefully observe and engage in discussions about existing practices. They possess the knowledge and skills to effectively adjust and acclimatise to novel circumstances, since it is their duty to integrate and assimilate new concepts. Teachers have the responsibility of integrating their personal experiences with their teaching approach, which is seen as a new way of thinking. This concept suggests a strong connection between two distinct ideas (Brown 2009; Jacobs et al. 2010).

According to Hamora et.al (2022), when instructors encountered a specific incidence during their lesson, they would mentally retain it and subsequently document it in writing. When instructors prepare their lessons, they draw upon their prior knowledge, which they have gained via classroom experience and documented in writing. This information assists them in developing their teaching methodology. Fullan and Langworthy (2013, 2014) argue that effective implementation of new pedagogical techniques by teachers requires thorough examination and learning.

The students are the main focus of the centre, which emphasises problem-based learning. This strategy emphasises student connection via cooperation, since the material is obtained independently (Neville, 2009). The study undertaken by de Jong et al. (2013) examines the typical approach of providing education to part-time students in the field of public health. The study combines classroom instruction with problem-based learning. Evidence indicates that problem-based learning has a beneficial impact on pupils.

The Institute faces challenges in determining the best technique due to the variation in techniques. Faculty members may be uncertain about using different approaches that are not within the Institute's usual practices or their previous experience with such teaching methods may raise concerns (Fullan, 2001; Keys & Bryan, 2001; Panesar, Dodson, Lynch, BrysonCahn, Chew, & Dillon, 2020). Familiarity with comparable types of teaching methods was create obstacles in adhering to either the current teaching methods or adapting to the new approach in teaching. Brew (2012) asserts that the consequences of advancements in higher education need a reliance on research to develop novel pedagogical approaches and establish connections with research in order to generate diverse ideas and knowledge. Zabit's (2010) study demonstrates that Pedagogy serves as a strategic approach, with Problem-Based Learning (PBL) being the current differentiating method used.

The study conducted by Remmen and Frøyland (2014) explores the positive attitude of teachers towards professional development programs. These programs are highly valued by teachers as they assist in curriculum design and risk assessment, making them highly informative and beneficial. Implementing teaching methodologies always carries a certain level of risk, and the same applies to adopting new methodologies as well (Fullan & Langworthy, 2013, 2014).

The learning process entails the encounter with arduous and demanding challenges within the framework of problem-based learning (PBL). According to Dolmans and Schmidt (1996), students acquire problem-solving skills via collaborative group work. Project-Based Learning (PBL) utilises authentic scenarios and instances to foster and stimulate students' analytical cognitive processes, hence facilitating their learning.

By using this approach, we can foster a sense of collaboration and promote teamwork among the kids in small groups. This problem-based learning (PBL) approach facilitates students in effectively and accurately seeking solutions to the difficulties they encounter. Through the use of inquiry-based learning techniques, students are able to address and overcome all of their challenges (Barron et al., 2008). This strategy is very beneficial for students owing to its student-centered methodology, which involves interactive and cooperative engagement amongst students.

The material utilised is obtained from independent sources (Neville, 2009). According to Dr. Daniel, the Dean of Harvard Medical School Tosteson, Problem-Based Learning (PBL) is an exceedingly valuable pedagogical strategy (Yiou and Goodenough, 2006). Problem-based learning (PBL) is being used in several nations as part of their educational systems (Mogre et al., 2014). The presence of teaching materials is crucial for the implementation of PBL technique, and this necessitates restrictions on class size (McLean et al., 2006; Nanda and Manjunatha, 2013).

Various ways have been explored, among which the inquiry approach is considered crucial. This approach acknowledges that individuals may have different opinions and provide diverse solutions. Scardamalia (2002) suggests that a strategy centred on students' inquiry is key to fostering the generation of ideas, concepts, novel learning experiences, and reflection on current phenomena. The pedagogical inquiry method is based on the idea that when a facilitator accepts a change, it ultimately leads to a change in instructors, which in turn affects the students (Gormally, 2016; Lavy & Naama-Ghanayim, 2020). Moreover, the learning and teaching paradigm proposed by Hamilton (2018) plays a vital role in challenging established beliefs. Moreover, the efficacy of inquiry methodology relies on the instructor's ability to embrace novel pedagogies that can evaluate and shape students' learning (Harlen & Qualter, 2018).

### **2.1. Guskey's Model of Teacher Change**

Guskey's model (2002) explains the many aspects of teachers' attitudes and behaviour that undergo changes throughout time. It also identifies specific elements that drive and enable teachers to embrace and implement change. The approach described below is based on schools that are organised and supervised by educational psychology, which is considered suitable for any level. Guskey's (2002) model of professional development focusses on the impact of changes in classrooms, teacher delivery, and student response. By altering previously established standards, this model aims to bring about changes in student attitudes, behaviour, and learning outcomes. The emphasis on professional development relies on specific factors, necessitating a level of expertise that meets established criteria. Continuous and active learning was augment the capabilities and aptitudes of faculty members, motivating them and fostering beneficial transformations in their classroom practices (Garet, Porter, Desimone, Birman & Yoon, 2001).

This approach not only improves student learning but also enhances teaching capacities (Askehave, et al., 2015). Guskey's (2002) instance on teacher transformation elucidates the characteristics that might ultimately inspire faculty members, leading to changes in their behaviour, attitude, and instructional methods. First and foremost, it fosters creativity in the behaviour and attitude of the instructors. Furthermore, a feedback mechanism is established for the students to assess their receptiveness to the change and to continually improve their learning. Furthermore, professional growth is vital. This has the potential to bring about significant transformation over an extended period and become a crucial aspect of this procedure. Hamilton (2018) highlighted the impact of teachers' views and values on their actions, which might create obstacles and hinder the progress of the existing educational system. This study examines the transformation occurring in the field of pedagogy and its impact on the role and beliefs of faculty members in accepting or rejecting these changes. However, the primary consensus is the "Constructivism of Inquiry approach," which explores both positive and negative perspectives that influence the evolution of teaching methods for faculty members in business schools.

## 2.2. Statement of the problem

The study has shown that there is a need to investigate the attitudes and beliefs that hinder or promote teachers' adoption of methodological changes and the function of professional development in enhancing their lectures and making them more engaging for students. This research examined the many aspects of pedagogical change among university faculty members and their responses to issues such as the evolving teaching methods, learning approaches, career advancement, and modes of instruction that impact the faculty. This study focusses on the administration of universities to analyse the perspective and viewpoint of the faculty, as well as the training related to their identity and the framework in which they are engaged, and their teaching approach. The essay discusses how faculty members tend to pay attention to and embrace these changes, as well as examines specific contextual aspects that are relevant to faculty members. This inquiry aims to ascertain the significance of faculty members' learning, since this information was facilitate pedagogical changes and the adoption of new teaching approaches integrated with technology. This study examines the effects of professional development on teaching practices and attitudes of faculty members, as well as student engagement and learning outcomes in the classroom, specifically in Pakistan.

## 2.3. Research Questions

- How do business teachers' pedagogical skills affect the academic performance of male and female students in Lahore's business institutions?
- What are the perceptions of male and female students regarding the pedagogical skills of their business teachers in Lahore?
- How do business teachers' pedagogical skills influence the engagement and motivation of male and female students in Lahore's business schools?

## 3. Research Methodology

This study employs a quantitative research design to examine the effects of business teachers' pedagogical skills on male and female students in business institutions of Lahore. A survey research method is used to collect numerical data, allowing for statistical analysis and interpretation of the results.

The population for this study includes all undergraduate business students from various business institutions in Lahore. A simple random sampling technique was used to ensure that every student has an equal chance of being selected. The sample size was consist of 300 students, with an equal representation of male and female students, 150 males and 150 females. This ensures a balanced comparison between the two groups.

A structured questionnaire was the primary data collection tool for this research. The questionnaire was use a Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) to measure responses. The collected data was be analyzed using statistical software (SPSS).

### 3.1. Limitations

While this study aims to provide valuable insights, it is limited by its focus on only business institutions in Lahore, which may not be generalizable to other regions. Additionally, the reliance on self-reported data may introduce bias.

**Table 1**

Variable	Mean	Median	Standard Deviation	Min	Max
Age of Students	20.4	20	1.3	18	24
Clarity of Instruction	3.8	4	0.6	1	5
Teaching Methods	3.7	4	0.7	1	5
Interaction with Students	3.9	4	0.5	1	5
Assessment Techniques	3.6	4	0.8	1	5
Academic Performance	3.5	3	0.9	1	5
Student Engagement	3.7	4	0.7	1	5
Student Motivation	3.8	4	0.6	1	5

The mean values indicate average scores given by students on various aspects of teachers' pedagogical skills and their own academic outcomes. For example, the clarity of instruction has a mean score of 3.8, suggesting that most students find their teachers' instructions fairly clear.

Median values, such as 4 for teaching methods, show that the majority of students rated these skills as good (around the middle of the Likert scale). This measure shows how much variation or dispersion exists from the mean.

A standard deviation of 0.6 for clarity of instruction indicates a moderate spread of responses around the mean, meaning there is a consistent perception among students regarding this aspect. The minimum and maximum scores show the range of responses, from the lowest (1) to the highest (5) rating. These scores suggest that while some students rated their experiences very low, others rated them very high, highlighting diversity in opinions.

**Table 2: Pedagogical Skills based Gender Comparison**

Pedagogical Skill	Male Students (Mean)	Female Students (Mean)	t-value	p-value
Clarity of Instruction	3.7	3.9	-2.1	0.04
Teaching Methods	3.6	3.8	-2.5	0.01
Interaction with Students	3.8	4.0	-2.3	0.02
Assessment Techniques	3.5	3.7	-2.0	0.05
Overall Pedagogical Skills	3.65	3.85	-2.6	0.009

Female students consistently rate pedagogical skills higher than male students across all categories.

For example, the mean score for clarity of instruction is 3.9 for female students compared to 3.7 for male students, indicating that female students generally perceive this aspect more positively.

The t-value is used to determine the statistical significance of the differences in means between male and female students. A p-value less than 0.05 indicates a statistically significant difference. For clarity of instruction, the p-value is 0.04, suggesting that the difference in perception between genders is significant.

**Table 3: Correlation Analysis**

Variables	Academic Performance	Student Engagement	Student Motivation
Clarity of Instruction	0.45	0.48	0.42
Teaching Methods	0.40	0.44	0.39
Interaction with Students	0.46	0.50	0.45
Assessment Techniques	0.38	0.41	0.36
Overall Pedagogical Skills	0.50	0.52	0.49

Values range from -1 to +1, indicating the strength and direction of relationships between variables. Positive values suggest a positive relationship, where an increase in one variable is associated with an increase in another. Interaction with students shows a strong positive correlation with student engagement (0.50), suggesting that students who perceive higher interaction tend to be more engaged in class. Overall pedagogical skills have the strongest relationship with all student outcomes, with a correlation of 0.50 for academic performance, 0.52 for engagement, and 0.49 for motivation.

All pedagogical skills show a positive correlation with student outcomes, indicating that effective teaching methods positively impact students' academic performance, engagement, and motivation.

The strongest correlation is observed between interaction with students and student engagement, suggesting that students value personal interactions and find them essential for their engagement in learning activities. Clarity of instruction also shows a notable positive correlation with academic performance (0.45), emphasizing the importance of clear communication in enhancing students' academic success.

**Table 4: Regression Analysis**

Dependent Variable	Independent Variable	B (Unstandardized Coefficient)	Standard Error	Beta (Standardized Coefficient)	t-value	p-value
Academic Performance	Clarity of Instruction	0.25	0.05	0.28	5.0	0.001
Academic Performance	Teaching Methods	0.20	0.06	0.24	3.3	0.001
Academic Performance	Interaction with Students	0.27	0.05	0.30	5.4	0.001
Academic Performance	Assessment Techniques	0.18	0.07	0.20	2.6	0.009
Student Engagement	Overall Pedagogical Skills	0.35	0.04	0.42	8.8	0.001

B (Unstandardized Coefficient): Represents the change in the dependent variable (e.g., academic performance) for each unit change in the independent variable (e.g., clarity of instruction). For clarity of instruction, the coefficient is 0.25, meaning a one-unit increase in clarity is associated with a 0.25 unit increase in academic performance.

Beta (Standardized Coefficient): Indicates the relative strength of each independent variable's effect on the dependent variable, standardized across variables. Interaction with students has the highest beta value (0.30) for academic performance, suggesting it has the most substantial impact among all skills.

t-value and p-value: The t-value indicates the ratio of the coefficient to its standard error, used to determine statistical significance. A p-value less than 0.05 indicates that the relationship is statistically significant. For overall pedagogical skills and student engagement, the p-value is 0.001, showing a highly significant effect.

#### **4. Discussion**

The results of this study provide a comprehensive understanding of how business teachers' pedagogical skills influence male and female students' academic experiences in Lahore's business institutions. Through quantitative analysis, the study reveals significant differences in perception between genders, correlations between pedagogical skills and student outcomes, and key predictors of academic success. These findings have profound implications for educators, policymakers, and researchers in the field of education.

##### **4.1. Gender Differences in Perception**

The analysis shows that female students consistently rate business teachers' pedagogical skills higher than male students. This difference is statistically significant, particularly in areas such as teaching methods, clarity of instruction, and interaction with students. The findings suggest that female students may be more sensitive to or appreciative of effective teaching techniques. This aligns with previous research indicating that female students often respond more positively to interactive and engaging teaching styles, which can enhance their learning experience and academic performance (Sungur & Tekkaya, 2006).

Several factors may contribute to these gender differences

**Learning Styles:** Female students might have learning preferences that align more closely with the pedagogical skills emphasized by teachers. They may value collaborative learning environments and active engagement, which align with the positive ratings observed in this study (Francis & Skelton, 2005).

**Cultural Influences:** Cultural norms in Lahore might influence how male and female students perceive their educational experiences. Female students may be more inclined to express appreciation for pedagogical practices due to societal expectations or personal experiences (Reay, 2001).

**Communication Styles:** Female students may be more attuned to verbal and non-verbal cues in instructional settings, leading them to perceive interactions more positively. Teachers' efforts to communicate clearly and empathetically may resonate more with female students (Tannen, 1990).

##### **4.2. Impact of Pedagogical Skills on Student Outcomes**

The correlation analysis highlights positive relationships between pedagogical skills and student outcomes, particularly engagement, motivation, and academic performance. These findings underscore the importance of effective teaching practices in fostering a productive learning environment.

**Interaction with Students:** This skill shows the strongest correlation with student engagement, indicating that students who perceive their teachers as interactive are more likely to participate actively in class. This aligns with Chickering and Gamson's (1987) principles of good practice in undergraduate education, which emphasize the importance of student-faculty interaction.

**Clarity of Instruction:** The positive correlation between clarity of instruction and academic performance suggests that clear communication enhances students' understanding of course material. This finding is consistent with previous studies that highlight the role of clarity in improving academic success (Ramsden, 1992). **Overall Pedagogical Skills:** The composite measure of pedagogical skills demonstrates a strong relationship with all student outcomes, reinforcing the idea that a holistic approach to teaching positively influences student learning experiences.

The regression analysis identifies key predictors of academic performance, with interaction with students and clarity of instruction emerging as significant factors. These findings provide actionable insights for educators aiming to enhance student achievement. The study's findings have several implications for educators and institutions seeking to improve teaching effectiveness and student outcomes in business education. **Professional Development:** Institutions should invest in professional development programs that equip teachers with the skills necessary to create interactive and engaging classrooms. Training should focus on enhancing clarity of instruction, fostering student interaction, and implementing diverse teaching methods tailored to students' needs.

**Curriculum Design:** Curriculum planners should incorporate pedagogical strategies that align with students' preferences and learning styles. By understanding the specific needs of male and female students, educators can design courses that maximize learning outcomes for all students.

**Gender-Sensitive Approaches:** Given the gender differences observed, educators should adopt gender-sensitive teaching approaches that recognize and accommodate the diverse needs of male and female students. This may involve creating inclusive learning environments that address potential disparities in perception and engagement.

The study's findings resonate with existing literature on pedagogical effectiveness and gender differences in education. Previous research has shown that interactive teaching methods, clear communication, and personalized approaches contribute to improved student outcomes (Hattie, 2009). The gender differences observed align with studies that highlight varying perceptions and responses to pedagogical practices across genders (Sadker & Sadker, 1994).

##### **4.3. Future Research Directions**

- **Expanding the Sample:** Future studies could expand the sample to include other regions and disciplines, providing a more comprehensive understanding of pedagogical effectiveness across different contexts.
- **Exploring Cultural Influences:** Investigating cultural factors that influence gender perceptions and pedagogical effectiveness could offer deeper insights into how societal norms shape educational experiences.
- **Longitudinal Studies:** Conducting longitudinal studies to track changes in student perceptions and outcomes over time could provide valuable information about the long-term effects of pedagogical practices.

#### **5. Conclusion**

In conclusion, this study underscores the critical role of pedagogical skills in shaping students' academic experiences and outcomes in business education. By recognizing and addressing gender differences in perception, educators can create inclusive and effective

learning environments that cater to the diverse needs of students. The positive correlations and key predictors identified in this study highlight the importance of interaction, clarity, and overall pedagogical effectiveness in enhancing student engagement, motivation, and academic success. These insights provide a foundation for educators and institutions to implement targeted strategies that support student learning and achievement.

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