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THE INFLUENCE OF CASE METGODS ON THE LEARNING OUTCOME OF TUNISIAN HIGHER EDUCATION STUDENTS

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ABSTRACT

There are more articles about the role of case studies in higher education class rooms. When discussing the role of case studies, it is usually related to the case discussion at the end of each chapter of business text books, rather than discussing what is not needed to discuss in a group of students working like a team, exploring everything they can. The conciseness or detail of the case depends on what you want students to be able to do in the course. The purpose of this article is to explore the types of cases that really require students to develop communication, problem solving, and critical thinking skills.

Chapter one: Background of the Study

Introduction:

Case studies are not a new form of research. The fields of sociology and anthropology are considered to be the primary determinants of conceptual case studies. The clinical methods of doctors, social workers, and historians and anthropologists all participate in the case studies as we know currently.

Robert Ezra Park was the 15th president of the American Sociological Association in 1925 (later changed to Association). He recalled that his first research in this field, which he later called sociology, came from Services of newspaper reporters. He continued, "My experience as a reporter made me learn study the social function of newspapers, not as a public opinion agency, but as a record of current affairs" (American Sociological Association , 2006).

Case studies are one of several methods for conducting social science research. Other methods include experiments, investigations, diverse histories, and analysis of archival information (YIN 2002). Case studies refer to the collection and introduction of detailed information about a specific participants or small groups, usually including the subjects' own accounts (Colorado State University, 1993).

Importance of the Study

First, provide students with experience in real-life organizational issues. In addition, students will have the opportunity to understand and analyze the problems faced by many different organizations and understand how management attempts to deal with these problems.

Second, the combination of theory and practice makes the application of information in case studies clearer. Theories and concepts help to reveal the situation of the researched organizations, and allow student to evaluate the solution.

Third, provide students with the opportunity to participate in classroom and accumulate introduce their ideas to others. Teachers can organize students in groups and let them work in teams, determine what happened in the case, and solve the problem of the case problem and reveal themselves through class discussion.

Objectives of the Study

First, the case method is used to evaluate the learning achievements of Tunisian higher education students.

Second, highlighting the inadequacies and advantages of using case studies on the learning outcomes of higher education students in Tunisia, and discover other options.

Third, examine the high level of effective willingness among faculty and staff at Tunis Universities to conduct case studies on students learning outcomes.

Four, investigate whether the learning environment of middle students in Tunisia adopts case methods, which is an appropriate way to develop students' skills and effective education environment.

Five, looking forward to the future of educational alternatives, that is, the development of a higher education environment, such as, learning cases and e-learning methods.

Study Questions

This study addressed the following research questions:

Research question 1: what are the effects of case studies on students' learning outcomes in higher education at Tunis?

Research question 2: Does a case study teaching method improve students' learning outcomes in higher education at Tunis?

Research question 3: Are faculty members willing to explore new pedagogies to teaching case studies in higher education at Tunis?

Research question 4: Does the educational institutions' culture at Tunis support teaching case studies in higher education?

Design Method: The primary data was collected through pre-interview questionnaire.

Findings: The survey results show that, based on the survey data provided by 20 faculty and staff, the case studies of the Tunisia Universities students learning outcomes are highly efficient.

Chapter Two: Literatures Review

Review Literatures are very important because it shows different perspectives views about the topic of the study and make a research more impartiality. The following views are selected to support the aim of this study as we will see:

Firstly: Yew Meng Lai, Zainal Amin Ayub, Abdul Razak Ahmad, Chang Da Wan and Russayani Ismail (2016): Republic of Tunisia.

This chapter examines the development of the national higher education agenda in Tunisia, in terms of the provision of international students, research, and training collaboration, as well as network expansion. Besides it explores the challenges and prospects offered from the politico-security, economic, social. Legal, and educational perspectives as a means to develop important insights that could assist in the making of strategic recommendations for would-be higher education providers and their higher education institutes.

This is in view of its strong tradition and culture of promoting education, and the accolade it receives for possessing among the most developed higher education

system in the MENA region, despite its comparatively less affluent economic condition (Ibid, 2016).

This means that Tunisia is developed higher education system in all fields in spite of untidy economy, social and political conditions in order to formulate the organizations to be civilized and modern then match the market needs for people. So The Republic of Tunisia makes an interesting case study in the context of higher education development in the MEDNA region.

Secondly: Josep-Oriol Escardíbul, Nehal Helmy – The Barcelona Institute of Economics (2015): Decentralization and school autonomy impact on the quality of education: the case of two MENA countries, Tunisia and Jordan.

The main objective of this group is to foster research related to the education and training of individuals and to promote the analysis of education systems and policies from an economic perspective, such as, evaluation of education and training policies, monetary and non-monetary effects of education, education and equality, considering the inclusion of the disabled in the education system and life-long learning.

This study analysis the effects of decentralization and schools autonomy on the quality of education in two MENA countries (Tunisia and Jordan), by using the OECD (The organization for economic cooperation and development) PISA 2009 database. Result reveals that decentralization has a positive impact on the quality of education in some decision-making areas, whereas most autonomy related variables are not significant. Accordingly, schools with more autonomy management and facing more competition do not lead to different results than others, while public ownership is positively significant only in Tunisia. However, private funding and accountability measures are positively associated with student's achievements (Ibid, 2015).

Besides it examines the effects of decentralization and school autonomy (this considers school management, ownership and funding, competition and accountability measures) on the quality of education in Tunisia and Jordan, after controlling for schools factors, students and family characteristics by using the OECD PISA 2009 database.

Therefore, the study shows some positive effects of decentralization on student achievement. Regards to the school autonomy, it appeared that when autonomy is related to the management of the centers, it has no significant impact on student's attainment. The same was observed for school competition. However, public school (ownership) exposed association with the quality of education (Ibid, 2015).

So these results are expected to be valuable and of use for policy makers and government officials when designing educational systems in aim to improve student's achievement and higher education standards, especially in MENA region.

Thirdly: Serena Masino, Miguel Nino-Zarazua (2016): What works to improve the quality of student learning in developing countries?

This study is conducted a systematic review to identify policy interventions that improve education quality and student learning in developing countries.

The study drives three main drivers of change of education quality:

1. Supply-side capability interventions that operate through the provision of physical and human resources, and learning materials.
2. Policies that through incentives seek to influence behavior of teachers, households and students.
3. Bottom- up and top-down participatory and community management interventions, which operate through decentralization reforms, knowledge diffusion and increased community participation in the management of education (Ibid, 2016).

Overall, our findings show that the social norms are factored in the design of education policies through community participation and behavior, and this can be conducted to our study while we explore a type of cases that needed to develop the student's skills of effective communication, which is the main purpose of this study research.

Fourthly: Gablinske, Patricia Brady, A case study of student and teacher relationships and the effect on student learning (2014).

This research study explored the effective domain of teacher-student relationships using a single case study design.

This case study produced a synthesis of information that guides a classroom teacher in the development and maintenance of her relations with her students (Ibid, 2014).

The resulting analysis and interpretation provide a description of major themes that developed regarding strong teacher –student relationship, as well as, specific components to the interactions considered essential for the student's learning environment (Ibid, 2014).

The goal in conducting this study was to provide more specific examples of and empirical findings for how teacher-student relationships are created. Identifying specific factors associated with teacher-student interactions could provide valuable information to an educational learning community (Ibid, 2014).

Therefore, this is related to our research on how these findings affect the learning environment. When teachers and students have a good relationship, we will discuss these findings.

Fifth: Li, Ying and Chen, Liping: Peer – and self-assessment: a case study to improve the student's learning ability (2016).

The purpose of this study was to explore the potential to take peer and self-assessment as an effective method to change the way of student's learning. For instance, the analysis of 60 students from Lanzhou University of Finance and Economics showed that peer and self-assessment can change the way the student's learning. Implementation of these forms of assessment can involve the development of a learning teaching environment and shift the students' learning methods from surface approaches to learning to deep approaches to learning gradually (Ibid, 2016).

Learning is naturally an active process in which learners understand and build up new ideas and concept on the basis of their current/past knowledge. Often we are learning just from what we are doing and listening, but not with this new knowledge (Burner 1966).

Students do not like actively thinking and higher level of thinking does not take place. By Peer and self-assessment we encourage the students to do higher levels of thinking and learning and we lead them to using this new knowledge in a meaningful way. Peer and self-assessment can explicitly and effectively pursues deep learning, working with others, moving beyond dependence and independence to interdependence this criterion should be met, and students have put forwards questions about the contradictions in using assessment. A learning process of working together is to help each other, while an assessment process is to pit one person against another implicitly or explicitly. Language teaching is kind of interaction between teachers and students. Peer comments are systematically sought with respect to criteria identified either by the group or the learner with the teacher's help. Peer and self-assessment is a potential authentic tool, and it is the available assessment which can be acknowledged by the teachers. The key factor is the ability of the students' usage of this assessment and the degree of teachers' and students' acceptance (Ying Li, Liping Chen, 2016).

Therefore, this study is related to our learning, emphasizing critical thinking as a way to develop student's skills which has an impact on students' academic performance in higher education environment.

Sixthly: Chambers, Victoria and Cummings, Clare: Building momentum Women's empowerment in Tunisia (Nov 2014).

This study indicates that Tunisia sustained major progress in relation to women's access to health and education services and the labor market, maternal mortality and fertility rates were halved, girls' enrolment in secondary school more than doubled and women were increasingly in paid employment between 1990-2010. Moreover, despite the limited democratic space, the number of women in government grew significantly and women's organizations began to play a role in shaping social and political transformation (Ibid, 2014).

This report argues that women's empowerment in Tunisia is largely rooted in the particular features of the elite post independence bargain, early political choices regarding state–society relations and the associated policies in the areas of education, health and labor, which increased women's access to resources (Ibid, 2014). Tunisia's experience of progress towards Women's empowerment from 1990 to 2010, provides useful lessons about the means by which women can obtain access to new resources that can be used to challenge gender and social power relation. So in Tunisia, consistent institutional reforms that were not specifically aimed at improving gender equality; this resulted in a radical shift in social relations and enabled women to obtain access to new resources.

As a result, someone asks: what is the nature of the relation between this study and our study subject?

It can be said that this study shows the development policies of different sectors from 1990 to 2010, especially in the education system and society, which shows that Tunisia has developed a very good gender equality education system and society during this period. Therefore, this shows that Tunisia has created a good investment in the gender education system for women as an example of the success of students learning outcomes in the educational environment.

Chapter three: Research Methodology

The primary data was collected through pre-interview questionnaire. The blueprint for executing this research was prepared in keeping with the nature of the problem identified and the objectives for the work. Hence, a descriptive research design with two separate questionnaires for the primary data collection was employed. The survey for this study was conducted in two major institutions of higher education in Tunisia. The valid sample size of survey comprised of 20 faculty members. The sample size of the faculty member represents more than 80 percent of the total population of the instructor employed in the educational institutions considered in the present study. Thus, the sampling procedure adopted for this survey can be categorized under the judgment sampling method. The primary data pertaining to the present study was collected in March 2020.

Chapter Four: Research Questionnaire Findings

Table 1 shows that faculty members who have the title of assistant professors in universities often use case methods in higher education.

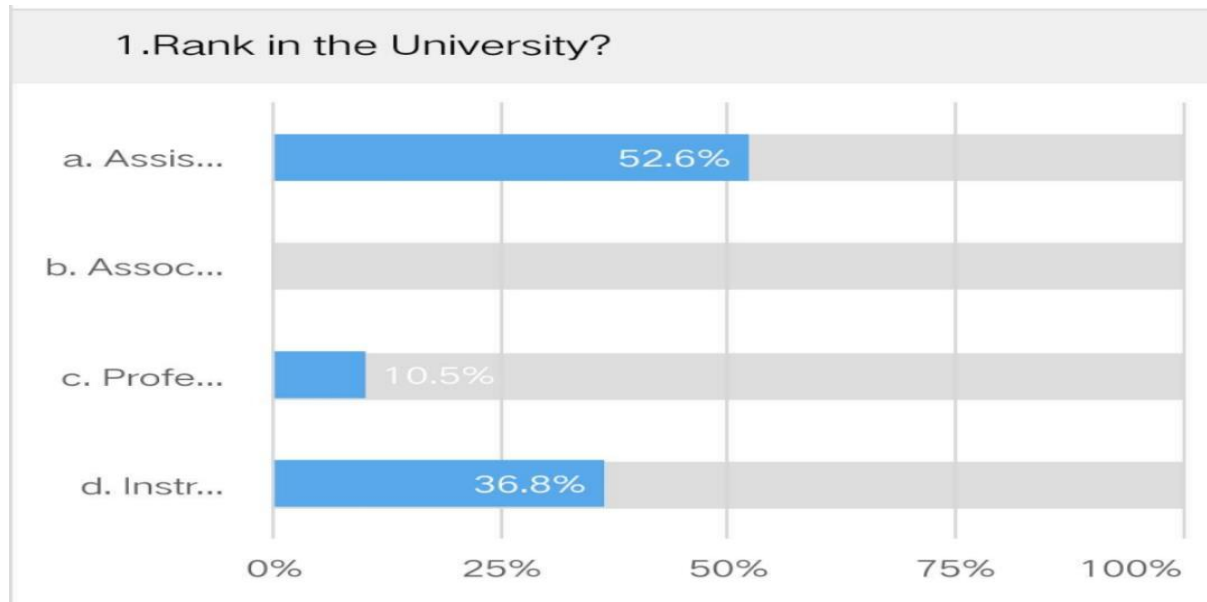


Table 2 shows that the faculty and staff with different doctorate knowledge who participated in this study showed a high degree of willingness to use case methods as teaching in teaching.

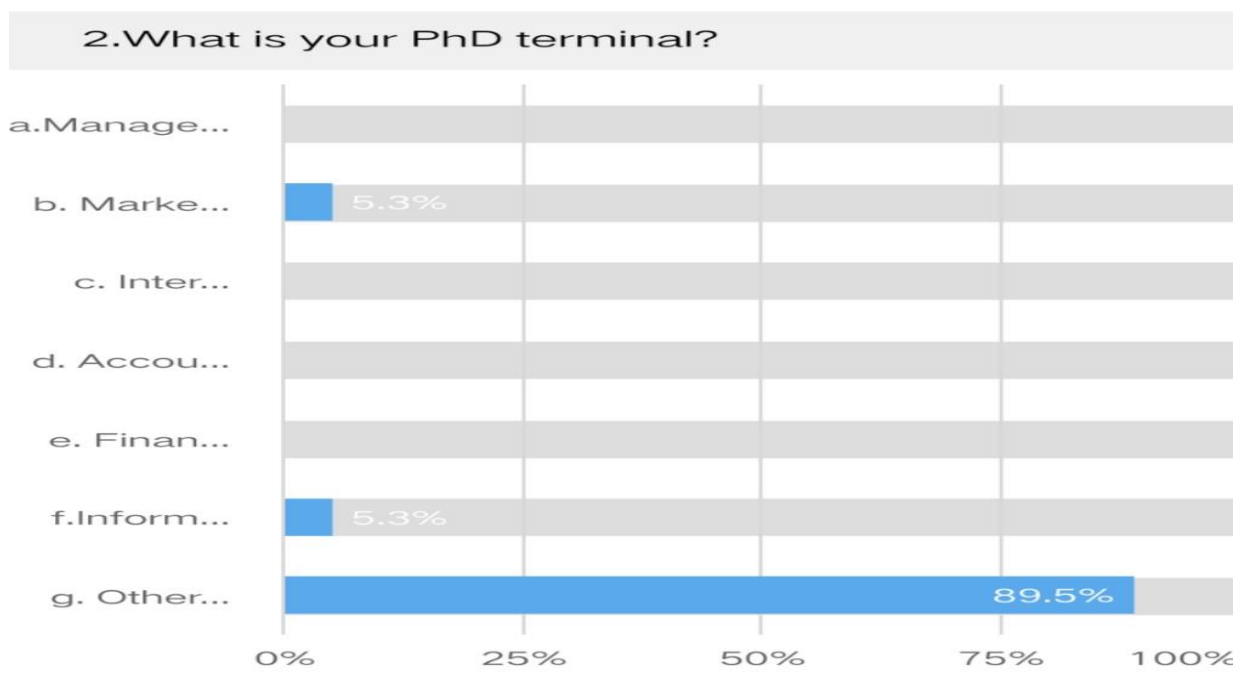


Table 3 shows that teaching staff with less than three years of experience in their respective fields often use case methods in higher education.

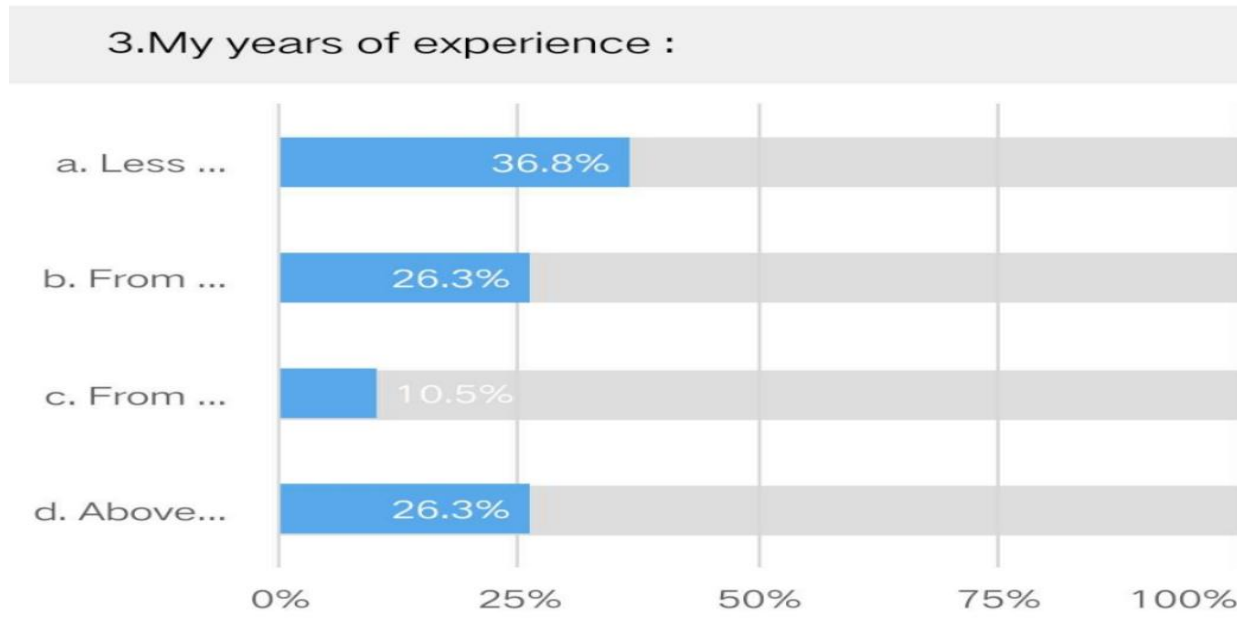


Table 4 points out that staff members highly agree that using case studies in a higher education environment is a very effective teaching method.

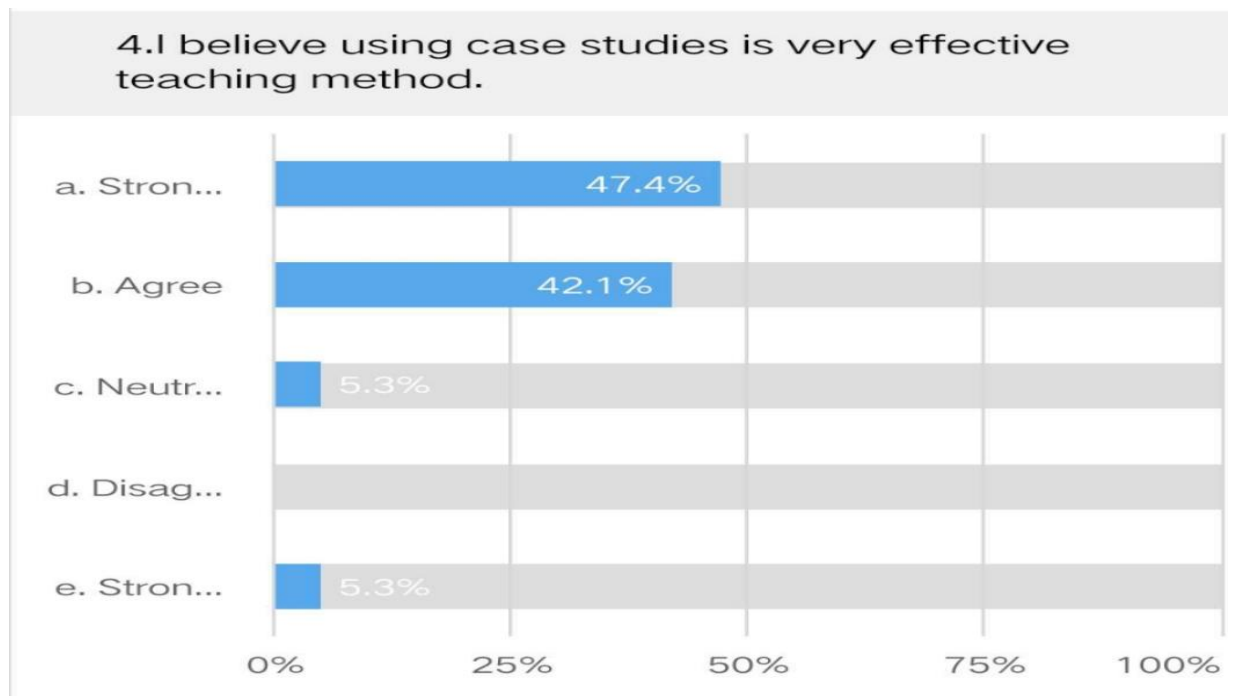


Table 5 points out that the faculty and staff who choose group discussion as the most effective teaching method use a case method with a high level of level. Students need this teaching environment, such as, skills communication and critical thinking.

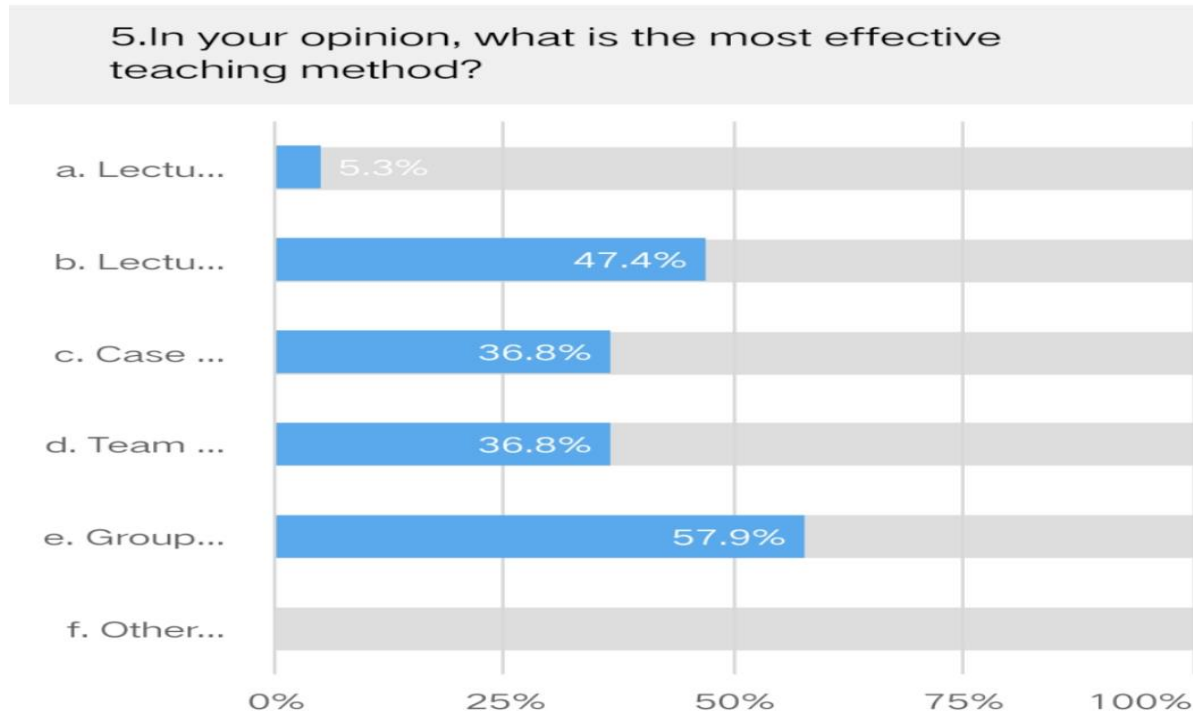


Table 6 point out that the faculty and staff fully agree that the community environment of the institutions they teach is easy to obtain resources to promote creative teaching methods in the educational environment.

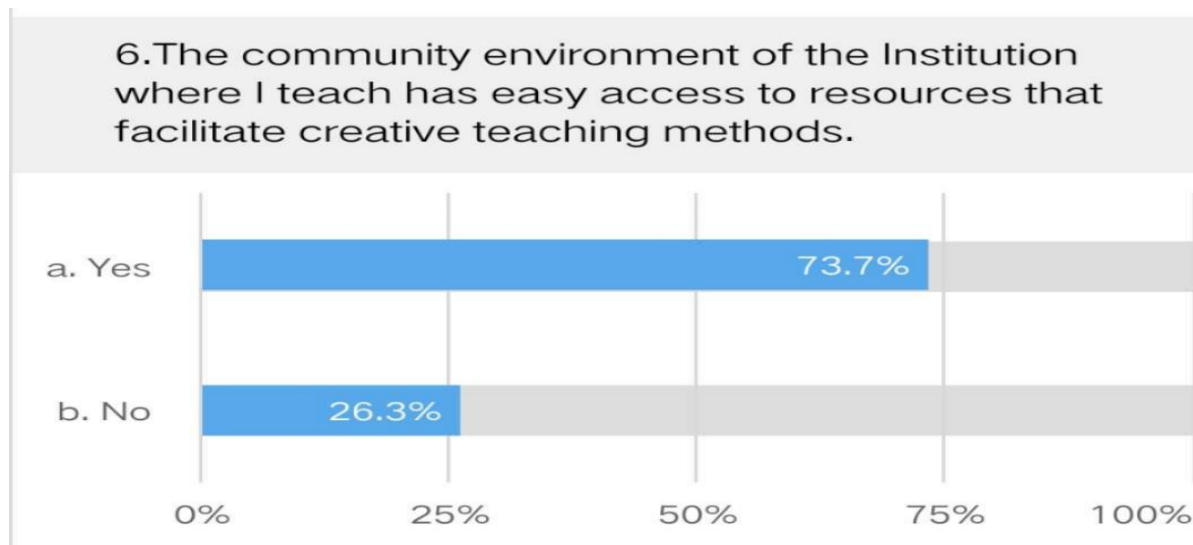


Table 7 shows that teachers with higher level of case study in the class are willing to cultivate students' learning outcomes in higher education.

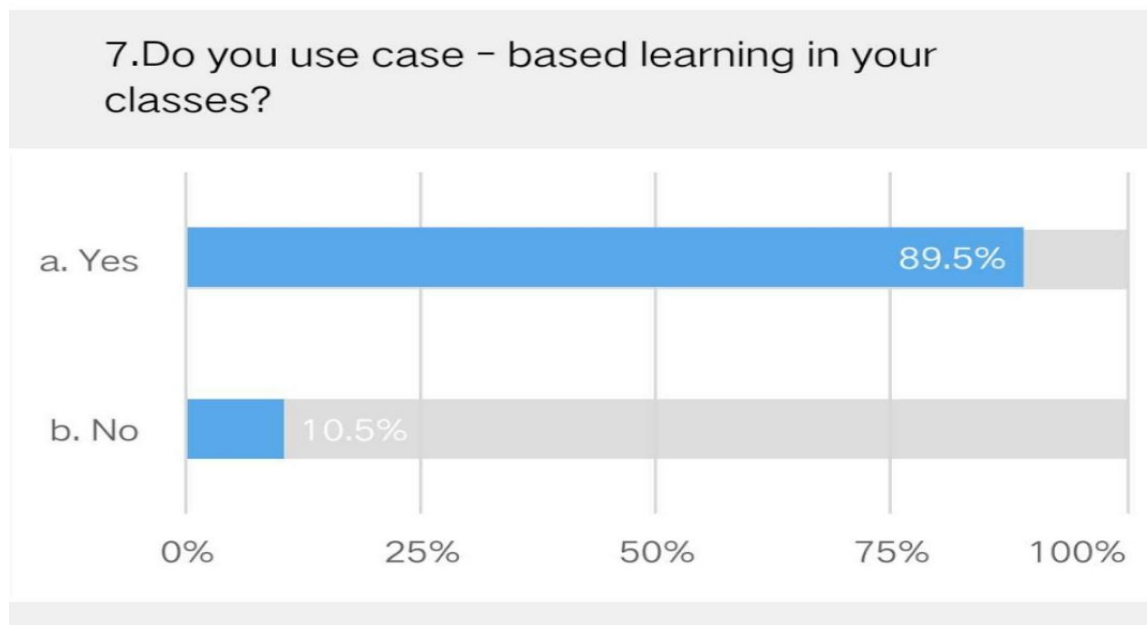


Table 8 points out that the faculty and staff emphasize that the school's business school provides case method teaching training for the development of a higher education environment.

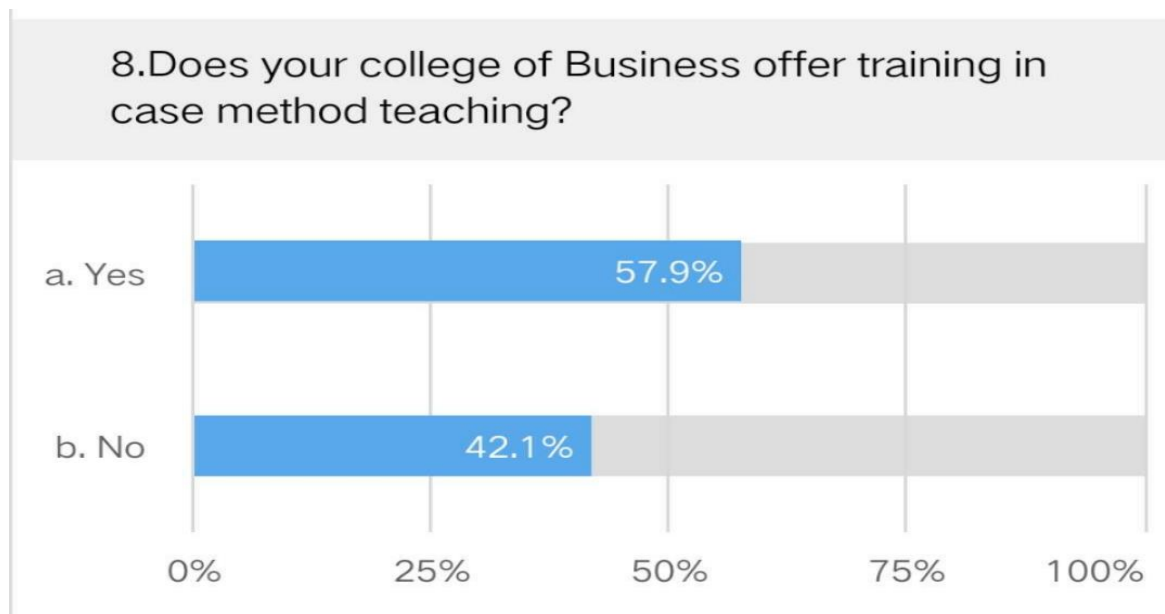


Table 9 shows that that faculty and staff fully agree that the institutions they teach provides good administrative support (manpower, material and finance resources) for creative teaching methods in the educational environment.

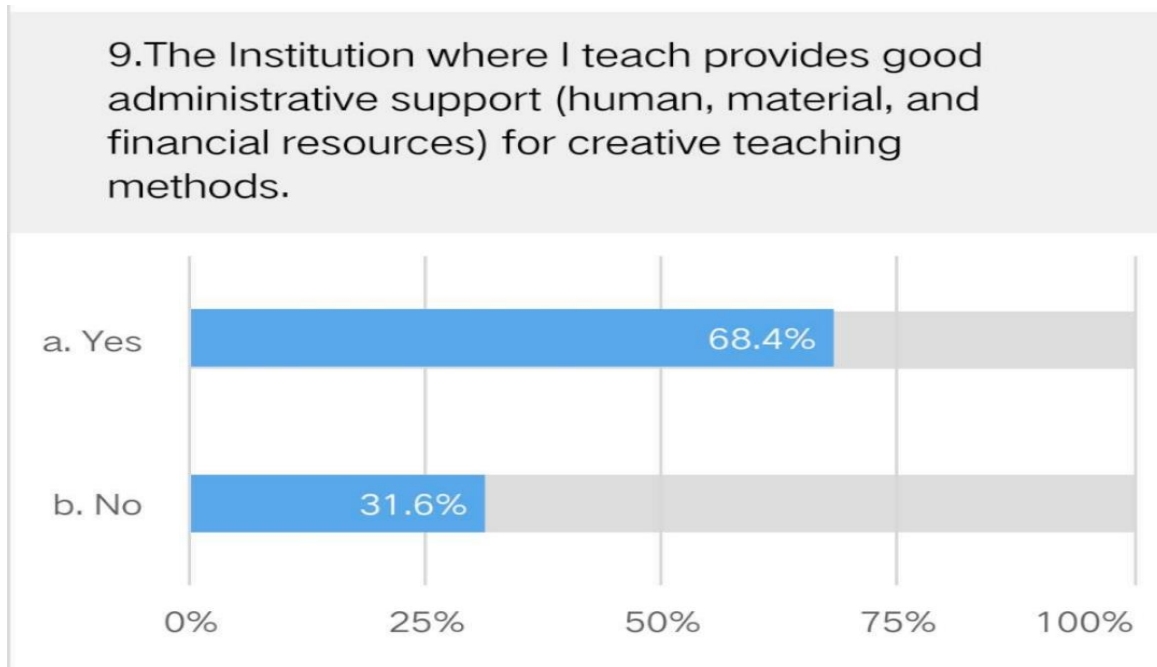
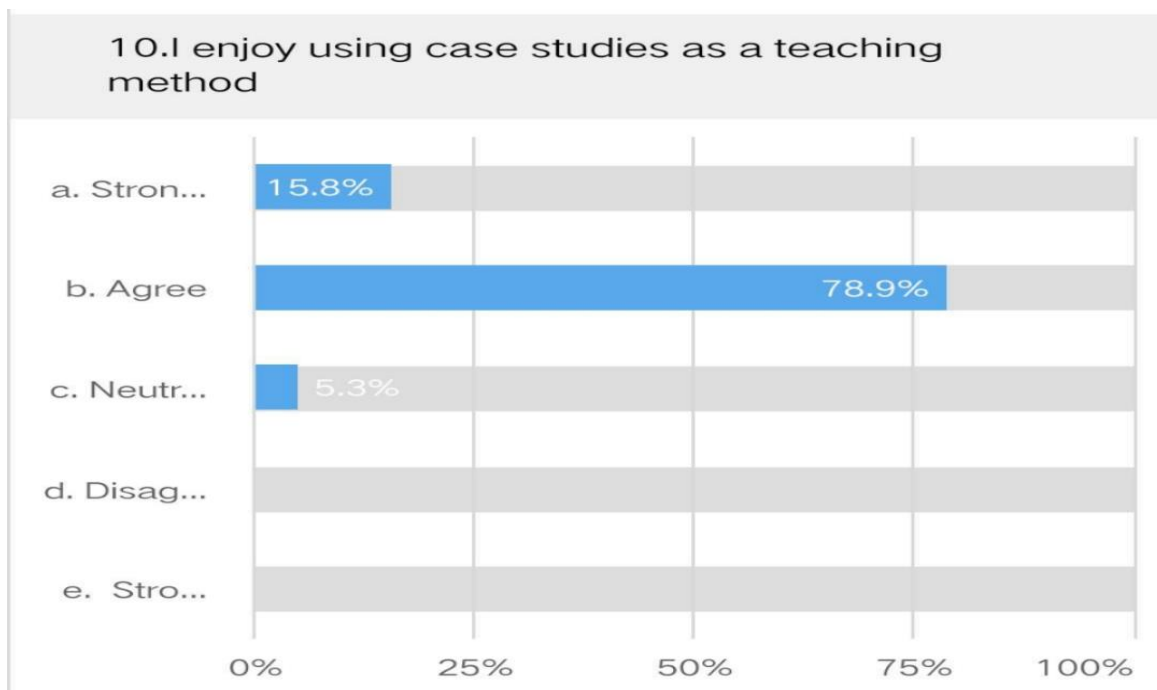


Table 10 indicates that the faculty and staff fully agree that they prefer to use case studies as a teaching method in a higher education environment.



Chapter Five: Implications & Conclusion

Based on our findings, we see several implications of the study and can make several suggestions related to its findings:

1. Faculty members with different doctorate degrees participated in this study. The results show (as mentioned Table 2) that they are highly willing to use case methods as teaching methods.
2. Teaching staff with less than 3 years of experience in their respective fields have a higher case method in higher education as described in Table 3.
3. Educational institutions can use learning cases and their traditional teaching systems in higher education. Since this system is widely accepted among faculty and staff using learning cases to expand, it may be a way to maintain a higher level of quality in teaching. However, this requires adequate preparation for students in advance; they can easily obtain resources, and take this opportunity to provide training from teachers.
4. Teaching staff members highly agree that using case studies in a higher education environment is a very effective teaching method as Table 4 mentioned.
5. Although many educational institutions are beginning to use research cases, more attention should be paid. In particular, educational institutions should recruit instructors with higher ICT (Information and communication Technology) capabilities to encourage the teaching system to learn from the case environment.
6. Although the level of case studies of teachers in Tunisian higher education is very high, as described in Table 7, an estimated 89.5%. However, a large percentage of teachers use lectures as effective teaching methods, rather than the case study as mentioned in Table 5. It is estimated that 47.5% is the second lesson.
7. Assistant professors in various colleges and universities use case study in their classes, most of which have less than 3 years of experience, and most of them also have doctorate terminals in other scientific fields such as business, management, marketing, international business, accounting, finance, and information systems. (Table 2). However, this means that higher education institutions in Tunisia do not use case studies in previous sciences, because lectures are more important than learning case methods, or they are another reason that needs to be sought to emphasize this phenomenon, for example, the thesis obtains an educational environment Resources, so that certain sciences have less than others, teachers or staff have less ICT expertise, or administrative support provides training for certain sciences, not others.
8. Faculty members and staff fully agree that the community environment of the institutions they teach is easy to obtain resources to promote creative teaching methods in the educational environment as Table 6 mentioned.
9. Although the teachers highly willing to use lectures as an effective teaching methods (Table 5). However, they choose group discussion as the most effective teaching method use a case method with a high level of level. Students need this teaching environment, such as, skills communication and critical thinking.
10. Educational institutions whose assistant professors have a low level of ICT expertise should implement ICT training for these teachers so that they can face future challenges, especially because they are related to increasing use case methods in Tunisian higher education. This requires more research and other future prospects.

Appendix

Questionnaire

The Methodology of Case Study in Teaching Management Education (Tunisia)

Dear Faculty Member

Any information supplied will be treated in confidence. The background information collected will be used purely for the purpose of education. This questionnaire can give worthwhile insights to our research paper.

Could you please take some minutes to fill in this questionnaire?

1. What is your PhD terminal?
 - a. Management
 - b. Marketing
 - c. International Business
 - d. Accounting
 - e. Finance
 - f. Information systems
 - g. Other.....

2. My years of experience;
 - a. Less than 3 years
 - b. From 3 to 5 years
 - c. From 5 to 10 years
 - d. Above 10 years

3. Rank in the University?
 - a. Assistant Professor
 - b. Associate Professor
 - c. Professor
 - d. Instructor

4. In your opinion, what is the most effective teaching method?
 - a. Lecture
 - b. Lecture/discussion combination

- c. Case study
 - d. Team project
 - e. Group discussion
 - f. Other.....
5. Do you use case-based learning in your classes?
- a. Yes
 - b. No
6. I believe using case studies is very effective teaching method.
- a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
7. I enjoy using case studies as a teaching method
- a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
8. Does your college of Business offer training in case method teaching?
- a. Yes
 - b. No
9. The community environment of the Institution where I teach has easy access to resources that facilitates creative teaching methods.
- a. Yes
 - b. No
10. The Institution where I teach provides good administrative support (human, material, and financial resources) for creative teaching methods.
- c. Yes

Researcher

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