

# Computer-assisted academic methods: determining the methods of teaching to higher education students

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**Abstract**— *This work aims to investigate different teaching methodologies for university students, although legislation mandates that students with autism receive instruction linked to the general education core content, there is limited research supporting the effectiveness of interventions for teaching core content to these students. The current study was conducted at private universities. A quantitative way for analyzing this paper. In order to analyze this study, a questionnaire was carried out. 180 questionnaires were distributed, 171 were received, however of the 162 questionnaires were properly filled. According to multiple regression analyzes, computer-assisted academic method had the highest value. A computer-assisted academic lecture is one of the ways that can achieve educational objectives.*

**Keywords**— *higher education, pedagogy, academic methods, computer-assisted academic method.*

## I. INTRODUCTION

The Teaching Ethics course to university graduates requires certain tactics to make them aware, apart from technical capabilities (Khan & Abdullah, 2019), of the necessity to be ethical (Paschal et al. 2022). The task of communicating ethical ideals in the minds of students through curricula from various fields (Sohail & Nabaz, 2019) lies with subject matter experts as well as faculty members who teach this specific course (Riyadh et al., 2020). Teaching options for graduate students' ethics are standard lectures (Darbandi, 2017), role-playing, case study and help from professionals with professional ethics difficulties (Sultan et al., 2020). The research also identifies the teaching ethical process (Yaba et al., 2021). According to Mahmood et al., (2022), the use of ethicalists has knowledge and finite resources complications can be helpful (Hassan & Ahmed, 2020). It is recommended that a professor in the discipline involved may be trained and prepared for the duty of teaching ethics (Sadj et al., 2020). Accounting faculty member in business training is competent for teaching (Ahmed & Hassan, 2019). As members in an ethical organization (Khorshed et al., 2020), organizations are not obliged to participate which effect individual ethical behavior within the organization (Sadj et al., 2020). The American Institute of

Public Accountants Certified (AICPA) has provided Certified Professional Accountants (CPA) and its members (Khan, 2021) with rules on ethics (Mohammed, 2019). While drawing up the ethical guidelines of organizations that oversee the business (Othman et al., 2020), it was considered how decision makers and end users of the sector observe a particular profession (Mohammed et al., 2020). According to Aziz et al., (2021), it would be conceivable to include ethics courses in the curriculum for university graduates in two ways (Qadir et al., 2021). One option is to teach separate courses, which are individually personalized (Mohammed, 2021). The second option (Kareem, 2020) is to teach ethics across the curriculum (Riyadh et al. 2020), which requires a professor who teaches this particular course to know about it (Jamal, 2021). According to Fatah et al., (2021), the Academy of Accounting (Saadi, 2021) has reduced its expertise and recommended finding strategies to teach ethics to teach them (Ismeal et al., 2021). The Sirotnik Teacher Education (1990) is a method in which moral character is bestowed rather than competence and expertise (Hamad et al., 2021), where both are vital (Abdalla Hamza, et al., 2021). Ethics can be easily taught when a pupil is expected to perform rather than simply memorize him/her (Karem et al., 2021). Many experiments

and theories have been developed on teaching students and bringing actual value from students (Hamad et al., 2021).

## II. LITERATURE REVIEW

Education and educational methodology are diverse (Khan, 2021), but they all share a fundamental common notion: that the student comprehends (Mohammed, 2017) the concept (Abdalla Hamza, et al., 2021), applies it in real life and adheres to the ethical norms in the subject matter chosen (Hamad et al., 2021). According to Sharif & Azeez, (2021), instructors who prepare ahead of time get better outcomes than teachers who use standard procedures (Dixit & Sharif, 20219). According to the findings of McGee and Bruce Howard's research, conventional tactics do not foster a competitive climate or a sense of class as a whole (rzgar Ahmed & Sharif, 2018). It is possible that a single teaching strategy will not be sufficient to meet all of the students' solo requirements since they will have multiple questions about teaching topics and their attention will be divergent (Sultan, 2021). The goal of any student assessment strategy is to (Rezaei et al., 2019) ensure that the student grasps the idea rather than measuring their ability to recall the subject matter, as is the case with traditional tests (Saleh & Jamil, 2017). Learning activities that influence various types of knowledge creation as well as student engagement in the course curriculum, according to Nithyanantham et al., (2019), would play a critical role in attaining learning outcomes in a technologically oriented context (Al-Yousuf et al., 2020). Several researchers, including Alyousuf & Din, (2022), assert that students and instructors, via education as a medium, have an impact on one another's life (Ali & Ebraheem, 2022), with others participating in this process (Mardan & Ahmed, 2017). A student's ability to think critically and be aware of ethical issues (Sadq et al., 2018) is vital both throughout his or her academic career and when he or she becomes a member of a professional organization, as described in the previous section (Kareem et al., 2022). According to Wu et al., (2022), students are given ethics-centered courses that will prepare them for difficult options, and they should (Mohammed & Ahmed, 2018) be interested in knowing the facts of a problem in order to make informed decisions (Qasim & Alyousuf, 2021). According to the definition of ethics in education (Sharma et al., 2022), the action of individuals to offer human beings with a benefit is the nature of ethics (Mohammad, 2021). Consumers will make fundamental requests as a result of a person's participation in a profession (Awdel et al., 2020), and the needs and interests of customers take precedence over the requirements of the supplier (Sultan, 2021). Parents and relatives are accountable (Dixit & Sharif, 2020) for a student's moral

training from an early age (Saadi, 2021), which will result in the student's excellent conduct toward parents and other people (Qoitassi & Sharif, 2015). According to Sharif, (2017), codes may influence employees' decision-making and shape their ethical behaviour in a variety of situations (Fallahi et al., 2019).

Although education and educational methods are various, there is a general belief that students must understand, apply, and adhere to the ethical principles in the subject matter they are studying (Jamil et al., 2018). Teachers who plan ahead of time have greater results than those who follow the same routine, according to (Jamil & Mawlud, 2021). There is little evidence that traditional techniques generate a competitive atmosphere or a feeling of class overall, according to McGee and Howard's study (Saleh & Jamil, 2021). One teaching technique may not be adequate to address the needs of all students in a one-on-one setting since students may have a variety of questions and their focus may be divided (Qasim et al., 2020). Student evaluation strategies are designed to guarantee that students understand rather than just measure their capacity to remember information, as in conventional assessments (Ahmed & Mohammed, 2019). As stated by Mohammed et al., (2018), in a technologically driven setting, learning activities that affect different forms of knowledge development and student participation in the course curriculum play an important role in reaching learning objectives (Birdawod et al., 2018). According to a number of studies, including Alyousuf et al., (2020), students and instructors have an influence on one another's lives via education as a medium (Cao et al., 2021). Crucial thinking and an awareness of ethical concerns are critical for students throughout their academic careers as well as when they join professional organizations, as discussed in the preceding section (M Aziz, 2016). Ibrahim et al., (2020) claim that the ethics-centered courses in 2022 will prepare students for tough choices, and they should (Prakash et al., 2020) be engaged in the facts of a situation so that they can make educated judgments (Manikandan et al., 2020). Ethicists are defined as those who take action to help others, as defined by the concept of ethics in education (Cao et al., 2022). Customer wants and interests take priority over the needs and requirements of the provider when a person is engaged (Sharma & Kumar, 2021) in a professional activity (Balaji et al., 2019). To ensure that their children have the best possible relationship with their parents and other family members, parents and relatives have a responsibility (Mohammed et al., 2018) to instill good morals in them from an early age (Mohammed et al., 2018). Sharif claims the following (Ahmed et al., 2021): Conventions may impact workers' decision making and ethical behavior in many scenarios (Cao et al., 2022).

Students are expected to comprehend (Paschal & Mkulu, 2020), apply, and adhere to ethical concepts in the subject matter they are learning (Sohail & Dhuha, 2020), despite the fact that educational institutions and teaching techniques vary widely (Fareed et al., 2021). According to research, teachers who prepare ahead of time get better outcomes than those who stick to the same pattern every day (Khan et al., 2022). According to McGee and Howard's research, there is no evidence that conventional approaches foster a competitive climate or a sense of social class in general (Saleh & Jamil, 2021). In a one-on-one scenario (Mahona & Pacho, 2021), one teaching style may not be sufficient to meet the requirements of all pupils since they may have a range of questions and their attention may be split (Sivaram et al., 2020). Student evaluation procedures are intended to ensure (Paschal & Mkulu, 2020) that students comprehend rather than just test their ability to recall knowledge, as is the case with traditional examinations (HamaAliFaraj et al., 2017). According to Rashid et al., (2019), in a technologically driven environment, learning activities that influence multiple kinds of knowledge acquisition as well as student engagement (Benedicto & Paschal, 2022) in the course curriculum play a significant role in meeting learning goals (Birdawod et al., 2018). According to a number of studies, including Sharma et al., (2020), students and instructors have an impact on one another's life via the medium of education (Awasthi & Sharma, 2020). As previously noted in the preceding section, critical thinking and a knowledge of ethical problems are essential for students throughout their academic careers as well as when they join professional groups after graduation (Gowsic et al., 2019). Sharma et al., (2019) assert that students will be prepared for difficult decisions in the ethics-centered courses offered in 2016, and they should (Awasthi et al., 2019) be engaged in the facts of a situation so that they can make informed judgements about those facts (Othman et al., 2018). In accordance with the notion of ethics in education, ethicists are individuals who take action in order to benefit others (Sharma et al., 2022). According to Paschal, (2022) when a person is involved in a professional activity, the demands and interests of the customer take precedence above the needs and requirements of the service provider (Abdulsamad et al., 2022). Parents and relatives have a duty (Ali & Yahiya, 2018) to teach excellent values in their children from an early age in order to guarantee that their children have the best possible connection with their parents and other family members (Honarbakhsh et al., 2022).

The fields of education and methodology in education may be varied (Abdalla Hamza, et al., 2021), but they all share the fundamental common notion that the student understands (Shareef et al., 2021) the idea (Kangarluei et al., 2012), uses it in real life and follows the ethical norms

in the subject chosen (Sultan et al., 2020). According to Khan et al., (2019), teachers planned in advance give higher results than ordinary techniques (Khan et al., 2020). Research by (Sharma & Ismail, 2022) McGee and Bruce Howard emphasized that traditional approaches do not create a competitive environment and class as a whole (Sadq et al., 2020). The students' solitary demands may not be satisfied by a single technique of teaching since they have numerous queries with relation to teaching concepts and their attention will be divergent (Qader et al., 2021). The objective of any student evaluation approach is to (Sharma et al., 2022) make the student grasp the concept instead of testing their memory's capacity to retain the subject like (Mohammed, 2019). According to Sadq et al., (2020), learning tasks that affect different kinds of knowledge production and student participation in the course curriculum would be the key role in obtaining learning results in a technologically oriented setting (Majeed et al., 2021). According to Mohammed et al., (2022), students, teachers, through education as a media, affect each other's lives (Ali & Ebraheem, 2022), while others participate in this process Rashid, (2022). A student has to have critical thinking and awareness of ethical concerns that are crucial for him/her during his/her studies and when he/she becomes a member of a professional organization (Qader et al., 2021). Aziz et al., (2021) indicated that students are taught ethics-centered courses that will prepare them for tough alternatives and that they should (Khan & Zada, 2021) have an interest in learning facts of dilemma (Sorguli et al., 2021). The character of ethics in education is the behavior of persons to provide human beings with a benefit according to (Sabir et al., 2021). The membership of persons in a profession will involve customers in making basic demands, and the demands of customers and interests are paramount than the requirement of the provider (Hamza et al., 2021). Gardi et al., (2021), parents and relatives are responsible (Khan, 2021) for a student's moral instruction early on, which will lead to the student's wonderful behavior towards parents and other persons (Harouache et al., 2021). Kadhim et al., (2021) has concluded that codes can guide employee decision-making and shape their ethical conduct (Abdalla Hamza, et al., 2021).

### III. METHODOLOGY

#### Design of the study

To assess the current study, the researchers used a questionnaire. Divided into two main areas, the first part was demographic analysis, beginning with the age, gender and level of education of the respondents. The second questionnaire consisted of four sub-sections; the first sub-section dealt in case study as a dependent factor; the second

with the traditional lecture teaching method as an independent variable; the third sub-section with the method of teaching the assignment; and the last sub-section with the course in business ethics as a dependent variable.

### Sampling Size

The research sample was recruited using a random sampling approach. The aforementioned random selection took place in private university. In the private university, a total of 170 questionnaires were distributed, 158 were received, but only 146 were valid and fully completed out of 158 questionnaires. The data have been obtained in hard copies.

### Instrument for measuring (scales)

In order to explore the feature of business ethics learning, this study investigates the evaluation of the teaching method of case study, the traditional teaching technique, the technique of teaching and the course on business ethics study. Participants were asked to assess how strongly they agree on five ordered measures in each question. The scale of business ethics learning as a dependent variable was measured and evaluated on a 5-point scale, where potential responses vary strongly to the same scale, and the scales for the case study method, traditional teaching method, and assignment teaching method were measured on a five-point ordered scale, which provided possible answers. These tools were proven by previous scientists to be excellent for the study of instructional practices (Marmah, 2014) and (Ismail, 2014).

### Research hypotheses

According to the above research model, the researchers set the following research hypothesis: H1: There is a positive association between case study teaching method and learning business ethics course.

H2: There is a positive association between traditional lecture teaching method and learning business ethics course.

H3: There is a positive association between assignment teaching method and learning business ethics course.

## IV. DATA ANALYSIS AND RESULTS

The purpose of this study is to measure the relation between teaching strategies (case study teaching method, traditional lecture teaching method and assignment teaching method) with learning business ethics course in private university. As it mentioned previously total of 146 participants were involved in completing the survey. These respondents had different level of education some respondents were from first year, some from second year, third year and others from fourth year. The current study deals with learning business ethics and teaching strategies in education sectors, the teaching strategies criteria to examine were identified as case study teaching method, traditional lecture teaching method and assignment teaching method. The participants were asked to rate how important they perceived each item on five point ordered scales. The scales for engineer performance was measured and evaluated on a five point scale with potential answers ranging from strongly disagree to strong agree. The scales for training, performance evaluation, compensation, promotion and participation were measured as well on a five point ordered scale which however gave possible answers ranging from strongly disagree to strongly agree. The following tables show the statistical results of this study using SPSS program:

### Demographic Analysis

Table 1 Demographic Analysis

Items		Frequency	Percent
<b>Gender</b>	Male	84	57.5
	Female	62	42.5
<b>Age</b>	20-21	13	8.9
	22-23	77	52.7
	24-25	49	33.6
	25+	7	4.8
	<b>Level of education</b>	Second year	37
	Third year	76	52.1
	Fourth year	33	22.6



Table 2 Reliability Analysis

Factor	Cronbach's Alpha	Number of items
Case study method	.768	9
Traditional lecture method	.867	7
Assignment method	.608	7
Business ethics	.913	9

As seen in the table (2), the reliability analysis for case study method, traditional lecture method and assignment method as independent factors, on the other hand, business ethics course for business department students as dependent factor. According to the reliability statistics test, the researchers found out Cronbach's Alpha for case study teaching method =.768 for which is greater than .7 this means that items of case study teaching method factor was reliable for this study, Cronbach's Alpha for traditional

lecture teaching method =.867 for which is greater than .7 this means that items of traditional lecture teaching method was reliable for this study, Cronbach's Alpha for assignment teaching method =.608 which is greater than .7 this means that items of assignment teaching method was reliable for this study and Cronbach's Alpha for business ethics course=.913 7 this means that items for the business ethics course was reliable for this study.

Table 3 Correlation Analysis

		Correlations		
		Case study method	Traditional lecture method	Assignment method
<b>Business ethics</b>	Pearson Correlation	.156**	.519**	.153**
	Sig. (2-tailed)	.059	.000	.066
	N	146	146	146

**\*\*.** Correlation is significant at the 0.01 level (2-tailed).

As seen in table (3), R=.156\*\* for case study teaching method factor, this means that case study teaching method has weak correlated with business ethics course, R=.519\*\* for traditional lecture teaching method factor, this means that traditional lecture teaching method has significantly correlated with business ethics course and R=.153\*\* for

assignment teaching method factor, this means that assignment teaching method has weak correlated with business ethics course. According to the above table, the researchers concluded the strongest correlation and the highest value among all factors was traditional lecture teaching method which =.519\*\*.

Table 4 Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.524 <sup>a</sup>	.275	.260	.90001

**a. Predictors: (Constant), assignment, traditional, case**

Regression analysis is analyzing relationships among factors.  $Y=f(x_1, x_2...X_C)$ . Regression analysis is to estimate the how Y will influence and change X and predict. In this research case study teaching method, traditional lecture teaching method and assignment teaching method

are independent variables and business ethics course is dependent. The business ethics course' overall difference could be measured by its variance. The differences are measured as the sum of the square between participant's forecasted business ethics course values and the total mean

divided by the number of participants. After division it will clarify variance by the total variance of business ethics course, the researchers found out the amount or the number of total difference or variance that is accounted based on

regression calculation. The number should vary between 0 -1 and is symbolized by R Square. Table (4) shows the value of R square = .275 this indicates that 27.5% of total variance has been explained.

Table 5 ANOVA

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	43.592	3	14.531	17.939	.000 <sup>b</sup>
	Residual	115.022	142	.810		
	Total	158.614	145			

**a. Dependent Variable: ethics**  
**b. Predictors: (Constant), assignment, tradition, case**

As seen in the above table (5), F value for case study teaching method, traditional lecture teaching method and assignment teaching method as independent variable =17.939, since (17.939>1) this indicates there is a

significant relation between all independent variables (case study teaching method, traditional lecture teaching method and assignment teaching method) and dependent variable which is business ethics course.

Table 6 Coefficients

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.251	.431		2.905	.004
	Case Study	-.022	.098	-.020	-.224	.823
	Traditional Lecture	.650	.094	.511	6.912	.000
	Assignment	.099	.102	.083	.971	.333

**a. Dependent Variable: ethics**

As seen in the above table (6), the result of three hypothesis, case study has not predicted business ethics course (Beta is weight -0.20, p>.001) this indicates that case study teaching method will not have any association with learning business ethics course, accordingly the first research hypothesis was rejected. According to traditional lecture teaching method has significantly predicted learning business ethics course (Beta is weight 0.511, p.001) this indicates that assignment teaching method will have a weak positive association with learning business ethics course, accordingly third research hypothesis was supported.

## V. CONCLUSIONS

The study has proved the extensively held opinion that the traditional lecture method will pursue to be the principal method of teaching in education sectors (Khan & AAS, 2019). According to multiple regression analysis, the researchers found out that the highest value and the most dominant teaching method was traditional lecture method. The findings of this study proved the strongest relation between traditional lecture teaching methods with learning course (Sohail & Dhaha, 2021). Also, based on multiple regression analysis, the researchers were able to test the research hypothesis; the first research hypothesis; case study teaching method has a positive association with learning business ethics course, the finding of this study revealed that case study teaching method has not predicted business ethics course (Beta is weight -0.20, p>.001) this

indicates that case study teaching method will not have any association with learning business ethics course, accordingly the first research hypothesis was rejected. The second research hypothesis; traditional lecture teaching method has positive association with learning business ethics course, the finding of this study revealed that traditional lecture teaching method has significantly predicted learning business ethics course (Beta is weight 0.511, p.001) this indicates that assignment teaching method will have a weak positive association with learning business ethics course, accordingly third research hypothesis was supported.

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