
**TEACHING PRACTICES IN THE BACHELORS OF ENTREPRENEURIAL
MANAGEMENT COURSE OF THE COLLEGE OF LIBERAL ARTS:**

A TUP EXPERIENCE

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A B S T R A C T

This study evaluates the improvement and possible application of new practices in teaching of subjects related to Bachelor of Entrepreneurship (BEM) Course in the College of Liberal Arts (CLA). The study identifies the extent to how teaching practices influence student performance. Some techniques that enhances students learning-performance are being reviewed. Techniques employed are based on the present practices. The research will serve as guide for professional educators particularly in the entrepreneurial management educational framework for curriculum development.

The survey utilized questionnaire was organized into four (4) domains such as: (1) capability, organization and respect for students; (2) classroom management; (3) dynamic and reflective teaching; and (4) affective teaching.

Weighted mean scores of not less than 4.51 from the scale of 1 to 5 where 4.51 to 5.0 was used as indicator in determining the practices considered as "Strongly manifested practices." Based from the respondent's perceptions, leading among those manifested practices include mastery and competence, clear expectation of the outcomes of assignments, confidence in the use of teaching strategies, students welfare, and teachers are well prepared. Among the 31 considered "Strongly manifested practices": 35% are rooted from the "capability, organization and respect for the student"; 23% in the "classroom management"; 23% in the "dynamic and reflective teaching"; and 19% in the "affective teaching."

Findings of the research study concluded that almost the same practices indentified by Reyes (2002) are almost the same and it confirmed that adherence to the teaching domains are manifested on the actual classroom teaching in the Bachelor of Entrepreneurial Management of the College of Liberal Arts of the Technological University of the Philippines.

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INTRODUCTION

Assessment and evaluation of the teaching practices are the crucial allies in terms of the development that constitutes quality teaching. These evaluation process itself emphasizes teachers' rights to be assessed based on the domains of teaching philosophies. Bloom (1956) stressed that teaching domains should be clearly defined by instructors as to cognitive, affective, psychomotor, etc., and employ different teaching strategies. Enhancement of learning takes place in classrooms, field locations, laboratories, seminar rooms, studios, virtual classrooms, etc. Thus, teachers utilize different instructional strategies such as using case studies, coaching, student class reporting, demonstrating, facilitating discussions, lecturing, problem-based learning, power point presentation, etc., and at the same time consider the diversity of students' backgrounds and levels of attentiveness. It is the educators' role therefore, to inculcate knowledge based information, facilitate teaching-learning process and promote students critical thinking skills.

In the learning process, educators hold the greater responsibility for the students learning improvement and development. More than ensuring teachers expectation from the learners, students should be able to feed back what they have learned, teacher calls for effective teaching and identify the common practices that motivate students to learn. Teachers' knowledge and students' learning ability, their modes of the teaching process and the environmental factors combined to produce performance results. By way of providing pertinent explanatory supremacy in learning models, teacher-training interventions could gain a new way to measure its impact. Teaching requirements imposed by the school show how it affects to the students performance and how it will benefit the Entrepreneurial Management students' of the College of Liberal Arts (CLA) of the Technological University of the Philippines (TUP). According to Brophy (1987), students learning motivation is highly influenced by the "significant others". He stressed that the "significant others" clearly states the role of parents and teachers in the learning motivation of the students.

Reyes (2002) in her research study using 134 students resulted that teaching constitutes mastery of the topic and appropriate choice of teaching strategy and the teacher should have a positive and constructive empathy for and towards the students. She also recommended that effective teacher should promote the ideals of academic excellence, integrity, fairness and equality, social relevance and transformation.

The College of Liberal Arts of the Technological University of the Philippines in line with the Commission on Higher Education (CHED) requires a regular evaluation on the current teaching practices on every subjects like other courses offered in every courses in order to keep the curriculum in-line with the current academic and technological trends. It is

in this case that the researcher seeks to answer the following questions:

- What are the practices do BEM teachers used in their respective subjects?
- Which of these practices are strongly manifested in actual classroom setting?
- Are the domains of those practices determined accordingly?

General Objective

To evaluate the domains of the manifestation of practices employed in the Bachelor of Entrepreneurial Management of the College of Liberal Arts of the Technological University of the Philippines-Manila:

Specific Objectives

- To identify the “strongly manifested practices” of effective teaching.
- To determine which domains manifest effective teaching.
- To recommend teaching practices as effective strategy in the Bachelor of Entrepreneurial Course in the College of Liberal Arts of the university.
- To confirm possible significant similarities of teaching strategies resulted from other related educational research studies.

Scope and Limitation

Scope and limitation of the study considers responses of students of the Bachelor of Entrepreneurial Management for school year 2013 to 2014 offered in the College of Liberal Arts (CLA) of the Technological University of the Philippines. The proponent will cover at least 50% of the total population of BEM students in the Technological University of the Philippines who have enrolled and or underwent through the subjects offering of the said course.

REVIEW OF RELATED LITERATURE

The TUP is a State University, is a “University of First Choice” specializes in both technology and education. It also offers Information Technology, Industrial Education and ladderized programs like Bachelor of Arts in Management (BAM) and Bachelor of Entrepreneurial Management (BEM). The Technological University of the Philippines (TUP) entrepreneurial management educators recognized that teaching approaches in undergraduates are crucial to achieve the desired knowledge comprehension or subject matter interest. To address this crucial ally, the Technological University of the Philippines

conducted education research, teacher training and materials development that will benefit to the curriculum update of the University for Instructional Development.

Providing instruction appropriate to students' levels is necessary to carry-out desired objectives. When a teacher knows the best teaching strategy for the specific instruction, it ends to a positive learning outcome. When students were presented with information and materials beyond their current skill levels, they become frustrated and may engage in behaviors that avoid engaging in the lesson (Welby, et.al., 1995). Likewise, if the instructional material is too easy for the students they may engage in inappropriate behavior out of boredom and lack of challenge. A teacher should therefore identify the most effective methodology to prevent academic learning difficulties and thereby facilitate student achievement.

In the challenge to discover some of the characteristics related to effective teaching, Fitch (1987) in his master's thesis that studies college students' perceptions of the characters of effective teachers of deaf and hard-of-hearing students in Rochester Institute of Technology. He administers structured response questionnaire to 28 college students in Business Technology where he was able to identify five core domains of characteristics of effective teacher: (1) communication of course content and expectations, (2) independent thinking and learning, (3) classroom management, (4) affective, and (5) teacher knowledge.

Wilson, Dienst, and Watson (1973) also studied on the characteristic of effective teachers based on their colleagues at the University of California resulted in the principal components analysis of five factors which include: (1) research activity and recognition, (2) participation in the academic community, (3) intellectual breath, (4) relations with students, and (5) concern for teaching. Drummond (1995) compiled the best practices in college teaching which focus on the aspects of classroom teaching competence. He labeled it with 12 headings such as: (1) lecture practice, (2) group discussions, (3) thoughtful questions, (4) reflective response to learners contributions, (5) rewards for students participation, (6) active learning strategies, (7) cooperative group assignments, (8) grading guidelines and criterias, (9) modeling, (10) facilitating how one learns to learn, (11) regulating physical and mental climate of students, and (12) fostering learner self responsibility to learn.

Reyes (2002) in her publication entitled unveiling teaching expertise, she differentiate effective teaching and responsible teaching. Effective teaching refers to teachers' instructional practices and behaviors that lead to the attainment of educational objectives that promotes student achievement. Likewise, effective teacher refers to the teacher's ability to develop within the students the desirable attitudes towards assuming responsibility for learning. Therefore, without effective, responsible, and professional teaching practices there can never be an expert teacher. The components of professional practice are a comprehensive framework reflecting the many different aspects of teaching and learning process specifically on the best practices of teaching employed as differentiated based on the subjects course.

Teaching and learning connects one another (Hansen, 2000). This process cannot succeed without the success or support of the other. No teacher can claim how effective is the teaching process if the learners have not learned substantially. Therefore, teachers

teaching strategies plays important role in the existence of both teacher and the learner in the classroom. To provide agreed-upon framework on best practices for teaching and learning the framework for professional practices serves as guide in the organization of the teaching plans for better students learning. In the planning phase, the teacher decides on: (a) needs of the learners, (b) goals and objectives to be achieved, (c) selection of the subject matter to be taught, (d) motivation on how to carry out the goals and objectives, (e) methods to attain the desired result, and (f) assessment process to measure learning outcomes. This is in consideration with the learning capacity, availability of materials, time, and strategies needed to achieve the objective and the teacher (Bilbao, et. al. 2008).

The characteristics of effective teachers described by Fitch (1987), Wilson, Deinst and Watson (1973), and Drummond (1995) are some of the bases for this research study of the teachers' perceptions for the best practices of effective teaching. However, those perceptions provides bulk information to the researchers to study its application in the Philippine settings in an attempt to contribute to the literate on studies conducted by Filipino researchers like Reyes (2002) on his effective and responsible teachers. These conditions motivated the proponent study on the best current practices and indentify its validity based on the Blooms taxonomy of learning that can be employed by the teachers of the Bachelor of Entrepreneurial Management of the College of Liberal Arts of the Technological University of the Philippines, Manila.

The Blooms taxonomy of learning are mainly divided into three: 1) Cognitive - this study on the students cognitive domain, 2) Affective - on the students attitude, and 3) Psychomotor - for the students skill ability. Likewise, classroom management is included in the current research for summarizing how students collectively behave in an actual classroom based on the perceptions identified from the best practices as indicators of the study.

RESEARCH METHODOLOGY

Design of the Study

This research is basically an evaluative study on the current strategy in teaching entrepreneurial related subjects for BSEnM students of the CLA for the school year 2013 to 2014. After validation, survey questionnaires were administered to address the objectives of the study. This research method is designed to describe the nature of a situation, conditions, and practices of teaching entrepreneurial related subjects in the CLA. It is appropriate to employ the survey questionnaire to present study as it seeks to obtain information about the practices of the current teaching strategy.

Instrumentation, Sampling Technique, Statistical Test

The instrument used in this research for data collection was a survey method using a structured response questionnaire which is highly quantitative.

A randomized sampling of at least 50% of the total population of the Bachelor of Entrepreneurial Management (BEM) will be used in the study. Only those students who are

enrolled in the school year 2013 to 2014 will be chosen to participate in the study. They were asked to rate the 70 structured response questionnaire which were adapted from the different sources such as those of the studies made by Fitch (1997); Wilson, Deinst, and Watson (1973); and Reyes (2002). Since majority of the items are results of qualitative studies, items were restated in consistent with the rest. Questionnaire is organized in three (3) columns. First column is the item number, the second column is the item statement, and third column is the rating of performance of the teacher in the particular statement. The rating scale to choose it from 1 to 5: where 5 means, “strongly manifested”, 4 means, “frequently manifested”; 3 means, “moderately”; 2 means, “rarely manifested”; and 1 means “not manifested”. The researcher administered the survey questionnaire to the sample size mentioned above. The participants of the study all came from among the officially enrolled students of the Bachelor of Science in Entrepreneurial Management of the College of Liberal Arts.

Data was statistically treated using the mean rating. The mean rating will be computed to determine the best teaching practices used by the teachers.

For inclusion in the common and best practices, an item must have the mean rating of not less than 4.5.

RESULTS AND DISCUSSIONS

The study shows the top 10 strongly manifested practices rated by the 93 student respondents from BEM are: 1) Shows mastery and competence; 2) Expresses clear expectations and of the student learning outcomes; 3) Shows confidence in her/his teaching strategies; 4) Shows respect and concern for students; 5) Cares about the progress and welfare of the students; 6) Is well prepared; 7) Clarifies important matters related to the course; 8) Communicates knowledge effectively; 9) Relates facts and concepts with other related fields; and 10) Able to respond to the students answers, questions and clarifications.

Practices that do not show manifestation are: 1) Teacher is available to students outside of the class; 2) Recognizes and greet students outside of the class; 3) Provides feedback to others teachers; 4) Uses students' background data to adapt teaching to individual needs; 5) Relates implications of various theories; 6) Uses facial expressions; 7) Invites criticism of his/her own ideas; 8) Is an active and energetic person; 9) Is interesting and holds the learner's interest; and 10) Is approachable, friendly and available to student consultations.

Findings revealed that among those practices include mastery and competence, clear expectations of the outcomes of learning, confidence in the use of teaching strategies, students' welfare, and teachers are well prepared are those fall under the mean rating of not less than 4.5 interpreted as “strongly manifested” by the teachers in the BEM of the CLA. Domains of the identified teaching practices, show that that: 35% is rooted in the “Cognitive Domain”; 23% in the “Classroom Management Domain”; 23% in the “Psychomotor Development Domain”; and 19% in the “Affective Domain” (Blooms, 1956).

CONCLUSION

The study confirmed that there is a significant similarities to the research conducted by Reyes (2002) in her survey using 134 students which revealed that, teaching constitutes mastery of the topic and appropriate choice of teaching strategy where she recommended that effective teacher should promote the ideals of academic excellence, integrity, fairness and equality, social relevance and transformation. On the other hand, mastery and competence, clear expectations of the outcomes of learning, confidence in the use of teaching strategies, and promotion of students' welfare suggested that the best practices of being an effective teacher constitutes mastery, competence of the topic and appropriate choice of teaching strategy. Hence, teaching strategies can significantly affect in the assessment of perceived teaching quality.

RECOMMENDATIONS

Based on the findings of the research, the following are recommended:

1. Conduct of another survey with teachers as respondents;
2. Analyze comparative result of the research of both teachers and students as respondent for validation purposes;
3. Present the study to the college and even in the international for a for information dissemination and possible bench marking; and
4. Continually conduct teaching evaluation and assessment studies to monitor teaching difficulties and recommend best strategies to be employed based on the latest technological and state-of-the-art teaching practices.

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