

DISSERTATION ABSTRACT

Title: BUSINESS-ECONOMIC EDUCATION IN THE PRIVATE INSTITUTIONS OF HIGHER LEARNING OF REGION I IN RELATION TO PACSB STANDARDS

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Rationale/Background

The new aim for the educational system in business calls for the development of leadership in the managerial and professional levels. In trying to discover new knowledge, it is necessary to know that there are new program-thrusts which the administrators and faculty of business institutions need to implement in order to be more responsive to change. In order to achieve this task, the Ministry of Education, Culture and Sports called upon the Philippine Association of Collegiate Schools of Business to spearhead the improvement of business education in the Philippines.

Problems

Generally, the focus of the study is the comparison in the implementation of PACSB standards, as embodied in MECS Order No. 12, s. 1983 and its Five-Year Development Plan, 1973-1978, between PACSB members and non-PACSB members emphasizing the areas of administration, faculty, curriculum, instruction and resources.

Specifically, the researcher investigated the following questions:

1. How do the PACSB members and non-members of business-economic education of the private institutions of higher learning in Region I compare in the standards of PACSB, as embodied in MECS Order No. 12, s. 1983 along the areas of administration, faculty, instruction, curriculum, resources, and student admission.
2. What have been the new program-thrusts implemented by PACSB members in comparison with non-PACSB member institutions in business-economic education in Region I according to the Five-Year Development Plan of the Philippine Association of

Collegiate Schools of Business along the areas of faculty development, curriculum, and instruction.

3. What problems are encountered by the institutions of higher learning of Region I on business education in their implementation of MECS Order No. 12, s. 1983 along the areas of administration, faculty, instruction, curriculum, resources, and student admission.

The following hypotheses were formulated:

1. There are no significant differences on how the PACSB members and non-PACSB members of business-economic education in the private institutions of higher learning in Region I function in relation to the areas of administration, faculty, instruction, curriculum, resources, and student admission according to the standards of PACSB, as embodied in MECS Order No. 12, s. 1983.

2. There are no significant differences in the implementation of the new program-thrusts in business education between the member and non-member institutions of higher learning of Region I according to the Five-Year Development Plan of PACSB in the areas of faculty development, curriculum and instruction.

3. There are no significant differences on the problems encountered by member and non-member institutions of higher learning of Region I on business education in their implementation of MECS Order No. 12, s. 1983 in relation to the areas of administration, faculty, instruction, curriculum, resources.

Procedure and Research Design

There were two sets of instruments used in gathering the primary data – a questionnaire –interview schedule floated to twenty-nine administrators and 190 faculty members of PACSB members and six administrators and ninety-three faculty members of non-PACSB members.

The Parten's formula was used to determine the sample size of the number of teachers from the population N. the descriptive-comparative research design was used where the researcher considers at least two entities and establishes a formal procedure for obtaining criterion data on the basis of which he can compare and conclude which of the two is better.

Statistical Treatment

The descriptive statistical tools used in this study are the frequency counts, percent, and the weighted mean. To test the hypotheses, the inferential statistics used were the t-test and the Kolmogorov-Smirnov D-test with its chi-square transformation. For the interpretation of the results of the test of hypothesis, the five percent level of significance is the criterion point of reference.

Findings

Comparing the PACSB members with non-PACSB members, the following salient findings were found:

1.1 On Administration

Fourteen or 60.9 percent of the administrators are not holders of a master's degree in business and three non-master's degree in business among non-PACSB members. There is no significant difference in administrative qualification,

teaching experience, tenure, and scope of performance. The PACSB administrator members had more years of administrative and teaching experience than the administrative of PACSB members. On the other hand, the administrators of PACSB members had more administrative functions than teaching functions if there are no department chairpersons. The non-PACSB members perform both administrative and supervisory functions.

1.2 On Faculty

There is significant difference in terms of qualification between the faculty members of PACSB members and non-members since there are more qualified faculty among the PACSB members than non-members. The teaching experience of faculty members of both PACSB members and non-members are concentrated in the college level; there are part-time faculty members in both PACSB members and non-members and more full-time faculty members among the PACSB members than non-members.

1.3 On Curriculum

Both PACSB members and non-members responded positively to the implementation of the objectives of the new curriculum; the general and business education programs except the implementation of twelve-unit course in mathematics and computer course among PACSB members as compared to the nine-unit course in mathematics and non-implementation of computer course.

1.4 On Instruction

There is no significant difference between the PACSB members and non-PACSB members in terms of teaching methods, instructional aids used research and extension services. The lecture method was the most common for both groups; the blackboard and the use of textbooks were the instructional aids; research was neglected and likewise for extension services.

1.5 On Resources

Both PACSB members and non-members lack practicum and laboratory facilities.

1.6 On Student Admission

Both PACSB members and non-members practice the open admission policy.

2. On Program Thrusts

2.1 Program-Thrusts of PACSB

The teaching strategies utilized by faculty members of PACSB members are problem-solving, case analysis, role playing and drills; whereas the non-PACSB members utilized problem-solving and drills. Both PACSB members and non-members rarely send their faculty members to participate in faculty development programs and very few pursue higher education studies.

3.1 On Problems

The most common problems encountered by administrators and faculty are: lack of practicum facilities, no motivation on the part of administrators to provide support to research and faculty development programs.

Conclusions

1.1 Using the standards of PACSB, as embodied in MECS Order No. 12, s. 1983, the PACSB members were more satisfactory in administration along educational qualification, administrative experience, teaching experience, and scope of performances on administrative and supervisory functions except on the following aspects where the non-members evaluated more often the teachers and updated and revised more often the syllabi. Administrators from both PACSB members and non-members gave similar negative responses on the performance of educational supervision of instruction.

1.2 Along educational qualification, teaching experience, status of employment of faculty members, higher ranks and more teaching loads for full-time faculty members, the PACSB members were more satisfactory.

1.3 The administrators of PACSB and non-PACSB members implemented the objectives of business education. Likewise, the general education programs and business education programs, under the new curriculum, are implemented by both PACSB members and non-members except in the implementation of courses in mathematics and computer education.

1.4 The program-thrusts implemented by both PACSB members and non-members along teaching strategies, instructional aids used, research and extension services performed are similar in results.

1.5 The library facilities of PACSB members are more adequate but the practicum and laboratory facilities are fairly satisfactory for both PACSB members and non-members.

1.6 Both PACSB and non-members utilized the open admission policy but with stricter admission rules on transferees.

2. The program-thrusts implemented by PACSB member institutions are similar to the program-thrusts implemented by the faculty members of non-member institutions along teaching strategies, faculty development and institution, status of higher education pursued and current higher education pursued except that PACSB members participate more often in seminars and workshops of PACSB-recommended activities.

3. The problems of PACSB members on administration, instruction, research, extension services, curriculum implementation were similar to the problems encountered by non-PACSB members except on problems regarding resources which are encountered more by non-member institutions.

4. Since the findings of the study resulted on how the practicum course could be implemented, the module on a practicum course was presented. Please refer to recommendations.

Recommendations

The most important recommendations are:

1.1 The administration of colleges and universities should allow the deans and department chairpersons to finish their master's degree in business; for big business schools, department chairpersons should be appointed according to the number of majors; the administrators should enroll in educational administration and supervision in the College of Education or Graduate School.

1.2 In order to provide teaching experience to the members of the faculty, the administrators could allow faculty members to audit in classes in the college of

education. The administrators could initiate teaching demonstrations and could provide supervisory tips and guidelines regularly in handout forms to the faculty members.

1.3 To develop social responsibility on the students should be added to the objectives in order to form values on students. In order to enrich the college of commerce in teaching methods, an 18-unit course in education is proposed in the Bachelor of Science in Commerce.

1.4 An appropriate blend of the analytical and clinical approaches should be studied to fit the needs of the students. The administration should find ways to release more time for the faculty for scholarly activity.

1.5 A practicum workroom should already be planned now.

1.6 Entrance examinations may be implemented before students could be admitted to the College of Commerce.

2.1 Teaching demonstrations could be conducted through the assistance of the College of Education.

3.1 A faculty development program should be instituted by the school.

4.1 A module on practicum course is presented at the recommendation portion.