

# Perceived Common Teaching Practices at the College of Management and Business Technology

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**Abstract**— Professors' Teaching skills and capabilities are very vital in imparting knowledge to students because unsound information and understanding about concepts that they are to teach their students due to their training insufficiency are likely to be transferred to their students. Therefore, their expertise in their field is important in the teaching-learning process. As cited in the Ozmen's study (2012) teachers might unintentionally reflect their errors to their students in the teaching process. Teachers should have sound information and understanding about the concepts they are to teach their students.

This study determined the Perceived Common Teaching Practices at the College of Management and Business Technology. The categories (Stockfors, 2011) used in determining the common teaching practices were: 1.) Conscious focus on students' learning; 2.) Develops Good Teacher-Students Relations; and 3.) Broad Knowledge of Learning Processes. The respondents were 203 CMBT students from 1<sup>st</sup> year to 4<sup>th</sup> year. Convenience sampling method was used in collecting data. The instruments utilized were questionnaire and unstructured interview. For the Data treatment, Percentages and Weighted Mean were utilized. This result shows that CMBT Professors have common Teaching Practices. Though they don't have the professional preparation and expertise, they recognize the significance of managing their Teaching Practices.

**Keywords**— Teaching Practices, Teaching skills and capabilities, Training insufficiency, and Professional preparation.

## I. INTRODUCTION

Education systems in today's world have been confined within the structure of the fast scientific and technological developments and the need of the society for human power. Teacher training systems are also affected from these developments directly and thus alternative approaches emerge with respect to programs, education processes and infrastructure. (Ozel, et.al 2007)

The Department of Education, envisions every learner to be functionally literate, equipped with life skills, appreciative of arts and sports and imbued with the desirable values of a person who is makabayan, makatao, makakalikasan at maka-Diyos (2002 Education Curriculum).

In order for societies to progress and succeed, education is the basic requirement. Our Educational system is composed of interrelated steps. The highest step is the tertiary level which is based and affected by the lower ones, the secondary and elementary levels. Affected through the nature of the developments of students in these lower levels, whether positive or negative. Educational Institutions are

where the education systems are implemented, teachers are the primary factors and their training and performances play a vital role for the education systems.

Universities and Colleges should understand that their professors/teachers are the most significant component of the institutions, for they are the front liners and are in direct contact with students, imparting vital knowledge and information. The quality and excellence of the services they may provide lie on how skillful and capable they are on their given task and responsibility, which is teaching.

Nueva Ecija University of Science and Technology employs Professors who are well educated in their field of studies as well as industry-based experts and practitioners, to ensure the timeliness and relevance of their curriculum. Faculty members are strongly encouraged to pursue higher education and continuous learning. Linkages with industry, government agencies, research, and cultural organizations are also employed to provide professors and students more exposure in the field.

Learning environment is founded on the belief that each student is unique and endowed by God with talents and gifts that should be understood, appreciated and nurtured. In such an environment, Educational Institutions should try to develop an appreciation and respect for students' own talents and gifts as well as the talents and gifts of others. (The Center of Learner Centered Instruction and Research, 2007)

To nurture and enhance these talents and gifts, Educational Institutions' Faculty members should be oriented and encouraged to practice learner-centered teaching methodologies, and be responsive to students' activities and needs through attending regular seminars and trainings which is very significant in enhancing their capabilities as Educators. Recognizing the vital role of technology as a medium through which knowledge is transmitted, educational Institutions should support the development of computer-aided instruction and equips teachers and students with updated learning resources.

#### OBJECTIVES OF THE STUDY

1. To determine the Common Teaching Practices at the College of Management and Business Technology;
2. To identify the Teaching Practices possible for enhancement; and
3. To propose possible enhancement in the Teaching Practices.

Table 1: Creates Good Condition for Learning

ITEM STATEMENT	WEIGHTED MEAN	VERBAL INTERPRETATION
The professor...		
1. calls student by name.	2.59	often
2. attends classes regularly.	3.55	always
3. checks attendance regularly.	3.43	always
4. uses motivational activities to start the class.	3.26	always
5. begins and ends class on time.	3.32	always
6. assures the cleanliness of the classroom.	3.38	always
7. formally begins class by saying "Good morning" or "Good afternoon".	3.53	always
8. ends class formally.	3.46	always
<b>Average Weighted Mean</b>	<b>3.33</b>	<b>always</b>

Table 1 shows the responses of the respondents regarding the Teaching Practices categorized as *Create good conditioning for learning*. "Attends classes regularly" got the highest weighted mean of 3.55 with a verbal interpretation of "always" and "Calls student by name" got the lowest weighted mean of 2.59 with a verbal interpretation of "often".

## II. METHODOLOGY

The study is Descriptive in nature since its focus was determining the Common Teaching Practices at the College of Management and Business Technology. As mentioned by Shuttleworth, (2008) "Descriptive Research Design is a scientific method which involves observing and describing the behavior of a subject without influencing it in any way." Convenience sampling method was used in data gathering. Available students became the respondents of the study. The instruments utilized were questionnaire and unstructured interview. A total of 203 CMBT students from 1<sup>st</sup> year to 4<sup>th</sup> year were the respondents. For the Data treatment, Percentages and Weighted Mean were utilized.

## III. RESULTS AND DISCUSSION

### I. Common Teaching Practices

#### A. Conscious focus on students' learning

This means that, CMBT professors in NEUST attend classes regularly as a way of creating good conditioning for learning. This is perceived favorably by their students. Students considered their professors as role models which made them a reliable source of information as supported by Immaculate (2007), Teachers should be

presentable in terms of dressing and conduct since they are student's role models.

Table 2: Develops Good Teacher-Students Relations

ITEM STATEMENT	WEIGHTED MEAN	VERBAL INTERPRETATION
The professor...		
1. allows students to ask questions.	<b>3.64</b>	<b>always</b>
2. treats students fairly in class.	<b>3.40</b>	<b>always</b>
3. is accommodating in all circumstances.	<b>3.31</b>	<b>always</b>
4. gives words of encouragement like "You can do it".	<b>3.38</b>	<b>always</b>
5. expresses expectations from students.	<b>3.38</b>	<b>always</b>
6. allots bonding time with students after discussion.	<b>3.33</b>	<b>always</b>
<b>Average Weighted Mean</b>	<b>3.41</b>	<b>always</b>

For the Teaching Practice of *Develops Good Teacher-Students Relations*, "allows students to ask questions" got the highest weighted mean of 3.64 with a verbal interpretation of "always" and "is accommodating in all circumstances" got the lowest weighted mean of 3.31 verbally interpreted also as "always".

The findings shows that, students appreciated CMBT professors' practice of allowing their students to make queries about their lessons. This helps professors in motivating students to be participative in class and at the same time provides confidence to students.

As Linsin (2011) stated "questions are the lifeblood of learning; they must not be discouraged."

Table 3: Broad Knowledge of Learning Processes

ITEM STATEMENT	WEIGHTED MEAN	VERBAL INTERPRETATION
The professor...		
1. provides course materials such as visual presentation and handouts.	<b>3.32</b>	<b>always</b>
2. gives assignments after the discussions for students to study/browse the lesson.	<b>3.45</b>	<b>always</b>
3. gives quizzes after finishing every topic.	<b>3.30</b>	<b>always</b>
4. gives recitation as a form of review from all the topics discussed.	<b>3.32</b>	<b>always</b>
5. provides examination based only on the topics discussed.	<b>3.52</b>	<b>always</b>
<b>Average Weighted Mean</b>	<b>3.38</b>	<b>always</b>

As can be seen in Table 3, the respondents assessed the Teaching Practice of *Broad knowledge of the Learning Process*. "Provides examination based only on the topics discussed" got the highest weighted mean of 3.52 with a verbal interpretation of "always" and "gives quizzes after finishing every topic" got the lowest weighted mean of 3.32 also verbally interpreted as "always".

This implies that, students appreciated their professors practice of focusing and meditating on choosing the significant topics that are to be discussed and be the basis of students' evaluation.

As supported by Stockford (2014) "quizzes, homeworks, recitations, examinations, and assessment must be planned by the teacher so that students can prepare themselves on tasks to meet the aims of the program."

**B. SCHOLARLY AND REFLECTIVE APPROACH***Table 4: Examines the Students' Learning in Various Means*

ITEM STATEMENT	WEIGHTED MEAN	VERBAL INTERPRETATION
The professor...		
1. Gives seatworks/ activities after discussion.	<b>3.50</b>	<b>always</b>
2. calls students randomly or voluntarily during recitations.	<b>3.47</b>	<b>always</b>
3. records the scores of the students.	<b>3.51</b>	<b>always</b>
4. gives the equivalent grade on how the students performed.	<b>3.46</b>	<b>always</b>
5. asks the class if there are questions about the topic.	<b>3.50</b>	<b>always</b>
6. formulates a grading system.	<b>3.52</b>	<b>always</b>
7. provides cases/scenarios for class analysis and discussions.	<b>3.45</b>	<b>always</b>
8. gives activities which are application of the previous lessons.	<b>3.42</b>	<b>always</b>
9. initiates critical thinking through required assignments and researches	<b>3.42</b>	<b>always</b>
<b>Average Weighted Mean</b>	<b>3.47</b>	<b>always</b>

The practice of *Examine the Students' Learning in Various Means* in Table 4 shows that, respondents perceived "formulates a grading system" as superior with a weighted mean of 3.52 verbally interpreted as "always" while "gives activities which are application of the previous lessons" and "initiates critical thinking through required assignments and researches" are both perceived as inferior with a weighted mean of 3.42 with a verbal interpretation of "always".

Students favorably perceived their professors practice of formulating a grading system. There is no best teaching strategy for every student so, professors should determine whether their teaching strategies and practices are effective or not using their formulated grading system. Through the results of different classroom activities properly graded, the professors can adapt to the most appropriate mode of teaching to students.

"Examining students' learning is a critical piece of differentiated instruction as it helps to identify the most effective strategies and activities that will encourage student learning." (Earl, 2014)

*Table 5: Relates Own Practice to Reflected Experience and Scholarly Literature on Teaching and Learning*

ITEM STATEMENT	WEIGHTED MEAN	VERBAL INTERPRETATION
The professor...		
1. has the passion to teach.	<b>3.52</b>	<b>always</b>
2. follows teaching standards and procedures.	<b>3.42</b>	<b>always</b>
3. applies professionalism and objectivity in discussing every lesson.	<b>3.53</b>	<b>always</b>
4. demonstrates expertise in explaining the lessons.	<b>3.48</b>	<b>always</b>

5. explains the topics based on academic learning and professional experience.	3.50	always
6. relates lessons to present scenarios by providing examples.	3.46	always
7. accommodates inquiries and questions for clarification and better understanding.	3.41	always
<b>Average Weighted Mean</b>	<b>3.47</b>	<b>always</b>

Table 5 shows the respondents responses on the Professors' Practice of *Relate Own Practice to Reflected Experience and Scholarly Literature on Teaching and Learning*, "applies professionalism and objectivity in discussing every lesson" got the highest weighted mean of 3.53 with a verbal interpretation of "always" and "accommodates inquiries and questions for clarification and better understanding" got the lowest weighted mean of 3.41 with a verbal interpretation also of "always".

This indicates that, professors are maximizing their capabilities through making use of their professional

experiences and knowledge in discussing the lessons clearly and further each side of the lesson.

According to Goodwin (1967) as cited by Immaculate (2007), "In the classroom, a teacher is a expositor of the knowledge, art and doctrine of professional management. But the teaching transcend mere classroom enthusiasm-amplifier and an optimist, a spur, and above all a personality of exceptional force, warmth, and light."

### C. PRACTICE PUTS OWN TEACHING INTO A WIDER CONTEXT

Table 6: Awareness of Own Teaching and Courses' Role within a Program

ITEM STATEMENT	WEIGHTED MEAN	VERBAL INTERPRETATION
The professor...		
1. initiates different classroom activities like quiz bees.	3.28	always
2. discusses the basics before the complex part.	3.23	often
3. finishes the discussion of a topic before starting a new one.	3.44	always
4. does a recap of the previous lesson before starting a new one.	3.47	always
5. treats students equally despite their differences.	3.41	always
<b>Average Weighted Mean</b>	<b>3.37</b>	<b>always</b>

The *Awareness of Own Teaching and Courses' Role within a Program* in Table 6 shows that, "does a recap of the previous lesson before starting a new one" is a common practice of professors for it got a weighted mean of 3.47 verbally interpreted as "always" while "discusses the basics before the complex part" with a weighted mean of 3.23 got the lowest mean with a verbal interpretation of "often".

CMBT students acknowledged their professors' practice of recapping the previous lesson before starting a

new one. It is an indication that, professors are aware of their role as educators, considering the importance of finishing each topic for the students to fully understand and avoid confusion among the topics.

Meyer (2015) stated that, teachers need to finish what they started, leaving a topic behind without finishing it will lead to unanswered questions and queries in the mind of students.

Table 7: Has Broad and Up-to-Date Knowledge on the Field being Taught

ITEM STATEMENT	WEIGHTED MEAN	VERBAL INTERPRETATION
The professor...		
1. attends seminars and trainings to increase knowledge.	<b>3.51</b>	<b>always</b>
2. uses different books/references for discussion.	<b>3.33</b>	<b>always</b>
3. updates the topics being discussed.	<b>3.40</b>	<b>always</b>
4. includes topics in the discussion which are not covered in the syllabus.	<b>3.99</b>	<b>always</b>
5. provides course outlines.	<b>3.40</b>	<b>always</b>
6. follows the course outline.	<b>3.43</b>	<b>always</b>
<b>Average Weighted Mean</b>	<b>3.51</b>	<b>always</b>

Respondents' assessment on the practice of *Has Broad and Up-to-Date Knowledge on the Field being Taught* is shown in Table 7. "includes topics in the discussion which are not covered in the syllabus" got the highest weighted mean of 3.99 verbally interpreted as "always" and "uses different books/references for discussion" got the lowest weighted mean of 3.33 verbally interpreted as "always".

The result shows that, majority of the students appreciated their professor's decision and practice of elaborating and explaining well the lessons. This also shows that CMBT professors have the expertise on the subjects that they are teaching.

As supported by Stockford (2014), "teacher's understanding of the learning process is an important basis for ensuring effective learning."

Table 8: Summary Table of the Common Teaching Management Practices

Teaching Proficiency	Average Weighted Mean	Verbal Interpretation
A. Conscious focus on students' learning		
I. Creates Good Condition for Learning	3.33	always
II. Develops Good Teacher-Students Relations	3.41	always
III. Broad Knowledge of Learning Processes	3.38	always
Average Weighted Mean	3.37	always
B .SCHOLARLY AND REFLECTIVE APPROACH		
I. Examines the Students' Learning in Various Means	3.47	always
II. Relates Own Practice to Reflected Experience and Scholarly Literature on Teaching and Learning	3.47	always
Average Weighted Mean	3.47	always
C. PRACTICE PUTS OWN TEACHING INTO A WIDER CONTEXT		
I. Awareness of Own Teaching and Courses' Role within a Program	3.37	always
II. Has Broad and Up-to-Date Knowledge on the Field being Taught	3.51	always
Average Weighted Mean	3.44	always
Grand Mean	3.43	always

All of the categories of Teaching Management Practices were perceived as common among the professors at the College of Management, Business and Technology having a weighted mean ranging from 3.25 to 4.0 which has a verbal interpretation of “always” and a Grand mean of 3.43 with a verbal interpretation also of “always”.

This result shows that CMBT Professors have common Teaching Management Practices. Though they don't have the professional preparation and expertise, they recognize the significance of managing their Teaching Practices. As supported by Kozloff et. al (2012), “Teaching skills is one of the professional skills that can be developed through a teacher's own practice and development programs being given by educational institutions. It is in their willingness and initiative to achieve such skills to be able to become effective educators of society.”

## II. PRACTICES POSSIBLE FOR ENHANCEMENT

The following are the practices possible for enhancement:

### A. Conscious focus on students' learning

#### I. Creates Good Condition for Learning

The Professors' practice of calling students by name got the lowest weighted mean of 2.59 verbally interpreted as “often” was perceived as the uncommonly practiced.

#### II. Develops Good Teacher-Students Relations

The Professor is accommodating in all circumstances was perceived as infrequently practiced by Professors having got the weighted mean of 3.31 verbally interpreted as “always”.

#### III. Broad Knowledge of Learning Processes

Respondents perceived professors giving quizzes after finishing every topic as unusual. Having a weighted mean of 3.30 verbally interpreted as “always”.

### B. SCHOLARLY REFLECTIVE APPROACH

#### I. Examines the Students' Learning in Various Means

Professors giving activities which are application of the previous lessons and initiates critical thinking through required assignments and researches both got the lowest weighted mean of 3.42 verbally interpreted as “always”.

#### II. Relates Own Practice to Reflected Experiences and Scholarly Literature on Teaching and Learning

Rarely being practiced as perceived by the respondents is the professors' accommodation of inquiries

and questions for clarification and better understanding. The weighted mean is 3.41 verbally interpreted as “always”.

## C. PRACTICE PUTS OWN TEACHING INTO A WIDER CONTEXT

### I. Awareness of Own Teaching and Courses' Role within a Program

Discussing the basics before the complex part is not commonly practiced having got a weighted mean of 3.23 with a verbal interpretation of “often”.

### II. Has Broad and Up-to-Date Knowledge on the Field being Taught

The using of different books/references for discussion is not common to professors. The weighted mean is 3.33 verbally interpreted as “always”.

## III. PROPOSED POSSIBLE ENHANCEMENT IN THE TEACHING PRACTICES

1. Use name tags in class and seating arrangement for ease of recognizing the students.
2. Observe consultation hours for the promotion of open communication between the teachers and the students which will result to better teacher-student relationship.
3. Formulate brief assessment activities to be given after each lesson which will serve as a learning gauge for both the teacher and the student.
4. Provide reading materials and activities about the previous and the next lessons to be taken home by students so that, they will be able to determine and understand the relationship and transition of the previous lesson to the next. It will able also to initiate and develop critical thinking skills.
5. Allot time for Question and Answer after each lesson for clarification and queries.
6. Conduct motivational activities using the basics or past lessons before moving to the next lesson for proper class conditioning and understanding.
7. Give a list of references aside from the one being used in class for further reading and guidance of students.

## IV. CONCLUSION

As viewed on the above mentioned results of the study, the following conclusions were drawn:

1. All of the categories of Teaching Practices were perceived as common among the professors at

the College of Management and Business Technology.

2. The perceived practices possible for enhancement are: “calls student by name”, “is accommodating in all circumstances”, “gives quizzes after finishing every topic”, “giving activities which are application of the previous lessons”, “initiates critical thinking through required assignments and researches”, “accommodate inquiries and questions for clarification and better understanding”, “discusses the basics before the complex part”, and “uses different books/references for discussion.
3. The proposed possible enhancement are: Use name tags in class and seating arrangement, observe consultation hours, formulate brief assessment activities, allot time for Question and Answer after each lesson, conduct motivational activities, and Give a list of references.

## V. RECOMMENDATIONS

1. CMBT Faculty members may also be respondents to the same or similar research study since they are the focus of the said study.
2. Benchmarking may also be conducted in order to further equip CMBT professors and to build Professional networking.
3. Regular consultation and feed backing with students to serve as basis for continuous enhancement of the Teaching Practices.

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