

THE PREFERENCES OF STUDENTS ON THE TEACHING PRACTICES OF THEIR CBAA AND CAS TEACHERS

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ABSTRACT

This study sought to determine the students' most preferred teaching practices of their teachers at the College of Business Administration and Accountancy (CBAA) and College of Arts and Sciences (CAS) in Central Luzon State University (CLSU), Philippines; and also to know the areas of teaching that need improvement. Hence, its findings may guide faculty members in enhancing the teaching-learning process.

The descriptive method of research design was used in the study. The data were gathered through a survey questionnaire with 23 closed-ended and two open-ended questions, subdivided into four parts: (1) teaching practices preferred by the students, (2) areas of teaching that need improvement, (3) problems and recommendations on teachers' way of teaching, and (4) respondents' profile. In the first part, response to an item was 1 if the teaching method was "not preferred," 2 if "preferred a little," 3 if "preferred moderately," 4 if "preferred much," or 5 if "preferred very much." The second part indicated teacher activities which were assessed by the respondents on a scale of 1 to 5, where 1 means "needs little improvement," 2 if "needs some improvement," 3 if "needs improvement," 4 if "needs more improvement," and 5 if "needs most improvement." The third part was an open-ended question regarding problems and recommendations on teaching practices.

The study was conducted in CLSU during the first semester of school year 2006-2007 with 246 respondents (10 percent of 2,459 student-population) who were enrolled in the two degree programs of CBAA and six of CAS, and were chosen through multi-stage random sampling. For data analysis, frequency distribution, percentages and weighted means were computed using Statistical Packages for Social Sciences (SPSS).

The teaching practice which the respondents "prefer very much" was assignment method (35 percent, 3.59 mean); those that they "prefer much" were lecture-recitation method (41 percent, 3.68 mean), discussion method (39 percent, 3.66 mean), lecture method (39 percent, 3.56 mean), laboratory method

(37 percent, 3.56 mean), demonstration method (33 percent, 3.55 mean), and reporting method (34 percent, 3.35 mean); and that what they "prefer moderately" were the problem method (36 percent, 3.38 mean) and project method (37 percent, 3.32 mean).

The area of teaching identified by the student-respondents that "needs much improvement" was on punctual and regular attendance to classes (23 percent, 3.12 mean); that what their teachers "need some improvement" were on knowledge of material covered in the course (25 percent, 2.83 mean), requiring of output appropriate to the students' level of learning (29 percent, 2.95 mean), using test results to improve teaching-learning process (28 percent, 3.00 mean), allowing expression of ideas or points of view different from their own (30 percent, 3.02 mean), use of a variety of instructional materials (30 percent, 3.02 mean), application of theories and principles to actual situation (30 percent, 3.07 mean), giving of additional information on the subject not covered in textbook (27 percent, 3.09 mean), openness to the students' suggestions to improve the learning process (28 percent, 3.14 mean), observation of consultation hours (31 percent, 3.35 mean), construction of clear direction for quizzes and examinations (29 percent, 2.90 mean); that their teachers "need improvement" on coverage of materials stated in the course outline (35 percent, 2.81 mean); and that they "need little improvement" on encouragement of mutual respect between the students and teachers (26 percent, 2.87 mean).

The major problem cited by the students on teachers' way of teaching was very fast teaching. They said that their teachers seem not to care if they understood or not the lessons being discussed; that as students, they become bored when they dislike their teacher's teaching method; and that their teachers were not attending their classes on time. They recommended the teachers' encouragement of more interactions among students, and spicing lessons with humor or jokes as these strengthen the impact of understanding the lessons discussed.