

PREFERRED METHOD IN TEACHING COLLEGE OF BUSINESS EDUCATION COURSES

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ABSTRACT

This research investigated the preferred methods in teaching College of Business Education in Jose Maria College to provide recommendations for further faculty development and contribute to the improvement of the learning process of the students. Four research questions were modeled and one hypothesis was formulated in order to guide the whole research process. A self-administered survey questionnaire was used as research instrument and a total of 163 respondents were surveyed that includes 142 students and 21 instructors both from College of Business Education. The result of the study shows that students and instructor preferred Teacher-Centered Methods and Student-Centered Methods. Through the self-administered survey questionnaire entitled Preferred Methods in Teaching College of Business Education Courses, data were gathered and its results were analyzed. The survey questionnaire was designed through five-point Likert scale designed as Strongly Preferred to Strongly Not Preferred. T-test method was used to test the reliability of the items with face and content validity. Range of mean and descriptive rating was used to analyze the research questions. Findings revealed that there was no significant difference between the students' and the instructors' preferred teaching methods. Both teacher-centered methods and student-centered methods were preferred to be practiced during the learning process. Worthy to note that both students and instructors preferred discussion during classroom instruction due to of highest

range of mean. Based on the findings, discussions, and conclusions drawn, further faculty development such as workshops and seminars were highly recommended to further enhance the effectiveness of methods in teaching and learning.

KEY WORDS: *Teaching methods, College of Business Education, teacher-centered, students-centered, Jose Maria College*

INTRODUCTION

Teaching to a large extent influences learning outcomes that is expected to bring about changes in human abilities and behavior. Teaching method denote various strategies by which a teacher conveys the subject matter to the learners through established predetermined instructional objectives in order to promote learning in the students. In addition, teaching is to influence knowledge to the learners. It attempts to help the learner have a change of attitude and obtain skills through set of activities in a classroom environment (Buseri & Dorgu, 2011).

However, in several researches and studies have been conducted to improve the learning processes of students through refining the teaching methods and strategies employed by the teacher. U.S students fare poorly compared to their counterparts on international assessment such as in Programme for International Student Assessment (PISA). This is a circumstance that teachers in the US can faced with mandated changes in tools, curriculum, and best practices as administrators race to adopt the latest and greatest trends. However, these constant changes can lead to inconsistency and frustration, making teachers' lives more difficult (Meador, 2017). This challenges the profession to meet the demand of the global economy by embodying the instruction to align with the state's curriculum. This effort enables to robust more teaching methods through understanding the

relationship between pedagogy and the use of technology. It is insisted that modification of teaching methods and curriculum in higher education to improve the skill set are required in future accountants. Teaching methods is identified to help in assisting competence of the students and allow students to build competence through acquiring knowledge, applying knowledge, and gaining insights (Abeysekera, 2015). In Canada, the data indicate that for many teachers, gaps or weaknesses in subject knowledge or pedagogical understanding limit the extent to which they can make full use of the frameworks and resources of the strategies (Cassidy, 2003). In UK, there was a massive assumption that children would behave if you simply planned lessons correctly, if you allowed them to do lots of independent work, project work, group work and so on, and that these teaching methods would create great behavior (Turner, 2017). In Australia, so, far from being narrow in scope and range, the business education portfolio of studies and programs is diverse in nature, and it is surprising that for most of our students in the compulsory years of schooling, acquiring even some of the literacy associated with business education is marginal and, typically, optional (Taylor, 2008).

A research study was conducted in Lyceum of the Philippines University, Batangas City by the College of Business Administration students entitled Accounting Student's learning Satisfaction of Professional Subjects as Basis for Continuous Improvement shows that the use of various teaching aids makes the student satisfied on the teaching methods of the instructor. Additionally, study shows that there is a significant difference as to the teaching method in terms of age, sex and year level, as well as in facilities in terms of program and also in year level as it interpreted as highly significant. Also, the most common problem encountered by accounting students is not taking down notes, outlining and practicing problem-solving skills (Mercado et al., 2016).

It is emphasized that higher level of teaching should be learner-centered rather than teacher-centered. The teacher should act as the facilitator of where the students will work together. Furthermore, learning of the students should be self-directed and must rely on the learner's

experience (Nyarko et al.,2010). This approach is completely averse to the traditional teacher-centered learning approach in which teacher takes primary active role while students are passively recipient of knowledge. In a learning environment where teacher has the only primary active role, teachers aggressively choose what the students will learn, how the students will learn, and how the students will be assessed by their learning. In this regard, reasonably stand in his proposition that student-centered learning will give rise to students' active participation and responsibly part of the learning process (Johnson, 2013). In an earlier study, concluded that a learner-centered teaching style, as measured by the Principles of Adult Learning Scale accounted for significant differences with respect to grades, sense of accomplishment, and overall course satisfaction (Miglietti, 2014). It is also the perspective which focuses on the learners' experiences, perspectives, backgrounds, talents, interests, capacities, and needs. It creates a learning environment conducive to learning and promotes the highest levels of motivation, learning, and achievement for all learners (McCombs et al., 2011). Moreover, claimed that student-centered learning approach gives students ownership over their learning and helps them make necessary decisions and value judgments about the relevance of the content and the methods of teaching to their own lives and interests (Brown, 2012).

In this context, the researchers conducted the study in order to find out the preferred method in teaching College of Business Education Courses in Jose Maria College. In addition, it is hoped that the findings of the study will be beneficial to the students and can contribute to the improvement of the learning process of the students.

The researchers believed that the students particularly in the College of Business Education of Jose Maria College will benefit from the findings of the study. This study will reveal the preferred teaching methods in College of Business Education. In addition, this will give rise to a much more better teaching-learning practices.

The proposed study will be beneficial to the following:

School Administration. This study will help the administration in upgrading the abilities of teachers by providing meaningful opportunities for trainings, seminar or workshop for the teachers.

College Professors. This study will help the instructors to identify the adequate teaching methods to be used in teaching.

Students. This will pave the way to a better teaching-learning environment to stimulate learning.

Future Researchers. This research will serve as data for further research undertaking similar to the nature and concept of the study.

Statement of the Problem

This study aimed at determining the “Preferred Method in Teaching College of Business Education Courses at Jose Maria College for the Academic Year 2016-2017.”

Specifically, This study sought to answer the following questions:

1. What is the demographic profile of the students in terms of:
 - 1.1 Year level; and
 - 1.2 Course?

2. What is the level of preference of the teaching methods by the instructors and the students of College of Business Education in terms of:
 - 2.1 Teacher-centered method; and
 - 2.2 Student-centered method?

3. Is there a significant difference in the preferred teaching method of College of Business Education students when analyzed by year level and course?
4. What is the implication of the study?

Null Hypothesis (ho)

Ho1. There is no significant difference in the preferred teaching method of College of Business Education between the students and the instructors.

Theory Base

In this section of the study, the teaching methods of the teachers are presented with theoretical aspects that has bearing to the study undertaken. Specifically, these theoretical aspects include constructivism learning theory, discovery based learning theory and scaffolding learning theory as the bases for the teaching methods that will be used by the teachers.

Constructivism Learning Theory

In reference to Jia (2010), constructivism learning theory is a result of innovations in learning theories that has been constantly used by educators and brought significant positive effect in the field of education. This theory proved that in order to improve students' comprehensive quality, students should be the subject in teaching. Teaching methods should innovate not only teaching theory but also the teachers' teaching views and further enhance teachers' daily teaching

activities. This theory further emphasizes on the students' initiatives and active interaction of teaching rather than a passive recipient of knowledge. Also, by means of interactive learning, students will be able to focus on exploration learning and cooperative learning based on previous knowledge and experiences. Through this, students continuously improve their cognitive ability.

The complete constructivism teaching theory system consists of the above stated innovative ideas and will be able to help teachers to increase students' initiatives and positive techniques. Moreover, the establishment of democratic and equal teacher-student relation will be able to build harmonious and interactive learning environment for students in addition to modern teaching media and technological advancement. By this way, students will be able to build a bridge between new knowledge and students' previous knowledge, which can improve students' ability of solving problems (Jia, 2010).

Behaviorism Learning Theory

The behaviorism learning theory founded on 1880s which developed by Skinner and Watson on 1974, equates learning with changes in either form or frequency of observable performance. Learning is accomplished when a proper response is demonstrated following the presentation of a specific stimulus. This learning theory focuses on the importance of the consequences of those performances and contends that responses that are followed by reinforcement are more likely to recur in the future. The learner is characterized as being reactive to conditions in the environment as opposed to taking an active role in discovering the environment. In addition, learner acquires identical understanding and learning given the right environmental influences (Weegar & Pacis, 2012)

Pertinent to this undertaking, teacher-centered strategy as the result of behaviorism learning theory became a dominant strategy in

colleges and university settings, even though the learner-centered strategy was advocated in learning process. Teacher who prefer the teacher-centered strategy act as the manager within the classroom conditions which they have determined as necessary to bring about desired behavioral changes to the student. The teacher solely determines the goals, outcomes, methods of instruction, and evaluation of the class with little or no input from the students. The teacher is the only authority in the classroom and learning in this case is in contrast with learner-centered approach (Ahmed, 2013).

Cognitive Learning Theory (Piaget's Theory)

The study of Simatwa (2010) thoroughly explained the basis of cognitive learning theory. Jean Piaget's theory of intellectual development is considered a leading theory on cognitive development. Piaget's theory asserts that intellectual development is a direct continuation of inborn biological development. That a child is born biologically equipped to make a variety of motor responses, which provide them a framework for the thought processes that flow. That is, the ability to think springs from the physiological base. Piaget further explained that the major stages on cognitive growth are sensory motor stage which will occur within the age from zero to two years old, pre-operational or intuitive stage which will occur in the age of two to seven, concrete operations stage which will occur in the age of seven to eleven, and formal operations stage which will occur in the age of eleven to fifteen. To integrate this theory in the study, the teaching methods and teaching materials, and the learning activities should be those that are appropriate to each of the cognitive development stages of the learners. Since the theory says that there was a mutual interaction between the learner and the environment, teaching materials should come from the learner's environment. The theory clearly mandates that the teachers as instructional managers should ensure that the learning environment should be rich in physical experiences because growth in any one of the stage depends upon activity. Clearly,

this theory encourages for an active school involvement, which is the key to intellectual development, and should include direct physical manipulation of objects to learn from experience and understand the environment through direct experience (Simatwa, 2010).

Definition of Terms

This section presents the operational definition of terms found in the title of the study. This section brings about common understanding between the readers and the researchers on the terms used.

College of Business Education Students. This refer to the students currently enrolled in Bachelor of Science in Accountancy and Bachelor of Business Administration major in Financial Management

Teaching methods. These are operationally defined in the study as the practices and approaches of a teacher in conducting classroom instruction. In the context of this study, teaching methods are classified in to two: Student-Centered Method and Teacher-Centered Method.

Student-Centered Method. These are operationally defined in the study as an approach by which the teacher allows the student to actively take part of the learning process. It is a student-dominated teaching method that facilitates interaction between teacher and fellow students.

Teacher-Centered Method. This is operationally defined in the study as a teacher dominated teaching method by which the teacher stands as the only source of knowledge.

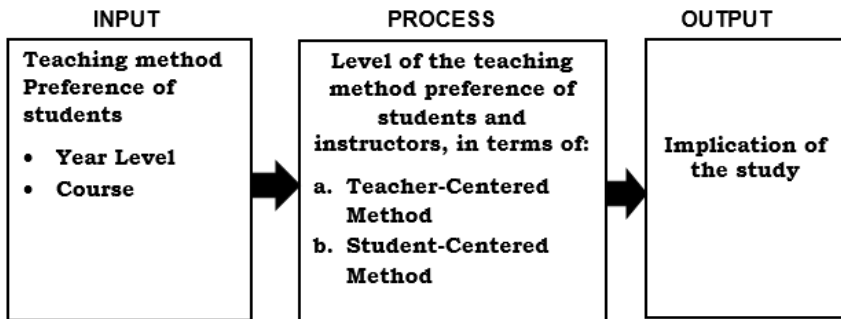


Figure 1: Conceptual Framework of the Study

METHOD

The purpose of this chapter is to present research design, research instrument, sampling technique, procedure of the study, data collection, data analysis and statistical treatment of data in the study that will help the researcher gather information and be measured reliably.

Research Design

In order to identify the preferred teaching method as perceived by the faculty and college of business students in Jose Maria College, the researchers used quantitative descriptive method in conducting the study.

According to Creswell (2013) a quantitative descriptive method is a type of research that tests the objective theory by examining the

relationship among variables. This involves the collection of data that provides an account or description of individuals, groups or situations.

Respondents

The participants of this study are the faculty and students from College of Business Education who were officially employed and enrolled in Jose Maria College for the second semester of the academic year 2016-2017. There are 221 students enrolled in College of Business Education out of the total number of enrolled students 60 students from the Bachelor of Science in Accountancy and 161 students are from Bachelor of Science in Business Administration. Furthermore, 21 faculty members from the College of Business Education participated, to get their preferred teaching methods used but these will not serve as one of the variables of the study.

Research Instrument

A self-administered survey-questionnaire was used by the researchers. This questionnaire was adapted from the studies of Ampadu & Ernest (2012) Students' Perceptions of their Teachers' Teaching Mathematics: The Case of Ghana and The Influence of Teaching Methods on Students Achievement on Virginia's End of Course Standards of Learning Test of Algebra 1 (2002). The researchers use the 5-point Likert Scale. The provided rating for each is as follows: 5 (Strongly Preferred), 4 (Preferred), 3 (Moderately Preferred), 2 (Not Preferred), and 1 (Strongly Not Preferred).

Sampling Technique

The researchers used the Stratified Random Sampling to get the sample population in each course of the College of Business

Education. Using the Slovin's formula, there are 142 participants for this study. The distribution of the respondents per course are as follows:

Table 1. Distribution of Respondents

Course	Number Enrolled	Sample Participants
Bachelor of Science in Accountancy	60	39
Bachelor of Science in Business Administration Major in Financial Management	161	103
TOTAL	221	142

Data Gathering Procedure

The researchers made a formal letter seeking permission from the thesis adviser for the conduct of the study and had the final approval of the Dean of College of Business Education. The researcher's self-administered survey-questionnaire was adapted from a published manuscript related to the study, this questionnaire was validated by the 3 validators who are experts of the said field. Then, the distribution of survey questionnaire started, it was distributed to the 142 students and 20 faculty members of college of business education, the gathering of data was completed in 2days period. Finally, the analysis and interpretation of data was examined with the help of the chosen statistician, this study uses SPSS to analyze the data gathered to arrive with the results, recommendation, conclusion and implication.

Ethical Considerations of the Study

As this study utilized human participants thus, the researchers asked the full consent of the respondents before answering the data needed and told them that they have the right to reject the survey questionnaire. Privacy and anonymity of respondents is given an utmost importance. More so, data gathered are properly cited to recognize the authors of the study and researches that was used in the study.

Statistical Treatment

The purpose of analyzing data is to obtain usable and useful information. The data were collected and then processed in response to the statement of the problem posed in chapter 1.

Range of Mean	Interpretation	Description
4.50-5.00	Strongly Preferred	This indicates that the students' preference is very high.
3.50-4.49	Preferred	This indicates that the students' preference is high.
2.50-3.49	Moderately Preferred	This indicates that the students' preference is fair.
1.50-2.49	Not Preferred	This indicates that the students' preference is low.
1.00-1.49	Strongly Not Preferred	This indicates that the students' preference is very low.

The following statistical tools were used to answer the problem statements:

Frequency, Percentage, and Mean. These answer problem statements 1 and number 2. This measures the preferred teaching methods as perceived by the faculty and students of College of Business Education.

T-test. This answers the problem statement 3. This measures the significant difference between the means of preferred teaching methods of the two related groups which is the faculty and students of College of Business Education.

Analysis of Variance (ANOVA). A Statistical method used to find out if there is significant difference in the preferred teaching method as perceived by the faculty and students of College of Business Education in Jose Maria College.

RESULTS AND DISCUSSIONS

Presented in this chapter are the findings from the gathered data through conducted survey as well as the interpretation of the data and analysis corresponding to the statement of the problem.

Profile of the Respondents

The profile of the respondents was looked upon in terms of year level and course.

As to **year level**, there are twenty-three students or (16.2%) of the respondents are first year, thirty-seven students (26.1 %) comprise the second year, forty-four students (31%) are the third year and fourth year are 26.8% of the total respondents or equivalent to thirty-eight students. Therefore, with the total number of the respondents, the greater number comes from the third year students.

As to **course**, through the use of slovin's formula the researchers identified the distribution of the respondents in the College of Business Education courses. There are 103 respondents that make up the 72.5% of the respondents and the remaining 27.5% of the students represents the BSA students.

Table 2. Profile of the students in terms of year level and course

Course	BSA	BSBA	Total	Percent	Cumulative Percent
Year Level					
First Year	5	18	23	16.2	16.2
Second Year	14	23	37	26.1	42.3
Third Year	9	35	44	31	73.2
Fourth Year	11	27	38	26.85	100
Total			142	100	

Preferred Teaching Methods

This section presents the level of preference of teaching methods by the instructor and students of College of Business Education in terms of teacher-centered method and student centered method.

Teacher. Teacher plays a vital role in facilitating the learning of the students. Table 3 shows the comparison of the teachers respond on the survey questionnaire in terms of teacher-centered method and student-centered method. Meanwhile, the overall mean of the table indicated that teachers both preferred the two teaching methods.

Igbokwe (2010) observed that many teachers used the traditional approach in which the teacher was in charge of subject matter and made decision about what was needed and what students should do. In the teacher-centered method, the teacher claimed that they preferred their students to work through practice exercise. This result shows that the teacher administer a practice exercise drills to the students in order to easily facilitate learning. To follow-up the lesson, the teacher assigns practice work in relation to the previously covered materials. This help the teacher to monitor if the students learned well.

Table 3. Preferred teaching methods of the Teacher

Teacher-Centered Method	Mean	Student-Centered Method	Mean
<i>students work through practice exercises</i>	4.52	<i>students to learn through discussing their ideas in class</i>	4.71
<i>students follow the textbooks closely</i>	3.57	<i>students to compare different methods in solving problems</i>	4.57
<i>grade homework to provide feedback</i>	4.19	<i>students invent and use alternative techniques in answering questions</i>	4.29
<i>close instruction by reviewing concepts with students</i>	4.38	<i>students discuss and explain their mistakes</i>	4.1
<i>target incorrect responses and error patterns</i>	4.14	<i>students work in pairs or small groups</i>	4.14
<i>identify a new skill or concept and provide a rationale for learning it.</i>	3.81	<i>students engage in cooperative problem solving</i>	4.62

<i>provide a graduated sequence of instruction</i>	3.81	<i>students begin homework in class with peer assistance</i>	3.29
<i>students must indicate a one-step-at-a-time process in working equations</i>	4.29	<i>pair students to work as peer tutors</i>	3.62
<i>use pre-worked examples to introduce or reinforce topics</i>	4.19	<i>students discuss solutions to problems with peers</i>	3.52
<i>assign practice work that previously covered material</i>	4.43	<i>reward group performance in the cooperative setting</i>	4
OVERALL MEAN	4.13		4.09

Saputra (2013) assert in the teacher-centered approach, the teacher will be reading the material about the lesson and explains this to the student. The role of the student is to listen and record the given information by the teacher. The other activities of teachers in this approach are giving a lecture, giving the tasks and guiding the students in asking and answering activity. Every material or lesson that is taught will be evaluated through quizzes and drills. If the learning is centered on the teacher teaching, the rate of learning will be apparent, and testing can be executed at the appropriate times.

The teacher in a teacher centered environment also claimed that as a teacher, they preferred that their student should follow the textbook closely. Meanwhile, this finding is contradictory to Akhter (2012) in his study entitled "Evaluation of Teachers Teaching styles and behaviors: A study conducted in low literacy rate areas in Pakistan. He found out that that majority of the teachers (53%) never ask their students to read books about the topic before starting the lesson.

Furthermore, the study shows that the teacher in a student-centered method most likely preferred that the students discuss their ideas in class to facilitate learning. This shows that the teacher allow an active learning environment for the student. Moreover, the teachers also claimed that as teachers they encourage students to engage in a cooperative problem solving.

Al zajdali, Hamza, and Al Kharusi (2010) asserts that a student-centered method fully embraces teaching methods that focuses on the

shift of medium of instruction to the students rather than giving emphasis to the teacher. This approach will link the students with their experiences, backgrounds, skills and abilities. Furthermore, this allows the students to cooperate in class and develop their self-confidence

The result in the study is congruent with Hamza, Al zajdali, and Al Kharusi (2010) where teacher perceive that student-centered method will improve the ability of the students to learn the material presented. As a result of this method, the students will be given a chance to establish the mastery of course because of mastering the task rather than improving their grades. In this context, the students are becoming accountable and independent in their learning.

Luntungan (cited in Nagel 2012) that class should go beyond lecture and encouraged the teacher to include active learning where cooperation and interaction among students are encouraged. This will allow and help students to develop the skill in knowing how to work together. The same author also cited Bell, Quazi, and Jasper (2012) that students prefer a student group work and study for better learning in class.

The teacher also encourages the student in a cooperative problem solving. Boyle and Gillies (2010) asserts that teacher preferred a cooperative learning. They found out that when students work cooperatively together they are able to participate in class and increase their esteem through group participation. Moreover, by working cooperatively students improve their understanding on unity of purpose of the group and the need to help and support each other's learning. This will motivate the students to provide information, prompts, reminders, and encouragement to others' requests for help or perceived need for help.

Zakaria et.al (2013) finds out that the student preferred a cooperative learning method. Their study revealed that this method enhances the students understanding and self-confidence. The positive impact produced by cooperative learning shows the importance of student interaction as proposed by Vygotsky and Piaget.

In the Piaget theory or the cognitive learning theory (1952), the important implication is the adaptation of instruction to the learner's developmental level. This theory give emphasis on the teacher's role in facilitating learning through giving variety experience, Furthermore, this theory emphasizes on learning that takes place when there is active engagement of learners. Teachers should consider active participation of students in learning, and arrange activities that are directed in the student's intellectual development.

Constructivist learning theory emphasizes on the students' initiatives and active interaction of teaching rather than a passive recipient of knowledge. Also, by means of interactive learning, students will be able to focus on exploration learning and cooperative learning based on previous knowledge and experiences. Through this, students continuously improve their cognitive ability. (Jia, 2010).

In this context, there may be a difference between the range of preferred teaching method of the teacher but it is not significant since the alpha of 0.05 is greater than the overall mean of difference. It might be inferred that the teacher preferred teacher-centered method. In connection with Forgarty (2010), regardless of the discipline and teaching methods employed to the students by the education instructor is largely formed by expectations. Student-centered method is a good teaching, but it does not imply that teacher centered a bad teaching.

Student. Considering the preferred teaching method, the 142 student-respondents claimed that they preferred the teacher-centered method (4.10) and the student-centered method (4.10). The students preferred a teacher that would allow them to discuss their ideas in the class and work on practice problems. The respondents also claimed that they learned best when their teacher allows them to engage in a cooperative problem solving.

In congruent to the study of Covill (2011), the student's perception on traditional teaching method which is lecturing is of great value where it receives positive response from the students. He further suggested that the lecture method may carry learning characteristics such as problem

solving, critical thinking which are usually found in active learning method.

Table 4. Preferred teaching methods of the Students

Teacher-Centered Method	Mean	Student-Centered Method	Mean
<i>Work through practical exercises.</i>	4.13	<i>Allows to discuss my ideas in class.</i>	4.27
<i>Follow the textbooks closely.</i>	3.99	<i>Compare different methods in solving problems.</i>	4.11
<i>Provides scores in my assignments and include feedbacks.</i>	4.11	<i>Discover alternative techniques in answering questions.</i>	4.12
<i>Review concepts and emphasizes comparisons to previously discussed concepts.</i>	4.15	<i>Discuss and explain my mistakes.</i>	3.94
<i>Focuses on incorrect solution and error patterns when providing feedbacks</i>	3.88	<i>Work in pairs or small groups.</i>	4.03
<i>Identifies new skill or concept at the beginning of instruction</i>	4.12	<i>Engage in cooperative problem solving.</i>	4.27
<i>Provides a graduated sequence of instruction</i>	4.00	<i>Solve assignments with peer assistance.</i>	3.99
<i>Requires me to indicate a one-step-at-a-time process in working solutions.</i>	4.16	<i>Paired me with my classmates to work as peer tutors.</i>	3.99
<i>Pre-worked examples to introduce or reinforce topics.</i>	4.16	<i>Discuss solutions to practical problems with peers.</i>	4.2
<i>Ensures me that majority of the problems covers previously reviewed material.</i>	4.15	<i>Reward to group performance in the cooperative setting.</i>	4.06
OVERALL MEAN	4.09		4.10

Hence, teachers centered method makes the students passive learners. The study of Marmah (2014) concluded that the students prefer lecturing for it enables them to listen passively and the subject matter has been organized and prepares students for test ad examination.

Nyarko (2012), cited in Jarvis, that some students may like lecture method because they are passive learners while others may prefer this method because it would enable them to mask their lack of understanding. In similar vein, there are some teachers who prefer

lecture method because it gives them control over class. In addition, this will enable to ensure that the whole syllabus is covered in the period.

Nyarko and Torto (2014) said that adult teaching should be learner-centered rather than teacher-centered. The teacher should act as the facilitator of where the students will work together. Furthermore, learning of the students should be self-directed and must rely on the learner's experience.

Johnson (2013) assert that the students preferred student-centered learning because this will give rise to students active participation and responsibly take part of learning process. Furthermore, the recognition of the importance of students' participation as the primary learning experience is the first consideration in identifying students' interest. Also, it is relevant to this approach that students will have the chance to choose what they will learn, how they will learn, and how they will assess their own learning. This approach is completely averse to the traditional teacher-centered learning approach in which teacher takes primary active role while students are passively recipient of knowledge.

Saputra (2013) concluded that a student – centered environment is communicative and authentic. It develops student's ability in working in a group or pair and enhances communicative competence of the students. Studying in a group is the characteristic of the student – centered approach. They try to solve the problem by discussion in a group. Every student has the freewill to give their opinion on the subject matter. After discussion of the group, they can make conclusion. The ultimate role of teacher as a facilitator is needed in order the student do not make mistake in making a conclusion. The teacher must correct and supplement what has been discussed by the student.

In this context, the level of preference of the students and instructors on the two teaching methods which are student-centered and teacher centered are just the same. Both the respondents preferred the teaching method.

Table 5. Significant Difference in the Preferred Teaching Methods of students when Analyzed according to Year Level

		Sum of Squares	Df	Mean Square	F	Sig.	Decision
Student-Centered Method by the Students	Between Groups	1.769	3	.590	1.775	.155	Accept Ho1
	Within Groups	45.850	138	.332			
	Total	47.619	141				
Teacher-Centered Method by the Students	Between Groups	.789	3	.263	.863	.462	Accept Ho1
	Within Groups	42.055	138	.305			
	Total	42.845	141				

Based on the data presented, the significant value is 0.155 for student-centered and 0.462 for the teacher-centered method. Since the significant value is lesser than the alpha (0.05), it can be analyzed that there is no significant difference when preferred teaching method of students is analyzed by year level. The result is supported by the study of conducted in Carnegie Mellon University that there should be different means of teaching students. Novice and intermediate learners benefit from direct, strong instruction. On the other hand, advance students preferred instruction that would benefit from more autonomy and opportunities to learn. Their studies also suggest that providing too much direct instruction to advanced students can interfere with learning by creating split-attention and redundancy effects. These studies indicate that student level matters profoundly when determining appropriate instruction. Thus, a benefit to articulating clear learning objectives is to identify the appropriate level of independence for students at a given level.

Table 6. Significant Difference in the Preferred Teaching Methods of students when Analyzed according to Course

		Sum of Squares	Df	Mean Square	F	Sig.	Decision
Student-Centered Strategies by the Students	Between Groups	.223	1	.223	.658	.419	Accept Ho1
	Within Groups	47.396	140	.339			
	Total	47.619	141				
Teacher-Centered Strategies by the Students	Between Groups	1.504	1	1.504	5.092	.026	Accept Ho1
	Within Groups	41.341	140	.295			
	Total	42.845	141				

No significant difference is found when the students are analyzed by their course. However, it can be said that the BSA students seem to have higher preference on a teacher-centered method compared to BSBA students.

Nyarko and Torto (2014) found out that the part-time business students in Ghana preferred discussion method that involve student's active participation in the teaching/learning process. Moreover, the lecture method is the most dominated method used in class. The authors concluded that the teacher should consider the adult learning theory which emphasizes involvement, interaction, facilitation and participation.

CONCLUSIONS AND RECOMMENDATIONS

The study was conducted to find out the preferred method in teaching College of Business Education courses in Jose Maria College. The researchers believed that the school administrator, teachers and students will benefit from the findings of the study. The study made use of quantitative-descriptive method in analyzing the result of the research conducted.

Data was derived from the answer of the 142 students of the College of Business education who are the respondents of the study. The respondents comprise 39 Bachelor of Science in Accountancy students and 103 Bachelor of Science in Business Administration students. There are 23 first year, 37 second year, 44 third year, 38 fourth year who answered the survey questionnaire. In addition, 21 teachers were asked to answer the questionnaire in order to find out the preferred method in teaching of teachers.

The Analysis of Variance (ANOVA) was the statistical method used to find out the significant difference in the preferred teaching of the students and teachers. Subsequently, this method was also used to find out the preferred method of students that are analyzed by year level and courses.

The findings of the study are as follows:

The profile of the respondents was looked upon in terms of year level and course. Respondents are all from the College of Business Education. As to the year level, the greatest number came from the third year level. Moreover, the respondents were also analyzed through their course under the College of Business Education, this includes Bachelor of Science in Accountancy and Bachelor of Science in Business Administration. The distribution of the total number of sample population was determined through Slovin's formula. Consequently, the Bachelor of Science in Business Administration has the greatest number of respondents.

Result of the study shows that there is no significant difference in the level of preferred teaching method of students and teachers. Both the respondents preferred the student-centered teaching method and student-centered teaching method.

The findings of the study indicated that there is no significant difference in the preferred teaching method of College of Business Education students when analyzed by year level and course.

CONCLUSIONS

In conclusion, the preferred teaching methods of College of Business Education students in Jose Maria College were both teacher-centered and student-centered method, because this study shows that in some instances the students need to rely on the instructor to fully understand the subject matter. Furthermore, students are more likely to learn and retain what is learnt by achieving it by themselves with the use of various active instructional strategies than being a passive learner.

RECOMMENDATIONS

Based on the findings and conclusion, the researchers recommend that the study will be used in designing and employing teaching method to be used in classroom instruction. Furthermore, the researchers recommend that the future researchers may use the study to find out the preferred teaching methods of all Colleges in Jose Maria College.

IMPLICATIONS

The result of the study show that the teacher-centered and student-centered are preferred by the students and teachers. The finding has serious implication to the College of Business Education in terms of accreditation since Jose Maria College is currently in the process of accrediting its courses. Factors affecting the students' population should be given more consideration.

Moreover, the study implied that the teachers should be creative in teaching the student. Teacher should not only be involved in direct

instruction but also in active instruction. A well balanced way of teaching method will enable to establish good rapport to the students and teachers. This will stimulate an easy, effective and preferably teaching method. The study may serve as a good source of information to further enhance the teaching method being employed by the instructors for faculty development in the College of Business Education. This will also serve as foundation to further improve the curricula in the College of Business Education.

Furthermore, the result of the study imply that the study should be undergone in the whole institution to find out the preferred method of teaching the grades school, high school and college. In addition, the results of the study may be used for further educational research. This will also be useful to future researchers, as comparative analyses among students with different majors that could be further examined. Future studies may include a greater number of students and the possibility to use various types of teaching methods for a longer time of period in order to effectively validate the results.

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