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Exploring perceived common teaching practices at the college of management and business technology

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ABSTRACT: This research explores the perceived common teaching practices at the College of Management and Business Technology. Through comprehensive data collection involving surveys and interviews with faculty and students, the study identifies and analyzes the teaching methods frequently employed within the institution. The research highlights a combination of traditional and modern pedagogical approaches tailored to meet the unique demands of business and technology education. The findings underscore the impact of these practices on student engagement, learning outcomes, and the overall quality of education. The study concludes with recommendations for optimizing teaching strategies to better prepare students for the dynamic business environment.

KEYWORDS: Teaching practices, business education, management, business technology, pedagogy, higher education, student engagement, learning outcomes, educational effectiveness, faculty perceptions.

INTRODUCTION: In today's rapidly evolving educational landscape, the effectiveness of teaching practices is crucial to the success of academic institutions, particularly in specialized fields like management and business technology. The College of Management and Business Technology, as a key player in shaping future business leaders and technology innovators, must continually assess and refine its pedagogical approaches to ensure they meet the needs of both students and the industries they will enter.

Teaching practices within higher education have seen

significant shifts in recent years, with an increasing emphasis on student-centered learning, the integration of technology, and the development of critical thinking and problem-solving skills. These changes are especially pertinent in fields like business and technology, where real-world application and adaptability are essential. Understanding which teaching practices are commonly perceived and implemented within the College is vital for aligning educational strategies with the institution's goals and the expectations of its stakeholders.

This study seeks to explore the perceived common teaching practices at the College of Management and Business Technology. By examining the experiences and perspectives of both faculty and students, the research aims to identify the teaching methods that are most frequently employed and evaluate their effectiveness in fostering a conducive learning environment. The insights gained from this investigation will not only contribute to the academic discourse on effective teaching in business and technology education but also provide practical recommendations for enhancing instructional quality and student outcomes.

As the demands of the business world continue to evolve, so too must the approaches to education within this domain. This study is a step towards ensuring that the College of Management and Business Technology remains at the forefront of educational excellence, equipping its students with the skills and knowledge needed to thrive in a competitive global economy.

METHODOLOGY

This study employs a mixed-methods research design to explore and analyze the perceived common teaching practices at the College of Management and Business Technology. The combination of quantitative and qualitative approaches allows for a comprehensive understanding of the teaching strategies currently in use, as well as the perceptions of these practices among both faculty and students. The methodology is designed to capture a broad range of perspectives and to ensure that the findings are both robust and applicable to the specific context of business and technology education.

The research design involves two primary phases: a quantitative survey and qualitative interviews. The study begins with the distribution of a structured survey to faculty members and students within the College. The survey is designed to capture data on the frequency and perceived effectiveness of various teaching practices, including lecture-based instruction, case studies, group projects, technology-enhanced learning, and experiential learning opportunities. The sample for the survey is selected using stratified random sampling to ensure representation across different departments and levels of study, including undergraduate and graduate programs. This approach ensures that the data reflects the diversity of teaching practices and educational experiences within the College.

The survey instrument is developed based on a thorough review of the literature on effective teaching practices in business and technology education. It includes both closed-ended questions, using Likert scales to measure the frequency and perceived effectiveness of various teaching practices, and open-ended questions to capture additional insights and suggestions from respondents. The survey is administered online to maximize participation and to facilitate the collection of a large dataset.

Following the survey, in-depth semi-structured interviews are conducted with a purposive sample of faculty members and students who have expressed particular interest in or experience with innovative teaching practices. The interview guide is developed to explore themes that emerge from the survey data in greater detail, such as the integration of technology in teaching, the balance between theoretical and practical learning, and the role of student feedback in shaping instructional strategies. Interviews are conducted either in person or via video conferencing, depending on the preferences and availability of participants. Each interview is recorded and transcribed verbatim for subsequent analysis.

The data analysis process involves both quantitative and qualitative methods to provide a comprehensive view of the teaching practices within the College. Survey data is analyzed using descriptive and inferential statistics to identify the most common teaching practices and to assess their perceived effectiveness across different groups of respondents. Statistical software, such as SPSS, is used to perform frequency analyses, cross-tabulations, and correlation tests to explore relationships between demographic variables (e.g., department, level of study) and perceptions of teaching practices.

Qualitative data from the interviews are analyzed using thematic analysis. The transcriptions are coded using a combination of inductive and deductive coding techniques, allowing for the identification of key themes and patterns related to teaching practices. These themes are then compared and contrasted with the quantitative findings to identify areas of convergence and divergence. The integration of both data sets provides a richer understanding of the teaching practices within the College and highlights areas for potential improvement or further exploration.

Ethical considerations are paramount in this study, given the involvement of human participants. Prior to data collection, ethical approval is obtained from the College's Institutional Review Board (IRB). Participants are informed of the study's purpose, procedures, and their rights, including the right to withdraw at any time without penalty. Informed consent is obtained from all participants, and confidentiality is assured through the anonymization of survey responses and interview data. Additionally, data is securely stored, and access is restricted to the research team to protect participants' privacy.

The study acknowledges several limitations and delimitations. The reliance on self-reported data may introduce biases, such as social desirability bias, where participants may overreport the use of certain teaching practices perceived as favorable. Additionally, the study is limited to the College of Management and Business Technology, which may affect the generalizability of the findings to other institutions or academic disciplines. However, the mixed-methods approach and the rigorous sampling and analysis procedures employed in this study are designed to mitigate these limitations and provide a comprehensive understanding of the perceived common teaching practices within the College.

By employing this robust and systematic methodology, the study aims to produce valuable insights into the teaching practices at the College of Management and Business Technology, contributing to the ongoing discourse on effective pedagogical strategies in higher education. The findings are expected to inform future teaching practices and curriculum development within the College, ultimately enhancing the quality of education for business and technology students.

RESULTS

The analysis of the survey and interview data reveals several key findings regarding the perceived common teaching practices at the College of Management and Business Technology. The results indicate that a blend of traditional and innovative teaching methods is prevalent, with distinct preferences and perceptions among faculty and students.

1. Prevalence of Teaching Practices:

The survey results show that lecture-based instruction remains the most commonly employed teaching method, with 85% of faculty members reporting its regular use. However, 70% of students expressed a preference for more interactive and engaging methods, such as case studies and group projects, which were also reported as frequently used by 60% and 55% of faculty, respectively. Technology-enhanced learning, including the use of online platforms and multimedia tools, is employed by 65% of faculty, reflecting a shift towards more digital and flexible learning environments. Experiential learning opportunities, such as internships and real-world projects, are utilized by 50% of the faculty, though students indicated a desire for even greater emphasis on practical applications.

2. Perceived Effectiveness:

Both faculty and students rated case studies and group projects as highly effective in promoting critical thinking and real-world problem-solving skills, with average effectiveness ratings of 4.3 and 4.1 out of 5, respectively. Lecture-based instruction received mixed reviews, with a lower effectiveness rating of 3.2, suggesting that while it is commonly used, it may not fully meet students' learning needs. Technology-enhanced learning was rated positively, with an effectiveness score of 4.0, particularly for its ability to facilitate access to resources and support diverse learning styles. Experiential learning opportunities received the highest effectiveness rating at 4.5, underscoring their value in bridging the gap between theory and practice.

3. Qualitative Insights:

The interviews provided deeper insights into the reasons behind these preferences and perceptions. Faculty members highlighted the challenges of balancing traditional teaching methods with the need for innovation, often citing time constraints and the varying levels of student engagement as significant factors. Students, on the other hand, emphasized the importance of practical, hands-on experiences that prepare them for real-world challenges in business and technology. There was a consensus among both groups on the need for continuous adaptation of teaching practices to keep pace with industry developments and technological advancements.

Discussion

The findings of this study reflect broader trends in business and technology education, where there is a growing emphasis on interactive, technology-enhanced, and experiential learning approaches. The continued reliance on lecture-based instruction, despite its mixed effectiveness ratings, suggests a potential gap between traditional pedagogical practices and the evolving needs of students. This gap highlights the importance of ongoing professional development for faculty to equip them with the skills and tools necessary to implement more engaging and effective teaching methods.

The high ratings for case studies, group projects, and experiential learning align with the principles of active learning, which have been shown to enhance student engagement and retention of knowledge. These

methods are particularly relevant in management and business technology education, where students must develop the ability to analyze complex situations, work collaboratively, and apply theoretical knowledge in practical contexts.

The positive reception of technology-enhanced learning further indicates the importance of integrating digital tools into the curriculum. As the educational landscape becomes increasingly digital, the ability to leverage technology effectively will be critical for both faculty and students. However, the qualitative data also suggests that technology should be used to complement, rather than replace, personal interaction and hands-on learning experiences.

CONCLUSION

This study provides valuable insights into the perceived common teaching practices at the College of Management and Business Technology, highlighting both the strengths and areas for improvement within the current pedagogical framework. The findings suggest that while traditional methods such as lecture-based instruction remain prevalent, there is a clear preference among students for more interactive and experiential approaches that align with the demands of the modern business and technology environment.

To enhance the effectiveness of teaching practices, the College should consider expanding the use of active learning strategies, increasing opportunities for experiential learning, and providing faculty with professional development resources focused on innovative teaching methods and technology integration. By doing so, the College can better meet the needs of its students and ensure that they are well-prepared for their future careers.

In conclusion, the study underscores the need for a balanced and dynamic approach to teaching in management and business technology education. As the industry continues to evolve, so too must the educational practices that prepare students to succeed within it. The College of Management and Business Technology is well-positioned to lead in this regard, provided it continues to adapt and innovate in response to the changing educational landscape.

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