

Relevance of Business Education in the Economic Development of Ilocos Sur

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Abstract

This study aimed to determine the relevance of the business education in the economic development of the province of Ilocos Sur. It sought to investigate the profile of the faculty in terms of age, gender, civil status, academic rank, educational attainment, length of service, seminars attended, and publication. The profile of the business education graduates includes age, gender, civil status, course, and major. The business education schools looked into the number of their enrollees, the adequacy of their instructional materials, and the adequacy of their instructional facilities also the air-condition units and laptops. The of implementation of business education program along the areas of mission and vision, program administration, curriculum, dean, faculty, library, laboratory, instructional facilities and others. The level of competencies includes knowledge, skills, and attitudes/values; the output of the business education program in the economic development. The impact on employment, per capita income, social services and the provincial poverty threshold. The relationships between faculty profiles, school profiles, quality of graduates, and the level of competencies, and the relationship between the relevance of the business education program and the quality of the graduates.

Descriptive correlational method was employed. Questionnaire checklist was the main

tool used. The 34 faculty members and 314 graduates of the three state universities and colleges served as respondents. Frequencies, percentages, mean and simple linear correlation analysis was employed.

It was found that faculty members were generally young, mostly female, and single. Most of the instructor ranks, graduates of accountancy courses, holders of post-graduate degrees, untenured, not attended seminars or conference and have not done some research or have published. Graduates were young, female, single, with degrees in Business Accountancy. Instructional materials are generally inadequate, have adequate armchairs, and classrooms, lack of rotating ceiling fans, overhead projectors, computer sets, television sets or tape recorders, radio cassettes or CD players, and lights. The missions and visions, their programs administration, curriculum, business education programs as per CMO 17, s. 2017 with regard to their deans and faculty are Very Highly Implemented. There is a significant relationship between faculty profile and the level of implementation of the business education program. Significant relationship found between the quality of graduates and the level of implementation of the business education program and the quality of graduates.

The researcher recommended that business education schools adopt a more rationalized faculty promotion and incentives program that recognizes seniority, qualifications, and merit; faculty development programs be designed and implemented to enhance faculty capabilities and expertise particularly on instruction and research publications; business education schools intensify student recruitment and marketing efforts to increase student

population; business education school explore linkages and partnerships with governmental and/or non-governmental business entities to match their course offerings with provincial priority business needs and agenda; business education schools are in the position to participate in job fairs; and extra-curricular innovative marketing and entrepreneurship through well-crafted and implemented business outreach in various communities in the province.

Keywords: Business Education, Economic Development, Faculty Profile, Graduate Competencies, Program Implementation

INTRODUCTION

The economic development of a country is closely linked to the quality of education, particularly business education, which equips graduates with essential knowledge and skills in commerce, trade, entrepreneurship, and finance. Historically, business education focused on vocational skills but has evolved to emphasize a holistic approach that develops competencies necessary for effective business management.

The k to 12 program in the philippines has introduced business administration and management strands in senior high school, enhancing the relevance of business education. Graduates are now expected to possess entrepreneurial spirit and managerial skills, which are vital for driving economic growth. Business education not only supports free enterprise but also fosters effective economic citizenship and improves organizational practices.

There is a disparity in economic development between urban and rural areas, with rural regions often facing challenges such as poverty and limited access to education and employment opportunities. Institutions like the university of northern philippines and ilocos sur polytechnic state college offer business programs that aim to prepare students for careers in business, thereby contributing to regional economic growth.

This study seeks to assess the quality and relevance of business education programs in ilocos sur by examining the profiles of faculty and institutions, evaluating program implementation, and analyzing the competencies and perceived relevance of graduates. The goal is to enhance business education's contribution to the local economy and regional development.

METHODOLOGY

The research study employed a descriptive-correlational method to assess the relevance of business education in economic development, particularly in ilocos sur. The descriptive aspect focused on detailing the personal and professional profiles of faculty and graduates, including demographic factors and educational backgrounds. The study also analyzed the implementation of business education programs based on various dimensions such as curriculum, resources, and student services.

The population included faculty members from various business education institutions and their graduates, with a total of 348 respondents (34 faculty and 314 graduates). A stratified purposive sampling design was used to select participants, calculated using Cochran's formula to ensure a representative sample.

Data was collected through two distinct questionnaires: one for faculty that gathered information on program implementation, instructional adequacy, and faculty profiles, and another for graduates that focused on their competencies and perceptions of their education's impact on local economic development.

The study assessed various dimensions of the business education program, such as its implementation level, relevance to provincial development, and output quality based on specific statistical ranges. Statistical treatment of data involved frequencies, percentages, means, and simple linear correlation analysis to explore relationships between program implementation, graduate competencies, and their perceived relevance to economic development.

RESULT AND DISCUSSION

1. On profile of faculty. The study found that the faculty in the schools of business education in Ilocos Sur were generally young, mostly females, single, occupying instructors' position, B.S. Accountancy graduates who have already earned their post-graduate degrees, serving as faculty for only 5 years or less, have attended mostly local seminars, and half of them are doing publications at least at the local level.

2. On profile of graduates. As for the graduates of the business education schools, the study found that majority of them were young and females, single and earned their bachelor's degrees in business, majority of which are on financial management as major.

3. On school profile.

on accreditation level. Half of the business education schools achieved level II accreditation.

On number of enrollees. An overwhelming majority of the business education schools surveyed had populations of 500 and below.

On adequacy of instructional materials. Modalities in the answers of respondents indicate that in their schools, instructional materials are generally inadequate with only a single textbook in each area. Modality answers also indicate inadequacies in modules, workbooks, computers, and audio-visual aids.

On adequacy of physical facilities. In terms of modal responses about the presence of physical facilities, business education schools were surveyed to have adequate armchairs and classrooms but wanting rotating fans, computer set and internet, TV set and tape recorders, radio cassette and lights.

4. On level of implementation of the business education program. The respondents in the study were found to strongly agree that the business schools were implementing their mission and vision, their program administration, and their curriculum, deans and faculty but only agree that implementation of the library, laboratory, instructional facilities, student services, retention policies, and publication.

5. On level of competencies of the graduates. The respondents in the study were found to strongly agree that the graduates of business schools in the province have sufficient knowledge, skills and attitudes/values.

6. On level of output of the business education program along timeliness of graduation, position, income and job satisfaction. Most of the respondents were satisfied in both the intrinsic and extrinsic factors related to their jobs such as on timeliness of graduation, position, and job satisfaction.

7. On level of relevance of business education program in the economic development of ilocos sur along increased employment, increased per capita income, improved social services and improved poverty threshold. The respondents mostly found that the business education programs were very relevant in increased employment, increased per capita income, improved social services and improved poverty threshold.

8. On the relationship between the level of implementation of the business education program and faculty profile and school profile. In relating faculty profile with levels of implementation, the study found that a significant relationship exists between seminars attended and other services. Relationship also exists between faculty age and dean, publication and program administration, and publication and dean. No significant relationship was found between the level of implementation of the business education program and the school profile.

9. On the relationship between the quality of graduates and the level of implementation of the business education program. The study found that quality of graduates and level of implementation of business education program have significant relationship. Specifically, a correlation exists between timeliness and the following variables: vision-mission, program administration, curriculum, library, laboratory, instructional facilities, and other services. Moreover, a correlation exists between position and the following variables: curriculum, library, laboratory, instructional facilities, and other services. Also, a significant relationship exists between job satisfaction and the following variables: curriculum, library, laboratory, instructional facilities, and other services.

10. On the relationship between the level of competencies demonstrated by the graduates and the level of implementation of the business education program. The study found significant correlations between level of competencies and level of implementation of the business education program. Specifically, there is a significant relationship between timeliness and the following variables: knowledge and attitude. There is also significant correlation between position and knowledge. Moreover, there is significant connection between position and job satisfaction.

11. On the relationship between the relevance of the business education program and the quality of graduates. The study found significant correlation between level of business education competencies and relevance of business education. It also found out significant connection between increased employment and the following variables: timeliness of graduation, position and job satisfaction. It also found out significant connection between increased per capita income and the following variables: timeliness of graduation, position and job satisfaction. In the same manner, improved social services and improved poverty threshold also have significant connection to all the components of business education competencies.

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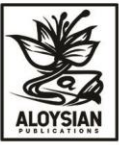
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