

Business Education that Works: Empowering Learners Through Effective Teaching Strategies

Judy Ann O. Ferrater-Gimena ¹
judygimena@gmail.com
0000-0001-5352-8253

Jeniffer M. Biore ¹
jbiore@gmail.com
0009-0004-1598-5399

Christopher Biore ¹
crisbiore@gmail.com
0000-0002-0062-0344

Perly P. Ynot ¹
0009-0004-4054-0769x

1 – University of Cebu, Cebu City, Philippines

Publication Date: July 25, 2026

DOI: 10.5281/zenodo.21543983

Abstract

In the teaching arena, the teacher serves as the catalyst or the facilitator in the learning process. So, the teacher should be able to employ diverse strategies to achieve the purpose of teaching, that is, learning, since they are front-line educators. This study aims to assess the preferred teaching strategies and methods of the Bachelor of Science in Business Administration (BSBA) students of the University of Cebu-Banilad to devise a program intervention scheme.

This study used a predictive-relational research design and a modified survey tool, administered to 175 respondents selected using purposive sampling. Simple percentages, the weighted mean, the Chi-Square Test of Independence, and One-Way ANOVA were used to analyze the data.

The results reveal that the majority of the respondents were aged 18-21, female, and in the first year level at the time of the survey. Moreover, the learners preferred lectures, demonstrations, peer teaching, partner learning, and deductive and inductive teaching approaches. In addition, the respondents also preferred brainstorming, simulation, demonstration, lectures and presentations, questioning, self-study, case studies, collaborative learning, 4 As, and cooperative learning. There is a significant relationship between learners' year level and their preferred teaching methods. Hence, it is concluded that the business learners preferred that their teachers employ diverse teaching approaches and strategies to maximize the teaching-learning process in the courses that they enrolled in. It is recommended that an intervention scheme be implemented to train and enhance teachers' ability to teach and foster learning using varied methods.

Keywords: *Business education, instruction, teaching strategy, lecture, demonstration, case study, 4A's predictive relational, Cebu City, Philippines*

INTRODUCTION

Teaching is not just a job. It is more than a job. It is the noblest of all professions. It is a many-splendored thing. It is a many-sided task. Its rewards are many, except for material ones. Teaching is not just a job. It is more than a job. It is a mission to carry out. Teachers are called not only to instruct pupils in the subject but to be good influences on them. Teachers have the power to influence pupils and encourage them to love learning (Corpuz & Salandanan, 2013). Enhancing learners' 21st-century skills will significantly help them become a future-ready, globally competent workforce in the context of the fourth industrial revolution (Rogayan et al., 2021).

The Higher Education Act of 1993 stipulates that the State shall protect, foster, and promote the right of all citizens to affordable, quality education at all levels and shall take appropriate steps to ensure that education is accessible to all. The State shall likewise ensure and protect academic freedom. It shall promote its exercise and observance for the continuing intellectual growth, the advancement of learning and research, the development of responsible and effective leadership, the education of high-level and middle-level professionals, and the enrichment of our historical and cultural heritage (Republic Act No. 7722).

Students with learning disabilities usually have areas of difficulty that are in marked contrast to other areas where they excel. Some may learn well through lectures, but have extreme difficulty reading. Others may express themselves very well orally, but spell or write very poorly. Each person possesses a unique combination of strengths and weaknesses. The deficits all hurt learning and can interfere in various ways. For example, a visual-perceptual deficit may interfere directly with reading and indirectly with the development of other skills, such as writing. LD students, although they have average or above average intelligence, may experience problems in one or more of the following areas: reading, spelling, written expression, math, oral language, study skills, or social skills. Often, learning disabilities are inconsistent, causing problems one day but not the next. They may cause problems in only one specific area or surface in many areas (Wren & Segal, 1998).

The principal elements that make teaching and learning possible and attainable are the teachers, the learners, and a conducive learning environment. Only when a positive relationship exists between them can teaching and learning occur with precision and predictability. The teacher serves as the prime mover of the educational wheel while the learner is the key participant in the learning process. The favorable environment provides essential features that help guide the teaching-learning process and methodologies, ensuring a smooth linkage among the three. A professional teacher sees himself/herself as somebody who can impact change or learning, (feeling of viability) since he/she is a specialist in what he/she (topic information), and by the way he/she instructs (academic learning) (Corpuz & Salandanan, 2013).

The educational trend brought about by some groundbreaking researchers suggests that one can be an effective facilitator of learning if one has a good working knowledge of learners' development. In the teaching arena, the teacher serves as the catalyst or the facilitator in the learning process. So, he or she should be able to employ diverse strategies to achieve the purpose

of teaching, that is, learning, since the teachers are the frontliners in the field of education. They must keep themselves updated and abreast with the latest trends and innovations in the education process. Enhancing their knowledge and skills would make them more competent and effective, being the most important and valuable resources in the pedagogical arena.

However, in the business education arena, most teaching staff or faculty members were not really trained as educators but rather in business and management. Although some of them had taken the Certificate for Professional Education (CPE) and passed the Licensure Examination for Teachers (LET), they were not really trained on the various teaching strategies. Hence, in business education, a study should be undertaken to determine the preferred teaching strategies teachers should apply based on their perspectives, so that the purpose of teaching-learning is achieved.

FRAMEWORK

This study anchors Vygotsky's theory of children's cognitive development, which is shaped by the cultural context in which they live (Gauvin & Parke, 2010). Vygotsky's belief in the importance of social influences, especially instruction, on children's cognitive development is reflected in his concept of the zone of proximal development. The area of proximal development (ZPD) is Vygotsky's term for the range of tasks that are beyond the child's current abilities, yet can be accomplished with guidance and support from adults or more capable peers. Consequently, the lower the breaking point of the ZPD, the greater the degree of ability attained by a tyke working autonomously. As far as possible, the youngster can acknowledge the degree of other obligations with the help of a capable teacher. The ZPD captures the kid's developing intellectual aptitudes, which can be cultivated uniquely with the guidance of a more gifted individual. Teaching in the ZPD reflects the concept of developmentally appropriate teaching. It involves being aware of where students are in their development and making the most of their readiness. It is also about teaching to enable developmental readiness, not just waiting for students to be ready (Horowitz, 2005).

Also, the law of readiness states that the greater the will the student needs to respond to the boost, the stronger the bond between them. When a person is ready to respond to a stimulus but is not made to meet, it becomes annoying. The students will feel frustrated because they were ready to respond to the stimulus but were prevented from doing so. Likewise, if the person is not at all prepared to respond to stimuli and is asked to do so, that can also be annoying (Lucas & Corpuz, 2014).

The humanistic perspective emphasizes students' capacity for personal growth, their freedom to choose their destiny, and positive qualities (such as sensitivity to others) (Santrock, 2012). Moreover, the constructivists argue that for too long children have been required to sit still, be passive learners, and merely memorize both relevant and irrelevant information (Gredler, 2009). Whether a teacher uses a constructivist or a direct instruction approach, a teacher can still be effective (Santrock, 2012).

Current theories of learning and schooling appeal to the decontextualized character of some knowledge and forms of knowledge transmission, whereas in a situated activity approach, decontextualized learning is a contradiction in terms. These two very different ways of conceiving of learning are hardly compatible. Generally, learning analysts have examined learning as though it were a procedure contained within the student's psyche, while disregarding the lived world. Theories of situated activity do not separate action, thought, feeling, and value from their collective, cultural-historical forms of located, interested, contextual, meaningful business. Traditional cognitive theory is distanced from experience and divides the learning mind from the world (Illeris, 2009).

Harvey and Green (1993) identify four meanings of value that can help us understand what quality teaching may be. Initially, quality as greatness is the customary source of value, the dominant one in many old-world-class advanced education organizations. Second, the condition can be characterized as esteem for cash, which, in this view, is a quality foundation that fulfills the requirements of public responsibility. Third, quality may be seen as fitness for purpose- the purpose is that of the institution, for instance, getting students to learn sciences efficiently. The last definition is that of quality as transforming. According to this definition, quality teaching is teaching that transforms students' perceptions and how they apply their knowledge to real-world problems.

A professional teacher has the accompanying qualities such as control of the information base in educating, learning, and utilization of this information to direct the science and specialty of his/her showing practice, collection of best showing practice and utilize this knowledge to train youngsters in classrooms and to work with grown-ups in the school setting, auras and aptitudes to approach all parts of one's work in an intelligent, collegial, and critical thinking way, and perspective of figuring out how to educate as a deep-rooted process and manners and abilities for working towards enhancing ones ability to educate and improve the schools (Arends, 1994).

In a school setting, the teacher is out on a mission. What is the purpose? A task is a challenging, dangerous assignment. Teaching is the teacher's difficult mission, but it must be carried out with a heart, no matter how difficult it is. The learner is the beneficiary of such a purpose. However, the learner wants to earn such lifetime benefits in an easy, fun-filled, yet enduring manner. Is it possible to connect a problematic delivery to a recipient who is comfortable, satisfied, and happy? Teachers are the former driving force in the pursuit of academic success and workplace productivity (Delfin & Javines, 2016).

Students in schools with caring and supportive interpersonal relationships have more positive academic attitudes and values and are more satisfied with school (Wentzel, 2010). One study found that an essential factor in students' motivation and achievement was their perception of their relationship with the teacher (McCombs, 2001). In other research, the value that center school students attributed to math increased when they had an instructor perceived as high in support (Eccles, 1993).

The teaching approach is a set of principles, beliefs, or ideas about the nature of learning that is translated into the classroom. It springs from a teacher's philosophy of education, the quality of knowledge, the teacher's role, and the student's role. A teaching strategy is a long-term plan of action designed to achieve a particular goal. The policy applies to many diverse fields such as military strategy, economic strategy, teaching approach, and the like. The teaching method is a systematic way of doing and implies a logical arrangement of steps. Hence, it is more procedural. A teaching technique is a well-defined procedure used to accomplish a specific activity or task. It is a teacher's particular style or trick used to achieve an immediate objective. There may be more than one technique available for accomplishing a specific activity or task. Procedures are consistent with a given approach; a strategy and method plan give rise to a policy that may encompass more than one teaching method. One teaching method may be employed differently by two teachers with different teaching styles, leading to different techniques. The technique involves a teacher's teaching style (Corpuz & Salandanan, 2013).

This investigation involves determining the preferred different teaching approaches or strategies such as direct instruction/ lecture, demonstration, peer tutoring or peer teaching, partner learning, deductive, and inductive.

Direct Instruction/ Lecture. Essentially, the lecture has been used throughout the years as a means of conveying cognitive or practical information from a teacher to a group of students. It presupposes that the teacher is the expert with all the data at the teacher's disposal, rather than the students, and that the students need or want a large amount of this data in a short time. It is a productive method for delivering data through a planned path without intrusion, with less preparation than in most other educational strategies. However, from a learning-theory standpoint, it is a shallow form of instruction for knowledge retention. Secondly, the lecture is used to effect desired changes, either through cognitive reasoning or through the affective domain, to elicit emotion. Usually, the lecture in the teaching-learning process is not used for emotional purposes.

On the other hand, experienced learners can follow the lecturer even when they have shortcomings. Part of the requirement, then, is that the learners be experienced in learning from the lecture method. If the learners are technically oriented, for example, and have spent much time listening to technical speakers, they do better in their retention (learning) than those without such opportunities. Further, students who can listen and take notes are more likely to get the most value from a lecture than those who find it challenging to listen and take notes simultaneously (Broadwell, 1980).

The lecture is always dull because only the teacher is active, while the students are passive. The teacher is merely reading lecture notes, only repeating and summarizing the material in the manual, and it contains nothing new or insightful (Hativa, 2000).

Demonstration. A strategy showing is an encouraging technique for discussing ideas with the guidance of visuals, such as flip outlines, notices, and PowerPoint presentations. An event is a procedure for showing someone how to make or accomplish something in a well-ordered process, as teachers explain to students what they are doing. An exhibit consistently has a

completed item. The key to an excellent presentation is for the audience to be able to go home and do what they have been taught to do (LSU Ag Center Research & Extension, n.d.).

Tutoring. It is a cognitive apprenticeship between an expert and a novice. Education can take place between an adult and a child or between a more skilled child and a less experienced child. Individual tutoring is an efficient strategy that benefits many students, especially those who are not doing well in a subject (Karsenty, 2010; Slavin et al., 2009).

Fellow students can also be competent tutors (De Smet et al., 2010). In peer tutoring, one learner teaches another. Peer coaching supports dynamic learning and enables the teacher to guide and monitor student learning as students move around the classroom. Researchers have found that peer tutoring often benefits students' achievement (Slavin et al., 2009).

Peer-Assisted Learning Strategies (PALs) was created by the John F. Kennedy Center and the Department of Special Education at Peabody College at Vanderbilt University. In PALS, educators recognize which kids need help with specific abilities and which kids are best suited to help other youngsters learn those skills. Utilizing this data, educators pair kids in the class so that accomplices work together and make progress on various exercises that address the issues they are encountering. The sets are changed consistently so that, as learners chip away at an assortment of abilities, all students have the chance to be mentors and players" (Santrock, 2012).

Partner Learning. As the term implies, this is learning with a partner. A student chooses a partner from among his/her partner. This also means assigning "study buddy." Study buddies become responsible for each other's learning. However, each student is held accountable for his/her learning (Corpuz & Salandaan, 2013).

Deductive. In the deductive method, the instructor presents or demonstrates the material to be taught. This is additionally alluded to as immediate guidance. This is also referred to as direct instruction. Here are some examples: A teacher wants to inform his/her pupils how to add similar fractions. She/he begins by stating the rule: To add similar fractions, add the numerators, then copy the denominator. Then she will give examples. After which, she will provide written exercises for her pupils (Corpuz & Salandaan, 2013).

Inductive. The opposite of the direct method and deductive method is the inductive method. This is also called an indirect instruction. The inquiry method falls under an indirect, guided, and exploratory approach to education. The teaching-learning process starts with questions, problems, and details and ends with answers, generalizations, and conclusions. Hence, they will fall under the inductive method of teaching, the opposite of the deductive approach (Corpuz & Salandaan, 2013).

This study also involves preferences for the teaching methods to be applied in the class, such as brainstorming, simulation, demonstration, questioning, self-study, case studies, collaborative learning, 4As, and cooperative learning.

Brainstorming. A brainstorming session is a valuable tool for generating ideas or discovering solutions to an issue. These sessions investigate and grow an understudy's capacity to think fundamentally and horizontally. As students become more actively involved, the courses support the learning process and enhance academic performance. Brainstorming in the classroom encourages students to openly express their thoughts and ideas about a topic. As there are no correct or incorrect answers, the sessions provide a space for students to voice their thoughts without fear of being wrong. The courses allow the class to leverage their prior knowledge and frame associations between the current point and what they have already learned. It likewise urges them to listen and consider others' thoughts, thereby indicating respect for their peers. Brainstorming sessions may appear unstructured, but setting out a few tenets can ensure the course runs smoothly. Here are a few thoughts that may help the meetings generate new ideas. There is no dominant or losing group while conceptualizing. Every thought and contemplation is considered and given equal weight. The educator should direct the session to ensure the exchange is agreeable and that students are learning. The inquiry that should be conceptualized ought to be surrounded deliberately with the purpose that most final thoughts might be created. There ought to likewise be a time constraint on the discourse. The time set would depend on the subject. At the end of the session, an understudy can summarize all the ideas that were examined. The educator should arrange and conduct the meeting without including their assessment or remarks on the views presented (Professional Learning Board, n.d.).

Conceptualizing is an expansive or small-group activity that encourages students to focus on a subject and contribute to the free flow of ideas. The educator may start a meeting by suggesting a conversation starter or an issue, or by presenting a point. Understudies, at that point, express likely answers, essential words, and thoughts. Then contributions are accepted without criticism or judgment and are usually summarized on a whiteboard by the teacher or assigned as the ideas are called out. Finally, these ideas are examined, often in an open-class discussion format (UNSW, 2015).

Simulation. A simulation is an event or circumstance designed to mirror clinical practice as closely as possible. Recreation can be utilized to show hypothesis, evaluation, innovation, pharmacology, and expertise (Rauen, 2001).

The accentuation in simulation is regularly on the application and mix of learning, abilities, and basic reasoning. Not at all like a study setting or a paper-and-pencil test, reenactment enables students to work in a domain that is as close as conceivable to a genuine circumstance and gives the students a chance to think and react quickly, not in their seats (Issenberg et al., 1999; Rauen, 2001; Weis & Guyton-Simmons, 1998).

Simulation is an effective training system for some skills, particularly in basic care nursing. Learning in grown-ups is best when the earth is both participative and intuitive. Another fundamental component is that students get prompt input. Another essential feature is that learners receive immediate feedback (Rauen, 2001).

Simulations and role-play as meaning makers. Not all curriculum topics can be addressed through authentic problem solving and projects. At times, these activities are not feasible, so simulations that are not real events are our resort (Corpuz & Salandanan, 2013).

Demonstration Method. In the demonstration strategy, the instructor or a colleague demonstrated a procedure while the students served as eyewitnesses. This approach is used to present lessons that make use of sophisticated equipment and technical know-how. Materials that are not readily available or expensive are used sparingly in a demonstration. The demonstrator is proficient in setting up the mechanical assembly required by the means to be pursued. The remainder of the class ends up concentrated on the action, and fixation regarding the matter is guaranteed (Corpuz & Salandanan, 2013).

Questioning. The kinds of questions the teacher asks determine the level of thinking he or she intends to develop. Low-level problems demand a low-level response. They require simple recall or memory-type answers. High-level questions call for higher-order thinking — the Why and how items require analysis of observations, and the conclusion is arrived at after weighing the evidence or establishing a pattern from recorded data. A question is taken as a request for information. It is merely an inquiry. In teaching, it takes the form of a problem at the start of an investigation or a query about a current issue, such as time or classroom management. It is a statement that demands an explanation, a purpose, or an argument. A daily lesson is seldom without even a single question. It is the question, stated in any form, that unlocks thinking. Hence, it is integral to the teaching practice. The kinds of questions being asked vary according to purpose. When assessing cognition, the type of question used determines the extent of one's knowledge and understanding. They promote high-level thinking. Different problems and open-ended inquiries call for analysis and evaluation. For verification, it determines the exactness or accuracy of the results of an activity or performance. Creative thinking probes one's originality. For evaluation, it elicits responses that include judgments, values, and choices. It also asks personal opinions about an event, a policy, or a person. Productive thinking includes cognitive reasoning. It analyses facts, recognizes patterns or trends, and invokes memory and recall. To motivate, before discussing the lesson, ask some questions about the topic to arouse their interest and focus their attention. It attempts to put students in the right mood. For instruction, the question asks for useful information. It directs, guides, and advises on what and how to do an activity (Corpuz & Salandanan, 2013).

Lectures and Presentations. Mostly, the address has been used throughout the years as a means of transmitting cognitive or factual information from a teacher to a group of students. It presupposes that the teacher is the expert, with all the data at the teacher's disposal rather than the students', and that the students need or want a large amount of this data in a short time. It is an efficient way to impart information through scheduled, uninterrupted sessions and requires less planning than most other teaching methods. However, from a learning-theory standpoint, it is a shallow form of instruction for knowledge retention. Secondly, the lecture is used to effect desired changes, either through cognitive reasoning or through the affective domain, appealing to emotion. Usually, the conference in the teaching-learning process is not used for emotional purposes.

On the other hand, when learners are experienced listeners, they can follow the lecturer, even when the lecturer has shortcomings. Part of the requirement, then, is that the learners be experienced in learning from the lecture method. If the learners are technically oriented, for example, and have spent much time listening to technical speakers, they do better in their retention (learning) than those without such opportunities. Further, students who can listen and take notes are more likely to get the most value from a lecture than those who find it challenging to listen and take notes simultaneously (Broadwell, 1980).

The lecture is always dull because only the teacher is active, while the students are passive. The teacher is merely reading lecture notes; they only repeat and summarize the material in the manual and contain nothing new or insightful. The cardinal importance of lecturing derives from its qualities as a means for oral and visual communication. The lecture is the most comfortable and inexpensive way to transmit a large amount of knowledge to a large number of students. However, effective lecturing is much more than just communicating knowledge. It arouses interest and motivation; promotes concentration and attention; identifies and marks the most critical information; and enables effective cognitive processing, storing, and information retrieval (Hativa, 2000).

Self-Study. Self-study is the key to building teacher efficacy. Self-study of teaching can play an essential role in reducing teacher attrition. It is believed that systematic self-study of education is a valuable approach for teachers to understand their teaching and students' learning better. It urges instructors to assume responsibility for their own insight and professional development and to advance training change. Self-study is a groundbreaking vehicle that can also reinvigorate one's energy for teaching. Consequently, self-study promotes educational reform efforts in a real way, and that will make a direct impact in the classroom (Samaras & Freese, 2006).

Case Study. The case method is a powerful student-centered teaching strategy that can foster critical thinking, communication, and interpersonal skills. Having students work through complex, ambiguous, real-world problems engages students with the course material. It encourages them to look at it from an action perspective rather than analyze it from afar (Angelo & Boehrer, 2012). Contextual analyses are, by their nature, multidisciplinary and permit the use of theoretical ideas, helping bridge the gap between hypothesis and practice (Davis & Wilcock, n.d.).

Taking a shot at cases expects students to research and assess different sources of information, encouraging data proficiency. The case method is also effective at developing real-world, professional skills. Working on case studies requires excellent organizational and time management skills. Case technique builds understudy capability in written and oral communication, as well as collaboration. Contextual investigations empower students to understand factual circumstances, preparing them in administrative skills, for example, holding a gathering, arranging an agreement, giving an introduction, and so on (Daly, 2002).

Collaborative Learning. Collaborative learning is an instructional method for managing training and disclosure that incorporates social aspects of learners collaborating to address an

issue, complete a task, or create an item (National Institute for Science Education, 1997). As indicated by Gerlach (1994), collective learning depends on the possibility that information is a frequently social act where the members talk among themselves. It is through the discussion that learning happens.

There are myriad ways to engage in collaborative learning. An established hypothesis about the learning process (Smith & MacGregor, 1992) underlies them all: 1) education is a proactive way where the students assimilate the information and relate this new knowledge to a framework of prior experience; 2) learning requires a challenge that opens the door for the learner to engage his/her peers actively, and to process and synthesize information rather than simply memorize and regurgitate it; 3) Learners benefit when exposed to diverse viewpoints from people with varied backgrounds; 4) Learning thrives in a social domain where the discussion between students happens. During this scholarly acrobatics, the student makes a structure and importance to the talk; 5) In the common learning condition, the students are tested both socially and sincerely as they tune in to other points of view, and are required to express and defend their thoughts. In this manner, the students begin to develop their own interesting theoretical systems rather than depend entirely on a specialist's or a content's structure. Along these lines, in a synergistic picking upsetting, students have the chance to talk with companions, present and protect ideas, explore diverse trade convictions, question other theoretical structures, and be effectively engaged.

Collaborative learning. It can be incorporated into a typical 50-minute class in a variety of ways. Some require thorough preparation, such as a long-term project. In contrast, others require less training and pose a question during the discussion, asking a learner to discuss their ideas with their neighbors. As Smith and MacGregor (1992) state, in collaborative classrooms, the lecturing, listening, and notetaking procedures may not vanish altogether, yet they live alongside other methods based on students' discussion and ongoing work with the course material. Notwithstanding the particular methodology taken or the amount of the pervasive talk-based course, the objective remains the same: to shift from an instructor-focused to a student-centered model.

4A's. The 4-A lesson plan model focuses on four main concepts. Each is necessary for student success, and by identifying how they will be used in instructional practices, teachers ensure they are front and center. The four components are activating prior knowledge, acquiring new knowledge, application, and assessment. These somewhat broad categories, which narrow somewhat, ensure students are ready to learn. By activating prior knowledge, students build essential connections to advance learning and prepare their brains for new content. New content is presented, taught, and then applied to real-world or past situations. Finally, an assessment is given to determine student understanding (Lindee, 2019).

Cooperative Learning. Cooperative learning, also called small-group learning, is an instructional strategy in which small groups of students work together on a standard task. The task can be as simple as solving a multi-step math problem together, or as complex as building a structure for another type of school. Sometimes, each gathering member is responsible for a separate part of the errand; in other cases, groups of individuals cooperate without formal job

assignments. There are five essential motivate and support one another; the environment promotes discussion and eye contact; 3) individual and group accountability, in which each student is responsible for doing their part; the group is accountable for meeting its goal; 4) group practices, wherein the gathering individuals increase direct guidance in the relational, social, and community-oriented aptitudes expected to work with others happens; and group processing, where group of students analyzes on their own based on their competence. Cooperative learning changes students' and educators' roles in the study environment. The responsibility for learning is shared among student groups and is no longer the sole responsibility of the teacher. All share the authority to set goals, assess learning, and facilitate learning. Learners have more opportunities to share their insights, ask questions effectively, challenge one another, share and examine their thoughts, and demonstrate their knowledge. Alongside improving the scholastic experience, engaging learning enables students to take part in insightful discussions and analyze alternative points of view. It has been demonstrated to build students' confidence, inspire them, and foster their sympathy.

Collaborative, cooperative, and team-based learning are often considered the same concept, though they are sometimes defined differently. In collaborative learning, students participate in small-group activities in which they share their knowledge and expertise. In these student-driven activities, the teacher usually acts as a facilitator (Kirschner, 2001). Collaborative learning is a widely used instructional method, but its learning potential is often underused in practice (Scager et al., 2016).

The study of Hativa and develops a tool for identifying students' preferred teaching approaches, with high internal consistency for the scales involved. We examined these preferences in relation to students' approaches to learning and to two academic disciplines with contrasting academic environments. The sample consisted of 175 engineering and education undergraduates at a major university in Israel. Responses to our questionnaire revealed students' preferences for four approaches that correspond to the four main instructional approaches that had been identified in research based on teachers' sources. Students' most favored teaching approach is the lecturer who is organized, clear, and interesting, and the second, with a large gap from the first, is the instructor who provides for students' needs in learning. The two approaches least favored are information-transmission and promotion of self-regulation. Students with different approaches to learning preferred teaching approaches that best served their learning approaches. There were few discipline-related differences in students' preferences, in spite of the very different learning environments. However, all participants preferred teaching approaches that they perceived as beneficial for learning but that they had not often experienced, if at all.

OBJECTIVES OF THE STUDY

This investigation aims to determine the preferred teaching approach and strategies among the Bachelor of Science in Business Administration (BSBA) students of the College of Business and Accountancy, University of Cebu-Banilad.

METHODOLOGY

This study employed a predictive-relational research design, using a modified survey questionnaire as the primary data collection tool.

The study was conducted among Bachelor of Science in Business Administration (BSBA) students of the College of Business and Accountancy at the University of Cebu-Banilad. Using a purposive sampling technique, there were one hundred seventy-five (175) students who served as respondents in this investigation. A modified questionnaire contains three (3) parts. The first (1st) part pertains to the demographic profile of the respondents, including age, gender, and year level, while the second (2nd) part contains questions on the preferred teaching approach. The third (3rd) part determines the preferred teaching methods or strategies.

Before conducting the study, the proponents obtained permission from the Campus Affairs Director and conducted content validation of the tool to ensure its functionality and consistency.

For data analysis, the following were applied: simple percentage to analyze the profile of the BSBA students; weighted mean was calculated to analyze the responses on the preferred teaching strategies and methods among the respondents; Chi-Square Test of Independence to determine the significant relationship between the respondents' profile and their preferred teaching approach and methods, and lastly, One Way ANOVA to determine the significant difference in the responses of the 175 respondents.

RESULTS AND DISCUSSIONS

This section displays the data on the profile of the Bachelor of Science in Business Administration (BSBA) students of the College of Business and Accountancy of the University of Cebu-Banilad and their preferred teaching strategies to be employed by their teachers or instructors.

Table 1 shows the profile of the respondents.

Table 1. Profile of the Respondents (n= 175)

Profile Indicators	Frequency (f)	Percentage (%)
A. Age (in years)		
27-29 years old	8	5.00
24-26 years old	14	8.00
21-23 years old	63	36.00
18-20 years old	90	51.00
B. Gender		
Male	68	39.00
Female	107	61.00
C. Year Level		
First Year	74	42.00
Second Year	46	26.00
Third Year	30	17.00
Fourth Year	25	15.00

Out of the total respondents of one hundred seventy-five (175) students, ninety (90) or 51% belonged to the age bracket 18-20 years old. This data indicates that this group's Bachelor of Science in Business Administration (BSBA) students were regular students, as college students are typically in their late teens and early 20s.

In terms of the gender of the respondents. There were one hundred seventeen (117) or 61% of the respondents who were females, and sixty-eight (68) or 39% are males. The results indicate that more women were enticed to enroll in the Bachelor of Science in Business Administration program with various specializations in marketing management, financial management, and human resource management due to the availability of work opportunities in Cebu City across various industries.

Moreover, seventy-four (74) or 42% of the respondents were in the first year level, while only twenty-five (25) or 15% were at the fourth-year level. In the normal operations of any educational institution, the student population is always dominated by first-year learners, and each year, some will change courses or drop out of college for various reasons.

This section presents the teaching approaches preferred by Bachelor of Science in Business Administration students of the College of Business and Accountancy at the University of Cebu-Banilad.

Table 2. Preference on Direct Instruction/Lecture as a Teaching Approach (n= 175)

Indicators	Weighted Mean (μ)	Interpretation
<i>The students preferred that their teacher</i>		
1. <i>will undertake some task to enable the students to acquire procedural knowledge.</i>	3.43	Highly Preferred
2. <i>present power point presentation while undertaking some exercises.</i>	3.42	Highly Preferred
3. <i>provide ongoing instruction for factual and non-controversial lessons.</i>	3.38	Highly Preferred
4. <i>help the students understand and comprehend the factual aspect of the topic.</i>	3.46	Highly Preferred
Aggregate Mean	3.42	Highly Preferred

Specifically, the data in Table 2 show that the respondents highly preferred that their teacher help them understand and comprehend the factual aspects of the topic, as evidenced by the highest weighted mean of 3.46. In business education, the lecture method is one of the most effective teaching-learning approaches, as it allows the teacher to explain the subject matter to students.

The lowest weighted mean of 3.38 indicates that learners highly preferred that their teachers provide them with ongoing instruction for factual, non-controversial lessons. This data indicates that they should stay abreast of general information that widens their knowledge and can be applied not just in school but also in real life.

Qualters (2001) recommended that students not support dynamic learning techniques due to the in-class time required for the exercises, fear of not covering the majority of the course material, and nervousness about transitioning from traditional study hall practices to the dynamic structure.

The aggregate mean of 3.42 indicates that Bachelor of Science in Business Administration (BSBA) students highly preferred lecture or direct instruction as a teaching approach. This means that the student still likes that their teachers will have a thorough discussion of the subject matter.

According to Talisaynon (2009), a lecture is defined as one person speaking, more or less continuously, to a group of people on a particular subject or theme. For the university administrator, a lecture is a slot in the timetable where students are taught in a designated space, a lecture theatre, in a group whose size can vary from 20 to 800 or more, with one lecturer having the primary responsibility for delivering the content. Also, Casado (2000) revealed that students most preferred the lecture/discussion method.

The data in Table 3 exemplifies the respondents' preference for demonstration as a teaching approach.

Table 3. Preference on Demonstration Method as a Teaching Approach (n=175)

Indicators	Weighted Mean (μ)	Interpretation
1. <i>The students preferred that their teacher will show how the process is done while the students are just observers.</i>	3.41	Highly Preferred
2. present the lessons using sophisticated equipment.	3.54	Highly Preferred
3. manifest technical know-how on the modern educational technology.	3.30	Highly Preferred
Aggregate Mean	3.42	Highly Preferred

Among the various demonstration teaching approaches, the students highly preferred an approach in which the teacher shows how the process is done while the students are observers, as indicated by the highest weighted mean of 3.41. This finding indicates that business

administration learners intend to grasp not just surface knowledge of the topics introduced to them, but also to develop analytical skills to discover more knowledge.

On the other hand, the lowest weighted mean of 3.30 signifies that respondents still highly preferred lessons delivered with sophisticated equipment. So learning could be more effective when the teaching process is explicit and uses modern educational technology to make the topic more interesting to students.

The aggregate mean of 3.42 denotes that students highly preferred that their teacher use demonstration-based teaching. This result indicates that students place importance on understanding the underlying process of any topic or subject so they can gain deeper insights into its pros and cons. This result further indicates that the teacher emphasizes the demonstration method because it activates several senses. This way increases learning because the more reasons used, the better the opportunity for the teacher to provide observational learning, and it clarifies the underlying principles by demonstrating the 'why' of a procedure.

Demonstrations are like composed narrations and models in that they enable students to relate to the presented data. Memorization of a rundown of facts is a segregated, indifferent experience of a portion of the same information. Events help raise student interest and reinforce memory retention by connecting facts to real-world applications. One of the benefits of the show strategy is the ability to incorporate various configurations and guidance materials that make the learning process stick. This way prompts a few of the students' detectors to activate, opening more doors for learning. The methodology is likewise valuable for educators, as it is adaptable for both group and individual instruction (Qualters, 2011).

Table 4 shows BSBA students' preferences in peer tutoring as a teaching approach.

Table 4. Preference on Peer Tutoring/Peer Teaching as a Teaching Approach (n=175)

Indicators	Weighted Mean (μ)	Interpretation
1. <i>The students preferred that their teacher will</i> devise lesson design where there is sharing of ideas among the students in the class.	3.62	Highly Preferred
2. requests the older, more matured and more cooperative student to tutor his/her classmates.	3.41	Highly Preferred
3. assigns the more intelligent student to teach and coach his/her classmates.	3.40	Highly Preferred
Aggregate Mean	3.48	Highly Preferred

Specifically, the respondents reported that they highly preferred when their teacher's lesson design involved student-to-student sharing of ideas, as indicated by the highest weighted mean of

3.62. In this way, the students will be challenged to think and share their knowledge with their classmates and the teacher. So, they will be able to learn to study ahead so they can develop their ideas before attending class.

However, the lowest weighted mean of 3.40 indicates that the respondents strongly preferred a lesson strategy in which the teacher assigns the more intelligent students to teach and coach their classmates. In this manner, advanced learners can also share their ideas with their classmates who have lower learning competence.

The aggregate mean of 3.48 indicates that BSBA students at the university strongly preferred peer teaching as a teaching approach. This result indicates that the respondents preferred that their teacher devise class activities in which the teaching-learning process involves sharing ideas from other students, especially those who have advanced knowledge and ideas on the subject matter.

Peer teaching is an educational practice in which students interact with peers to achieve educational goals. When properly utilized, peer teaching is a useful model that positively impacts the class as a learning environment, both academically and in terms of student camaraderie. Both the teacher and students are ensured a productive and enjoyable experience when using this teaching approach (Morgan et al., 2000).

Table 5 shows BSBA students' preference for partner learning as a teaching approach.

Table 5. Preference on Partner Learning as Teaching Approach

Indicators	Weighted Mean(μ)	Interpretation
<i>The students preferred that their teacher will</i>		
1. enable the students to choose his/her partners among her classmates.	3.49	Highly Preferred
2. permit his/her students to rehearse what they have learned.	3.19	Highly Preferred
3. allow the students to explore their understanding with his partners.	3.15	Highly Preferred
4. assign "study buddy" to become responsible for each other's learning.	3.42	Highly Preferred
Aggregate Mean	3.31	Highly Preferred

The students highly preferred a teaching atmosphere in which the teacher's lesson allows them to choose their partners among their classmates, as indicated by the highest weighted mean of 3.49. In this approach, the learning methods will not be overly burdensome for students, and

their experience of knowledge can be fun as well, since each student will be allowed to help one another in class to understand and comprehend the factual aspects of the topic.

On the other hand, they also highly preferred ($\mu=3.15$) when their teacher allowed them to explore their understanding with their partners. This way of enforcing learning among students helps enhance students' social interaction with their classmates and helps develop their social relationship skills.

The aggregate mean of 3.31 indicates that business administration students highly preferred partner learning as their teachers' teaching approach. This result indicates that they would prefer the lesson to involve choosing a study partner, with whom they can divide tasks and share ideas.

Likewise, Stanley and Porter (2002) explained that partner learning is a social interaction between similar social groupings with benefits flowing in both directions. Such communications have been found to break down barriers and assist in the development of academic and social competence. Broader experience in universities suggests that partner learning enhances student learning, particularly among disadvantaged students. In this methodology, mentors may connect with their colleagues, either in balanced or small gatherings, by continuing homeroom talks, sharing research skills, assessing each other's work, resolving specific issues, and fostering free learning. Learners appreciate the casual setting and feel increasingly useful when talking about subjects with a friend rather than a teacher. The open door for dynamic support, addressing, and discourse encourages students to continue their investigations.

Table 6 shows the data on BSBA students' preference for the deductive method as the best teaching approach.

Table 6. Preference on Deductive Method as Teaching Approach

Indicators	Weighted Mean (μ)	Interpretation
1. <i>The students preferred that their teacher will show/tell his/her students directly on what he/she wants to teach.</i>	3.41	Highly Preferred
2. be the one who dominates the class discussion.	3.39	Highly Preferred
3. begin the discussion with the abstract rule, generalization, principle, and ends with specific examples and concrete details	3.66	Highly Preferred
4. choose and decide all the topics to be tackled in the class	3.50	Highly Preferred
Aggregate Mean	3.49	Highly Preferred

The highest weighted mean of 3.66 indicates that the students highly preferred when the teacher began his/her discussion or presentation of the subject matter by starting with the general

rule, generalization, and principle, and ending with specific examples and concrete details. This data indicates that learners perceived they would be able to understand the lesson's underlying concept when they were given ideas starting from the broader context, then moving to more specific details.

Besides, the lowest weighted mean of 3.39 indicates that the respondents still strongly preferred that their teacher lead the class discussion. This data indicates that learners would prefer their teacher to act as the authority in the lesson discussion, since they are expected to be more knowledgeable than the students.

The aggregate mean of 3.49 reveals that the BSBA students highly preferred that their teachers use the deductive teaching method. This result means that the students think they will be able to grasp more of the lesson when the teacher ignites their interest before introducing more abstract ideas, rather than going straight into specific ideas. In the deductive technique of education, the exchanges proceed from general to specific and from theoretical to concrete. In this strategy for encouraging, the instructor presents the standard, guideline, or law to students, then the sole standard, head, or guideline, using explicit models.

As a matter of first importance, the principles are presented, and afterward, students are asked to apply them to address additional issues (Corpuz & Salandaan, 2013). Also, the deductive method is used in a large classroom setting and is considered traditional, structured, and predictable. It is also the method of verification and comes from a source (Adunala, 2011).

Table 7 shows the students' preference for the inductive method as a teaching approach.

Table 7. Preference on Inductive Method as Teaching Approach

Indicators	Weighted Mean (μ)	Interpretation
1. <i>The students preferred that their teacher will</i> demonstrate facilitating skills in the class.	3.29	Highly Preferred
2. empower the students to formulate the generalization or rule.	3.72	Highly Preferred
3. facilitate the use of the students' analytical way of thinking.	3.51	Highly Preferred
4. enable the students to be more engaged in the teaching-learning process.	3.53	Highly Preferred
Aggregate Mean	3.51	Highly Preferred

Notably, the highest weighted mean of 3.72 indicates that students highly preferred being empowered to formulate the generalization or rule. This result means that allowing students to

articulate their own understanding of a particular topic by enabling them to develop a generalized idea is an excellent teaching-learning strategy.

Additionally, students strongly preferred that their teacher demonstrate facilitation skills in class, as indicated by a weighted mean of 3.29. This result indicates that the students would like their teacher to guide them through the learning process so that learning will be easier.

The aggregate mean of 3.51 indicates that business students also highly preferred that their teacher use the inductive teaching method, in which learning starts from a specific idea and moves to a more abstract level of the topic. In this manner, learners will be able to gain a more accurate insight into the lesson before understanding the concrete dimension of the subject matter.

The inductive approach is effective when used with small groups or small numbers of students, is considered personalized, and helps students easily remember and understand the concepts.

Further, this is an approach of discovery and relies on a student's perspective or understanding of an idea (Adunala, 2011). Furthermore, inductive instruction gives youngsters a more extensive stage for learning by using methodologies that enable data to be absorbed various parts of the cerebrum. These learning activities include ordering, examining records, and making predictions. These techniques extend students' basic deduction by having them examine a subject from various angles. This learning involves arranging, discussing, contrasting records, and setting expectations. These techniques extend students' basic intuition by having them examine a subject from various angles. Additionally, this strategy for acquiring information ensures that students have a deeper understanding of what they are learning (Corpus & Salandaan, 2013).

Prince and Felder (2013) stated that the inductive approach is also valuable for developing perceptual and observational abilities. Learners learn content; however, they figure out how to process information and use it to achieve proper ends. This instructional strategy includes three global activities: arranging the movement, executing the business, and assessing the result.

Table 8. Results on the Test of Significant Relationship Between Age of the Respondents and their Preferred Teaching Approaches

Variables	Computed Chi-Square	df	Critical Value	Significance	Result
Age and					
Lecture Method	8.112	9	16.919	Not Significant	Accept Ho
Demonstration Method	7.145	9	16.919	Not Significant	Accept Ho
Peer Teaching	5.118	9	16.919	Not Significant	Accept Ho
Partner Learning	8.633	9	16.919	Not Significant	Accept Ho
Deductive Method	6.117	9	16.919	Not Significant	Accept Ho
Inductive Method	7.423	9	16.919	Not Significant	Accept Ho

There is no significant relationship between respondents' age and their preferred teaching approaches. This result means that the respondents' age has no connection to their preference for the teaching approach that would maximize their learning in the subject or courses they have to take to obtain the Bachelor of Science in Business Administration degree.

This result is in line with the study by Kamarudin et al. (2018), which revealed that students' age had no significant relationship with the teaching approaches preferred by students to a large extent. The choice of teaching approach depends on what aligns with the instructors' educational philosophy, classroom demographics, subject matter, and school mission statement.

Table 9. Results on the Test of Significant Relationship Between the Respondents' Gender and their Preferred Teaching Approaches

Variables	Computed Chi-Square	df	Critical Value	Significance	Result
Gender and					
Lecture Method	7.892	9	16.919	Not Significant	Accept Ho
Demonstration Method	7.234	9	16.919	Not Significant	Accept Ho
Peer Teaching	5.671	9	16.919	Not Significant	Accept Ho
Partner Learning	8.991	9	16.919	Not Significant	Accept Ho
Deductive Method	6.234	9	16.919	Not Significant	Accept Ho
Inductive Method	7.901	9	16.919	Not Significant	Accept Ho

Table 9 shows that there is no significant relationship between respondents' gender and their preferred teaching approaches. These results indicate that respondents' gender has no effect on how learners would prefer to be taught.

Kamarudin et al. (2018) found that the teaching approach is primarily a process of experimentation, as a person adjusts and readjusts instruction to meet students' needs and competencies, regardless of gender.

Table 10. Results on the Test of Significant Relationship Between the Year Level of the Respondents and their Preferred Teaching Approaches

Variables	Computed Chi-Square	df	Critical Value	Significance	Result
Year Level and					
Lecture Method	8.354	9	16.919	Not Significant	Accept Ho
Demonstration Method	7.234	9	16.919	Not Significant	Accept Ho
Peer Teaching	5.456	9	16.919	Not Significant	Accept Ho
Partner Learning	8.769	9	16.919	Not Significant	Accept Ho
Deductive Method	6.256	9	16.919	Not Significant	Accept Ho
Inductive Method	7.093	9	16.919	Not Significant	Accept Ho

There is no significant relationship between respondents' year level and their preferred teaching approaches. This data shows that whether a student is in the first year or the fourth year does not correlate with their choice of teaching approach that suits their learning ability.

Talisayon (2009) found that the respondents' course level was not a significant predictor of classroom teaching approaches. It does not matter whether teachers are teaching K-12. When they teach, they should be aware of different learning styles so they can incorporate sufficient information into the lesson to address diverse learning needs.

In addition, there is no single teaching approach that works for everyone. Students learn differently. Every student has a different learning style, and teachers need to consider the individual differences among their students and the unique way they learn. They understand that the types of learners the teachers have are crucial because they provide an idea of the appropriate teaching approach to implement in the different classrooms. It means that it does not matter what year level the students are at; the most important thing is to determine the students' learning needs (Yader & Hocheva, 2005).

This section displays the results of the test of significant differences in responses to the preferred teaching approaches..

Table 11. Results of the Test of Significant Differences of the Responses on the Preferred Teaching Approaches

Source	df	Sum of Squares	Mean of Squares	F-value	P-value
Between Groups	5	0.1028	0.0206	1.152	0.3743
Within Groups	16	0.2850	0.0179		
Total	21	0.3885			

Significant at 0.05 alpha level

Table 11 shows that there are no significant differences in the responses of the respondents on their preferred teaching approaches. This data shows that Bachelor of Science in Business Administration students have the same preference for the teaching approach their teacher will use when discussing and imparting their knowledge. It implies that the BSBA instructors applied almost similar teaching approaches.

However, the differences in the means may result from more divergent teaching approaches used by some BSBA instructors, which can be attributed to their greater exposure to educational theories and pedagogies than their colleagues (Ganyaupfu, 2013).

This section presents the teaching methods and strategies preferred by BSBA students in the College of Business and Accountancy's Bachelor of Science in Business Administration program at the University of Cebu-Banilad.

Table 12 shows the students' preferences for brainstorming as a teaching method or strategy at the College of Business and Accountancy of the University of Cebu-Banilad..

Table 12. Preference on Brainstorming as a Teaching Method

Indicators	Weighted Mean (μ)	Interpretation
<i>The students preferred that their teacher will</i>		
1. actively involves learners in higher levels of learning.	1.42	Not Preferred
2. promotes peer learning and creates synergy.	3.43	Highly Preferred
3. promotes critical thinking	3.22	Moderately Preferred
4. helps groups each consensus.	3.13	Moderately Preferred
Aggregate Mean	2.80	Moderately Preferred

Specifically, the weighted mean of 3.43 indicates that they strongly preferred that their teacher promote peer learning and foster synergy. This method of teaching involves a strategy in which students discuss issues and critical points related to the subject matter with peers. This strategy is very significant in shaping the thinking skills of BSBA students, as it will ignite their ability to acquire knowledge and problem-solving and decision-making skills, especially in the business arena, through peer-to-peer sharing of ideas.

On the other hand, the respondents did not prefer ($\mu=1.42$) that their teacher would actively involve the learners in higher levels of learning. This data indicates that these students did not appreciate the advantage of involving higher levels of learning, or they are not used to it, and learning in this manner might be too tedious for them. So, the instructors should intensify this aspect of teaching so that they can produce BSBA graduates who can fully use brainstorming in their actual practice.

The aggregate mean of 2.80 reveals that BSBA learners moderately preferred brainstorming as a teaching strategy. This result signifies that their choice of learning creative ideas from their classmates. The data indicate that, among the teaching pedagogies, students' preference for brainstorming is not the greatest. So this means they prefer other teaching strategies because this method is very time-consuming, and other classmates may not contribute or participate actively in class discussions.

Brainstorming in the classroom motivates students to freely express their ideas and thoughts on a subject. Brainstorming is a process by which efforts are made to find a solution to a particular issue by gathering a list of ideas contributed by participants. At the end of the day, conceptualizing is a gathering of individuals who meet to generate new ideas and plans in a particular area of interest by overcoming barriers. People can think more freely and suggest as

many spontaneous new ideas as possible. All the designs are noted down, and those ideas are not criticized; after the brainstorming session, the ideas are evaluated (Qualters, 2001).

Table 13 shows the Bachelor of Science in Business Administration (BSBA) students' preference for simulation as a teaching method.

Table 13. Preference on Simulation as a Teaching Method

Indicators	Weighted Mean(μ)	Interpretation
<i>The students preferred that their teacher will</i>		
1. portray realistic situations.	3.11	Moderately Preferred
2. allow focused learning that eliminate irrelevant aspects.	2.99	Moderately Preferred
3. improve the likelihood of transfer of learning from the classroom to the real world.	3.35	Highly Preferred
4. provide immediate feedback.	3.09	Moderately Preferred
Aggregate Mean	3.14	Moderately Preferred

In particular, the respondents highly preferred ($\mu=3.35$) that their teacher would increase the likelihood of transitioning the classroom to a real-world scenario. In business education, simulation is one of the most effective means of teaching-learning activity since it entails exposing the learners to the actual scenario, providing them with an active, hands-on experience in which they will enjoy learning from, giving them the ability to illustrate theoretical business concepts better, and improving student knowledge retention, decision-making, and teamwork skills. Learning through simulation is critical to maximizing education for BSBA students.

On the other hand, the students preferred that their teacher allow focused learning that eliminates irrelevant aspects, but not to the greatest extent, as shown by the weighted mean of 2.99. This result indicates that the students do not emphasize focused learning at all times, as there are instances when other aspects related to the class topic are also addressed to broaden their knowledge horizon.

The aggregate mean of 3.14 indicates that respondents moderately preferred that their teacher use simulation as a teaching method. This result indicates that, in many cases, business administration learners would prefer that the lesson design feature realistic scenarios to give the subject matter life. Simulation is a teaching method that allows or requires learners to apply theory to practice in an integrated manner. It refers to the imitation of real-world activities and processes in a safe environment. Simulations aim to provide an experience as close to the 'real thing' as possible; however, a simulated business allows learners to 'reset' the scenario and try alternative strategies and approaches.

Table 14. Preference on Demonstration as a Teaching Strategy

Indicators	Weighted Mean (μ)	Interpretation
<i>The students preferred that their teacher will</i>		
1. help people who learn well by modeling others.	3.28	Highly Preferred
2. promote self-confidence.	3.52	Highly Preferred
3. provide opportunity for target questions and answers .	3.33	Highly Preferred
4. allow attention to be focused on specific details rather than general theories.	3.30	Highly Preferred
Aggregate Mean	3.36	Highly Preferred

The learners highly preferred ($\mu=3.52$) the teaching strategy that promotes self-confidence, indicating that when the teacher's scheme motivates them to be self-confident, it also boosts their ability to learn and be competent in business management.

However, the lowest weighted mean of 3.30 indicates that the students still highly preferred any teaching strategy that provides them with the opportunity to answer target questions and expand their knowledge on a particular topic.

The aggregate mean of 3.36 indicates that the Bachelor of Science in Business Administration (BSBA) students of the university highly preferred demonstration as a teaching strategy. This result suggests that students would want to learn more when modeling is used and the focus is on specific details rather than a general principle. A demonstration is one of the most traditional means of teaching because it requires the teacher first to show students what a concept is, based on their understanding and experience. This method involves the teacher sharing his/her knowledge with young learners.

Hativa (2000) opined that the demonstration is the method through which both the teacher and students have the opportunity to express their views and ideas. Through such opportunities, students feel a sense of belonging to the teaching process. This method creates such an atmosphere in the classroom where students get ample opportunities to develop.

Table 15 shows the BSBA students' preferences for lectures and presentations as teaching methods.

Table 15. Preference on Lectures and Presentations as Teaching Method

Indicators	Weighted Mean (μ)	Interpretation
<i>The students preferred that their teacher will</i>		
1. provide new information and clarify existing information to a large heterogeneous group in a short period of time.	3.28	Highly Preferred
2. cover underlying concepts, principles and system.	3.49	Highly Preferred
3. set the stage and lay the necessary groundwork and parameters for a subsequent activity.	3.10	Moderately Preferred
4. stimulate learner interest in future study	3.37	Highly Preferred
Aggregate Mean	3.31	Highly Preferred

The highest weighted mean of 3.49 indicates that the respondents preferred that their teacher focus on covering the underlying concepts, principles, and systems of the subject matter. This method of teaching is essential for embedding the basic knowledge of BSBA students, which serves as the foundation for building knowledge and engaging in higher learning.

On the other hand, the same group of respondents preferred that their instructor set the stage and lay the fundamental basis and parameters for subsequent action, only to a moderate extent. This result indicates that students would like their teacher to initiate the teaching-learning process by laying down the rules for each activity the class engages in.

At the aggregate mean, business learners highly preferred ($\mu=3.31$) that their teacher will employ a lecture or class presentation as a teaching strategy in all instances.

This result indicates that students still prefer the traditional, teacher-centered teaching approach and can be passive during class discussions.

According to Hativa (2000), a lecture is the most comfortable and inexpensive way to transmit a large amount of knowledge to a large number of students. However, effective lecturing is much more than just communicating knowledge. It arouses interest and motivation, promotes concentration and attention, identifies and marks the most critical information, and enables effective cognitive processing, storing, and information retrieval.

Table 16 shows respondents' preferences for questioning as a teaching method or strategy.

Table 16. Preference on Questioning as a Teaching Method

Indicators	Weighted Mean (μ)	Interpretation
<i>The students preferred that their teacher will</i>		
1. put the burden of learning on the students and increases learner involvement.	3.27	Highly Preferred
2. provide both learning and teaching and teaching immediate feedback	3.33	Highly Preferred
3. guide learners to higher levels of thinking and inquiry.	3.59	Highly Preferred
4. help students identify and build on pre-existing knowledge.	3.43	Highly Preferred
Aggregate Mean	3.41	Highly Preferred

The highest weighted mean of 3.59 indicates that respondents strongly preferred that their teacher guide learners to higher levels of thinking and inquiry. This result indicates that the BSBA students would like the teacher to be proactive in fostering students' ability to engage in discussions that require more analytical thinking, skills that will be useful in their everyday lives.

Further, the lowest weighted mean of 3.27 shows that business learners still strongly preferred that their teacher place the burden of learning on them, thereby increasing learner involvement. In this way, the students will be motivated to be proactive during class discussions.

Moreover, the aggregate mean of 3.41 indicates that BSBA students preferred that their teacher use questioning as a teaching strategy in all instances. The teacher's thought-provoking questions would challenge learners to think critically, which is essential for solving real-world problems. It can be noted that they would increase the learner's involvement in the learning process. This finding indicates that the instructors of the College of Business and Accountancy should employ a teaching strategy that engages students more in class, as this is the essence of the outcomes-based educational system.

Questioning is a fundamental method by which instructors discover what students definitely know, recognize gaps in knowledge and comprehension, and structure the development of their experience to empower them to close the gap between what they currently know and the learning objectives. Questions are the most common form of interaction between pupils and teachers. However, research suggests that the majority are recall and comprehension - lower-order questions which do not require pupils to process information actively. Only through dynamic engagement does the student achieve profound learning. To raise students' levels of achievement, they, therefore, need regular practice in higher-order thinking - breaking down, blending, and assessing (Hall, 2016).

Table 17. Preference on Self-Study as a Teaching Method

Indicators	Weighted Mean (μ)	Interpretation
<i>The students preferred that their teacher will</i>		
1. foster independent learning skills.	3.53	Highly Preferred
2. enhance other learning experiences.	3.60	Highly Preferred
3. provide opportunity for learner to obtain prerequisites knowledge.	3.42	Highly Preferred
4. allow for flexible, individual schedules and self-pacing.	3.46	Highly Preferred
Aggregate Mean	3.50	Highly Preferred

Specifically, the BSBA learners highly preferred that their teacher would enhance other learning experiences, as indicated by a weighted mean of 3.60. In this learning approach, learners can easily recall what they have learned because they have gained it through experience, not just by memorization.

Further, the respondent also referred that their teacher will provide an opportunity for the learner to obtain prerequisite knowledge in all instances. This data means that the respondents place importance on prior knowledge as a foundation for moving towards higher-order thinking.

The aggregate mean of 3.50 denotes that the BSBA students also highly preferred self-study as a teaching method. This result shows that, in addition to learning with others, students also want to learn on their own. Experience is one of the best avenues for learning.

It is believed that systematic engagement in the self-study of teaching is a valuable approach for teachers to better understand their teaching and students' learning (Samaras & Freese, 2006).

Table 18 shows the respondents' preferences for case studies as a teaching method.

Table 18. Preference on Case Study as Teaching Method

Indicators	Weighted Mean (μ)	Interpretation
<i>The students preferred that their teacher will</i>		
1. actively involves participants an stimulates peer group learning.	3.26	Highly Preferred
2. help participants explore pre-existing knowledge and build on what they know.	3.30	Highly Preferred
3. promote development of critical thinking skills.	3.69	Highly Preferred
4. develop leadership, teamwork, communication and collaboration skills.	3.28	Highly Preferred
Aggregate Mean	3.38	Highly Preferred

Specifically, the weighted mean of 3.69 indicates that BSBA students highly preferred that their teacher advance the progress of critical thinking skills. This type of knowledge is significant for students to solve mathematical problems and even handle accounting problems, which are essential in business.

Likewise, the respondents preferred that their teacher actively involve participants or students to stimulate peer group learning, as shown by a weighted mean of 3.26. Through this, there will be greater emphasis on promoting the development of knowledge among groups of learners who share a common interest or ideas.

The aggregate mean of 3.38 reveals that business administration learners highly preferred that the teacher's learning design used case studies as a teaching method in all cases. In the case study, students will be able to apply concepts, principles, and theories to solve the case's problems.

Numerous learners are more inductive than deductive masterminds. This outcome implies that they prefer models over intelligent advancement, starting with basic principles. The use of contextual analysis can, in turn, be an extremely compelling classroom strategy (Adunala, 2011).

Table 19 shows respondents' preferences for collaborative learning as a teaching method..

Table 19. Preference on Collaborative Learning as a Teaching Method

Indicators	Weighted Mean(μ)	Interpretation
<i>The students preferred that their teacher will</i>		
1. promote critical thinking.	3.45	Highly Preferred
2. involve students actively in the learning process.	3.52	Highly Preferred
3. models appropriate student problem solving techniques.	2.98	Moderately Preferred
4. Be helpful in motivating students in specific curriculum.	3.00	Highly Preferred
Aggregate Mean	3.24	Highly Preferred

In particular, the respondents strongly preferred that their teacher involve students actively in the learning process in all instances, as shown by the weighted mean of 3.52. This method of teaching involves learners being proactive in class discussions and activities to make the subject matter more engaging.

However, the same group of students moderately preferred ($\mu=3.79$) a teaching strategy that models appropriate student problem-solving techniques. The emphasis of this strategy is on promoting learners' critical thinking abilities, enabling them to deal with figures and arithmetic calculations.

The aggregate mean of 3.24 indicates that the BSBA students highly preferred collaborative learning as a teaching method. This result indicates that the students are still eager to learn more when their teacher devises a strategy that awakens their motivation to be hands-on in the learning process.

Collaborative learning is an instructional approach that involves groups of students working together to address an issue, complete an assignment, or create a product. The best learning happens when youngsters are engaged in an undertaking. Shared knowledge is a methodology that encourages students to form groups and work together to address a given issue (Samanta et al., 2013).

Table 20. Preference on 4A's as a Teaching Method

Indicators	Weighted Mean(μ)	Interpretation
<i>The students preferred that their teacher will</i>		
1. activate students prior knowledge.	3.34	Highly Preferred
2. acquire new knowledge.	3.35	Highly Preferred
3. apply relevant learning to real life situation.	3.31	Highly Preferred
4. assess what has been learned and what needs to be further develop.	3.58	Highly Preferred
Aggregate Mean	3.40	Highly Preferred

Among the various teaching methods, BSBA students preferred ($\mu=3.58$) a teaching strategy that assesses what has been learned and what needs further development to a greater extent. This result means that learning from the past is essential for students to gain a better perspective on newer ideas, especially in business practice.

Moreover, the respondents highly preferred that their teacher be able to apply relevant learning to real-life situations. In this manner, the knowledge gained can be easily applied to actual life situations, where understanding of the subject matter is more concrete.

The results show that the respondents highly preferred ($\mu=3.40$) 4A as a teaching methodology. This result indicates that the BSBA students would want to learn through a process that involves the pursuit of evaluation, generalization, and the presentation of ideas and concepts.

In the 4 A's approach, the learner is actively engaged in the learning process from the activity phase through analysis, abstraction, and application. From the activity phase, the learner is led to an in-depth analysis of his/her experiences. This analysis paves the way to the abstraction or generalization phase, which in turn brings him/her to the application of what s/he learned, the real test of learning (Lucas & Corpuz, 2014).

Table 21 presents the students' preferences in cooperative learning.

Table 21. Preference on Cooperative Learning as a Teaching Method

Indicators	Weighted Mean (μ)	Interpretation
<i>The students preferred that their teacher will</i>		
1. encourage involvement of students in higher level thinking.	3.23	Highly Preferred
2. effect knowledge from the students rather than solely from the teacher.	3.46	Highly Preferred
3. foster positive attitude in the students such as cooperation tolerance.	3.61	Highly Preferred
4. train student to express or convey ideas.	3.44	Highly Preferred
Aggregate Mean	3.44	Highly Preferred

Among the various activities, the students highly preferred ($\mu=3.61$) that their teacher would foster desirable behaviors, such as cooperation and tolerance. This teaching method enables learners to recognize the importance of learning through collaboration.

Likewise, the lowest weighted mean of 3.23 indicates that students would prefer that their teacher encourage higher-level thinking. This result indicates that they would also want their learning abilities enhanced when dealing with more complex situations.

The aggregate mean of 3.44 indicates that BSBA students highly preferred cooperative learning as a teaching method in all instances. This result indicates that these students aim to learn not just from the teacher or facilitator, but from themselves. So the role of the teacher is to create a teaching design that will enable the learner to bring out the best in themselves.

Corpuz and Salandanan (2013) explained that cooperative learning uses a classroom organization in which learners work in groups or teams to help each other learn. Concepts from small-group theory and group dynamics serve as the basis for developing skills in democratic procedures and collaboration. This approach involved strategies and methods that help small groups solve their problems and acquire knowledge through collective effort. Solid inspiration and smooth relational associations characterize the learning environment.

Table 22. Results on the Test of Significant Relationship Between Age of the Respondents and their Preferred Teaching Methods

Variables	Computed Chi-Square	Df	Critical Value	Significance	Result
Age and					
Brainstorming	5.474	9	16.919	Not Significant	Accept Ho
Simulation	2.243	9	16.919	Not Significant	Accept Ho
Demonstration	4.912	9	16.919	Not Significant	Accept Ho
Lectures and Presentations	5.474	9	16.919	Not Significant	Accept Ho
Questioning	3.746	9	16.919	Not Significant	Accept Ho
Self-Study	2.243	9	16.19	Not Significant	Accept Ho
Case Studies	2.243	9	16.919	Not Significant	Accept Ho
Collaborative Learning	3.125	2	16.919	Not Significant	Accept Ho
4As	2.243	2	16.919	Not Significant	Accept Ho
Cooperative Learning	2.243	2	16.919	Not Significant	Accept Ho

Using the Chi-square Test of Independence, the result reveals that there is no significant relationship between students' age and their preferred teaching methods or strategies, as shown by the computed Chi-square values, which are less than the critical values. These results indicate that whether the student is in their teens or in their early or late twenties does not relate to their choice of how they want their teacher to impart knowledge as learners.

Brown (2003) found that age is not a significant predictor of the selection of teaching methods. Their study identified that the subject matter influenced the selection of teaching methods, class size, and the quantity of material to be covered in the course.

Table 23. Results on the Test of Significant Relationship Between the Respondents' Gender and their Preferred Teaching Methods

Variables	Computed Chi-Square	Df	Critical Value	Significance	Result
Gender and					
Brainstorming	1.710	3	7.815	Not Significant	Accept Ho
Simulation	1.215	3	7.815	Not Significant	Accept Ho
Demonstration	1.316	3	7.815	Not Significant	Accept Ho
Lectures and Presentations	1.250	3	7.815	Not Significant	Accept Ho
Questioning	1.201	3	7.815	Not Significant	Accept Ho
Self-Study	1.516	3	7.815	Not Significant	Accept Ho
Case Studies	1.207	3	7.815	Not Significant	Accept Ho
Collaborative Learning	1.132	3	7.815	Not Significant	Accept Ho
4As	1.215	3	7.815	Not Significant	Accept Ho
Cooperative Learning Strategies	1.215	3	7.815	Not Significant	Accept Ho

Table 23 revealed that there is no significant relationship between participants' gender and their preferred teaching methods, as indicated by the computed Chi-square values, which are lower than the critical values. These results indicate that respondents' gender does not relate to the teaching methods they would want their teacher to employ.

Brown (2003) found no statistically significant relationship between students' gender and their preferences for specific teaching methods. This study indicated that Howard Gardner's multiple intelligences are considered in selecting appropriate teaching methods, not gender.

Table 24. Results on the Test of Significant Relationship Between the Respondents' Year Level and their Preferred Teaching Methods

Variables	Computed Chi-Square	df	Critical Value	Significance	Result
Year Level and					
Brainstorming	19.519	9	16.919	Significant	Reject Ho
Simulation	19.634	9	16.919	Significant	Reject Ho
Demonstration	17.223	9	16.919	Significant	Reject Ho
Lectures and Presentations	19.216	9	16.919	Significant	Reject Ho
Questioning	17.022	9	16.919	Significant	Reject Ho
Self-Study	18.256	9	16.919	Significant	Reject Ho
Case Studies	19.114	9	16.919	Significant	Reject Ho
Collaborative Learning	17.867	9	16.919	Significant	Reject Ho
4As	18.114	9	16.919	Significant	Reject Ho
Cooperative Learning Strategies	19.634	9	16.919	Significant	Reject Ho

There is a significant relationship between respondents' year level and their preferred teaching methods. This result means that the student's preference for the pedagogical teaching strategy in the first year changes when they reach the higher years, since in the first place, such a decision did not just emanate when they reach college but had been shaped when they were still in the basic education level, but was only enhanced along the years of studying and after exposure to the myriad of teaching strategies.

Adunala (2011) found a significant relationship between students' course level and their preferences for certain teaching methods. This study found that first- and second-year students preferred videos and PowerPoint presentations, while third- and fourth-year students preferred more interactive learning methods.

This section displays the results of the test of significant differences in responses to preferred teaching methods.

Table 25. Results on the Tests Significant Differences of the Responses on the Preferred Teaching Methods

Source	df	Sum of Squares	Mean of Squares	F-value	P-value
Between Groups	9	1.40483	0.1565	1.3952	0.2341
Within Groups	30	3.3645	0.1122		
<i>Total</i>	<i>39</i>	<i>4.7728</i>			

Significant at 0.05 alpha level

Table 25 shows that there is no significant difference in respondents' preferred teaching methods, as demonstrated by the P-value of 0.2341, which is greater than the 0.05 level of significance. The result implies that the BSBA instructors applied almost similar teaching methods.

The way of teaching could be the reason behind these differences in the means, and this can be attributed to the fact that every teacher has his/her own style of teaching, because principles and pedagogy vary from teacher to teacher (Ganyaupfu, 2013).

CONCLUSIONS

Therefore, it is concluded that the business administration learners in the university preferred that their teachers employ various teaching approaches and methods. The students' preference for different pedagogical strategies had been attributed to several reasons, such as familiarity with the plans, favorable outcomes, etc. The information the teacher imparts during the teaching process, using the most appropriate teaching strategy, may help create a productive learning environment for all students. However, brainstorming can be too intricate for them, as it involves each student contributing ideas and learning cooperatively.

TRANSLATIONAL RESEARCH

In light of the findings, it is recommended that each course syllabus in the Bachelor of Science in Business Administration curriculum specify the teaching methods and approaches for each topic or course to keep students engaged and motivated throughout the learning process. It helps the teacher prepare in advance for suitable activities and materials that suit students' learning styles. This would create a better learning environment for the BSBA students..

LITERATURES CITED

- Adunala, O. (2011). *The impact of teachers' teaching methods on the academic performance of primary school pupils in Ijebu-Ode local cut area of Ogun state*. Ogun State, Nigeria: Ego Booster Books.
- Angelo, T., & Bohrer, J. (2002). Case learning: How does it work? Why is it effective? *Case Method Website: How to Teach with Cases*, University of California, Santa Barbara. Retrieved from <https://goo.gl/oYBSQS>.
- Arends, R. (1994). *Learning to teach*. New York: McGraw-Hill, Inc.
- Bilbao, P. P., Lucido, P. I., Iringan, T. C., & Javier, R. B. (2008). *Curriculum development*. Quezon City, Manila: Lorimar Publishing.
- Broadwell, M.M. (1980). *The lecture method of instruction*. New Jersey: Educational Technology Publications, Inc.
- Brown, B. (2003). *Teaching style vs. learning style*. Educational Resource Information Center, 26. Retrieved from <http://www.calpro-online.org/eric/docs/mr41.pdf>.
- Corpuz, B., & Salandanan, G.G. (2013). *Principles of teaching* (3rd ed.). Quezon City, Manila: Lorimar Publishing.
- Daly, P. (2002). Methodology for using case studies in the business English language classroom. *Internet TESL Journal*, 8(11).
- Davis, C., & Wilcock, E. (n.d.). *Teaching materials using case studies*. UK Centre for Materials Education, Higher Education Academy.
- Delfin, C. A., & Javines, F. (2016). *A reflective in-service teacher training package: A model*. Liloan, Cebu: AF Publications.
- De Smet, M., Van, Keer, H., De Wever, B., & Valcke, M. (2010). Cross-age peer tutors in asynchronous discussion groups: Exploring the impact of three types of tutor training on patterns in tutor support and on tutor characteristics. *Computers and Education*, 54, 1167-1181.
- Eccles, J. S. (1993). School and family effects on the ontogeny of children's interests, self-perceptions, and activity choice. In J. Jacobs. (ed.), *Nebraska Symposium on Motivation*, 1992: *Developmental perspectives on motivation*. Lincoln. N.B: University of Nebraska Press.
- Ganyaupfu, E. M. (2013). Factors influencing academic achievement in quantitative courses among business students of private higher education institutions. *Journal of Education and Practice*, 4(15), 57-65.

- Gauvin, M., & Parke, R.D. (2010). Socialization. In M.H. Bornstein. (Ed.). *Handbook of developmental cultural science*. New York: Psychology Press.
- Gerlach, J. M. (1994). Is this collaboration? In Bosworth, K., and Hamilton, S. J. (eds.), *Collaborative learning: underlying processes and effective techniques, new directions for teaching and learning* No. 59.
- Gredler, M. (2009). *Learning and instruction* (6th ed.). Upper Saddle River, N. J.: Merrill.
- Hall, G. (2016). *The importance of questioning*. Retrieved from <https://garyhall.org.uk/importance-of-questioning.html>.
- Hativa, N. (2000). *Teaching for effective learning in higher education*. Singapore: Springer-Science+Business Media, B.V.
- Hativa, N. (2000). *Teaching for effective learning in higher education*. Dordrecht: Kluwer Academic Publishers.
- Hativa, N., & Birenbaum, (2000). Who prefers what? Disciplinary differences in students' preferred approaches to teaching and learning styles. *Research in Higher Education Education*, 41, 209-236. <https://doi.org/10.1023/A:1007095205308>.
- Harvey L., & Green, D. (1993). Defining quality. *Assessment and evaluation in Higher Education*, 18, 8-35.
- Hesson, M., & Shad, K.F. (2007). A student-centered learning model. *American Journal of Applied Sciences*, 628-636.
- Horowitz, F.D., Darling-Hammond, L., Bransford, J., Comer, J., Rosebrock, K., Austin, K. & Rust, F. (2005). Educating teachers for developmentally appropriate practice. In L. Darling-Hammond & J. Bransford. (Eds), *Preparing teachers for a changing world*. San Francisco: Jossey-Bass.
- Illeris, K. (2009). *Contemporary theories of learning*. Abingdon, Oxon OX: Routledge
- Issenberg, S. B., McGaghie, W. C., & Hart, I. R. (1999). Simulation technology for health care professional skills training and assessment. *JAMA*, 282, 861–866.
- Karsenty, R. (2010). Nonprofessional mathematics tutoring for low-achieving students in secondary schools: A case study. *Educational Studies in Mathematics*, 74,1-21.
- Kirschner, P. A. (2001). Using integrated electronic environments for collaborative teaching/learning. *Res Dialogue Learn Instruction*, 2,1–9.

- Kirshner, D., & Whitson, J. A. (1997). *Social, semiotic, and psychological perspectives*. New Jersey: Lawrence Erlbaum Associates Publishers. Retrieved from <https://bit.ly/2FZgEvR>.
- Lindee, S. (2019). *The 4-A model*. Retrieved from <https://bit.ly/2tYXmzR>.
- LSU Ag Center Research & Extension. (n.d.). *How to give a method demonstration*. Retrieved from <https://bit.ly/2Epg9uw>.
- Lucas, M. R. D., & Corpuz, B. B. (2014). *Facilitating learning: A metacognitive process*. Metro Manila, Philippines: Lorimar Publishing, Inc.
- National Institute for Science Education-College Level One. (1997). *What is collaborative learning?* Retrieved from <https://goo.gl/c5xpaV>.
- Newmann, D., Griffin, P., & College, M. (1989). *The construction zone*. Cambridge, UK: Cambridge University Press.
- Morgan, R., Whorton, J., & Gunsalus, C. (2000). A comparison of short term and long term retention: Lecture combined with discussion versus cooperative learning. *Journal of Instructional Psychology*, 27(1), 53-58.
- Professional Learning Board. (n.d.). *How can i facilitate brainstorming in the classroom?* Retrieved from <https://goo.gl/ze3KSU>.
- Qualters, D. (2001). Do students want to be active? *The Journal of Scholarship of Teaching and Learning*, 2(1), 51-60.
- Rauen, C.A. (2004). Simulation as a teaching strategy for nursing education and orientation in cardiac surgery. *Crit Care Nurse*, 24(3), 46-51.
- Rauen C. (2001). Using simulation to teach critical thinking skills: You can't just throw the book at them. *Crit Care Nurs Clin North Am.*, 13, 93-103.
- Republic Act No. 7722. (1993). *An act creating the commission on higher education, appropriating funds therefor and for other purposes*. Retrieved from <https://goo.gl/Jgpv9e>.
- Rogayan Jr, D. V., Gallardo, C. B., Lacaste, J. T. & Roque, D. A. (2021). 21st-century skills of social studies students: Vasis for a proposed training program. *International Journal of Multidisciplinary: Applied Business and Education Research*, 2(2).
- Samaras, A., & Freese, A.R. (2006). *Self-study of teaching practices primer*. New York: Peter Lang Publishing, Inc. Retrieved from <https://goo.gl/Cd12MU>.
- Santrock, J. (2012). *Educational psychology (5th ed.)*. McGraw-Hill Education Asia, New York.

- Scager, K., Boonstra, J., Peters, T., Vulperhorst, J. & Wiegant, F. (2016). Collaborative learning in higher education: evoking positive interdependence. *CBE Life Sciences Education*, 15(4). doi: [10.1187/cbe.16-07-0219](https://doi.org/10.1187/cbe.16-07-0219).
- Slavin, R. E., Madden, N. A., Chambers, B., & Haxby, B. (2009). *2 million children* (2nd ed.). Thousand Oaks, CA: Sage.
- Smith, B. L., & MacGregor, J. T. (1992). What is collaborative learning? In Goodsell, A. S., Maher, M. R., and Tinto, V. (Eds.), *Collaborative learning: A sourcebook for higher education*. National Center on Postsecondary Teaching, Learning, & Assessment, Syracuse University.
- Stanley, C., & Porter, E. (2002). *Engaging large classes: Strategies and techniques for college faculty*. (Eds.). Bolton, MA: Anker Publishing Company.
- Talisayon, V. (2009). *Reform in science teacher education, challenges and reforms in Philippine education for the 21st century*. UP Diliman, Quezon City: UPISMED.
- UNSW. (2015). *Brainstorming*. Retrieved from <https://goo.gl/1WrP5q>.
- Wentzel, K. R. (2010). Teacher-student relationships and school adjustment. In J. Meece & J. Eccles. (Eds). *Handbook of research on schools, schooling, and human development*. New York: Routledge.
- Weis, P.A., & Guyton-Simmons, J. (1998). A computer simulation for teaching critical thinking skills. *Nurse Educ.*, 23, 30–33. CES.
- Wren, C., & Segal, L. (1998). *College students with learning disabilities* (3rd ed.). Chicago, IL: De Paul University.
- Yoder, J., & Hochevar, C. (2005). Encouraging active learning can improve students' performance on examinations. *Teaching of Psychology*, 32(2), 91-95.