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THE RELATIONSHIP BETWEEN FACULTY PERCEPTION OF BUSINESS MANAGEMENT TEXTBOOKS AND EXPERIENCE GAP COMPONENT: MIXED METHOD APPROACH

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Abstract

The purpose of this study was to determine the level of perception of instructors regarding the textbooks utilized at the College of Business, Entrepreneurship, and Accountancy. To achieve this purpose the researchers provided a standardized questionnaire that sought to answer and measure the stated objectives of the study. The researchers came up with the study because of the noted issues regarding the use of textbooks in the classroom discussions. The major concern of the study was the significant gap between the academic background of the author of the textbooks and the actual scenarios in the business industry.

Keywords: Business Management, Experience Gap, Faculty Perception, Mixed Method Approach, Textbooks.

Introduction

Through the constant communication and interaction with faculty members of the College of Business Entrepreneurship, and Accountancy, the researchers noticed that they had common concerns regarding the prescribed textbooks for business and accountancy students. Concerns and criticism focused on the lack of situational approach and recent industry trends like technological advancements that affect business practices. As a result, students' needs were not satisfied and that the situation oriented approached was neglected. This may have an impact on students' learning development and achievement. In this regard, the researchers strongly believed that there should be a thorough evaluation of the faculty members' perception on the usage of textbooks so that the teaching methodologies of faculty members should be enhanced and situational approach be put in place to serve the needs of the business students. The researchers gathered a free for all open access references for this study to come up with a strong information that supported the idea of determining the perception of the researcher's respondents to business textbooks versus the Experience Gap Component in the corporate world.

Helen Ward (2017) in her article "The Rise and Fall of the Textbook" examined why teachers were reluctant to use textbooks in most or all of their lessons. In summary, it discussed reasons for the declining use of textbooks and financial choices facing many schools. Also, in the study entitled, "Evaluating Views of Lecturers on the Consistency of Teaching Content with Teaching Approach" by Sevimili (2016), the author emphasized that the structures of the reform textbook were found to be inconsistent with the characteristics of the reform approach. There had been a study on the effectiveness of interactive online media with the European textbook tradition by Kramer (2015) which indicated the possible departure from the use of printed textbooks. Rising textbook costs is a prime concern of most students as described in the study by Hendrix (2016) forcing some schools to adapt e-books with more sophisticated contents and features. These studies were manifestations of the need to revisit the prescribed textbooks particularly in the college of business to make students more competitive in their corporate life. The researchers stated some examples of textbook contents which were considered inconsistent with the industry practice caused by technological advancement:

Preparation of monthly bank reconciliation statement. Monthly bank reconciliation statement is the usual requirement in solving accounting problems that pertains to cash in bank. In the past, the accountant prepares bank reconciliation statement on a monthly basis because he is waiting from the monthly bank statement being sent by the company's depository bank. But because of the internet banking, mobile banking and phone banking, there is no need to wait for the monthly bank statement. The company accountant or whoever is authorized to do so can view the statement using the internet anytime, anywhere. Hence, the use of the term "monthly bank reconciliation statement" became obsolete.

Unclaimed Salaries

Inventory of unclaimed salaries is one of the procedures being mentioned in auditing textbooks. This is part of the audit procedures and part of the

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internal control mechanisms being implemented by companies in the past. But this practice is no longer applicable today because of the payroll uploading system wherein salaries of employees are automatically credited to their respective ATM accounts; hence, “unclaimed salaries” no longer exists.

Investment Instruments

Most textbooks on finance mentioned the traditional instruments like stocks and bonds but failed to highlight the sophisticated investments like the Unit Investment Trust Funds (UITF) and Bancassurance. The mentioned investment instruments provide lesser risks on the part of the investor because of the strict regulations placed by the Bangko Sentral ng Pilipinas (BSP).

Importance of Textbooks

In this generation, most of the students are independent for learning new things and other information through online, but in the educational system, textbooks are still reliable when it comes to more detailed information. In Business education, textbooks play a huge role for young entrepreneurs, and the instructors or professors make sure that the textbooks that are being used in the class must have a good quality learning output.

According to Rao and Mashru (2018) on their study about importance of books in the era of Massive Open Online Courses, they stated that reading has been the royal habit and could maintain aristocracy even if various eras have been changed and influenced by external and internal factors; nevertheless its impacts were found less influential to the readers. They determined that even though information today are now publicly available, textbooks can still have its value, it can still be a habit and can be useful for the readers.

Nazeer (2015) emphasized that textbook is a source of knowledge and used for transferring and imparting knowledge to students of different groups. It provides a key to subject matter for those who seek information about it.

In terms of digital transition, Wang (2016) stated on his study that there is a minimal impact of Digital Textbooks in accelerating the students’ performance in K-8 and high school, though only 4th and 7th grade science students got the highest result. Further analysis is needed to determine if digital textbooks or actual textbooks is more influential to the students’ performance. This means that there are certain field and subjects that still require actual textbooks for accelerating the students’ performance.

Textbook Evaluation

In the study of Tawalbeh (2018) about the instructors perception about English textbooks, textbook evaluation enables teachers, supervisors and administrators to make judgements about the impact or effect the materials have on the people who use them. She also stated that Textbook evaluation must be a top priority of any curriculum.

According to Nazeer (2015) textbook evaluation attempts to measure the value of the material. It is more concerned about the subject matter or the content whether what one is looking for is in the textbook and if it is, determines the value of it. He also mentioned that there are two types of evaluation; summative evaluation and formative evaluation. Summative evaluation determines the effectiveness of a program or material and it also determines if the program or material can still be a use. Summative Evaluation can be conducted at the end of the program. Formative evaluation can be described as a day-to-day activity, which will lead to conducting the evaluation at the end of the day. On this evaluation both the instructor and the students will give feedback on a regular basis.

In the study of Karimnia and Jafari (2017) about “Critical English for Specific Purposes Textbook Evaluation” they stated that for textbook evaluation, it must have a checklist that will determine criteria to which a series of materials is not teachable. They also show that evaluative checklist should have five sections: aims and goals, subject matter, bibliographical data, structures and vocabulary as well as layout and physical makeup.

Statement of The Problem

This study was an attempt to address the following queries:

1. What is the perception level of the faculty members of LCUP CBEA regarding teaching considerations on the textbooks of business and accountancy courses?
2. What is the perception level of the faculty members of LCUP CBEA regarding learning considerations on the textbooks of business and accountancy courses?
3. What is the percentage level of the strength features of textbooks?
4. What are the specific suggestions of CBEA faculty members between business management textbook contents and industry practices?

Significance of The Study

The results of this study would be useful to the following:

The private Catholic HEI may consider the study as its basis for measuring the perception about the usefulness of textbooks on their own particular departments.

Professors/Instructors/Educators may sort out what textbooks can be useful or can be a help to increase their productivity and quality of education that the students needed.

Other Educational Institutions may maximize their scope on how and what textbooks were needed for the institution to increase productivity and quality of the services that they render to the students.

Future Researchers may consider this study as one of their references on their future research study that pertains to measuring perception regarding textbooks.

Methodology of The Study

The researchers had come up with a mixed method approach that sought to answer the main problems of this study. This section discussed how the researchers determined certain factors such as sample population, instruments used, their validity and reliability, interpretation of the gathered data and statistical treatment, and other procedures used to achieve the research objectives.

Population and Sampling

The target respondents for this study are the faculty of La Consolacion University Philippines College of Business Entrepreneur and Accountancy department.

Instrument of The Study

The researchers used a standardized questionnaire covering quantitative and qualitative features, also called as mixed method approach to determine the perception level of the Faculty members of La Consolacion University Philippines College of Business Entrepreneur and Accountancy department in terms of teaching consideration and learning consideration, also to identify the feature strengths of the textbooks being used in class with a following comments and suggestions.

To check the instruments validity and reliability, the researchers checked the Cronbach Alpha of the standardized questionnaire, and it was .86. The researchers' instrument had a result of .96 beyond .86 and it determined the reliability of the research questionnaire.

Data Gathering Procedure

The researchers formally requested the participation of the Faculty of CBEA to answer the following questionnaire that will lead to answer the research questions.

Statistical Analysis

The statistical treatment that had been used are Weighted Mean and percentages. To be followed by content analysis pertaining to the result gathered in the instrument.

Results

Table 1: Interpretation of Data

Assigned Values	Scale	Description	Interpretation
1	0.01 1.0 0	Strongly Agree	Satisfactory
2	1.01 2.0 0	Agree	Good
3	2.01 3.0 0	Disagree	Bad
4	3.01 4.0 0	Strongly Disagree	Worst

Table 1 represents the scale for interpreting the gathered data of Table 2. This will help the researchers and readers to easily understand the level of perception of the said respondents.

Quantitative Analysis

Table 2: Level of Perception

Teaching Considerations	Weighted Mean	Standard Deviation
The book is in the right le ngt h pertaini ng to the SY ti me frame	1.63	0.48
The book is culturally app ro priate	1.75	0.56
The methodology is appr opr iate	1.63	0.48
The topics of the texts are up-to-date	1.81	0.53

Related media can be exploited? (CD, DVDs, online worksheets)	2.06	0.83
Overall Mean	**1.78**	
Learning Considerations		
There is an expected app rop riate balan ce in the skill s of the stu dent s in the course.	1.56	0.50
The visual material is usef ul	1.88	0.48
The textbook helps prepare learners for their end-of -year exam s	1.56	0.50
The business terminologies dealt with is in a leanercentered w ay	1.69	0.46
Overall Mean	**1.67**	

Based on the data gathered under the section of Teaching Consideration Questionnaire, the overall mean of the respondents' answer is 1.78. This means that most of the respondents are agreeing that the book is in the average level or Good for teaching consideration and has room for improvement to achieve the level of satisfactory. For each item of this section, the results for standard deviation proves that most of the respondents has the same point of view pertaining to teaching consideration, the results were less than 1 and close to 0, this means that the respondents are commonly choosing the same level of perception.

The average mean for each survey question under Learning Consideration runs from 1.56 to 1.88. Standard Deviation for each item on the other hand ranges from 0.46 to 0.50 that reflects a common perception among respondents.

Using the assigned values with the designed scale and description, the weighted mean of 1.67 revealed an "average" mark. This outcome is synonymous to the rating of "good." Although, the results deemed to be satisfactory in the eyes of an interpreter, the researchers found some room for improvement. This would create an opportunity for the proponents of this study to further enhance teaching methodologies and course syllabus, hence, providing an effective supplement to arrive at a more valuable learning outcome.

Table 3: Strength Features of Textbooks Percentages %

Features	Yes	No
The textbook includes a glossary reference section.	75%	25 %
There is a sufficient explanation on its relevant terminologies in each esson unit.	94%	6 %
The textbook includes case review sections.	81%	19 %
The textbook includes reliable information about existing companies or corporate structures	69%	31 %
The textbook includes exercises	100%	0 %
The instructor's book includes progress tests.	56%	38 %
The workbook provides relevant further practice.	81%	19 %

A glossary is a list of all significant terminologies that contained in a textbook. It is a basic component of any textbook, hence, the absence of glossary may be considered a fatal shortcoming. Survey revealed positive result, meaning, majority of the respondents disclosed that the textbooks they are using have glossary as a basic feature. But still, a significant portion, which is 25% of the respondents disclosed the contrary.

Most of the respondents revealed that 94% of the textbooks they are using explained in detail the significant terminologies used. In this particular case, the materials satisfied the needs of students and faculty members as far as explanations of significant terms are concerned.

To make the reading material more relevant, case review sections is vital. Discussions of cases is just putting the concepts and theories in action. Without this, the theories would remain as such, not highlighting its applicability. This survey revealed that most respondents or 81% agree that the textbooks they are using contained case analysis. By this means, students can feel the reality of the movements and behavior of people in the business world.

Including the events and data of real-life corporate entities. Examples of which are financial statements, capital structure and industry ranking. A business book written for the understanding of students, faculty members and entrepreneurs would become effective only if, the best practices of top companies will be included in this research, 61% of respondents agree that the prescribed textbooks in their field contain such information. This revelation manifests the applicability of the topics, theories, concepts and problems contained in the books. There are still, however, some respondents with negative responses. Thirty one percent of them expressed their concern that the prescribed books does not have information concerning top companies.

All of the respondents unanimously agree that the reading materials they are using contained problems and exercises. Since, educators measure students learning outcome, the presence of these exercises at the end of each chapter would be of great help.

The outcome based education focuses more on student's progress, primarily on learning and attitude. Monitoring of how the students improve on a gradual basis serves as an effective follow through. This survey revealed that 60% of the respondents disclosed an information that the prescribed textbooks contained progress tests, while 40% responded otherwise.

Students active participation in case analysis would make them feel the business environment. This is the main reason, why students should solve problems and cases on their own. This "learning drill" or "do it your own" concept would cultivate the minds of students or any reader of the book. This would develop their analytical skills. Based on this survey, 81% of the faculty members showed their experience that the textbooks they are using contained cases intended to be answered by students.

Qualitative Analysis

Table 4: Textbook content and Industry Practices

Survey Questions	Summary of Results	Analysis
1. Are your professional skills at par or better than the contents of the textbooks you are using right now?	In general, respondents believed that their professional skills and industry experience complement or at least at par with the contents of the textbooks.	This is a revelation that most of the CBEA Faculty members have enough industry experience as well as technical competence to face the challenges of ever-changing business education. This professional attribute is vital if the university wants to achieve an outcome based quality of education.
2. How do you allocate the scheduled school calendar to cover all the contents of the prescribed textbooks?	Below are the common practices of respondents to cover contents of the prescribed textbooks during the semester: • All topics are already covered as early as prelim and midterm periods. • Course syllabus are used as guide for the timeframe of activities. • Choose and prioritize the topics which are mostly given in the licensure examinations. • Flexibility in teaching methodology to give way to students with different level of comprehension.	This could be a positive sign in relation to the creativeness and innovativeness of CBEA Faculty members in the execution of the business education program. The results reflect the efforts exerted by each faculty member to cover the topics within the time frame but without sacrificing the quality of the learning outcome.
3. Do you think the context of the textbooks addressed the business issues and concerns in the corporate world?	The point of view of CBEA Faculty members differ in this particular question. Most of them expressed their concerns that prescribed textbooks do not address business issues, while some of them does. Collectively, below are their responses: • Textbook currently being used was	The result is a clear revelation of the gap between academe and the industry. This, however, would create an opportunity for academic managers for business education to focus on two things: • Continuous improvement of course syllabus to bridge the gap between

	designed to pass board exam and not to address business issues. • It would be better if textbooks could provide or cite real-life case scenarios for the better application of theories and concepts.	academe and industry. • Training and development for faculty members to enhance their teaching skills. Some textbooks addressed business issues, but most of them discussed thesis and research without highlighting the current status in the industry. Prescribed textbook in basic accounting is an effective foundation for higher level accounting subjects. • Business issues are addressed through the citations of revised tax and commercial laws.
4. What are the advantages and disadvantages of an experienced business practitioner in the field of academe?	Most of the respondents' input pertaining to the question focuses more on the advantage aspects of a business practitioner in the field of the academe. Only few commented a disadvantage feature of a business practitioner in the field of academe	Based on the responses, most of the faculty members prefer answering only the advantage side of a business practitioner in the field of academe. One faculty member stated that "One advantage would be that the practitioners can readily relate what happens in their practice to the subject matter they are teaching". This statement supported the reliability of the industry experiences in the teaching methodology and not the business management textbooks alone.
5. How do you find the exercises, problems, and case analysis on the prescribe textbooks?	The faculty members' feedback to the questions are blended inputs and ideas pertaining to the exercises, problems and case analysis of the business management textbooks. Some are agreeing that they find the prescribe textbooks are helpful to the students and some suggested that it needs more exercises, problems and cases that will enhance the competency level of the students	This dictates that the faculty members' have different point of view on their business management textbooks' reliability. Some stated that "The business management textbooks are adequate for the needs of the students.", and some stated that "The exercises provides the technical application especially for Accounting textbooks. For Business subjects more case studies with real life application is highly suggested". This determines that there is really a gap between the business management textbooks reliability to the current business industry issues.

Conclusion and Recommendation

Statement of the Problem	**Conclusion**	**Recommendation**
1. What is the perception level of the faculty members of LCUP CBEA regarding teaching considerations on the textbooks of business and accountancy courses?	1. The researchers concluded that most of the faculty members of LCUP CBEA Agreed that the teaching considerations on textbooks of business and accountancy courses are Good. This means that there is room for improvement to achieve the level of satisfactory.	1. The gap that was identified in this study paved the way for business educators to continue syllabus improvement and revisions to complement the topics discussed on prescribed textbooks. For a more focused implantation and delivery of this task, the assigned faculty members should dedicate a more considerable amount of time. The ideal time for this undertaking should be during summer vacation.
2. What is the	2. With regards to learning consideration	2. To satisfy that certain room for

perception level of the faculty members of LCUP CBEA regarding learning considerations on the textbooks of business and accountancy courses?	of the textbooks of business and accountancy courses, the researchers determined that the respondents' level of perception is interpreted as Good or Average. It also considered that there is room for improvement to achieve the level of satisfactory in this matter.	improvement, faculty members should consider re-inventing their respective teaching methodologies focusing more on situational approach. This is to develop the business atmosphere and environment inside the classroom. By this means, students would be more exposed to recent business practices, thereby, meeting the expectations of every potential employer.
3. What is the percentage level of the strength features of textbooks?	3. Most of the faculty members answered Yes with an average result of 79.46% of the over-all questions in the strength features of textbooks. The researchers determined that the faculty members are convinced that the features of the textbooks for business and accountancy courses are still consistent to the current feature trends	3. In teaching, faculty Members should not rely alone to the features of the business management and accountancy textbooks. Instead, faculty Members must have an industry experience or must promote corporate industry emersion for them to have a more reliable information in accordance with the textbooks being used
4. What are the specific suggestions of LCUP	4. Based on the overall statements of the faculty members most of them are CBEA faculty members highly suggesting that there should between business be more case studies with real life management textbook application in the business industry contents and industry practices? Opportunity for each faculty member to create his/her own case analysis. It is understood that faculty members should be abreast with the current issues and trends in the business environment.	4. As a form of motivation, the assigned faculty member doing the tasks should be given extra compensation equivalent to six units teaching load. This recommendation shall however be subject to approval by the top management. It is further recommended for future researchers to utilize this material as reference for any related study.

With these recommendations, it will strengthen the continuous improvement of quality education in the College of Business Entrepreneurship and Accountancy with high level of student competency in the corporate world.

Conflict of Interest

There is no conflict of interest between the author in this manuscript.

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Appendix

Questionnaire

Dear Instructors,

The researchers are currently conducting a study titled "Faculty Members' Perception of Business Management Textbooks at La Consolacion University Philippines, College of Business Entrepreneur and Accountancy (CBEA)". In order for the researchers to determine their study, they are seeking for your honest opinion and point of view by filling in the questionnaire below.

Please be informed that all your answers will be used for research purposes only.

The Researchers,

Quantitative

Section A

Your Perceptions about the Business Management Textbooks

Direction: Kindly put a check on your answer

A = Agree

SA = Strongly Agree

D = Disagree

SD = Strongly Disagree

No.	Criteria	A	SA	D	SD
1	There is an expected appropriate balance in the skills of the students in the course.				
2	The book is in the right length pertaining to the semester time frame				
3	The book is culturally appropriate				
4	The visual material is useful				
5	The methodology is appropriate				
6	The textbook helps prepare learners for their end of semester exams				
7	The topics of the texts are up-to-date				
8	The business terminologies dealt with is in a leaner-centered way				
9	Related media can be exploited? (CD, DVDs, online worksheets)				

Section B

Features that add more strengths to the textbooks

No.	Criteria	Yes	No
1.	The textbook includes a glossary reference section.		
2.	There is a sufficient explanation on its relevant terminologies in each lesson unit.		
3.	The textbook includes case review sections.		
4.	The textbook includes reliable information about existing companies or corporate structures		
5.	The textbook includes exercises		
6.	The instructor's book includes progress tests.		
7.	The Textbook provides Case Analysis practice.		

Section C
Qualitative
Answer the following questions as brief as you can

1. Are your professional skills at par or better than the contents of the textbooks you are using right now? Explain
2. How do you allocate the scheduled school calendar to cover all the contents of the prescribed textbook you are using?
3. Do you think that the context of the textbooks addressed the business issues and concerns in the corporate world? Explain your answer
4. What are the advantages and disadvantages of an experienced business practitioner in the field of academe?
5. How do you find the exercises, problems, and case analysis on the prescribe textbooks?

I hereby certify that all information indicated above are all true and based on my professional experiences and this will be used for research purposes only.

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Signature Over Printed Name

Conceptual Framework