

# Business Programs in the Laguna State Polytechnic University: An Assessment

Marissa L. Dimarucot, MBA

**Abstract—** The objective of this research was to assess the status of the business programs in LSPU, regulate the control of its level, and determine its competencies and the relationship between the competencies and the control level of the business programs LSPU. A descriptive survey method in gathering and treating the data for this study. The research instrument was formulated to the fifty (50) faculties and administration. With the data gathered it only means that there is enough evidence to reject the null hypothesis, therefore, we can say that as for the overall result the Professional Qualifications, Functional Qualifications and Didactical Qualifications has a significant effect to the Business Program on Laguna State Polytechnic University. The results and inferences of the study yielded the subsequent recommendations: keep on providing innovative effective ways of evaluating students. Propose and create capability training and seminars and workshop with regards in the functions of LSPU. Increase linkages or partnership with Business inside or outside of the Philippines.

**Index Terms—**Business Programs, Partnerships

## 1 INTRODUCTION

Business programs one of the top courses in the Philippines by numbers 921,324 enrollees in 2018 total students enrolled from first year to graduation are related to Business Programs, which means only few are privileged to graduate with proficiency in business, management and entrepreneurial skills. Most of the graduates are also not able with the capacity to create their desired businesses because of lack in financing, weak education development and/or government support. Some school businesses also face challenges to develop their students because of lack in professional knowhow and other information. These factors are some of the challenges faced in the business school sector in the Philippines.

Among educational institutions, state universities such as the Laguna State Polytechnic University also faced the same phenomenon in having a low percentage of the number of graduates who become certified public accountant and great businessman/entrepreneurs. Although the aforementioned academe already bestowed effort in enhancing business education, there are still a lack in control, credibility and sustainable development of the institutions especially before and after graduation. The strategies already applied by LSPU are partnership with Business Organization such as CODEB - IVA, PCDEB, PICPA FINEX and others. Moreover, the inclusion of subjects touches innovation and globalization, which helps students, enlightens their business idea development in the curriculum. However, such

acknowledgeable efforts still cannot address the challenge in business programs.

Laguna State Polytechnic University has four-fold functions the instruction, research, extension and production were facilitated in compliance with the CHED, TESDA and PRC guidelines; accreditation and in-house reviews; SUC leveling; and National Budget Circular (NBC) 461. Business programs of the institutions started 2010 with only two (2) programs namely Bachelor of Science in Accountancy and Bachelor of Science in Business Administration, hence a year after another programs adopted from different campus which was the Bachelor of Science in Entrepreneurship and Bachelor of Science in Office Administration, hence Master in Public Administration also under the said department.

Academe instruction seemingly is not enough to account for the development and entry of would-be in the business world, as there are more factors to consider for growth and development. These factors include competencies, which focuses on the professional competencies; functional competencies and didactical competencies, plus the continuous level of control on the policy and retention requirements; segregation of duties; safeguarding assets; mechanisms in academic processes and supervision. In addition, the needs reviews and assessment across the curriculum and continuously ensure the success of the business programs as well as the institution with flying colors.

## 2 OBJECTIVES

The aim of the study is to investigate the following:

1. To assess the status of the business programs in LSPU.
2. To determine the level of competencies on the business programs of the LSPU.

3. To regulate the extent control of business programs in LSPU.
4. To determine the relationship between the competencies and the control level of the business programs LSPU.

### 3 METHODOLOGY

The researcher was used descriptive survey method in gathering and treating the data for this study. (Calmorin and Calmorin 2007) In the employment of this kind of research design, the researcher observed thoroughly the population frame of the study through careful definition and specific delimitation in order to set the precise parameter for answering the discreteness of its characteristics and therefore particular attention that gave safeguard the data from the influence of bias by organizing and presenting them systematically so that valid and accurate conclusions were drawn as a basis for viable recommendations therein. From the procedure discussed above, the researcher fully believes that descriptive method was absolutely appropriate for this kind of research undertaking. Purposive sampling technique used in this study. Only one (1) set of questionnaire issued to actual respondents representing administration students.

### 4 LITERATURE REVIEW

Advanced mixtures of information, skills understanding, values and attitudes, resulting in efficient, effective and productive action typically related to teaching abilities. Meyer & Parfyanova (2010), normative commitment comes from a sense of moral duty and the value system of an individual. It can be a result of effective commitment, or an outcome of socialization within the workplace and commitment to co-workers.

Competence is typically related to powerfully skilled performance and there's direct link within the field of education between an employee's skilledabilities and pupil's performance.

Competencies define the applied skills and knowledge that enable people to successfully perform their work while learning objectives are specific to a course of instruction. Competencies are relevant to an individual's job responsibilities, roles and capabilities. They are a way to verify that a learner has in fact learned what was intended in the learning objectives. (Krathwohl et al., 2010)

Learning objectives describe what the learner should be able to achieve at the end of a learning period. Learning objectives should be specific, measurable statements and written in behavioral terms. In short, objectives say what we want the learners to know and competencies say how we can be certain they know it.

Employee's abilities are defined as the general knowledge; skills and attitudes needed to effectively and efficiently fulfill the requirements of the teaching profession Koksall (2014). As explained by Bhargava & Pathy (2011), pos-

ited that teaching and learning relies on clearly defined set of 13 competencies possessed by professionals working on the field of education.

As cited by Cizek, et.al., (2012), majority of employee ability models focus on an overall and broader framework that contains the elements pertaining to standards that employees should attain in their teaching. There is a growing concern studying more in detail the specific components of teaching standards such as employee's competency to assess student learning.

The employees need to be more competent in the rigors of assessing student learning to determine how effective their instruction in developing the target students. The development of assessment competencies depends on the kind of experience and training that employees receive in their pre-service years.

As explained by Graaf & Kolomos (2013), teaching ability is construct that is hard to measure. As a complex skill it can certainly not be measured by means of a paper-and-pencil test. Observation of performance in the classroom seems to be most appropriate. However, it will be terribly time consuming to gather a representative sample of teaching behavior of each employee.

Different individuals have different mental dispositions such as experiences, beliefs, desires, hopes, likes and dislikes and intentions. All these mental dynamics are essential components of attitude. Professional attitude is a significant predictor of good teaching practices (Bain, 2004), as explained an employee with positive attitude towards profession are able to work effectively.

Employees with developed ability to establish shared environment where everyone is able to contribute have the positive professional attitude, Bean (2014). They have a decent and complete control on teaching and learning environment effectively.

Brown and Richard (2011), employee's attitude also affects their own abilities. Positive approach in teaching enables the employees to create a learning community where every student has access to meaningful learning opportunities. Employees with positive attitudes are creative and motivated they stimulate the creativity of their attendants.

In the status level of business programs, it is necessary to also study the employee's professional attitudes since it plays a fundamental role in shaping the behavior of professors.

The key attributes of effective employee are communication skills, speaking ability, favorable attitudes toward students, knowledge of the subject, flexibility, encouragement of student thought, interest and enthusiasm (Centra, 2011). The teaching personnel having a subject expertise will help them to be more focused and motivated to his/her subject taught.

Many researchers stated that technology can be used as an instructional tool in teaching and learning skills. Pourhosein Gilakjani (2013), expressed that technology can be useful in classroom by helping communication, making teaching products, and assisting learners' self-expression.

As explained by Solanki & Shyamlee (2012), it is very important for employees to be aware of the latest equipment and to have a full knowledge of these technologies in different situations. There are different reasons why all learners and employees should know how to use the new technologies. It should be mentioned that the new technologies develop and disseminate, and we cannot ignore their impact on teaching and learning.

In order to establish successful plans and programs for such change in the use of computer-related technologies by employees in the future, it is important to continually and accurately assess current employees' uses of computer-related technologies to improve their knowledge – technological capabilities. Future plans for technology use may be based upon evaluations of the current status of computers within the educational environment (Biggs, 2013).

#### 4 DISCUSSION

**Table 1. The level of Professional Qualifications in the business programs in Laguna State Polytechnic University in terms of Teaching Ability.**

Statements	C 1	C 2	C 3	C 4	Weighted Mean	SD	VI
	Mean	Mean	Mean	Mean			
1. Teaching tasks are engage to give clarity and direct communication for students.	5	4.6	5	4.79	4.85	0.35	VH
2. Teaching tasks use originality to for materials, resources and modern technologies.	4.68	4.79	5	4.74	4.80	0.42	VH
3. Teaching tasks maintained lesson smoothly.	4.89	4.4	5	4.53	4.73	0.48	VH
4. Teaching tasks uphold student's engagement in academic activities.	4.88	4.6	5	4.56	4.71	0.51	VH
5. Teaching tasks engage in developing their interpersonal skills by provided corrective feedback and emphasizing academic instruction.	5	4.8	4.87	4.86	4.88	0.33	VH
<b>Weighted Mean Per Campus</b>	4.89	4.64	4.97	4.69			
<b>Verbal Interpretation</b>	VH	VH	VH	VH			

<b>Mean Per Campus</b>						
<b>Grand Mean</b>	4.79					
<b>Population SD</b>	0.42					
<b>Verbal Interpretation</b>	Very High					

Legend:

Range	Description	Verbal Interpretation
4.20-5.00	Strongly agree (SA)	Very High (VH)
3.40-4.19	Agree (A)	High (H)
2.60-3.39	Moderately Agree (MA)	Moderately High (MH)
1.80-2.59	Disagree (D)	Low (L)
1.00-1.79	Strongly Disagree (SD)	Very Low (VL)

Table 1 shows the level of professional qualifications in the business programs in Laguna State Polytechnic University in terms of teaching ability indicates that teaching has a mean of 4.85, 4.80, 4.73, 4.71, and 4.88, respectively; and the standard deviation of 0.35, 0.42, 0.48, 0.51, and 0.33, respectively; and all remarked as "Strongly Agree". With the grand mean of 4.79 and population standard deviation of 0.42, it only implies Professional Qualifications in terms of Teaching Ability was "Very High".

**Table 2. The level of professional qualifications in the business programs in Laguna State Polytechnic University in terms of Professional Attitudes**

Statements	C 1	C 2	C 3	C 4	Weighted Mean	SD	VI
	Mean	Mean	Mean	Mean			
1. Teaching personnel are careful in all of actions and decisions.	5	4.8	4.8	4.79	4.8	0.45	VH
2. Teaching personnel are willing to listen to others opinions.	4.79	5	4.83	5	4.9	0.40	VH
3. Teaching personnel are make positive actions and emotions that are useful and have a positive impact to their students.	4.86	4.4	5	4.68	4.8	0.40	VH
4. Teaching personnel express concern to students at all times.	5	4.68	4.86	4.83	4.8	0.40	VH
5. Teaching personnel keep and initiate discipline in and out of the classroom.	4.71	4.5	4.72	4.71	4.7	0.50	VH
<b>Weighted Mean Per Campus</b>	4.87	4.67	4.80	4.80			
<b>Verbal Interpretation Per Campus</b>	VH	VH	VH	VH			
<b>Grand Mean</b>	4.78						
<b>Population SD</b>	0.46						
<b>Verbal Interpretation</b>	Very High						

Legend:

Range	Description	Verbal Interpretation
4.20-5.00	Strongly agree (SA)	Very High (VH)
3.40-4.19	Agree (A)	High (H)
2.60-3.39	Moderately Agree (MA)	Moderately High (MH)
1.80-2.59	Disagree (D)	Low (L)
1.00-1.79	Strongly Disagree (SD)	Very Low (VL)

Table 2. It illustrates the level of professional qualifications in the business programs in Laguna State Polytechnic University in terms of professional attitudes indicates that teaching has a mean of 4.8, 4.9, 4.8, 4.8, and 4.7, respectively;

and the standard deviation of 0.45, 0.40, 0.40, 0.40, and 0.50, respectively; and all remarked as **“Strongly Agree”**. With the grand mean of 4.78 and population standard deviation of 0.46, it only implies Professional Qualifications in terms of professional attitudes was **“Very High”**.

**Table 3. The status level of business programs in Laguna State Polytechnic University relative to Professional Qualifications**

Professional Qualifications	C 1	C 2	C 3	C 4	Weighted Mean	SD	VI
	Mean	Mean	Mean	Mean			
Teaching Ability	4.89	4.64	4.97	4.69	4.80	0.16	VH
Professional Attitudes	4.87	4.67	4.80	4.80	4.79	0.08	VH
Grand Mean	4.80						
Population SD	0.12						
Verbal Interpretation	Very High						

Legend:

Range	Description	Verbal Interpretation
4.20-5.00	Strongly agree (SA)	Very High (VH)
3.40-4.19	Agree (A)	High (H)
2.60-3.39	Moderately Agree (MA)	Moderately High (MH)
1.80-2.59	Disagree (D)	Low (L)
1.00-1.79	Strongly Disagree (SD)	Very Low (VL)

The table 3 revealed that the status of business programs in Laguna State Polytechnic University relative to professional qualifications in terms of teaching ability and professional attitudes. Teaching competencies got the highest weighted mean of 4.79 and a standard deviation of 0.42 with verbal interpretation of **“Very High”** while professional attitudes got a weighted mean of 4.78 and a standard deviation of 0.46 with verbal interpretation of **“Very High”**.

With a grand mean of 4.80 and population standard deviation of 0.12, it only implies that the status of business programs in Laguna State Polytechnic University relative to professional qualifications in terms of teaching ability and professional attitudes was **“Very High”**.

**Table 4. The status level of business programs in Laguna State Polytechnic University relative to Functional Qualifications in terms of Expertise Application**

Statements	C 1	C 2	C 3	C 4	Weighted Mean	SD	VI
	Mean	Mean	Mean	Mean			
1. Guaranteeing the special needs of students properly within the department.	5	4.2	4.8	4.79	4.70	0.43	VH
2. Ensuring activities aligned in the common goals and objectives of the instruction.	4.88	4.2	4.6	4.84	4.63	0.49	VH

3. Encouraging collaborative for higher learners to figure-out ideas.	4.75	4.6	4.6	4.74	4.67	0.47	VH
4. Exploring students to more appropriate explanation of the subject matter in the classroom.	4.5	4.4	4.8	4.74	4.61	0.48	VH
5. Determining proper and skillfully answering questions of students based mastery to the subject.	4.75	4.6	5	4.74	4.77	0.43	VH
Weighted Mean Per Campus	4.78	4.4	4.76	4.77			
Verbal Interpretation Per Campus	VH	VH	VH	VH			
Grand Mean	4.68						
Population SD	0.46						
Verbal Interpretation	Very High						

Legend:

Range	Description	Verbal Interpretation
4.20-5.00	Strongly agree (SA)	Very High (VH)
3.40-4.19	Agree (A)	High (H)
2.60-3.39	Moderately Agree (MA)	Moderately High (MH)
1.80-2.59	Disagree (D)	Low (L)
1.00-1.79	Strongly Disagree (SD)	Very Low (VL)

Table 4. It can be shown in the table 4 that the extent of business programs in Laguna State Polytechnic University relative to Functional Qualifications in terms of Expertise Application has a mean of 4.70, 4.63, 4.67, 4.61, and 4.77 respectively; and standard deviation of 0.43, 0.49, 0.47, 0.48, and 0.43, respectively; all remarked as **“Strongly Agree”**. With the grand mean of 4.68 and population standard deviation of 0.46, it only implies that the extent of business programs in Laguna State Polytechnic University relative to Functional Qualifications in terms of Expertise Application was **“Very High”**.

**Table 5. The status level of business programs in Laguna State Polytechnic University relative to Functional Qualifications in terms of Knowledge-Technology Assessments**

Statements	C 1	C 2	C 3	C 4	Weighted Mean	SD	VI
	Mean	Mean	Mean	Mean			
1. Teaching personnel are trained to use computers and other technology efficiency.	5	4.4	4.6	4.68	4.67	0.46	VH
2. Teaching personnel have aware in different mechanism and strategies for educational purposes.	4.5	4.2	5	4.79	4.62	0.59	VH

3. Teaching personnel provides effective imagination and creative thinking materials.	4.62	4.6	5	4.74	4.74	0.50	VH	3. Teaching personnel develop teaching resources by providing creative types of reporting/classroom presentation of students.	5	4.6	5	4.59	4.80	0.23	VH
4. Teaching personnel have an ability to filter and sort information using internet access for more productive drives.	4.75	4.6	5	4.74	4.77	0.49	VH	4. Teaching personnel develop teaching resources by using posters, graphs, diagrams and timeline to present information.	5	4.2	4.6	4.53	4.58	0.33	VH
								5. Teaching personnel encourage students to join educational activities such as trainings, seminars and workshops.	5	4.8	4.8	4.68	4.82	0.13	VH
5. Teaching personnel capability to create solutions in crucial decisions during classes.	4.75	4	4.8	4.79	4.59	0.50	VH	<b>Weighted Mean Per Campus</b>	5	4.48	4.92	4.82			
<b>Weighted Mean Per Campus</b>	4.73	4.36	4.88	4.75				<b>Verbal Interpretation Per Campus</b>	VH	VH	VH	VH			
<b>Grand Mean</b>	4.68							<b>Grand Mean</b>	4.69						
<b>Population SD</b>	0.51							<b>Population SD</b>	0.29						
<b>Verbal Interpretation</b>	Very High							<b>Verbal Interpretation</b>	Very High						

Table 5. It is shown that the extent of business programs in Laguna State Polytechnic University relative to Functional Qualifications in terms of Knowledge-Technology Assessments has a mean of 4.67, 4.62, 4.74, 4.77 and 4.59, respectively; and standard deviation of 0.46, 0.59, 0.50, 0.49 and 0.50 respectively; all remarked as **“Strongly Agree”**. With the grand mean of 4.68 and population standard deviation of 0.51, it only implies that the extent of credibility in the business programs relative to Functional Qualifications in terms of Knowledge-Technology Assessments was **“Very High”**.

**Table 6. The status level of the business programs in Laguna State Polytechnic University relative to Functional Qualifications in terms of Teaching Pedagogy**

Statements	C 1	C 2	C 3	C 4	Weighted Mean	SD	VI
	Mean	Mean	Mean	Mean			
1. Teaching personnel develop teaching resources by using charts, flashcards and printed hand-outs.	5	3.8	4.4	4.58	4.45	0.50	VH
2. Teaching personnel develop teaching resources by using audio visuals.	5	4.6	5	4.53	4.79	0.26	VH

Table 6. It can be shown in the table 6 that the extent of business programs in Laguna State Polytechnic University relative to Functional Qualifications in terms of Teaching Pedagogy has a mean of 4.45, 4.79, 4.80, 4.58, and 4.82, respectively; and standard deviation of 0.50, 0.26, 0.23, 0.33, and 0.13, respectively; all remarked as **“Strongly Agree”**. With the grand mean of 4.67 and population standard deviation of 0.29, it only implies that the extent of credibility in the business programs in Laguna State Polytechnic University relative to Functional Qualifications in terms of teaching pedagogy was **“Very High”**.

**Table 7. The status level of business programs in Laguna State Polytechnic University relative to Functional Qualifications**

Functional Qualifications	C 1	C 2	C 3	C 4	Weighted Mean	SD	VI
	Mean	Mean	Mean	Mean			
Expertise Application	4.78	4.4	4.76	4.77	4.67	0.19	VH
Knowledge-Technology Assessments	4.73	4.36	4.88	4.75	4.68	0.22	VH
Teaching Pedagogy	5	4.48	4.92	4.82	4.81	0.23	VH
<b>Grand Mean</b>	4.72						
<b>Population SD</b>	0.21						
<b>Verbal Interpretation</b>	Very High						

The table presented that the extent of business programs in Laguna State Polytechnic University relative to functional qualifications in terms of expertise qualification, knowledge-technology assessments and teaching pedagogy. The teaching pedagogy got the highest weighted mean of 4.81 and a standard deviation of 0.23 with verbal interpretation of "Very High"; followed by knowledge-technology assessments got a weighted mean of 4.68 and a standard deviation of 0.22 with verbal interpretation of "Very High" while expertise qualification got the lowest weighted mean of 4.67 and standard deviation of 0.19 with a verbal interpretation of "Very High".

With a grand mean of 4.72 and population standard deviation of 0.21, it only implies that the extent of business programs in Laguna State Polytechnic University relative to functional qualifications in terms of expertise qualification, knowledge-technology assessments and teaching pedagogy was "Very High".

**Table 8. The status level of business programs in Laguna State Polytechnic University relative to Didactical Qualifications in terms of Plan-Do-Check Program**

Statements	C 1	C 2	C 3	C 4	Weighted Mean	SD	VI
	Mean	Mean	Mean	Mean			
1. Teaching personnel checks, review and take a look at, analyse the results and establish what have learned.	5	4.6	4.8	4.68	4.77	0.17	VH
2. Teaching personnel acts, take action supported what have learned within the study.	4.75	4.4	4.8	4.58	4.63	0.18	VH
3. Incorporate what have learned from the take a look at into wider changes.	4.88	4.6	4.8	4.63	4.73	0.13	VH
4. Make a plan acknowledge a chance and initiates improvement.	4.75	4.8	5	4.74	4.83	0.12	VH
5. Provide a simple and effective approach for solving problems.	4.76	4.6	5	4.68	4.76	0.17	VH
<b>Weighted Mean Per Campus</b>	<b>4.83</b>	<b>4.6</b>	<b>4.88</b>	<b>4.66</b>			
<b>Verbal Interpretation Per Campus</b>	<b>VH</b>	<b>VH</b>	<b>VH</b>	<b>VH</b>			
<b>Grand Mean</b>	<b>4.74</b>						
<b>Population SD</b>	<b>0.15</b>						
<b>Verbal Interpretation</b>	<b>Very High</b>						

Table 8. It can be seen on the table 8 that the level business programs in Laguna State Polytechnic University relative to Didactical Qualification in terms of Plan-Do-Check Program has a mean of 4.77, 4.63, 4.73, 4.83, and 4.76, respectively; and standard deviation of 0.17, 0.18, 0.13, 0.12, and 0.17, respec-

tively; all remarked as "Strongly Agree". With the grand mean of 4.74 and population standard deviation of 0.15, it only implies that the extent of the business programs in Laguna State Polytechnic University relative to Didactical Qualification in terms of Plan-Do-Check Program was "Very High".

**Table 9. The status level of business programs in Laguna State Polytechnic University relative to Didactical Qualifications in terms of Assessment and Enhancement in Teaching**

Statements	C 1	C 2	C 3	C 4	Weighted Mean	SD	VI
	Mean	Mean	Mean	Mean			
1. Develop learning strategies which will promote students all rounded personal development.	5	4.6	5	4.79	4.85	0.19	VH
2. Give feedbacks and comments for the development of students.	4.88	4.4	4.8	4.74	4.71	0.21	VH
3. Conduct major examination to evaluate and measure student's academic performance.	4.75	4	5	4.84	4.65	0.44	VH
4. Provide oral and written examination.	4.25	4.4	5	4.84	4.62	0.36	VH
5. Teaching personnel evaluates through quizzes and activities.	4.87	5	4.8	4.89	4.89	0.08	VH
<b>Weighted Mean Per School</b>	<b>4.75</b>	<b>4.48</b>	<b>4.92</b>	<b>4.82</b>			
<b>Verbal Interpretation Per School</b>	<b>VH</b>	<b>VH</b>	<b>VH</b>	<b>VH</b>			
<b>Grand Mean</b>	<b>4.74</b>						
<b>Population SD</b>	<b>0.26</b>						
<b>Verbal Interpretation</b>	<b>Very High</b>						

Table 9. It can be seen on the table 9 that the level of business programs in Laguna State Polytechnic University relative to Didactical Qualification in terms of Assessment and Enhancement in Teaching has a mean of 4.85, 4.71, 4.65, 4.62, and 4.89, respectively; and standard deviation of 0.19, 0.21, 0.44, 0.36, and 0.08, respectively; all remarked as "Strongly Agree". With the grand mean of 4.74 and population standard deviation of 0.26, it only implies that the level of the business programs in Laguna State Polytechnic University relative to Didactical Qualification in terms of Assessment and Enhancement in Teaching was "Very High".

**Table 10. The status level of business programs in Laguna State Polytechnic University relative to Didactical Qualifications**

Didactical Competencies	C 1	C 2	C 3	C 4	Weighted Mean	SD	VI
	Mean	Mean	Mean	Mean			
<b>Plan-Do-Check Program</b>	<b>4.83</b>	<b>4.6</b>	<b>4.88</b>	<b>4.66</b>	<b>4.74</b>	<b>0.13</b>	<b>VH</b>
<b>Assessment and Enhancement in Teaching</b>	<b>4.75</b>	<b>4.48</b>	<b>4.92</b>	<b>4.82</b>	<b>4.74</b>	<b>0.19</b>	<b>VH</b>

Grand Mean	4.74
Population SD	0.16
Verbal Interpretation	Very High

Table 10. The table revealed that the level of business programs in Laguna State Polytechnic University relative to didactical competencies in terms of plan-do-check program and assessment and enhancement in teaching. Assessment and Enhancement in Teaching got the weighted mean of 4.74 and a standard deviation of 0.19 with verbal interpretation of "Very High" while plan-do-check program got a weighted mean of 4.74 and a standard deviation of 0.13 with verbal interpretation of "Very High".

With a grand mean of 4.74 and population standard deviation of 0.16, it only implies that the extent of business programs in Laguna State Polytechnic University relative to didactical qualifications in terms of plan-do-check program and assessment and enhancement in teaching was "Very High".

**Table 11. The status level of business programs in Laguna State Polytechnic University relative to Professional Qualifications, Functional Qualifications and Didactical Qualifications**

	C 1	C 2	C 3	C 4	Weighted Mean	SD	VI
	Mean	Mean	Mean	Mean			
Professional Qualifications							
Teaching Ability	4.89	4.64	4.97	4.69	4.80	0.16	VH
Professional Attitudes	4.87	4.67	4.80	4.80	4.79	0.08	VH
Functional Qualifications							
Expertise Application	4.78	4.4	4.76	4.77	4.67	0.19	VH
Knowledge-Technology Assessments	4.73	4.36	4.88	4.75	4.68	0.22	VH
Teaching Pedagogy	5	4.48	4.92	4.82	4.81	0.23	VH
Didactical Qualifications							
Plan-Do-Check Program	4.83	4.6	4.88	4.66	4.74	0.13	VH
Assessment And Enhancement in Teaching	4.75	4.48	4.92	4.82	4.74	0.19	VH
Grand Mean	4.75						
Population SD	0.17						
Verbal Interpretation	Very High						

Table 11. The table revealed that the extent of business programs in Laguna State Polytechnic University relative to professional qualifications in terms teaching ability and professional attitudes; functional qualifications in terms

of expertise application, knowledge-technology assessments and teaching pedagogy; and didactical qualifications in terms of plan-do-check program and Assessment and Enhancement in Teaching. teaching pedagogy got the highest weighted mean of 4.81 and a standard deviation of 0.23 with verbal interpretation of "Very High"; followed by teaching ability got a weighted mean of 4.80 and standard deviation of 0.16 with verbal interpretation of "Very High"; followed by professional attitudes got a weighted mean of 4.79 and standard deviation of 0.08 with verbal interpretation of "Very High"; followed by the plan-do-check program and Assessment and Enhancement in Teaching got a weighted mean of 4.74 and a standard deviation of 0.13 and 0.19 with verbal interpretation of "Very High"; followed by knowledge-technical capability got a weighted mean of 4.68 and a standard deviation of 0.22 with verbal interpretation of "Very High" and the expertise application has the lowest weighted mean of 4.67 and standard deviation of 0.19 with verbal interpretation of "Very High".

With a grand mean of 4.75 and population standard deviation of 0.17, it only implies that the extent of business programs in Laguna State Polytechnic University relative to professional qualifications in terms teaching ability and professional attitudes; expertise application, knowledge-technology assessments and teaching pedagogy; and didactical qualifications in terms of plan-do-check program and Assessment and Enhancement in Teaching was "Very High".

**Table 12: The extent of control on business programs in Laguna State Polytechnic University with regards to Policy on Admission and Retention Requirements**

Statements	C 1	C 2	C 3	C 4	Weighted Mean	SD	VI
	Mean	Mean	Mean	Mean			
1. Know the details about the requirements and qualifications for admission of students.	4.88	4.6	4.8	4.37	4.66	0.23	VH
2. Know the existing rules of the educational institution about policy on admission and retention requirements.	5	4.8	4.6	4.42	4.71	0.25	VH
3. Know that every student has the right to enrol in the business program.	4.88	4.6	5	4.58	4.77	0.21	VH
4. Know that every student is expected to complete the course.	5	4.8	5	4.68	4.87	0.16	VH
5. Conducting interview and evaluate the performance of the students.	4.88	4.2	4.8	4.53	4.60	0.31	VH

Weighted Mean Per Campus	4.93	4.6	4.84	4.52			
Verbal Interpretation Per Campus	VH	VH	VH	VH			
Grand Mean	4.72						
Population SD	0.23						
Verbal Interpretation	Very High						

Table 12. The data on the table 12 illustrates that the extent of extent of control of business programs in Laguna State Polytechnic University with regards to Policy on Admission and Retention Requirements with regards to Policy on Admission and Retention Requirements has a mean score of 4.66, 4.71, 4.77, 4.87, and 4.60 respectively; and standard deviation of 0.23, 0.25, 0.21, 0.16 and 0.31, respectively; all remarked as “Strongly Agree”. With the grand mean of 4.72 and population standard deviation of 0.23, it means that the extent of control of business programs in Laguna State Polytechnic University with regards to Policy on Admission and Retention Requirements was “Very High”.

**Table 13: The extent of control on business programs in Laguna State Polytechnic University with regards to Segregation of Duties (Management and Staff Level)**

Statements	C 1	C 2	C 3	C 4	Weighted Mean	SD	VI
	Mean	Mean	Mean	Mean			
Participating in teachers, faculty or other meetings related to the school matters.	5	4.6	5	4.89	4.87	0.19	VH
Participating in seminar, trainings and workshops.	4.87	4.6	5	4.84	4.82	0.17	VH
Conduct research study annually.	4.5	4.2	4.4	4.47	4.39	0.14	VH
Conduct outside activities for the community.	5	3.6	4.6	4.47	4.42	0.59	VH
Assisting events and programs held in the educational institution.	4.5	4.8	4.8	4.68	4.70	0.15	VH
Weighted Mean Per School	4.78	4.36	4.76	4.67			
Verbal Interpretation Per School	VH	VH	VH	VH			
Grand Mean	4.64						
Population SD	0.25						
Verbal Interpretation	Very High						

Table 13. The data on the table 13 demonstrates that the extent of control of business programs in Laguna State Polytechnic University with regards to Segregation of Duties

(Management and Staff Level) has a mean score of 4.87, 4.82, 4.39, 4.42, and 4.70 respectively; and standard deviation of 0.19, 0.17, 0.14, 0.59 and 0.15, respectively; all remarked as “Strongly Agree”.

With the weighted mean of 4.6 and standard deviation of 0.25, it means that the extent of control of business programs in Laguna State Polytechnic University with regards to Segregation of Duties (Management and Staff Level) was “Very High”.

**Table 14: The extent of control in business programs in Laguna State Polytechnic University with regards to Safeguarding Assets**

Statements	C 1	C 2	C 3	C 4	Weighted Mean	SD	VI
	Mean	Mean	Mean	Mean			
1. Well oriented on how to use office equipment's and related machines to programs inside the school premises.	5	4.4	5	4.53	4.73	0.31	VH
2. Proper dissemination of reminders is done to sustain the orderliness and safety.	4.75	4	5	4.68	4.61	0.43	VH
3. Practice students to clean their respective areas or classroom for orderliness and cleanliness every end of the class.	5	4.4	5	4.63	4.76	0.30	VH
4. Provide a structured orientation with the help of a checklist to the building, personnel, policies, and procedures.	4.75	4.2	5	4.53	4.62	0.34	VH
5. Coordinate with the school staff and maintenance for urgent repairs.	4.38	4	5	4.53	4.48	0.41	VH
Weighted Mean Per School	4.78	4.2	5	4.58			
Verbal Interpretation Per School	VH	VH	VH	VH			
Grand Mean	4.64						
Population SD	0.36						
Verbal Interpretation	Very High						

Table 14. It illustrates that the extent of control of business programs in Laguna State Polytechnic University with regards to Safeguarding Assets has a mean score of 4.73, 4.61, 4.76, 4.62, and 4.48 respectively; and standard deviation of 0.31, 0.43, 0.30, 0.34, and 0.41, respectively; all remarked as



“Strongly Agree”. With the grand mean of 4.64 and population standard deviation of 0.36, it means that the extent of control of business programs in Laguna State Polytechnic University with regards to Safeguarding Assets was “Very High”.

**Table 15: The extent of control on business programs in Laguna State Polytechnic University with regards to Review and Approval (Mechanisms in Academic Processes)**

Statements	C 1	C 2	C 3	C 4	Weighted Mean	SD	VI
	Mean	Mean	Mean	Mean			
1. Facilitating best practice in curriculum design.	5	4.8	4.8	4.63	4.81	0.15	VH
2. Reviewing and modifying the course relevance and content.	4.88	4.4	5	4.74	4.76	0.26	VH
3. Creating effective guidelines in assessment by requiring all teachers use specified course outline.	4.75	4.6	4.8	4.74	4.72	0.09	VH
4. Defining the goals and objectives of the program and list of learning outcomes of students.	4.88	4.8	4.8	4.68	4.79	0.08	VH
5. Stating the of student learning outcomes: the knowledge, skills, and competencies that students are expected to exhibit upon successful completion of this program.	4.5	4.6	4.8	4.74	4.66	0.14	VH
<b>Weighted Mean Per School</b>	<b>4.8</b>	<b>4.64</b>	<b>4.84</b>	<b>4.71</b>			
<b>Verbal Interpretation Per School</b>	<b>VH</b>	<b>VH</b>	<b>VH</b>	<b>VH</b>			
<b>Grand Mean</b>	<b>4.75</b>						
<b>Population SD</b>	<b>0.14</b>						
<b>Verbal Interpretation</b>	<b>Very High</b>						

Table 15. The data on the table 15 presented that the extent of control of business programs in Laguna State Polytechnic University with regards to Review and Approval (Mechanisms in Academic Processes) has a mean score of 4.81, 4.76, 4.72, 4.79, and 4.66 respectively; and standard deviation of 0.15, 0.26, 0.09, 0.08, and 0.14, respectively; all remarked as “Strongly Agree”. With the weighted mean of 4.75 and standard deviation of 0.14, it means that the extent of control of business programs in Laguna State Polytechnic

University with regards to Review and Approval (Mechanisms in Academic Processes) was “Very High”.

**Table 16: The extent of control on business programs in Laguna State Polytechnic University with regards to Supervision**

Statements	C 1	C 2	C 3	C 4	Weighted Mean	SD	VI
	Mean	Mean	Mean	Mean			
1. Teacher’s supervision in creating of timetable of lessons.	5	4.4	4.8	4.74	4.73	0.25	VH
2. Supervise the students by monitoring daily attendance and academics grades on academic participation.	5	4.6	5	4.68	4.82	0.21	VH
3. Provide counsels and orientation about the program or course.	4.75	4.4	4.6	4.68	4.61	0.15	VH
4. Have contacts to their parents.	4	4.2	4.8	4	4.25	0.38	VH
5. Initiates students not to use electronic gadgets during class hour, examinations and other related school programs.	5	4.2	5	4.47	4.67	0.40	VH
<b>Weighted Mean Per School</b>	<b>4.75</b>	<b>4.36</b>	<b>4.84</b>	<b>4.52</b>			
<b>Verbal Interpretation Per School</b>	<b>VH</b>	<b>VH</b>	<b>VH</b>	<b>VH</b>			
<b>Grand Mean</b>	<b>4.62</b>						
<b>Population SD</b>	<b>0.28</b>						
<b>Verbal Interpretation</b>	<b>Very High</b>						

Table 16. It presented that the extent of control of business programs in Laguna State Polytechnic University with regards to Supervision has a mean score of 4.73, 4.82, 4.61, 4.25, and 4.67 respectively; and standard deviation of 0.25, 0.21, 0.15, 0.38, and 0.40 respectively; all remarked as “Strongly Agree”.

With the weighted mean of 4.62 and standard deviation of 0.28, it means that the extent of control of business programs in Laguna State Polytechnic University of different Higher Education Institution with regards Supervision was “Very High”.

**The Extent of Professional Qualifications, Functional Qualifications, and Didactical Qualifications to Control of the Business Program of LSPU**

In table 17, it shows the significant effect of Professional Qualifications, Functional Competencies and Didactical Qualifications to Control of Business Program.

Independent Variables	Dependent Variables	df	t-value	Sig.	Verbal Interpretation
Professional Qualifications	Control of Business Programs	49	2.07	0.01	Significant
	Policy on Admission and Retention Requirements				
	Segregation of Duties (Management and Staff Level)				
	Safeguarding Assets				
	Review and Approval (Mechanisms in Academic Processes)				
Teaching Qualifications	Supervision		2.23	0.04	Significant
	Policy on Admission and Retention Requirements				
	Segregation of Duties (Management and Staff Level)				
	Safeguarding Assets				
	Review and Approval (Mechanisms in Academic Processes)				
Functional Qualifications	Supervision		2.11	0.01	Significant
	Policy on Admission and Retention Requirements				
	Segregation of Duties (Management and Staff Level)				
	Safeguarding Assets				
	Review and Approval (Mechanisms in Academic Processes)				
Didactical Qualifications	Supervision	3.39	0.01	Significant	
	Policy on Admission and Retention Requirements				
	Segregation of Duties (Management and Staff Level)				
	Safeguarding Assets				
	Review and Approval (Mechanisms in Academic Processes)				

The Professional Qualification in terms of Teaching Ability to the Control of Business Programs in terms of Policy on Admission and Retention Requirements ( $t = 2.07, p = 0.01$ ); Segregation of Duties (Management and Staff Level) ( $t = 3.18, p = 0.01$ ); Safeguarding Assets ( $t = 1.97, p = 0.04$ ), Review and Approval (Mechanisms in Academic Processes ( $t = 1.50, p = 0.01$ ) and Supervision ( $t = 2.23, p = 0.04$ ) interpreted as **Significant**. While in the Professional Qualifications in terms of

Functional Qualifications to the Control of Business Programs in terms of Policy on Admission and Retention Requirements ( $t = 1.68, p = 0.01$ ); Segregation of Duties (Management and Staff Level) ( $t = 1.37, p = 0.02$ ); Review and Approval (Mechanisms in Academic Processes ( $t = 2.32, p = 0.02$ ) and Supervision ( $t = 2.11, p = 0.01$ ) interpreted as **Significant** while Safeguarding Assets ( $t = 0.74, p = 0.46$ ) interpreted as **Not Significant**. And also, Professional Qualifications in terms of Didactical Qualifications to the Control of Business Programs in terms of Safeguarding Assets ( $t = 3.88, p = 0.01$ ); Review and Approval (Mechanisms in Academic Processes ( $t = 1.38, p = 0.02$ ) and Supervision ( $t = 3.39, p = 0.01$ ) interpreted as **Significant** while Policy on Admission and Retention Requirements ( $t = 0.13, p = 0.26$ ) and Segregation of Duties (Management and Staff Level) ( $t = 0.08, p = 0.93$ ) interpreted as **Not Significant**.

It only means that there is enough evidence to reject the null hypothesis, therefore, we can say that as for the overall result based on the gathered data the Professional Qualifications, Functional Qualifications and Didactical Qualifications has a significant effect to the Business Program on Laguna State Polytechnic University.

#### 4 CONCLUSION

The researcher concluded that the status of business programs in Laguna State Polytechnic University relative to professional qualifications in terms of teaching ability and professional attitudes was satisfactory it means that teaching personnel are competent in teaching and have exceptional approach. Also, relative to didactical qualifications in terms of plan-do-check program and assessment and enhancement in teaching was also favorable based on the result it means that teaching personnel are prepared and equipped about different ways of evaluating the students.

The researcher also concluded that the status of business programs regards to policy on admission and retention requirements, segregation of duties, safeguarding assets, review and approval and supervision was favorable based on the data analyzed teaching personnel are familiar about information regarding policies and duties.

Lastly, the result of the study is significant, Laguna State Polytechnic University finds credible through the contribution of different qualifications including professional, functional and didactical in better implementation of business program control system.

#### 5 RECOMMENDATION

The results and inferences of the study yielded the subsequent recommendations: keep on providing innovative effective ways of evaluating students. Propose and create capability training and seminars and workshop with regards in the func-

tions of LSPU. Increase linkages or partnership with business inside or outside of the Philippines.

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