



ABSTRACT

Title: The Business Administration Curriculum of the
De La Salle University - Aquinaldo : Its
Preparation for Entrepreneurship

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Statement of the Problem

The study was undertaken to analyze the Business Administration curriculum of the De La Salle University-Aquinaldo in order to determine its preparation for entrepreneurship.

More specifically, this study sought to answer the following questions:

1. How do the respondents assess the curriculum in terms of:



1.1 mission statement

1.2 the attainment of the objectives of business education, and

1.3 its usefulness for the preparation of the students to entrepreneurship?

2. What are the educational qualifications and experiences of the members of the teaching staff in Business Administration? Do they have training background in entrepreneurship?

3. What are the preparation requirements needed by the students to become entrepreneurs as perceived by the respondents?

4. What are the personal entrepreneurial competencies of the respondents that will contribute to the development of a curriculum on Entrepreneurial Management?

Null Hypotheses

1. There is no significant difference in the perception of the curriculum, in terms of the attainment of the objectives of business education among the following respondents:

1.1 Administrators,

1.2 Faculty,

1.3 Students,



1.4 Graduates, and

1.5 Business Community.

2. There is no significant difference in the perception of the curriculum, in terms of the degree of usefulness for the preparation of the students toward entrepreneurship among the following respondents:

2.1 Administrators,

2.2 Faculty,

2.3 Students,

2.4 Graduates, and

2.5 Business Community.

3. There is no significant difference in the perception on the preparation requirements of entrepreneurship among the following respondents:

3.1 Administrators,

3.2 Faculty,

3.3 Students,

3.4 Graduates, and

3.5 Business Community.

4. There is no significant difference in the Personal Entrepreneurial Competencies among the following respondents:

4.1 Administrators,



4.2 Faculty,

4.3 Students,

4.4 Graduates, and

4.5 Business Community.

5. There is no significant difference in the perception of the curriculum in the attainment of objectives and its usefulness when grouped according to the profile of respondents.

Procedure

The study utilized the descriptive-normative type of research with two sets of instrument based on checklist. The first one was on the Mission Statement, Attainment of Objectives and Usefulness of the Curriculum for Entrepreneurship, and the Preparation Requirement for Entrepreneurship. The other instrument was the Personal Entrepreneurial Characteristics (PECS) of the Management International System (NIS) and the Saint Louis University-Extension Institute for Small Scale Industries Foundation.

Of the total 478 respondents, there were four administrators, twelve faculty, 325 students, 100 graduates, and 35 business entrepreneurs from Dasmariñas, Cavite.



Treatment of Data

To interpret the data based on the perceptions of the respondents, the study made use of the percentages, weighted mean to determine the rankings. The One-Way Analysis of Variance (ANOVA) was used to test the hypotheses.

Findings

1. The administrators, faculty, students, graduates, and business community had similar perceptions in the mission statement of business education. Accordingly, the objectives should be directed to the manpower demands of business and industry to ensure employability of the graduates.
2. The objectives of the business education as embodied in Article III of MECs Order Number 12 (1989) were very much attained. Respondents have similar perceptions which indicate that students should be provided with common foundation of knowledge and understanding consisting of general education and professional business education; sufficient exposure for practical application of knowledge gained, and



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productive college training for graduates employability.

3. On the curriculum in the attainment of objectives of business education, there was no significant difference in the perceptions of the respondents. The objectives were very much attained through the general education and business education courses.

4. On the usefulness of the curriculum for entrepreneurship, the group respondents similarly perceived that the general education and business education core subjects were very useful to entrepreneurship.

5. Respondents when grouped according to certain variables revealed their perception on the attainment of objectives of Business Education and usefulness of curriculum as follows:

5.1 There was significant difference in the perception of the respondents from the business community when categorized according to age, civil status, educational attainment, business capitalization source of funds, and size of manpower.

5.2 There was high significant difference in the perception of graduate respondents when classified according to positions held after graduation and status of appointment.



6. On the educational qualifications and experiences of the administrators and faculty, both were qualified to teach the subjects of specialization, although some of them will still need more training on the teaching of entrepreneurship.

7. On preparation requirements for entrepreneurship, the group respondents had similar perceptions on the significance of the following:

7.1. Skills in decision making, human relations, general management, and personal traits are needed in the training of students for entrepreneurship.

7.2 Emphasis of the subjects Projects Identification and Selection, Production Management, Management of Human Resources, and Practicum are necessary for the effectiveness and efficiency of the students or would-be entrepreneurs.

8. On Personal Entrepreneurial Competencies (PECs), the group respondents manifested their potentials or competencies as entrepreneurs or would-be entrepreneurs. Apparently, given more opportunities to develop these traits, their future as successful businessmen will be fulfilled.

9. The entrepreneurial qualities or potentials of the



respondents were revealed as follows:

8.1. Respondents were driven in going into business due to their desire to make more money, be their own "boss", and prove their abilities in managing their own business enterprise.

8.2 Respondents showed self-confidence of becoming a successful businessmen. Their willingness to embark on certain business projects based on belief that their chance of success is bigger has the quality of an entrepreneur. Moreover, respondents have risk taking attitude of looking for business opportunities which is a principal characteristic of entrepreneurship.

10. Respondents were willing to join entrepreneurship program to enhance their skills and abilities in operating business enterprise.

Conclusions

Based on the foregoing findings on the analysis of the Business Administration curriculum, the following conclusions were drawn:

1. The mission, goals and objectives of the business education were in harmony with the national goals. However, the objectives should be directed to the manpower demands of business and industry.



2. The BA curriculum in terms of general education and business education courses were attuned with the objectives of the business education.
3. The field of specialization offered by the College of Business Administration were quite useful to the students. The curriculum however, needed restructuring since the other subjects were no longer in congruent to the needs of the students.
4. The administrators and faculty of the College of Business Administration were qualified to teach the courses being offered, although some of them still need more training in the teaching of entrepreneurship.
5. In preparation for entrepreneurship, the students need skills in decision making, human relations, general management, and personal traits in order to become self employable and effective business entrepreneurs. Likewise, emphasis on the subjects for inclusion in the entrepreneurship curriculum such as Project Identification and Selection, Production Management, Product Planning and Development, Financial Management, Management of Human Resources, and Practicum are significant for the preparation of students.
6. There are qualities typical of the entrepreneur



which explicitly connote potentials or competencies of the administrators, faculty, students, graduates, and business entrepreneurs in managing enterprise.

7. Entrepreneurship program was needed in the nourishment of entrepreneurial skills or abilities of the administrators, faculty, students, graduates, and business community.

Recommendations

In the light of the conclusions made, the following recommendations are offered:

1. Since the group respondents indicated that students preparation should be geared toward the entrepreneurship, a distinct organized curriculum model on entrepreneurial management as a major field should be included in the Business Administration curriculum. The proposed curriculum model is shown in Exhibit I and II.
2. To strengthen the curriculum, the following should be undertaken by the administrators and faculty:
 - a. Off-campus activities such as attendance in government/private organization sponsored business seminars, conferences.
 - b. Experiential learning activities which will



provide hands-on regarding the actual management of business operation.

o. Training program on teaching entrepreneurial management courses for teachers should be developed and implemented.

3. Strengthen linkages with DLSU-Aguinaldo's Small Business Development Foundation, Inc. (SBDFI) through:

a. Attendance in seminars sponsored by SBDFI

b. Involvement of students in monitoring livelihood funded projects of SBDFI

c. Provision of a regular updates or information on the Small Medium Enterprises (SMEs) management.

d. Assistance in fund sourcing by making information available on how capital can be obtained or soft loans be made accessible.

4. To establish a centralized information and communication network with Small Medium Enterprises in CALABARZON and other Non-Government Organizations (NGOs). Government, business, industry, and academe should be partners in the development of entrepreneurs by means of :

a. Giving more opportunities for Business Administration graduates to undertake entrepreneurial



activities through strengthening the Industry-Academe Linkages program of the University.

b. Undertaking extensive research and development of small medium enterprises through the practicum program of the College of Business Administration and business research courses offered.

5. A similar study should be undertaken to include other learning institutions to find out the extent of entrepreneurial activities in their respective school.

