

# Exploring the Impact of Limited Teacher Training on Pedagogical Approaches in Business Education: A Case Study

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**Abstract**— This case study investigates the repercussions of limited teacher training on pedagogical approaches within business education. Findings reveal a significant consensus among respondents regarding the adverse effects of restricted pedagogical methods, indicating a perceived decline in educational effectiveness. Additionally, the study highlights a concern that limited assessment techniques constrain evaluation practices, with mixed perceptions of their impact on comprehensive understanding among students. The analysis further identifies a detrimental influence of inadequate pedagogical strategies on classroom management which correlates with decreased student engagement. These insights stress the urgent need for enhanced teacher training programs to foster diverse and effective pedagogical approaches, ultimately improving educational outcomes in business education. The study calls for further research to explore innovative training solutions that can address these challenges and promote more engaging learning environments.

**Keywords**— Learning Outcomes, Pedagogical Approaches, Professional Development, Student Engagement, Teacher Preparation.

## I. INTRODUCTION

For students to be ready to handle the intricacies of today's business environment, educational approaches must be effective in the ever-changing field of business education (Bratianu, Stanescu & Mocanu, 2021). The involvement of teachers, who facilitate learning by guiding pupils through theoretical concepts and real-world applications, is crucial to its efficacy.

However, there can be wide variations in the caliber of instruction provided in business education, which is frequently impacted by elements like professional development and teacher preparation (Intasena & Poonputta, 2022). The purpose of this research is to examine how pedagogical techniques in business education are impacted by insufficient teacher training. Specifically, the study will look at how insufficient preparation may

impact teaching tactics, student engagement, and learning results (Mei, 2021).

This study is important because it may shed light on the effects of inadequate teacher preparation on the caliber of business education. It is becoming increasingly important to make sure that educators have the requisite knowledge and abilities as the need for qualified business professionals rises. This study aims to give insights that can guide governmental decisions, institutional practices, and professional development activities targeted at improving the quality of business education by exploring the relationship between teacher training and pedagogical practices (Jiao, Jamaludin & Yi, 2023).

This study uses a case study methodology to accomplish its goals, which enables a thorough investigation of the phenomenon in a particular setting. The utilization of a case study design provides an adaptable

means of investigating the complex relationships among different elements, such as teacher preparation, pedagogical strategies, and learning objectives, in the complex context of a specific school or initiative. This research can gather rich, detailed data that provide important insights into the intricacies of the problem under examination by concentrating on a particular case.

## II. METHODOLOGY

The methodology of this study includes the research design, respondents, research locale, sampling procedure, research instrument, data-gathering process, and the statistical treatment of the findings. A descriptive research design was employed, which aims to systematically and accurately describe the population, situation, or phenomenon without manipulating any variables. This approach answers questions related to what, where, when, and how, focusing on observation and measurement (Baek & Yang, 2023).

The study's respondents comprised 50 business education teachers, teaching various business-related

subjects at both the college and senior high school levels. The research was conducted in different schools offering business courses in Cabanatuan City, Nueva Ecija, and Novo Ecijanans are the respondents (Subia, Mangiduyos & Turgano, 2020). To select the respondents, a quota sampling procedure was used. This non-probability sampling method involves selecting participants based on predefined quotas or characteristics such as age, educational attainment, and years of service, ensuring a representative sample of the population.

The research instrument utilized was a Likert-scale model questionnaire, which evaluated the impact of limited teacher training on pedagogical techniques used in business education. Data collection was carried out among the 50 business education teachers in Barangay Bitas, Cabanatuan City, with the responses being confidentially gathered and analyzed. Frequency and Likert scale were the statistical tools that were utilized in this study.

## III. RESULTS AND DISCUSSION

### IMPACTS OF LIMITED PEDAGOGICAL APPROACHES

Table 1. Instructions

INSTRUCTIONS	Weighted Mean	Verbal Description
1. The limited range of pedagogical approaches restricts the variety of instructional methods available to deliver course content effectively.	3.16	Agree
2. Students receive a less engaging and interactive learning experience due to limited instructional strategies.	2.98	Agree
3. The diversity of students' learning styles is not adequately addressed when pedagogical approaches are limited.	3.10	Agree
4. Limited pedagogical approaches hinder the ability of instructors to adapt instructions to students' individual needs.	2.78	Agree
5. The effectiveness of instructional delivery is compromised by the lack of diverse pedagogical techniques.	3.22	Agree
<b>Overall Weighted Mean</b>	3.05	Agree

The results show that respondents generally agree that a lack of different pedagogical approaches has a major impact on how effectively education is delivered, with the highest mean score of 3.22 expressing worries about this issue. On the other hand, the lowest mean score of 2.78 highlights the unique difficulty of customizing training to fit the needs of each individual student, indicating that this area needs immediate attention. The range of results highlights varying degrees of worry over engagement and adaptability in teaching approaches, even though there is general agreement on the shortcomings of existing educational strategies. The results show that respondents generally agree that a lack of different pedagogical

approaches has a major impact on how effectively education is delivered, with the highest mean score of 3.22 expressing worries about this issue.

The findings reveal a general agreement that limited pedagogical approaches lead to a narrower range of assessment methods, as indicated by the highest mean score of 3.00, which highlights the reliance on traditional testing methods that may not accurately reflect student learning. Conversely, the lowest mean score of 2.32 suggests that there is some disagreement about whether restricted assessment strategies prevent comprehensive evaluation of student's understanding and mastery of content.

Table 2. Assessments

ASSESSMENTS	Weighted Mean	Verbal Description
1. Limited pedagogical approaches result in a narrower range of assessment methods being used.	2.56	Agree
2. Students' understanding and mastery of content are not comprehensively evaluated due to restricted assessment strategies.	2.32	Disagree
3. The ability to assess higher-order thinking skills is diminished when assessment methods are limited.	2.54	Agree
4. Limited assessment approaches lead to a reliance on traditional testing methods, which may not reflect true learning.	3.00	Agree
5. Students receive less constructive feedback on their performance due to a lack of diverse assessment techniques.	3.02	Agree
<b>Overall Weighted Mean</b>	2.69	Agree

Table 3. Classroom Management

CLASSROOM MANAGEMENT	Weighted Mean	Verbal Description
1. Limited pedagogical approaches negatively impact the ability to manage classroom dynamics effectively	2.18	Disagree
2. The diversity of classroom management strategies is reduced due to limited teaching methods.	1.44	Strongly Disagree
3. Students' engagement and participation in class are adversely affected by the lack of varied pedagogical approaches.	2.60	Agree
4. Handling disruptive behaviors becomes more challenging when classroom management techniques are not varied.	2.74	Agree
5. The overall classroom environment suffers due to the limited range of pedagogical strategies available to teachers.	2.50	Agree
<b>Overall Weighted Mean</b>	2.29	Disagree

According to the overall weighted mean of 2.29 and the particularly low score of 1.44 for reducing different management tactics, the results show widespread disagreement with the idea that limited pedagogical approaches greatly impair effective classroom management. Nonetheless, a mean score of 2.60 indicates that there is a consensus that a lack of diverse teaching strategies has a detrimental effect on student participation and engagement.

#### IV. CONCLUSIONS

The following are concluded based on the findings of the study:

1. There is a strong consensus on the negative impact of limited pedagogical approaches on educational effectiveness, particularly highlighted by the highest mean score of 3.22.

2. The respondents agree that limited assessment methods narrow evaluation techniques, the disagreement on

whether these methods hinder comprehensive understanding suggests variability in perceptions.

3. The extent to which limited pedagogical approaches affect classroom management, there is recognition of their detrimental effect on student engagement, as shown by a mean score of 2.60.

#### RECOMMENDATION

To enhance educational effectiveness, it is crucial to adopt a variety of pedagogical methods, as there is a strong consensus on their positive impact (Croes & Vermeulen, 2021). Additionally, implementing a wider range of assessment techniques can address the limitations of current practices and the variability in perceptions regarding their effectiveness in fostering comprehensive understanding. Finally, recognizing the detrimental effects of limited pedagogical approaches on student engagement, educators should prioritize innovative classroom management strategies to boost participation and improve learning outcomes.

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