

Educational Practices between Bansomdejchaopraya Rajabhat University and Lipa City Colleges: A Comparative Study

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Abstract

The study determined the difference between the educational practices of Lipa City Colleges (LCC) and Bansomdejchaopraya Rajabhat University (BSRU) such as their educational goals and objectives, their partnership with the community and with other schools, their services to their students, their financial resources, their facilities and laboratories, and lastly, their teachers' strategies and methodologies in teaching.

The research design used in the study was the descriptive research design. Selected administrators and students of both schools were utilized as the respondents of the study. The researcher used the total enumeration as a technique to arrive at this figure. The respondents from LCC were composed of 165 students and 39 administrators while the respondents from BSRU were composed of 52 students and 59 administrators. The researcher used the Sloven's Method, and the stratified sampling technique to arrive at the needed number of student-respondents.

Majority of the LCC respondents perceived that there is very great extent in terms of implementation of the Educational Goals and Objectives, Linkages, Students Services and Processes, Educational Economy and Teaching Strategies and Methodologies while the perception of the BSRU respondents is great extent respective to the said Educational Practices.

On the other hand, the perception of the respondents of both school in terms of implementation in their Facilities and Laboratories is a great extent.

The perceptions of the two-groups of respondents have high significant differences in terms of educational goals and objectives, linkages, student services and processes, educational economy and teaching strategies and methodologies while have significant difference in terms of facilities and laboratories.

Keywords: Educational practices, Bansomdejchaopraya Rajabhat University, Lipa City Colleges

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Introduction

Comparative education is a discipline in the Social Sciences that involves the analysis and comparison of educational systems, such as those in different countries. People in this field are interested in developing meaningful Methodologies, Strategies and Standards for education worldwide, improving educational systems and creating a framework for assessing the success of education programs and initiatives. It is designed to provide students with challenging coursework related to international and transcultural dimensions of education. It also provides advanced preparation for professional careers in a wide range of teaching, policy and evaluation, administrative, and research roles (Cortina 2008).

Educators and policymakers have become increasingly aware of the importance of understanding the educational practices of other nations for a number of reasons: (1) to assess the relative standing of their own education outcomes as an indicator of global economic competitiveness; (2) to learn from other nations' policies and educational practices in order to improve their own; and (3) to understand their own strengths and weaknesses in relation to other nations in order to identify areas of improvement.

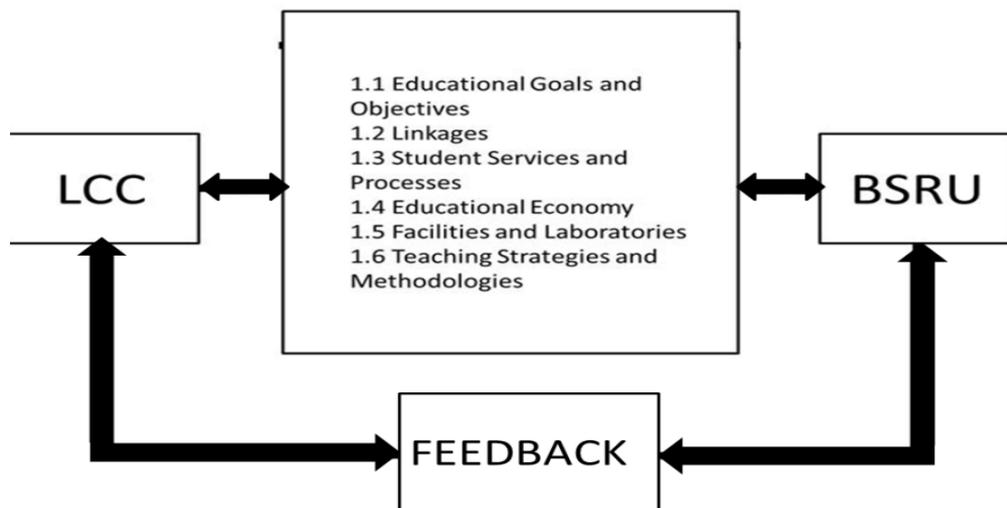


Table 1 Conceptual Framework

Research objectives

The study attempts to find out the Educational Practices between Bansomdejchaopraya Rajabhat University and Lipa City Colleges it specifically aims to answer the following research questions:

1. What is the extent of implementation of the Educational Practices of the two schools in terms of: Educational Goals and Objectives, Linkages, Student Services and Processes, Educational Economy, Facilities and Laboratories, and Teaching Strategies and Methodologies?

2. Is there a difference on the educational practices of two schools within the aforementioned areas?
3. What educational practices from the two schools may be adopted for further improvement?

Research Methodology

The purpose of this study is to identify which of the Educational Practices being implemented by the two schools may be adopted by both of them for their further improvement. In order to achieve this purpose, the researchers use the quantitative research design.

1 Research Design

It is appropriate to use the quantitative design because it aims to determine the relationship between one thing and another in a population. In addition, it is a design which can statistically measure and evaluate the reactions of a great number of people through a limited set of questions and standardized answer categories. Through the use of such design, more accurate results will be gathered and the hypothesis of the researchers will be answered accurately.

Quantitative research is a reality based on objectivity. Descriptive method is a type of research that assessed an existing condition pertaining to the nature of a group of persons, a number of objects or class of events. Its scientific process began with the description, based on observation, of an event or events, from which theories may later be developed to explain the observations. In psychology, techniques used to describe behavior include case studies, surveys, naturalistic observation, interviews, and psychological test. This method will help the researchers find out the extent of implementation of the Educational Practices between LCC and BSRU.

In the researchers' viewpoint, the quantitative research design and method is appropriate to be used in their study as it will enable them to gather the perspectives of their respondents on specific categories regarding the present study. Though the said research design is limited only to the questions provided by the researchers, it can yet reveal precise and accurate results. It is appropriate to use such design in the said study because it will enable the researchers in gathering data easily and also enable the respondents in answering the questionnaire provided to them at a short period of time.

2 Population

The respondents of the study were the students and the administrators of Lipa City Colleges and Bansomdejchaopraya Rajabhat University from SY 2014-2015. The research design used in the study was the descriptive research design.

The respondents from LCC were composed of 165 students and 39 administrators while the respondents from BSRU were composed of 52 students and 59 administrators. The researcher used the Sloven's Method, and the stratified sampling technique to arrive at the needed number of student-respondents.

Institution	Total population	% of error	Students	Administration
LCC	2, 210	7.5%	165	39
BSRU	22, 646	7.5%	176	59

Table 2 Student-respondents

3 Research Instrument

The instrument used in this study was a survey questionnaire aligned with the objectives of the research work. The questionnaire was divided into six parts about the educational practices of the two schools. The six parts or educational practices of the survey questionnaire are Educational Goals and Objectives, Linkages, Student Services and Processes, Educational Economy, Facilities and Laboratories, and Teaching Strategies and Methodologies. Since the respondents from BSRU are more familiar in their language, the survey questionnaire which was written in the English language was translated into the Thai language for more precise response.

4 Data Gathering Procedure

Following the Memorandum of Understanding (MOU) between BSRU and LCC is the Memorandum of Agreement (MOA) wherein research agenda were drafted and agreed upon by the Research Directors of LCC and BSRU. The researchers then sent a formal letter to both institution directors asking their permission and approval to conduct a survey among their students and administrators who served as their respondents. The respondents from LCC and BSRU were surveyed by the researchers of the study.

The data gathered were placed in the tables with complete number and title to identify the content of a particular illustration. The arrangement of the data in the table facilitated computation or analysis and interpretation. The researchers used the following tools:

1. Frequency Distribution. Data were presented in frequency form to show the distribution of the responses from the respondents in a particular question.
2. Ranking. This was used to establish the order of responses of the respondents and to determine the position of the significance of each item. The ranks were based on the weighted mean and were scored in a descending order of magnitude, where the highest mean was ranked 1, the second highest was ranked 2, so on and so forth.
3. Weighted Mean. This was used to determine the extent of implementation of the different educational practices of the two schools. The rating was categorized into the very great extent, great extent, moderate extent, less extent, no extent.
4. T-test. This was used to determine the difference between the educational practices between BSRU and LCC.

Research Results

Based on the data gathered, the following are the important findings of the study.

1. Extent of implementation of the Educational Practices of the LCC and BSRU in terms of:

1.1. Educational Goals and Objectives

Based on the result of the study, most of the respondents from LCC perceived that there is a very great extent in the implementation of the educational goals and objectives in their school while the respondents from BSRU perceived that there is only a great extent in the implementation of it in their school.

Extent of Implementation of the Educational Practices of BSRU and LCC In Terms of Educational Goals and Objectives

Items	BSRU			LCC		
	WM	VI	R	WM	VI	R
1. The institution has stated its vision, mission, goals, objectives, or values clearly.	4.04	GE	1	4.61	VGE	1
2. The students and staffs know and understand the goals and objectives of the school.	3.74	GE	5	4.39	VGE	4
3. The Academic and Non-Academic program is aligned with the overall institutional mission and vision	3.84	GE	4	4.23	VGE	6
4. The institution clearly specifies the goals and objectives of each program	3.93	GE	3	4.55	VGE	2
5. The institution directly describes what the students will be able to do upon the completion of the course	3.99	GE	2	4.25	VGE	5
6. Expert peers or professional bodies review the relevance and quality of school policies and plans	3.72	GE	6	4.41	VGE	3
Composite Mean	3.88	GE		4.41	VGE	

Legend: VGE = Very Great Extent

GE = Great Extent

R = Rank

WM = Weighted Mean

VI = Verbal Interpretation

Table 3 In terms of educational Goals and Objectives

1.2. Linkages

The result showed that there is very great extent in terms of implementation of linkages of LCC especially in the perception of “The institution accommodates international programs of different cultures”, “The institution has good partnerships with other educational sub-sectors to enhance the quality of education in the country

and region”, “The institution has established linkages to promote international partnerships”, “The institution disseminates information through engagement activities to the local community”, “The institution has a policy and procedure in place for engaging with the local community or society in general”, and “Students are required to engage with communities through their academic work” while there is only great extent in terms of “The institution encourages departments and staff to develop and implement strategies for community engagement”, “The institution makes its facilities available (where possible) to the local community in support of community and socio-economic development activities” and “The institution offers international exchange programs to their students”.

Meanwhile, the respondents of BSRU perceive that there is great extent in all perspective about the implementation of their school in terms of Linkages.

**Extent of Implementation of the Educational Practices of BSRU and LCC
In Terms of Linkages**

Items	BSRU			LCC		
	WM	VI	R	WM	VI	R
1. The institution has a policy and procedure in place for engaging with the local community or society in general	3.78	GE	6	4.26	VGE	6
2. The institution encourages departments and staff to develop and implement strategies for community engagement	3.83	GE	4	4.16	GE	7.5
3. Students are required to engage with communities through their academic work	3.81	GE	5	4.67	VGE	1
4. The institution disseminates information through engagement activities to the local community	3.76	GE	7	4.55	VGE	2
5. The institution makes its facilities available (where possible) to the local community in support of community and socio-economic development activities	3.75	GE	8	4.16	GE	7.5
6. The institution has established linkages to promote international partnerships	3.91	GE	3	4.37	VGE	4
7. The institution has good partnerships with other educational sub-sectors to enhance the quality of education in the country and region	3.92	GE	2	4.48	VGE	3
8. The institution offers international exchange programs to their students	4.00	GE	1	4.15	GE	9
9. The institution accommodates international programs of different cultures	3.65	GE	9	4.36	VGE	5
Composite Mean	3.82	GE		4.35	VGE	

Legend: VGE = Very Great Extent
GE = Great Extent
R = Rank

WM = Weighted Mean
VI = Verbal Interpretation

Table 4 In terms of Linkages

1.3. Student Services and Processes

The LCC-respondents assessment in terms of Student Services and Processes, the item items “The staff at the on-campus health center is a registered health physician” and “The institution exposes students to varied activities for the development of their

habits, abilities, skills, and right attitude”, “The institution has developed quality assurance policies and procedures ensuring that appropriate safety measures for the students are in place” were all rated to the very great extent. Meanwhile, the three least items were on “The institution provides appropriate number of classrooms among the students making each room conducive to learning”, “The institution provides technology-oriented classrooms among the students” and “The institution provides sufficient learning/ studying area for students” were all assessed to the great extent.

On the other hand, the respondents of BSRU assessed all items to the great extent and their assessments in 16 perceptions are consistent.

**Extent of Implementation of the Educational Practices of BSRU and LCC
In Terms of Students Services and Processes**

Items	BSRU			LCC		
	WM	VI	R	WM	VI	R
1. Student receives services, including academic support and counseling services	3.94	GE	4.5	4.18	GE	10
2. The institution sees to it that the facilities are well managed and well maintained	3.80	GE	10.5	4.18	GE	10
3. The institution allows students to access available computer facility and laboratory	4.03	GE	1	4.18	GE	10
4. The institution provides sufficient learning/ studying area for students	3.85	GE	7	3.78	GE	16
5. The institution provides an up-to-date library to support the academic learning needs of the students	3.99	GE	2	4.01	GE	12
6. The resources that the students need from the university's library are easy to obtain	3.94	GE	4.5	4.37	VGE	7
7. The institution has developed quality assurance policies and procedures ensuring that appropriate safety measures for the students are in place	3.89	GE	6	4.59	VGE	3
8. The staff at the on-campus health center is a registered health physician	3.65	GE	13.5	4.60	VGE	1.5
9. The institution's health center has the facilities to ensure that they provide and support the right nutritional needs of its students	3.56	GE	16	3.94	GE	13
10. The institution provides and posts specific steps to follow for the student's admission processes	3.60	GE	15	4.52	VGE	5
11. The institution provides before or on time announcements to the students through posters or through online communications	3.70	GE	12	4.55	VGE	4
12. In the sense of religious phase, the institution provides a place with ambiance for comfort and reflection which will help them develop emotionally and spiritually	3.65	GE	13.5	4.35	VGE	8
13. The school provides students different trainings and activities on leadership and fellowship	3.80	GE	10.5	4.44	VGE	6
14. The institution exposes students to varied activities for the development of their habits, abilities, skills, and right attitude	3.95	GE	3	4.60	VGE	1.5

Table 5 In terms of Students Services and Processes

1.4. Educational Economy

LCC-respondents rated the item “The institution provides financial support to deserving students (institutional bursaries and/or scholarships)”, “Information about financial aid and criteria for its allocation is provided to students and other stakeholders” and “Clearly specified budgetary procedures are in place to ensure allocation of resources reflects the vision, mission and goals of the institution” to the very great extent. On the other hand, the items “The institution has access to sufficient financial resources to achieve goals in line with its budget and student unit cost”, “The institution publishes income and expenditure statements” and “The institution allocates sufficient funds to support different activities” have respectively similar ratings of to the great extent.

Meanwhile, the respondents of BSRU adjectively rated as to the great extent all the said perspective about Educational Economy of their school.

**Extent of Implementation of the Educational Practices of BSRU and LCC
In Terms of Educational Economy**

Items	BSRU			LCC		
	WM	VI	R	WM	VI	R
1. The institution has access to sufficient financial resources to achieve goals in line with its budget and student unit cost	3.63	GE	3.5	4.07	GE	4
2. Clearly specified budgetary procedures are in place to ensure allocation of resources reflects the vision, mission and goals of the institution	3.60	GE	5	4.21	VGE	3
3. The institution provides financial support to deserving students (institutional bursaries and/or scholarships)	3.79	GE	1	4.76	VGE	1
4. Information about financial aid and criteria for its allocation is provided to students and other stakeholders	3.74	GE	2	4.34	VGE	2
5. The institution publishes income and expenditure statements	3.59	GE	6	3.99	GE	5
6. The institution allocates sufficient funds to support different activities	3.63	GE	3.5	3.85	GE	6
Composite Mean	3.66	GE		4.20	VGE	

Legend: VGE = Very Great Extent
GE = Great Extent
R = Rank

WM = Weighted Mean
VI = Verbal Interpretation

Table 6 In terms of Educational economy

1.5. Facilities and Laboratories

The LCC-respondents assessed the library and clinic as to the very great extent while they rated the sports and recreational facilities, language laboratories and rest as to the great extent. And the least was on canteen as to the moderate extent.

On the other hand, the result of the study showed that the library, classrooms, and staff offices have ratings of to the great extent for the respondents from BSRU. On the contrary, restrooms, student lounge and canteen rated as to the moderate extent.

**Extent of Implementation of the Educational Practices of BSRU and LCC
In Terms of Facilities and Laboratories**

Items	BSRU			LCC		
	WM	VI	R	WM	VI	R
1. Classrooms	3.90	GE	2	3.62	GE	7.5
2. Restrooms	3.32	ME	9.5	3.53	GE	10
3. Canteen	3.27	ME	11	3.29	ME	11
4. Library	4.09	GE	1	4.24	VGE	1
5. Students Lounge	3.32	ME	9.5	3.62	GE	7.5
6. Clinic	3.55	GE	4	4.23	VGE	2
7. Audio-Visual Rooms	3.49	GE	6	4.17	GE	4
8. Science Laboratories	3.47	GE	7	3.68	GE	6
9. Language Laboratories	3.51	GE	5	3.60	GE	9
10. Staff Offices	3.83	GE	3	4.14	GE	5
11. Sports and Recreational Facilities	3.41	GE	8	4.18	GE	3
Composite Mean	3.56	GE		3.85	GE	

Legend: VGE = Very Great Extent WM = Weighted Mean GE = Great Extent
 VI = Verbal Interpretation ME = Moderate Extent R = Rank

Table 7 In terms of Facilities and Laboratories

1.6. Teaching Strategies and Methodologies

The respondents from LCC, the, “Employ variety of teaching strategies and methodologies to develop the multiple intelligences of students” and “Diverse teaching aids and materials are utilized by the teacher to arouse creative thinking of students”, “Teachers are using innovative teaching and learning materials for their students” and “Teachers provide the students with profound understanding of the subject matter being taught” rated as to the very great extent. Meanwhile, the least, on “Staff teaching on the program has the appropriate type and level of qualification”, “Student progress is monitored throughout the program and feedback is provided to them” and “A clear strategy is in place to identify the learning materials needed to support program delivery” was rated as to the great extent.

For the respondents from BSRU, the item “Teachers motivate students to engage actively in learning activities”, “Staff teaching on the program has the appropriate type and level of qualification” and “ The teaching strategies have been designed with the purpose of engaging students both intellectually, ethically and practically” were

all described as to the great extent. On the other hand, ranked 15th was on “Teachers give assignments that strengthen the skills and knowledge of their students” and also an interpretation of to the great extent. On contrary, “Employ variety of teaching strategies and methodologies to develop the multiple intelligences of students” and “Teaching is based on clear learning outcomes which are consistent with program and course aims” interpreted of to the moderate extent.

Extent of Implementation of the Educational Practices of BSRU and LCC in Terms of Teaching Strategies and Methodologies

Items	BSRU			LCC		
	WM	VI	R	WM	VI	R
1. Staff teaching on the program has the appropriate type and level of qualification	3.88	GE	2	4.32	VGE	15.5
2. Teaching is based on clear learning outcomes which are consistent with program and course aims	3.11	ME	17	4.42	VGE	8
3. A clear strategy is in place to identify the learning materials needed to support program delivery	3.52	GE	9.5	4.00	GE	17
4. The teaching strategies have been designed with the purpose of engaging students both intellectually, ethically and practically	3.85	GE	3	4.57	VGE	5
5. Employ variety of teaching strategies and methodologies to develop the multiple intelligence of students	3.38	ME	16	4.64	VGE	1
6. Diverse teaching aids and materials are utilized by the teacher to arouse creative thinking of students	3.57	GE	8	4.63	VGE	2
7. Learning materials have been clearly presented in line to its learning aims	3.50	GE	11	4.37	VGE	14
8. Teachers are using innovative teaching and learning materials for their students	3.52	GE	9.5	4.61	VGE	3.5
9. Student progress is monitored throughout the program and feedback is provided to them	3.49	GE	12.5	4.32	VGE	15.5
10. Teachers motivate students to engage actively in learning activities	3.99	GE	1	4.41	VGE	9
11. Teachers give assignments that strengthen the skills and knowledge of their students	3.45	GE	15	4.40	VGE	11
12. Teachers connect the subject to their daily life	3.72	GE	6.5	4.51	VGE	7
13. Questions stimulate higher order thinking skills	3.74	GE	5	4.40	VGE	11
14. Assessment is used as an integral part of the teaching and learning process and seeks to ensure that students have mastered specific outcomes	3.72	GE	6.5	4.40	VGE	11
15. Teaching has direct and smooth transitions and continuity throughout the day	3.49	GE	12.5	4.24	VGE	

Table 8 In terms of Teaching strategies and methodologies

2. Difference on the educational practices of two institutions within the aforementioned areas.

The data showed that the computed t-values for educational goals and objectives, linkages, students' services and processes, educational economy, teaching strategies and methodologies exceeded both the critical values at 0.05 and 0.01 levels of significance with the indicated degrees of freedoms, thus rejecting the null hypothesis.

These safely implied that the perceptions of the two groups of respondents have high significant differences in terms of educational goals and objectives, linkages, student services and processes, educational economy and teaching strategies and methodologies

In addition, the computed t-value for facilities and laboratories exceeded only the critical t-value at 0.05 levels of significance with the indicated degrees of freedom thus rejecting the null hypothesis. This safely concluded that the perceptions of the two groups of respondents in terms of facilities and laboratories have a significant difference.

Difference on the Educational Practices of BSRU and LCC on the Aforementioned Variables

Variables	Mean		Diff.	df	LS	Crit. t-value	T-value	Decision	Int.
	BSRU	LCC							
1. Educational Goals and Objectives	3.88	4.41	-0.53	10	0.05 0.01	1.812 2.764	-6.386	Reject Ho	HS
2. Linkages	3.82	4.35	-0.53	16	0.05 0.01	1.746 2.583	-7.465	Reject Ho	HS
3. Student Services and Processes	3.81	4.25	-0.44	30	0.05 0.01	1.697 2.457	-5.432	Reject Ho	HS
4. Educational Economy	3.66	4.20	-0.54	10	0.05 0.01	1.812 2.764	-4.000	Reject Ho	HS
5. Facilities and Laboratories	3.56	3.85	-0.29	20	0.05 0.01	1.725 2.528	-2.197	Reject Ho	S
6. Teaching Strategies and Methodologies	3.60	4.43	-0.83	32	0.05 0.01	1.694 2.454	-12.388	Reject Ho	HS

Table 9

Conclusions

From the different findings of the study, the following conclusions were drawn:

1. Majority of the LCC respondents perceive that there is very great extent in terms of implementation of the Educational Goals and Objectives, Linkages, Students Services and Processes, Educational Economy and Teaching Strategies and Methodologies while the perception of the BSRU respondents is great extent respective to the said Educational Practices. On the other hand, the perception of the respondents of both school in terms of implementation in their Facilities and Laboratories is a great extent.
2. The perceptions of the two groups of respondents have high significant differences in terms of educational goals and objectives, linkages, student services and processes, educational economy, and teaching strategies and methodologies except in terms of facilities and laboratories which have a result of significant difference.
3. There were different educational practices that could be adopted of LCC from BSRU based on the findings such as thorough discussion of the school's goals and objectives among the students, offer more international exchange, equipped the school with computer laboratory and allow students to use them, allocates sufficient funds to support the activities of students, provide conducive studying area for the students and motivate students in engaging actively in learning activities.

Likewise, BSRU could also some educational practices that could be adopted from LCC such as conducting orientation programs about the school's goals and objectives, perform extension programs within the community, include different activities in the teaching process, offer scholarship programs to the students through establishing relationship with other private and public individuals and groups, provide appropriate number of classrooms for the students, and lastly, employ variety of teaching strategies and methodologies inside and outside the classroom.

Variables	Mean	
	BSRU	LCC
1. Educational Goals and Objectives	3.88	4.41
2. Linkages	3.82	4.35
3. Student Services and Processes	3.81	4.25
4. Educational Economy	3.66	4.20
5. Facilities and Laboratories	3.56	3.85
6. Teaching Strategies and Methodologies	3.60	4.43

Table 10

Recommendations

1. The Administrators and teachers should align the non-academic and academic program with the overall institutional vision and mission. Each goal and objectives of each Department would suffice the institutional vision and mission through reviewing

handbooks and make some changes for the school have a great extent of implementation of it.

2. Experts must review the relevance and quality of learning achieved by the students through the assessment of students learning and analysis of the learning outcomes. The major examination is taken by and National Achievement of the students may use as the basis of analysis.

3. The institution leaders should introduce some international programs according to its level that will catch the interest of their students. The teachers must also give an equal opportunities to all students to join the international exchange programs and give an orientation that explain clearly its purposes and importance of the program.

4. The school facilities like restroom, canteen, and student's lounge also need to be considered in meeting the need of students. Administrators must also improve it to be convenient by the extent implementation of maintenance into it. In addition, the school must have an appropriate and proper implementation of the program for the improvement of the said facilities considering that these were the least item in findings of the study.

5. Teachers must attended different seminars about teaching strategies and methodologies for them to have a clearer strategy in teaching to identify what learning materials will be needed in supporting the delivery of the program.

6. Teachers must have clearer learning outcomes for the students to know what they will achieve at the end of the course through having a deeper discussion of these outcomes before the discussions. It may done also through the KWL chart which is what students know, what the students want to know and what students learned.

7. The administrators and students of BSRU must perform more quantitative researches for them to be more inclined and more accustomed to it.

8. Other related studies should be conducted in line with the use of the same perspective in wider scope to see its reliability and applicability.

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