

# Instructional Competence of Business and Management Instructors vis-à-vis Students Expectations towards Quality Teaching

Dr. Peter O. Tulio, Prof. Joan D. Arlanza, Prof. Elvira L. Bice, Prof. Alberto Rendor and Dr. Eric A. Matriano

**Abstract**—The teachers being central to the achievement of instructional goals and objectives should see to it that instructional competence and effectiveness is assured and learning output is maximized. The success and failure of the school program through quality teaching rests entirely on their hands.

This study assessed the instructional competence of college instructors handling professional business courses in the College of Business and Accountancy, Columban College, Inc. for the academic year 2016 – 2017 vis-à-vis the expectations of their students towards quality teaching.

The descriptive-survey of research was utilized with the total population of 17 full time and 12 part-time instructors teaching professional business courses and 140 randomly selected students enrolled in at least one professional business course. Data were gathered through survey-checklist, observation, performance evaluation results and interview. Percentage, Mean, Weighted Mean, and t-Test were used in the statistical analysis.

The instructors rated their mastery of the subject matter, effectiveness in their teaching skills, classroom management and assessment skills as evident while the students' expectations on teaching quality in terms of these variables were rated with high level of expectations.

Instructional competence in teaching professional business courses varied according to their position, highest educational attainment, number of years in teaching and attendance to trainings and seminars.

**Keywords**—instructional competence, quality teaching, students' expectations, business, management

## I. INTRODUCTION

It is a big factor in the academic achievement of the students the teacher's competencies, these are the teaching effectiveness, professional recognition and awards, membership and participation in professional organizations, scholarly abilities and creative productiveness, and university and community service[1].

Manuscript received September 27, 2017.

Dr. Peter O. Tulio, CPA is chairperson of the Accountancy Department of Columban College, Inc. and a member of Regional Quality Assurance Team of the Commission on Higher Education Region 3.

Prof. Joan D. Arlanza, MBA is full time professor in the College of Business and Accountancy, CCI

Prof. Elvira L. Bice, MBA is also a full time professor in CCI

Prof. Alberto Rendor, MBA is an entrepreneur and a part-time instructor of CCI.

Eric Agullana Matriano is the Dean and Research Coordinator of the College of Business and Accountancy, and a professor of Graduate School (e-mail: eryqm@yahoo.com).

Teachers are entrusted by the community to shoulder the crucial responsibility of shaping the present generation for the future through the process of teaching and learning. Teachers can act as trail blazers in the lives of learners and in the process of education for development. If the teachers acquire professional competencies and commitment and if they are enabled and empowered to perform their multiple tasks in the classroom as well as in the school and community in a genuinely professional manner, then the chain reaction can begin—starting with a sound teacher performance and culminating into high quality learning among increasingly more students in cognitive, affective and psychomotor domains of human development.[2]

A teacher occupies an important position and is a key element in the operations of the school system. Teacher's proficiency, knowledge, interest, devotion, commitment, dedication, professional training, attitude and personality make up matters and largely determine the quality of services provided by the teacher [3]. How a teacher teaches becomes a vital key in promoting effective teaching and learning to the students. The teachers themselves are given the obligation to mold students into learned, proficient, responsible and moral citizens of the country which is aligned with the aim of every educational institution that is to produce skilled and excellent graduates [4].

Teaching comprises of five processes which involve effective control over a certain area of reality that is essential to teaching [5]. The first one is to make and use knowledge. The teacher must understand what is meant by knowledge those methods or concepts one uses to organize life experiences and he must know how to instill this operational knowledge in students.

Competence gives the teacher the responsibility to present evidence of the achievement of the students. The question is how teachers perform, identifies the competencies and relate to overall performance of the students according to the capacity [6]. The essence of being an effective teacher lies in knowing what to do to foster students' learning and being able to do it. Meeting expectations of students from their teachers affect their overall perception of the learning process [7].

Quality teaching is primarily concerned with setting up a learning activity for each student which is successful in bringing about the type of learning the teacher intends. Quality teaching is thus crucially bound up with developments on both decision-making skills and action skills. Developing teaching competence therefore is as much about developing and

extending the type of decisions that teachers make about their own teaching as it is about the successful execution of those decisions.

In evaluating teacher's instructional competence, the use of student achievement as the basis to assess or evaluate teachers is one of the many approaches of teacher evaluation. Other approaches in evaluating teacher's instructional proficiencies include classroom observation, student ratings, peer ratings, principal/ HOD/ administrator ratings, self-rating, teacher interview, parent rating, competency tests, and other indirect measures.[8]

The researchers believed that one of the main factors affecting the students' academic performance and interest in the subject is meeting the expectations they set for the teachers. Their perception of quality teaching is measured based on their expectations of what good or competent teachers should be.

## II. OBJECTIVE OF THE STUDY

This study assessed the instructional competence of college instructors handling business and management courses in the College of Business and Accountancy, Columban College, Inc. for the academic year 2016 – 2017 vis-à-vis the expectations of their students towards quality teaching.

The profile of the college instructors were considered to include: age, gender, teaching rank, highest educational attainment, eligibility, number of years in teaching, and number of seminars/trainings attended for the last three years. Their teaching competence in teaching is measured in terms of their mastery of the subject matter, teaching skills, classroom management and discipline, and assessment skills. The students also assessed what they expect from their teachers to consider quality teaching.

## III. METHODOLOGY

The descriptive-survey of research was utilized with the total population of 17 full time and 12 part-time instructors teaching professional business courses and 140 randomly selected students enrolled in at least one professional business course.

Data were gathered through survey-checklist, observation, performance evaluation results (rated by the Dean, Department Head and students) and interview. Percentage, Mean, Weighted Mean, and t-Test for two independent samples were used in the statistical analysis.

## IV. RESULTS AND DISCUSSION

### A. Profile of the College Instructors

The mean age is 48 years old; 65% were male; and 28% finished Doctor of Education and Doctor of Philosophy in Business Management, and 65% Masters in Business Administration. Only 3 or 10% have licensed in teaching, 8 or 28% were CPA's, 2 or 7% passed the Board Exam for Lawyers.

The mean years in teaching is 13 years and almost 95% of the faculty have attended at least 3 seminars and trainings related to their field of specialization and teaching for the last three years.

### B. Assessment of Instructional Competence

The level of instructional competence of the college instructors teaching business and management courses based on the overall performance rating of their respective department heads/coordinators, the Dean and the teachers themselves are presented as follows:

#### 1. Mastery of the Subject Matter

The college instructors reflect mastery of the entire subject he/she teaches as evidenced by how he/she control the process of learning, manifest confidence and firmness in every information being given in class, shows a full grasp of the lesson taught each day, and explains the lesson by citing relevant examples and situations. They are only good in making difficult parts of the lesson easy to understand The overall weighted mean rating is 3.95 with a description rating of "Very Good."

Teachers should identify practical applications of concepts, use practical experiences and applications to make connections between concepts and 'real world' experiences in ways that enrich understanding of concepts, and show how knowledge of one set of concepts forms the foundation for learning about other concepts [9].

Teacher must have a thorough grasp of the subject he teaches. Effective learning demands that the teacher must possess a solid knowledge of his/her subject. A well trained and certificated teacher must show evidence of mastery of the subject matter [10]. Teacher knowledge must be of two fold nature. A good teacher must first possess a wide general knowledge and within the confines of this general knowledge, a sound understanding of the subject he is to teach in the classroom[11].

A good teacher must be well knowledge versed in his area of specialization. He must know which to teach, when to teach and how to teach. The quantity and quality of the teacher's knowledge will give the teacher enough material and confidence to teach effectively [12]. Knowledge of the subject matter is a definite factor in successful teaching. Lack of it may cause narrow views or bluffing on the part of the teacher and distrust on the part of students [13].

One the other hand, present-day teaching demands that a teacher must possess a general understanding of other branches of knowledge. If a teacher expects to help children understand and appreciate the world they live in, he must understand the interrelation and interdependence of the various areas of knowledge. He must be able to show his subject fields, particularly in the solution of life's problems. Furthermore, children at present have a wide range of interests, background, experiences and abilities [14]. The teacher must know about truth and fallacy, about evidence and bias, and about the nature of theory. He needs to know what scholarly inquiry is, how knowledge is produced, held, used, and made obsolete. Because he will have to help students about scholarly discipline by practicing these disciplines with them, he needs to know what it means to practice scholarship [15].

Therefore, general understanding of other branches of knowledge must be acquired by the teacher to help students build the knowledge by putting it into the context of the learners.[16]

TABLE I:  
LEVEL OF COMPETENCE IN THE MASTERY OF THE SUBJECT MATTER

Mastery of the Subject Matter	Level of Competence	
	WX	DR
1. Manifest confidence and firmness in every information being given in class.	4.01	Very Good
2. Makes difficult parts of the lesson easy to understand.	3.23	Good
3. Explains the lesson by citing relevant examples and situations.	4.00	Very Good
4. Defines important terms in the lesson readily.	3.93	Very Good
5. Relates subject matter to previous topics and other areas of interest.	3.84	Very Good
6. Is able to relate lessons to other subjects and fields.	3.92	Very Good
7. Answers questions raised by learners clearly with confidence.	3.78	Very Good
8. Cites current and timely information about the subject matter being discussed.	3.91	Very Good
9. Shows a full grasp of the lesson taught each day.	4.00	Very Good
10. Reflects mastery of the entire subject he/she teaches as evidenced by how he/she control the process of learning.	4.12	Very Good
<b>Overall</b>	<b>3.95</b>	<b>Very Good</b>

2. *Teaching Skills*

The respondents were rated very good in using language effectively in expressing ideas in class discussions, in utilizing activities that are helpful for students to understand the lesson, in utilizing instructional materials that sustain students’ attention in achieving teaching objectives, and in organizing and presenting subject matter clearly and coherently. They were good in presenting the lesson systematically and analytically, in encouraging the students to think and clarify lessons through effective questioning, and in using different teaching techniques, approaches and strategies to make the lessons interesting and meaningful. The overall weighted mean is 3.50 with a descriptive rating of “Very Good.”

To promote learning effectively, a teacher must know not only what, which is the subject matter, but also how which is the method to teach. It is only through teaching skills that a teacher can introduce creative and effective solutions to the problems of the students. Thus, a teacher can enhance the learning process.[17]

It was concluded that teaching skills was one of the significant correlating factors and predictors of effective classroom interaction. This is because no educational goals and objectives will be achieved where there is lack of good communication skills used by the teacher in the instruction. Therefore, effective classroom interaction could be influenced by the teacher’s skills.[18]

Teachers must always organize content for effective presentation, consider student attention span and learning styles when designing lessons, link learning objectives and activities carefully, develop objectives, questions, and activities that reflect higher and lower level cognitive skills

as appropriate for the content and the students, and explore student understanding by asking questions[19].

TABLE II:  
LEVEL OF COMPETENCE IN TEACHING SKILLS

Teaching Skills	Level of Competence	
	WX	DR
1. Organizes and presents subject matter clearly and coherently.	3.65	Very Good
2. Presents the lesson systematically and analytically.	3.22	Good
3. Uses language effectively in expressing ideas in class discussions.	3.86	Very Good
4. Encourages the students to think and clarify lessons through effective questioning.	3.20	Good
5.Adjusts teaching methods to students’ needs, interest and abilities.	3.48	Very Good
6. Uses different teaching techniques, approaches and strategies to make the lessons interesting and meaningful.	3.12	Good
7. Relates lesson to the existing conditions and real life situation convincingly.	3.58	Very Good
8. Utilizes instructional materials that sustain students’ attention in achieving teaching objectives.	3.66	Very Good
9.Is able to utilize activities that are helpful for students to understand the lesson.	3.70	Very Good
10. Motivates the students by asking questions effectively to develop critical thinking and creativity.	3.53	Very Good
<b>Overall</b>	<b>3.50</b>	<b>Very Good</b>

3. *Classroom Management and Discipline*

The instructor-respondents were rated very good in establishing authority in the classroom effectively by making students obey rules set forth, in starting learning activities on time, and in showing a great deal of patience towards disciplining the students. The overall weighted mean is 3.44 with descriptive rating of “Very Good.”

Classroom management is closely connected to, and often discussed in conjunction with, dealing with students’ misbehavior by disciplining [20]. It is the process of organizing and conducting a classroom to maximize learning by creating a learning environment that encourages positive social interaction, active engagement in learning and self-motivation [21]. It deals with identifying classroom problems and addresses suggestions for preventive strategies and practical solutions in response to the maintenance of the conducive learning environment for the students [22].

Classroom management and management of student conduct are skills that teachers acquire and hone over time. To be sure, effective teaching requires considerable skill in managing the myriad of tasks and situations that occur in the classroom. Skills such as effective classroom management are central to teaching and require common sense, consistency, a sense of fairness, and courage.

For teachers to be successful, they must have a profound knowledge of the learner. The nature of the child must be studied and understood by the teachers. They must realize that

children differ in bodily health, mental ability and temperament. A good teacher must take cognizance of the learners' psychological needs, adaptive behaviors and constraints [23]. The principle is that effective teaching and learning take place in well-managed classrooms. The inability of teachers to effectively manage the classroom environment and behavior often contributes to the low academic achievement of the students [24].

TABLE III:  
LEVEL OF COMPETENCE IN CLASSROOM MANAGEMENT AND DISCIPLINE

Classroom Management and Discipline	Level of Competence	
	WX	DR
1. Commands respect from students.	3.33	Good
2. Show a great deal of patience towards disciplining the students.	3.64	Very Good
3. Starts learning activities on time.	3.70	Very Good
4. Comes to class early and leaves on time.	3.24	Good
5. Makes every moment in class active and promoting fun about learning.	3.42	Very Good
6. Sustains students interest in the lesson and in the class discussion.	3.22	Good
7. Establishes authority in the classroom effectively by making students obey rules set forth.	3.82	Very Good
8. Makes the classroom safe and conducive learning environment.	3.44	Very Good
9. Makes the students behave according to how they are expected to.	3.28	Good
10. Is able to assist students in doing cooperative group tasks.	3.30	Good
<b>Overall</b>	<b>3.44</b>	<b>Very Good</b>

4. *Assessment Skills*

Based on the results, the instructors were very good in using different methods in evaluating students' learning aligned to the learning objectives such as oral performance, portfolio, project, hands-on, performance-based, etc. They were rated good in treating each student fairly in giving grades, in giving grades on the basis of students' actual performance and achievement, and in providing evaluative activities appropriate to students' abilities, interests and needs. The overall weighted mean is 3.24 with a descriptive rating of "Good."

As observed, instructor-respondents always monitor and assess student progress, suit instruction to students' achievement levels and needs, and know and understand students as individuals in terms of ability, achievement, learning styles, and needs. Also, they always participate in staff development training on how to respond to student needs and abilities and use a variety of grouping strategies.

If teachers expect to guide learning effectively, they must know how many children at various levels of maturity are capable of understanding that would determine the nature of the assessment and evaluation of the students [25]. The choice of assessment and evaluation of an effective teacher must accommodate and cater these differences. The nature of evaluating students influences what is learned and the degree of meaningful engagement by students in the learning process.

The process of evaluating students should be authentic, with feedback and opportunities for revision to improve rather than simply audit learning; the more general principle is that understanding how different assessments affect students. Therefore, tools to be used in evaluating students must be valid, fair, ethical, uses multiple methods, efficient and feasible.[26]

The purpose of evaluation as determining marks to be given based on the collected information from the students for evaluation is a process of making measurements and rendering judgment which also should be fair and realistic[27].

Evaluation must be considered as basic to guidance and must also be conceived in terms of the educational purpose of teaching and learning. Lastly, it must consider all aspects of school and community life that affect the growth of each student.[28]

TABLE IV:  
LEVEL OF COMPETENCE IN ASSESSMENT SKILLS

Assessment Skills	Level of Competence	
	WX	DR
1. Evaluates students' performance fairly and uses adequate and accurate standard measures of evaluation.	3.20	Good
2. Provides evaluative activities appropriate to students' abilities, interests and needs.	3.18	Good
3. Gives evaluation results, feedbacks and ratings that are well-deserved by the students.	3.28	Good
4. Utilizes evaluation results as a bases for improving instruction.	3.33	Good
5. Uses different methods in evaluating students' learning aligned to the learning objectives such as oral performance, portfolio, project, hands-on, performance-based, etc.	3.42	Very Good
6. Includes items in the tests that are based on the lesson objectives consisted with actual discussions, activities and classroom interactions.	3.21	Good
7. Gives grades on the basis of students' actual performance and achievement.	3.17	Good
8. Treats each student fairly in giving grades.	3.07	Good
9. Bases ratings according to criteria and standards.	3.25	Good
10. Allows students to rate their own performances in some of the activities in the class.	3.27	Good
<b>Overall</b>	<b>3.24</b>	<b>Good</b>

5. *Students Expectations towards Quality Teaching*

The expectations of the students on the competence of their instructors to achieve quality teaching is summarized in Table V. The students are looking for teachers who are knowledgeable of their subject matter and expert in terms of teaching skills. They highly expect that college instructors teaching business and management know how to manage classroom and discipline of students as well as on how to do appropriate, valid, reliable and fair assessment.

Teachers must be adept on the subject field that they intend to demonstrate. They must be aware that every bit of material

that they hand down to the students is accurate and precise. The set of teaching abilities that they have could greatly affect the way they present instructions. The classroom management of the teachers is also of immense impact, for the researchers believe that a great teacher also instills values and self-discipline to their students.

TABLE V: STUDENTS EXPECTATIONS TOWARDS QUALITY TEACHING

Indicators	Overall WX	DR
Mastery of the Subject Matter	4.75	Very Highly Expected
Teaching Skills	4.89	Very Highly Expected
Classroom Management and Discipline	4.15	Highly Expected
Assessment Skills	4.10	Highly Expected

#### 6. Significant Difference between the Level Instructional of Competence and Students' Expectations

In all the indicators, the null hypothesis was rejected. There are significant differences on the level of instructional competence among college instructors teaching business and management and students' expectations from their teachers towards quality teaching. The computed t-values in the mastery of the subject matter, was 6.74; in the teaching skills was 8.54; in classroom management and discipline was 5.79; and in assessment skills was 7.45. All these has a P-value of 0.000 which indicates that the results are all significant.

This suggests that the gaps with what the students are expecting from their instructors with that of the actual level of competence of the instructors were large enough and significant enough to be addressed.

#### V. CONCLUSIONS

Findings show that the college instructors teaching business and management courses have a very good level of instructional competence when it comes to mastery of subject matter, teaching skills and classroom management and discipline. They have a good level of competence in their assessment skills. However, students expectations were not met as to what they perceived to be quality teaching based on the characteristics of their instructors. Faculty development program to include seminars, training, workshops, mentoring and coaching are needed to further enhanced their instructional competence

#### ACKNOWLEDGMENT

The author acknowledges the Columban College Research and Publication Office, students of the BS Tourism Management who participated in the experiments, Columban College, Inc. for funding the study.

#### REFERENCES

- [1] Manual of Regulation for Private Schools, 2010
- [2] Narcisa, L. (2017). Instructional Competence of Grade 6 English Teachers: Basis for Training Program. (Unpublished Thesis: Columban College, Olongapo City)

- [3] Johnson, C. C. (2006). Effective Professional Development and Change in Practice: Barriers Science Teachers Encounter and Implications for Reform. *Schools Science and Mathematics*, 106, 150-161.
- [4] Muijs, D., & Reynolds, D. (2001). *Effective teaching: Evidence and Practice*. London: Paul Chapman Publishing.
- [5] Joyce, B. R., Weil, M. and Calhoun, E. (2008). *Models of teaching*. Boston: Allyn and Bacon Publishing.
- [6] Arthur, J. and Philips, A. (2002). *Issues in history teaching*. New York : Taylor & Francis e-Library
- [7] Kyriacou, C. (2001). *Essential teaching skills*. United Kingdom: Nelson Thornes Limited.
- [8] Joshua, M. T., Joshua, A. M., and Kritsonis, W. A. (2006). Use of student achievement scores as basis for assessing teachers' instructional effectiveness: Issues and research results. *National Forum of Teacher Education Forum*. Retrieved July 21, 2011, from <http://www.nationalforum.com/Electronic%20Journal%20Volumes/Joshua,%20Monday%20Use%20of%20Student%20Achievement.pdf>
- [9] Gallagher, J. T. (2000). Teaching for Understanding and Application of Science Knowledge, *School Science and Mathematics*, 100 (6): 310-318.
- [10] Ornstein, A. C., & Lunenburg, F. C. (2008). *Educational administration: Concepts and practices*. Thomson Higher Education.
- [11] Hindman, J. L. and Stronge, J. H. (2006). *The teacher quality index: A protocol for teacher selection*. Virginia USA: Association for Supervision and Curriculum Development
- [12] Quadri, K. (2004). *School organization and class management*. Oyo: Tobistic Publisher
- [13] Nem Singh, R. P., & Padilla, C. P. (2009). *Innovative teaching and evaluation*. Mandaluyong City, National Book Store
- [14] Ornstein, A. C., & Lunenburg, F. C. (2008). *Educational administration: Concepts and practices*. Thomson Higher Education.
- [15] Joyce, B. R., Weil, M. and Calhoun, E. (2008). *Models of teaching*. Boston: Allyn and Bacon Publishing.
- [16] Ornstein, A. C., Thomas J. & Lasley, I. (2000). *Strategies for effective teaching*. New York: McGraw-Hill.
- [17] Kyriacou, C. (2001). *Essential teaching skills*. United Kingdom: Nelson Thornes Limited.
- [18] McLendon, J. (2003). *This is teaching*. Illinois: Scott, Foresman and Co.
- [19] Peterson, K. D. (2000). *Teacher evaluation: A comprehensive guide to new directions and practices*. Second Edition. California: Corwin Press, Inc
- [20] Muijs, D., & Reynolds, D. (2005). *Effective teaching*. London: Sage Publications Ltd.
- [21] Lellough, R. D. (2003). *A resource guide for teaching K-12*. New Jersey: Merrill/Prentice Hall.
- [22] Goodrum, D., Hackling, M., and Rennie, L. (2001). *The Status and Quality of Teaching and Learning of Science in Australian Schools*. Canberra: Department of Education, Training and Youth Affairs, Commonwealth of Australia.
- [23] Jones, M. J., and Carter, G. (2007). *Science Teacher Attitudes and Beliefs*. In S. Abell and N. L. Lederman (Eds.), *Handbook of Research on Science Education*, (pp. 1067-1104). Mahwah, N. J.: Lawrence Earlbaum Associates.
- [24] Pajares, M. F. (1992). Teachers' Belief and Educational Research: Cleaning Up a Messy Construct. *Review of Educational Research*, 62(3), 307-332.
- [25] Ornstein, A. C., & Lunenburg, F. C. (2008). *Educational administration: Concepts and practices*. Thomson Higher Education.
- [26] Wiggins
- [27] Nem Singh, R. P., & Padilla, C. P. (2009). *Innovative teaching and evaluation*. Mandaluyong City, National Book Store
- [28] Lawless, K. and Pellegrino, J. (2007). Professional Development in Integrating Technology into Teaching and Learning: Knows, Unknowns, and Ways to Pursue Better Questions and Answers. *Review of Educational Research*, 77(4), 575-614.

## AUTHORS



Prof. Eric A. Matriano, Ed. D., Ph. D. is a graduate of Doctor of Education at Columban College, Inc. in 2002 and Doctor of Philosophy major in Business Management at Manuel L. Quezon University in 2014. He finished Bachelor of Arts in General Science in 1994 and took Master's of Arts in Education major in Science Education and Master's of Business Administration.

He is one of the awardees for the Top Management Program at the Asian Institute of Management under Commission on Higher Education's Faculty Development Scholarship Program for K-12 Transition. He is book co-author of Chemistry Manual and Work-Text, Environmental Science: An Inquiry-Based Approach and Research Writing Made Easy for Business and Hospitality Students. He is currently the Dean and Research Coordinator of the College of Business and Accountancy at Columban College, Inc.

Dr. Matriano is also a graduate school professor, research committee reviewer, statistician, seminar-workshop speaker and multi-awarded research presenter.



Prof. Peter O. Tulio, is a Certified Public Accountant and a graduate of Doctor of Education at Columban College, Inc. in 2012. He finished Bachelor of Science in Accountancy in 1998 at Collegio de San Agustin, Iloilo City and took Master's in Business Administration in 2007. He is the chairperson of the Accountancy Program of Columban College and a member of the Regional Quality Assurance Team of the Commission on Higher Education, Region 3. He holds a National Certificate in Bookkeeping and

finished the Trainer's Methodology Course under Technical Education and Skills Development Authority.



Prof. Alberto Rendor, is a graduate of Bachelor of Science in Business Administration major in Accounting at Ateneo de Naga University and Master's in Business Administration in Columban College, Inc.. He is an entrepreneur managing businesses such as pharmacy, pest control and management services, retail business, among others. He is a part-time faculty of CCI teaching business and management.



Prof. Joan D. Arlanza, is a graduate of Bachelor of Science in Commerce major in Management at Columban College, Inc. in 1993 and Bachelor of Science in Hotel and Restaurant Management in 2003. She finished her Master's in Business Administration in 2015. She is a full time faculty of CCI teaching business, management and hospitality management courses and holds National Certification in Front Office.



Prof. Elvira L. Bice, is a graduate of Bachelor of Science in Commerce major in Management at Columban College, Inc. in 1990. She finished her Master's in Business Administration major in Human Resource Management at Mondrian Aura College in 2005. She is a full time faculty of CCI teaching business and management courses