

Impact of structured schedule on HM students enrolled in Entrepreneurship with Business Planning

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Abstract: This action research is focused on the positive and negative impact of structured or modular schedules on HM students enrolled in Entrepreneurship with Business Planning (ENT 111). To be able to gather enough information, survey, interviews, and observations were done, with questions focused on the pros and cons of the structured schedule, and the students' views on its continuous implementation.

The study shows that the HM students identified more negative impacts than positive impacts to their experience in Entrepreneurship with Business Planning, resulting in unfavorable reactions in the continuity of the said scheduling system. Conflicting schedules, less time to prepare their requirements and to do research, pressure from deadlines, boredom due to long contact hours, and mental and physical fatigue were identified as the negative factors.

Problem

The students were used to attend a 3-hour class on a 3-unit course per week. But as part of finding an effective way of providing quality education and instruction, SDCA tried the structured (or so-called modular) schedule wherein the students are expected to finish an 18-week course in 6 weeks or less. In order to guide the students during the process, the faculty created modules as part of the instructional tools of the courses.

The first batch of students enrolled in ENT 111, BSHM 2A, met once a week for a 7-hour contact schedule. They experienced problems with regards to pressure from deadlines, long contact hours, limited time for research and preparation of requirements, conflicting schedules, and mental and physical fatigue. This was experienced both by the faculty and the students.

The second and third batches of students, BSHM 2B and BSHM 3A, had a weekly 9-hour contact schedule. The students experienced the same scenarios since the course required research and business plan preparation.

This study aims to identify the impact of modular schedule on the BSHM students enrolled in Entrepreneurship with Business Planning.

Research Process

The research process begins with identifying the problem within the classroom, which is the implementation of a structured or modular schedule. The next step is specifying the objective of the research study and its significance, which is to identify the positive and negative impact of modular schedules to BSHM students enrolled in Entrepreneurship with Business Planning.

Observation, interviews and drafting of the questionnaire were also done as part of the research procedure. The survey questionnaire includes the following questions:

What are the negative impacts of the modular schedule, specifically in the Entrepreneurship and Business Planning course?

What are the disadvantages of the modular schedule, specifically in the Entrepreneurship and Business Planning course?

As part of the data gathering procedure, the survey questionnaire was distributed to 60 students enrolled in ENT 111 during the course's last meeting. This will give them enough time to reflect and identify the impact of the modular schedule on them. In order to get more valid information, the name of the students were optional. Also, for the respondents to deeply express their views, they were allowed to answer using their mother tongue, Tagalog. Interviews were also conducted to get more information, and observation was also conducted pertaining to their moods, actions, and attitudes during their class as they prepared their business plans.

After the data gathering procedure, the data was analyzed. The survey results were tabulated and interpreted. The conclusion was then formulated, followed by the recommendations that would be helpful in solving the concern.

The following solutions should be considered in order to improve the modular schedule and increase its positive impact on the students

1. Conduct a survey or pre-enrollment test, specifically for irregular students, in order to identify the subjects that they will enroll on a given semester.
2. Properly review the schedule of the course vis-à-vis the pre-enrollment form in order to make sure that there will be no conflicts of schedule for irregular students.
3. Do not offer the modular schedule to all subjects in one term. Choose only what particular course or subject is in need of it. Assign a committee who will review the content of the course and its requirements so that subjects that can be offered with the modular schedule will be identified.
4. The course should have a schedule to meet two to three times a week so that the students would not be mentally and physically tired during class. In doing so, boredom can also be eliminated.
5. The modular schedule should not be offered in courses that require a lot of research to give the students time to study the content of their study and do research more often.
6. There should be a regular schedule for extra-curricular activities that will be done during the student's school off or rest days. This will give the students the balance of having curricular and extra-curricular activities at the same time.

Data Collection and Analysis

An open-ended survey questionnaire was distributed to 60 BSHM students enrolled in Entrepreneurship with Business Planning. The following results are based on their responses regarding the modular schedule's impact on them.

Table 1

Distribution of Respondents Who Identify the Positive Impact of the Modular Schedule		
PARTICULAR	FREQUENCY	PERCENTAGE
Motivates the students to attend the class	13	21.67 %
Give focus and concentration	18	30.00 %
The course was finished in a short period of time	33	55.00 %
There is continuity of lesson discussed	19	31.67 %
Can take the exam even without necessary permits	3	5.00 %
More time to rest and do other stuff	8	13.33 %
Helps the students to be responsible and disciplined	8	13.33 %
None at all	2	3.33 %

Table 2
Distribution of Respondents who identify the Negative Impact of the Modular Schedule

PARTICULAR	FREQUENCY	PERCENTAGE
Makes the students bored due to long contact hours	21	35.00 %
Physically and mentally tiring	24	40.00 %
Cannot attend extra-curricular activities	7	11.67 %
Fast phasing	14	23.33 %
Pressure on meeting deadlines	25	41.67 %
Limited time to prepare the requirements and do research	22	36.67 %
Conflict of Schedule	14	23.33 %
Costly	2	3.33 %

Table No 3
Distribution of Respondents View on Implementing the Structured Schedule Next Semester

PARTICULAR	FREQUENCY	PERCENTAGE
YES	14	23.33 %
NO	39	65 %
WITH RESERVATION	7	11.67 %
TOTAL	60	100.00 %

Interpretation

The following are the positive impacts of the modular schedule, based on the perception of the respondents:

1. Thirteen out of 60 respondents or 21.67% stated that the modular schedule motivates them to attend their class.
2. Eighteen of them or 30% stated that it helps them to be more focused and concentrate on the topics or lesson.
3. Sixty or 100% stated that the course was finished in a short period of time.
4. Nineteen or 31.67% stated that there is a continuity of lessons/topics discussed during the modular schedule.
5. Three or 5% stated that in the modular schedule, the students can take the exam even without necessary permits.
6. Eight or 13.33% stated that the modular schedule gives them more time to rest and do other things.
7. Eight or 13.33% stated that the modular schedule taught them how to be disciplined and responsible.
8. Two or 3.33% did not identify any of the modular schedule's positive impacts on them.

The following are the negative impact of modular schedule based on the perception of the respondents:

1. Twenty-one out of 60 respondents or 35% stated that they experienced boredom due to the long contact hours.
2. Twenty four or 40% stated that the modular schedule is physically and mentally tiring.
3. Seven or 11.67% of the respondents stated that modular schedule hinders them to participate in extra-curricular activities.
4. Fourteen or 23.33% stated that the modular schedule made the lessons too fast-paced, making them complicated and hard to understand.
5. Twenty-five or 41.67% stated that they experienced pressure in meeting deadlines.
6. Twenty-two or 36.67% stated that they have limited time to prepare for their requirements and do research since the subject took too much time.
7. Fourteen or 23.33% stated that they experienced schedule conflicts since they were irregular students.
8. Two or 3.33% stated that the modular schedule is costly because of printing and computer service expenses, plus the cost of the module the students are required to buy.

The following are the respondents' view on the implementation of the modular schedule next semester:

1. Fourteen out of 60 or 23.33% of the respondents are in favor the implementation of the modular schedule next semester.
2. Thirty-nine or 65% of the respondents are not in favor of the implementation of the modular schedule next semester.
3. Seven or 11.67% of the respondents have reservations.

Taking Action

Based on the gathered data and its interpretation, the SDCA administration should have the following considerations relevant to the implementation of modular schedule. They must first conduct a survey or pre-enrollment, specifically for irregular

students, in order to identify the subjects that they will enroll for in a given semester. Next is to properly review the schedule of the course vis-à-vis the pre-enrollment form in order to make sure that there will be no conflicts of schedule for irregular students. Also, the modular schedule should not be offered in all subjects in one term; they should choose only what particular course or subject is in need of it. In order to do so, a committee must be assigned to review the content of the course and its requirements so that the subjects that can be offered with a modular schedule will be identified. The course should also have a schedule of two to three times a week so the students would not be mentally and physically tired during class. In doing so, boredom can also be eliminated. This will also help the students to have enough time to prepare for their requirements and do research. Courses that require a lot of research should not be offered with the modular schedule, to give the students time to study the content of their study and do research more often. There should be a regular schedule for extra-curricular activities that will be done during student school off or rest day. This will give the students the balance of having curricular and extra-curricular activities at the same time.

Professional Reflection

This action research helped me understand the sentiments of the students and their experiences during the implementation of the structured or modular schedule for ENT 111. Despite of all the negative impacts and unfavorable responses to its implementation, I realized that the modular schedule is a motivational tool that could make the students attend the class regularly, and make them more responsible and disciplined in submitting requirements and meeting deadlines. As a faculty member, I am more focused on the subject that I teach, since I only have one subject to teach per day. I can also concentrate on my students' work and output because of long contact hours. Also, there is continuity and momentum to teach the topics, and we can easily finish the discussion and focus more on creating the Business Plan. In case of implementation of the same scheduling system next semester, I am now aware of the things that a teacher must do and consider, in order for the students to learn more and appreciate the subject.