



Brain-Based and Individualized Instructional Strategies of Hospitality Management Faculty Members in Pangasinan State University, Philippines

Mondey Mae M. Fernandez, MBA; Phillip G. Queroda, Ed.D.; Rricky Tim S. Sison, DBA
Pangasinan State University

Abstract – This study was designed to determine the extent of utilization of brain-based and individualized instructional strategies utilized by the faculty members of Hospitality Management of Pangasinan State University (PSU), Philippines. The faculty members of the BS Hospitality Management of PSU served as respondents of the study and were chosen thru total enumeration technique. Mixed method was utilized in the study. In gathering significant data, survey questionnaire and interview were used. Researchers made use of appropriate statistical tools in analysing the data to secure substantial results and findings such as average weighted mean and percentage. The findings of the study disclosed that the faculty members have high level of utilization of both the brain-based and individualized instructional strategies.

Keywords – Brain-Based Strategies, Individualized Strategies, Hospitality Management

INTRODUCTION

Instructional Strategies

Persaud (2018) defined instructional strategies as thing that encompasses any type of learning technique a teacher utilizes to help learners acquire knowledge or gain a better understanding of the course material. It allows teachers to make the learning experience more exciting and practical and can also motivate learners to take more of an active role in their quest for quality education. The aim of utilizing instructional strategies outside the subject comprehension is to produce learners who are independent strategic learners. The idea is, with time and practice, learners will be able to identify the proper strategies on their own and utilize them effectively to complete tasks.

There are a wide selection of diverse instructional strategies and approaches that can be utilized effectively in all levels, subject areas and aspects, with a numerous number of learning styles. These learning strategies encourage learners by enhancing their active participation, grabbing their attention and motivating them to concentrate on not just only remembering the course material, but certainly comprehending it. Campo and Camara (2019), in his study concluded selected teachers in Pangasinan perceived themselves as expertly utilizing their 21st century teaching style.

Teachers who utilize instructional strategies allow learners to gain the proficiency to make meaningful associations between concepts learned in four corners of the classroom and the real world. They offer possibilities for learners to exhibit and express their knowledge and be able to identify and correct mistakes when needed. Teachers have a lot of benefits from using instructional strategies such as in monitoring and assessing student performance thru varieties of methods of evaluation.

Brain-Based Instructional Strategies

The Florida Education Association (FEA) defines brain-based learning as “the engagement of strategies based on how our brain works.” All learning enters the brain via the senses, so students who are anxious, stressed, or hungry are not ready for learning. Excellent educators prime their students to receive information – they set the stage by informing learners what is to follow and creating excitement about the topic in novel ways. Cognitive studies take the approach of integrating brain-based learning strategies into every learning situation. Strategies include movement, socialization, games, and simulations.

Brain-based strategies are strategies based on research. It is the application of teaching-learning principles based on findings about the brain and learning. Among others, this includes real-life or



authentic problem solving, simulations and roleplays, visual processing, song, jingles, raps, mnemonic strategies, writing strategies, peer teaching, active review, and hands-on-activities.

Individualized Instructional Strategies

Cox (n.d.) defines individualized instruction strategy as focusing on one student’s specific needs. The teachers is essentially providing guidance and support services through a variety of different teaching strategies that will help the individual student understand concepts better. The overall goal of the strategy is to maximize the students’ success by meeting their needs and assisting them in the learning process.

In addition, individualized strategies refer to strategies oftentimes labeled self-learning techniques, include ways of exposing the individual students to conducive situations wherein they will gain information, develop skills and values through their own time and effort. In this study, it includes independent study, interest learning centers, journal writing, projects, collection, special reports, discovery, reading and student research.

OBJECTIVES OF THE STUDY

The purpose of this study is to determine the degree of utilization of brain-based and individualized instructional strategies Hospitality Management (HM) faculty members of Pangasinan State University, Philippines. Specifically, it seeks to achieve the following objectives, to wit: (a) determine the degree of utilization of the brain-based instructional strategies of the faculty members; (b) determine degree of utilization of the individualized instructional strategies of the faculty members; and (c) identify the problems encountered by the faculty members in utilizing brain-based and individualized instructional strategies.

MATERIALS AND METHODS

The research design that was used in the study is mixed method. Leech (2013) defines mixed methods research as to studies in which researchers utilize qualitative and quantitative techniques, integrate findings, and draw inferences from both the qualitative and quantitative components.

The quantitative component of the study takes place by using descriptive research design. According to Bhat (n.d.), descriptive research is defined as a research method that describes the characteristics of the population or phenomenon that is being studied. This methodology focuses more on the “what” of the research subject rather than the “why” of the research subject.

A questionnaire was used in gathering quantitative data. The data gathered will be analyzed using statistical tool such as average weighted mean.

Another research design that was used in the study is qualitative design using interview to suffice what the questionnaire may not cover. Shuttleworth and Wilson (2008), defines qualitative research design as a research method used extensively by scientists and researchers studying human behavior, opinions, themes and motivations.

The respondents of the study are the faculty members of College of Hospitality Management in Academic Year 2018-2019 with permanent, contractual and part-time faculty members. The respondents are chosen using total enumeration sampling technique.

RESULTS AND DISCUSSION

DEGREE OF UTILIZATION OF BRAIN-BASED AND INDIVIDUALIZED IINSTRUCTIONAL STRATEGIES

The data on the degree of utilization of brain-based instructional strategies and individualized instructional strategies are presented in the succeeding tables.

BRAIN-BASED STRATEGIES

By and large, the degree of utilization of brain-based instructional strategies is moderate as revealed in the overall mean of 3.38 as shown in Table 1.

The descriptive-corre

TABLE 1. Degree of Utilization of Brain-Based Instructional Strategies of Faculty Members

Strategies	Mean (N=25)	Desription
1. Hands-on-Activities	4.75	VHU
2. Peer Teaching	4.35	HU
3. Writing Strategies	4.20	HU
4. Visual Processing	3.65	HU
5. Real-life or Authentic Problem Solving	3.30	MU
6. Active Review	3.20	MU



7. Simulations and Roleplays	3.05	MU
8. Songs, Jingles, Raps	2.30	MU
9. Mnemonic Strategies	1.60	SU
Overall Mean	3.38	MU

*Legend: VHU=Very Highly Utilized; HU=Highly Utilized
MU=Moderately Utilized; SU=Slightly Utilized
NU=Not Utilized*

More to the point, the faculty members of the Hospitality Management of PSU utilized the *hands-on activities* on very high degree with mean value of 4.75. It can be noted that several subjects in the students require them to demonstrate skills; hence, hands-on activities are well in placed.

On the other hand, faculty members utilized *peer teaching, writing strategies, and visual processing* in high degree with mean values of 4.35, 4.20, and 3.65, respectively. Based from the interview, peer teaching is often used by the faculty members. It is done by pairing two students for a certain activity. Writing activities are also frequently utilized in the classroom since writing is a basic skill for students to be enhanced. Visual processing is also frequently utilized whenever lesson is presented. Queroda (2018) have similar findings with his study that teachers in Higher Education Institutions (HEIs) in Pangasinan have high level of perceived knowledge and skills of the teachers of the innovative instructional activities.

At the least, *mnemonic strategies* got slight degree of utilization from the faculty members with mean value of 1.60. The said strategy makes use of rhyme or acronym to assist student's recall or memory and usually is being used in language classes. Queroda and Quimson (2018) found out that students have low acquisition level in understanding many of the economic, legal, and social issues surrounding the use of information and accessing and using information ethically and legally.

INDIVIDUALIZED INSTRUCTIONAL STRATEGIES

On the whole, the degree of utilization of individualized instructional strategies is high as revealed in the overall mean of 3.86 as shown in Table 2.

Among other things, faculty members utilized *reading, projects and student research strategies* in very high degree with mean values of 4.65, 4.60, and 4.55, respectively. Based from the interview, reading, projects and research are already part of the daily routine of the students and are often integrated to other activities at hand. This may be possible because of the teachers' competency level. Queroda and Nama (2018) found out that most teachers in Pangasinan are competent regarding instructional, management, personal and social, guidance and evaluation skills. Orlanda-Ventayen and Ventayen (2017) also found out that research thru social media contributes to learning.

Further, *journal writing, discovery, interest learning center, and independent study* marked a moderate degree of utilization from the faculty members with mean values of 3.50, 3.40, 3.25 and 2.90. Based from the interview, journal writing and discovery are given only in selected subjects. Interest learning centers are also not maximized due to limitation in the operations. On the other hand, independent study are also encouraged but not practiced all the time.

In a study of Queroda (2018), it was found out that pre-writing activities have positive correlation to the development of theme writing skills of the students.

TABLE 2. Degree of Utilization of Individualized Instructional Strategies of Faculty Members

Indicators	Mean (N=25)	Description
1. Reading	4.65	VHU
2. Projects	4.60	VHU
3. Student Research	4.55	VHU
4. Special Reports	4.25	HU
5. Collection	3.60	HU
6. Journal Writing	3.50	MU
7. Discovery	3.40	MU
8. Interest Learning Centers	3.25	MU
9. Independent Study	2.90	MU
Overall Mean	3.86	HU

*Legend: VHU=Very Highly Utilized; HU=Highly Utilized
MU=Moderately Utilized; SU=Slightly Utilized
NU=Not Utilized*

PROBLEMS ENCOUNTERED IN THE UTILIZATION OF INSTRUCTIONAL STRATEGIES

Broadly speaking, there are ten identified problems encountered in the utilization of instructional strategies in general as shown in table 3.

More precisely, the top three problems are as follows: *utilization of instructional strategies is time consuming, sufficient time is needed in the preparation of instructional materials; and the classroom or learning environment is not well equipped with instructional materials* with frequency counts of 23, 22 and 20 respectively. Based on the interview, it was confirmed that the main problem focused on the instructional materials and its preparation.

On the other hand, the least problems are as follows: *instructional strategies are not applicable to some hospitality management topics; instructional strategies are not in accordance with hospitality management program's goals and objectives; and the school administration does not support the utilization of innovative instructional strategies* with the frequency counts of 5, 4, and 3, respectively.

Based on the interview, although the said problems were identified, most of the faculty members stated that the administration have sufficient support to them particularly on instruction.

TABLE 3. Problems Encountered in the Utilization of Instructional Strategies

Problems	Frequency	Rank
1. Utilization of instructional strategies is time consuming.	23	1
2. Sufficient time is needed in the preparation of instructional materials.	22	2
3. The classroom or learning environment is not well equipped with instructional materials.	20	3
4. Instructional materials are expensive and limited in the store.	15	4
5. The school administration supports the utilization of instructional strategies but gives very limited materials.	10	5
6. The faculty member prefers the traditional instructional strategies over innovative instructional strategies.	9	6
7. Most of the students find difficulty	8	7

participating in the instructional strategies.		
8. Instructional strategies are not applicable to some hospitality management topics.	5	8
9. Instructional strategies are not in accordance with hospitality management program's goals and objectives.	4	9
10. The school administration does not support the utilization of innovative instructional strategies.	3	10

CONCLUSION

The faculty members of Hospitality Management of Pangasinan State University – Lingayen Campus is utilizing brain-based and individualized instructional strategies especially on hands-on-activities, peer teaching, writing strategies, reading, projects, and student research strategies.

In utilizing the instructional strategies, faculty members are having problems particularly on the utilization of instructional strategies is time consuming, sufficient time is needed in the preparation of instructional materials, and the classroom or learning environment is not well equipped with instructional materials, among others.

RECOMMENDATION

Faculty members should sustain their utilization of brain-based and individualized instructional strategies and focus on other least utilized strategies such as simulations and role plays, songs, jingles, raps, mnemonic strategies, discovery, interest learning centers, and independent study.

The institution is encouraged to conduct workshops and trainings for faculty members to enhance their skills in instructional materials generation for effective delivery of their instructional strategies.

REFERENCES

Bhat, A. (n.d.). Descriptive Research: Definition, Characteristics, Methods, Examples and Advantages | QuestionPro. [online] QuestionPro. Available at:



<https://www.questionpro.com/blog/descriptive-research/>

Campo, S. and Camara, J. (2019). Level of Perception of 21st Century Teaching Style of Special Science Class (SSC) Teachers in San Jacinto National High School. [online] Journal.paressu.org. Available at: <https://journal.paressu.org/index.php/pjnss/article/view/64>

Cox, J. (n.d.). Teaching Strategies for Individualized Instruction. [online] TeachHUB. Available at: <https://www.teachhub.com/teaching-strategies-individualized-instruction>

Florida Education Association (n.d.). What is Brain-Based Learning? Retrieved from: <https://feaweb.org/brain-based-learning-strategies>

Leech, N. (2013). Mixed Methods Research. Oxford Bibliographies Online Datasets.

Orlanda-Ventayen, C. and Ventayen, R. (2017). Role of Social Media in Education: A Teachers' Perspective. [online] Papers.ssrn.com. Available at: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3275172

Persaud, C. (2018). Instructional Strategies: The Ultimate Guide | Top Hat. [online] Top Hat. Available at: <https://tophat.com/blog/instructional-strategies/>

Queroda, P. (2018). Perceived Knowledge and Skills of Teachers in Innovative Instructional Activities. Southeast Asian Journal of Science and Technology, 3(1). Retrieved from <https://mail.psu.edu.ph/zdomains/j.sajst.org/index.php/sajst/article/view/45>

Queroda, P.G.. (2018). Theme writing skills of Pangasinan State University (PSU) education students. TESOL International Journal. 13. 31-44.

Queroda, P. and Nama, I. (2018). Instructional Competencies of Catholic School Teachers in Pangasinan, Philippines. [online] Mail.psu.edu.ph. Available at: <https://mail.psu.edu.ph/zdomains/asianjournal.org/index.php/ajms/article/view/9>

Queroda, P. and Quimson, L. (2018). Information Literacy Competency Standards Among the Students of Pangasinan State University – Open University Systems (PSU-OUS). [online] Asianjournal.org. Available at:

<https://asianjournal.org/index.php/ajms/article/view/129>

Shuttleworth, M. and Wilson, L. (2008). *Qualitative Research Design*. [online] Explorable.com. Available at: <https://explorable.com/qualitative-research-design>