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# SHARPENING SKILLS FOR TEACHING EFFECTIVENESS: A FACULTY IN - SERVICE TRAINING PROGRAM

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## ABSTRACT

The purpose of this study is to determine the effectiveness of the in-service training program, an intervention program conducted to enhance the teaching effectiveness of the 85 newly hired teachers across colleges of the respondent- institution. The teaching effectiveness of the participants was assessed twice using the classroom observation. Before the intervention program, pre-assessment was conducted through classroom observation. The researchers personally observed the participants together with the deans and program heads of the institution. The weak areas as resulted in the pre-assessment are the topics included in the intervention program. The sessions of the intervention program were done every Friday and lasted for two months. Topics included are the art of questioning, classroom management, instructional strategies using graphic organizers, ICT- based instruction through power point presentation and teaching strategies with demo- teaching in English, Filipino, Mathematics, Science and Social Science. After the intervention program, the second classroom observation was conducted. Using the One – Group Pre-test and Post-test design the effectiveness of the intervention program was determined. The results of the pre-assessment (1<sup>st</sup> classroom observation) and post-assessment (2<sup>nd</sup> classroom observation) were compared and analyzed using the t-test for dependent means. The pertinent findings of the study are as follows; (1) the overall teaching effectiveness of the participants before the intervention program is rated satisfactory and was found that the teaching strategies and communication skills are the weak areas which were given priority in the intervention program; (2) the teaching effectiveness of the participants in all areas such as, teaching strategies, mastery of the subject matter, communication skills, classroom management and teacher's bearing obtained increased ratings; (3) there is significant difference between the teaching effectiveness of the participants before and after the intervention program. Based on the findings, it was concluded that the intervention program entitled "Sharpening the skills of for teaching effectiveness" is effective.

Keywords: *Teaching effectiveness, in-service training*

## INTRODUCTION

Teaching is being seen as increasingly more important relative to the research goals of higher education. A renewed mandate to enhance teaching and learning appears predominately in the strategic plans of many institutions of higher education. A significant body of research and numerous reports attempt to isolate factors that determine the effectiveness of teaching (Young et al., 1999). Much research has also been conducted to determine students' perceptions of effective teaching, create instruments to measure these perceptions, and establish criteria by which to judge an instructor's effectiveness (Beran, Violato,

Kline & Fridere, 2005). Research into the affective domain has identified compelling linkages between positive emotions, and enhanced learning and creative thought (Norman, 2005).

Literature discloses that student achievement is largely influenced by teacher quality. Significant gains in student achievement is likely realized when students receive instruction from good teachers (Omotayo, 2014). Similarly, Darling-Hammond (2010) asserts that teachers are the fulcrum determining whether any school initiative tips towards success or failure.

He further explains that the key to improving public education is placing highly skilled and effective teachers in all classrooms including new teachers who are well-prepared and ready to teach.

In the literature, teaching effectiveness is measured using students' evaluation. There is a growing body of literature pertaining to students' assessment of instruction in higher education and the relevance of course evaluation questionnaires as a way of communicating to instructors the strengths and weaknesses of their teaching. For example, Marsh and Roche (2003) examined students' evaluations of teaching effectiveness as a means of enhancing university teaching. Ryan and Harrison (2005) investigated how students weight various teaching components in arriving at their overall evaluation of teaching effectiveness. More recently, Ralph (2013) conducted a study on teaching effectiveness using how well students learn as the criterion. The students were given 32 hypothetical instructor profiles and were asked to rank nine selected teaching factors developed by Marsh and Hocevar (2001). In that study Ralph (2013) identified five attributes of effective instructors: commitment to learners; knowledge of material; organization and management of the environment; desire to improve; and collaboration with others. Ralph concluded that exemplary university teaching is discernible and the quality of components that define it can be assessed.

Similar studies provided students with a set of characteristics from which to choose. Clark (1995) identified cognitive and affective goals of effective teaching at the university level. He developed a questionnaire covering a wide range of teaching activities associated with effective instruction and the achievement of cognitive and affective objectives. The questionnaire, identified qualities of effective university teaching determined by the researcher. These included four cognitive components: knowledge, organization of instruction, clarity of expression, and quality of presentation. In addition, there were four affective components: student interest; student participation and openness to ideas; interpersonal relations; and communication and fairness.

While much research on teaching effectiveness has been conducted using student's evaluation, the present study used a classroom observation. Classroom observation is one measure used to evaluate teachers. According to Hall

(2013), all teachers are required or recommended to be observed at least once a year to raise their teaching performance. Before, teacher evaluations were considered a bureaucratic exercise neglecting to identify excellence or mediocrity in teaching. Valuable feedbacks which could help teachers improve their instructional practices were not provided. Today, however, teachers are observed regularly that precise judgment of teachers' instructional effectiveness is given, and significant feedbacks are provided that help improve and raise teacher performance.

In Occidental Mindoro State College (OMSC), due to the yearly significant increase in student population and retirement of seasoned teachers, new teachers who have little teaching experience and non-education graduates who have little exposures in real classroom setting but all of whom are in their field of specialization are hired. These teachers are hired on the basis that they possess potentials of becoming good teachers especially if they would be given assistance or opportunities for professional development.

It is along this premise that the researchers are prompted to undertake this study. Researchers wanted to determine the teaching performance of these new teachers through results of the classroom observations and student evaluation and to provide a well – guided in-service training that would further sharpen their skills and eventually will improve their teaching performance.

## **OBJECTIVES OF THE STUDY**

The main purpose of the present study is to determine the effectiveness the in- service training conducted to enhance the teaching effectiveness of the newly hired teachers of Occidental Mindoro State College.

Specifically determines the

1. teaching effectiveness of the participants before the intervention program in terms of teaching methodology, mastery of the subject matter, communication skills, classroom management and teacher bearing;
2. teaching effectiveness of the OMSC teachers after the intervention program in terms, teaching methodology, mastery of the subject matter, communication skills, classroom management and teacher bearing;
3. if there is a significant difference between the teaching effectiveness of the OMSC teachers before and after the intervention program.

## Conceptual Framework

The research paradigm that guided the study is illustrated in Figure 1 below. The independent variable is intervention conducted from the office of the Vice Presidents for Academic Affairs named as “Sharpening the Skills for Teaching Effectiveness”. Whereas, the dependent variable is the teaching effectiveness which was measured twice through classroom observations before and after the intervention program.

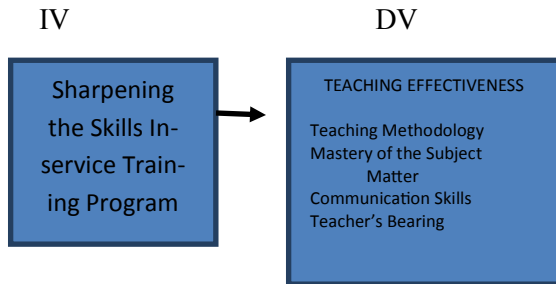


Figure 1. Research paradigm.

## Significance of the Study

Results of the present study would help school personnel’s decision making over hiring and retention of teachers. It would also guide the administrators on providing mentoring and professional development programs. Feedbacks would help improve teacher performance and would eventually improve student achievement and school performance.

## METHODOLOGY

One group pre-test and posttest design were used in the study. This is to determine the effectiveness of the faculty intervention program conducted among the new faculty members of the college.

The 85 participants of the study were chosen in random from 120 new teachers who have 3 years and below of teaching experience in the five (5) campuses of the institution. The teaching effectiveness of the participants was assessed before the in-service training through classroom observation. The submitted class observation reports of the different colleges were used and analyzed to determine the teaching effectiveness of the participants in the study. The identified weaknesses of the new faculty members were identified and served as basis for the in-service train-

ing, the intervention program conducted. After the intervention program, another classroom observation was conducted to see if the teaching effectiveness of the participants has improved or not. The increased performance of the participants determines the effectiveness of the intervention program of the institution.

Focus group discussion was used to ascertain other factors that may contribute on the enhancement of the intervention program to be conducted.

The intervention program was a series of seminar – workshop on classroom management, the art of questioning, ICT based Instruction through Power Point Presentation, Instructional Strategies using Graphic Organizers, Basic Grammar, Personality development and Teaching Strategies in Teaching English, Filipino, ICT, Mathematics and Science through lecture and demonstration teaching.

Descriptive statistics such as mean and standard deviation was used to determine the teaching effectiveness of the participants. To test the difference between the participants’ level of teaching effectiveness before and after the in-service training program, t–Test was used.

## RESULTS AND DISCUSSION

Effective teachers thoughtfully and reflectively design work for and with students that requires and instills depth in thinking, intellectual rigor, and that involves students in substantive conversation. In addition to being disciplinary and interdisciplinary based, the work teachers design for students is personally meaningful and connects them to each other and to the world outside of school.

The main purpose of this study is to determine the effectiveness of the intervention program conducted by the respondent- School. Table 1 presents the results of the first and second classroom observations conducted before and after the intervention program.

The pre-assessment shows an overall mean of 3.15 which indicates that the participants have a satisfactory rating in terms of teaching effectiveness. Two of the indicators such as, teaching methodology and communication skills are found to have fair ratings. Classroom management and mastery of the subject matter showed

satisfactory rating. It was only the teacher's bearing has obtained a very satisfactory rating. These results are the bases of the intervention program conducted to sharpen the skills of the newly hired faculty of the institution across all campuses.

In the teaching methodology (mean=2.58), the teachers were assessed if the techniques and strategies they used are suited to the level of the learners. The teachers are expected to use varied learning strategies to execute their stated learning targets. These learning objectives/targets are also observed throughout the lesson if achieved based on the results of the formative skills they employed. The number of activities used by the teachers are also counted, as well as their use of relevant visual aids or situational examples to illustrate their lessons.

The mastery of the subject matter (mean = 3.35) are assessed based on how the teachers discuss and explain the subject matter. The teachers were also observed how they relate the subject matter with other fields of discipline and the clarity of the presentation of concepts and principles. The congruency of the presentation of facts, data, and examples from the start of the lesson through evaluation was also observed. At the end of the lesson the teachers are evaluated how they illustrates comprehensive grasp of the subject matter.

The communication skills is one of the weakest area of the new teachers (mean = 2.55). In this area, the teachers were assessed how they speak in front of their students. The clarity and loudness of the teacher's voice was observed along with, the used of correct grammar and pronunciation. Also, if the board works of the teachers are free from errors in grammar and spelling. Teachers were also observed how they elicit correct answers from students through skillful questioning.

The classroom management (mean =3.12) assessed how the routinely activities of the teachers are observed and how they able to manage discipline.

Lastly, the teachers' bearing (mean = 4.18) is the strongest area of the new teachers. Here, the teacher's neatness and grooming were observed. Furthermore, if the teachers are free from mannerism or if they use unnecessary gestures that destruct the attention of the learners. The teachers' presence of command in class, re-

spect and attention are also given emphasis.

Also reflected in Table 1 are also the results of the post- test assessment or the second classroom observation conducted by the deans of the different colleges. Data reveal a marked increase in the five (5) areas of teaching effectiveness. The pre- assessment of 3.15 which indicates a "satisfactory rating" was increased to "very satisfactory" rating with mean score of 3.76 in the post assessment. Similarly, all indicators of teaching effectiveness had improved from fair to satisfactory; satisfactory to very satisfactory and outstanding. This finding show that the intervention conducted by the institution had improved the teaching effectiveness of the new teachers.

**Table 1: Teaching Effectiveness of the participants before the Intervention Program**

Indicators	Pre - assessment		Post - assessment	
	Mean (n=85)	Interpretation	Mean (n=85)	
Teaching Methodology	2.58	Fair	3.35	Satisfactory
Mastery of the Subject Matter	3.35	Satisfactory	3.50	Very Satisfactory
Communication Skills	2.55	Fair	3.38	Satisfactory
Classroom Management	3.12	Satisfactory	4.25	Outstanding
Teacher's Bearing	4.18	Very Satisfactory	4.35	Outstanding
<b>Overall Mean</b>	<b>3.15</b>	<b>Satisfactory</b>	<b>3.76</b>	<b>Very Satisfactory</b>

Scale: 4.20 – 5.00 – Outstanding; 3.40 – 4.19 – Very Satisfactory;  
 2.60 – 3.39 – Satisfactory; 1.80 – 2.60 – Fair  
 1.00 – 1.79 – Poor

Likewise, to further investigate the difference (if there was) of the intervention conducted by the institution in the teaching effectiveness of the newly hired teachers, the post-assessment (2<sup>nd</sup> classroom observation results) results was compared using the dependent t-test. The analysis is presented in Table 2.

It is evident in Table 2 that the post- assessment obtained high mean scores than the pre- assessment (1<sup>st</sup> class observation results) as reflected in the mean scores across the five indicators of teaching effectiveness. Significant results were obtained in all indicators of teaching effectiveness such as, teaching methodology ( $t=2.59, p = .013$ ), mastery of the subject matter ( $t=2.85, p = .006$ ), communication skills ( $t=3.97, p = .004$ ), classroom management ( $t=2.15, p = .035$ ), and teacher’s bearing ( $t=2.12, p = .004$ ). This results imply that the intervention conducted by the institution is effective.

**Table 2. Differences on the teaching effectiveness of the participants before and after intervention program**

Indicators	Group Mean		Mean Difference	df	t-Value	p-Value	Interpretation
	Pre-Assessment	Post-Assessment					
Teaching Methodology	2.58	3.35	.77	28	2.59	.013	Significant
Mastery of the Subject Matter	3.35	3.50	.15	28	2.85	.006	Significant
Communication Skills	2.55	3.88	1.33	28	3.97	.004	Significant
Classroom Management	3.12	4.25	1.13	28	2.15	.035	Significant
Teacher’s Bearing	4.18	4.35	.23	28	2.12	.004	Significant

$p < .05 = \text{significant}; p < .001 = \text{very significant}$

### SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

The pertinent findings of the study are as follows; (1) the overall teaching effectiveness of the participants before the intervention program is rated satisfactory and was found that the teaching strategies and communication skills are the weak areas which were given priority in the intervention program; (2) the teaching effectiveness of the participants in all areas such as, teaching strategies, mastery of the subject matter, communication skills, classroom management and teacher’s bearing obtained increased ratings; (3) there is significant difference between the teaching effective-

ness of the participants before and after the intervention program. Based on the findings, it was concluded that the intervention program entitled “Sharpening the skills of for teaching effectiveness” is effective. Likewise, it is recommended that the intervention conducted should be sustained. (1) The institution shall provide more opportunities for teachers to be abreast to different teaching strategies through seminars and conferences as such. (2) Deans and Program Heads shall encourage teachers to provide team-building opportunities for learners to reinforce the skills acquired in the workshop. (3) The academic sector of the institution shall come up with more interventions to address further needs on strengthening classroom instruction.

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# SEXUAL HARASSMENT: PERCEPTIONS AND EXPERIENCES OF COLLEGE STUDENTS

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## ABSTRACT

The problem of sexual harassment in schools is particularly grave because the youth and immaturity of students make them highly vulnerable (Kintanar, 2010). The nation's colleges and universities occupy roles in our culture that impose unique expectations and opportunities. These institutions are obliged to serve as moral exemplars by embracing diversity and inclusiveness while providing an environment free of debilitating harassment. This study aimed then to assess the understanding and experiences on sexual harassment amongst the undergraduate students of Mountain Province State Polytechnic College (MPSPC). Through descriptive survey method, the study revealed relatively high understanding of the students about sexual harassment; and different experiences of sexual harassment but are varied according to the extent. Males have more experiences as compared with the female counterparts. Eight percent (8%) of the male participants often experienced sexual harassment in forms of sexual comments, jokes or gestures followed by being intentionally touched in body parts which is termed as "chansing", 29% of males sometimes experience it and 36% have experienced once or twice. Meanwhile, 5% of female counterparts often experienced being hooted, whistled and called at in a sexual manner, being shown sexy or sexual pictures that they were not comfortable to see, and had someone insistently invited them for a date. Furthermore, 17% sometimes experienced being sexually harassed and 28% once or twice experienced it. As a result, males become rebellious and females become paranoid.

*Keywords: sexual harassment, sexual favor, jeering, hooting, sexual advances, lewd*

## INTRODUCTION

The problem of sexual harassment in schools is particularly grave because the youth and immaturity of students make them highly vulnerable (Kintanar, 2010). In the Philippine culture, moreover, the youth look up to their elders with profound respect and defer to them in every way. The teacher is particularly looked up to because he or she is perceived as a person of learning, intelligence, and wisdom. As such the teacher is in a position of trust and responsibility and is expected to provide both moral and intellectual leadership to students (Kintanar, 2010)

Such a position is subject to abuse. Over the years, there have been several officially reported cases and many more anecdotal reports of sexual

harassment of students by their teachers/professors. Sexual harassment does not arise only from the teacher-student relationship, however. In a 1992 study on perceptions of sexual harassment and a 1994 study on incidence of sexual harassment within the university undertaken at the University of the Philippines, the harassers were variously identified within the university as teachers, supervisors, co-workers, health personnel and outside the university as fellow passenger (jeep/bus), stranger, movie viewer, neighbors, etc. (Ofreneo, 1994).

The problem cuts across various levels of education: the elementary, secondary and tertiary. Young teenage students are particularly vulnerable. Sometimes, they are not even aware that they are being sexually harassed. The common term

among school girl is “chancing” and they accept it as one of the realities of being young, being a student and being female. For the cultural reasons stated above and also because sexual harassment is a painful and degrading experience, students who have been harassed are reluctant to make an official complaint. Not knowing where to go, whom to talk to and what procedures to follow further discourages them (Kintanar, 2010).

The nation's colleges and universities occupy roles in our culture that impose unique expectations and opportunities. They are obligated to serve as moral exemplars by embracing diversity and inclusiveness while providing an environment free of debilitating harassment. They must lead by example in eliminating gender inequities among all segments of the academic community. They have also the important opportunity to shape the future by forging an ethos of enfranchisement, equity, and care. In no other institution in American society are these expectations and opportunities more clearly focused than in institutions of higher education.

## **SEXUAL HARASSMENT**

Sexual harassment (SH) consists of any unwanted verbal, nonverbal or physical attention, or contact that is sexual in nature. Victims may be subjected to comments about their physical appearance, sex-based jokes, gender-specific put-downs or other language meant to demean, intimidate or threaten. Spreading rumors about a person's appearance or sexual activity can also constitute harassment, as can texting or emailing pictures of an individual. Nonverbal instances of harassment may include staring at someone suggestively, showing a person sexual images or engaging in other behavior intended to make someone feel uncomfortable. Physical manifestations of sexual harassment include hugging, patting or other bodily touching. Following someone or otherwise invading her or his personal space can also constitute harassment.

Relatively, harassment can occur between strangers or people who know one another very well, including couples or friends. The harasser and victim can be of any gender, and they need not be of the opposite sex. Also, the person who is the victim of the abuse doesn't need to be the target of harassment - he or she need only be affected by it. Individuals involved can include peers or faculty members. When it comes to identifying sexual harassment, a good rule of thumb is to trust your instincts. In a 1986 unpublished sur-

vey commissioned by *Time* magazine, a majority of both men and women held similar views relative to what constitutes harassment: repeated sexual remarks of the opposite sex, pressure invitations for dinner on a regular basis, and frequently placing an arm around a co-worker's shoulders. But other studies have not shown this male/female consensus (Clark 1991).

## **SEXUAL HARASSMENT OF STUDENTS**

Most SH is perpetrated by male students against female students. However, there are also cases of harassment by women against men, and of same sex harassment perpetrated by either sex. Other than campus environment, SH is common at every stage of education. SH on campus commonly occurs among peers and most students who experience it do not report what has happened. The dynamics of SH often involve an aggressor who holds a position of power over the victim, which include men against women, senior students against junior students, and in a teacher-student relationship. Moreover, those sexually harassed students can be targeted for retaliation if they report the cases, by both their peers and school employees.

During the last decade, surveys exploring the reported incidence of sexual harassment of students have been conducted at numerous institutions of higher learning (Williams, Lam and Shively 1992). From 20 to 30 % of undergraduate female college students reported experiencing some form of sexual harassment by at least one of their professors during their college years (Dzeich & Weiner, 1984). Two percent of all female students experienced direct threats or bribes for sexual favors, and the incidence rate for women graduated students and faculty was even higher (Bond 1988). Citing evidence that suggests that female and male college students are reporting more similar experiences of sexual harassment.

## **EFFECTS OF SEXUAL HARASSMENT TO VICTIMS**

Fitzgerald et al. point out that...*sexual harassment constitutes one of the most damaging barriers to women's career success and satisfaction*. Koss further says that injury from sexual harassment is a long term due to the unpredictable and long lasting nature of the trauma and damage (1990).

Those who experienced sexual harassment and then discussed their experiences report such physiological responses as headaches, bruxism, muscular tension and spasms, gastrointestinal disturbances, and generalized fatigues. Psychological impact also can be seen in victims reports of feeling of loss of control, helplessness, and decreased motivation. Depression and intrusion of thoughts related to the sexual harassment that affect ability to maintain cognitive focus and also impair sleep processes are further psychological effects of sexual harassment (Bradway 1992). Such psychological and sociological trauma clearly interferes with one's functioning in an educational setting, whether as a student, faculty member, or in a staff support capacity. Colleges and universities are required by law to provide support and backing in cases of assault or rape.

### STATEMENT OF THE PROBLEMS

Generally, the aim of this study is to assess the understanding and experiences of College students on Sexual Harassment, specifically it aims to answer the following questions:

1. What is the level of understanding about sexual harassment amongst the college students in MPSPC?
2. What is the frequency to which sexual harassment is experienced by college students?
3. What are the negative impact of sexual harassment to the male and female respondents?

### METHODOLOGY

A survey questionnaire was used as main instrument, it assessed the student's understanding/perception on sexual harassment and also gauged the respondent's experiences on sexual harassment. Questionnaires were administered in the different classrooms and by meeting students in groups. Questionnaires were distributed for the respondents to answer, after which were collected. The questionnaire contains a page about the nature of the research and consent from the students. On understanding about sexual harassment, respondents were asked to 12 – item questions. Statements about situations of sexual harassment were given and students were asked to rate their agreement as to whether statements given were considered sexual harassment. An attitudinal scale of 1 to 4 was used, 1 as indicating lowest understanding and 4 indicating the highest understanding. Based on the respondent's responses, a total score mean was calculated.

Table B. 4 Point Attitudinal Scale

Arbitrary	Statistical Range	Descriptive Equivalent	
4	2.26 – 3.00	Strongly Agree	(SD)
3	1.51 – 2.25	Agree	(A)
2	– 1.50	Disagree	(DA)
1	0.1 – 1.75	Not Sure	(NS)

On the other hand on experiences of sexual harassment amongst college students, a checklist was provided indicating frequency that the respondents were harassed. (Often, Sometimes, Once or Twice, and Never) In addition, a reaction after being harassed and impact of sexual harassment to the victim was also provided.

### FINDINGS

Table 1. Summary of Perception of College Students on Sexual Harassment According to Gender

Descriptors	Male		Female	
	X	P	X	P
Sexual harassment can enable students earn unmerited grades.	2.75	A	2.85	A
Mode of dressing is a major cause of sexual harassment.	3.43	A	3.14	A
Sexual harassment in form of bribery or "blocking is no big deal".	2.44	DA	2.14	A
Sexual harassment in form of giving ratification for marks does not have any effect on student's academic performance.	2.18	DA	2.12	DA
Female cannot sexually harassed other female. In like manner, male cannot sex.	1.77	DA	2.31	DA
A male who claims he has been harassed is a nerd, wimp, or sissy.	2.46	DA	2.17	DA
Writing dirty things about someone or wall at school is sexual harassment.	3.03	A	2.62	A
It the intension is good, the behavior cannot be considered as sexual harassment.	3.01	A	1.81	DA
Dirty jokes and language cannot be constructed as sexual harassment.	2.60	A	2.52	A
Flirting is one way of inviting sexual harassment.	2.87	A	3.01	A
If a person is sexually harassed, she/he must have done something to invite it.	3.03	A	1.90	DA
If a person who is a victim of sexual harassment doesn't make a complaint, it probably wasn't serious enough to be sexual harassment.	2.36	DA	1.89	DA
<b>GWM</b>	<b>2.66</b>	<b>A</b>	<b>2.37</b>	<b>DA</b>



As shown in table 1 male and female respondents **agree** on the following statement regarding sexual harassment: Sexual harassment can enable students earn unmerited grades, writing dirty things about someone on walls at school is sexual harassment, dirty jokes and language cannot be constructed as sexual harassment and flirting is one way of inviting sexual harassment. On the other hand, male and female respondents **disagree** on the following statements: sexual harassment in form of bribery or blocking is no big deal, sexual harassment in form of giving ratification for marks does not have any effect on student's academic performance, female cannot sexually harass other female in like manner male cannot harass other male, and a male who claims he has been harassed is a nerd, wimp, or sissy, and if a person who is a victim of sexual harassment doesn't make a complaint, it probably wasn't serious enough to be sexual harassment.

Furthermore, the male respondents strongly agree that mode of dressing is a major cause of sexual harassment while the female respondents just agree. In like manner, the male respondents agree that if the intention is good, the behavior cannot be considered as sexual harassment, the female respondents disagree. Also the male respondents agree that if a person is sexually harassed, she/he must have done something to invite it.

Table 2. Frequency on Experience of Male Participants on Sexual Harassment

Descriptors	Male			
	O	S	OT	N
Having someone made unwelcome sexual comments, jokes or gestures to or about you.	16%	20%	27%	37%
Being shown sexy or sexual picture that you were not comfortable to see	4%	28%	32%	36%
Being touched intentionally in your body parts.	10%	16%	49	25%
Having someone insistently inviting you for a date.	8%	21%	31%	41%
Having someone gave you a merit/grade in exchange of sexual favors.	8%	9%	24%	59%
Having someone whistled, called, or hooted at you in a sexual way.	5%	20%	45%	30%
Having someone made unwelcome attempts to draw you into a discussion of sexual matters.	8%	25%	36%	31%
Having someone repeatedly stand very close to you or corner you in a way which made you uncomfortable.	6%	24%	45%	25%
Having the feeling of being frequently stared at your body parts making you uncomfortable.	8%	20%	37%	35%

As shown in the table, 16% of the male respondents often have someone made unwelcome comments, jokes or gesture, 20% answered sometimes, 27% experienced it once or twice and 31% have not experienced it. Further, 4% often have experience being shown sexy or sexual picture that they were not comfortable to see, 28 % sometimes, 32% once or twice and 36% never. Ten percent 10% of males answered that they have been touched intentionally in their body parts, 16% sometimes, 49% once or twice, and 25% never. Eight percent (8%) of males answered they were often have someone insistently inviting them for a date, 21% sometimes, 31% once or twice and 41% never. Also, 3% of males often have someone offered them merits/grades in exchange of sexual favors, 5% sometimes, 3% once or twice and 89% never. Five percent (5%) males answered that they often have someone whistled, called, or hooted at them in a sexual way, 20 % sometimes, 45% once or twice, and 30 % never. Further, 8% of males have someone made unwelcome attempts to draw them into a discussion of sexual matters, 25% sometimes, 36% once or twice, 31% never. Six percent (6%) of males often have someone repeatedly stand very close to them or corner them in a way which made them uncomfortable, 24% sometimes, 45% once or twice, and 25% never. Lastly, 8% of males often have the feeling of being frequently stared at their body parts making them uncomfortable, 20% sometimes, 37% once or twice, and 35% never.

Table 2a. Frequency on Experience of Female Participants on Sexual Harassment

Descriptors	Female			
	O	S	OT	N
Having someone made unwelcome sexual comments, jokes or gestures to or about you.	6%	32%	28%	34%
Being shown sexy or sexual picture that you were not comfortable to see	8%	19%	35%	38%
Being touched intentionally in your body parts.	2%	17%	38%	43%
Having someone insistently inviting you for a date.	6%	17%	27%	50%
Having someone offer you a merit/grade in exchange of sexual favors.	2%	5%	16%	77%
Having someone whistled, called, or hooted at you in a sexual way.	9%	18%	32%	41%
Having someone made unwelcome attempts to draw you into a discussion of sexual matters.	3%	18%	19%	60%
Having someone repeatedly stand very close to you or corner you in a way which made you uncomfortable.	12%	19%	29%	40%
Having the feeling of being frequently stared at your body parts making you uncomfortable.	7%	25%	30%	38%

As gleaned in table 2a, 6% of the female respondents often have someone made unwellcome comments, jokes or gesture, 32% answered sometimes, 28% experienced it once or twice and 34% have not experienced it. Further, 8% of females often have experience being shown sexy or sexual picture that they were not comfortable to see, 19 % sometimes, 35% once or twice and 38% never. Two percent (2%) of females answered that they have been touched intentionally in their body parts, 17% sometimes, 38% once or twice, and 43% never. Six percent (6%) of females answered they often have someone insistently inviting them for a date, 17% sometimes, 27% once or twice and 50% never. Also, 2% of females often have someone offered them merits/grades in exchange of sexual favors, 4% sometimes, 4% once or twice and 90% never. Nine percent (9%) females answered that they often have someone whistled, called, or hooted at them in a sexual way, 18% sometimes, 32% once or twice, and 41% never. Further, 3% females have someone made unwellcome attempts to draw them into a discussion of sexual matters, 18% sometimes, 32% once or twice, 60% never. Two percent (2%) of females often have someone repeatedly stand very close to them or corner them in a way which made them uncomfortable, a similar percent (19%) for sometimes and once and twice, and 41% never. Lastly, 7% of females often have the feeling of being frequently stared at their body parts making them uncomfortable, 25% sometimes, 30% once or twice and 38% never.

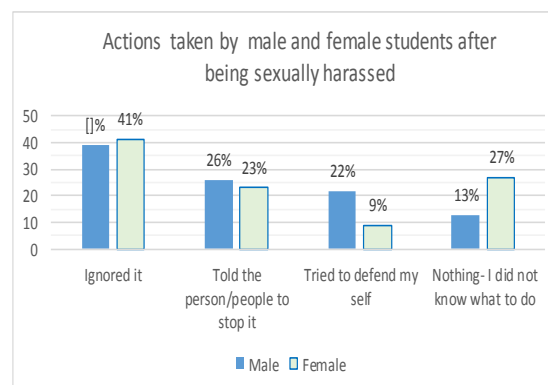
The college students have shown that they had experiences on sexual harassment but are varied according to the extent. Males have answered that they have more experiences as compared with the female counterparts. Though there is more number of males who often have the experiences on sexual harassment across the indicated above descriptors, they shared that most of them had only once, twice experience and most never had an experience with it. Similarly, they asserted in an informal interview that they are more frank in obstructing these kinds of sexual harassment on them. They are not afraid with the person whether he/she is an instructor or of higher or even a known and or big classmate/s. This shows that students know their rights and the responsibilities of those who teach and are in authority, also they do not fear bully classmates they have.

In corroboration with a relevant study of Murnen, S. K., & Smolak, L. (2000), such finding

is contrast as they asserted that females are more likely to think the victim would be frightened and males more likely to think that the victim would be flattered by the attention. Females who reported that the victim would be frightened or that they did not know how the victim would react reported lower body esteem.

Also, Fineran, S., & Bennett, L. (1999) posits that females experience the more overtly sexual forms of harassment more often than boys and boys perpetrate sexual harassing behaviors more often than girls. Likewise, this is supported by DeSouza, E. R., & Ribeiro, J. A. (2005) that males bullied and sexually harassed their peers more often than females do. Moreover, bullying predicted peer sexual harassment for males and females.

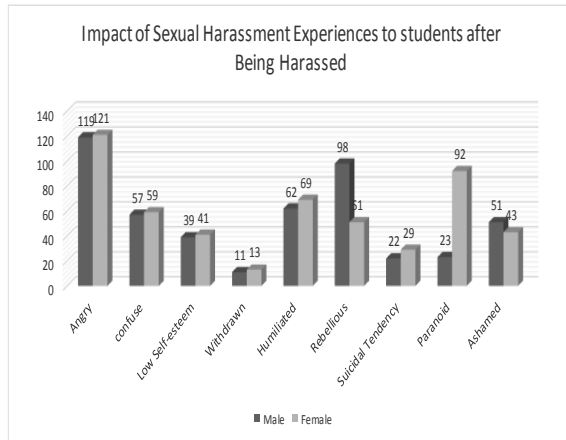
**Figure 1: Actions taken by students after being Sexually Harassed**



As gleaned in figure 1, actions taken by students after being harassed shows that 39% males and 41% of females ignored it, 26% males and 23% females told the person/people to stop it, 22% males and 9% of female tried to defend themselves, and 13% males and 27% females did nothing because they do not know what to do.

This data illustrates further how male and female students alike are vulnerable of harassment cases and do not know correct actions to do after being harassed. Most of them just ignore it. Indeed, Barak, A., Fisher, W. A., & Houston, S. (1992) assert that individuals often report experiences that conform to objective definitions of sexual harassment, but rarely report the subjective perception that they have been sexually harassed.

**Figure 2. Negative Impact of Sexual Harassment to students**



Although, most students ignore sexual harassment experiences, students, males and females alike, feel angry after being harassed. This shows that they are well aware of the adverse impact that sexual harassment brings to them as further validated by their sharing in the interview. Their rights as individuals are believed to be obstructed as they further noted that it is their body and them being disrespected by those attackers.

In corroboration, previous research indicates that a high percentage of both boys and girls experience sexual harassment and that the negative consequences are greater for girls. Indeed, girls are far more likely to perceive harassment more harmful than boys and to experience a far greater frequency and severity of harassment (Hand & Sanchez, 200). Moreover, girls were more likely to think the victim would be frightened and boys more likely to think that the victim would be flattered by the attention. Girls who reported that the victim would be frightened or that they did not know how the victim would react reported lower body esteem (Smolak, 2000).

### CONCLUSIONS

In the light of the findings, this study presents the following conclusions:

- 1) The perception on what sexual harassment is among the college students in MPSPC is strong according to both genders but significantly differ on the perception of good intention behavior as cannot be considered sexual harassment where males agree and females

disagree. Male respondents strongly agree that mode of dressing is a major cause of sexual harassment while the female respondents just agree. Also, the male respondents agree that if a person is sexually harassed, she/he must have done something to invite it.

- 2) The college students have shown that they had experiences on sexual harassment but are varied according to the extent. Males have more experiences as compared with the female counterparts. Though there is more number of males who often have the experiences on sexual harassment across the descriptors, they had only once, twice experience and most never had an experience with it.
- 3) The action taken by male and female students sexually harassed is to ignore it but they feel angry about it. Males become rebellious and females become paranoid

### RECOMMENDATIONS

Based on the conclusions, the researchers recommend the following:

1. MPSPC management with the Guidance Counseling Office may consider prevention programs and policies according to the need of the students to further guide and secure them in the academe.
2. Students are encouraged to report any sexual harassments in authority.
3. Gender and Development Office (GAD) may craft seminars or trainings on students' rights welfare and development.
4. Further studies may be considered by other researchers on college students' sexual harassment perceptions and experiences.

### ACKNOWLEDGEMENT

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# **POLICY DYNAMICS OF SPECIAL EDUCATION FUND (SEF) UTILIZATION IN QUEZON CITY; A GOOD GOVERNANCE APPROACH**

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## **ABSTRACT**

**This paper is an assessment of the Policy dynamics including the processes and practices of the utilization of the Special Education Fund (SEF) in Quezon City. The SEF is a derived from the levying of an additional 1% in the Real Property Tax or RPT by the Local Government Unit or LGU and is intended to augment the public school needs pursuant to the construction of school buildings, procurement of facilities and textbooks, sports development etc. within the locality. Using Key Informant Interviews (KII) as well as Survey and Documents Analysis, the research sought to determine how the SEF is being utilized in terms of the functions attributed to the Local School Board, the practices and processes involved. Key findings from COA annual reports from 2012-2016 were also included in the analysis. An important component however of the paper is the employment of the Model of Good Governance as a framework for analysis to determine whether the SEF utilization conforms to the tenets of Good Governance. A total of 84 school principals were included in the survey as respondents. The results of the study indicate that the Quezon City LSB has been utilizing the SEF strictly adhering to the legal parameters set by the governing law on SEF. Also, SEF utilization in Quezon City was primarily anchored on the purchase of textbooks and sports development activities. Survey findings, however, indicate that Good Governance was attained with a total mean score of 2.29 (Adequate level of compliance).**

*Keywords: SEF, Local School Board, Utilization, Policy Dynamics, Quezon City*

## **INTRODUCTION**

Education remains to be a potent instrument for poverty alleviation and social mobility. In the groundbreaking book by Gunnar Myrdal entitled “Asian Drama” first published in 1968; the author argued that the vicious cycle of poverty in most Asian societies is perpetuated by the lack of education and increased levels of illiteracy. It is this problem concerning illiteracy and increased gaps in education that must be mitigated to at least ensure the people that they can break free from this bondage with poverty. Education is a very important factor that contributes to the country’s development as it directly affects the general stability of the nation (Adeyemo, 2015).

In the Philippines, the concerns with improving education have been a perennial task of the government. Nevertheless, just as with any social

issue; the problem is exacerbated by many factors like burgeoning population, lack of adequate facilities, curriculum development issues, and mismanagement of schools and its resources. The Department of Education (DepEd) reported that as per 2015 estimates, out of every 100 grade one students, 68 would finish basic education, 43 would finish secondary school, 23 would get into college, and only 14 would graduate from college and this trend has been on an upswing since the late 1980’s. In addition to this, 6.8 million of eligible children had never gone to school. One out of 10 cannot read and write.

One in every 6 Filipinos is not functionally literate — a total of 9.6 million. There is also a considerable deterioration in subject mastery, with student achievement rates in almost all subjects being below 50 percent. In addition to this, Aceron, David, Vital, Santos and Parrera (2013)

and some schools without access to electricity and potable water.

Indeed, there is a need to address this problem especially if we try to correlate education with national development. In the Philippines, this task of ensuring that education, especially at the basic level is constantly being developed rests on the Department of Education or the DepEd. The said agency is given a higher percentage of budget allocation per year based on the GAA or General Appropriations Act. But even with a high budget allocation, there are still many problems that arise in the education sector on a yearly basis that the gaps, especially in the fiscal, aspect have to be filled. This is where LGU's or Local Government Units come in to help augment the fiscal gaps that are not being addressed by the Deped. This is achieved through the mechanism of SEF or Special Education Fund.

The Local Government Code allows local government units (LGUs) to impose yearly a 1% tax on the assessed value of real property, in addition to the basic real property tax. This constitutes the SEF. In fact, Section 235 of the Code reads: "A province or city, or a municipality within the Metropolitan Manila Area, may levy and collect an annual tax of one percent (1%) on the assessed value of real property which shall be in addition to the basic real property tax. The proceeds thereof shall exclusively accrue to the Special Education Fund (SEF)." The purpose of the collection and utilization of the SEF is also worthy of mention.

In Section 100 of the Local Government Code states the priorities for SEF as follows: (1) first among and the most important is the construction and maintenance of school buildings; (2) the provision of textbooks and other instructional materials; and lastly (3) sports-related activities at the division, district, municipal, and barangay levels. There are specific guidelines regarding the use of the fund as indicated in the Local Government Code. However, the use of the said fund lies in the control of the Local School Board which is an eight-man committee co-chaired by the local chief executive and the local schools' superintendent. There have been reported incidences of abuse of discretion and utilization of the SEF among some LGU's in which the purpose for the expenditures charged against the SEF does not fall under the allowable items as specified in the Code. In fact, Yasay (2008) asserts that there have been reports also that the SEF has been used for

political purposes like campaigning especially during elections.

The outcomes of the study can be a valuable tool for other LGU's as well as their respective Local School Boards so that effective utilization of the SEF can be better attained. Likewise, the paper postulates how the Model of Good Governance can be used as a measurement to better facilitate the utilization of the SEF. This is necessary given the premise that SEF collection has increased tremendously with aggregate collections reaching 106 billion pesos from 2011-2016. As opined by Manasnet.al (2011), there should be more transparency in reporting, efficiency in utilization and greater vigilance among the various stakeholders so that SEF can be effectively managed in attaining its avowed purpose.

## STATEMENT OF THE PROBLEM

This study aims to underscore the dynamics of SEF utilization through the evaluation of practices, processes and functional delegation in the use of the said fund. The study locale is the LGU of Quezon City. This LGU regularly posted high SEF collections from 2012-2016 and also has the highest number of elementary and secondary public schools numbering 142 as of 2018 to be exact. In effect, the paper tends to investigate whether the utilization of the SEF for Quezon City corresponds and operates within the tenets of Good Governance. The paper is anchored on the following problems:

1. What are the policy dynamics of SEF utilization in Quezon City in terms of processes, practices and organizational functional distribution of the Local School Board?
2. How is the SEF utilized in terms of Projects Completed and Expenditures as reflected in the Local School Board Resolutions and COA Audited Reports?
3. What is the perception of the respondents with regard the utilization of the SEF within the framework of Good Governance?
4. How can issues and concerns pertain to the SEF utilization in Quezon City be addressed effectively?

## Research Framework

### *The Principle of Good Governance*

The Principle of Good Governance was introduced by the United Nations as well as the World Bank in the 1990's as a means for developing states to combat corruption in order to realize developmental efforts aimed at promoting general well being of the populace. This theory finds relevance in the study since one of the most prevalent issues that have hounded SEF to pertain to allegations of corruption, misappropriation, and misuse of funds as opposed to the supposed purposes contained in the Local Government Code of 1991.



Fig. 1 Model Concept of Good Governance Framework

In the study, the researcher used the Framework for Good Governance in the attempt to underscore whether the intended purpose by which the SEF is to be used is being carried out properly. The researcher intends to utilize the 8 tenets of Good Governance in analyzing the utilization of the SEF in Quezon City.

## METHODOLOGY

The descriptive nature of the study sought to determine the policy dynamics involved in the utilization of the SEF or Special Education Fund of Quezon City. The researcher also made use of the evaluative design as a method focused largely on the Model of Good Governance Framework. In here the researcher analyzed the dynamics of SEF utilization in Quezon City using the 8 Tenets of Good Governance. The researcher shall use these parameters of Good Governance and analyze how each of these parameters can be applied or are observable in the utilization of the SEF of the said local government unit.

As such, this study employed a descriptive research design using a combination of Qualitative and Quantitative data gathering techniques. The following methods were utilized by the researcher:

1. **Key Informant Interviews-** personal face to face interview was carried out specifically for this purpose. The researcher ensured the adoption of a multi-stakeholder approach in selecting the key informant interviewees in order to ascertain and attain more balanced responses. The interviewees were as follows, the Secretariat of the Local School Board of Quezon City to represent the Local School Board, a former Undersecretary of the Department of Finance to represent the national government and the National Chairperson of TDC (Teachers Dignity Coalition) to represent the civil society.
2. **Documentary Analysis-** reports gathered from the annual findings of the Commission on Audit from the 2012-2016 reports were utilized side by side with Local School Board Resolutions of Quezon City. In addition, secondary data from existing literature were used in the analysis of the findings and discussion of the results.
3. **Survey** – the researcher also made use of a self-constructed survey questionnaire which was adopted from the Good Governance for Local Development (GOFORGOLD Index). In here, the eight facets or elements of Good governance were used as Domains to analyze the dynamics of the utilization of SEF in Quezon City. The respondents of the study were school principals purposively selected based on their awareness and actual appreciation through the experience of the processes and practices in SEF utilization in Quezon City since they also run the day to day activities of the school. Using Slovincs Formula with a 5% error was used to get the number respondents, the researcher was able to arrive at 84 respondents ( school principals) from a total of 142 elementary and secondary schools from the six districts of Quezon City.

**Instrument** - The questionnaire was divided into eight domains to correspond to the eight tenets or parameters of Good Governance. These are as follows; Accountability (15 items ), Transparency ( 14 items ), Responsiveness ( 10 items ),

Follows the Rule of Law ( 12 items), Equitable and Inclusive ( 9 items), Effective and Efficient ( 10 items ), Participatory ( 11 items ) and Consensus-Oriented ( 11 items ). The respondents were asked to respond to the different attributes related to each domain on a 5-point Likert Scale where 4=excellently attained, 3=highly attained, 2=attained, 1=slightly attained, 0=not attained. For validation purposes, content validity was used. This was used to identify whether the items were relevant and appropriate to the study. The instrument was evaluated by three experts from the University of Santo Tomas. The researcher also utilized the evaluator's checklist made by Duad (2010).

Since the study involved human subjects as respondents, the researcher made certain steps that Ethics was properly observed. First, a letter addressed to the Schools Division Superintendent of Quezon City was given, once approved, the researcher personally gave the Research Instrument which also contained an Informed Consent Form.

## FINDINGS

### A. Policy Dynamics of the Local School Board in Quezon City

In a Key Informant Interview with Mrs. Susana Baetiong dated February 18, 2018, the following information were obtained;

1. The Quezon City Local School Board is composed of an 8 member committee with the Mayor of the City as the Chairman and the Schools Division Superintendent as Co-Chairman. But while they share the same powers especially in decision making, the Mayor accedes and accepts the recommendations made by the School Superintendent. This is primarily because of the high level of trust and confidence of Mayor Herbert Bautista to the Schools Superintendent. She went as far as saying; *“Si Mayor naman from the beginning, he looks at the budget preparation and allocation lang, but he does not specifically order things around especially with the SEF. Kumbaga, sinasabi nya lagi, mas maalam ang mga tiga DepEd kaysa sa kanya sa aspeto na yun, kaya walang problema so far”*. (The Mayor only looks at the budget preparation and allocation but he does not order things around specifically especially

with how the SEF is supposed to be used. He just says that the people from the DepEd know things about it better than he does, that’s why there appears to be no problem ever since.

2. With regard the process, she mentioned that all the school principals, as well as PTA officials, are instructed to make SEF based recommendatory projects usually at the beginning of the year. Then all of these submitted requests will then be deliberated by the LSB in terms of priorities, needs and available budget. Once included in the Summative Report of Approved Projects, the request will then be forwarded to the City Treasurer’s Office as these LSB approved projects will be charged against the available SEF for a given fiscal year. After the budget has been approved, the project undertaking will pass through the BAC, Biddings and Awards Committee for proper bidding proceedings prior to actual construction or purchase of the identified and approved project.
3. There are no unique practices with regard SEF utilization in Quezon City as the Key Informant Interviewee mentioned that the SEF related practices and processes for Quezon City are based on the Local Government Code of 1991, Joint Resolutions of the DepEd and reporting procedures based on COA standards. She added, *“We have to be very compliant since Quezon City has one of the largest SEF allocations, it becomes imperative as well that there is greater scrutiny of the fund and how it is being used, this is where we make sure that proper reporting of the SEF utilization to the COA be carried out in the strictest sense. Like dun sa recent Joint Circular (JC) No. 1, s. 2017 ng DepEd, before we use the SEF for allowances and honoraria ng mga teachers, but now discontinued na talaga since we have to comply with the ruling”*. ( Like in the case of the recent Joint Circular no.1 s.2017 of the Deped, before, we can use the SEF for teachers allowances and honoraria but since it has been discontinued, we really have to comply).

### B. SEF Utilization in Quezon City

The actual utilization of the SEF is a primordial concern of this paper. As such, the following findings obtained from COA reports and Local School Board Resolutions concerning SEF utilization in Quezon City are hereby presented.



1. Available data from the Commission on Audit LGU Reports shows that for CY 2016, the SEF for Quezon City was 1,178,178,266 while total appropriation for the SEF was pegged at 1,430,000,000. For 2015, the actual SEF collected for the city was at 1,156,326,407 with actual obligations reaching 800,299,195. This was by far the lowest SEF allocation made in the 5 year period from 2012-2016.

For CY 2014, records show that the SEF collection was 1,066,238,208 while actual obligations charged against the SEF was at 1,289,599,160.

In 2013, the SEF collection tallied at 1,023,921,185 and actual SEF obligations reached 1,220,321,474. Lastly, for 2012, COA data showed that actual SEF collection was pegged only at 920,918,237 while actual obligations charged to the SEF was at 1,293,474,649. It can be gleaned from the COA reports that Quezon City has a very high average SEF collection owing to its geographical location, the prevailing zonal value which determines the Real property tax from which the SEF is sourced and the prevalence of residential and commercial areas in the locality. However, it is also evident the LGU has more SEF allocations than actual SEF collections in all the years covered in the study except for 2015. However, COA findings show that in 2012, a total of P7.5 million of Quezon City's SEF went to donations to the Girl Scouts of the Philippines, public school teachers, uniforms of the Drum & Lyre Corps, and transportation to conferences which is not a scope of SEF utilization.

2. Based on the Quezon City's Local Board Resolutions, the largest percentage of SEF allocation was funneled to the acquisition of textbooks and other learning materials at 43 percent over a five year period from 2012-2016. Sports Development programs came in next at 32 percent while construction and repair of buildings were only given an average allocation of 12 percent. The LSB of Quezon City Secretary explained that this was due to the inability of available spaces for construction or expansion of school buildings.

3. SEF allocation in Quezon City corresponds to the allowed items to be charged against the SEF, however, as can be seen by the LSB report that beginning 2017, honoraria for

teachers charged against have been discontinued.

### B. SEF Utilization in the Context of Good Governance

A survey was conducted among 84 School principals in Quezon City All statistical hypotheses were tested using the .05 level of confidence The results were interpreted using percentage and ranking. The computed means were interpreted using the scale below:

**Table 1.** Mean Score Range Interpretation

Mean Score Range	Interpretation	Compliance with Good Governance Framework
3.50- 4.00	Excellentlly Attained (EA)	Highly Compliant
2.50- 3.49	Highly Attained (HA)	Compliant but needs a few improvements
1.50- 2.49	Attained (A)	Adequate level of compliance
0.50- 1.49	Slightly Attained (SA)	Not compliant, needs some work
0.00- 0.49	Not Attained (NA)	Not compliant, needs a lot of work

Table 2 shows the Statistical Summary for Domain 1: Accountability

**Table 2** Statistical Summary of Accountability according to School Principals

Accountability (Parameters)	Overall		
	M	R	V
A. The LSB clearly defines appropriation and spending authority for the SEF	2.25	2	A
B. Delegation of Duties and Functions	2.49	1	A
C. Presence of Sanctions and Corrective measures	2.70	3	H A
<b>AVERAGE</b>	<b>2.48</b>		<b>A</b>

The respondents gave a score of 2.48(Attained) to the parameter on Accountability. Manasan et.al (2011) argued that the SEF has grown tremendously from 2001 to 2008 that is why strict measures to ensure accountability have to be in place. In an Interview with the Former Undersecretary of the Department of Finance, Dr. Milwida Guevara ( March,10,2018), she lamented the inadequate Accountability measures saying that the Local School Board is being clothed with too many powers and leeway in deciding where to put the SEF. She also pointed out there are no metrics with which the success of SEF utilization can be gauged and that the fund is being used other than the purposes for which it was created for. She mentioned, “Some SEF fund is being used for campaign purposes especially during election season by some local chief executives especially in some remote areas and provinces, if only there are stricter accountability channels, then this can be mitigated”. Only allowable items must be charged against the SEF (Boncodin & Nuqui 2008).

**Table 3** Statistical Summary on Transparency according to School principals

Transparency (Parameters)	Overall	
	M	RA/NK/VI
A. Accessibility of Records and Reports	2.84	2 HA
B. Access to LSB Meetings and Meeting Results	2.94	1 HA
<b>AVERAGE</b>	<b>2.89</b>	<b>HA</b>

On the parameter of Transparency, the respondents gave a mean score of 2.89 ( Highly Attained). This indicates the perception that there is a considerable degree of openness and transparency with regard to the records and available data where the SEF was used. In an interview with Teacher’s Dignity Network National Convenor Mr. Benjo Basas ( March 2, 2018), he opined that the transparency on SEF only exists with the public information as to how the SEF was utilized but transparency, according to him must be present at the onset of planning, deliberating and deciding where to allocate the funds. This is an area that according to him needs to improve.

**Table 4** Statistical Summary on Responsiveness according to School Principals

Responsiveness (Parameters)	Overall		
	M	RA/NK	VI
A. Immediate Planning and Preparation of Budget	2.28	2	A
B. Timeliness Delivery and Completion of School Projects / Requests	2.55	1	HA
<b>AVERAGE</b>	<b>2.42</b>	<b>-</b>	<b>A</b>

Responsiveness pertains to the timeliness and the urgency in the dispensation of decision or action and in this regard, the respondents ranked it 2.42 (Attained). This coincides with the assertion made by Dr.Guevara when she mentioned the delays in the release of funds caused by the elaborate process of Bidding which takes a lot of time. According to her, there are some items which should not be prioritized but takes a big portion of the SEF.

**Table 5** Statistical Summary on the Parameter Equitable and Inclusivity According to School Principals

Equitable and Inclusive (Parameters)	Overall		
	M	RA/NK	VI
A. Fair and equitable allocation of SEF budget	2.75	1	HA
B. SEF utilized exclusively for educational purposes	2.51	3	HA
C. SEF reaching its intended beneficiaries	2.74	2	HA
<b>AVERAGE</b>	<b>2.66</b>	<b>-</b>	<b>HA</b>

The mean rating for the parameter on Equitability and Inclusivity was 2.66 (Highly attained). This could be interpreted that the stakeholders that the SEF should benefit are effectively being reached. Mr. Basas opined however that aside from students, the teachers must also get their share of SEF through additional incentives like allowances and training.

**Table 6** Statistical Summary on Effectiveness and Efficiency

Effectiveness and Efficiency (Parameters)	Overall		
	M	RANK	VI
A. SEF Objectives and Targets are reached	2.32	1	A
B. SEF Objectives and Targets reached within an adequate time frame	1.88	2	A
C. SEF Objectives and Targets reached within reasonable costs	1.67	3	A
<b>Average</b>	<b>1.89</b>	<b>-</b>	<b>A</b>

The Total mean score for the parameter on Effectiveness and Efficiency was considerably low at 1.89 (Attained). Again, the argument could be based on the practice of some LGU's and Local School Boards of not effectively allocating the fund to its intended purpose hence misallocation and mismanagement of the fund ensue. (Manasan, et.al 2011).

**Table 7** Statistical Summary on "Following the Rule of Law" according to Principals

Follows the Rule of Law (Parameters)	Overall		
	M	RANK	VI
A. SEF adherence to the Local Government Code of 1991	3.00	2	HA
B. SEF adherence to DepEd Circulars	3.18	1	HA
<b>Average</b>	<b>3.09</b>	<b>-</b>	<b>HA</b>

The high mean rating of 3.09 can be attributed to the fact that the Quezon City Local School Board as mentioned by its LSB Secretary, Mrs. Susan Baetiong complies well with the legal frameworks and parameters of the SEF utilization.

**Table 8** Statistical Summary of Participation according to School Principals

Participation (Parameters)	Overall		
	M	RANK	VI
A. The LSB listens to the concerns of the multiple stakeholders of the SEF	1.45	1	SA
B. The LGU encourages stakeholders to actively participate in the SEF deliberation and utilization through comments and suggestions	1.43	2	SA
<b>OVERALL</b>	<b>1.44</b>	<b>-</b>	<b>SA</b>

On the parameter concerning Participation, it is very evident that the respondents perceive that participation among multiple stakeholders in the planning, decision making and execution of the SEF is very much lacking. As Mr. Basas also pointed out, the decision making almost ultimately lies only on the LSB. "Masyadong malawakang kapangyarihan na binibigay sa LSB. It reaches the point that no consultations are being made with the public", (The powers given to the LSB are too broad and far-reaching), he said.

**Table 9** Statistical Summary on Consensus Based" according to Principals

Consensus Based (Parameters)	Overall		
	M	RANK	VI
A. Collaborative Decision making	1.47	1	A
B. SEF projects based on the good of the greater majority	1.49	2	A
C. Open Dialogue among the stakeholders	1.46	3	A
<b>OVERALL</b>	<b>1.47</b>	<b>-</b>	<b>SA</b>

As in the case of Participation, the respondents also rated considerably low the parameter on SEF as Consensus with a mean rating of 1.47 (Slightly attained). This coincides with the statements made by Dr. Guevara in the interview conducted when she said that the LSB should not monopolize the decision making regarding SEF, consultations with other stakeholders should be present and that they are to be given appropriate consideration as well.

**Table 10. Over-all Mean Score for all the Good Governance Parameters**

Domain	Overall			Compliance
	M	RA NK	VI	
A: Accountability	2.48	4	H A	Compliant but needs a few Improvements
B: Transparency	2.89	2	H A	Compliant but needs a few improvements
C: Responsive	2.42	5	A	Expected level of compliance
D: Equitable and Inclusive	2.66	3	H A	Compliant but needs a few Improvements
E: Effectiveness and Efficiency	1.89	6	A	Adequate level of compliance
F: Follows the Rule of Law	3.09	1	H A	Compliant but needs a few improvements
G: Participatory	1.44	8	SA	Not compliant, needs some work
H: Consensus Based	1.47	7	A	Adequate level of compliance
<b>OVERALL</b>	<b>2.29</b>	<b>-</b>	<b>A</b>	<b>Adequate Level of Compliance</b>

Based on the results of the survey as shown in Table 10 above, the overall mean score by the respondents with regards the utilization of the Special Education Fund was 2.29 ( Attained – An Adequate level of Compliance) with the parameter on “Follows the Rule of Law” obtaining the highest rank and the parameter on “Participatory” garnering the lowest.

## CONCLUSIONS

The SEF, if utilized properly can be an effective instrument in augmenting the fiscal disparities among many public schools in the country. The primary reasons for its creation are very clear and are intended to help the national government in shouldering the burden of ensuring that education reforms through effective allocation of resources are met. Quezon City is one of the LGU’s in the country that possesses one of the highest SEF allocations with an average of 1.1 billion in SEF collection from 2012-2016. This study which dwelled primarily on the assessment of the Policy dynamics and utilization of the SEF in Quezon City presents the following conclusions based on the findings of the study.

1. There exists a high level of compliance on the part of the Local School Board with existing legal guidelines and frameworks governing the SEF namely the Local Government Code of 1991, the DepEd Joint Resolution no.1 and Commission on Audit standards for record keeping and reporting.
2. The eight (8) man LSB is equally represented with the Mayor giving a considerable degree of freedom to the LSB to implement decisions and actualize plans regarding SEF utilization.
3. The budgetary process, allocation and actual spending of the SEF follow a standard process with the LSB taking the lead in determining the priority areas for the dispensation of the fund.
4. The Quezon City government has been consistent in hitting more than 1 billion in SEF collection from 2012-2016.
5. The SEF collection is fairly adequate to cover the expenses charged against it with the majority of the fund devoted to purchase of textbooks, upgrade of school facilities and sports development activities which are all within the bounds of allowable charges within the fund.
6. The survey results indicate that there is still room for improvement in terms of ensuring compliance with the tenets of Good Governance in the utilization of the SEF.
7. Lastly, participatory governance and collaboration are two major parameters that scored the lowest in the survey among the 8 parameters of Good Governance and should be included in the areas that need to be improved.

## RECOMMENDATIONS

In line with the conclusions stated above, the following recommendations are hereby given;

1. The Quezon City government must continue its practice of strictly adhering to the law and in this regard must also include additional layers of accountability and transparency measures to ensure that the fund is efficiently being managed.
2. There must be a re-assessment of the Local School Board in terms of its functions, powers and responsibilities as the Local School Board's composition must be re-evaluated and strengthened to ensure effective collaboration and participation.
3. The Quezon City government and the LSB must look at streamlining and shortening the process of bidding without prejudice to the quality of the process to ensure that projects are completed within the needed and appropriate timeframe.
4. The LSB must focus on building and renovating school buildings to address the prevailing backlog of classrooms in Quezon City.
5. There must be effective measures in place to ensure participation and collaboration among the various stakeholders of the SEF.
6. The Quezon City government must further its aggressiveness in collecting Real Property taxes to ensure the increase in SEF collection for more effective projects to ensue in order to affect meaningful educational reforms.

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# STAKEHOLDERSHIP IN ARRESTING SCHOOL DROPOUTS IN A RURAL ELEMENTARY SCHOOL

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## ABSTRACT

**This exploratory action research sought to explore the views and experiences of the stakeholders in their collaborative effort in arresting school dropouts in a rural elementary school. Participants included 5 students, 4 teachers and 4 parents who served as the stakeholders in the study. Using the narrative inquiry and focused-group discussion as a research methodology, interviews among the stakeholders were made at the same time observation notes were made by the researcher. With the data collected, results revealed that nine themes emerged as essence of their experiences. The stakeholders view the dropout phenomenon as a prevailing school problem and being “out” in class. As to their solutions, the stakeholders believed that there is a need for a concern and sense of community, need for a trusting and nurturing environment and economic factor. In implementing the possible solutions, a need to follow-up the pupils, home visitation and attending the ALS Class in the District was advised. Finally, an improvement in the attendance of the students possible for dropouts was evident. Parents should have time to talk to their children in order for the former to acquaint and update themselves with what is happening to them. Parents and teachers should spend extra time and attention in guiding the pupils and monitoring the latter’s progress. This can be done by frequent conversation with the pupils on their experiences both in school and at home.**

*Keywords: Stakeholdership, dropouts, rural, elementary school, arresting*

## INTRODUCTION

Teaching is a noble profession. Teachers tend to share their knowledge and expertise with students by channelling information to them. Being a teacher requires a lot of hardships and sacrifices. There are cases where a teacher is assigned to a far-flung community. Such is true in this researcher’s case, who was formerly employed as an elementary school teacher. He has to travel more than an hour every day to report to school, Salngan-Alimono Elementary School, an elementary school located at Barangay Salngan, Passi City, Iloilo. At some point, with the lack of proper means of transportation, he has to walk more than an hour in going to school and going home after class.

Barangay Salngan is a rural barangay, located more or less 16 kilometers away from

Passi City proper. It has six precincts with 1,646 registered voters and a land area of 2, 506 hectares. It is mainly an agricultural community. The barangay comprises of 697 families and 598 households. The labor force is composed of 1,350 members or 45% of its population. These workers are permanent and casual employees in public and private firms. Some of them do part-time jobs, especially students who belong to indigent families.

One of the major problems encountered by the teachers is the dropout rate of the school. Dropout, the term immediately brings to mind an image, or a myriad of images. It conjures up long list of adjectives — many of them negative (Center for Child and Family Policy, 2008). Students dropping out of school is one dilemma of the education sectors; dropping out means leaving

the school for practical reasons. It is an impediment that is bugging the Department of Education not only in the Philippines but also many countries around the globe because of its increasing rate more and more each year. According to Roberta Furger (2011) for some students, dropping out is the culmination of years of academic hurdles, missteps, and wrong turns. For others, the decision to drop out is a response to conflicting life pressures -- the need to help support their family financially or the demands of caring for siblings or their own child.

Salngan-Alimono Elementary School has the most number of enrollees in all barangay schools in the Division of Passi City. Most of its enrolled pupils came from other nearby barangays wherein most of them had to walk more than an hour just to reach the school. With certain circumstances, many pupils tend to drop out of school for several reasons. One of this is that they have to work in the farm to harvest sugarcane, locally termed as "tubo". Since Barangay Salngan is one of the largest producer of sugarcane in the City of Passi, most of the students tend to work as "tagatapas" or "gapangampo" to earn money for their family. "Tagatapas" is a term which refers to those who engage in harvesting sugarcanes, while "gapangampo" refers to those who are in charge of clearing the field for sugarcane to grow. Such being their source of livelihood, they tend to prioritize their work instead of going to school. This has resulted in the increase in the dropout rate of the school in the past years. Another reason is the distance of the school from their respective homes. The school is quite far from their house and it is hard for them to travel especially during rainy days.

The foregoing situation is not an isolated phenomenon; hence, the Department of Education has mandated all schools to reduce their dropout rate, and as much as possible, to achieve zero dropout in all public schools.

### **Purpose Statement**

This exploratory research study was purposively conducted to obtain a view of the stakeholders and to understand their experiences regarding the dropout phenomenon.

Particularly, this study aimed to identify possible solutions and how to implement these solutions to address the dropout problem in

schools.

### **STATEMENT OF THE PROBLEM**

In the pursuit of arresting the dropout rate in school, this research study was conducted to lessen and minimize the dropout rate in schools.

Specifically, it sought to answer the following questions:

1. How do the various community stakeholders view the dropout phenomenon in a rural public elementary school?
2. What solutions can the stakeholders present and commit to collaboratively implement in order to address the dropout phenomenon?
3. How are the stakeholders able to implement the solutions that they have committed to implement?
4. What changes do the stakeholder's experienced during the implementation of their proposed solutions?

### **REVIEW OF RELATED LITERATURE**

Dropout prevention in rural areas has unique characteristics related to the socioeconomic setting. Although rural schools face many challenges, some schools and districts have discovered creative ways to convert these challenges to opportunities for improvement.

The Philippine Institute for Development Studies (PIDS) have discovered creative ways to convert these challenges to opportunities for improvement. The following strategies have proved successful in some rural areas: (a) Identify Possible Funding Sources for Out-of-School Programs; (b) Build Coalitions to Assist with Transportation for Out-of-School Programs; (c) Four-Day Class Per Week; and (d) Recruiting and Retaining Qualified Teachers.

These strategies are indeed only a beginning, but they do provide the individuals who will serve on these committees a place to begin as they seek solutions to the dropout crisis.

### **ZERO DROPOUT PROGRAM**

Believing that proper basic education can help us rise above poverty, hasten development and bring about positive change in our country,

SGV Founder Mr. Washington SyCip conceptualized, initiated and funded the Zero Dropout Education Scheme (ZeDrES or Zero Dropout) program with Mr. Paul Kazarian through the WS Family Foundation and the Kazarian Foundation. The program is being implemented by CARD MRI. The program aims to enable Filipino children, especially the poorest of the poor, to enroll and complete their elementary education.

Under this program, they visited the homes of the clients of the Zero Dropout Program to have a firsthand view of their living conditions and learn how the program helped them gain access to primary education. They then visited the schools and talked with the teachers of the beneficiaries to learn about their school enrolment, class performance, and attendance. Finally, they met with local officials, school heads and local business organizations to understand how they interact with each other and gather insights on what still needs to be done to improve local conditions.

### **DROPOUT REDUCTION PROGRAM IN PUBLIC SCHOOLS (DORP)**

The challenges posed by Project ReACH - "Find them, Reach them, Keep them and Make them Complete School" inspired the implementers of the Dropout Reduction Program (DORP) in the secondary schools to perform better. Project ReACH through the DORP is successfully reaching the 3.4 Million youth aged 12- 15 years old.

The effectiveness of the Dropout Reduction Program (DORP) in reducing dropout rate, in the attainment of zero dropout rates, in increasing participation rate and improving learning outcomes using formal, non formal and informal approaches has been proven in many schools across the regions.

These approaches utilize the Family, Individual, Community and School (FICS) Analysis to facilitate the identification of students-at-risk of dropping out (SARDO) by introducing the appropriate interventions. The FICS Analysis encompasses the psychological, emotional, economic, cultural and social dimensions of the risk factors for dropping out affected the students/learners.

## **METHODOLOGY**

### **Research Design**

This exploratory action research employed the narrative inquiry method. Clandinin and Connelly (2000) defined narrative inquiry as a method that uses the following field texts as data sources: stories, autobiography, journals, field notes, letters, conversations, interviews, family stories, photographs and life experience.

This method made use of the FGD or the focused group discussion strategy which focused on the stories and experiences of the respondents used as data for the study.

### **Locale of the Study**

The study was conducted at Salngan-Alimono Elementary School, Brgy. Salngan, Passi City, Iloilo.

### **Respondents of the Study**

The participants were the selected pupils, parents, and teachers of the school. They were considered as the stakeholders in arresting the dropout rate of the school.

### **Data Gathering Procedure**

Data were gathered through the conduct of interviews and focused-group discussion (FGD) to the respondents. This was used to look into the personal and academic circumstances of the participants, as well as their experiences during the conduct of this action inquiry. Also, data from the journal notebooks of the respondents were analysed to augment the information gathered from the interview.

Responses to the questions in the interview were analysed and classified according to common themes.

## **FINDINGS**

Key themes emerged from data analysis. This study presents the common themes that emerged from the investigation on the value of stakeholding in arresting school dropouts in a rural elementary school.



## *View on the Dropout Phenomenon*

### *Prevailing Problem in School*

The stakeholders believed that the dropout phenomenon is a major problem in school since it affects the performance of the pupils and students in class. Such is true in the case of the institution being studied since the location is in a far-flung barangay where most of the families get their income and survive their daily needs by working in the field as “tagatapas” or “manugkampo”. Some of the pupils were in their teenage years, but still in the elementary level. This is the reason why they were called as the “big boys” in school. The main reason for this is that parents would rather let their children work in the field rather than letting them attend their classes for the belief that they would earn money for their daily needs.

### *Being “out” in class*

The stakeholders pointed out that being out in class does not simply mean that the “big boys” does not go back to school. They reiterated that some are in school but they do not attend their classes. Instead, they prefer to stay in the canteen or play with their fellow pupils at the back of the playground. They also emphasized that some would enroll and attend their classes for about two to three months, and when the sugarcane season opens, they would work as “tagatapas” in the field.

These quotes from the stakeholders illustrates their view on the dropout phenomenon.

*“Sa akon tana pagtanaw kada sir waay sila naga eskwela. Naga enrol lang sanda kung kis-a waay man sanda gabalik”. (The way I see it, they just enroll in school but they don’t attend their classes or even go back to school).*

*“Tapos sir kung diya man sanda sa eskwelahan waay man sanda gasulod. Kung ikaw ang maestro or maestra sir absenan mo man sanda kag kung madamo na sila nga absent pwede na sila ma drop.” (And if they are in school, they don’t attend their class. If you are the teacher, you will mark them absent and possibly, drop them from school for continuous absences).*

*“It is considered as a prevailing problem sa tanan nga schools because naga-epekto tana sa achievement ka school.” (It is a prevailing problem in school since it affects the achievement of the school).*

*“Siguro having a lot of dropouts frustrates a teacher. Daw ipamangkot mo na lang sa self mo nga “diin ako nagkulang?” kag daw pamatyag mo bala part kana ka life nanda kay adlaw-adlaw gakitanay kamo.” (Maybe having a lot of dropouts frustrates a teacher. And you will just ask yourself what have I done wrong? And the fact that you felt that you are a part of their lives).*

### *Solutions of the Stakeholders*

#### *Concern and a Sense of Community*

The community of the study site showed characteristics of a *Gemeinschaft*, a type of society in which people are closely tied by kinship and tradition (Macionis, 2010). The stakeholders were usually relatives and neighbors of the pupils at risk of dropping out.

The stakeholders felt that these pupils need their help and it is their responsibility to guide and make a drastic change in the lives of these individuals.

The following quotes shows the concern and sense of community of the stakeholders to the pupils:

*“ Pareho ka akun, si Benjie kay nagmasakit, pila man ka semana nga wala nag-eskwela . Ginpatawag ko si nanay na kag gin-istorya; su-bong nagbalik na si Benjie eskwela.” (Like in my case, Benjie got sick and was absent for how many weeks. I called the attention of his parents and talked to them. Now, Benjie is back in school).*

*“Kun makita namun day-a sanda gina hambalan man day a sanda namun nga maeskwela”. (If we see them in our place, we tell them to go to school).*

Also, the stakeholders, especially the pupils, whom mostly were classmates of the “big boys” were given notebooks as their journal where they wrote the things that they had done every day to encourage them to go back to school.

#### *Need for a Trusting and Nurturing Environment*

The stakeholders believed that the “big boys” needed someone to care for them. They wanted to feel that they have someone to trust with, at the same time, someone who cares for them.

Since they were out of school for a long period of time, it is evident that they were shy and were teased by their classmates. They need someone who would understand and cheer them to ignore and focus in their studies.

As the teachers would say that *“kinahanglan gid sanda nga bantayan basi madula duman bala kag indi dun magbalik liwat”* (We need to guide them or else they would stop from school). This is the reason why the teachers assigned a pupil to monitor their attendance in class.

#### *Economic Factor*

The interviews with the stakeholders seem to emphasize the need of the pupils to work to earn money for their families, such being one of the reasons why they tended to dropout from school. They would prioritize finding ways to look for work in order for them to earn money rather than going to school and attend their classes.

As one of the *“big boys”* said that *“wala kami sang kuwarta para ibakal ka amon bugas kag karaon amu na ga absent ako”*. (We don't have money to buy for our food that's why I am absent in class).

Another statement is that *“kun mag-eskwela ako, wala man ako balon kag kan-on ti maligoy man ako japun para mag obra”*. (If I go to school, I don't have an allowance and so I would still not attend my class).

The statements of these pupils were supported by the statement of the parents saying that *“Tamad man da sanda mag eskwela kay ginagutom mo. Maeskwela man da sir pay waay man it balunon”*. (They wanted to go to school but because of lack of resources, they rather choose not to attend their classes).

Since the parents of these pupils could not afford to give their financial needs, some of the teachers initiated a fund raising drive with their fellow teachers. Some gave an amount in exchange for a favour or work inside the classroom. Some shared and gave their food during recess time or during lunch time.

#### *Implementation of Solutions*

##### *Follow-up at Home*

The stakeholders, specifically the parents

and the teachers cares for their pupils. They believe that as one community, it is necessary for them to guide and support these pupils as well as their parents by calling their attention and inform them of the possible outcome of their actions. They were oriented of the situation of their children in school and were advised to try to talk to their children at home and explain to them the importance of education in their lives. The stakeholders also convinced the parents to encourage their children to attend their classes and try to reach out regarding their problems at home.

As one parent shared: *“Ti akon gani ano ma lang ko wala gani ko katapos Grade Three. Amu da gani nga ginatinguhaan ko ya mga bata ko biskan pa mapatay pa ko para mapatapos ko lang ya mga bata ko”*. (In my case, I haven't finished Grade Three. That's why I try my best to support and send my children to school). Eventhough she did not finished her elementary education, she was able to send her children to school.

##### *Home Visitation*

Since it is the policy of the Department of Education to minimize and lessen the dropout rate in schools, the stakeholders (teachers) went to visit the so called *“big boys”* in their specific places.

As the teachers said: *“kun indi pa gid madala sa patawag ka ginikanan, adtunan pa gid sa balay nanda”*. (If calling the attention of the parents would not work, we should visit them in their houses). This is one way where teachers could see for themselves the actual situation of these pupils and reach out to them and show them that they are not taken for granted.

The parent stakeholders were also supportive of the actions taken by the teachers since they believe that it is one of the best possible solution in the given problem.

##### *Attending the ALS Program/Class*

One of the major programs implemented by the DepEd is the Alternative Learning System wherein pupils and students who were overage and could not cope up with the daily schedules in school could choose as an option to enroll.

The stakeholders, upon talking to the parents of the pupils involved, suggested that they have the option to enroll their children to the ALS Program wherein, an ALS Coordinator conduct classes to pupils who wanted to go to school at the same time, work during their free time to earn for their living.

Through the ALS Program, the “big boys” would be able to balance their time attending to their classes and working in the field during their vacant time and would enable them to earn money at the same time attend their classes.

The following quotes illustrates the statements given by the stakeholders in relation to the ALS Program/Class:

*“Pwede ta da sanda mapasulod sa ALS”.  
(We can enrol them in the ALS Program).*

*“May ALS Coordinator man sa district nagalibot man na tana sa mga ekwelahan”.  
(There is an ALS Coordinator in the district who is assigned to teach in schools).*

#### *Change/s Experienced*

##### *Improved Attendance in Class*

The “big boys” were often absent in class because they had to work in the field to earn money for their families. Moreover, they felt that they were too old being elementary pupils. But these things changed when the stakeholders of this action research implemented simple, yet sincere strategies to encourage them to go back to school.

From “zeroes” to being successful, from possible dropouts to potential graduates and from “big boys” to “good boys” - these were the unexpected turns of events to the “big boys” after they were influenced by the stakeholders.

## **CONCLUSION**

Based on the findings of the study, the following conclusions are drawn:

1. The dropout phenomenon is a prevailing problem existing and experienced in schools that needs to be addressed by the authorities concerned.

2. The guidance, attention and care shown by the stakeholders was a great help in instilling the value of education to the hearts and mind of the respondents.

3. The solutions implemented by the stakeholders were beneficial to the respondents.

4. The changes that happened to the respondents was a welcome development for the stakeholders to inspire and influence other people.

## **RECOMMENDATIONS**

1. To address the dropout problem in schools, it is recommended that a strong home-school collaboration be maintained through continuous conduct of parent conferences, meetings with teachers and home visitations.

2. Parents and teachers should spend extra time and attention in guiding the pupils and monitoring the latter’s progress. This can be done by frequent conversation with the pupils on their experiences both in school and at home.

3. Parents should have time to talk to their children in order for the former to acquaint and update themselves with what is happening to their children in their studies.

4. Pupil’s progress should be monitored in a caring fashion. This can be done by providing training as well as human relations skills necessary to connect with the pupils. Also, monitoring should be done in a respectful way to show the pupils that they are cared for, rather than impose punitive measures.

5. Participants in this scheme of action research should exert the same amount of effort and attention in addressing the issues, concerns, and problems identified in this study.

## **ACKNOWLEDGMENT**

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# DEVELOPMENT OF ELECTRONIC FACULTY PORTFOLIO RECORD MANAGEMENT SYSTEM

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## ABSTRACT

The Electronic Faculty Portfolio Record Management System is a database system which can store documents such as images in different format like .jpg, .jpeg, .png, .gif .tiff format. This system store images by using a scanner, you can capture the documents and save the scanned documents in the database. This system aims to store, retrieve records for printing, and create reports needed by the instructor/professor as requirement for the faculty portfolio. The Visual Basic 6.0, Microsoft Access, Adobe Photoshop and Paint software were used in developing the system. The system was applicable using higher operating system such as Microsoft Windows XP, Windows 7, Windows 8, or Windows 10. The system is converted into executable file for easy installation and operation of the system. A minimum size of the screen resolution is fitted to display the content of the system and can be saved in a flash drive or any storage devices with not less than five gigabytes. There were 20 respondents who evaluated the developed system composed of ten (10) IT experts, five (5) teachers and five (5) Institutional Quality Assurance office personnel. The respondents' assessment shows consistency of ratings which were "Very Good" in all areas with a weighted mean of 4.08. The developed system was recommended for use by IQA office that is in-charge in consolidating the submitted documents of every instructor.

*Keywords: Faculty Portfolio, database system*

## INTRODUCTION

Storing information is one of the components of database system. It is just like filing of information manually but with less effort exerted. It is more convenient, fast, and easier for the one who's using it. With just one snap or click of a finger you can find any data you want. It did not consume much more time and space for the printout information. It is more accessible for the user. Editing and rectification can be done easily in case there was uncorrected input data.

According to Scotland (2013), an electronic record management system is a set of programs designed to track and restore data. This can be used to manage the system and maintain the records based on its classification schemes, apply retention and disposal schedules and control access and use.

In spite of all the benefits, there are some unfavorable circumstances. There was a possibilities that it cannot be easily protected from an unauthorized person who had an illegal intention. Everyone has the right to protect one's personal data concerning him or her

Such data must be processed fairly for specified purposes and on the basis of the consent of the person concerned or some other legitimate basis laid down by law; though everyone have the right to access data which has been collected concerning him/her and the right to have it rectified.

The system was developed to assist instructors in providing faculty portfolio and the Institutional Quality Assurance Office of Occidental Mindoro State College to efficiently manage the faculty records for accreditation. This system aims to reduce space being consumed in placing the print out data. Saving the instructors' information of the institutions are the most important because this information give details about what or who is that instructor. Likewise, it also helped instructor to save, edit, retrieve, and search their information every time they need it.

### **LITERATURE REVIEW**

Just like other professionals, teachers need evidence of their growth and achievement over time. The faculty/teachers portfolio is a good tool for collecting and presenting evidence. According to Wolf (2016), portfolios have much to offer the teaching profession, when teachers carefully examine their own practices, those practices are likely to improve. The various examples of accomplished practice that portfolios provide also can be studied and adapted for use in classrooms (<https://www.scholastic.com/teachers/articles/teaching-content/creating-professional-portfolio/>)

Moreover, Johnson & Lamb (2007), Electronic Record Management Faculty Portfolios are a creative means of organizing, summarizing, and sharing artifacts, information, and ideas about teaching and/or learning, along with personal and professional growth. The reflective process of portfolio development can be as important as the final product. In many cases, these are used as part of faculty and student evaluation along with other assessment tools. A portfolio is a sampling of the breadth and depth of a person's work conveying the range of abilities, attitudes, experiences, and achievements.

In recent days, many people have found that the electronic portfolios is an effective way to more clearly present information not only through text, but also through visuals, audio, and video formats. Documents can be stored on hard drives, Zip disks, or in many digital formats such as text

documents, picture files, web pages, digital video, and presentation files. They can be stored on hard drives, Zip disks, websites, or CD-ROM.

### **OBJECTIVES OF THE STUDY**

The general objective of the study is to develop Electronic Faculty Portfolio Record Management System for Institutional Quality Assurance Office of Occidental Mindoro State College. Specifically, this study aims to:

1. Design a database application with the following features:
  - a. Show different form that served as guide in filling up their data.
  - b. Store an electronic copy of the documents.
  - c. Retrieve documents for printing.
  - d. Backup and restore their information.
  - e. Easy to use navigation and commands.
2. Create an application program using the Visual Basic 6.0 and Microsoft Office Access for database, Adobe Photoshop, and Paint for the enhancement of pictures and system design.
3. Test and improve the developed system.
4. Evaluate the performance of developed system according to functionality, content, reliability, availability and saleability.

### **CONCEPTUAL FRAMEWORK**

The conceptual framework presents the research diagram using Input-Process-Output (IPO) model in a developmental research. The Input consists of the knowledge requirements, software requirements and hardware requirements. The Process presents the activities involved using the software development life cycle model. With the Input and Process Requirements laid out, the expected Output becomes achievable.

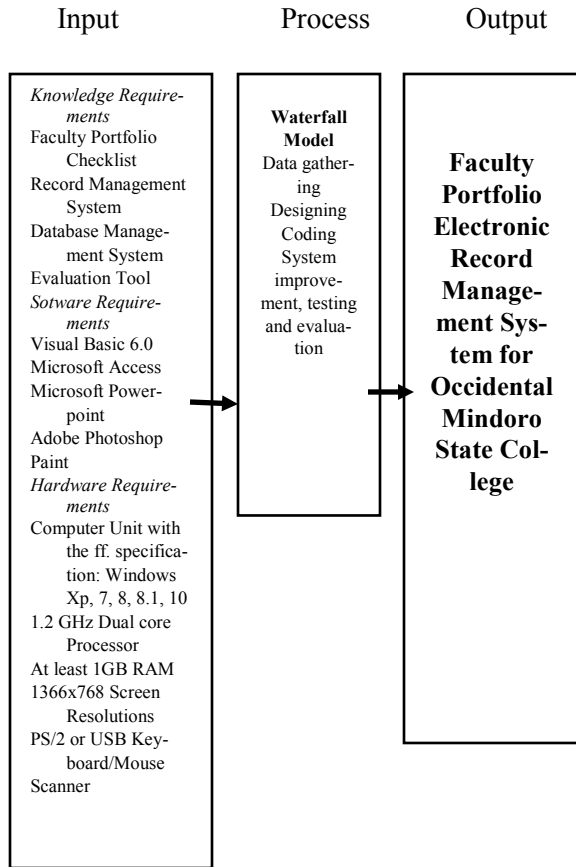


Figure 1. Research Paradigm

## METHODOLOGY

### Project Design

To accomplish the objectives of the study, a design was created based on the set requirements and features of the project. A context and data flow diagram of the project showing the procedures and relations of every entities are presented in the Figure 2 and 3.

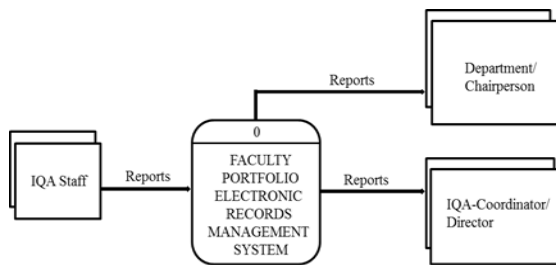


Figure 2. Context Diagram

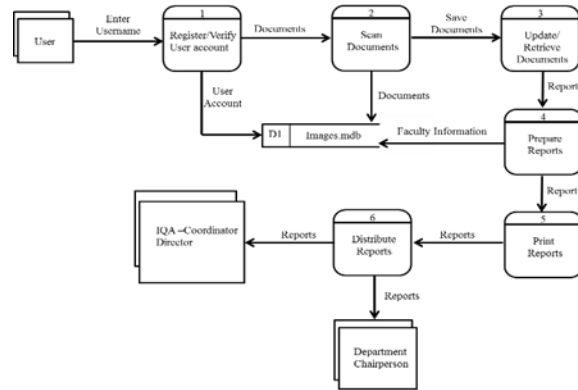


Figure 3. Data flow diagram Level 1

### Project Development

The study used the waterfall model. The cycle consisted of the following steps: Data gathering, designing, coding, system enhancement, testing and evaluation. Fig. 4 shows the project development process of the system.

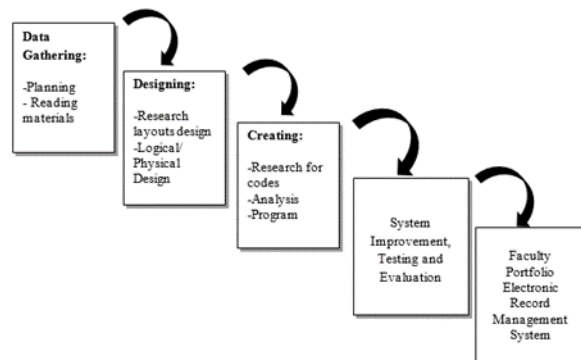


Fig. 4. Software development life cycle.

### Operation and Testing Procedure

The operation and testing procedure enumerated the procedures to be followed in the operation and testing required making sure that the system performs according to specified requirements and functionality

### Operation Procedures

1. Install the system.
2. Load the program. A flash screen displayed to welcome the Faculty Portfolio Electronic Record Management System.
3. Create your account and log in to access the system. After you log in, there be different option button and select what you want to do.
4. Enter what is being asked in different category based on what are needed.

### Testing Procedures

1. Compatibility testing in different operating system like windows XP, windows 7, windows 8, windows 8.1 and windows 10.
2. Compatibility testing in at least 1.2 GHz Dual Core Processor.
3. Functionality testing in screen resolution at least 1366x786.
4. Functionality testing in memory at least 1GB.
5. Compatibility testing in at least up to 500GB in Hard disk.

### Evaluation Procedure

The following procedures were used to evaluate the Faculty Portfolio Electronic Record

#### Management System.

1. Preliminary Evaluation
  - a. Conducted a preliminary evaluation by the developer for the initial assessment based on the expected output and specification set.
2. Project Demonstration
  - a. Invited 20 respondents composed of five (5) persons from Institutional Quality Assurance office, five (5) IT instructors and 10 IT experts/programmers.
  - b. Presented the system.
  - c. Asked the respondents to operate the system.
  - d. Observed the performance and behavior of the system.
3. Final Evaluation
  - a. Survey questionnaires were distributed to 20 respondents composed of 5 persons from IQA, 5 IT instructors and 10 IT experts.
  - b. Asked the respondents to rate the system based on the criteria of the evaluation instrument and to provide comments as well.
4. Data Treatment
  - a. Collected the evaluation instrument among the respondents.

- b. Tabulated and computed for the mean for each criterion and for the overall mean of all the criteria. A five-point Likert Scale, where 5 is the highest and 1 is the lowest are to be used. The table below used to determine the descriptive interpretation of the computed mean.

Table 1. Likert scale, description and range distribution

<i>Scale</i>	<i>Description</i>	<i>Range</i>
5	<i>Excellent</i>	4.51-5.50
4	<i>Very Good</i>	3.51-4.50
3	<i>Good</i>	2.51-3.50
2	<i>Fair</i>	1.51-2.50
1	<i>Poor</i>	0.50-1.50

## RESULTS AND DISCUSSION

### Project Structure

The Faculty Portfolio Electronic Record Management System is a system designed specifically for the Institutional Quality Assurance. Its main objective is to develop a system that can provide information of every individual instructor and helped the IQA to easily manage the documents that they need. The system runs on windows 7 operating system, Adobe Photoshop and Paint software for photo editing and stitching, Macromedia Flash 8 for action scripting and animation and the software was designed and coded using Visual Basic 6.0 MS Access 2007 served as the database of the records. The system was also design to print records as soon as the user wants to have a copy.





Figure 5. Loading form.

Figure 5 presents the loading screen of the system where the processing of data is completed. Click system icon on your desktop to load the system and wait until the system successfully loaded all the necessary. This is the initial screen that appears every time the user loads the system.



Figure 6. Login form.

Figure 6 shows user log-in to access the entire system. Each user should have their account in accessing the system; in case you forget the password you can reset it by selecting the Forget Password button and click New User button to add new account. Click Log in button to verify your account and proceed to main page of the system. Show Password option used to view or hide the password you entered.



Figure 7. Main menu.

Figure 7 contains the main form window that provides different navigation buttons such as: Files button for uploading and scanning of documents, Masterlist button for viewing faculty list, User Account button for updating and maintaining user account, Database button for backup and re-

store of database in case a problem occur, Settings, Developer' profile and Exit

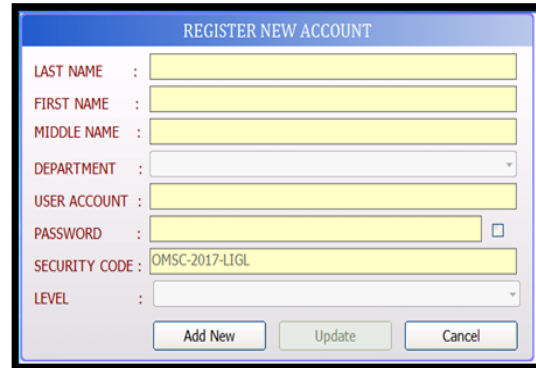


Figure 8. Register form.

Figure 8 shows the register form where you can create your account for you to access the system. Click Add New button to add account and fill-up what is being asked in every field. Don't leave blank space for you to create an account. Security code was very important to remember because this code was used to recover your account in case you forgot your password.

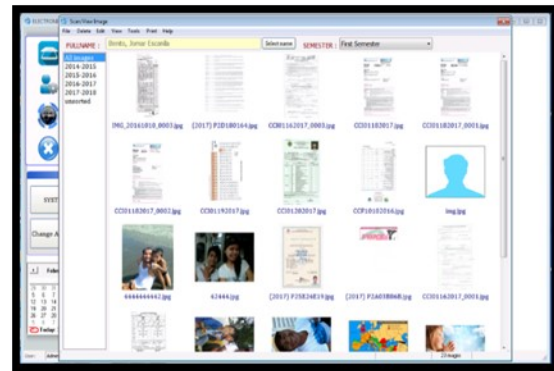


Fig. 9. View form.

Figure 9 presents the view form where you can see all the documents that you have been submitted. Click select name and choose your full name based on your department, select semester and academic year to view submitted documents. These were categorize based on the academic year and semester.



Figure 10. Scan form.

Figure 10 shows the upload/scan form. Where you can upload, scan and remove the documents requested by Institutional Quality Assurance. Click preview for pre-scanning and display the output temporarily, click scan button to proceed in scanning documents .

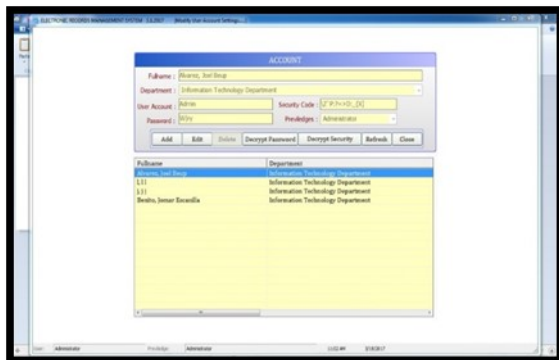


Figure 11. User account form.

Figure 11 displays the list of user account. In this form, user can change his/her password by selecting his/her account and click on edit button, click on delete button to delete account or refresh to revive list. And also user can change or edit his/her -----username.

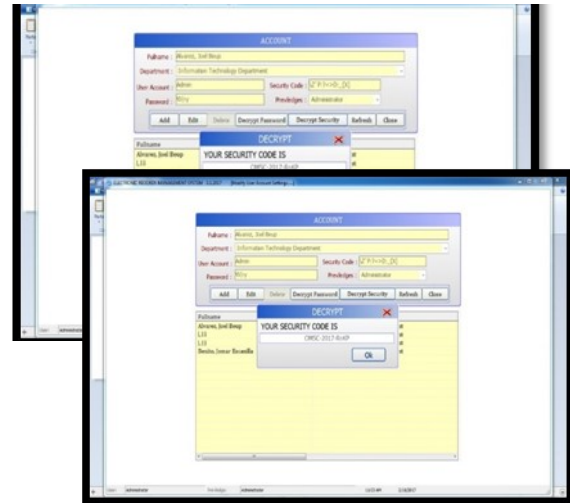


Figure 12. Password/Security Code Decryption form.

Figure 12 displays the real password and security code per account. In this form, the real password and security was encrypted for security purposes. It can only be viewed by clicking on decrypt password or decrypt security button with administrator account.

## Project Capabilities and Limitation

The Faculty Portfolio Electronic Record Management System project has characteristics which are the highlights of the project. This includes the following:

1. Provides buttons and help tools to easily understand the system.

The system however, has limitations so that its functionalities and features can be fully achieved:

1. The system is exclusive to windows operating system only.
2. It cannot run without a register component.

The Faculty Portfolio Electronic Record Management System was tested using different computer components to check if the systems functions based on the desired output as shown in Table 2.

Table 2. Test Results.

Computer Components	Findings
<b>Operating System</b>	
WindowsXP	Not applicable to use the system.
Windows7	The system will work properly.
Windows	The system will work properly.
Windows8.1	The system will work properly.
Windows10	The system will work properly.
<b>Monitor Size</b>	
1366x76 screen reso.	The system design will not work Properly.
<b>Memory Capacity</b>	
1GB	Some transaction in the system cannot be install properly
500GB	The system will work properly.
512GB	The system is running too slow.
1.2 GHz	The system will work properly.

Table 3 presents the summary of system evaluation results. It shows that the criteria of availability got the highest mean of 4.17. It means that the system performs according to the given specifications, has a provision of security and completeness of system, followed by the functionality with mean of 4.12, which means that the system performs well. This mean was equivalent to a very good rating. It signifies that system performs the tasks required and served its purpose. It further shows that the software is ease of operation, user friendly and provides comfort and convenience to end-users, followed by content with mean of 4.10, this proves that the software includes updated and accurate content, second to the last was the reliability with 4.05 mean, this signifies that during evaluation it was found reliable and no errors, while saleability got the lowest mean of 3.98. Nonetheless it is also Very Good as evaluated. The overall mean for selected criteria contained in the evaluation instrument for database expert system an average rating of 4.08 which indicates that the system is very good. This means that the system met the required transactions needed.

Table 3. Descriptive analysis of respondents' assessment of the Faculty Portfolio Electronic Record Management System.

Indicator	Mean	Overall Mean	Descriptive Rating
<b>Functionality</b>			
Ease of operation	3.95		Very Good
Provision for comfort and conveniences	4.15		Very Good
User friendliness	4.25		Very Good
		<b>4.12</b>	<b>Very Good</b>
<b>Content</b>			
Accuracy of content	4.00		Very Good
Updatedness of content	4.15		Very Good
Presentation of content	4.15		Very Good
		<b>4.10</b>	<b>Very Good</b>
<b>Reliability</b>			
Conformance to desired result	4.20		Very Good
Absence of failure	3.95		Very Good
Accuracy in performance	4.00		Very Good
		<b>4.05</b>	<b>Very Good</b>
<b>Availability</b>			
Performs according to specifications	4.25		Very Good
Provision for security requirements	4.45		Very Good
Completeness of the system	3.80		Very Good
		<b>4.17</b>	<b>Very Good</b>
<b>Saleability</b>			
Presence of market demand	3.95		Very Good
Attractiveness of design	4.00		Very Good
		<b>3.98</b>	<b>Very Good</b>
<b>Grand Mean</b>		<b>4.08</b>	<b>Very Good</b>

Legend: 4.51-5.50 Excellent 3.51-4.50 Very Good  
 2.51-3.50 Good 1.51-2.50 Good  
 0.50-1.50 Poor

## SUMMARY OF FINDINGS

The Faculty Portfolio Electronic Record Management System summarize the reports of submitted documents of the instructor every end of the semester.

It proves that the system software is acceptable and functioned according to the desired specification in Windows 7 operating system. Malfunctions were seen using other version like Windows XP some buttons did not show properly and in 512mb memory capacity the system run slowly.

The system was evaluated by ten (10) I.T. Experts, five (5) Instructors and five (5) IQA personnel and it obtained the rating of 4.08 with a description of "Very Good". It proves that the systems software is acceptable and functioned according to desired specification for an effective and systematic software that can visualized and promote a more specific and reliable record of the submitted documents of the instructors.

## CONCLUSIONS

In consideration of the objectives of the study and outcome of the evaluation conducted, the following conclusions were obtained:

1. The system was successfully designed such that:
  - a. It provide security access that can be used by authorized personnel,
  - b. It scans important files of the instructor.
  - c. It contains back up files of every instructors.
  - d. It can also produce print data.
2. The developed system was successfully created using different applications such as Visual Basic 6.0 for programming, Microsoft Access for database, Adobe Photoshop and Paint for the system design.
3. The testing result shows that the system is compatible for Windows XP or higher version, a video card capacity of at least 512 MB is required for optimum visualization.
- 4/ The system obtained a mean rating of 4.08 interpreted as Very Good which proves that the software performed as to what desired output should be.

## RECOMMENDATIONS

There are some recommendations for the improvement of the project. These are as follows:

1. Implement/Use the developed system in the IQA office.
2. Enhance Curriculum Vitae of every Instructor.
3. Provide a matrix presentation of the summary of submitted documents of the faculty which can be modify by the administrator.

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# MOTIVATIONAL FACTORS AFFECTING MATHEMATICS PERFORMANCE OF FRESHMAN STUDENTS IN ISABELA STATE UNIVERSITY

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## ABSTRACT

This study was conducted to determine the motivational factors affecting Mathematics performance of freshman students in Isabela State University. Specifically, this study aimed to describe the students' profile, identify the students' mathematics performance and levels of motivation and their relationship, and determine the relationship and difference between the motivational factors and their profile. The descriptive correlational method of research was used and 349 students were solicited using an adapted questionnaire. Based from the data gathered, the profile of the students generally reveals female outnumbering male, middle born and have 3 siblings. Moreover, the mathematics performance of the students is good. As regards to levels of motivation, the students in general were "much" motivated in studying mathematics and consequently in obtaining a relatively high mathematics performance. However, they differ on their perceptions of what motivational factors are motivating the students. In terms of gender, birth order, and number of siblings, the students have the same level of motivation, since these variables do not significantly differentiate the students' perceived motivational factors. As regards to relationship, students gender affects their level of motivation in the factors "Interest", "Challenges", and "Physical Condition of the Classroom". Consequently, students birth order affects their level of motivation in the factor "Challenges". Finally, students number of siblings affects their level of motivation in the factors "Allowance", "Expectation of Parents", Recognition and Praises", and "Good Grades". The more the students were interested, curious and challenged, the higher is the probability for them to have high academic achievement. Moreover, receiving good grades make the students become highly motivated to study mathematics. With these results, teachers in mathematics must consider the motivational factors that can affect the students' performance before teaching a particular topic and make it a part of the teaching-learning process to thoroughly understand his students in terms of how they perceive mathematics and what factors can motivate them. Lastly, similar undertakings with broader scope, wide range of factors, and extensive investigation and evaluation are encouraged.

*Keywords: motivational factors, mathematics performance, level of motivation*

## INTRODUCTION

One of the most-prized subject matters in the curriculum is mathematics. It is considered to be a fundamental subject, hence, a learner formally gets acquainted with the nature of mathematics when he steps at the first ladder of his schooling and eventually navigates along with it as he embarks his voyage to higher learning.

Studies on Mathematics education have made great progress in the non-cognitive factors

which influence mathematical learning and in relationship between these non-cognitive factors and students' academic performance in mathematics. But the subjects of these studies mostly came from areas where the economy and culture are more developed. Therefore, the conclusions should be further studied so that they can be suited for students of minority areas. This is an important issue in mathematics education study focusing on cross-cultural factors (Resnick, 1994).

One of these factors that influence mathe-

mathematical learning is motivation. As cited by Ewen (2003), student motivation becomes especially relevant to mathematics education in the light of recurring questions about how to get more students interested and involved in mathematics.

Overall, it appears that a good student achievement can be achieved if student has a good motivation, too. Even though there are still existed vaguely relation among studies, the aim of the present study will be obtained positively. As Garut (2011) simply says, “A good motivation produces a good achievement also”.

In this study, the goal of the researcher is focused on “Motivational Factors affecting Mathematics Performance of Freshman Students in Isabela State University”. The respondents came from the Math 11 or College Algebra classes since majority of the freshman students are required of this subject in order to proceed to the next level of education. From the researcher’s point of view, motivation is one of the necessary conditions of success education in each school subject, mathematics being no exception.

#### **STATEMENT OF THE PROBLEM**

The study sought to determine the motivational factors affecting mathematics performance of freshman students in Isabela State University.

Specifically, the research study aimed to answer the following questions:

1. What is the profile of the students in terms of:
  - a. gender;
  - b. birth order; and
  - c. number of siblings.
- d. What is the Mathematics performance of the students?
- e. What is the level of motivation of the students in Mathematics?
- f. Is there a difference between the level of motivation of the students when grouped according to their profile?
- g. Is there a relationship between the level of motivation of the students and their profile?

Is there a relationship between the level of motivation of the students and their Mathematics performance?

#### **METHODOLOGY**

The respondents of this study were the 349 freshman students which were randomly selected from the different colleges of the university who were enrolled in Math 11(College Algebra) during the first semester of school year 2013-2014. The stratified proportional sampling procedure was used to get the sample size and proportionally allocated to the number of courses in the campus. A survey questionnaire served as the main data gathering instrument which has two major components: the first part deals on the profile of the respondents which include gender, birth order, number of siblings, parents’ educational attainment and parents’ occupation. The second part contained motivational factors consisting of thirty items (30) with the main purpose of establishing the motivational level of the respondents toward the performance in mathematics.

Moreover, the final grades of the respondents were taken from the grade sheets which were submitted to the registrar’s office.

The data gathered were computer-processed using the Statistical Package for Social Sciences (SPSS). The t-test, F-test, and Kendall’s tau-b were used to test the hypotheses posed in the study.

#### **RELATED LITERATURE AND STUDIES**

According to an article, Motivation in Learning Mathematics, in the last fifty years, researchers had curiosity with the effect of motivation. They studied students’ motivation and learned a great deal about the effect of motivational practices on school learning. It pointed to more simple aspects, such as achievement motivation, intrinsic motivation, and goal orientation as well as the effect of teacher practices which promote motivational beliefs. To be able to talk further about motivation in learning mathematics, it is essential to know what motivation actually means. Motivation is defined as an internal state that arouses, directs, and maintains behavior (Woolfolk, 2008). But simply stated motivation is a reason of students’ thinking in a given situation. In Self Determination Theory, motivation is distinguished between different types based on different reasons or goals – intrinsic and extrinsic motivation. Intrinsic motivation refers to doing something because it is certainly interesting or enjoyable. While extrinsic motivation refers to doing something because it leads to a separable outcome (Ryan & Deci, 2000). The examples of intrinsic motivation are personal interest in a satisfaction, subject, or pleasure in learning tasks. Whereas the examples of external motivation are awards, parent and teacher praise, and value.

Often motivation has been described to add a little thing to studies originally focused on others factors, such as mathematical achievement (Middleton & Spanias, 1999).

Motivating students to engage in class activities, as explained by Brewster and Fager (2000) only makes sense when more interesting assignment is given. The more likely students are to immerse themselves in the task and stick with it through completion. Even highly motivated students need schoolwork that actively engages them by building on their interests and prior knowledge.

Motivation also known as academic engagement is identified most influential of all the factors that affect student performance (Francis et al, 2004).

Turker et al. (2002) suggested that motivation is the only factor that directly impacts academic achievement; all factors affect achievement through their effect on motivation.

Motivation is process of impelling the pupils to do any activity. Motivating pupils to do something should be accompanied with interest, with appreciation, and not just with the purpose of getting a high grade or for competitive reasons. Hence, motivation aims to help for the fulfilment o educations in preparing the pupil for self-reliance, self-control, and self-discipline. Essentially, a child or pupil needs to be motivated to arouse his interest, stimulate his desire to learn which leads to effort, and direct those interests and efforts towards the accomplishment of suitable purposes (Aquino,1999).

Aquilario (1999) in her article “Motivation is in School Learning”, pointed out that motivating pupils to do something should be accompanied with interest, with appreciation, and not just with the purpose of getting a high grade or for competitive reasons. Many teachers commit the mistake of coaxing a pupil to do something out of fear (hence the ubiquitous stick). The end maybe achieved, but the means used is questionable, resulting in an adverse reaction to the task done. On the other hand, sweet-taking or bribing a pupil to do something led to the same result: the task is done, but for the wrong reason the pupil will love the “prize” not the task.

## FINDINGS

### A. Profile of the Students

#### 1. Gender and Birth Order

The succeeding table reveals the frequency and percent distribution of the students according to gender and birth order.

Profile	Frequency n = 349	Percent 100.00
<u>Gender</u>		
Male	138	39.50
Female	211	60.50
<u>Birth Order</u>		
First Born	102	29.20
Middle Born	139	39.80
Last Born	89	25.50
Only Child	19	5.40

The table reveals that most or 211 (60.5%) of the students are female while 138 (39.5%) are male.

The results proved the heightened knowledge of the Filipinos that in the society women are no longer just a stereotypical figure. They are no longer confined as only plain housewives. The figure exhibiting women outnumbering men suggests a positive perception of the utility of education in their lives. Moreover, this might be an explicit result of the feminist movement in the early years fighting for equal opportunities given to men in every endeavour they are supposed to engage in.

As can be traced from the table, most of the students are middle born. In the study, middle born comprised 139 (39.8%) of the students. On the other hand, only child is the least group among birth order which composed of 19 (5.4%) students. There are also 102 (29.2%) students who are first born in the family while 89 (25.5%) of the students are last born.

Table 1 also shows that middle born students outnumbered the rest of the birth orders. Since it was not specified how many they are in the families, however, it could not be enough to say that they are more eager to enter schooling than the other group. However, according to Hurlock (1988), there are evidences that first born tend to be brighter and tend to be higher achievers than their later siblings. As pointed by

Forer (cited by Hurlock, 1988), the place in the family strongly influence how one copes with people and the world. All members of the family force on one another certain patterns of behavior as they interact in meeting their needs. It is in this way that the position in the family leaves an edible stamp on a person's lifestyle.

## 2. Number of Siblings

The frequency and percent distribution of the students in terms of number siblings is presented in Table 2.

**Table 2. Profile of the Students According to Number of Siblings**

Number of Siblings	Frequency	Percent (%)
0	19	5.4
1	21	6.0
2	69	19.8
3	94	26.9
4	57	16.3
5	40	11.5
6	23	6.6
7	12	3.4
8	5	1.4
9	4	1.1
10	1	0.3
11	3	0.9
12	1	0.3
TOTAL	349	100.0

It can be gleaned from the table that most of the students have three siblings with frequency 94 (26.9%). Sixty-nine (19.8%) students have two siblings followed by 57 (16.3%) students comprised of four siblings. Five siblings have frequency 40 (11.5%) students. This is followed by 6 siblings with 23 (6.6%) students. There are also 21 (6%) students with 1 sibling, 19 (5.4%) students have 0 siblings and 12 (3.4%) students have 7 siblings. Moreover, 5 (1.4%) students have 8 siblings, 4 (1.1%) have 9 siblings and 3 (0.9%) have 11 siblings. The same frequency comprised the least number of siblings. The least number of siblings are 10 and 12 siblings with frequency 1 (0.3%). However, the SWS survey in 2010 shows that the average Filipino members should be six

with a father, mother and four children. These findings suggest that the number of siblings can greatly affects parents' capacity in the education of their children considering the high cost of education and school needs. With a big number, parents may not be able to provide them their school needs which may cause their children's schooling desire to disintegrate.

## B. Mathematics Performance of the Students

Table 3 presents the frequency and percent distribution of the Mathematics performance of the students.

**Table 3. Frequency and Percent Distribution of the Mathematics Performance of the Students**

Grade	Verbal Description	Frequency	Percent (%)
1.00	Excellent	0	0
1.25	Very Satisfactory	24	6.9
1.50	Satisfactory	49	14.0
1.75	Fairly Satisfactory	59	16.9
2.00	Good	75	21.5
2.25	Fairly Good	47	13.5
2.50	Fair	25	7.2
2.75	Below Fair	27	7.7
3.00	Passed	29	8.3
5.00	Failed	14	4.0
TOTAL		349	100.0

The table shows that most of the students obtained a final grade of 2.00 or "Good" with 75 (21.5%) students. This is followed by the grade of 1.75 or "Fairly Satisfactory" with 59 (16.9%) of the students; 1.50 or "Satisfactory" with 49 (14.0%) of the students; 2.25 or "Fairly Good" with 47 (13.5%) of the students; 3.00 or "Passed" with 29 (8.3%) of the students; 2.75 or "Below Fair" with 27 (7.7%) of the students; 2.5 or "Fair" with 25 (7.2%) of the students; 1.25 or "Very Satisfactory" with 24 (6.9%) of the students; 5.00 or "Failed" with 14 (4.0%) and nobody got a grade of 1.00 or "Excellent".

It can be observed that the distribution of the final grades of the students is concentrated on ratings from 2.25 (Fairly Good) to 1.5 (Satisfactory). Fewer students achieved grades



of the students is concentrated on ratings from 2.25 (Fairly Good) to 1.5 (Satisfactory). Fewer students achieved grades which are extremely high and extremely low.

### Level of Motivation of the Students

The level of motivation of the students is presented in Table 4.

**Table 4. Level of Motivation of the Respondents**

Motivational Factors	Mean	Descriptive Equivalent
Interest	4.01	Much
Curiosity	3.69	Much
Challenges	3.98	Much
Self-fulfilment	3.81	Much
Desire to acquire more Knowledge	4.57	Very Much
Ambition	4.38	Much
Confidence	3.95	Much
Application to Daily Life	3.85	Much
Improvement of Skills	4.03	Much
Allowance	3.62	Much
Acceptance	4.19	Much
Social Belongingness	3.90	Much
Competition among Class-mates	3.25	A Little
Clean Humors	3.60	Much
Expectation of Friends	3.61	Much
Prestige	3.29	A Little
Expectation of Parents	4.16	Much
Recognition and Praises	3.77	Much
Inspiration	4.17	Much
Familiarity with Classmates	4.09	Much
Good Grades	3.66	Much
Expectation of Teachers	3.53	Much
Approach in Mathematics Teaching	3.92	Much
Physical Condition of the Classroom	3.58	Much
Location of the School	3.82	Much
Visual Aids or Instructional Materials	3.73	Much
Availability of Math Books/ Magazines	3.54	Much
Communication Skills of the Teacher	4.01	Much
Physical Appearance of the Teacher	3.97	Much
Time of Mathematics Class	3.88	Much
GRAND MEAN	3.85	Much

Table 4 indicates that the motivational factors affect their performance in College Algebra to the extent of “a little” to “very much”. The table revealed a grand mean of 3.85 which indicates that the students are motivated to the extent of “much”. In the 30 motivational factors, only one factor was perceived by the students that they are motivated to the extent of “very much”. This item is the “Desire to acquire more Knowledge”. To fulfill one’s ambition through education, desire to acquire more knowledge gives partial assurance of this goal’s attainment. Twenty-seven motivational factors were perceived by the respondents as “much”. One of this factor is “Ambition”. Ambition gives them the innate desire to perform better in mathematics and education is their only way to achieve their ambition, therefore, one of their means to attain it is high level of motivation.

Other factors were “Acceptance”, “Inspiration”, “Expectation of Parents”, “Familiarity with Classmates”, “Improvement of Skills”, “Interest”, “Communication Skills of the Teacher”, “Challenges”, “Physical Appearance of the Teacher”, “Confidence”, “Approach in Mathematics Teaching”, “Social Belongingness”, “Time of Mathematics Class”, “Application to Daily Life”, “Location of the School”, “Self-fulfillment”, “Recognition and Praises”, “Visual Aids or Instructional Materials”, “Curiosity”, “Good Grades”, “Allowance”, “Expectation of Friends”, “Clean Humors”, “Physical Condition of the Classroom”, “Availability of Mathematics Books/Magazines” and “Expectation of Teachers”.

On the other hand, two motivational factors were perceived to the extent of “a little”. These are “Prestige” and “Competition among Classmates”.

### D. Differences in the Level of Motivation of the Students

#### 1. Level of Motivation and Gender

Table 5 shows the difference between the level of motivation of the students and gender.

**Table 5. Differences Between the Level of Motivation of the Students and Gender.**

Motivational Factors	Mean		t	p-value
	Male	Female		
Interest	4.11	3.95	1.670 <sup>ns</sup>	0.960
Curiosity	3.78	3.64	1.436 <sup>ns</sup>	0.152
Challenges	4.07	3.92	1.468 <sup>ns</sup>	0.143
Self-fulfilment	3.83	3.79	0.422 <sup>ns</sup>	0.673
Desire to acquire more Knowledge	4.59	4.55	0.432 <sup>ns</sup>	0.666
Ambition	4.33	4.40	- 0.775 <sup>ns</sup>	0.439
Confidence	4.01	3.91	1.135 <sup>ns</sup>	0.257
Application to Daily Life	3.83	3.86	- 0.388 <sup>ns</sup>	0.699
Improvement of Skills	4.07	4.01	0.666 <sup>ns</sup>	0.506
Allowance	3.61	3.64	- 0.258 <sup>ns</sup>	0.796
Acceptance	4.14	4.22	- 0.890 <sup>ns</sup>	0.374
Social Belongingness	3.86	3.93	- 0.646 <sup>ns</sup>	0.519
Competition among Classmates	3.30	3.22	0.738 <sup>ns</sup>	0.461
Clean Humors	3.56	3.62	- 0.632 <sup>ns</sup>	0.528
Expectation of Friends	3.54	3.66	- 1.169 <sup>ns</sup>	0.244
Prestige	3.29	3.28	0.054 <sup>ns</sup>	0.957
Expectation of Parents	4.10	4.19	- 0.897 <sup>ns</sup>	0.371
Recognition and Praises	3.70	3.82	- 1.123 <sup>ns</sup>	0.262
Inspiration	4.07	4.23	- 1.648 <sup>ns</sup>	0.101
Familiarity with Classmates	4.10	4.09	0.117 <sup>ns</sup>	0.907
Good Grades	3.72	3.63	0.936 <sup>ns</sup>	0.350
Expectation of Teachers	3.49	3.56	- 0.787 <sup>ns</sup>	0.432
Approach in Mathematics Teaching	3.91	3.92	- 0.174 <sup>ns</sup>	0.862
Physical Condition of the Classroom	3.70	3.51	1.839 <sup>ns</sup>	0.067
Location of the School	3.87	3.79	0.780 <sup>ns</sup>	0.436
Visual Aids or Instructional Materials	3.73	3.73	0.064 <sup>ns</sup>	0.949
Availability of Math Books/Magazines	3.51	3.55	- 0.292 <sup>ns</sup>	0.771
Communication Skills of the Teacher	4.04	3.99	0.561 <sup>ns</sup>	0.575
Physical Appearance of the Teacher	4.04	3.92	1.204 <sup>ns</sup>	0.230
Time of Mathematics Class	3.82	3.92	- 0.991 <sup>ns</sup>	0.322

\*significant

<sup>ns</sup>not significant

It can be gleaned in the table that all of the items gave insignificant differences between the level of motivation of the male and female students. Although insignificant, it can be observed that males are more motivated compared to females.

This contradicts the study conducted by Li and Adamson in (1995) who found out how gender differences affect the learning motivation of students, particularly the gifted ones, including how they affect academic motivation in mathematics. The article suggests that students in general are more likely to achieve success in subjects they are interested, and that girls in particular are more likely to attribute success and failure in mathematics to effort and strategy. This study would clearly infer that gender is not a hindrance for becoming motivated to study math. Teachers can start increasing math motivation, especially for girls, by striving to make mathematics interesting and attractive to students at young age, giving students an interest in math to pursue across their school year.

In the discussion, it is evident that the hypothesis which states that there is no significant difference between the level of motivation of the students when grouped according to gender is accepted.

## 2. Level of Motivation and Birth Order

Table 6 reveals the differences between the level of motivation of the students and birth order.

**Table 6. Differences Between the Level of Motivation of the Students and Birth Order.**

Motivational Factors	F-value	p-value
Interest	1.934 <sup>ns</sup>	0.124
Curiosity	0.203 <sup>ns</sup>	0.894
Challenges	1.753 <sup>ns</sup>	0.156
Self-fulfilment	0.935 <sup>ns</sup>	0.424
Desire to acquire more Knowledge	0.314 <sup>ns</sup>	0.815
Ambition	0.292 <sup>ns</sup>	0.831
Confidence	0.633 <sup>ns</sup>	0.594
Application to Daily Life	0.497 <sup>ns</sup>	0.684
Improvement of Skills	0.203 <sup>ns</sup>	0.894
Allowance	4.564 <sup>ns</sup>	0.104
Acceptance	2.373 <sup>ns</sup>	0.170
Social Belongingness	3.317 <sup>ns</sup>	0.120
Competition among Classmates	0.377 <sup>ns</sup>	0.770
Clean Humors	1.002 <sup>ns</sup>	0.392
Expectation of Friends	1.328 <sup>ns</sup>	0.265
Prestige	0.815 <sup>ns</sup>	0.486
Expectation of Parents	2.079 <sup>ns</sup>	0.103
Recognition and Praises	1.275 <sup>ns</sup>	0.283
Inspiration	0.808 <sup>ns</sup>	0.490
Familiarity with Classmates	1.942 <sup>ns</sup>	0.122
Good Grades	0.705 <sup>ns</sup>	0.550
Expectation of Teachers	0.470 <sup>ns</sup>	0.703
Approach in Mathematics Teaching	0.250 <sup>ns</sup>	0.861
Physical Condition of the Classroom	1.804 <sup>ns</sup>	0.146
Location of the School	0.797 <sup>ns</sup>	0.496
Visual Aids or Instructional Materials	0.878 <sup>ns</sup>	0.453
Availability of Math Books/Magazines	1.779 <sup>ns</sup>	0.151
Communication Skills of the Teacher	1.766 <sup>ns</sup>	0.153
Physical Appearance of the Teacher	1.938 <sup>ns</sup>	0.123
Time of Mathematics Class	1.268 <sup>ns</sup>	0.285

\*significant

<sup>ns</sup>not significant

The table showed that the levels of motivation in Mathematics of the students when they grouped according to their birth order gave no significant differences. In other words, it does not matter if a student is the eldest, middle born, youngest or only child. According to Hurlock (1988) as cited by Antonio (2009), there is evidence to conclude that it is not ordinal positions per se that leaves it a mark on the individuals' personality and parents behaviour but rather circumstances in life related to this position – such as the role the individual plays in the family and the treatment he or she receives from significant family members and their attitudes.

In the discussion, it is now evident that the hypothesis which states that there is no significant difference between the level of motivation of the students when grouped according to birth order is accepted.

### 3. Level of Motivation and Number of Siblings

Table 7 presents the differences between the level of motivation of the students and number of siblings.

**Table 7. Differences Between the Level of Motivation of the Students and Number of Siblings.**

Motivational Factors	F-value	p-value
Interest	2.048 <sup>ns</sup>	0.120
Curiosity	0.768 <sup>ns</sup>	0.684
Challenges	1.673 <sup>ns</sup>	0.071
Self-fulfilment	2.015 <sup>ns</sup>	0.122
Desire to acquire more Knowledge	2.598 <sup>ns</sup>	0.103
Ambition	2.551 <sup>ns</sup>	0.103
Confidence	2.777 <sup>ns</sup>	0.101
Application to Daily Life	2.016 <sup>ns</sup>	0.122
Improvement of Skills	1.475 <sup>ns</sup>	0.131
Allowance	2.896 <sup>ns</sup>	0.101
Acceptance	2.526 <sup>ns</sup>	0.103
Social Belongingness	2.476 <sup>ns</sup>	0.104
Competition among Classmates	0.976 <sup>ns</sup>	0.471
Clean Humors	1.087 <sup>ns</sup>	0.370
Expectation of Friends	2.481 <sup>ns</sup>	0.104
Prestige	1.911 <sup>ns</sup>	0.132
Expectation of Parents	3.411 <sup>ns</sup>	0.100
Recognition and Praises	2.613 <sup>ns</sup>	0.102
Inspiration	1.188 <sup>ns</sup>	0.290
Familiarity with Classmates	2.188 <sup>ns</sup>	0.290
Good Grades	2.045 <sup>ns</sup>	0.120
Expectation of Teachers	1.570 <sup>ns</sup>	0.099
Approach in Mathematics Teaching	3.197 <sup>ns</sup>	0.100
Physical Condition of the Classroom	1.177 <sup>ns</sup>	0.298
Location of the School	2.538 <sup>ns</sup>	0.103
Visual Aids or Instructional Materials	1.734 <sup>ns</sup>	0.158
Availability of Math Books/Magazines	1.688 <sup>ns</sup>	0.068
Communication Skills of the Teacher	1.995 <sup>ns</sup>	0.124
Physical Appearance of the Teacher	1.512 <sup>ns</sup>	0.118
Time of Mathematics Class	1.567 <sup>ns</sup>	0.100

\*significant

<sup>ns</sup> not significant

As presented in the table, none of the motivational factors are significant. It signifies that the number of the students' siblings does affect their level of motivation in the above mentioned motivational factors.

On the other hand, it is now evident in Table 7 that the hypothesis which states that there is no significant difference between the level of motivation of the students when grouped according to number of siblings is accepted.

**E. Relationship Between the Level of Motivation of the Students and their Profile.**

1. Level of Motivation and Gender

Table 8 shows the relationship between the level of motivation of the students and gender.

**Table 8. Relationship Between the Level of Motivation and Gender.**

Motivational Factors	$\tau_b$ value	p-value
Interest	0.102*	0.021
Curiosity	-0.080 <sup>ns</sup>	0.054
Challenges	0.086*	0.043
Self-fulfilment	-0.033 <sup>ns</sup>	0.256
Desire to acquire more Knowledge	-0.030 <sup>ns</sup>	0.281
Ambition	0.046 <sup>ns</sup>	0.186
Confidence	-0.080 <sup>ns</sup>	0.056
Application to Daily Life	0.019 <sup>ns</sup>	0.350
Improvement of Skills	-0.032 <sup>ns</sup>	0.262
Allowance	0.013 <sup>ns</sup>	0.400
Acceptance	0.043 <sup>ns</sup>	0.201
Social Belongingness	0.007 <sup>ns</sup>	0.448
Competition among Classmates	-0.026 <sup>ns</sup>	0.300
Clean Humors	0.021 <sup>ns</sup>	0.355
Expectation of Friends	0.048 <sup>ns</sup>	0.168
Prestige	0.002 <sup>ns</sup>	0.487
Expectation of Parents	0.038 <sup>ns</sup>	0.226
Recognition and Praises	0.051 <sup>ns</sup>	0.152
Inspiration	0.073 <sup>ns</sup>	0.074
Familiarity with Classmates	-0.027 <sup>ns</sup>	0.294
Good Grades	-0.062 <sup>ns</sup>	0.110
Expectation of Teachers	0.031 <sup>ns</sup>	0.267
Approach in Mathematics Teaching	-0.003 <sup>ns</sup>	0.476
Physical Condition of the Classroom	0.104*	0.018
Location of the School	-0.057 <sup>ns</sup>	0.126
Visual Aids or Instructional Materials	-0.023 <sup>ns</sup>	0.320
Availability of Math Books/Magazines	-0.021 <sup>ns</sup>	0.337
Communication Skills of the Teacher	-0.050 <sup>ns</sup>	0.159
Physical Appearance of the Teacher	-0.049 <sup>ns</sup>	0.161
Time of Mathematics Class	0.023 <sup>ns</sup>	0.325

It can be gleaned in the table that three of the motivational factors are significant. These includes the "Interest" with Kendall's tau-b value 0.102 and p-value 0.021; "Challenges" with Kendall's tau-b value 0.086 and p-value 0.043; and "Physical Condition of the Classroom" with Kendall's tau-b value 0.104 and p-value 0.018. It signifies that the students' gender does affect their level of motivation in the above mentioned motivational factors. On the other hand, the rest of the motivational factors were not significant. It is now evident in Table 8 that the hypothesis which states that there is no significant relationship between the level of motivation of the students and gender is accepted except for the motivational factors "Interest", "Challenges", and "Physical Condition of the Classroom".

2. Level of Motivation and Birth Order

Table 9 reveals the relationship between the level of motivation of the students and birth order.

**Table 9. Relationship Between the Respondents Level of Motivation of the Students and Birth Order.**

Motivational Factors	$\tau_b$ value	p-value
Interest	-0.063 <sup>ns</sup>	0.159
Curiosity	0.026 <sup>ns</sup>	0.560
Challenges	0.087*	0.047
Self-fulfilment	-0.044 <sup>ns</sup>	0.324
Desire to acquire more Knowledge	-0.016 <sup>ns</sup>	0.672
Ambition	0.011 <sup>ns</sup>	0.782
Confidence	-0.033 <sup>ns</sup>	0.432
Application to Daily Life	-0.041 <sup>ns</sup>	0.352
Improvement of Skills	0.013 <sup>ns</sup>	0.772
Allowance	-0.066 <sup>ns</sup>	0.149
Acceptance	-0.058 <sup>ns</sup>	0.176
Social Belongingness	-0.079 <sup>ns</sup>	0.074
Competition among Classmates	-0.020 <sup>ns</sup>	0.641
Clean Humors	-0.049 <sup>ns</sup>	0.247
Expectation of Friends	-0.067 <sup>ns</sup>	0.123
Prestige	-0.042 <sup>ns</sup>	0.338
Expectation of Parents	-0.023 <sup>ns</sup>	0.588
Recognition and Praises	-0.010 <sup>ns</sup>	0.823
Inspiration	0.055 <sup>ns</sup>	0.195
Familiarity with Classmates	-0.067 <sup>ns</sup>	0.117
Good Grades	0.012 <sup>ns</sup>	0.773
Expectation of Teachers	-0.019 <sup>ns</sup>	0.643
Approach in Mathematics Teaching	-0.001 <sup>ns</sup>	0.980
Physical Condition of the Classroom	-0.082 <sup>ns</sup>	0.069
Location of the School	-0.041 <sup>ns</sup>	0.342
Visual Aids or Instructional Materials	0.021 <sup>ns</sup>	0.639
Availability of Math Books/Magazines	-0.004 <sup>ns</sup>	0.936
Communication Skills of the Teacher	0.019 <sup>ns</sup>	0.631
Physical Appearance of the Teacher	-0.073 <sup>ns</sup>	0.102
Time of Mathematics Class	-0.041 <sup>ns</sup>	0.338

\*significant

<sup>ns</sup> not significant

As revealed in the table, “Challenges” is the only motivational factor that is significant with Kendall’s tau-b value equal to 0.087 and p-value 0.047. It signifies that the students’ birth order does affect their level of motivation in the above mentioned motivational factor.

The rest of the factors showed that there is no significant relationship on the level of motivation in Mathematics of the students when they are grouped according to their birth order.

In the discussion, it is now evident that the hypothesis which states that there is no significant relationship between the level of motivation of the students and birth order is accepted with an exception of the motivational factor “Challenges”.

### 3. Level of Motivation and Number of Siblings

Table 10 presents the relationship between the level of motivation of the students and number of siblings.

**Table 10. Relationship Between the Respondents Level of Motivation of the Students and Number of Siblings.**

Motivational Factors	$\tau_c$ value	p-value
Interest	0.560 <sup>ns</sup>	0.171
Curiosity	0.008 <sup>ns</sup>	0.847
Challenges	-0.029 <sup>ns</sup>	0.492
Self-fulfilment	-0.064 <sup>ns</sup>	0.118
Desire to acquire more Knowledge	0.018 <sup>ns</sup>	0.643
Ambition	-0.014 <sup>ns</sup>	0.719
Confidence	-0.007 <sup>ns</sup>	0.871
Application to Daily Life	-0.008 <sup>ns</sup>	0.855
Improvement of Skills	-0.044 <sup>ns</sup>	0.321
Allowance	0.091*	0.035
Acceptance	-0.073 <sup>ns</sup>	0.077
Social Belongingness	-0.065 <sup>ns</sup>	0.108
Competition among Classmates	-0.036 <sup>ns</sup>	0.369
Clean Humors	-0.021 <sup>ns</sup>	0.615
Expectation of Friends	-0.033 <sup>ns</sup>	0.444
Prestige	-0.030 <sup>ns</sup>	0.471
Expectation of Parents	0.092*	0.028
Recognition and Praises	0.126*	0.003
Inspiration	-0.021 <sup>ns</sup>	0.613
Familiarity with Classmates	-0.011 <sup>ns</sup>	0.787
Good Grades	0.092*	0.022
Expectation of Teachers	-0.062 <sup>ns</sup>	0.126
Approach in Mathematics Teaching	0.009 <sup>ns</sup>	0.826
Physical Condition of the Classroom	-0.051 <sup>ns</sup>	0.229
Location of the School	-0.024 <sup>ns</sup>	0.556
Visual Aids or Instructional Materials	-0.058 <sup>ns</sup>	0.160
Availability of Math Books/ Magazines	-0.033 <sup>ns</sup>	0.449
Communication Skills of the Teacher	-0.043 <sup>ns</sup>	0.308
Physical Appearance of the Teacher	-0.045 <sup>ns</sup>	0.272
Time of Mathematics Class	0.017 <sup>ns</sup>	0.671

\*significant  
nificant

<sup>ns</sup> not significant

As presented in the table, four of the motivational factors are significant. These includes the “Allowance” with Kendall’s tau-b value 0.091 and p-value 0.035; “Expectation of Parents” with Kendall’s tau-b value 0.092 and p-value 0.028 “Recognition and Praises” with Kendall’s tau-b value 0.126 and p-value 0.003; and “Good Grades” with a Kendall’s tau-b value 0.092 and p-value 0.022. It signifies that the number of the students’ siblings does affect their level of motivation in the above mentioned motivational factors.

On the other hand, the rest of the motivational factors were not significant. It is now evident in Table 10 that the hypothesis which states that there is no significant relationship between the level of motivation of the students’ number of siblings is accepted except for the motivational factors “Allowance”, “Expectation of Parents”, “Recognition and Praises”, and “Good Grades”.

### F. Relationship Between the Level of Motivation of the Students and their Mathematics Performance

Table 11 shows the relationship between the level of motivation of the students and their Mathematics performance.

**Table 11. Relationship Between the Level of Motivation of the Students and their Mathematics Performance.**

Motivational Factors	$\tau_b$ value	p-value
Interest	0.114*	0.005
Curiosity	0.086*	0.043
Challenges	0.087*	0.031
Self-fulfilment	- 0.074 <sup>ns</sup>	0.079
Desire to acquire more Knowledge	- 0.038 <sup>ns</sup>	0.353
Ambition	- 0.028 <sup>ns</sup>	0.475
Confidence	- 0.037 <sup>ns</sup>	0.364
Application to Daily Life	0.018 <sup>ns</sup>	0.655
Improvement of Skills	- 0.047 <sup>ns</sup>	0.255
Allowance	0.036 <sup>ns</sup>	0.398
Acceptance	- 0.070 <sup>ns</sup>	0.084
Social Belongingness	- 0.041 <sup>ns</sup>	0.320
Competition among Classmates	- 0.015 <sup>ns</sup>	0.728
Clean Humors	- 0.018 <sup>ns</sup>	0.680
Expectation of Friends	0.044 <sup>ns</sup>	0.285
Prestige	- 0.031 <sup>ns</sup>	0.469
Expectation of Parents	0.027 <sup>ns</sup>	0.481
Recognition and Praises	- 0.017 <sup>ns</sup>	0.685
Inspiration	- 0.062 <sup>ns</sup>	0.127
Familiarity with Classmates	- 0.009 <sup>ns</sup>	0.817
Good Grades	0.138*	0.002
Expectation of Teachers	- 0.039 <sup>ns</sup>	0.356
Approach in Mathematics Teaching	- 0.050 <sup>ns</sup>	0.220
Physical Condition of the Classroom	- 0.011 <sup>ns</sup>	0.811
Location of the School	- 0.013 <sup>ns</sup>	0.725
Visual Aids or Instructional Materials	0.038 <sup>ns</sup>	0.363
Availability of Math Books/Magazines	0.060 <sup>ns</sup>	0.172
Communication Skills of the Teacher	- 0.041 <sup>ns</sup>	0.333
Physical Appearance of the Teacher	0.004 <sup>ns</sup>	0.922
Time of Mathematics Class	0.004 <sup>ns</sup>	0.916

\*significant  
nificant

<sup>ns</sup>not sig-  
nificant

As shown in the table, only four items gave significant relationship between the final grades of the students and the motivational factors in Mathematics. These are “Interest”, “Curiosity”, “Challenges”, and “Good Grades” with Kendall’s tau-b values equal to 0.114, 0.086, 0.087 and 0.138, respectively. These imply that the students with high grades in Mathematics tend to have a high level of motivation under these factors and

those students who have low grades incline to have low level of motivation. However, according to Pintrich & Schunk (2002), students who are unmotivated to learn are not as methodological in their learning effort. Such students become inattentive during lessons. They are unorganized, do not rehearse the learning material and take notes haphazardly. Moreover, they neither monitor their level of understanding nor ask for help when they do not understand what is being taught. These students’ passivity during learning activities leads to poor performance.

Table 11 also revealed that most of the motivational factors are not significant since the p-value is greater than the significance level 0.05.

It is now evident that the hypothesis which states that there is no significant relationship between the level of motivation of the students and their Mathematics performance is accepted with the exception of the four motivational factors “Interest”, “Curiosity”, “Challenges”, and “Good Grades”.

## CONCLUSIONS

Based from the data gathered, following conclusion is derived:

1. Students have the same level of motivation regardless of gender, birth order, and number of siblings since these variables do not significantly differentiate the students' level of motivation.
2. Students' gender does affect the students level of motivation in the motivational factors “Interest”, “Challenges, and “Physical Condition of the Classroom”. Moreover, students' birth order does affect their level of motivation in the motivational factor “Challenges”. And, the students' number of siblings does affect their level of motivation in the motivational factors, “Allowance”, “Expectation of Parents”, “Recognition and Praises”, and “Good Grades”.
3. The more the students were interested, curious and challenged, the higher is the probability for them to have high academic achievement. Moreover, receiving good grades make the students become highly motivated to study mathematics.

## RECOMMENDATIONS

Based on the findings of the study, the researchers suggest or recommend the following:

1. Teachers in mathematics must consider the levels of motivation of students before teaching a particular topic.
2. Teachers must provide activities that may increase the levels of motivation of students in order to get the full potential from the students.
3. Teachers must exert effort to help those who are poor performers and acknowledge the students who are better performers in Math.
4. Mathematics teachers must make it a part of the teaching-learning process to thoroughly

understand his students in terms of how they perceive mathematics and what their levels of motivation are.

5. Similar undertakings with broader scope, wide range of factors, and extensive investigation and evaluation are encouraged.

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# ERROR ANALYSIS IN SENTENCE STRUCTURE OF SPOKEN ENGLISH AMONG KINARAY-A SPEAKERS

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## ABSTRACT

This linguistic study identified and categorized the grammatical errors in English structure of spoken English among the Kinaray-a speakers. It also attempted to determine the errors caused by the learners' first language (L1), Kinaray-a, and how it influenced their spoken English. The language data were obtained from the recorded utterances of sixty-eight (68) Kinaray-a speaking students at Iloilo State College of Fisheries- San Enrique Campus. Using discourse analysis, the researcher identified and categorized the errors in the students' spoken English. These were inter-rated to ensure the validity of the categorization. Error analysis of students' utterances showed that based on the linguistic description of errors, the most frequent errors were word form (f=133), preposition(f=127), article(f=126), verb form (f=112), tense (f=107), subject-verb agreement (f=82), pronoun (f=53), plurality (F=35), and phrase (26). On the other hand, in sentence structure errors, misinformation ranked first (f=443), followed by addition(f=188), omission (f=145) and misordering of elements (f=31). There were also instances of errors which did not fit in any category in the taxonomy; hence, the researcher labeled them under the categories unfinished sentences and severe errors. A comparison and contrast of the learners' second language (L2) production with their first language (L1) counterpart showed that learners' errors in the target language (TL) were influenced by their L1. The learners' literal translation of their L1 to the TL results in the use of irrelevant expressions, incorrect tense, misuse of prepositions, omission of necessary words, and inappropriate word choice. The interference was discovered from these differences: one concept in one language corresponds to several concepts in another, a relatively free word order is translated into a relatively fixed word order, and similar concept is signalled by different morphological processes.

*Keywords: Error Analysis, sentence structure, spoken English, Kinaray-a speakers*

## INTRODUCTION

Language proficiency is a multidimensional construct which consists of different levels of abilities and domains. One of them is speaking ability. Accuracy and fluency in speaking are both essential in second language acquisition though there have been much heated discussions about these two of which matters more. Anno (1998) claims that appropriate communication can be carried out with correct grammar; thus, grammatical knowledge is a necessity for appropriate communication. The problem is whether learners can make good use of grammatical knowledge while communicating in the target language.

The quality of spoken English Filipino students have today becomes the target of criticism. In ESL classes, it has been observed that the deficiency in students' speech is not only very evident in pronunciation but more so in grammar. Kinaray-a sentences are being delivered in English word by word or phrase by phrase that are indicative of omissions or deletions. The students make direct translation from their native language (L1) to the target language (L2).

This motivated the researcher to look into the spoken production of the students and to analyze the errors committed by them. The errors made by the speakers were then analyzed in relation to

to their first language which is Kinaray-a in order to find out which of these errors were due to the interference of their native speech. This study intends to provide explanations of the structuring of the interfering patterns of the errors from the contrast of the two languages.

Specifically, this sought to answer the following questions:

1. What are the types of errors in spoken English structures committed by ISCOF- SEC students?
2. Which errors are most often committed by the students?
3. Which of these errors are due to the interference of Kinaray-a?

## REVIEW OF RELATED LITERATURE

Tchudi and Mitchell (1989) define speaking as social interchange of thought, information or feelings between people. In life, speaking is used to establish the self-esteem, build relationships, assess feelings, and seek information". Borer (1982) states that speaking is a part of getting along with people, which helps others to know you and it helps you to know others.

When speaking, human appears to find it very easy to arrange word by word without thinking. This is in accord with Fauziati's statement (2008, in Purnawati, 2009) that producing speech seems entail very little thought or effort. The words produced flow effortlessly. Speakers think what they want to say and their tongues automatically put their thoughts into words. They are not aware of how they produce a sentence. Hunston (1982) maintains that spoken language is normally unplanned. There are occasions when what is said is memorized or read aloud from a script, but speech mainly takes place in real time. It is 'online' communication, it is spontaneous and there is normally very little time for advance planning. Because thinking time is limited, pauses, repetitions and rephrasings are common. The flow of a communication may also be affected by interruptions or by overlaps with other speakers or by external factors in the speech situation. Utterances are linked together as if in a chain. One piece of information follows after another and speakers have few opportunities for starting again. Hence, second language learners must learners should understand English language structures accurately to become fluent . As Scacella and Oxford (1992) assert, grammatical competence is an umbrella

concept that includes increasing expertise in grammar (morphology, syntax), vocabulary, and mechanics with regard to speaking, the term mechanics refers to basic sounds of letters and syllables, pronunciation of words, intonation, and stress.

Wu (2007) conducted a study on the effects of an explicit grammar teaching method on a group of English teacher candidates' spoken grammatical accuracy in Taiwan, it was found that grammar teaching could improve spoken grammatical accuracy of English teacher candidates in Taiwan, who are advanced English learners. Furthermore, the increased grammatical accuracy was not acquired at the cost of fluency.

In the study of Su-Hie Ting (2010), *Grammatical Errors in Spoken English of University Students in Oral Communication Course*, types of errors and the changes in grammatical accuracy during the duration of the English for Social Purposes course focusing on oral communication were determined.

The transcribed oral interaction data were analyzed for grammatical errors using the surface structure taxonomy of Dulay, Burt and Krashen (1982) which is based on "the ways surface structures are altered in erroneous utterances/sentences" (cited in Ellis and Burkhuizen, 1995). Based on this taxonomy, the four principal ways in which learners modify target form are omissions (the absence of an item that must appear in a well-formed utterance), additions (the presence of an item that must not appear in well-formed utterances), misformations (the use of wrong form of the morpheme or structure), and misorderings (the incorrect placement of a morpheme or group of morphemes in an utterance). In addition, Su-Hie Ting included a linguistic description of grammatical errors. Errors were categorized into verb form, adjective, preposition, article, plurality, tense, pronoun, question and word form. The results also showed an increase in grammatical accuracy in the students' spoken English towards the end of the course.

In this study, the researcher will also categorize the errors based on surface structure taxonomy of Dulay, Burt and Krashen (1982) which include omissions additions, misformations, and misorderings. But since Ellis and Barkhuizen had pointed out the less obvious practical use of this taxonomy in grammar teaching, the researcher

will pursue Su-Hie Ting (2010) incorporation of linguistic description of grammatical errors: verb form, adjective, preposition, article, plurality, tense, pronoun, question and word form.

## METHODOLOGY

The study employed descriptive- analytical research design. This was conducted at Iloilo State College of Fisheries- San Enrique Campus utilizing sixty-eight students chosen using non-random convenience sampling. The researcher stayed in the school cafeteria; the first sixty- eight Kinaray-a speaking students whom she encountered became the participants of the study.

Spoken data were extracted from a picture description task. In this task, three groups of pictures depicting recent social issues were shown to the participants. They were asked to say something about the pictures through a simple description or inference using English language. Follow-up questions were asked by the researcher to make the participants speak more. The utterances which were subjected for error analysis were audio-recorded and transcribed. Repeated replays of the record were made to ensure that every utterance was correctly noted and written down.

Participants' utterances were transcribed, identified, categorized, and tabulated for analysis and discussion. The following were the specific steps:

Step 1: Data were coded by sentence. There were 757 sentences collected from students' oral production.

Step 2: Errors were identified based on the rules of English grammar of English Language. Sentences containing at least one grammatical error became part of the corpus of data.

Step 3: To categorize the types of errors made by the students, the researcher employed linguistic categories of grammatical errors adopted from Su-Hie Ting, 2010. Errors may be in verb form, adjective, preposition, article, plurality, tense, pronoun, question and word form.

Step 4: After the grammatical errors were analyzed in detail, these were studied in a bigger context considering the neighboring lexemes to determine the deviation or violation of the longer string of utterances/discourse. The sentence structure taxonomy was adopted from Dulay, Burt and Krashen (1982). Based on this, the main ways by which students modify the target forms maybe through:

1).Omission: the absence of an item that must appear in a well-formed utterance (e.g. in early stages of learning, the omission of function words rather than content words( Dulay, Burt and Krashen , 1982);

2) Addition: the presence of an item that must not appear in well-formed utterances (e.g. failure to delete certain items: in English, two negators or two tense markers;

3) Misformation: the use of wrong form of the morpheme or structure (sometimes called misselections; other subtypes include overrepresentation (e.g. using only *that* to replace *this/those/these*), underrepresentation, and alternating forms;

4) Misordering: the incorrect placement of a morpheme or group of morphemes in an utterance (e.g. misplacement of adverbials, interrogatives and adjectives.

Likewise, the researcher discovered errors which did not fit in any category above, and consequently labeled them in the categories that follow:

e)Unfinished sentence: the discontinuation of sentence utterance (perhaps the speaker could no longer think of the right words to express what he/she wanted to say).

f) Severe: the idea expressed in utterance is ambiguous (the item is meaningless).

First language interference was also presented in this study. In this stage, first language, Kinaray-a, sentence structure was used as the basis of comparison for their English sentence construction.

A sample analysis of the erroneous T-unit is shown. An asterisk (\*) is placed before an erroneous structure to differentiate it from the correct one.

\*He is willing to contribute a few amount of money.

Gusto na mag amut bisan gamay lang nga kantidad ka kuarta.

The learner used the adjective few to denote the amount of money that he is willing to contribute. This is incorrect in English grammar because there are specific rules for "few", "little", "small", etc.

However, in Kinaray-a "gamay" is a general term, and probably, the student does not know that English has specific rules for such usage. "Gamay" in Kinaray-a encompasses a range of meanings.

. It can mean small, little, few, or almost depending upon context. English, on the other hand, makes distinction among such expressions, depending upon the identity of the head word. In nouns, English uses *few* with count nouns (few mangoes, few visitors, and the like), and *little* with non-countable or mass nouns (a little sugar, a little water, and the like). The expression *a little* is to be used with either amount or money. A local student who has not mastered the distinction of English nouns gets into trouble since he is used to one expression in his native language, and he must now remember to choose the correct and appropriate lexical term. Thus, the corrected sentence is: "He is willing to contribute a little amount of money."

## FINDINGS

### Errors Based on Linguistic Description

Table 1 presents the errors committed by the students based on linguistic description. The top three errors were word form (15.13%, Rank 1), prepositions (14.45%, Rank 2), and article (14.33%, Rank 3). The least three errors were pronoun (6.08%, Rank 8), plural form (3.98%, Rank 9), and phrase (2.96 %, Rank 10).

Table 1

	Misinformation	Addition	Omission	Misordering	Severe Errors	Unfinished Sentence	Total	%	Rank
Word Form	49	36	27	21			133	15.13	1
Preposition	60	42	25	0			127	14.45	2
Article	42	51	31	2			126	14.33	3
Verb Form	33	25	54	0			112	12.74	4
Tense	107	0	0	0			107	12.17	5
SVA	82	0	0	0			82	9.33	6
Pronoun	32	21	6	0			53	6.08	8
Plural Form	6	11	18	0			35	3.98	9
Phrase	0	15	0	11			26	2.96	10
Total	443	188	145		70	8	885		

### Error Based on Sentence Structure Description

Table 2 shows the summary of errors based on sentence structure. The result revealed that most of the errors committed from the corpus

are in the categories misinformation (50.00%, Rank 1), addition (21.24%, Rank 2), closely followed by omission (16.38%, Rank 3), severe errors (7.9%, Rank 5), misordering (3.50, Rank 4), while the category for unfinished sentence (.90%, Rank 6) was committed the least.

Table 2

### Frequency of Types of Errors Based on Sentence Structure Descriptions

Categories	Frequency	Percentage	Rank
Misinformation	443	50.00	1
Addition	188	21.24	2
Omission	145	16.38	3
Severe Errors	70	7.90	4
Misordering	31	3.50	5
Unfinished Sentences	8	0.90	6
Total	885		

The categories of errors are exemplified in the following examples. The sentences were directly taken from the actual speech utterances of the participants using a picture description task.

### Misinformation

The following T-unit reflects the use of wrong form of the morpheme or structure (sometimes called misselections; other subtypes include overrepresentation, and altering forms).

*\*In this picture, I remember when... when...I am six years old; me and my family go to a nearby beach to swimming. (Student #56)*

The sentence uttered contains a flashback of the past experience of the speaker as indicated by the expression "I remember" which the speaker was able to relate upon seeing the picture. The clausal modifier "When I am six years old" is an expression which indicates that the condition happened in the past. Based on the context, the speaker was referring to one specific experience in the past and not a habitual action because of the absence of the expression "used to". The verb (am) is used after the first person singular subject "I", and is expressed in the form of simple present. However, the verb "am" which is in the simple present is in conflict with the time indicator, "When six years old", since it is a recount to tell a past experience and normally uses past tense. This made the utterance erroneous. The speaker failed to recognize the past form of "is" which fits the context. Similar error can be attributed to the use of the verb "go" in the independent clause that

“was.”

The independent clause in the sentence consists of compound subjects “me and my family”, verb “go”, adverb of place “to nearby beach”, and infinitive phrase “to swimming.” The components that comprise this clause seem to be in trouble. As to the verb “go” it has been discussed above. Since it is a recount of past experience, the verb should be in its past form “went.” The pronoun “me” used as subject is in the objective case, which is correct. Pronouns in English are said to display a case according to their functions in the sentence. Since the tentative pronoun “me” in the sentence is used as subject of the verb, the sentence is erroneous. To make the construction correct, the nominative case “I” should have been used.

The wrong choice of article in the prepositional phrase “to a nearby beach” is another flaw. The use of articles is also determined by the noun whether it is countable or uncountable, and whether it is singular or plural. There are two kinds of articles: the definite article (the) and the indefinite articles (a/an). The indefinite article “the” is used when the noun is specific, while the indefinite articles “a/an” are used to modify non-specific or non-particular nouns. The use of indefinite article also takes into account whether the noun is countable or not and whether it is singular or plural. Thus, to be able to use the article properly, the students have to be sensitive in differentiating the use of definite article, indefinite articles or even using no article at all. In the prepositional phrase “to a nearby beach,” the article “the” should have been used since the beach that the speaker referred to is already identified.

Moreover, the speaker failed to construct the infinitive phrase (to swimming) correctly. An infinitive is formed by the root word “to + base form of the verb.” Finally, the speaker’s choice of incorrect tense, pronoun, article, and verb form constitutes the wrong form of structure which made the spoken utterance erroneous. Thus, the error falls under the category *misinformation*.

#### **Addition**

The category, addition, refers to the presence of an item that must not appear in well-formed utterances. The following T-unit is an example of an error that falls under this category.

\*Umm...The man is doing cigarette smoking (laughs). (Student #14)

The structure employed more words than what is required by the meaning intended. In the utterance, the speaker started by a vocalized

sound (Umm...). Perhaps, this is indicative of his/her taking more time to think on what and how to express what he wanted to say.

The sentence uttered has a noun phrase (NP) and a verb phrase (VP) which conform to what is required in an English sentence structure. The NP “The man” is in the subject position, which is in order, but the VP is wrong. The NP is followed by what may tentatively be considered as an auxiliary verb “be” and what is seemingly as the main verb in the present participle form “doing.” However, inasmuch as the lexical item “cigarette” that follows does not semantically match the verb phrase in the context where the data were taken, then the sentence can be considered erroneous. In an English course, a student is required to communicate in correct English or a variety nearest in quality to what is considered educated English. However, the use of “doing cigarette” may perhaps be tolerated in an informal conversation with peers outside of an academic setting because any variety of a language, depending on certain sociolinguistic factors may be used to successfully communicate. The high variety of a language is employed for certain purposes while the low variety is used to negotiate meaning effectively in other specific situations. In the case of the context where the data were taken in the current investigation, it is expected that the high variety of language is used, thus the T-unit being discussed is erroneous.

It is logical to consider that the lexical item “doing” is in conflict with the other item “smoking” because they both can occupy the same position in the sentence structure. One of the lexical items has to be eliminated to rectify the structure and since the word “cigarette” does not semantically match the former term “doing”, the copula “is” agrees with the latter term “smoking.” Actually, the verb phrase “doing cigarette” is not required in the sentence structure and its presence makes the utterance incorrect. Its presence, therefore, considered as an unnecessary addition; hence, the structure exemplifies the error in the category- addition.

#### **Omission**

\* Yes, because of his great ano because of good things he done to the children.” (Student #7)

This spoken utterance is clearly an answer to a question. The affirmative “Yes” at the start of the utterance signifies that it is a speaker’s response to a prior question.

Speech is usually transient and speakers can correct themselves and change their utterances as they go along. Perhaps the speaker was still thinking of the accurate words to articulate an idea, and when he/she was already certain of what to say, he/she immediately corrected the first utterance. On the other hand, the lexical item “ano” is a filler from the speaker’s native language during the delay of his/her speech execution. As what mentioned in the previous explanation, this speech error helped the speaker to have more time to systematize what he/she wanted to say.

The utterance likewise started with the conjunction “because” after the affirmative word “yes.” This is considered a fragment. However, according to Brown (2003), the grammar of spoken colloquial English does not impose the use of complete sentences. The incomplete utterance structure is an ellipsis where the dependent clause is present but its governing element is not. This is typical for a spoken language specifically an answer utterance to a question.

Moreover, the clause consists of a prepositional phrase “of good things” and the verb “done” which are both erroneous. The speaker omitted the article in the prepositional phrase “of good things” which is necessary because the phrase contains a noun. Since the noun “things” is already identified by the modifier “good,” article “the” should be used. On the other hand, the contexts states that the action happened at an unspecified time before the execution of the utterance. The speaker’s use of the verb “done” is already a faulty construction. Probably the speaker wanted to express his/her sentence in the simple present tense. The verb “done” is normally used to form perfect tenses. Thus, an addition of the helping verb “has” to form the verb phrase “has done” will make the sentence grammatically correct.

### **Misordering**

Word order could be defined as the syntactic arrangement of words in a sentence, clause or phrase. In other words, it is the order in which the words occur in the sentence (The GMAT Bootcamp, 2010). In this study, the category, *misordering*, is the incorrect placement of a morpheme or group of morphemes in an utterance. The following T-unit exemplifies this category.

*\*They are playing in the river...umm..of a remote control sailboat.* (Student #21)

The speaker incorrectly arranged the words in this sentence. The phrase “of a remote

control sailboat” is supposedly the direct object of the verb phrase(are playing). The direct object receives the action of the transitive verb. The subject of the sentence, likewise, does something directly to the direct object. Whatever the subject does, it is carried out to the direct object. In terms of the position in the sentence, the direct object is typically placed directly after the transitive verb unless the sentence contains an indirect object. Hence, the correct syntactical order is “They are playing a remote control sailboat in the river.”

### **Unfinished Sentence**

This category comprises the utterances that are left to dangle in the air. The speaker discontinues what he is about to say for certain reasons. This error is a feature of speech though grammatically unacceptable. The following sentence example that falls under this category.

*\*The children is lack of food so they need to ano...they need to (laughs)* (Student #10)

The statement above is an incomplete sentence that contains a main clause, “The children is lack of food” and a hanging supposed subordinate clause “so they need to ano...they need to...” Though the main clause suggests a complete sentence, the speaker failed to make the verb “is” agree with its subject “children,” thus, the clause is structurally erroneous. Plural subject “children” requires a plural verb “are.” On the other hand, the dependent clause contains a filler from the speaker’s native language “ano,” and the repetition of words “they need to...” prior to the suspension of the utterance. The successive phenomena indicate that the speaker was already running out of words to say. The termination of the utterance is indicated by the laughter.

### **Severe Error**

The following T-unit exemplifies the error under this category.

*\*In my very young existence when I was small, well, as our memories to be treasured with my father.* (Student #40)

The spoken utterance is both syntactically and semantically ill-formed. The introductory material “In my very young existence when I was small” contains more information than what is needed for the structure. The phrase “in my very young existence” and the clause “when I was small” convey the same meaning. The concurrent presence of the two as the introductory material makes the structure redundant. To correct the error, one should be dropped. The clause “when I was small” represents what the speaker means

since the phrase “In my very young existence” does not structurally go with the following clause.

There is also the occurrence of the filler “well” in the spoken utterance prior to semantically ambiguous main clause. The phrase “our memories” in the subject position is not actually the subject being modified by the modifying phrase “In my very young existence or when I was small”, but it must be the persons themselves. The subject noun and pronoun (my father and I) conform to the structure of the sentence since they function as subjects of the verb. In the structure, there is the omission of the verb. As a whole, this clause is syntactically ill-formed and alters the message it conveys. There are two possible interpretations of this clause. It could be that the speaker had treasured memories of his/her father when he/she was a child or he and his father had memories that they both treasure. In this particular utterance, the speaker failed to convey a meaningful message and created a miscommunication. This kind of error is exemplified in the category, severe errors.

#### **Errors Due to the Interference of Kinaray-a**

In this section, errors that are committed due to the interference of students’ first language, Kinaray-a, are presented.

##### ***Incorrect Order***

\*I...I also saw in the picture how the father...ahh...closer to...to...his son. (Student #49)

Makita ko sa litrato kung ano ang tatay ka rapit sa bata na.

In the English sentence above, the word “closer” in a comparative degree when it should be in the positive degree since nothing is being compared. The word “how” signifies the intensity of the closeness of the father to his son. Thus, “close” should be placed after “how.” The English sentence also contains tense error. The learner used the past tense “saw” instead of the simple present since the action occurs at the moment of speaking (the learner was holding the picture while giving descriptions). If the English sentence of the learner is compared to Kinaray-a translation given above, it is noticeable that the student mentally said what he wanted to say in his native language and directly translate it in English. The spoken utterance is better as:

I can see in the picture how close the father to his son.

On the other hand, another way to say this sentence in Kinaray-a is:

Makita ko sa litrato kung ano karapit ang

tatay sa bata na.

It can be observed that in this account, the structure of the L1 is similar to L2. If the learner followed this structure in L1, then he would have been able to produce L2 correctly. Nonetheless, in Kinaray-a, either way of expressing the sentence (Makita ko sa litrato kung ano ang tatay ka rapit sa bata na or Makita ko sa litrato kung ano ka rapit ang tatay sa bata na) is acceptable. It is interesting to note that a relatively free word order in Kinaray-a is translated into a relatively into a relatively fixed word order in English.

##### ***Misuse of Preposition***

\*I can see in the second picture that many people sitting on the nipa hut. (Student #18)

Sa ika-duwa nga litrato makita ang duro nga tawo nga nagapungko sa payag.

The English sentence has error in the use of preposition and omission of the helping verb. The utterance can be better spoken as:

The second picture shows that many people are sitting in the nipa hut.

The Kinaray-a translation shows that the preposition “sa” is used for “in.” However, “sa” when compared with the direct translation in the target language (English) has several uses such as at, by, for, from, on, of, on top of, onto, and to. This may be the cause of the learners’ high frequency of errors in the use of prepositions. L1 uses the same form to represent a range of meaning for which TL designates different forms. In TL, prepositions may also have several functions. The English prepositions “to” and “on”, for example, have also a lot of functions. Few functions of “to” are to indicate the direction, destination or position of somebody or something, indicate purpose, and to indicate recipient. “On” is used to indicate position, attachment of something to another, location or vicinity, time and many other ways. The learner may have generalized that he can use the same prepositions for his sentence with the exclusion of other more appropriate ones since L1, the same preposition can be used for a lot of functions (Villaruel, 2010).

##### ***Problematic Article***

\*Umm...He receives an award for being a hero of the year. (Student #15)

Makabaton tana ka padya bilang isa ka baganihan.

The English sentence above has an error in the use of article. The corrected spoken utterance is:

*He receives an award for being the hero of the year.*

“Ka” in Kinaray-a is the translation for the English “the,” and can also be used for the articles “a” and “an.” In English, the article (a/an) is used for singular countable noun, and “the” is used for both singular and plural nouns which refer to definite things. More specifically, “a” is used before a singular countable general noun beginning with a consonant; and “an” is used before a noun beginning with a vowel. However, in Kinaray-a, there are articles other than “ka” that can mean either a, an, or the. “Ang” signals the Kinaray-a nominative, the subject form (Ang balay malinong or Malinong ang balay).

#### **Faulty Phrase**

\*Poverty is one of the main problem of our country. (Student #31)

Ang kapigaduhon ang isa sa mga problem aka atun nga pungsod.

The sentence above has an error in the noun of “of phrase.” This error can be frequently observed in count nouns: one of the teacher, one of the contestant, one of my friend, and so on. There are two possible sources of confusion for the learner. One is the common structure in TL which is very similar in form: one teacher, one contestant, one friend, and so on. Another is the parallel structure of Kinaray-a: “isa sa mga maestro,” “isa sa mga estudyante,” wherein the plural noun is not added with “s” but with the word “mga.” Therefore, it may be concluded that the source of difficulty for learners is the different affixed signals for the plural concept in L1 and TL. A learner who is not aware of the rules in English grammar would likely fail to make the noun plural in “of-phrase” by adding “s” for regular plural or supplying the irregular plural since in his native language construction the signal for plural is different. The corrected sentence is: Poverty is one of the main problems of our country.

#### **Confusing Use of Relative Pronoun**

\*The last picture shows a father and his son which is sitting beside the seashore. (Student #32)

The error in English sentence above is the construction of clause modifier, *which is sitting beside the seashore*. This involves the wrong choice of the relating word and the agreement of the verb to its subjects. The verb “is” in the clause *which is beside the seashore* doesn’t agree with its subjects, “father and his son,” which is plural.

Thus, “are” is the correct verb to use. “Which” in the same clause refers to the father and his son. In English grammar, the relating words “who” and “whom” are used for people, “that” for both people and things, and “which” solely for things. Hence, “which” is incorrect when used to relate people as illustrated in the sentence above.

The error in the wrong choice of the relating word may be traced to L1 interference. The relating word “which” which was used by the learner in his spoken utterance to correspond to “nga” in his Kinaray-a. When a learner who thinks in Kinaray-a and is asked to speak in English will normally directly transfer Kinaray-a structure to English. The particle “nga” however, may stand for the relating words who, whom, which, that as in:

English	Kinaray-a
The man who asks me	Ang tawo nga namangkot kanakon
The child whom I saw	Ang bata nga nakita ko
The dress that/which I used	Ang bayo nga ginsuksok ko

A learner influenced by his native tongue, makes use of any related English words because “nga” can mean any of them. The utterance is better spoken:

The last picture shows a father and his son who are sitting beside the seashore.

#### **Ambiguous Word Choice**

\*Efren Peñaflorida teach the street children...to...to be illiterate without stress.(Student #2)

Waay it kakapoy nga ginatudlo-an ni Efren Peñaflorida ang mga bata sa kalye para mag-aram.

This utterance is erroneous. Illiterate and stress are wrongly used. Error in word choice is using a wrong word to mean another thing. In the choice of English equivalent for Kinaray-a word, the learner must look beyond the word itself and consider its connection with other words in the sentence. In the sentence above, the word “stress” is lexically inappropriate. Probably, the speaker meant that Efren Peñaflorida is patient in teaching the street children or enjoys what he is doing that’s why he is not tired of teaching them. Either way, “stress” is wrongly used in this context. Another word incorrectly used by the speaker is “illiterate.” This error is not due to L1, but may be attributed to learner’s carelessness. The word “illiterate” closely sounds similar with its root word “literate.” This may have influenced the error. It can also be said that the student does not know the meaning of the word.



Similarly, the verb “teaches” does not agree with its subject, Efren Peñaflorida. English grammar rule requires a singular verb for a singular subject. Hence, the correct form should have been “teach.”

## CONCLUSIONS

In view of the preceding findings, the following conclusions were formulated.

This study examined the errors in sentence structures of spoken English among Kinaray-a speakers. Based on the linguistic description of the errors, word form and preposition are the most difficult, followed by article, verb form, tense, SVA, pronoun, plural, and phrase. The direct translation of L1 to the target language resulted to these errors. The interference was discovered from these differences: one concept in one language corresponds to several concepts in another, a relatively free word order is translated into a relatively fixed word order, and similar concept is signalled by different morphological processes.

The findings of the errors in sentence structure revealed that the main ways by which learners modify the target language form are misinformation and addition, while omission and misordering are less frequent. There were also instances of severe errors and unfinished sentences. The high incidence of misinformation errors indicated that the students were aware of the need to use a particular grammatical feature in certain parts of utterances but made an incorrect choice. The use of additional grammatical features which are unnecessary was second in the rank. This is probably by the learners’ use of long words when short ones will do. The omission of essential parts of utterances ranked third which is possibly the result of the speaker’s attempt to simplify what he wants to say. Misordering of morphemes is less frequent which is traceable to the L1 interference as pointed above. Severe errors refer to the utterances which the message being conveyed is ambiguous as a result of the ill-formed structure of the sentence, while unfinished sentences encompasses the utterances which are left to dangle in the air. The speaker merely stops talking. Perhaps, he/she already runs out of idea or no longer grasp the accurate words to articulate what he/she wants to say.

When speaking, students express in English but thinks in Kinaray-a. This could be the only way the learner can begin to communicate in English (TL). This is the reason why first language

interference is very evident in spoken English as clearly indicated in this study. Learning difficulties and more likelihood performance interference are apparent in the circumstances where L1 is more distant from L2. The learner finds it difficult to learn and understand a completely new and different usage. So, when the learner resorts to L1 structure for help, he is prone to commit errors in TL. The difference in structure creates confusion to the learner that would show in the form of delays, literal translation of L1 to TL, and lack of clarity in speech.

## RECOMMENDATIONS

In light of the research findings and conclusion advanced, the following are recommended:

Basic structure of English language must be given much emphasis during the early years so that correct use of the structures becomes a habit. Another consideration in teaching second language early on is to put more emphasis on the contrasting pattern of the first language (L1) and the target language (TL). This would provide awareness to the learners of the similarities and differences of their L1 structures to L2 as well as the observable features of interference.

Learners inevitably make error more in spoken English. Some teachers regard these errors as undesirable and a sign of failure in learning the target language and other consider them as signals that learners are successfully learning the language and treat them accordingly (Norrish, 1983). Teachers must look upon learners’ errors positively seeing that the information they get from these errors facilitates them to modify their teaching procedure or materials, the pace of progress, and the amount of practice that learners’ need. Additionally, in treating errors, teachers must be consistent and provide sufficient explanations to the errors committed by the learners.

Teachers should not only be able to detect and describe errors linguistically but also understand the psychological reasons for their occurrence. For teachers, being aware of the diagnosis and correction skills is fundamental as it might help them understand why and how they can interfere to help their students.

Teachers of English language should also advance themselves as good models of the language they teach and try to approximate native-like speaker competence for students to emulate.

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# FACTORS AFFECTING THE ACADEMIC PERFORMANCE OF INFORMATION TECHNOLOGY STUDENTS OF OCCIDENTAL MINDORO STATE COLLEGE

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## ABSTRACT

Education is essential for the development of society. The more educated the people of a society are, the more civilized and well-disciplined the society might be. Students are most important asset of any educational institution. Universities and colleges have no value without students. This study aimed to determine the factors affecting the academic performance of the Information Technology students experienced in terms of study habits, personal condition, home-related aspects, school-related aspects, and teacher-related aspects. The respondents of the study were the fourth year IT students enrolled Academic Year 2015 -2016. It is a descriptive research study and the data were gathered using a standardized questionnaire. The data were analyzed, and interpreted through Weighted Mean and Rank. The summary of the overall rating of the factors affecting the academic performance of the students got a grand mean of (2.78) with a descriptive equivalent of low impact. This revealed that in general, the level of impact of different factors experienced by the students has a low impact with their academic performance. The set of factors with the highest influence on the academic performance of the IT students are the teacher – related aspects with the highest rating mean of (3.14) with the descriptive equivalent of high impact ; followed by school – related aspect got (3.11) with high impact; while home – related aspect got (2.69) with low impact; personal condition got ((2.52) with low impact and the lowest mean study habits got (2.46) with the descriptive equivalent of low impact. Results further indicated that teacher- related factors pose a high impact on the academic performance of IT students. Among the five (5) domains, school – related factors fall behind the teacher – related factors. Both categories are found to highly impactful. Meanwhile, study habits, personal conditions and home – related factors pose a little effect on IT students' academic performance.

*Keywords: Academic performance, Study habits, Personal condition, Home-related aspects, School- related aspects, and Teacher-related aspects.*

## INTRODUCTION

For any educational institution students are most important asset. Universities and colleges have no value without students. Economic and social development of a country is directly associated with academic performance of students. The students' academic performance plays a vital role in creating the finest quality alumnae who will become leader and manpower of a particular country, consequently responsible for the coun-

try's social and economic development as cited by Ali et al. (2009).

The academic performance of the student's has gained significant attention in past researches. Performance of students is affected along personal conditions, study habits, home – related aspects, school related aspects, and teacher –related aspects.

Though these factors strongly influence the performance of the students, but these factors differ from country to country and person to person. Most of the previous studies on academic performance of students focused on such issues like teacher education, class environment, gender difference, teaching style, family educational background and socio economic factor.

The factors affecting a student's academic performance arise from several reasons. Thinking skills primarily affect student's learning faculties if they do not learn what they need to learn. If teachers do not know how to catch the attention of a student, the more the student cannot make himself attentive to that subject. The student gets lazy because it has a subject that they think that it's a subject he perceives to be not so relevant to their course; nonetheless, they still study it.

Occidental Mindoro State College, as the only state college in the province of Occidental Mindoro, envisioned to be an agent of change for the development of the total person responsive to the challenges of globalization. The world of education is changing as the modern world continues to grow. With so much progress happening, it's important that education be able to reach students in new ways so that their students are prepared for the future.

Hence, the Information Technology Department of OMSC shall provide the students with the necessary knowledge, values and skills through quality instruction to prepare them to meet the demands and challenges of the time.

For this reason, the researcher would like to look into the level of impact of different factors affecting the academic performance of the IT students which may consequently help in the improvement of students, schools, and teachers alike.

## LITERATURE REVIEW

According to Minnesota, (2007) "the higher education performance is depends upon the academic performance of graduate students. Parental involvement in schooling is a powerful force, and that "parents are a child's first and most enduring educator, and their influence cannot be overestimated" Department for Children, Schools & Families, (2008). Sanders, Sheldon and Richardson (2009) recognize the important role of a strong positive bond between homes and schools

plays in the development and education of children. Relative to this, Barnard, (2004) quote that the academic performance of students heavily depends upon the parental involvement in their academic activities to attain the higher level of quality in academic success. Israel, Beaulieu, and Hartless, (2001) concluded that parents' socio-economic status is correlated with a child's educational achievement. Parents have the distinct advantage over anyone else in that they can provide a more stable and continuously positive influence that could enhance and complement what the school fosters on their children. In this regard, parental involvement is undeniable critical. Mji & Makgato, (2006). However, with regard to the content of what children learn, many fall short because in general they do not possess the necessary education and therefore find it difficult to determine and understand what was done at school Mji & Mbinda, (2005). In computer science related courses, evidence confirms the importance of parental need analysis, along with understanding what parents already do with their children and how they are most likely to respond positively to attempts to engage them further in their children learning. (Goodall et.al 2010).

Furthermore, research on effective schools, those where students are learning and achieving, has consistently shown that these schools, despite often working in low social and economic neighborhoods, have strong and positive school-home relationships Sanders & Sheldon, [10].

Nevertheless, the Commission on Higher Education (CHED) has identified problems that run simultaneously with the present tertiary school curriculum in the country (SEAMEO-INNOTECH, 2003). Among the school-related factors found are unqualified and poorly trained teachers, inadequate facilities, and dilapidated instructional materials. A school that has adequate instructional materials is likely to post better quality grades than a school which has poor quality physical resources. A school with inadequate classrooms will be forced to accommodate more students than recommended. This will exert a lot of pressure on resources such as teachers who may compromise their methodology as part of adaptive mechanism Nafukho, (1991); Pscharapoulos & Woodhall, (1985). Students' achievement in experimental classes were superior than those in the traditional classes Rayala, [9]. Furthermore, good teaching according to Dimas, [4] is interaction: it is student-teacher participation. It is the

influence exerted upon the behavior of the students as persons and upon their general development and personality.

Marquez (2009) also pointed out that a student who is successful in his desired career has good study habits. In line with this, she stated that students should apply these habits to all of their classes. She also suggested that the students should not try to study all the subjects in a single period.

## OBJECTIVES

This research was conducted among IT students of Occidental Mindoro State College, main campus, to determine the factors that affect the academic performance of the IT students which may consequently help in the improvement of the students and teachers alike.

The study aimed to determine the level of impact of different factors affecting on the academic performance of the Information Technology students of Occidental Mindoro State College.

Specifically, it seeks to address the following questions:

1. What is the level of impact of the different factors affecting on the academic performance of IT the students in terms of:
  - 1.1 Study Habits
  - 1.2 Personal Condition
  - 1.3 Home-related Aspect
  - 1.4 School-related Aspect
  - 1.5 Teacher-related Aspect
2. Which indicator among each of the five (5) factors has the highest impact affecting on the academic performance of the IT students of OMSC?
3. Which set of factors has the greatest effect on the academic performance of the IT students of OMSC?

In the paradigm of the study, the independent variables are the IT students, while the dependent variables include factors affecting the

academic performance are the following: a) study habits, b) personal conditions, c) home-related aspects, d) school-related aspects, and e) teacher – related aspects.

## METHODOLOGY

### Locale of the Study

This study was conducted among the IT students of Occidental Mindoro State College, main campus, during the Second Semester of Academic Year 2015-2016.

### Research Design

Quantitative type of research was used in this study. Descriptive- survey method of the research was used in the conduct of the study.

### Respondents of the Study

A total of one hundred (110) fourth year IT students were randomly selected as the respondents of this study.

### Instrument

Standardized questionnaire was used to gather data on the factors affecting student academic performance along personal conditions, study habits, home-related aspects, school- related aspects, and teacher-related aspects.

### Data Gathering Procedure

The questionnaire were distributed to the respondents after thoroughly explaining the tabulations were done from the answers to determine: 1) What is the level of impact of the different factors affecting on the academic performance of IT students in terms of study habits, personal conditions, home-related aspects, school-related aspects, and teacher-related aspects; 2) Which indicator among the five (5) factors has the highest impact on the academic performance of the IT students; 3) Which set of factors has the greatest effect on the academic performance of the IT students of OMSC.

### Statistical Tools

After all the data were gathered, sorted, and classified, mean, frequency, and percentage distribution were used for the analysis and interpretation of this study

The following are the interpretation of the scores of the level of impact of the different factors affecting on the academic performance of IT students with the

Scale tion	Hypothetical Mean Range	Descrip- tion
1	1.00 – 1.80	No Impact
2 pact	1.81 – 2.60	Very Low Im-
3	2.61 – 3.40	Low Impact
4	3.41 – 4.20	High Impact
5 pact	4.21 – 5.00	Very High Im-

This section presents analyses and interprets the data collected in the study which refers to the different factors affecting the academic performance of the IT students.

**Table 1.** Factors Affecting the Academic Performance of IT Fourth Year Students on Study Habits

Study Habits	Weighted Mean	Descriptive Equivalent
I study only when there is a quiz.	2.73	Low Impact
I feel tired, bored and sleepy.	2.6	Low Impact
I prefer listening to radio, watching TV, etc.	2.52	Low Impact
I am lazy to study.	2.25	Low Impact
I am disturbed when studying`	2.52	Low Impact
6. I have no time to study at home.	2.31	Low Impact
I study only when I like.	2.52	Low Impact
I don't have a comfortable place to study.	2.34	Low Impact
I copy the assignments of friends.	2.34	Low Impact
<b>General Weighted Mean</b>	<b>2.46</b>	<b>Low Impact</b>

Table 1 showed the level of impact affecting the academic performance of the students in terms of study habits, obtained a rating of (2.46) with the description of low impact. It was noticed that item # 1 – “I study only when there is a quiz” got the highest mean rating of (2.73) which equivalent to low impact. Followed by items # 3, 5, 7 – “ I prefer listening to radio, watching TV, etc.”, “ I am disturbed when studying” and “ I study only when I like”” with the same rating score of (2.52) which equivalent to low impact. Meanwhile, the indicator with the lowest mean was “I am lazy to study” which was found to have the lowest influence on the academic performance of the IT students.

School - Related Aspect	Weighted Mean	Descriptive Equivalent
The time schedule is followed	3.46	High Impact
There are school programs	3.5	High Impact
There are available library references	3.32	High Impact
Classroom is comfortable enough	3.06	High Impact
There is fast internet access in the library	2.62	Low Impact
There is enough space in the library	2.63	Low Impact
Location of classrooms	3.2	Low Impact
<b>General Weighted Mean</b>	<b>3.11</b>	<b>High Impact</b>

**Table 2.** Factors Affecting the Academic Performance of IT Fourth Year Students on Personal Condition

Home - Related Aspect	Weighted Mean	Descriptive Equivalent
I live far from school	2.92	Low Impact
I live near the school	2.25	Low Impact
I don't live with my parents	2.63	Low Impact
Both my parents are working	2.72	Low Impact
I do too much households	2.99	Low Impact
I have many brothers and sisters	2.64	Low Impact
<b>General Weighted Mean</b>	<b>2.69</b>	<b>Low Impact</b>

Results showed that among the five (5) indicators under personal condition factor the highest mean was “feeling sleepy in class” (3.15) with high impact. Followed by “feeling hungry in class” got (2.75) with low impact. While the lowest mean was “difficulty in hearing” got (2.02) with low impact.

**Table 3.** Factors Affecting the Academic Performance of IT Fourth Year Students on Home - Related Aspect.

All home – related factors were discovered to have a low influence on IT students’ academic performance. The indicator with the highest mean in this subset was “ I do too much households” with a mean rating of (2.99) and the indicator with the lowest mean was “ I live near the school” with a mean rating of (2.25).

Personal Condition	Weighted Mean	Descriptive Equivalent
Feeling sleepy in class	3.15	High Impact
Feeling hungry in class	2.75	Low Impact
Difficulty in seeing	2.25	Low Impact
Difficulty in hearing	2.02	Low Impact
Difficulty in breathing	2.41	Low Impact
<b>General Weighted Mean</b>	<b>2.52</b>	<b>Low Impact</b>

**Table 4.** Factors Affecting the Academic Performance of IT Fourth Year Students on School - Related Aspect

Indicators	Total Weighted Mean	Descriptive Equivalent
Teacher – Related Aspect	3.14	High Impact
School – Related Aspect	3.11	High Impact
Home – Related Aspect	2.69	Low Impact
Personal Condition	2.52	Low Impact
Study Habits	2.46	Low Impact
<b>Grand Mean</b>	<b>2.784</b>	<b>Low Impact</b>

Among the school – related factors, majority of the indicators given fell in the range of high impact. The highest rating got (3.46) described as high impact. This implies that following the time schedule given by the school was the most impactful to the academic performance of the students. One indicator “location of class-

room” (3.2) was found to belong to the low impact range.

**Table 5.** Factors Affecting the Academic Performance of IT Fourth Year Students on Teacher - Related Aspect

Result showed that among the nine (9) teacher – related sources of factors enumerated, only three items # 2, 7, 8 were both rated low impact of the students’ academic performance. The rest of the teacher – related sources of factors, namely: “teacher has mastery of the subject matter” (3.58); “teacher uses audio/visual aids” (3.58); “teacher provides varied activities” (3.43); “teacher uses lecture method only” (3.13) were noted as a great impact to the academic performance of the students.

The overall teacher – related aspect sources of factors affecting to the academic performance of the students had a mean of (3.14) described as high impact. It implies that this factor contribute great impact to the academic performance of the students.

**Table 6.** Summary of Computed Means for each of the Related Factors Affecting the Academic Performance of IT Fourth Year Students. The category were arranged from highest to lowest mean.

The summary of the overall rating of the factors affecting the academic performance of the students got a grand mean of (2.78) with a descriptive equivalent of low impact. This revealed that in general, the level of impact of

Teacher - Related Aspect	Weighted Mean	Descriptive Equivalent
Teacher has mastery of the subject matter	3.58	High Impact
Teachers discuss many topic in a short period of time	3.3	Low Impact
Teacher uses audio/visual aids	3.58	High Impact
Teacher gives too much memory work	3.52	High Impact
Teacher provides varied activities	3.43	High Impact
Teacher uses lecture method only	3.13	High Impact
Teacher always scolds students	2.73	Low Impact
Teacher is frequently out/absent from class	2.58	Low Impact
Teacher is always late	2.45	Low Impact
<b>General Weighted Mean</b>	<b>3.14</b>	<b>High Impact</b>

different factors experienced by the students has a low impact with their academic performance.

### FINDINGS

1. The summary of the overall rating of the factors affecting the academic performance of the students got a grand mean of (2.78) with a descriptive equivalent of low impact. This revealed that in general, the level of impact of different factors experienced by the students has a low impact with their academic performance.
2. The set of factors with the highest influence on the academic performance of the IT students are the teacher – related aspects with the highest rating mean of (3.14) with the descriptive equivalent of high impact ; followed by school – related aspect got (3.11) with high impact; while home – related aspect got (2.69) with low impact; personal condition got ((2.52) with low impact and the lowest mean study habits got (2.46) with the descriptive equivalent of low impact.
3. The teacher-related factors pose a high impact on the academic performance of IT students

### CONCLUSIONS

1. The level of impact of different factors experienced by the students has a low impact with their academic performance.
2. The overall teacher – related aspect sources of factors affecting to the academic performance of the students had a mean of (3.14) described as high impact. It implies that this factor contribute great impact to the academic performance of the students.
3. Based from the findings, it was concluded that teacher-related factors pose a high impact on the academic performance of IT students.

### RECOMMENDATIONS

1. Teachers should use varied techniques and strategies to bring out the best from learners in terms of academic performance.
2. Teachers should undergo seminars and trainings on different teaching strategies to improve classroom instruction.
3. Professional development programs should actively promote for the development of communication skills for teachers.
4. The school authorities should provide counseling and guidance to parents for creating positive home environment for improvement in student's quality of work and to attain the higher level of quality in academic success.

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# EXPLORING THE MILLENNIAL STANCE: ADAPTABILITY OF TEACHERS TO LEARNING PREFERENCES OF MILLENNIAL STUDENTS VS. ATTITUDE OF STUDENTS TOWARDS MATH TEACHERS & MATH SUBJECTS

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## ABSTRACT

Millennial learners have their preferred way of learning and this study recognizes the idea that a strong foundation in mathematics is crucial for one's academic and professional development. The researchers studied if adaptability and attitudes have relationships and can be predictors of students' academic achievement in mathematics. Results have shown that the teachers' level of adaptability to students' learning preferences has an average weighted mean of 3.88; the attitude towards their math subjects averaged a weighted mean of 3.87; the attitude towards their math teachers averaged a weighted mean of 3.91; and the respondents' academic achievement in mathematics has a weighted mean of 3.62. Likewise, it was revealed that students have neutral preferences to learn mathematics integrated with music, linguistics, and physical activities. They agree that they prefer the usual pen, paper, and board works, and activities integrated with technology. The teachers have high level of adaptability to the identified learning preferences of the students. The students have a positive attitude towards their math subjects and their math teachers. There exists strong positive correlation and significant relationships between the level of adaptability of math teacher and the respondents' attitude towards mathematics as a subject and towards mathematics teachers, and academic achievement in mathematics; likewise, between respondents' attitude towards mathematics teachers and towards mathematics as a subject and the respondent's academic achievement in mathematics.

*Keywords: Attitude, Adaptability, Academic Achievement, Millennial Learners, Mathematics*

## INTRODUCTION

In today's Net Generation, where fast-paced technology advancement amidst technologically-centered societies is at its peak, understanding how to improve student learning in mathematics is vital for educational policy makers, as well as for teachers, and for parents. Knowing that the millennial generation is the most computer literate generation to enter the workforce, it is critical to ensure the quality of their education. A strong foundation in mathematics is crucial for student's academic and professional development, and fun-

damental to the prosperity and welfare of the global community (Hooper et al., 2015).

However, millennial learners have their preferred way of learning for they have been raised in an era of instant access. Their learning and communication style is through multi-media. The most common method of contact is text messaging, online chatting, and through social media. The different environment of this technologically enhanced generation will be important to understand for their learning in school (Nicholas, 2008).

Millennials are the generation born 1981 – 1999 (Lancaster & Stillman, 2002). This is a powerful generation that has a holistic perspective, anticipates needed change, and has the flexibility to adapt to changing circumstances. They are difficult to intimidate and free of fear. Failure does not frighten them (Lynn-Nelson, 2007).

Mathematics teachers should understand that the today’s fast-paced technology advancement can make any information or technology obsolete even in just a span of six months. Math teachers should keep themselves updated to the trends and technology of mathematics education, and should adapt to the learning preference of the millennial learners. According to statistics, nearly seventy-five percent of young people use instant messaging and eighty-three percent play video games – a certain indication of changed attitudes and preferences towards learning and interaction (Nicholas, 2008).

The challenges of globalization were realized since the establishment of the ASEAN community. Plus, the economy is in need of more engineers and skilled workers in science, technology, and mathematics fields that also possess competencies in critical-thinking, communication, and collaboration – also known as 21st century skills (Faber, 2013). Another study suggest that schools should be maintaining the observance of the factors affecting the students’ interest towards learning mathematics for it greatly affects their academic performance. Attitude and interest affect engagement, in which, engagement has important impacts to student learning (Manuel et al., 2016).

This research will determine the learning preference of the millennial OMSC students towards learning mathematics. Likewise, this study will determine if there is a relationship between the level of adaptability of OMSC mathematics teachers to the learning preferences of the millennial OMSC students and the academic performance of OMSC students in mathematics. Mathematics achievements of students are greatly affected by their interest (Heinze et al., 2005).

### OBJECTIVES OF THE STUDY

This research has the following objectives:

Determine if there exist a relationship between the level of adaptability of OMSC Mathematics teachers to the learning preferences of the respondents

towards learning Mathematics and the respondents’ attitude towards mathematics as a subject.

Determine if there exist a relationship between the level of adaptability of OMSC Mathematics teachers to the learning preferences of the respondents towards learning Mathematics and the respondents’ attitude towards mathematics teachers.

Determine if there exist a relationship between the level of adaptability of OMSC Mathematics teachers to the learning preferences of the respondents towards learning Mathematics and the academic achievement of students in mathematics.

Determine if there exist a relationship between the respondents’ attitude towards mathematics teachers and the respondent’s academic achievement in mathematics.

Determine if there exist a relationship between attitude towards mathematics as a subject and the respondent’s academic achievement in mathematics.

### Conceptual Framework

The research paradigm that guided the study is illustrated in the research paradigm below:

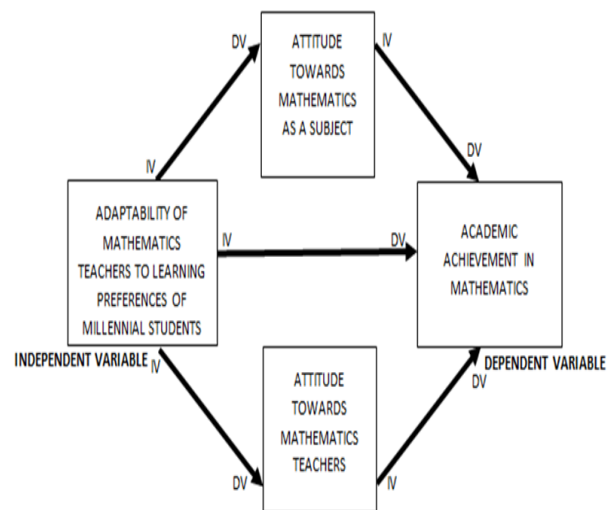


Fig. 1 Research Paradigm

## SCOPE AND LIMITATION

This study is limited only to knowing the level of OMSC math teachers' adaptability to the learning preferences of millennial OMSC learners and knowing if there exists relationships among the pre-determined variables presented in Figure 1. This does not include the mechanism used by teachers to adapt nor the other learning preferences of millennial learners not identified in this paper.

## METHODOLOGY

### Time and Place of the study

This study was conducted at OMSC Labangan campus during the school year 2016 – 2017.

## RESPONDENTS

respondents were senior high and tertiary students from OMSC Labangan Campus. To determine the 50 respondents for the study, quota method of Tabachnik and Fidell (2007) will be used.

## RESEARCH DESIGN

The study has employed the descriptive-correlational method of research. It tends to describe the relationship of the level of adaptability of mathematics teachers to the learning preferences of the respondents and the academic performance of the respondents in mathematics. Descriptive correlational method was used in order to analyze whether attitude towards mathematics teachers has a relationship on the attitude towards learning mathematics, whether attitude towards mathematics teachers has a relationship on the academic achievements in mathematics of students, and whether attitude towards learning mathematics as a subject has a relationship on the academic achievement in mathematics of students; whereas, the survey questionnaire design was employed to find out the attitude of respondents towards mathematics teacher and towards mathematics as a subject.

## RESEARCH INSTRUMENT

A survey questionnaire was constructed to elicit the needed data on how the respondents prefer to learn mathematics, how the teachers adapt to the learning preferences of millennial learners, and the academic performance in mathematics of the respondents. A questionnaire developed with questions adapted from UMASS (2011), TIMSS (1999) and ITEST (2010) has been the main instrument that was used in gathering data for the study. To elicit responses for the attitude towards mathematics teachers and the attitude towards mathematics as a subject, the instrument of Manuel et al. (2016) about Attitude and Interest was adopted. After which, it will be administered to the respondents upon the approval. The researchers have personally administered the survey questionnaire to the respondents to expedite data collection. Other research protocols required by the respondents were strictly followed during the conduct of the study.

## DATA COLLECTION

The data from the questionnaire was collected from the students of OMSC. These served as the source of data for the analysis of this research study to the exploration of the relationship of the level of adaptability of mathematics teachers to the learning preferences of the millennial OMSC students and the academic performance of OMSC students in mathematics.

## STATISTICAL TREATMENT

This study used the *likert scale* and *weighted mean* to measure and determine the level of adaptability of mathematics teachers to the learning preferences of the millennial OMSC students. Weighted mean was utilized to determine respondents' attitude towards mathematics teachers and towards mathematics as a subject. Likewise, this research used the *Pearson r Moment of Correlation* to determine relationships among the pre-determined variables.

## FINDINGS AND DISCUSSIONS

### Students' Preferences towards Learning Mathematics

The table below shows the respondents' preferences towards learning mathematics. The respondents, with a weighted mean of 2.9, are 'neutral' to learning mathematics with songs or integrated with musical activities; with a weighted mean of 3.4, the respondents are likewise 'neutral' to learning mathematics with some essays or debate or any linguistic activities; with a weighted mean of 3.4, the respondents are still 'neutral' to learning mathematics integrated with some physical activities or physical games; with a weighted mean of 4.3, the respondents 'agree' that they prefer learning mathematics with the usual pen and paper activities and board works; and lastly, with a weighted mean of 3.8, the respondents 'agree' that they also prefer learning mathematics integrated with technology like PowerPoint presentations, videos, and other mathematics software (e.g. Graphmatica, Geometer's Sketchpad, etc.). The millennial cohort has been described as technoliterate, techno-savvy, technologically fluent and even dependent on technology (Nicholas, 2008).

*Table 1. Students' preferences towards learning mathematics.*

### TEACHERS' WAY OF TEACHING MATHEMATICS

Table 2 shows the teachers' ways of teaching mathematics. The respondents, with a weighted mean of 2.7, find it 'neutral' that there are times that their math teacher also uses songs or activities integrated with music.; with a weighted mean of 2.9, the respondents find it 'neutral' that there are times that their math teacher also uses some essays or debate or any linguistic activities; with a weighted mean of 3.3, the respondents find it 'neutral' that there are times that their math teacher also integrates some physical activities or physical games; with a weighted mean of 4.3, the respondents 'agree' that there are times that their math teacher also uses the usual pen and paper activities and board works; and lastly, with a weighted mean of 3.8, the respondents find it 'neutral' that there are times that their math teacher integrates technology like PowerPoint presentations, videos, and oth-

er mathematics software (e.g. Graphmatica, Geometer's Sketchpad, etc.). The ideal millennial teachers is an experienced mentor. Millennials appreciate a teacher who is able to give attention and structure to the material. Moreover, they respond well to authority figures and respect qualifications and expertise. Be non-linear and use extensive multi-media (Lynn-Nelson, 2007).

*Table 2. Teachers' ways of teaching mathematics.*

Criteria	Weighted Mean	Interpretation
There are times that my Math Teacher also uses songs or activities integrated with music.	2.7	Neutral
There are times that my Math Teacher also uses some essays or debate or any linguistic activities in our class.	2.9	Neutral
There are times that my Math Teacher also conducts some physical activities or physical games in our class.	3.3	Neutral
There are times that my Math Teacher also uses the usual pen and paper activities and board works.	4.0	Agree
There are times that my Math Teacher also conducts activities integrated with technology like PowerPoint presentations, videos, and other mathematics software. (e.g. Graphmatica, Geometer's Sketchpad, etc.)	3.4	Neutral

Legend: 1.0 – 1.4 Strongly Disagree; 1.5 – 2.4 Disagree; 2.5 – 3.4 Neutral; 3.5 – 4.4 Agree; 4.5 – 5.0 Strongly Agree

## Level of Teachers' Adaptability to Students' Preferences towards Learning Mathematics

Table 3 shows the level of adaptability of teacher towards the students' learning preferences. These levels were computed based on the absolute differences of the responses on the students' learning preferences (see results on Table 1) questions corresponding to the teachers' way of teaching (see results on Table 2). If the difference is zero (0), the level of adaptability is in its highest (level 5). If the difference is four (4), the level of adaptability is in its lowest (level 1).

The results has shown a difference of 1.3 between the students' preference and teachers' way of teaching in terms of the use of songs or integrated with musical activities, thus, the teachers' level of adaptability is 3.7 and is interpreted as 'high' accordingly; with a difference of 1.3 between the students' preference and teachers' way of teaching in terms of the use of some essays, debate or any linguistic activities, thus, the teachers' level of adaptability is 3.7 and is interpreted as 'high' accordingly; with a difference of 1.1 between the students' preference and teachers' way of teaching in terms of the use of some physical activities or physical games and the teachers' level of adaptability is 3.9 and is interpreted as 'high' accordingly; with a difference of 1.0 between the students' preference and teachers' way of teaching in terms of the use of usual pen and paper activities and board works, thus, the teachers' level of adaptability to it is 4.0 and is interpreted as 'high' accordingly; and lastly, with a difference of 1.1 between the students' preference and teachers' way of teaching in terms of integrating activities with technology like PowerPoint presentations, videos, and other mathematics software (e.g. Graphmatica, Geometer's Sketchpad, etc.) and the teachers' level of adaptability to it is 3.9 and is interpreted as 'high' accordingly.

With an average weighted mean of 3.88, the teachers' level of adaptability to students' learning preferences is interpreted to be 'high' over-all.

Table 3. Level of teachers' adaptability to students' preferences towards learning mathematics.

Criteria	Average of the Differences between Students' Learning Preferences and Teachers' Ways of Teaching Mathematics	Level of Adaptability	Interpretation
The use of songs or activities integrated with music.	1.3	3.7	High
The use of some essays or debate or any linguistic activities in our class.	1.3	3.7	High
Conducting some physical activities or physical games in our class.	1.1	3.9	High
The use of the usual pen and paper activities and board works.	1.0	4.0	High
Conducting activities integrated with technology like PowerPoint presentations, videos, and other mathematics software. (e.g. Graphmatica, Geometer's Sketchpad, etc.)	1.1	3.9	High
Averaged Weighted Mean		3.88	High

Legend: 1.0–1.4 Very Low; 1.5–2.4 Low; 2.5–3.4 Average; 3.5–4.4 High; 4.5–5.0 Very High

## Respondents' Attitude towards Math Subjects

Table 4 shows the respondents' attitude towards math subjects. The respondents, with a weighted mean of 3.8, are 'positive' that they really like mathematics; with a weighted mean of 3.7, the respondents are 'positive' that they like to solve new problems in mathematics; with a weighted mean of 3.7, the respondents are 'positive' that they have a lot of self-confidence when it comes to mathematics; with a weighted mean of 4.2, the respondents are 'positive' that believe studying math helps them with problem solving in other areas; and lastly, with a weighted mean of 3.9, the respondents are 'positive' that they like to apply mathematics to life outside the school.

With an average weighted mean of 3.88, the respondents clearly show a positive attitude towards their Math subjects. Interest in mathematics could be regarded a predictor for mathematics achievement (Heinze et al., 2013).

Table 4. Respondents' attitude towards math subjects.

Criteria	Weighted Mean	Interpretation
I really like mathematics.	3.8	Positive
I like to solve new problems in mathematics.	3.7	Positive
I have a lot of self-confidence when it comes to mathematics.	3.7	Positive
I believe studying math helps me with problem solving in other areas.	4.2	Positive
I like to apply mathematics to life outside the school.	3.9	Positive
Averaged Weighted Mean	3.87	Positive

Legend: 1.0 – 1.4 Highly Negative; 1.5 – 2.4 Negative; 2.5 – 3.4 Neutral; 3.5 – 4.4 Positive; 4.5 – 5.0 Highly Positive

### Respondents' Attitude towards Math Teachers

Table 5 shows the respondents' attitude towards math teachers. The respondents, with a weighted mean of 4.1, are 'positive' that they like their math teacher because he/she explains lessons/ assignments clearly; with a weighted mean of 4.1, the respondents are 'positive' that they like their math teacher because he/she encourages his/her students to work with cooperation; with a weighted mean of 4.0, the respondents are 'positive' that they like their math teacher because he/she treats his/her students equally.; with a weighted mean of 3.2, the respondents are 'neutral' to liking their math teacher because he/she is kind, friendly, and just to them; and lastly, with a weighted mean of 4.1, the respondents are 'positive' that they like their math teacher because he/she is knowledgeable, skilful, and confident with the subject he/she is teaching.

With an average weighted mean of 3.91, the respondents clearly show a positive attitude towards their math teachers. The teacher-related factors in terms of teaching procedure, classroom management, and personal characteristics possessed by teachers of have a significant relationship with the Interest of the students (Manuel et al., 2016).

Table 5. Respondents' attitude towards math teachers.

Criteria	Weighted Mean	Interpretation
I like my Math Teacher because he/she explains lessons/ assignments clearly.	4.1	Positive
I like my Math Teacher because he/she encourages his/her students to work with cooperation.	4.1	Positive
I like my Math Teacher because he/she treats his/her students equally.	4.0	Positive
I like my Math Teacher because he/she is kind, friendly, and just to me.	3.2	Neutral
I like my Math Teacher because he/she is knowledgeable, skilful, and confident with the subject he/she is teaching.	4.1	Positive
Average Weighted Mean	3.91	Positive

Legend: 1.0 – 1.4 Highly Negative; 1.5 – 2.4 Negative; 2.5 – 3.4 Neutral; 3.5 – 4.4 Positive; 4.5 – 5.0 Highly Positive

### Respondents' Academic Achievement in Mathematics

Table 6 shows the over-all academic achievement in mathematics of the respondents. These data were based on the respondents' previous grades from the math teachers whom they referred to answer the second and the fourth sets of questionnaires (which results are shown on Table 2 and Table 5.) These grades were then converted to *likert* scale: 65 to 71 equals 1; 72 to 78 equals 2; 79 to 85 equals 3; 86 to 92 equals 4; and 93 to 100 equals 5. With a weighted mean of 3.62, the respondents' academic achievement in mathematics is interpreted as 'high' over-all.

Table 6: Students' academic achievement in mathematics.

Academic Achievement	Weighted Mean	Interpretation
Mathematics	3.62	High

Legend: 1.0 – 1.4 Very Low; 1.5 – 2.4 Low; 2.5 – 3.4 Average; 3.5 – 4.4 High; 4.5 – 5.0 Very High

## CORRELATION ANALYSES

Table 7 shows the results on the correlation analyses among the variables.

The level of teachers' adaptability to students' learning preferences and students' attitude towards math subjects have a positive correlation with a Pearson  $r$  of 0.782. This depicts that the higher the level of teachers' adaptability to Students' learning preferences is - the more positive students' attitude towards math subjects would be. Likewise, the table shows that the  $p$ -value, 0.000, is less than the level of significance 0.01 (2-tailed). Therefore, with 98% level of confidence, the results show that the level of teachers' adaptability to students' learning preferences has a significant relationship with the students' attitude towards math subjects. Our experiences and the environment around us shape how we think, behave, and act (Oblinger, Diana & Oblinger, James, 2005).

The level of teachers' adaptability to students' learning preferences and students' attitude towards math teachers have a positive correlation with a Pearson  $r$  of 0.825. This depicts that the higher the level of teachers' adaptability to students' learning preferences is - the more positive students' attitude towards math teachers would be. Likewise, the table shows that the  $p$ -value, 0.000, is less than the level of significance 0.01. Therefore, with 98% level of confidence, the results show that the level of teachers' adaptability to students' learning preferences has a significant relationship with the students' attitude towards math teachers.

The level of teachers' adaptability to students' learning preferences and students' academic achievement in mathematics have a positive correlation with a Pearson  $r$  of 0.663. This depicts that the higher the level of teachers' adaptability to students' learning preferences is- the higher Students' academic achievement in mathematics would be. Likewise, the table shows that the  $p$ -value, 0.000, is less than the level of significance 0.01. Therefore, with 98% level of confidence, the results show that the level of teachers' adaptability to students' learning preferences has a significant relationship with the students' academic achievement in mathematics. The learning processes of students are influenced by a variety of factors. Individual prerequisites do not only interact with variables of the teachers and their instruc-

tion, they are also integrated into the context of the specific classroom (Heinze et al., 2005).

The students' attitude towards math subjects and students' academic achievement in mathematics have a positive correlation with a Pearson  $r$  of 0.831. This depicts that the more positive the students' attitude towards math subjects is - the higher students' academic achievement in mathematics would be. Likewise, the table shows that the  $p$ -value, 0.000, is less than the level of significance 0.01 (2-tailed). Therefore, with 98% level of confidence, the results show that the students' attitude towards math subjects has a significant relationship with the students' academic achievement in mathematics. Interest or positive attitude in mathematics could be regarded a predictor for mathematics achievement. Moreover, their findings suggest that the students show hardly any fear of mathematics independent of their achievement level (Heinze et. al., 2013)

The students' attitude towards math teachers and students' academic achievement in mathematics have a positive correlation with a Pearson  $r$  of 0.798. This depicts that the more positive the students' attitude towards math teachers - the higher students' academic achievement in mathematics would be. Likewise, the table shows that the  $p$ -value, 0.000, is less than the level of significance 0.01. Therefore, with 98% level of confidence, the results show that the students' attitude towards math teachers has a significant relationship with the students' academic achievement in mathematics. Experiences with the teacher influences learning mathematics. The teacher-related factors have a significant relationship with the interest of the students and interest affects students' academic achievement (Manuel et al., 2016).

Variables	Pearson $r$	$p$ -value	Interpretation
Level of Teachers' Adaptability to Students' Learning Preferences and Students' Attitude towards Math Subjects	0.782**	0.000	significant
Level of Teachers' Adaptability to Students' Learning Preferences and Students' Attitude towards Math Teachers	0.825**	0.000	significant
Level of Teachers' Adaptability to Students' Learning Preferences and Students' Academic Achievement in Mathematics	0.663**	0.000	significant
Students' Attitude towards Math Subjects and Students' Academic Achievement in Mathematics	0.831**	0.000	significant
Students' Attitude towards Math Teachers and Students' Academic Achievement in Mathematics	0.798**	0.000	significant

Legend: \*\* Correlation is significant at 0.01 level (2-tailed).

### CONCLUSIONS

The analyses made in this study are based on the foregoing findings and the researchers arrived at the following conclusions:

1. There exist a significant relationship between the level of adaptability of OMSC Mathematics teachers to the learning preferences of the respondents towards learning Mathematics and the respondents' attitude towards mathematics as a subject.
2. There exist a significant relationship between the level of adaptability of OMSC Mathematics teachers to the learning preferences of the respondents towards learning Mathematics and the respondents' attitude towards mathematics teachers.
3. There exist a significant relationship between the level of adaptability of OMSC Mathematics teachers to the learning preferences of the respondents towards learning Mathematics and the academic achievement of students in mathematics.
4. There exist a significant relationship between the respondents' attitude towards mathematics teachers and the respondent's academic achievement in mathematics.
5. There exist a significant relationship between attitude towards mathematics as a subject and the respondent's academic achievement in mathematics.

### RECOMMENDATIONS

In view of the aforementioned findings and conclusions, the following recommendations are presented:

1. To engage students enrolled in any mathematics subjects with the usual pen, paper, and board works in dealing with mathematics and also with activities integrated with technology like PowerPoint presentations, videos, and other mathematics software (e.g. Graphmatica, Geometer's Sketchpad, etc.).
2. Update the Math teachers with the learning preferences of the millennial learners so that they would be able to adapt to them and help the learners achieve higher grades in mathematics.
3. Update ICT facilities to improve the learning capacity of millennial learners.
4. Further studies are likewise recommended to further verify the present results of this study.

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# PREDICTIVE VALIDITY OF QUALIFYING EXAM FOR BSED ENGLISH ASPIRANTS

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## ABSTRACT

To examine the predictive validity of the qualifying exam being given to incoming second year BSED English students which serves as a major determining factor in the school's decision to readmit a student in the BSED program, the scores of the BSED graduates in the qualifying exam were correlated to their performance in English courses and in the Licensure Examination for Teachers (LET). This study specifically aims to determine the qualifying exam performance of the BSED English graduates, their performance in English courses and in the LET. The descriptive-correlational method was used in the study. Thirty (30) BSED English graduates who graduated from Academic Year 2014-2016 became the subject of the study. Results show that the performance of BSED English graduates in the qualifying exam was satisfactory and that their performance in the English courses was very satisfactory. However, the performance of the graduates in the LET was found to be fairly satisfactory. Moreover, the study reveals that the qualifying examination being given to the students does not have predictive validity when compared to the students' grades but becomes a valid predictor when compared to the graduates' LET performance. The study recommends that the administration of qualifying exam to incoming sophomores be retained and the qualifying exam be enhanced and be subjected to other sorts of validation to make sure that this remains compliant to CHED policies, standards and guidelines for Teacher Education.

Keywords: *academic performance, BSED English, licensure examination performance, predictive validity, qualifying exam performance*

## INTRODUCTION

The Bachelor of Secondary Education (BSED) Major in English is one of two programs being offered at Occidental Mindoro State College Sablayan Campus under the College of Teacher Education. This course is structured to meet the needs of professional teachers for secondary school by developing high school teachers who can teach in the English learning area.

The College of Teacher Education administers qualifying exam to incoming second year students. This qualifying exam has a screening function to select the most appropriate

students for the majors that they have applied.

As a matter of policy, in the event a student fails to get a raw score equivalent to 85% or higher, he or she is then denied readmission to the BSED Program. However, for the first two batches of the BSED students, there were instances when the campus demonstrated failure to comply with this policy due to limited number of qualifying exam passers. For as long as a student passes the qualifying exam, he/she is still readmitted to the College. This decision to readmit students affects the institution since the quality of students the school produces influences the school's reputation.

Trochim (2006) mentioned that validity can be categorized under two main headings namely translation validity (face validity and content validity), and criterion-related validity (predictive, concurrent, convergent and determinant).

Fulcher & Davidson (2007) stated that criterion-related validity demonstrates whether there is a relationship between a particular test and a criterion to which one wishes to make predictions. It also presented the idea that validity evidence is the strength of the predictive relationship between test score and that performance on the criterion.

Alderson, Clapham, and Wall's (1995) explained that in concurrent validity, the test scores are compared with another measure for the same examinees and both measures are administered at about the same time. It also discussed the second type of criterion-related validity — the predictive validity to be something that can be tested for the same examinees by comparing a test score with another measure, which is collected after the test has been given.

Brown (2004) asserted that predictive validity of an assessment has become important in the case of placement tests, admissions assessment batteries, language aptitude tests, and the like. He also added that the assessment criterion in such cases is not to measure concurrent ability but to assess and predict a test-taker's likelihood of future success.

Several studies on predictive validity of exams had been conducted. Researchers examined the predictive validity of these exams by comparing them against another measure.

In the study carried out by Stofflet, Fenton, and Strough (2001), the predictive validity of the Alaska State High School Graduation Qualifying Examination (HSGQE) was examined by comparing it against the Benchmark Examinations on the performance on California Achievement Tests (CAT). In this study, the researchers were able to identify a strong and direct relationship between performances on the Benchmark Test or HSGQE reading scores and writing scores and performances on the CAT Total Reading scores and Total Language and Arts scores, respectively.

Meanwhile in a different study conducted by Kuncel, et. al (2005), the validity of the Pharmacy College Admission Test (PCAT) and prepharmacy grade point average (GPA) in predicting performance in pharmacy school and professional licensing examinations was examined. And results of this study showed that both PCAT scores and prepharmacy GPA were moderate to strong predictors of grades earned in pharmacy programs and scores on licensing examinations.

Another study by Jamalifar, et. al (2014) examined the predictive validity of the M.A. entrance examination of TEFL. This study was an attempt to investigate the relationship between the general English courses offered at the B.A. program of translation studies at Islamic Azad University and the students' general English performance in M.A. entrance examination of the master program in TEFL at Islamic Azad University. Results of analyses in this study showed that the general courses explained 67 percent of the variance in the UEE performances. And of these five courses, only one of them made the significant unique contribution to the prediction of the UEE scores.

Recognizing the importance of examining the predictive validity of tests and acknowledging the role of the qualifying exam as a major determining factor in the school's decision to retain or not to retain a student in the BSED program, the researchers decided to examine the predictive validity of the qualifying exam of the College of Teacher Education of Occidental Mindoro State College to eventually determine whether the main objective of the qualifying exam which is to evaluate an examinee's ability to successfully perform in a future course is achieved or not.

## OBJECTIVES

1. The objectives of the study were to:
2. Determine the qualifying exam performance of the BSED English graduates.
3. Determine the academic performance of the BSED English graduates as indicated by their GWA in English courses.
4. Determine the level of performance of the BSED English graduates in the Licensure Examination for Teachers (LET).

## METHODOLOGY

The descriptive- correlational method was used in the study. The performance of the participants in the qualifying examination for English majorship, their general weighted average in English courses and their performance in the LET were described. Correlation analysis was used to determine the predictive validity of the instrument used.

For the purpose of the study, the result of qualifying exam of the 30 BSED English graduates who graduated in Academic Years 2014-2015 and 2015-2016, their grades in the English courses, and the passing percentage they obtained in the LET were requested from the Office of the College of Teacher Education, Office of the Registrar and Office of the Enhanced Comprehensive Review and Examination Coordinator respectively.

Prior to the use of the English qualifying exam by the College of Teacher Education, this has undergone content validation to make that this would cover what it intended to cover. This English qualifying exam being given to the incoming sophomore students who aspire to major in English consists of 105 questions devoted to grammar, vocabulary, reading comprehension, essay and literature.

The academic performance of the respondents was identified by determining the general weighted average they obtained in the English Courses they have had after passing the qualifying exam. The English courses include 22 different specialization subjects.

In determining the licensure examination performance of the graduates, the passing percentage of the graduates in the Licensure Examination was taken into account.

In the interpretation of the scores obtained by the graduates in the qualifying exam, in the English courses and in the Licensure Examination, the following scale was used: 75-79.99 = Fairly Satisfactory; 80-84.99 = Satisfactory; 85-89.99 = Very Satisfactory and 90-100 = Outstanding.

The scores of the BSED graduates in the qualifying exam were correlated to their perfor-

mance in English courses and results of their licensure examination to determine its predictive validity.

Mean, frequency, percentage and Pearson Product Moment correlation were used to describe and analyze the variables.

## FINDINGS

### *Frequency Distribution of the Graduates' Qualifying Examination Scores in English*

Table 1 shows the distribution of the qualifying exam scores of the graduates. Majority (60%) of the respondents were found to have exhibited satisfactory performance as indicated by the scores they obtained ranging from 80 to 84.99. Meanwhile, 11 of the graduates (36.67%) had fairly satisfactory performance in the qualifying exam as indicated with scores ranging between 75 and 79.99 and only one (3%) had a very satisfactory performance as evidenced by the obtained score of 85.

Table 1. Frequency distribution of the graduates' qualifying examination scores in English.

Independent Variable	Frequency (n=30)	Percentage
Qualifying Exam		
75-79.99	11	36.67
80-84.99	18	60.00
85-89.99	1	3.00

### *Graduates' Performance in the Qualifying Examination in English*

Table 2 presents the performance of the graduates in the qualifying examination which was administered before they were admitted to second year college. It can be gleaned from the table that the performance of BSED English graduates in the qualifying exam was satisfactory as indicated by the obtained mean score of 80.04. This qualifying exam performance reflects the graduates' adequate knowledge of English grammar, vocabulary, reading comprehension, essay and literature.

Table 2. Graduates' performance in the qualifying examination in English.

Independent Variable	Mean	Interpretation
Qualifying Exam Performance	80.04	Satisfactory

### Frequency Distribution of the Graduates' Academic Grades in English Courses

Table 3 shows the frequency distribution of the academic grades of the graduates in the English courses. It can be gleaned from the table that the academic grades obtained by the majority (63.33%) of the graduates were between 85-89.99 and this indicates very satisfactory performance of the majority of the graduates in the English courses. Meanwhile, there were seven (23.33%) of the graduates who exhibited satisfactory performance in the English courses as indicated by the academic grades they obtained ranging from 80-84.99 and only four (13.33%) obtained scores which fell between 90-100 indicating outstanding performance.

Table 3. Frequency distribution of the graduates' academic grades in English courses.

### Graduates' Performance in English Courses

Dependent Variable	Frequency (n=30)	Percentage
English Courses		
80-84.99	7	23.33
85-89.99	19	63.33
90-100	4	13.33

Table 4 shows the performance of the graduates in English courses as determined by the general weighted average they obtained in the English courses they have had after they were readmitted to the College of Teacher Education. As shown in the table, the BSED graduates obtained a mean score of 87.56 which suggests very satisfactory performance in the English courses. This means the performance of the graduates in the English courses reflects thorough knowledge of the English courses.

Table 4. Graduates' performance in English courses.

Dependent Variable	Mean	Interpretation
Academic Performance	87.56	Very satisfactory

### Frequency Distribution of the Graduates' Passing Percentage in the Licensure Examination for Teachers

Table 5 presents the frequency distribution of the passing percentage of the graduates in the Licensure Examination for Teachers. As shown in the table, majority (86.67%) of the graduates performed fairly satisfactorily in the Licensure Examination for Teachers as indicated by the passing percentage they obtained ranging from 75 to 79.99. Meanwhile, there were four graduates (13.33 %) who exhibited a satisfactory performance in the LET after obtaining scores which fell between 80-84.99.

Table 5. Frequency distribution of the percentage of the graduates in the Licensure Examination for Teachers.

Dependent Variable	Frequency (n=30)	Percentage
LET		
75-79.99	26	86.67
80-84.99	4	13.33

### Graduates' Performance in the Licensure Examination for Teachers

Table 6 shows the performance of the BSED English graduates in the Licensure Examination for Teachers. With the obtained mean score of 76.75, the performance of the graduates in the licensure exam was found to be fairly satisfactory. This demonstrates lack of basic or sufficient knowledge of the graduates about the components of the Licensure Examination for Teachers.

Table 6. Graduates' performance in the Licensure Examination for Teachers.

Dependent Variable	Mean	Interpretation
LET Performance	76.75	Fairly satisfactory

**Correlation between the Graduates' Performance in the Qualifying Exam and English Courses**

To determine whether or not the qualifying examination being given to the students entering English majorship can actually predict the students' grades in English courses, Pearson Product Moment correlation was computed. Results showed *r coefficient* of .256 which indicates low correlation and is not significant at .05 level of significance. This finding reveals that the qualifying examination being given to the students does not have predictive validity when compared to the students' grades. The qualifying examination cannot really predict how the students will perform in the English courses.

Table 7. Correlation between the graduates' performance in the qualifying exam and English courses.

Variables	Validity Coefficient ( <i>r</i> )	<i>p</i> -value	Interpretation
Qualifying Examination	.256	.201	Not significant
English Courses			

**Correlation between the Graduates' Performance in the Qualifying Exam and the Licensure Examination for Teachers**

Examining the relationship between the graduates' performance in the qualifying examination and the licensure examination, the researchers were able to identify a significant relationship between the two variables. The *r coefficient* of .413 indicates moderate relationship and significant at .036 level of significance. As mentioned by Alavi (2012), this correlation coefficient used in predictive validity studies is called a validity coefficient. And according to Hughes (2003), a validity coefficient around 0.40 is the highest correlation expected in predictive validity studies.

This finding, therefore, suggests that the qualifying examination can be used for predictive purposes because it can predict the students' performance in the licensure exam.

Table 8. Correlation between the graduates' performance in the qualifying exam and the Licensure Examination for Teachers

Variables	Validity Coefficient ( <i>r</i> )	<i>p</i> -value	Interpretation
Qualifying Examination	.413	.036	Significant
English Courses			

**CONCLUSIONS**

The following conclusions drawn from the study provide statements relevant to the performance of the subjects of the study in qualifying exam which they had prior to their admission to second year college, their performance in their English courses which they had in college and their performance in the English specialization component of the Licensure Examination for Teachers. These also include data on the correlation that exists between the qualifying exam performance of the graduates and their performance in the English courses and in the English specialization component of the Licensure Examination for Teachers which served as the basis of the researchers in determining the predictive validity of the qualifying exam.

1. The performance of BSED English graduates in the qualifying exam is satisfactory.
2. The graduates have very satisfactory performance in the English courses.
3. The performance of the graduates in the licensure exam is fairly satisfactory.
4. The qualifying examination does not have predictive validity when the performance of the graduates in the English courses is taken into account.
5. The qualifying examination obtains predictive validity when compared to the performance of the graduates in the licensure examination.

## RECOMMENDATION

Taking into account the conclusions drawn from the study, the authors provide two relevant recommendations which the College of Teacher Education of Occidental Mindoro State College may consider in order to provide a more usable qualifying exam which can better predict students' performance in the English courses and in the licensure exam.

1. Retain the administration of qualifying exam to incoming sophomores and
2. Enhance the qualifying exam being used and have it subjected to other sorts of validation to make sure that it remains compliant to CHED policies, standards and guidelines for Teacher Education.

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# PERFORMANS SA MGA GAWAING PANGKASANAYANG MAKRO SA ASIGNATURANG FILIPINO NG MGA MAG-AARAL NG SEKONDARYA

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## Abstrak

Ang pag-aaral na ito ay nakatuon sa pagtiyak sa perormans ng mga mag-aaral sa mga ginamit na gawaing pangkasanyang makro sa paraang isahan, dalawahan at pangkatan. Ang mga mag-aaral ng Grade 10 Marble ng Salinungan National High School ng San Mateo, Isabela ang ginamit bilang mga tagatugon. Ginamit ang deskriptiv na pamaraan upang ilarawan ang performans ng mga mag-aaral sa bawat gawaing pangkasanyang makro ayon sa bilang ng kalahok sa pagsasagawa sa asignaturang Filipino. Mula sa dalawang marka ng mga mag-aaral sa bawat makrong kasanayan, kinuha ang mean o average nito na siyang ginamit na mga datos na tinuos sa SPSS. Kasama sa statistical treatment na ginamit ang average, mean, Kendall's tau b at Two-Way ANOVA. Batay sa pag-aaral, nakahihigit ang ang bilang ng mga lalaki kaysa babae. Higit na marami sa mga mag-aaral ang may libangang panonood. Satisfactory lamang ang lebel ng performans nila sa mga gawaing pagbabasa at pagsusulat at ito ang mga makrong kasanayan na kahinaan ng mga mag-aaral. Very satisfactory naman ang kanilang lebel ng performans sa mga gawaing may kinalaman sa pakikinig at pagsasalita. Samantala, makikitang higit na mataas ang kanilang performans sa mga gawaing may kinalaman sa panonood. Kapwa very satisfactory ang lebel ng performans ng mga mag-aaral batay sa bilang ng kasangkot sa pagsasagawa ng mga gawain. Bagaman pare-parehong very satisfactory ang lebel ng performans ng mga mag-aaral, makikita pa ring mas epektibo ang pangkatang gawain kaysa sa isahan at dalawahan. Mayroong mahalagang kaugnayan ang kasarian ng mga mag-aaral sa kanilang performans sa mga gawaing mayroong kinalaman sa pagbabasa samantalang walang mahalagang kaugnayan sa kanilang libangan sa kanilang performans. Gayundin, ang kanilang performans sa mga gawaing mayroong kinalaman sa pakikinig ay mayroong mahalagang kaugnayan sa kanilang kasarian samantalang walang mahalagang kaugnayan sa kanilang libangan. Kapwa mayroong mahalagang kaugnayan ang kasarian at libangan ng mga mag-aaral sa kanilang performans kapag isahan ang pagsasagawa ng mga gawain. Walang mahalagang kaugnayan ang kasarian sa kanilang performans kapag dalawahan ang pagsasagawa ng mga gawain. Samantala, makikitang mayroong mahalagang kaugnayan ang libangan sa kanilang performans kapag dalawahan ang pagsasagawa ng mga gawain. Mayroong ding mahalagang kaugnayan ang kasarian sa kanilang performans kapag pangkatan ang pagsasagawa ng mga gawain. Samantala, makikitang walang mahalagang kaugnayan ang libangan sa kanilang performans kapag pangkatan ang pagsasagawa ng mga gawain. Walang mahalagang kaugnayan ang mga gawaing pangkasanyang makro sa performans ng mga mag-aaral. Samantala, mayroong mahalagang kaugnayan ang mga bilang ng mga kasangkot sa pagsasagawa ng mga gawain sa performans ng mga mag-aaral. Ang mga gawaing pangkasanyang makro at bilang ng mga kasangkot sa pagsasagawa ng mga gawain ay mayroong tungkulin sa kabuuang performans ng mga mag-aaral.

*Mga pangunahing salita: kasanayang makro, performans, pagbabasa, pagsusulat, pakikinig, pagsasalita, panonood, isahan, dalawahan, pangkatan*

## INTRODUKSYON

Napakabisang pamamaraan upang malinang ang kakayahan gayundin ang talento ng mga mag-aaral ang iba't ibang uri ng gawaing ibinibigay ng isang guro mula sa mga itinakdang gawain ng mga gumawa ng disenyo ng asignaturang Filipino sa ilalim ng K-12 Kurikulum. Tumutugon ito sa layunin ng kurikulum na makapagprodus ng “globally competitive learners.” Subalit, hindi parepareho ang pagtanggap at pagtugon ng mga mag-aaral sa mga itinakdang gawaing ito sa loob ng klase. May mga gawaing higit na kinagigiliwan at may mga gawain namang kinababagutan at pinagsasawaan ng mga mag-aaral.

Ang mga hilig ay preperensya sa mga partikular na uri ng gawain. Ang mga ito ang gumaganyak sa iyo na kumilos at gumawa. Nag-sisikap ang isang bata kung may motibasyon siya dahil gusto niya ang kanyang ginagawa, hilig mo ito at nagagabayan ka ng mga pagpapahalaga na makatutulong sa iyong pag-unlad (Santamaria, 2006).

Pangkalahatang layunin ng K-12 Kurikulum na makalinang ng isang buo at ganap na Pilipinong may kahusayan sa literasi. Kaugnay nito, layunin ng pagtuturo ng Filipino na malinang ang kakayahang komunikatibo, replektibo at mapanuring pag-iisip, pagpapahalagang pampanitikan sa pamamagitan ng mga babasahin at teknolohiya tungo sa pagkakaroon ng pambansang pagkakakilanlan, kultural literasi at patuloy na pagkatuto upang makaagapay sa mabilis na pagbabagong nagaganap sa daigdig. Sa ikapagtatamo ng mithiing ito, kailangan ng mga guro ang mabisang pamamaraan at kagamitang panturo ng mga guro na angkop sa kakayahan ng kanyang mga mag-aaral.

Isinaalang-alang sa pagbuo ng kurikulum ang pangangailangang panlipunan, lokal at global na pamayanan, maging ang kalikasan at pangangailangan ng mga mag-aaral. Pinagbatayan din ang legal na batas pang-edukasyon, at mga teoryang pilosopikal ng edukasyon tulad ng kay Piaget (Developmental Stages of Learning), Vygotsky (Cooperative Learning), Bruner (Discovery Learning), Gagne (Hierarchical Learning), Ausubel (Interactive/Integrated Learning) at ng ating pambansang bayaning si Dr. Jose P. Rizal na nagsabing

“nasa kabataan ang pag-asa ng bayan”. Dahil ang Filipino ay nasa disiplina ng wika, pinagbatayan ang mga teorya sa kalikasan at pagkatuto ng wika, mga teorya/simulain sa pagsusuring panlitesi at mga pagdulog sa pagtuturo ng wika at pagtuturo ng mga akdang pampanitikan at tekstong palahad. (K to 12 Filipino Gabay Pangkurikulum, 2013)

Isa sa mga asignaturang itinuturo sa sekundarya ay ang Filipino. Sa pag-aaral ng asignaturang ito kinakailangang malinang ang kanilang mga makrong kasanayan – ang pakikinig, pagsasalita, pagbabasa, pagsusulat at panonood. Kinakailangang ang mga makrong kasanayang ito ay magamit sa mga pamamaraang gagamitin sa pagtuturo at pag-ebalweyt sa performans ng mga mag-aaral.

Ang pokus ng pag-aaral na ito ay tukuyin ang mabisa at angkop na pamaraan ng pagtuturo sa pamamagitan ng pag-alam sa performans ng mga mag-aaral sa gawaing pangkasanayang makro ng mga mag-aaral upang maging gabay ng mga guro sa pagpili ng mga gagamiting gawain.

## PAGLALAHAD NG MGA SULIRANIN

Pangunahing layunin ng pag-aaral na ito na tiyakin ang performans ng mga mag-aaral sa mga gawaing pangkasanayang makro batay sa bilang ng pagsasagawa ng mga gawain.

Nilayon din nitong sagutin ang mga sumusunod na tiyak na katanungan:

1. Ano ang profayl ng mga mag-aaral batay sa kasarian at libangan?
2. Ano ang performans ng mga mag-aaral ng Grade 10 Marble sa bawat gawaing pangkasanayang makro?
3. Ano ang performans ng mga mag-aaral ng Grade 10 Marble batay sa bilang ng mga kasangkot sa pagsasagawa ng Gawain?
4. Ano ang performans ng mga mag-aaral ng Grade 10 Marble sa bawat gawaing pangkasanayang makro batay sa bilang ng mga kasangkot sa pagsasagawa ng gawain?
5. Ano ang kaugnayan ng profayl ng mga mag-aaral sa kanilang performans sa mga gawaing pangkasanayang makro,



at performans ayon bilang ng mga kasangkot?

- Ano ugnayan ng mga gawaing pangkasanayang makro at bilang ng mga kasangkot sa gawain sa performans ng mga mag-aaral ng Grade 10 Marble?

### **DISENYO NG PAG-AARAL**

Ginamit ang deskriptiv na pamaraan upang ilarawan ang performans ng mga mag-aaral sa bawat gawaing pangkasanayang makro ayon sa bilang ng kalahok sa pagsasagawa sa asignaturang Filipino.

### **MGA TAGATUGON AT LOKASYON NG PAG-AARAL**

Ginamit na tagatugon ang Grade 10-Marble na binubuo ng 40 mag-aaral ng Salinungan National High School, San Mateo, Isabela. Tanging ang seksyon na ito lamang ang nakatugon ng kumpletong datos na ginamit sa pag-aaral.

Nagbigay ang punong-guro ng paaralan ng pahintulot na gamitin ang mga datos na natamo mula sa Grade 10-Marble para sa pag-aaral na may pagtitiyak na mabigyan ng proteksyon ang mga tagatugon ng pag-aaral.

Ang mga mag-aaral ay pinangkat ng guro batay sa kanilang kasanayang taglay at antas ng kanilang performans sa nakaraang markahan. Ang bawat pangkat ay binubuo ng magkakaibang uri ng mga mag-aaral o *heterogeneous*.

### **PARAAN NG PANGANGALAP AT DESKRIPSYON NG MGA DATOS**

Magkakahiwalay na ginamit ang iba't ibang gawaing pangkasanayang makro sa pagtuturo ng asignaturang Filipino – ang pagsusulat, pagsasalita, pagbabasa, pakikinig at panonood sa paraang indibidwal, dalawahan at pangkatan nang tigdadalawang beses. Mula sa dalawang marka ng mga mag-aaral sa bawat makrong kasanayan, kinuha ang mean o average nito na siyang ginamit na mga datos na tinuos sa SPSS.

Ang kanilang performans ay inuri batay sa mga panuntunan at mga gabay na may kinalaman sa pagtayang pansilid-aralan para sa *K to 12 Basic Education Curriculum* na nakasaad sa *DepEd Order* bilang 8 s. 2015. Ang batayan sa pagbibigay-kahulugan sa mga marka ng mga bata ay ipinakikita sa susunod na pahina.

### **ANG MGA GAWAING PANGKASA-**

Marka	Code	Range	Description	Remarks
90-100	5	4.50-5.00	Outstanding	Passed
85-89	4	3.50-4.49	Very Satisfactory	Passed
80-84	3	2.50-3.49	Satisfactory	Passed
75-79	2	1.50-2.49	Fairly Satisfactory	Passed
Below 75	1	1.00-1.49	Did not Meet the Requirement	Failed

### **NAYANG MAKRO NA GINAMIT SA PAG-TUKOY SA PERFORMANS NG MGA MAG-AARAL**

Pakikinig. Sa paraang isahan, ipinasagot sa mga mag-aaral ang mga katanungan sa Gawain 7: Ipagtanggol Mo pagkatapos ng pakikinig sa araling pinamagatang Mula sa Epiko ni Gilgamesh at Gawain 8: Kultura: Paghambingin pagkatapos ng pakikinig sa akdang pinamagatang Mula sa Epiko ni Gilgamesh.

Sa paraang dalawahan, ipinasagot sa mga mag-aaral ang mga katanungan sa Gawain 5: Pag-unawa sa Akda pagkatapos ng pakikinig sa araling pinamagatang Ako Po'y Pitong Taong Gulang at Gawain 4: Pag-unawa sa Akda pagkatapos ng pakikinig sa araling pinamagatang Ang Tinig ng Ligaw na Gansa.

Sa paraang pangkatan, ipinasagot sa mga mag-aaral ang mga katanungan sa Gawain 5: Unawain Mo pagkatapos ng pakikinig sa araling pinamagatang Mula sa Epiko ni Gilgamesh at Gawain 10: Pag-unawa sa Akda pagkatapos ng pakikinig sa buod ng dulang pinamagatang Moses Moses.

Pagsasalita. Sa paraang isahan ipinamalas ng mga mag-aaral ang kanilang sinulat na maikling talumpati na may temang “Tugon ng mga Kabataan sa mga Isyu ng Lipunan” hinggil sa araling pinamagatang Kahirapan: Hamon sa Bawat Pilipino. Ginamit din ang oral na pagbibigay ng sariling wakas ng maikling kwento na pinamagatang Aginaldo ng mga Mago

Sa paraang dalawahan, hinikayat ang mga mag-aaral na ipaliwanag ang kanilang isinulat na islogan hinggil sa Sa Hele Ng Ina Sa Kanyang Panganay. Ginamit din ang interpretatibong pagbabasa sa tula na pinamagatang Ang Pamana ni Jose Corazon de Jesus.

Sa paraang pangkatan, nagpapamalas ng readers theater ang mga mag-aaral hinggil sa akdang “Bakit Babae ang Naghuhugas ng Pinggan?” at interpretatibong pagbasa sa diyologo ng akdang “Sintahang Romeo at Juliet.”

Pagbabasa. Sa paraang isahan, binigyan ang mga mag-aaral ng maikling pagsusulat na Tama o Mali na may sampung aytem hinggil sa akdang Aginaldo ng mga Mago at maikling pagsusulat na Pagpipili na may sampung aytem hinggil sa akdang Sa Loob ng Love Class.

Sa paraang dalawahan, ipinasagot sa mga mag-aaral ang mga katanungan sa Gawain 5 Pag-unawa sa Akda pagkatapos ng pakikinig sa araling pinamagatang Sipi mula sa Talumpati ni Dilma Rousseff sa Kaniyang Inagurasyon at Gawain 7 Pagsusuri sa Pagkakabuo ng Talumpati ni Dilma Rousseff sa Kaniyang Inagurasyon

Sa paraang pangkatan, pinagawa ang mga mag-aaral ng maikling balangkas at pag-iisa-isa sa kilos, gawi, saloobin o paniniwala at saloobing taglay ng mga tauhan ng bahagi ng nobelang Ang Matanda at ang Dagat.

Pagsusulat. Sa paraang isahan, pinasulat ng maikling talumpati na may temang “Tugon ng mga Kabataan sa mga Isyu ng Lipunan” hinggil sa araling Kahirapan: Hamon sa Bawat Pilipino ang mga

mag-aaral. Pinakopya rin sila ng mga talata at kinilala ang mga ekspresiyong ginamit sa pagpapahayag ng konseptong pananaw o ekspresiyong nagpapahiwatig ng pagbabago o pag-iiba ng paksa o pananaw.

Sa paraang dalawahan, ang mga mag-aaral ay pinasulat ng islogan hinggil sa Sa Hele Ng Ina Sa Kanyang Panganay. Pinasulat din ang mga mag-aaral nang dalawahan ng isang dagli tungkol sa dikaraniwang pangyayari sa paligid at inilathala sa social media.

Sa paraang pangkatan, gumawa ang mga mag-aaral ng pagsasalaysay sa mga mahahalagang pangyayaring naganap sa panahon ng pag-aayuno o puasa gamit ang story frame. Pinasulat din sa kanila ang mga pangyayari na maaring iugnay sa sariling karanasan o tunay na buhay mula sa anekdota na pinamagatang Ang Tusong Katiwala.

Panonood. Sa paraang isahan, pinagawa ang mga mag-aaral ng buod ng pinanood na mga akdang Hele ng Ina sa Kaniyang Panganay at Sundiata: Ang Epiko ng Sinaunang Mali.

Sa paraang dalawahan, pinasuri ang mga tauhan, tagpuan, mensahe sa mga mag-aaral ng pinanood na pelikulang Dekada 70 at Ang Epiko ng Sinaunang Mali.

Sa paraang pangkatan, pagkatapos ng panonood sa mga pelikulang Dekada 70 at Ang Epiko ng Sinaunang Mali ang mga mag-aaral ay nagpamalas ng kaugnay na maikling dula-dulaan.

Ang bawat gawain ay ginamitan ng rubriks upang matukoy ang performans ng mga respondent.

## **INSTRUMENTONG PANG-ISTADISTIKANG GINAMIT**

Kasama sa *statistical treatment* ang pagkompyut sa average at mean, upang makita ang lebel ng performans ng mga mag-aaral. Ginamit ang Kendall's tau\_b upang makita ang ugnayan ng

profayl ng mga mag-aaral sa kanilang performans sa mga gawaing makro at performans ayon sa bilang ng mga kasangkot sa gawain. Ginamit din ang Two-Way ANOVA upang makita ang epekto at ugnayan ng mga gawaing pangkasanayang makro at bilang ng mga kasangkot sa gawain sa kabuuang performans ng mga mag-aaral.

## KINALABASAN

### *Talahanayan 1. Profayl ng mga Mag-aaral*

Profayl	Frequency	Bahagdan
Kasarian		
Lalaki	16	40.0%
Babae	24	60.0%
Libangan		
Pagbabasa	7	17.5%
Pakikinig	10	25.0%
Panonood	23	57.5%
Pagsusulat	0	0%

Kasarian. Makikita sa Talahanayan 1 na nakahihigit ang bilang ng mga babae na 24 o 60 bahagdan kaysa sa mga lalaki na 16 o 40 bahagdan.

Libangan. Ipinakikita sa talahanayan na higit na marami sa mga mag-aaral ang may libangang panonood na may bilang na 23 o 57.5 bahagdan. Kaugnay nito, mahihinuhang malawakan na ang paggamit ng mga mag-aaral ng *mobile gadgets* sa ngayon. Dahil dito, madali na lamang sa kanila ang pagkuha ng mga panoorin sa kanilang *mobile gadgets*. Samantala, 10 o 25 bahagdan ang mahilig sa pakikinig at 7 o 17.5 bahagdan naman ang mahilig sa pagbabasa. Wala sa mga mag-aaral ang may libangang may kinalaman sa pagsusulat.

### *Talahanayan 2. Performans ng mga Mag-aaral sa mga Gawaing Pangkasanayang Makro*

Gawaing Pangkasanayang Makro	Mean	Lebel ng Performans
Pagsasalita	3.63	Very Satisfactory
Pakikinig	3.67	Very Satisfactory
Pagbabasa	3.01	Satisfactory
Panonood	4.98	Outstanding
Pagsusulat	3.08	Satisfactory

Batay sa Talahanayan 2, 4.98 ang tinuos na mean o outstanding ang lebel ng performans ng mga mag-aaral sa gawaing panonood. Konsistent din ito sa resulta ng libangan ng mga tagatugon na kung saan panonood ang kanilang pinakagustong libangan. Very satisfactory naman ang kanilang lebel ng performans sa mga gawaing may kinalaman sa pakikinig na may mean na 3.67 at pagsasalita na may mean na 3.63. Ipinahihiwatig nitong kinagigiliwan ng mga mag-aaral ang makinig at at magsalita at mataas ang kanilang performans sa mga saykomotor o aktibong mga gawain kaysa sa kognitibo o hindi aktibong mga gawain.

Sa kabilang dako, satisfactory o kasiya-siya lamang ang lebel ng performans ng mga mag-aaral sa mga kasanayang makrong pagsusulat at pagbabasa na pinatutunayan ng tinuos na mean na 3.01 at 3.08.

### *Talahanayan 3. Performans ng mga Mag-aaral batay sa Bilang ng Kasangkot sa Pagsasagawa ng mga Gawain*

Bilang ng Kasangkot	Mean	Lebel ng Performans
Isahan	3.65	Very Satisfactory
Dalawahan	3.55	Very Satisfactory
Pangkatang	4.00	Very Satisfactory

Makikita sa Talahanayan 3 na pareparehong very satisfactory ang lebel ng performans ng mga mag-aaral batay sa bilang ng kasangkot sa pagsasagawa ng mga gawain. Pinatutunayan nito ng mga tinuos na mean na 3.65 sa isahan, 3.55 sa dalawahan at 4.0 sa pangkatan. Sa tatlong paraan na ito, mapapansin din na pinakamataas ang tinanggaap na mean ng pangkatang gawain.

Bagaman pare-parehong very satisfactory ang lebel ng performans ng mga mag-aaral, makikita pa ring mas epektibo ang pangkatang gawain kaysa sa isahan at dalawahan. Kaugnay ito sa pag-aaral na isinagawa ni Prince (2004) na nagpapatunay na ang kolaboratibo/pangkatang estratehiya sa pagtuturo ay mas higit kaysa sa tradisyunal na mga estratehiya. Maging ang pag-aaral ni Donough (2010) na pinamagatang Learner-learner Interaction During Pair and Small Group Activities in a Thai EFL Context ay nagpapatunay din na ang mga mag-aaral na mayroong maraming partisipasyon sa paraang dalawahan at maliit na pangkatang gawain ay nagapapakita ng mas maayos na pagpapalawak ng mga kasanayan.

*Talahanayan 4. Performans ng mga Mag-aaral sa mga Gawaing Pangkasanayang Makro batay sa Bilang ng Kasangkot sa Pagsasagawa ng mga Gawain*

	Isahan		Dalawahan		Pangkatang	
	Mean	Deskripsyon	Mean	Deskripsyon	Mean	Deskripsyon
Pagsasalita	84.17	Satisfactory	82.55	Satisfactory	88.75	Very Satisfactory
Pagbabasa	83.18	Satisfactory	82.95	Satisfactory	82.60	Satisfactory
Pakikinig	86.23	Very Satisfactory	81.45	Satisfactory	86.80	Very Satisfactory
Panonood	91.65	Outstanding	93.80	Outstanding	89.40	Very Satisfactory
Pagsulat	80.97	Satisfactory	78.45	Fairly Satisfactory	87.80	Very Satisfactory

Pagsasalita. Makikita sa Talahanayan 4 na ang performans ng mga mag-aaral sa mga gawaing pagsasalita ay 84.17 at 82.55 na nangangahulugang satisfactory sa paraang isahan at dalawahan. Samantala, mataas ang kanilang performans kapag isinasagawa ang gawaing pangkatan na pinataunayan ng tinuos na mean na 88.75 na very satisfactory o lubhang kasiya-siya. Samakatuwid, higit na mas epektibo ang pangkatang pagsasagawa ng mga gawaing pagsasalita kaysa isahan at dalawahan. Kaugnay ito sa pag-aaral ni Johnson (2009) na ang kooperatibo/pangkatang mga gawain ay nakapagpapabuti sa panahon ng mga mag-aaral sa

pagsasagawa ng mga tasks, personal na motibasyon at interpersonal na relasyon at pag-abot sa pang-arap.

Pagbabasa. Sa mga gawaing mayroong kinalaman sa pagbabasa, pare-parehong satisfactory ang performans ng mga mag-aaral sa paraang isahan, dalawahan at pangkatan na mayroong mean na 83.18, 82.95 at 82.6. Sa gawaing ito, maipapalagay na preperensya ng mga bata ang isahang paraan ng pagsasagawa ng pagbasa.

Pakikinig. Sa mga gawaing mayroong kinalaman sa pakikinig, parehong very satisfactory ang performans ng mga mag-aaral sa paraang isahan sa mean na 86.23 at pangkatan sa mean na 86.80. Samantala, satisfactory lamang ang kanilang performans sa dalawahan sa mean na 81.45.

Panonood. Sa mga gawaing may kinalaman sa panonood, nagtamo ng pinakamataas na lebel ng performans ang mga batang tagatugon. Ang paraang isahan na may mean na 91.65 at dalawahan na may mean na 93.80 na parehong mayroong deskripsyon na outstanding ay sadyang kinagigiliwan ng mga bata. Samantala, very satisfactory naman ang kanilang performans sa paraang pangkatan na may mean na 89.40.

Pagsusulat. Sa mga gawaing may kinalaman sa pagsusulat, 78.45 o fairly satisfactory ang performans ng mga mag-aaral sa paraang dalawahan at 80.97 o satisfactory ang kanilang performans sa paraang isahan. Samantala, 87.80 o very satisfactory ang kanilang performans sa paraang pangkatan. Ipinahihiwatig nito na mas mataas ang kanilang performans kung mas marami ang kasangkot na gagawa sa gawain. Nabanggit sa unahan na wala sa mga mag-aaral ang may libangan hinggil sa pagsusulat, kung gayon maaaring mahinuha na ang mga mag-aaral ay umaaasa sa kanilang mga kamag-aral sa pagsasagawa ng mga gawain.

*Talahanayan 5. Kaugnayan ng Profayl ng mga Mag-aaral sa mga Gawaing Pangkasanayang Makro*

Mga Gawaing Pangkasanayang Makro	Kasarian		Libangan	
	Correlation Coefficient	Kendall's tau_b	Correlation Coefficient	Kendall's tau_b
Pagsasalita	.724*	.000	-.388*	.006
Pagbabasa	.536*	.000	-.249 <sup>ns</sup>	.055
Pakikinig	.417*	.002	-.195 <sup>ns</sup>	.140
Panonood	-.131 <sup>ns</sup>	.414	.246 <sup>ns</sup>	.108
Pagsusulat	.151 <sup>ns</sup>	.311	-.206 <sup>ns</sup>	.149

Batay sa Talahanayan 5, ng kasarian ng mga mag-aaral ay mayroong mahalagang kaugnayan sa kanilang performans sa mga gawaing may kinalaman sa pagsasalita. Ito ay pinatunayan ng tinuos na korelasyong .724 sa significance value na 0.000. Maging ang gawaing pagbabasa ng mga mag-aaral ay may mahalaganag kaugnayan sa kanilang karaan sa tinuos na korelasyong .536 sa significance value na 0.006.

Mayroon ding mahalagang kaugnayan ang kasarian ng mga mag-aaral sa kanilang performans sa mga gawaing mayroong kinalaman sa pakikinig sa tinuos na .417 korelasyon sa significance value na 0.000. Samantala, walang mahalagang kaugnayan ang kanilang kasarian sa mga gawaing pangkasanayang makro sa panonood at pagsulat.

Batay pa rin sa Talahanayan 5, tanging ang kasanayang makro sa pagsasalita ang may mahalaga ngunit negatibong kaugnayan sa libangan ng mga tagatugon mula sa tinuos na .388 na significance level na .006, mahihinuhang hindi nakatutulong o nakaaapekto ang gawaing pangkasanayang makro na pagsasalita sa kanilang libangang panonood.

Sa kabuuan, walang mahalagang korelasyon ang mga gawaing pangkasanayang makro sa pagbasa, pakikinig, panonood at pagsulat sa kanilang libangan.

*Talahanayan 6. Kaugnayan ng Profayl ng mga Mag-aaral ayon sa Bilang ng Kasangkot sa Pagsasagawa ng mga Gawain*

Makikita sa talahanayan sa itaas na parehong mayroong mahalagang kaugnayan ang kasarian at bilang ng mga kasangkot sa mga

Bilang ng Kasangkot	Kasarian		Libangan	
	Correlation Coefficient	Kendall's tau_b	Correlation Coefficient	Kendall's tau_b
Isahan	.423*	0.004	-.351*	0.012
Dalawahan	.057 <sup>ns</sup>	0.713	-.398*	0.007
Pangkatang	.617*	0.000	-.088 <sup>ns</sup>	0.547

gawain na isahan sa tinuos na korelasyong .423 sa significance level na 0.004. Gayundin, kinakitaan ng mahalagang korelasyon o ugnayan ang kasarian at pangkatang gawain na pinatunayan ng tinuos na korelasyong .617 sa 0.000 significance level.

Batay naman sa ugnayan ng bilang ng mga kasangkot sa gawain at ng kanilang libangan, ang bilang ng kasangkot na isahan ang may mahalaga ngunit di-tuwirang ugnayan sa libangan sa tinuos na -.351 sa significance level na 0.012 at ang kasangkot na dalawahan sa tinuos na correlation coefficient na -.398 sa 0.007 significance level.

Samakatwid, maipagpapalagay na hindi nakatutulong ang bilang ng kasangkot na isahan at dalawahan sa libangan sa panonood ng mga batang respondent. Mahalagang isaalang-alang ng guro ang kinabibilangang libangan ng mga mag-aaral kapag isahan at dalawahan ang paraan ng pagsasagawa ng mga gawain sapagkat ito ay mayroong malaking epekto sa kanilang performance.

*Talahanayan 7. Ugnayan ng mga Gawaing Pangkasanayang Makro at Bilang ng Kasangkot sa Pagsasagawa ng mga Gawain sa Kabuuang Performans ng mga Mag-aaral*

	Mean Square	p value
Gawaing Pangkasanayang Makro	131.056	.001*
Bilang ng Kasangkot sa Pagsasagawa ng mga Gawain	24.389	.088 <sup>ns</sup>
Mga Gawaing Pangkasanayang * Bilang ng Kasangkot	28.056	.047*

Makikita sa talahanayan na mayroong mahalagang ugnayan ang mga gawaing pangkasanayang makro sa kabuuang performans ng mga mag-aaral sa tinuos na mean na 131.056 sa value na 0.001. Samakatuwid ang haypotesis na walang mahalagang kaugnayan ang mga gawaing pangkasanayang makro sa performans ng mga mag-aaral ng Grade 10 Marble ay hindi tinatanggap.

Makikita rin na ang mga gawaing pangkasanayang makro at bilang ng mga kasangkot sa pagsasagawa ng mga gawain ay mayroong tungkulin sa kabuuang performans ng mga mag-aaral na tinitiyak ng mean na 28.056 sa 0.047 p value. Kung kaya't ang haypotesis na walang mahalagang ugnayan ang mga gawaing pangkasanayang makro at bilang ng mga kasangkot sa pagsasagawa ng mga gawain sa performans ng mga mag-aaral ng Grade 10 Marble ay hindi tinatanggap.

### KONKLUSYON

Batay sa kinalabasan ng pag-aaral, ang mga sumusunod na konklusyon ay nabuo:

1. Panood ang mas kinagigiliwang libangan ng mga mag-aaral at wala sa kanila ang mayroong libangan sa pagsusulat.
2. Mas mataas ang performans ng mga mag-aaral sa mga gawaing may kinalaman sa panood kaysa sa ibang mga makrong kasanayan.
3. Higit na kasiya-siya ang performance level ng mga bata sa pangkatang gawain kaysa sa isahan at dalawahang gawain. Higit na mas epektibo ang pangkatang pagsasagawa ng mga gawaing pagsasalita kaysa isahan at dalawahan.
4. Sa mga gawaing may kinalaman sa panood, higit na mataas ang performans ng mga mag-aaral sa paraang isahan at dalawahan.
5. Higit na mataas mataas ang performans ng mga mag-aaral kung higit na marami ang kasangkot na gagawa sa gawaing pagsusulat.
6. Isaalang-alang ng guro ang kasarian at ang uri ng libangan ng mga mag-aaral sa mga pagkakataong isahan ang paraan ng pagsasagawa ng mga gawain sapagkat nakaapekto ito sa kanilang performans.

7. Gayundin, dapat isaalang-alang ng guro ang kinahihiligang libangan ng mga mag-aaral kapag dalawahan ang paraan ng pagsasagawa ng mga gawain sapagkat ito ay mayroong malaking epekto sa kanilang performans.

8. Mayroong mahalagang ugnayan ang mga gawaing pangkasanayang makro sa kabuuang performans ng mga mag-aaral.

9. Ang mga gawaing pangkasanayang makro at bilang ng mga kasangkot sa pagsasagawa ng mga gawain ay mayroong tungkulin sa kabuuang performans ng mga mag-aaral.

### REKOMENDASYON

Batay sa kinalabasan ng pag-aaral, ang mga sumusunod na mungkahi ay nabuo:

1. Hikayatin ang mga mag-aaral na linangin ang kanilang kasanayan sa pagsulat sa pamamagitan ng mga gawaing pampagkatuto na may kinalaman dito.
2. Ipagpatuloy ang paggamit ng pangkatan o kolaboratibong mga gawain bilang pamaraan sa pagtuturo na naaangkop sa aralin.
3. Mahalagang tiyakin ang kinahihiligan at kasarian ng mga mag-aaral at isaalang-alang ito sa pagpili ng mga gagamiting mga gawain sa pagtuturo.
4. Gumamit ng mga kagamitang audio visual kung mayroon o mga gawaing may kinalaman sa panood sapagkat mas nagiging konkreto ang konsepto ng aralin at pinatataas nito ang performans ng mga mag-aaral.

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## PAGKILALA

Taos-pusong pinasasalamatan ng awtor si Maricris M. Gamboa ng Salinungan National High School sa pagbibigay ng mga datos na ginamit sa pag-aaral na ito.







