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IMPLEMENTATION OF NUMERACY PROGRAM: BASIS FOR AN ENHANCED RRE IN PALAPAG I DISTRICT

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ABSTRACT

This study was conducted to investigate the implementation of numeracy program in Palapag I District as the basis for an Enhanced Remediation, Reinforcement, and Enrichment (E-RRE) activities. It included all the pupils in Mapno Elementary School (MES) as the samples. Specifically, it attempted to find out the numeracy level of the pupils; determine the common errors based on the numeracy test; find out the interventions used by the teachers in responding the errors; and develop an enhanced Remedial, Reinforcement, and Enrichment Activities to address numeracy level deficiency of the pupils. A mixed-method design was applied using qualitative and quantitative data to explore the impact of implementation of numeracy test among the pupils. The qualitative data included field notes documenting conversations to teachers on the utilization of intervention during the RRE sessions. Purposive sampling was used in this study. Data from MES was the main source. These included data of the numeracy test from grade three pupils School year 2019-2020. Likewise, for teachers' qualitative data on how RRE was conducted. The data gathered were analyzed using the interpretation of the numeracy test result enclosed in the Regional Memorandum No. 279 s. 2019, frequency counts, and percentages. Findings revealed that 97% of the pupils were moderately numerates and only 3% were classified as highly numerates, and zero was non numerate. This means that 97% were pupils who got one(1) or more mistakes in one of the four sub-tests, only one(1) or 3% pupil who got a perfect score in all sub-tests, and none of the pupils got zero in one of the four sub-tests. Based on the numeracy test results, the following were the common errors ranked according to the frequency of errors;(1) Subtracting whole numbers with regrouping;(2) Dividing whole numbers in long method;(3) Multiplying whole numbers; and (4) Adding whole numbers with regrouping. "Although RRE activities were also in the lesson plan, seldom implemented due to overlapping of activities, lack of materials, and appropriate and exact activities for the least learned competencies per lessons," shared by a teacher .

Keywords: Numeracy Program; Enhanced-RRE; Numeracy Test; Fundamental Skills; Least Learned Competencies

INTRODUCTION

Mathematics is one of the most important subjects to be learned by the child. Study shows that children who excelled in this field have greater chance of life success and greater possibilities of surviving. Hence, children at early age should be taught mathematical skills so that they can access the curriculum across the disciplines they study.

Promoting early competencies in numeracy is important because of its relation to children's mathematical readiness at school entry and beyond. Preschool children who have acquired the ability to count, name numbers, and make distinctions between different quantities tend to perform well on numerical tasks in kindergarten. In addition, children's good numerical abilities predict later school achievement more strongly than their reading, concentration, and socio-emotional skills.

The Basic Education Agenda as one of the ten points articulated that child must be a reader in grade one, and the Department of Education (DepEd) is strengthening its reading program across the implementation of early language literacy and numeracy program. The program will be refined in Filipino children literacy and numeracy skills and attitudes which will contribute to lifelong learning. Especially, its design focuses on enhancing literacy and numeracy skills of Kindergarten to Grade 3 pupils, following K to 12 Basic Education Curriculum and substantiate cost-effective professional development system for teachers. Children begin to communication at birth using sounds and gestures (D.O No. 33, s 2016).

Literacy and numeracy are parts to a successful learning in early grades and beyond. Numeracy is the language of numbers and ability to use mathematics in daily life. Early childhood programs build on the language, literacy, and numeracy experience children bring from home, communities, and prior participation in early childhood programs (Literacy and Numeracy, 2002).

Early childhood mathematics teaching found that Kindergarten teachers' attitudes towards the teaching of mathematics (but not towards mathematics itself) were significant in predicting developmentally appropriate classroom practice (Lee, 2015).

Ting (2009) emphasizes the adult's task in providing children with experiences which will ameliorate their understanding of the purpose of literacy and numeracy in the world around them. It also outlines what we need to grasp with regards to the development of literacy and numeracy in early childhood and what experiences should be done. It aims to empower early childhood educators to adorn their pedagogical practice to develop children's disposition, knowledge, and skills in these areas.

Subitizing, rather than counting, is the means by which children understand the meanings of the first few number words (Benoit et al. 2004). In this range children are able to compare the result of the count with the cardinality of the collection attained through subitizing, thus reinforcing correct counting and enabling extrapolation to counting larger quantities. Researchers from the field of cognitive psychology continue to debate whether an implicit knowledge of counting principles precedes (Gelman & Meck, 1983).

Learning to read, write, and count is critical to a child's success in school and later in life. One of the best predictors of school success is the level of a child's progress in these fundamental skills. Although reading, writing, and numeracy abilities increase as children grow, the early childhood years, from birth to age eight, comprise the most important period for language, literacy, and numeracy development. The ability to write, read, and count does not develop naturally, or without careful planning and instruction (D.O No. 12, s2015).

DepEd new agenda MATATAG: Bansang Makabata, Batang Makabansa set the new direction in resolving basic education especially strengthening numeracy, and literacy programs to produce job-ready, active and responsible citizens (<http://m.facebook.com/story.php>, February 02, 2023).

PISA 2018 results revealed from among the participating countries, Philippines ranked second to the last in mathematics. Therefore, our learners did not meet the international competency standards. Something that need to work on in order to improve our performance in numeracy.

It is the intention of the researcher to look into the implementation of numeracy program in order to come up with enhanced remediation, reinforcement, and enrichment activities to improve the numeracy competence of the learners.

STATEMENT OF THE PROBLEM

This study aimed to investigate the implementation of numeracy program in Palapag I District as the basis for an Enhanced Remediation, Reinforcement, and Enrichment (E-RRE) activities. This included all the grade three pupils in Mapno Elementary School (MES) as the samples who took the test School Year (SY) 2019-2020. MES is the second largest non-central school situated at the extreme of the district. Hence, a justification of the representation of the data. Specifically, this research attempted to answer the following objectives:

1. find out the numeracy level of pupils;
2. determine the common errors based on numeracy test; and
3. develop an enhanced RRE activities that will address the numeracy level deficiency of the learners.

RESEARCH METHODOLOGY

A mixed method design was applied using qualitative and quantitative data to explore the impact of implementation of numeracy test among the pupils. The qualitative data included field notes documenting conversations to teachers on the utilization of intervention during the RRE sessions. The rationale for choosing a mixed methods design was to provide a wider perspective of the context of evaluating any programs. A mixed methods approach allows the researcher to compensate for the fundamental weaknesses that are associated with using only a quantitative or qualitative study (Baker, 2002).

a. Sampling

Purposive sampling was used in this study. Data from Mapno Elementary School were the main source. These included data of the numeracy test from grade three pupils school year 2019-2020. Likewise, for teachers' qualitative data on how RRE was conducted.

b. Data Collection

Since numeracy test is given as a Pre-Test during the last week of the first month of the opening of every school year and every quarter after the examination as the post test, data are already stored and kept by the Math Coordinator.

FINDINGS

Table 1.1 Numeracy Level of the Pupils

Classifications	Frequency	%
Highly Numerate (HN)	1	3
Moderately Numerate (MN)	34	97
Non-Numerate (NN)	0	0
N	35	100

Table 1.2

Common Error	Frequency	%
Subtracting whole numbers with regrouping	15	44
Dividing whole numbers in long m	10	29
Multiplying whole numbers	8	24
Adding whole numbers with regrouping	2	3
N	35	100

Table 1.1 Shows that out of 35 pupils, only one got HN which means a perfect score in all items in four operations in a test which could be implied that none of them were on the mastery level (Results, mastery level). Majority of the pupils (34) or 97% were on moving to mastery.

Table 1.2 Reveals results on whole numbers with regrouping ranked one as the common error in a test followed by the division of whole numbers in long method. Comparing the two competencies, they are interrelated in a since that doing the long method in division involves subtraction. Same with the next competencies, multiplication and division.

Innovation

The innovation developed in this research study was an "Enhanced RRE or E-RRE". This is a package that includes the findings of the researcher and the intervention or innovation developed. The com-

mon errors were identified based on the test and looked for an appropriate video lessons that addressed the learning gaps. These videos were just hyperlinked for an easy conduct of the E-RRE.

CONCLUSION

Based on findings, the following conclusion were derived:

1. Since only 3% got a perfect score which means highly numerate, 97% got one or more errors in one of the subtests, and 0% got zero in four subtests, it can be implied that pupils only needed enrichment activities to improve their numeracy skills.
2. Pupils' common error was on subtracting numbers with regrouping followed by dividing numbers in long method. This finding confirmed to the fact that dividing numbers in long method involves subtraction. This further adhered the spiral learning theory that basic skills must be first learned before proceeding to the next competency.
3. Pupils' errors on multiplication of whole numbers complemented on the performance of adding whole numbers. This can be deduced that, poor numeracy performance in adding with regrouping contributes to the performance in multiplying whole numbers for it involves addition of partial products.

RECOMMENDATIONS

Based on findings, the following recommendations are forwarded:

1. An intensive monitoring of the school head on the utilization of interventions used by the teachers.
2. Encourage teachers to use an innovative way in holding a RRE activities such as videos/E-RRE developed by the researcher.
3. An integration of numeracy in every lesson must be observed.
4. Tracking of learners' progress on E-RRE must be recorded.
5. Award and recognition to the most improved learners based on the records on tracking and the teachers for the innovations on RRE activities must be institutionalized.
6. This study can be replicated in other districts.

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The Creator of everything who never frustrates him.

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PROFESSIONAL COMMUNITY IN PUBLIC ELEMENTARY SCHOOLS: TRUTH UNFOLD

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ABSTRACT

Professional community impacts the performance of teachers in school depending on how they perceive things around them. School administration needs to know how these teachers think and what psychological conditions stimulate them specifically on workplace activities. Descriptive method is being used in this study and it attempts to collect quantifiable data and information. Furthermore, it presents facts concerning the number of times professional community components appear in elementary schools which were predetermined before the conduct of the actual research. In this study, the Organizational Climate Index (OCI) was used. Authored by Hoy, Smith, and Sweetland (2002), this instrument measures professional community that these elementary teachers belong. Public elementary school teachers were found to have high regard to their professional community in areas of institutional vulnerability, collegial leadership, professional teacher behavior, and achievement press. The researchers concluded that professional community of trust contributes to the emotional pledge of support of teachers to the organization. In other words, when teachers are involved in great professional relationships with other teachers and staff, it contributes to the emotional attachment of these teachers to be more committed. Moreover, it improves on how they see the school performs together with the principals and school heads. Open communication between school heads and other employees is needed so that they will feel valued. Cooperation will be felt and great working environment will improve if professional community is positively developed.

Keywords: Professional community, public elementary schools, public elementary teachers, institutional vulnerability, collegial leadership, professional teacher behavior, achievement press

INTRODUCTION

The life of a teacher revolves not only in teaching learners but also inculcating the useful things in life like moral values, social etiquette, treating others, being friends with everyone, and a lot more. A child gains knowledge and education with the guidance from the teacher. On the other hand, teacher's role goes beyond classrooms and school. They make learning fun and prepare children for a better tomorrow. They draw real-life connections by citing examples and demonstrate how the most difficult topics can easily be understood. They encourage students by giving them appreciation using the right words which means a lot in their life. They change the scenario of life by imparting data and information in children to analyze situations and find solutions to it. They track improvement and set performance goals setting short-term goals, targeting long-term goals, emphasizing improvement among others.

Losing great teachers is devastating. Schools are academic environment and key players like administrators, principals, students, parents, and other significant stakeholders matter most. A safe place for teachers is something where they feel belonged, their voice is heard, suggestions are welcomed, and opinions are paid attention to. If confiding communication is being established between students and teachers, the former gives more respect to the latter and vice versa making interaction between them eas-

ier. Relationship between administrators and teachers is important in any academic institution. The school as a whole will benefit from having a healthy relationship within and among themselves. Moreover, the school will become reputable as an institution with mutual respect. The more teachers are happy, the more they will become productive. Schools that encourage positive relationships among principals and teachers are generally more successful. Teachers will become more loyal to their jobs and in return contribute on what is good for the school. Anybody who enjoys the company where he works will less likely to seek out conflicts and arguments. A place where peace is felt is one of the many benefits of having a good professional community. On the other hand, a professional community with the presence of conflicts and disagreements reduces productivity and increases disharmony and discord.

Anchored on Job-Resource Demand theory, professional community makes job demands easier and motivates teachers to do better and dedicate themselves to be committed to work and come up with the best output out from their best job performance (Demerouti et al., 2001). Human Relations Theory by Elton Mayo also supports this study. According to him, an organization with strong foundation of human relations improves productivity and there would see more note-worthy outputs from employees. The Organizational Climate Index (OCI) was used in this study to measure four elements of school professional community. The positive professional community among public elementary schools improves the warmth and cooperation among teachers.

The Organizational Climate Index is a questionnaire that examines both Organizational Climate Description Questionnaire and the Organizational Health Inventory components. Hoy, et al. (1998) thoroughly examined six dimensions from the OCDQ and six dimensions from the OHI and identified four dimensions that measure both openness and health when tested. These four dimensions were environmental press, collegial leadership, teacher professionalism, and academic press. These four dimensions were defined by Hoy, Smith, and Sweetland (2002) as follows:

Collegial Leadership is a principal behavior that needs to be executed for teachers to follow. Emulating the good behaviors of a principal will raise the standards of being a teacher. Teachers can easily inspire and motivate students if what they have executed and taken action is as credible and noble as principals do. It is therefore important to check on principal's behavior because the impact that his or her action makes will be manifested on how teachers behave inside the classroom, in the school campus, and even outside school premises.

Professional Teacher Behavior is marked by respect. Teachers are expected to act professionally towards his or her colleagues. If one teacher values the competence, commitment, and judgement of another, others will feel valued and respected. A teacher needs to be competent in everything especially in delivering lessons. He or she must be committed to all students and sees to it that they are learning. Teachers are also expected to be rational in making judgment in situations considered as critical. If these things are being valued by a colleague, it is a sign that respect is highly regarded in the professional community.

Achievement Press describes a school that sets high but achievable academic standards and goals. The school needs to raise the standards but it is not only the sole responsibility of the school to make things happen but also that of all stakeholders. Teachers are expected to give value on students' drive to learn, excel, and compete academically.

Institutional Vulnerability is the exposure of schools to some critical parents and citizen groups. There are instances when vocal parents will air out their concerns. If the professional community is highly vulnerable, it means that the principal and teachers are not protected from criticisms and may end up on defensive mode.

STATEMENT OF THE PROBLEM

The professional community was determined in select public elementary schools in Cebu City and the data was collected from its teachers.

This study specifically answered the following questions:

1. What is the personal profile of the respondents in terms of:
 - 1.1 Age;
 - 1.2 gender; and
 - 1.3 civil status?

2. What is the professional profile of the respondents in the area of:
 - 2.1 Educational background;
 - 2.2 Trainings; and
 - 2.3 Length of service?
3. What is the professional community in the schools based on the following indicators:
 - 3.1 collegial leadership;
 - 3.2 professional teacher behavior;
 - 3.3 achievement press;
 - 3.3.1 achievement by the principal;
 - 3.3.2 achievement by teachers
 - 3.3.3 achievement by parents; and
 - 3.4 institutional vulnerability?
4. Based on the findings, what faculty development program can be proposed?

METHODOLOGY

This section presents the methodology that guides the study. Specifically, this section gives information about research design, location of the study, research instrument, study population, sampling procedures, data collection procedures and data analysis techniques.

Research Design

This study utilized the descriptive method which is a quantitative research method that attempts to collect quantifiable information on age, gender, civil status, highest educational qualifications, relevant trainings for the last 3 years, and length of service for statistical analysis. The study was carried out to present facts concerning the degree of occurrence of identified organization climate in select public elementary schools in Cebu City.

Research Locale

The research was conducted in different public elementary schools in Cebu City. Some of these schools are remotely located in the mountain barangays and can only be accessed through improvised motorcycle locally known as “habal-habal”. These schools are headed by qualified and competent administrators. These schools are child-friendly its location can be described as peaceful and quiet. Surrounding these schools are good neighborhood and ordinary folks whose primary livelihood is farming.

Research Instruments

There are two (2) instruments used in this study. The first one is the researchers-made questionnaire designed to determine and measure the personal and professional profile of the respondents. In the area of personal profile, age, gender, and civil status were measured. In the area of professional profile, educational background, trainings, and length of service were measured. The second instrument used in the Organizational Climate Index (OCI) authored by Hoy, Smith, and Sweetland (2002), a 30-item descriptive questionnaire was used. The tool measured four elements of professional community of the select public elementary schools in Cebu City in terms of openness and health. The four subtests measure institutional vulnerability, collegial leadership, professional teacher behavior, and achievement press. Collegial leadership is determined by examining the relationship between the principal and the teacher. Professional teacher behavior on the other hand, examines the relationship among and between teachers. Here, relationships between colleagues were looked into. Achievement press examines the press for achievement by parents, teachers, and principal. Institutional vulnerability examines the relationship between the school and the community. The teachers responded to the items along a 4-point Likert-type scale ranging from rarely occurs (RO) to very frequently occurs (VFO).

Research Respondents

There were 70 public elementary school teachers who took part in the study. As found out by the researchers, most of the respondents were young adults.

Data Gathering Procedure

Preliminaries. The researchers asked the approval from the principals of these public elementary schools. Proper communications were made and teachers were notified through email that a study on professional community will be conducted. A note of orientation was also forwarded to the teachers since the study was conducted during the height of the pandemic. When the proposal was approved, the researchers conducted an orientation via ZOOM on the benefits and possible program with principals or school heads and their elementary teachers.

During the Data Collection. The seventy (70) public elementary school teachers were made to answer the two (2) questionnaires which were the researchers-made questionnaire designed to determine and measure the personal and professional profile of the respondents and the Organizational Climate Index (OCI) authored by Hoy, Smith, and Sweetland (2002). Through the use of researchers-made questionnaire, the area of personal profile in terms of age, gender, and civil status were measured. Moreover, in the area of professional profile, educational background, trainings, and length of service were measured. After the data have been gathered and collected, the same were collated for analysis. The data were collected by the researchers through online. Some of the questionnaires were physically retrieved.

Post Data Collection. After administering the researchers-made questionnaire and the Organizational Climate Index (OCI), the gathered data were analyzed and interpreted. The researchers proposed an intervention program in order to address the pressing issues arising from the results. The proposed program was forwarded to the principals and teachers were also made aware of it.

FINDINGS

Table 1. Personal Profile as to Age, Gender, and Civil Status

Age	Frequency	Percentage
21-25	10	14.3
26-30	8	11.4
31-35	23	32.9
36-40	7	10
41-45	22	31.4
Total	70	100
Gender	Frequency	Percentage
Male	33	47.1
Female	37	52.9
Total	70	100
Civil Status	Frequency	Percentage
Single	48	68.6
Married	19	27.1
Widowed	3	4.3
Total	70	100

Table 1 revealed that most of the respondents were aged 31-35 years old. Females dominated males as there were thirty-seven (37) or fifty-two point nine percent (52.9%) females against forty-eight (48) or forty-seven point one percent (47.1%) males. Forty-eight (48) or sixty-eight point six percent (68.6%) were single, nineteen (19) or twenty-seven point one percent (27.1%) were married, and three (3) or four point three percent (4.3%) were widowed.

It is observed that teachers belong to different age groups or brackets. According to MT (2020), one important piece of an inclusive and effective workplace is the diversity of age. Companies and schools alike who embrace all ages are more likely to succeed. Age diversity improves performance. In order for a school to create a successful organization and improve overall performance, the school must create a mixed-age work teams specifically in making complex decisions. Age diversity also reduces employee turnovers. If you are already 55 years old and above, you tend to be a loyal worker. As you grow older, you will become skilled and experienced which can help improve the school. Because of age diversity, innovation sets in. The different experiences of people can be a driving force to create something new. Different experiences mean different points of view. Age diversity also offers different skillsets. A variety of skillsets can be exemplified by younger employees who are more into technology

and older workers who are more into interpersonal skills. If these two are combined, the company or school is strengthened. A lot of things can happen if there is age diversity.

The Study of Fazi et al. (2019) revealed that relationship between interdependence and work engagement was stronger for older workers. It means that older men and women are more involved with others when it comes to work and are more dependent on them. Meanwhile, for younger workers relationship between interdependence and work engagement is seen as weak. Moreover, the relationship between interaction outside the organization and general job satisfaction was stronger for younger workers than for older workers. Age diversity is indeed important in any workplace because it strengthens the core of the school or company and at the same time valuing different age groups.

Emily Marbaix (2021), discuss reasons why more females than males work in education. Tradition plays a role on why men are less likely visible in education. In England in the past, teaching is seen as more of a women’s role. It was believed that women were more nurturing probably because teaching involved children. Historically, women stayed at home to take care of the kids while men go out and look for work. There is also a clear pay divide between men and women. When it comes to teaching, there is a nationally set pay scale. So, as you grow in a company or school, your pay increases. Most women like to have this kind of clear progress when it comes to career. Women feel that they are treated fairly as they grow in rank. However, when it comes to senior appointment, men have more advantage than women. Men tend to make it to the headship level than women.

Most of the teachers were single with forty-eight (48) or sixty-eight point six percent (68.6%). Nineteen (19) or twenty-seven point one percent (27.1%) of them were married while three (3) or four point three percent (4.3%) of them were widowed. According to Francia (2019), teaching is not easy and there are those who chose to be single in life. Although love is shared by two persons, a single teacher has so much to give to his or her students, colleagues, and work. Single teachers have the advantage of giving undivided attention to the students. But on the downside, single teachers will not be in the profession forever. Time will come that they will need to go back home and be with their family. Although most of the respondents are single, nineteen (19) or twenty-seven point one percent (27.1%) are married. This is because there is also a need for teachers to invest to their families. Single teachers should never accept that teaching is life because there is more to life than teaching. In life, there is also a need for single teachers to mingle with others. Afterall, with all the promotions and achievements a teacher will gain, there is always a need for someone to share them with.

Table 2. Professional Profile as to Educational Background, Trainings, and Length of Service

Educational Background	Frequency	Percentage
Bachelor’s Degree	28	40
Master’s Degree	14	20
With Masteral Units	13	18.6
Doctorate Degree	7	10
With Doctoral Units	8	11.4
Total	70	100
Trainings	Frequency	Percentage
1-5 trainings	23	32.9
6-10 trainings	32	45.7
11-15 trainings	15	21.4
Total	70	100
Length of Service	Frequency	Percentage
1-5 years	10	14.3
6-10 years	25	35.7
11-15 years	35	50
Total	70	100

Table 2 revealed that twenty-eight (28) or forty percent (40%) are bachelor’s degree holder, fourteen (14) twenty percent (20%) are master’s degree holder, thirteen (13) or eighteen point six percent (18.6%) are with masteral units, seven (7) or ten percent (10%) are doctorate degree holders, and eight (8) or eleven point four (11.4%) are with doctoral units. As shown in the table above, we can say that these teachers are aggressively pursuing higher education. According to Sterling University (n.d.), there are several reasons why a person seeks for higher education. Although quality education varies from one university to another, nevertheless it does not stop someone from getting a degree in preparation for something bigger. For instance, people pursue higher education for career path preparation. In most

cases, promotion is based not only on character but also on the things achieved like higher education. In both public and private schools, having masters or doctoral degree is an advantage. It follows that when one is promoted because he or she has earned a higher academic degree higher salary will be given. Higher education is considered as a long-term investment. A person who is paid well will have a better life. A highly qualified professional who is paid well will have better choices in life, healthier choices, and better access to financial security, economic stability, and healthcare. In other words, teachers will have a good life. Having obtained a high education will also help teachers grow personally. Their experience and learning will help them in critical thinking, creativity, and solving problems. Moreover, obtaining a higher degree in education will also expose these teachers to different people and thereby expanding their network.

Garcia (2021) discussed the importance of higher education. According to her, obtaining a higher education is important in achieving diverse career. It more than just a degree. It will teach you to learn more about yourself, test your knowledge and find out your strength, and become more disciplined person. According to Zwart (n.d.), higher education exposes you to greater possibilities. There could be possibilities that you have never considered in the past but since you now have a higher education, the possibilities which you have shunned before has now become clearly attainable.

Teacher training is important not just for novice teacher but also for experience teachers. Teaching is evolving so as the skills that go with it. It is therefore crucial to understand teaching as a whole and how training in pedagogy, interactive assessment techniques, and use of differentiation in the classroom matter in order to make the teaching-learning process alive and dynamic. The result revealed that twenty-three (23) or thirty-two point nine percent (32.9%) of the respondents received trainings 1-5 trainings, twenty-five (25) or forty-five point seven percent (45.7%) received 6-10 trainings, and fifteen (15) or twenty-one point four percent (21.4%) received 11-15 trainings. The researchers believe that good training leads to positive learning environment. Going through professional development is crucial in the teaching-learning process. Training must put emphasis on updating teachers and other trainees with the latest research findings in the field of education.

According to Innovative Learning Solutions (n.d.), teacher training is a key factor in educational excellence. It is therefore necessary for any school administration to provide training and teachers must be committed to undergo training as well. For example, when the world faced pandemic, technology became a necessity. Schools were compelled to adopt technological innovations in order address the need and fill in the gap. E-learning became a trend with the use of Learning Management Systems (LMS) or Learning Content Management Systems (LCMS). These educational platforms are absolute key to providing effective educational solutions. However, it has to be paired with brilliant teaching. This is where training comes in.

Our educational system has come under a radar about its effectiveness to address the needs of students in the 21st century. Teacher training is necessary to answer doubts on our educational system. Reformation in the system is what we need and training can do just that. A teacher training program will equip teachers with techniques and modern pedagogies. It will help teachers to be more connected with students. Furthermore, it will help teachers to manage and teach students in a manner which ensures learning. Teacher training becomes a must. According to Kakumanu (2018), teachers play an important role in any educational system. Their presence becomes an integral part in ensuring that students receive the right amount of knowledge and skills. It is the concern of every teacher to provide quality education to students. Instead of focusing more on the classroom, teachers must level up and take step forward in expanding its concern towards the improvement of their teaching through training. Teachers are the torchbearers in showing us the path to the future by means of proper guidance (Mondal, n.d.).

The Queens University of Charlotte (n.d.) laid down the importance of professional development for educators. Since education is a never-ending process professional development is a must. Through professional development programs, teachers learn better ways to teach. The discovery of new teaching teachings will allow teachers to change their teaching styles and contribute to the betterment of the existing curricula. These programs will also develop better organizational and planning skills among teachers. It will help teachers to become better at planning their time and staying organized despite the many things that these teachers ought to accomplish within the day, weeks, or months. This process of providing professional development makes teachers more efficient in giving focus to students rather than paperwork. Since students are expecting teachers to be experts in their field, professional development helps teachers gain knowledge and industry insight. This way, teachers can readily answer questions

from students. Teaching is not solely about taking notes, giving lectures, or setting assignment and homework deadlines but also understanding the different personalities and learning types within one classroom and it is only through training that teachers will be able to do such (Curran, 2021).

In terms of length of service, ten (10) or fourteen point three percent (14.3%) of the respondents were on the teaching service for 1-5 years, while twenty-five (25) or thirty-five point seven percent (35.7%) have served for 6-10 years. The results revealed that teachers have been in their respective schools for quite some time already. According to Ferguson (n.d.), long-term employees matter. These employees signify employee satisfaction. A high turnover suggests that workers are dissatisfied which reflects poorly on the school. Long-term teachers are important in school because of so many reasons. If a teacher serves the school longer than usual, the teacher will have a considerable amount of knowledge on the job. A teacher consequently understands what will work and what will not work in school. Teachers will understand more of its culture and practices and can well adjust in performing their job duties day after day. In other words, they will become productive because of their solid knowledge base. Teachers who are in the service for the longest time can be an effective support system who will be able to assist and mentor others employees who are new in school. Since long-term teachers have been trained several times and experienced challenges that they were able to surpass, they can always encourage the new employees to always hang in there because in time everything will be alright. Having long-term teachers in school is an indicative of a stable school environment and therefore improves morale. When a teacher in school quits teaching, the process disrupts the school environment and the cycle of teaching-learning since a replacement needs to be found and finding the right person to do the job would take some time.

Table 3. Professional Community

Professional Community	Weighted Mean	Interpretation
Collegial Leadership	3.35	Very Frequency Occurs
Professional Teacher Behavior	3.502857143	Very Frequency Occurs
Achievement Press: Principal	3.405714286	Very Frequency Occurs
Achievement Press: Teachers	3.422857143	Very Frequency Occurs
Achievement Press: Parents	3.46	Very Frequency Occurs
Institutional Vulnerability	3.428571429	Very Frequency Occurs

It is important to grow in a professional community. In terms of professional community, Table 3 revealed that each component in professional community very frequently occurs in school. Professional community matters. Pavilion (2021) cited several reasons why there is a need to join professional community. Living in a professional community will help you grow in a supportive environment. Teachers will get support not just from other teachers but also from their principal. There is always an opportunity to get new ideas, learn from others, and get exclusive insights on certain things that matter. Being in a professional community can turbocharge your way to success because people around you can readily support your moves, endeavors, and even projects. The people around you can be your mentor who can help you chart your own path. Moreover, being in a professional community can expand your network. One can even learn more and ask questions in a safe environment. It is important for anyone who is part of the community to always create an environment that encourages people to join, participate, and learn. According to Moss (2021), it only takes one person to start build a feeling of community. More often than not, people are natural dot-connectors and it is their inherent gift to rally people together for a common cause. There are several ways on how to create a professional community. Creating human-to-human connections is one way of building professional community. The principal in a school, for example, can always ignite the spirit of volunteerism, camaraderie, and enthusiasm if he or she is able to connect with teachers. Building a professional community can start by focusing on the person nearest you. You may not look for others outside the community to build a professional community. Utilizing the people around you or someone next to you would be best in fostering a feeling of community. If a person is able to build a feeling of community, then that person could build an army of volunteers who will help in propelling school activities and projects towards success.

In the area of collegial leadership, it is evident that the school administrators or principals of these schools explore all sides of topics and admits that other opinions exist. Meaning, these administrators are willing to listen to every concern raised by the teachers. They treat all faculty members as his or her

equal. They never think of themselves as somebody who is higher or superior. They are also friendly and approachable. It means that they can blend well with others. The good thing about these principals is that they let their faculty know what is expected of them and puts suggestions made by the faculty into operation.

In terms of professional teacher behavior, teachers help and support each other and respect the professional competence of their colleagues. In other words, these teachers are aware of their difference but they complement perfectly because they understand the strengths and weaknesses of each teacher. Whatever is weak to others will receive utmost support from those who are considered strong in the area. Teachers show that they are cooperative. They practice professional judgment and provide strong social support for colleagues.

In terms of achievement press by the principal, it is evident in the result that the principals were able to create an orderly and serious learning environment. Setting high standards for academic performance and maintaining definite standards of performance must be top on the list of any school administrator's agenda. After all, students are the biggest client of any school and producing products with the highest quality will not only bring glory to the school but also to the community. Academic achievement is also recognized and acknowledged by the school. The most important thing is that principals are willing to make changes.

As teachers would say it, students respect others who get good grades. Meaning, students understand that they are different from each other and their performance differs from one another. Teachers are very positive that their students have the ability to achieve academically. When it comes to job assignments like reports and other academic related tasks, teachers are able to accomplish them with enthusiasm. Since teachers are committed to their students, they go the extra mile to serve.

Other than studying, the results revealed that students seek extra work so they can get good grade. Competitive learners always give a good impression and in so doing commit themselves in doing extra job like sweeping the floor, wiping the table, and a lot more just to get additional points on top of their earned scores. Parents are also on the lookout. They make sure that their children maintain high standards. This resulted in improving previous works among students. Parents on the other hand, demands for a better school, a better facility, a better pool of faculty members, and a quality education. It is also being manifested that children can always achieve whatever is assigned to them.

The schools are never free from criticisms. These schools experienced few vocal parents who always air out their demands to change some school policies which they think are no longer applicable in this time and age. Some of the parents are even influential with the administration and can easily demand if necessary. The good thing about the principals is that they respond to pressure from parents with grace. Although the community at times gives pressure to the school and teachers, they were able to face it. Indeed, the school is vulnerable to outside pressures but given the professionalism and leadership of its principals and teachers, things can always be ironed out whenever conflicts ensue.

CONCLUSION

Professional community is developed through trust. Principals who knew the value of recognizing the efforts of their teachers will create a great extent of influence in motivating excellent performance and job satisfaction among them. The overt and covert factors in creating a healthy professional community contributes to the growth and development of the school in general. If the school recognizes the unique qualities of individuals and the importance of their role in making a better academic environment, teachers will take risk in testing, exchanging, and sharing knowledge and ideas knowing that their action will be valued and considered. In order to develop a sound professional community, participation is required from everyone who is involved in school operations. An atmosphere of cooperation opens access among teachers, staff, and ordinary employees and job satisfaction becomes evident among them.

RECOMMENDATION

The findings of the study led the researchers to recommend Faculty Empowerment through Assistance and Training or F.E.A.T. This program is designed to enhance through collaboration by promoting

peer-to-peer visits with time for feedback. In this way, teachers will be guided on how to do things and when to execute them. It will be a healthy practice to learn from each other and this program will do just that.

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EFFECTIVENESS ASSESSMENT OF BSIT PROGRAM: A KEY TO AN IMPROVED CURRICULUM

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ABSTRACT

The curriculum plays a vital role in shaping students to respond to the demands of both local and global IT industries. With this in mind, the College must always ensure that the curriculum conforms to the standards set by the Commission on Higher Education (CHED), and ensure that the goal of the program has been achieved. The Camarines Sur Polytechnic Colleges is committed to producing graduates that meet the changing demands of the IT industry. However, no formal assessment on the effectiveness of the BSIT program was conducted yet in the past eight (8) years. It is in light of these reasons that this study was initiated. This study specifically aims to: assess the level of achievement of the BSIT Program Educational Outcomes; determine the strengths and weaknesses; identify the problems encountered by OJT students and; suggest a plan of action for the improvement of the BSIT Program. Descriptive research was employed. The analyses of the collated data revealed these facts: BSIT program is excellent in achieving its program educational objectives; BSIT program is strong in terms of administration, laboratory, and physical facilities, however, in terms of professional and core courses, faculty, and teaching methodologies, the program has its weaknesses; students found no problem in terms of OJT duration, however, OJT students encountered significant problems in terms of nature of work, work environment and acquired knowledge, skills, and competencies. Based on the revealed strengths, weaknesses, and problems encountered, a plan of action to improve the program shall be realized.

Keywords: Program Educational Outcome; Curriculum Assessment; Curriculum; SWOT Analysis; OJT

INTRODUCTION

In this rapid changing societal and industry need, education institution must always take a leap in providing competent individual that suits to the need of the industry. One of the industries with a great demand for a workforce is the Information Technology industry. Moreover, according to CMO No. 7 s. 2010, one of the more important assets of the country is the human resource with knowledge in the field of IT. Because of this fact, this poses a challenge to the Higher Educational Institutions on how to provide IT professionals that will remain as assets to the country in the next decades (Commission on Higher Education, 2010). To respond to that challenge, the College of Computer Studies of Camarines Sur Polytechnic Colleges offers Information Technology Education through its undergraduate programs, one of which is the Bachelor of Science in Information Technology. The goal of this program is to produce graduates who are expected to become globally competent, innovative, and socially and ethically responsible computing professionals engaged in life-long learning endeavors (Commission on Higher Education, 2015).

Curriculum plays a vital role in shaping students to respond to the demands of the local and global IT industry. With this in mind, the College must always ensure that the curriculum conforms to the standards set by the Commission on Higher Education (CHED), and ensure that the goal of the program has been achieved. Feedbacks from these assessments and evaluations are extremely important to ensure that the BSIT curriculum delivers its intended outcomes. These will also serve as bases for decision-makers to craft action plans on how to further improve the curriculum to satisfy the changing needs of

the IT industry. In fact according to M.Neethi Perumal and AR.Saravanakumar [2018], “ evaluation ... is the basis for proposing change and its value lies in its ability to help clarify curriculum issues and to enable teachers,' as well as schools and systems, to make informed decisions”. Therefore, there is really a need to periodically assess and evaluate the compliance and effectiveness of the program. To this writing, the Camarines Sur Polytechnic Colleges was able to produce graduates from the school year 2010-2011 to 2018-2019. From then until now, the College is committed to producing graduates that meet the changing demands of the IT industry. Specifically, the BSIT program is geared toward the achievement of the following PEO during the mentioned school years: Apply and demonstrate computing skills in developing, implementing and maintaining computer-based systems evident in their profession; Demonstrate effective communication skills with team members and public; Exhibit exemplary behavior, conscious of social responsibility through active professional engagement; and Engage in continual development through lifelong learning in the broadcast context of the chronological research. Tracer studies and surveys on employers and alumni feedback were conducted regularly by the College, however, no formal assessment on the effectiveness of the BSIT program was conducted yet in the past eight (8) years.

It is in the light of the aforementioned reasons that this study is initiated to assess the effectiveness of BSIT program . The effectiveness assessment made use of the CHED Memorandum Order (CMO) 53 series 2006 as basis considering that this was the CMO used during the school year 2010-2019 which is the scope of this study. As part of the College, it is the earnest desire of the researchers to contribute something to achieving the mission and vision of the College in the pursuit of quality education by ensuring that its program offering is effective.

OBJECTIVES OF THE STUDY

The study generally aims to evaluate the effectiveness of the Bachelor of Science in Information Technology (BSIT) Program of the Camarines Sur Polytechnic Colleges (CSPC) under the College of Computer Studies (CCS). Moreover, these are the following specific objectives that this study yearns to undertake:

1. Assess the effectiveness of BSIT program in terms of Program Educational Outcome level of achievement based on the perception of the following:
 - a. Current Employers of BSIT Graduates; and
 - b. BSIT Graduates.
2. Determine the strengths and weaknesses of BSIT program in terms of the following:
 - a. Administration;
 - b. Professional and core courses offered;
 - c. Faculty;
 - d. Teaching methods; and
 - e. Laboratory and physical facilities.
3. Identify the problems encountered by OJT students in terms of:
 - a. Nature of Work
 - b. Duration of OJT
 - c. OJT Work Environment
 - d. Acquired Knowledge, Skills, and Competencies
4. Suggest a plan of action for the improvement of the BSIT Program based on the identified strengths, weaknesses, and problems encountered.

METHODOLOGY

This section includes the discussion of the target respondents, research procedure, data gathering tools, and the statistics to be used.

Respondents

The respondents of the study were the following:

Employers: Their perceptions were sought for assessing the level of achievement of BSIT Program Educational Objective based on the performance of the employed BSIT graduates. Out of 105 traced graduates of batch 2015-2020, 34 employers responded to the study.

BSIT graduates of Camarines Sur Polytechnic Colleges from 2015-2019: Their perceptions were sought for assessing the level of achievement of BSIT Program Educational Objective, identification of the strengths and weaknesses of curriculum, and problems encountered during OJT. Out of the target population which is 546, there were 105 (19%) graduates who participated in the study.

Research Procedure

Survey. The researcher prepared an online survey questionnaire which was sent via various social media platforms and email. After the validation of the questionnaire, the collection of data started. Lastly, analysis and interpretation of gathered data were done.

Document Analysis. The researcher examined documents, records relevant to the study. These documents include the following: RQAT Evaluation Result, Faculty Performance Evaluation Result, and Class Observation Result. The gathered data were analyzed and interpreted.

Data Gathering Tool

Questionnaire: contains questions that require selection of predefined responses from respondents in a form of Likert scale. These questionnaires are of two sets:

For Employers: this includes questions that elicit respondents' demographic information, perception on the level of achievement of BSIT PEO based on the performance of BSIT graduates employed.

For the BSIT Graduates: this includes questions that elicit respondents' demographic information, perception on the level of achievement of BSIT PEO based on their self-assessment, perception of the strengths and weaknesses of the curriculum, and problems encountered during OJT.

Statistical Analysis

The collected data were statistically summarized using descriptive statistics that follows:

Weighted Mean: Measures the average responses or perceptions of respondents on the level of achievement of BSIT PEO, and on the extent of agreement, level of faculty performance, rating on class observation, the extent of problems encountered which were the bases for analyzing the strengths and weaknesses of the BSIT program.

Standard Deviation: This was used to determine how far the individual responses vary or deviate from the mean. This tell the researchers how spread out the responses are- are they concentrated around the mean or scattered far and wide.

Rank: This was used for ranking the results on the extent of problems encountered by graduates during the on-the-job training.

Likert Scale: The Likert Scale was implemented to determine in what scale the computed weighted mean will fall in terms of Graduates' Level of Satisfaction , Level of Competency, Extent of Agreement on the Opportunity Given by the Professional and Core Courses to Students to Acquire Technical, Personal, and Interpersonal Skills and extent of agreement on the Applied Teaching Methodologies by the BSIT Programs.

FINDINGS

This section presents the results of the conducted data analyses. The results were presented following the arrangement of the specific objectives it tries to address:

A. PEO Level of Achievement based on the following:

A.1 Employers' Perception

The level of achievement of the BSIT Program Educational Objectives was first determined by gauging the perception of the employers on the job performance of the BSIT graduates which indicators

are aligned with the PEOs. Table 3 shows the level of performance of the graduates based on the perception of the employers.

Table 3. Employers' Perception

Indicators	Rating	Standard Deviation	Verbal Interpretation
<i>PEO 1:</i>			
Technical Know How on the Job	4.29	0.52	Excellent
Quality of Work	4.29	0.52	Excellent
Reliability	4.59	0.51	Excellent
<i>PEO 2:</i>			
Verbal Communication Skills	4.41	0.52	Excellent
Written Communication Skills	4.35	0.52	Excellent
<i>PEO 3:</i>			
Team Work Ability	4.46	0.58	Excellent
Work Ethics	4.29	0.52	Excellent
Attendance/Punctuality	4.59	0.40	Excellent
<i>PEO 4:</i>			
Responsiveness to Change	4.42	0.65	Excellent
Life-long Learning Ability	4.67	0.48	Excellent
Mean	4.43	0.52	Excellent

As revealed in Table 3, overall, the employers perceived that BSIT graduates are Excellent (4.43) in all the performance criteria stated. With that rating, this can be interpreted that the graduates display exceptional performance in their respective job assignment. Since each performance criteria pertains to a certain PEO of the BSIT Program, this result only suggests that the BSIT program is also Excellent in achieving its PEO based on the perception of the employers. Further, Table 3 shows the standard deviation of 0.52. This small standard deviation value indicates that the responses did not deviate at all from the mean. This only means that perception of each of the employers with respect to the measured criteria is somewhat almost alike with each other, therefore the verbal interpretation is reliable.

A.2 BSIT Graduates' Perception

The level of achievement of the BSIT Program Educational Objectives was also determined by gauging the perception of the graduates on their competency level, and on their level of satisfaction in terms of the acquired technical knowledge, personal skills, and interpersonal skills which indicators are all aligned with the PEOs. Table 4 shows the level of competency based on the perception of the graduates themselves.

Table 4. Graduates' Perception (Level of Competency)

Indicators	Rating	Standard Deviation	Verbal Interpretation
PEO 1: Technical Knowledge ((Based on CMO 53 s. 2006)			
Web Development	2.52	1.12	Novice
Database Management and Administration	2.77	1.11	Intermediate
Software Integration, Testing and Documentation	2.85	1.15	Intermediate
Systems Analysis and Design	2.78	1.21	Intermediate
Management Information Systems	2.87	1.15	Intermediate
Software Development	2.72	1.13	Intermediate
Hardware / Networking	2.95	1.07	Intermediate
Multimedia Systems	2.65	1.09	Intermediate
Principles of Accounting	2.47	1.17	Novice
Mean	2.73	1.13	Intermediate

As revealed in Table 4, overall, the graduates perceived that in terms of competency level, graduates are Intermediate (2.73) in all the competency criteria stated. This can be interpreted that the graduates of the BSIT program have an average level of competency. Since each competency level criteria pertains to PEO 1 of the BSIT Program, this result only suggests that the BSIT program is on average in achiev-

ing its PEO 1 based on the perception of the graduates. Further, Table 4 shows the standard deviation of 1.13. This standard deviation value still indicates a low variation of responses. This only means that perception of each of the graduates with respect to the measured criteria is somewhat almost alike with each other, therefore the interpretation is reliable.

Further, Table 5 shows the level of satisfaction of the graduates based on their acquired technical, interpersonal skills, and personal skills.

Table 5. Graduates' Perception (Level of Satisfaction)

<i>Indicators (Based on CMO 53 s. 2006)</i>	<i>Rating</i>	<i>Standard Deviation</i>	<i>Verbal Interpretation</i>
PEO 1: Technical Knowledge	3.29	0.13	Satisfied
PEO 2: Interpersonal Skills	3.86	0.12	Very Satisfied
PEO 3 & 4: Personal Skills	3.89	0.10	Very Satisfied
Mean	3.68	0.12	Very Satisfied

As revealed in Table 5, overall, the graduates perceived that in terms of the level of satisfaction, the graduates are Very Satisfied (3.68) in all the satisfaction criteria stated. This can be interpreted that the graduates of the BSIT program have a moderately high level of contentment on their acquired technical knowledge, interpersonal and personal skills. Since each satisfaction level criteria pertains to all the PEOs of the BSIT Program, this result only suggests that the BSIT program has a high level of achievement of its PEOs based on the perception of the graduates. Further, Table 5 shows the standard deviation of 0.12. This small standard deviation value indicates that the responses did not deviate at all from the mean. This only means that perception of each of the graduates with respect to the measured criteria is somewhat almost alike with each other, therefore the verbal interpretation is reliable.

B. Strengths and Weaknesses of BSIT Program and the Plan of Actions for the Improvement of the BSIT Program

Based on the revealed findings, the following plan of actions are recommended for the improvement of the BSIT program.

Table 17. Summary of Strengths, Weaknesses, Problems and Suggested Plan of Actions

Summary of Strengths, Weaknesses, and Problems	Suggested Plan of Actions
<p>Administration</p> <p><i>Strengths:</i> In terms of administration, the consistent compliant status of the BSIT program for three years is considered as a strength of the program.</p> <p><i>Weaknesses:</i> No weaknesses identified.</p>	<p>The BSIT program should maintain its compliant status and continuously improve in its administration area.</p>
<p>Professional and Core Courses</p> <p><i>Strengths</i> In terms of professional and core courses, the BSIT program is strong in giving an opportunity to the student in acquiring perseverance in terms of pursuing goals and continuous improvement; strong in giving an opportunity to the student in acquiring teamwork and collaborative skills; strong in giving an opportunity to the student in acquiring system and analysis design skills.</p> <p><i>Weaknesses</i> However, the program is weak in giving an opportunity to students in acquiring "Entrepreneurial Thinking"; weak in giving an opportunity to students in acquiring "oral and written communication skills"; weak in giving an opportunity to students in acquiring accounting skills</p>	
	<p>The BSIT program should regularly conduct a curriculum review to ensure that the professional courses give opportunity to students to the student in acquiring perseverance in terms of pursuing goals and continuous improvement in acquiring teamwork and collaborative skills; in acquiring system and analysis design skills as well as other professional skills as indicated in the CMO for BSIT program.</p> <p>The BSIT program should enrich its curriculum in such a way that entrepreneurial thinking, oral and communication skills, and accounting skills may be further developed.</p>

Faculty	
<p><i>Strengths</i> In terms of faculty, the consistent compliant status of the BSIT program for three years is considered as a strength of the program. Further, the consistent Very Satisfactory rating in the faculty performance in terms of instruction delivery is a strength of the BSIT program.</p>	<p>The BSIT program should maintain its compliant status and continuously improve in the area of faculty. Faculty members should at least maintain or achieve the Outstanding rating in the faculty performance in terms of instruction delivery.</p>
<p><i>Weaknesses</i> Moreover, further analysis of the faculty profile reveals the following weaknesses: Competency and IT Professional Certifications are weakness by both full-time and contractual faculty members; Professional Teacher License and Career Service Eligibility, in addition, are weaknesses also of the contractual faculty members.</p>	<p>The BSIT program should encourage its faculty members both full-time and contractual to acquire relevant Competency (NC,TM) and IT Professional (DICT, PhilNits, CompTIA,) Certifications. Further, encourage also the contractual faculty members to acquire Professional Teacher License and Career Service Eligibility.</p>
Teaching Methods	
<p><i>Strengths</i> In terms of teaching methods, the BSIT program is strong in implementing teaching methodology that stimulates the thinking and reasoning of the learners. Further, the consistent Excellent rating of Teaching Methods and Technique implemented is considered as one of the strengths of the program.</p>	<p>The BSIT program should maintain in implementing teaching methodology that stimulates the thinking and reasoning of the learners.</p> <p>The BSIT program should maintain its excellent rating in the implemented teaching methods and techniques.</p>
<p><i>Weaknesses</i> However, it is weak in applying teaching methodology that gives consideration to the multiple intelligences and teaching methodology that uses various strategies like workshops and learning visits.</p>	<p>The BSIT program should enrich its teaching methodologies in such a way that it gives consideration to the multiple intelligences and teaching methodology that uses various strategies like workshops, and learning visits.</p>
Laboratory and Physical Facilities	
<p><i>Strengths</i> In terms of laboratory and physical facilities, the consistent compliant status of the BSIT program for three years is considered as one of the strengths of the BSIT program.</p> <p><i>Weaknesses:</i> No weaknesses identified</p>	<p>The BSIT program should maintain its compliant status in the area of laboratory and continuously improve in preparation for COD (Center of Development) status in Information Technology.</p>
Problems Encountered During OJT	
<p>A. In terms of the Nature of Work, OJT students found the difficulty of finding IT-related companies for internships since the College linkages to IT industries are limited.</p> <p>B. In terms of the duration of OJT, it is never a problem for the OJT students.</p> <p>C. In terms of the OJT work environment, the following significant problems were found: feeling of boredom and being underutilized due to insufficiency of work to trainees in their work environment; lack of school support; lack of trainers instruction and monitoring of trainee.</p> <p>D. In terms of acquired knowledge, skills, and competencies, the following significant problem was found: The acquired web development knowledge, skill, and competency of the trainee is not enough to the demand of the working environment.</p>	<p>The BSIT program should establish and strengthen linkages with IT industries for its OJT students.</p> <p>The BSIT program should have regular monitoring of its OJT students as well as extending them support and assistance. These must be integrated into the OJT plan.</p> <p>The BSIT program should improve in honing its students in terms of web development knowledge, skills, and competency.</p> <p>The BSIT program should revisit its OJT plan taking into consideration the revealed problems.</p>

CONCLUSION

Based on the results and interpretations presented, the researchers came up with the following conclusions:

1. The BSIT program is effective in terms of achieving its Program Educational Outcome as revealed on the excellent and satisfied rating provided by employers and graduates.
2. The BSIT program is consistently strong in terms of administration, laboratory, and physical facilities. However, in terms of professional and core courses offered, faculty, and teaching methodologies, the BSIT program has its significant weaknesses.

3. OJT students under the BSIT program found no problem in terms of OJT duration. However, OJT students encountered significant problems in terms of nature of work, and work environment.
4. Based on the revealed strengths, weaknesses, and problems encountered by OJT students under the BSIT program, realization of the plans of action to improve the program is necessary.

RECOMMENDATIONS

Based on the conclusions drawn, the researchers came up with the following recommendations:

1. The BSIT program shall maintain the excellent level of achievement of its PEO.
2. The BSIT program shall maintain its consistent compliance status all throughout the program areas.
3. The BSIT program shall preserve its strengths in terms of administration, professional and core courses offered, faculty, teaching methodologies, and laboratory and physical facilities.
4. The BSIT program should pursue and take advantage of opportunities to overcome the weaknesses and problems encountered by OJT students.
5. With the limited number of respondents, it is recommended to continue the perception gathering from graduates as well as from employers. This is to have a substantial number of data that can further confirm or disprove the findings of the study.

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METACOGNITIVE AWARENESS LEVELS OF PRE-SERVICE TEACHERS

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ABSTRACT

The effectiveness of teachers' use of their metacognitive skills is closely related to the success of the learning process. Nowadays, it is imperative for the students to use self-regulatory and metacognitive skills to cope with the changes happening around the world. This study seeks to determine if the metacognitive awareness levels of pre-service teachers vary when they are grouped according to gender and year level. The sample size of this study is 120 pre-service teachers enrolled under a teacher education program in a state university in the Philippines. Two instruments were utilized in this study which is the Personal Information Form and the Metacognitive Awareness Inventory (MAI) adapted from Schraw and Dennison (1994). Generally, results show that pre-service teachers' metacognitive awareness levels were high. Independent sample t-test result shows that there is a significant difference between the pre-service teachers' metacognitive awareness when they are grouped according to their gender. Similarly, statistically significant difference was also found when they are grouped according to year level using one-way ANOVA. The results of this study suggest that teacher training programs should be organized with an objective of promoting the enhancement of metacognitive awareness knowledge and skills of pre-service teachers. Having high metacognitive awareness can improve the learning experience of the students, thus, it minimizes the difficulties that they may encounter. For the increased validity of the study, it is recommended to use qualitative research approach.

Keywords: metacognition, metacognitive awareness, pre-service teachers, self-regulation, metacognitive skills

INTRODUCTION

The paradigm shifts in education in the 21st century demands more than the usual teaching and learning outcomes and it requires vast knowledge and application of skills to meet those standards. The shift on face-to-face classes to online classes brought so many expectations for the teachers and the learners. Nowadays, it is imperative for the students to use self-regulatory and metacognitive skills to cope with these changes. Metacognition refers to one's knowledge concerning one's own cognitive processes and products or anything related to them (Flavell, 1976). Metacognition has been reported to have influence on academic performance of students (Stanton et.al, 2015). Some researchers contend that metacognition correlates significantly with students' academic performance or achievement (Bogdanović et. al, 2015); while others view that explicit metacognitive training can enhance students' metacognition (Darling-Hammond et. al, 2008). Metacognition is a regulatory system that helps a person understand and control his or her own cognitive performance and it allows people to take charge of their own learning (Flavell, 1976; Brown,1987). An incredibly significant structure that influences learning processes is metacognitive awareness which is described as being aware of one's own cognitive process. (Schraw & Dennison, 1994). Additionally, the knowledge of cognition and regulation of cognition are its main components. According to Schraw et.al (2012), knowledge of cognition is knowing one's cognition in general and has three subcomponents which are declarative, conditional, and procedural knowledge. On the other hand, the regulation of cognition consists of the series of activities that guides people to monitor and control their own learning processes (Schraw, 1998). In addition, Sperling et. al

(2004) define knowledge of cognition as understanding their own cognition and how much a learners are aware about their own learning style. Furthermore, Thomas and McRobbie (2001) describe regulation of cognition as the skills that the learners need to utilize to control their process of learning and achieve their goals. Critical thinking and metacognitive awareness are essential in the modern era to grasp how science education has progressed (Gassner, 2009). Moreover, Tongco and Fajardo (2019) firmly stands with the idea that metacognitive skills are essential to the students to be successful learners especially in learning Science. Metacognitive awareness plays a vital role in online learning since it demands students to remain focused on and regulate their own learning processes (Lee et. al, 2013).

Technology is advancing significantly across a variety of sectors, therefore individuals who can't control their own learning processes lag behind (Taskin, 2019). By fostering metacognitive awareness, teachers can assist students meet their need to regulate their own thinking. Metacognitive awareness plays a vital role in planning and evaluating the learning process, as well as in conducting self-assessment (Akben, 2020). Additionally, Dumbford and Miller (2018) predicted that online learning would continue beyond the pandemic and will eventually be the new norm for most schools given the abrupt switch in many universities from face-to-face classroom learning to online learning and some studies show that metacognitive strategies have a strong positive relationship with online learning performance and are crucial for academic achievement.

Considering that learners may encounter difficulty in understanding some lessons, it is vital to promote effective and lasting learning for students to know their own learning, track their learning process and use appropriate learning techniques to deal with these challenges. Thus, teachers should encourage and help the students in assessing themselves on where they encounter difficulties, monitor their progress and plan for actions that may help to improve their learning styles. Additionally, educators should know how to use appropriate teaching strategies and methods so that successful learning will take place (Koc & Kuvac, 2016). Teachers should plan, oversee, and evaluate the learning process while taking into consideration the variances among the students. In the preparation of a class, teachers are expected to accurately use their metacognitive knowledge and skills, decide on the appropriateness of a teaching method and be flexible in adjusting it to become an effective approach, and assess the learning experience of the learners. In other words, the effectiveness of teachers' use of their metacognitive skills is closely related to the success of the learning process. If the teacher has poor metacognitive awareness, they may struggle in helping the students to attain successful regulation of their learning process. Thus, teachers should have a high metacognitive awareness. In line with this, the preliminary objective of this study is determining the prospective teachers' levels of metacognitive awareness.

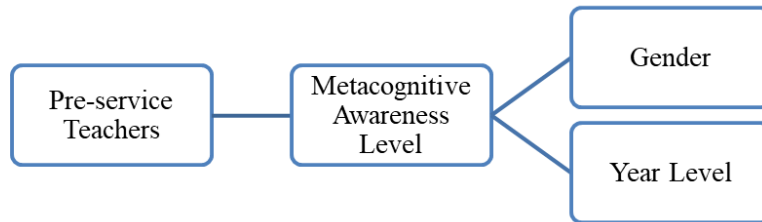
STATEMENT OF THE PROBLEM

This study attempted to answer the following questions, namely:

1. What are the metacognitive awareness levels of pre-service teachers?
2. Are there significant differences among the pre-service teachers' metacognitive awareness levels when they are grouped according to:
 - 2.1 gender, and
 - 2.2. year level?

METHODOLOGY

A quantitative research approach specifically a descriptive and survey method is utilized in determining the pre-service teachers' metacognitive awareness levels. According to Cohen and Manion (1994), a survey method's objective is to describe a situation that occurred before or that is currently happening.



The figure above shows the conceptual framework of the study. The pre-service teachers, who are the subject of the study, will be tested to check their metacognitive awareness level. Becoming conscious of one's own thought processes is known as metacognition. The awareness of one's thinking and the techniques one employs is known as metacognition. It permits them to be more aware of what they are doing, why they are doing it, and how the skills they are gaining may be applied differently in other contexts. The researchers will also find if there is a significant difference among the pre-service teachers' metacognitive awareness levels when they are grouped according to their gender and their year level.

Table 1: Profile of the Respondents

Characteristics	Level	f	%
Age	16-20	76	63.3
	21-25	39	32.5
	26-30	2	1.7
	31-35	2	1.7
	36-above	1	0.8
Gender	Male	55	45.8
	Female	65	54.2
Year Level	Freshman	30	25
	Sophomore	30	25
	Junior	30	25
	Senior	30	25
Course	OBTEC	29	24.2
	BFE	5	4.2
	BEE	3	2.5
	BSCIEBio	16	13.3
	BSCIEChem	6	5.0
	BSCIEPhysics	14	11.7
	BME	13	10.8
	BMSEE	20	16.7
	BSPsych	2	1.7
	BSSE	5	4.2
	BVE	4	3.3
	BECED	1	0.8
	BPHE	1	0.8
	BLIS	1	0.8

Based on the Table 1, the respondents were 120 pre-service teachers from first year (n=30), second year (n=30), third year (n=30), and fourth year (n=30) levels. In this study, the respondents consist of 45.8% male and 54.2 % female enrolled in an undergraduate program teacher-education course in a state university in the Philippines. Additionally, majority of the respondents were 16-20 years old (n=76) and 24.2 % were under the OBTEC program.

Data Collection

The data are collected by using a Google form which includes the consent form, personal information form and Metacognitive Awareness Inventory (MAI). It was conducted from November 24 to 28, 2020.

The Instrument

Personal Information Form

The student's information form seeks to know the following information: name which is optional, age, gender, year level, and course. It is completed by the respondents with a consent form by utilizing a Google form.

Metacognitive Awareness Inventory (MAI)

The Metacognitive Awareness Inventory or MAI was adapted from Schraw & Dennison (1994). It was modified to determine the extent of students' procedural, declarative, conditional knowledge, as well as the extent of utilization of information management strategies, debugging strategies, planning, comprehension monitoring and evaluation. The Metacognitive Awareness Inventory has sixteen (16) items. It has two major categories; the knowledge of cognition and the regulation of cognition. Knowledge of cognition has three (3) sub-categories with five strands each; procedural, declarative and conditional knowledge. Regulation of cognition has five (5) sub-categories: information management strategies, debugging strategies, planning, comprehension, monitoring and evaluation. It is four-point rating scales which ranges from 4- strongly agree, 3-agree, 2-disagree and 1-strongly disagree. Based on the study of Akin et. al (2007), the result can be interpreted as low if the student has a mean score below 2.50 and high if it is above that mean score. This instruments' internal consistency was 0.742 which is computed using Cronbach's alpha coefficient.

Data Analysis

In determining the prospective teachers' metacognitive awareness levels, this study used the following statistical treatments: percentage frequency distribution, descriptive statistical analysis such as arithmetic mean and standard deviation. The data were also analysed using independent samples t-test, one-way analysis of variance (ANOVA) and Tukey's test. The analysis was performed using the IBM Statistical Package for the Social Sciences (SPSS). The significance level for all of the statistical decoding was set at .05.

FINDINGS

Table 2 shows the descriptive statistics for the Metacognitive Awareness Inventory scores.

Table 2: Descriptive statistics for MAI

MAI Components	N	Min	Max	\bar{X}	SD
Knowledge of Cognition	120	2.50	4.00	3.49	0.35
Declarative Knowledge	120	2.50	4.00	3.38	0.48
Procedural Knowledge	120	2.00	4.00	3.48	0.50
Conditional Knowledge	120	2.00	4.00	3.60	0.46
Regulation of Cognition	120	2.50	4.00	3.39	0.36
Planning	120	1.50	4.00	3.32	0.60
Information Management Strategies	120	2.00	4.00	3.49	0.52
Comprehension Monitoring	120	2.00	4.00	3.34	0.60
Debugging Strategies	120	2.50	4.00	3.43	0.53
Evaluation	120	1.00	4.00	3.35	0.59
MAI Total	120	2.72	4.00	3.44	0.30

As presented in Table 2, respondents' levels of metacognitive awareness were found highly aware in terms of total mean score (\bar{X} =3.44) and high level of awareness in the two primary components namely knowledge of cognition (\bar{X} =3.49) and regulation of cognition (\bar{X} =3.39). The conditional knowledge (\bar{X} =3.60) mean score was found higher than the procedural (\bar{X} =3.48) and declarative knowledge (\bar{X} =3.38). The highest and lowest mean score were obtained from information management strategies (\bar{X} =3.49) and planning (\bar{X} =3.32), respectively. This result is supported by the studies conducted by Young & Fry (2008) and Alkan & Erdem (2014) which both shows that the pre-service teachers' knowledge levels on their own cognition when using strategies in order to control their cognition were

high. Additionally, Koc and Kuvac (2016) also found that the metacognitive awareness levels of prospective teachers were high.

A t-test for independent groups was utilized in examining the differences between the male and female respondents and their corresponding metacognitive awareness levels. The results are presented in Table 3.

Table 3: Independent samples t-test results of the components of MAI in terms of gender

MAI Components	Gender	N	Min	Max	\bar{X}	SD	t	df	p
Knowledge of Cognition	Male	55	2.67	4.00	3.42	0.37	-1.800	118	0.074
	Female	65	2.50	4.00	3.54	0.32			
Regulation of Cognition	Male	55	2.50	4.00	3.28	0.38	-3.152		0.002
	Female	65	2.70	4.00	3.48	0.32			
MAI Total	Male	55	2.72	4.00	3.35	0.31	-2.962		0.004
	Female	65	2.78	4.00	3.51	0.27			

As illustrated in Table 3, the total mean scores acquired by the female pre-service teachers (\bar{X} =3.51) are higher than the male pre-service teachers (\bar{X} =3.35). This difference is determined as statistically significant (total (118) = -2.962; $p > .05$). The mean scores on the KOC and ROC components differ by the gender of pre-service teachers (tKoC (118) = -1.800, tRoC (118) = -3.152; $p > .05$).

Table 4: Independent samples t-test results of the sub-components of MAI in terms of gender

MAI Components		Gender	N	\bar{X}	SD	t	df	p
Knowledge of Cognition	Declarative Knowledge	Male	55	3.42	0.46	0.931	118	0.354
		Female	65	3.34	0.50			
	Procedural Knowledge	Male	55	3.36	0.52	-2.476		0.015*
		Female	65	3.58	0.46			
	Conditional Knowledge	Male	55	3.49	0.50	-2.458		0.015*
		Female	65	3.69	0.39			
Regulation of Cognition	Planning	Male	55	3.20	0.64	-1.821	118	0.071
		Female	65	3.40	0.55			
	Information Management Strategies	Male	55	3.48	0.58	-2.268		0.789
		Female	65	3.51	0.48			
	Comprehension Monitoring	Male	55	3.17	0.68	-2.983		0.003*
		Female	65	3.49	0.49			
	Debugging Strategies	Male	55	3.30	0.52	-2.227		0.028*
		Female	65	3.52	0.53			
Evaluation	Male	55	3.21	0.69	-2.397	0.018*		
	Female	65	3.46	0.53				

* $p < .05$

Table 4 shows that total mean scores obtained by both genders on the sub-component conditional knowledge ($\bar{X}_{\text{male}}=3.49$, $\bar{X}_{\text{female}}=3.69$) was higher than the declarative knowledge ($\bar{X}_{\text{male}}=3.42$, $\bar{X}_{\text{female}}=3.34$) and procedural knowledge ($\bar{X}_{\text{male}}=3.36$, $\bar{X}_{\text{female}}=3.58$) under the knowledge of cognition. The difference is found statistically significant on both procedural knowledge (tprocedural knowledge (118) = -2.476; $p < .05$) and conditional knowledge (tconditional knowledge (118) = -2.458; $p < .05$) while no statistically significant difference was found on declarative knowledge (tdeclarative knowledge (118) = -2.458; $p > .05$).

In the regulation of cognition sub-components, it was found that the highest total mean scores by female pre-service teachers was in debugging strategies ($\bar{X}_{\text{female}}=3.52$, $SD=0.53$) while the highest total mean score by the male pre-service teachers was found in information management strategies ($\bar{X}_{\text{male}}=3.48$, $SD=0.58$). The lowest total mean scores obtained by female pre-service teachers was found in planning ($\bar{X}_{\text{female}}=3.52$, $SD=0.55$) while the lowest total mean score obtained by the male pre-service teachers was found in comprehension monitoring ($\bar{X}_{\text{male}}=3.17$, $SD=0.68$). Statistically significant differences were found in comprehension monitoring knowledge ($t_{\text{comprehension monitoring}}(118) = -2.983$; $p < .05$), debugging strategies ($t_{\text{debugging strategies}}(118) = -2.227$; $p < .05$) and evaluation ($t_{\text{evaluation}}(118) = -2.397$; $p < .05$). Earlier study conducted by Veloo, Rani, and Hariharan (2015) found that female college students were applying more metacognitive strategies than male students. Similarly, Bogdonovic (2013) also found that the female students metacognition was higher than male. However, when Sperling et al. (2002) investigated the gender differences in metacognitive skills, it revealed insignificant gender differences. Also, results of some studies shows that there is no significant difference in the metacognitive awareness levels of male and female (Pahayahay 2017), (Limueco & Prudente 2018). In contrast, the studies conducted by Pajeres & Valiente (2002), and Liliana & Lavina (2011) found significant difference between male and female respondents.

To determine if there is a significant difference between the year level of the pre-service teachers and their levels of metacognitive awareness and its main components, one-way analysis of variance test was used. Based on Table 6, 4th year or senior pre-service teachers has the highest levels of awareness in the MAI total ($\bar{X}=3.58$, $SD=0.22$) and its primary components; knowledge of cognition ($\bar{X}=3.55$, $SD=0.28$) and regulation of cognition ($\bar{X}=3.61$, $SD=0.28$).

Table 5: One-Way ANOVA test results of the components of MAI in terms of year level

MAI Components	Year Level	N	Min	Max	\bar{X}	SD
Knowledge of Cognition	1 st	30	2.50	4.00	3.39	0.39
	2 nd	30	3.00	4.00	3.54	0.31
	3 rd	30	2.67	4.00	3.47	0.39
	4 th	30	2.50	4.00	3.55	0.28
Regulation of Cognition	1 st	30	2.60	3.70	3.30	0.29
	2 nd	30	2.50	4.00	3.30	0.41
	3 rd	30	2.50	4.00	3.33	0.37
	4 th	30	3.00	4.00	3.61	0.28
MAI Total	1 st	30	2.72	3.80	3.35	0.27
	2 nd	30	2.75	4.00	3.42	0.32
	3 rd	30	2.75	4.00	3.40	0.38
	4 th	30	3.13	2.72	3.58	0.22

Consequently, Table 6 displays the results of one-way analysis of variance test for the sub-components of MAI when they are grouped according to their year level.

Table 6: One-Way ANOVA test results of the sub-components of MAI in terms of year level

MAI Components		Year Level	N	\bar{X}	SD
Knowledge of Cognition	Declarative Knowledge	1 st	30	3.33	0.48
		2 nd	30	3.48	0.50
		3 rd	30	3.35	0.49
		4 th	30	3.37	0.43
	Procedural Knowledge	1 st	30	3.38	0.57
		2 nd	30	3.55	0.44
		3 rd	30	3.43	0.50
		4 th	30	3.57	0.47
	Conditional Knowledge	1 st	30	3.47	0.54
		2 nd	30	3.60	0.42
		3 rd	30	3.62	0.47
		4 th	30	3.72	0.36

Regulation of Cognition	Planning	1 st	30	3.32	0.65
		2 nd	30	3.20	0.69
		3 rd	30	3.25	0.52
		4 th	30	3.50	0.51
	Information Management Strategies	1 st	30	3.50	0.51
		2 nd	30	3.37	0.51
		3 rd	30	3.45	0.62
		4 th	30	3.67	0.42
	Comprehension Monitoring	1 st	30	3.07	0.64
		2 nd	30	3.38	0.54
		3 rd	30	3.27	0.65
		4 th	30	3.67	0.42
	Debugging Strategies	1 st	30	3.42	0.46
		2 nd	30	3.30	0.58
		3 rd	30	3.35	0.56
		4 th	30	3.63	0.49
Evaluation	1 st	30	3.18	0.58	
	2 nd	30	3.27	0.70	
	3 rd	30	3.35	0.57	
	4 th	30	3.58	0.39	

The highest total mean score was obtained by the 4th year students ($\bar{X}_{4th\ year}=3.58$, $SD=0.22$). In particular, in knowledge of cognition, they acquired the highest mean score in sub-component conditional knowledge ($\bar{X}_{4th\ year}=3.72$, $SD=0.36$) and lowest in declarative knowledge ($\bar{X}_{4th\ year}=3.37$, $SD=0.43$). In the regulation of cognition, the highest mean score in the sub-components information management strategies ($\bar{X}_{4th\ year}=3.67$, $SD=0.42$) and comprehension monitoring ($\bar{X}_{4th\ year}=3.67$, $SD=0.42$) and lowest in planning ($\bar{X}_{4th\ year}=3.50$, $SD=0.51$).

Table 7 displays the results of the pre-service teachers' ANOVA and Tukey's tests on the main components, along with their overall levels of metacognitive awareness when they are grouped according to their year level.

Table 7: One-Way ANOVA and Tukey's test results of the components of MAI in terms of year level

		Sum of Squares	df	Mean Square	F	p	sig.dif
Knowledge of Cognition	Between Groups	.487	3	.162	1.351	.261	-
	Within Groups	13.943	116	.120			
	Total	14.430	119				
Regulation of Cognition	Between Groups	2.033	3	.678	5.766	.001*	1-4 2-4 3-4
	Within Groups	13.633	116	.118			
	Total	15.666	119				
MAI Total	Between Groups	.911	3	.304	3.582	.016*	1-4
	Within Groups	9.829	116	.085			
	Total	10.739	119				

*p<.05

As seen on Table 8, the metacognitive awareness total scores of first-year pre-service teachers are statistically significant different from those of fourth-year pre-service teachers. ($F(3-116) = 3.582$; $p < .05$). It implies that the 4th year pre-service teachers' metacognitive awareness levels are higher than of the 1st year pre-service teachers. When the two components were further inspected, there is no significant difference found in the knowledge of cognition ($F(3-116)= 2.413$; $p > .05$). On the other hand, the regulation of cognition differs statistically significant among fourth-year pre-service teachers and all other year levels ($F(3-116)= 5.766$; $p < .05$). Because of this result, it can be interpreted that the senior pre-service teachers' metacognitive awareness levels on the regulation of cognition are higher than all of the remaining year levels.

Table 8: One-Way ANOVA and Tukey's test results of the sub-components of MAI in terms of year level

		Sum of Squares	df	Mean Square	F	p	sig.dif
Declarative Knowledge	Between Groups	.417	3	.139	.609	.610	-
	Within Groups	26.450	116	.228			
	Total	26.867	119				
Procedural Knowledge	Between Groups	.717	3	.239	.964	.412	
	Within Groups	28.750	116	.248			-
	Total	29.467	119				
Conditional Knowledge	Between Groups	.950	3	.317	1.540	.208	
	Within Groups	23.850	116	.206			-
	Total	24.800	119				
Planning	Between Groups	1.550	3	.517	1.447	.233	
	Within Groups	41.417	116	.357			-
	Total	42.967	119				
Information Management Strategies	Between Groups	1.440	3	.480	1.778	.155	
	Within Groups	31.308	116	.270			-
	Total	32.748	119				
Comprehension Monitoring	Between Groups	5.656	3	1.885	5.795	.001*	
	Within Groups	37.742	116	.325			1-4 3-4
	Total	43.398	119				
Debugging Strategies	Between Groups	1.942	3	.647	2.355	.076	
	Within Groups	31.883	116	.275			
	Total	33.825	119				
Evaluation	Between Groups	2.673	3	.891	2.704	.049*	
	Within Groups	38.225	116	.330			1-4
	Total	40.898	119				

*p<.05

Table 8 presents the results of the sub-components of MAI when they are grouped according to year level utilizing ANOVA and Tukey's tests. There are no significant differences in all the sub-components in the knowledge of cognition, ($F_{\text{declarative knowledge}}(3-116) = .609$; $p < .05$) ($F_{\text{procedural knowledge}}(3-116) = .964$; $p < .05$) and ($F_{\text{conditional knowledge}}(3-116) = 1.540$; $p < .05$). For the other main component, a statistically significant difference was detected in comprehension monitoring ($F_{\text{comprehension monitoring}}(3-116) = 5.795$; $p < .05$) between 4th year and 1st year and 4th year and 3rd year in favor of 4th year. Also, a statistically significant difference was found in evaluation ($F_{\text{evaluation}}(3-116) = 2.704$; $p < .05$) between 4th year and 1st year pre-service teachers in favor of 4th year. Based on the result it can be said that 4th year pre-service teachers' comprehension monitoring and evaluation is higher than all other levels. The result found contradicts the studies of Sapanci (2012), and Limueco and Prudente (2018) where there is no statistically significant found difference across grade level. On the other hand, the result of this study is supported by the previous studies conducted by researchers such as Memnun and Akkaya (2012) wherein they found that the 4th year and 2nd year pre-service teachers' metacognitive awareness level are higher than of the 1st year. Also, the metacognitive awareness levels of senior pre-service teachers were found higher than sophomores in the study conducted by Ozsoy and Gunindi (2011). There is a significant difference between students' metacognitive awareness and year level (Baltaci et.al 2017), same result was found in the study of Koc and Kuvac (2016).

CONCLUSION

The objective of this study is to determine the pre-service teachers' metacognitive awareness levels and examine if there are significant differences among the metacognitive awareness levels when they are grouped according to gender and year level.

1. Based on the total mean score, the result demonstrates that pre-service teachers have high levels of metacognitive awareness. The pre-service teachers' mean scores for the main components were high for both knowledge of cognition and regulation of cognition. When the sub-components were taken into consideration, it was revealed that conditional knowledge had higher mean scores than procedural and declarative knowledge.

2. Based on the findings, pre-service teachers' knowledge of strategies and methods is lower than their understanding of when and why to apply particular strategies or approaches. The information management techniques component of regulation of cognition yielded the greatest mean score, while planning produced the lowest mean score. This finding suggests that pre-service teachers are more capable of controlling the sequence of skills and strategies used to process information successfully than they are at selecting the appropriate techniques and identifying cognitive skills.
3. The difference in the levels of pre-service teachers' metacognitive awareness and their gender is statistically significant. The results also demonstrate that while there is no differentiation in knowledge of cognition there is in regulation of cognition. Procedural knowledge and conditional knowledge showed statistically significant differences when the sub-components were evaluated. Statistically significant differences were also found in comprehension monitoring, debugging strategies and evaluation. When the metacognitive awareness levels of pre-service teachers and year level was inspected to look for differences, there is a statistically significant difference found. Based on this, it can be expressed that 4th year pre-service teacher's metacognitive awareness were higher than the 1st year. There are no differences in knowledge of cognition, but there are in regulation of cognition. Additionally, a statistically significant difference was found in comprehension monitoring and evaluation when the sub-components were further examined.

RECOMMENDATION

The results of this study suggest that programs for educating teachers should be organized with an objective of promoting the enhancement of metacognitive awareness knowledge and skills of pre-service teachers. Having high metacognitive awareness can improve the learning experience of the students, thus, it minimizes the difficulties that they may encounter.

1. Teacher education universities and colleges should include lessons which provides as an avenue for the metacognitive knowledge and skills to observed and learnt. In this study, declarative knowledge was found lower than the other knowledge levels, so lessons can be arranged that helps them to know how they can discover the learning strategies where they can do tasks efficiently. The planning and comprehension monitoring were also found lower than the other regulation levels, so lessons can be organized on how they can select an appropriate strategy for different situations, activating prior knowledge and time management.
2. Teachers should be trained on how to assess themselves and evaluate the effectiveness of a strategy, so that they will know what to use in the future which will be beneficial for them and their future students. Overall, activities that aim to assess pre-service teachers' metacognitive awareness should be included.
3. While this study provides a glimpse of the current state of the metacognitive awareness levels of pre-service teachers in the Philippines, further studies should be done to improve the results, such as expanding the scope and sample size. This can also be conducted in other universities and colleges that offer teacher education training programs in the country.

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LINGUISTIC FEATURES OF ORAL LITERATURE: A STYLISTICS ANALYSIS OF *BINALAYBAY* AND *LUWA*

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ABSTRACT

This linguistic qualitative study was conducted to analyze and preserve the Oral Literatures of Binalaybay and Luwa in the Municipality of Dingle, Iloilo. It aimed to find out the documented binalaybay and luwa in the Municipality of Dingle according to themes; the stylistic features used in selected binalaybay and luwa according to lexical categories, grammatical categories and figures of speech; and determine how these stylistic features enhance the meaning of binalaybay and luwa. The study used a qualitative research design using Language Documentation (LD). Documentary linguistics deals with linguistic data collection, processing, and presentation. Nine (9) out of twelve (12) resource persons were chosen from the barangays of the Municipality of Dingle selected based on the Inclusion Criteria established: More Knowledgeable Adult and Old/Elderly (exposed to and/or practiced binalaybay and luwa. Data were collected from the resource speakers through audio-video recording and conversational method was used in the elicitation sessions. The data were transcribed and a thematic content analysis was done to categorize themes of binalaybay and luwa. The corpora were coded based on Leech and Short's (2007) linguistic and stylistic categories: Lexical, Grammatical, Figures of Speech; Hiligaynon Reference Grammar and Hiligaynon Dictionary were used to categorize the lexicosemantic features of the poems; and Philippine transitivity and ergativity of Abreu (2018) was used as bases in identifying pronouns. Thematic analysis revealed the following themes: Kalipayan sa Kasakit (Blissfulness of Sad Experiences), Wala Balos nga Gugma (Unrequited Love) and Dunang Manggad (Treasures of Nature). Stylistics analysis of the poem revealed the following results: The lexical category composed of nouns, adjectives, verbs, and adverbs carried meaning of the poems through force and vitality. Nouns gave readers a picturesque image of the poems. Adjectives described the setting of the story and the nature of the characters. Verbs explained speaker's actions, perceptions or opinions. The grammatical category created rhythmic prose and coherence in the poems. The variation created strong and weak ideas which made the sentence structures engaging. They provided flow and abruptness to the lines of the poem. The use of figures of speech through the technique of repetition created foregrounding. They created and coordinated different levels of imagery, in order to convey the sense of an experience. Speakers of binalaybay and luwa used multiple stylistic devices in one single stanza to create a unified message. The use of stylistic features established the foundation of the meaning of the poem. They contributed in developing and validating the true meaning of a literary piece. They were intangible treasures that made the poems genuine and novel. Language choices of the speakers led towards their perseverance to live a comfortable life amidst poverty, their ability to love and treasure this love despite its pains and betrayal, to seek happiness both in humans and in nature and eventually learn to survive and to welcome new phases of life. The poems binalaybay and luwa are rich oral traditions of the Municipality of Dingle. They are a recollection of the beauty of a simple life and happy disposition of the elder folks of the town. It is recommended that the municipality exert effort in preserving and promoting the rich oral tradition of the town, so that the people, professionals, teachers and students appreciate its value and therefore encouraged the documentation and preservation of other forms of oral genres which eventually shaped the lives, culture and community identity of Dingleans.

Keywords: Oral Literature, Linguistics, Stylistics, Binalayabay, Luwa

INTRODUCTION

Language is one of the important vehicles in life of a human being. It is a way of expressing our thoughts, feelings, beliefs and philosophies. It is a medium of interaction with people around us and how we create meaning with them. It is defined as components of culture that include symbols, gestures, or motions as well as verbal, physical, biologically innate and the basic form of communication. Language is also used to make sense of complex and abstract thought, to learn to communicate with others, to fulfil our wants and needs, as well as to establish rules and maintain our culture (Embajador, 2018).

Literature is manifested in language. The structure of language can rapidly change as society is dynamic. A literary work can be understood by relating it to the social and historical events that transpired in the life of its speakers which then become a part of their culture. Oral literature is a product of society that is adopted from the culture, way of life, the value of life, and the philosophy of society. The term “oral literature” broadly includes ritual texts, curative chants, epic poems, folk tales, creation stories, songs, myths, spells, legends, proverbs, riddles, tongue-twisters, recitations and historical narratives (Turin, 2013 as cited in Parangu, et al. 2018).

Oral literature included indigenous knowledge - knowledge held by local communities. This knowledge known as local wisdom is very unique from every culture or society. However, the lack of cultural exposure makes young people less familiar with the variety of cultures in their community. Unfortunately, it makes the existence of culture to be forgotten and even become extinct. According to Parangu, et al., (2018) the ignorance of the young people on the local oral literature of their town is a reason that the transfer of knowledge from the older generation to the young generation to preserve the existence of oral literature needs to be intensified.

Many research studies have been conducted to investigate meanings of literature through language use. Along with this, are the efforts to document and preserve these literary works. In fact, Magos (1992) (as cited in phdessay.com, 2017) wrote in her ethnographic study ‘Maaram’, that Kinaray-a poems are not widely known among other people and that writers in Kiniray-a uses Tagalog, English or even Hiligaynon in writing their poem. According to her, even literatures of Antique which could be seen in printed materials such as tourist brochures, fiesta souvenir programs and sketchy legends of each of the 18 towns of the Province of Antique are very little. In addition, attempts to study these literary forms remain inert because of the intricacies in the documentation and analysis of these literary works.

Language study is more than just learning a language. It is understanding the ways of life and understanding people. Cultural learning through the study of literature is an essential component in motivating learners (Gardner and Lambert, 1972 as cited in Paige, et al. (n.d.)). This is dependent on teachers’ intercultural competence which necessitate training in intercultural communication and literature can be used as a rich resource to develop this ability. Larsen-Freeman (2012b) as cited in Patil (2014) suggested that developing students’ understanding of the attitudes, values, beliefs – the world-view and the aspects of culture are addressed through studying literature. This is when the study of the oral literatures of binalaybay and luwa become authentic material and aesthetic representation of language and cultural enrichment.

From a collection of Kinaray-a and Hiligaynon literature - *binalaybay*, *banggianay*, *luwa* to chants during *pamilasyon* and *bordon* – the Municipality of Dingle has its share of rich and authentic form of literary genres to offer to the Province of Iloilo and to the country as well. Nonetheless, these literary pieces were not documented and explored to reveal and understand the passion, ideals and identity of the people in the community. This study attempted to document and analyze the local poetry forms of binalaybay and luwa through stylistics approach.

STATEMENT OF THE PROBLEM

This study aimed to analyze and preserve the Oral Literatures of *Binalaybay* and *Luwa* in the Municipality of Dingle, Iloilo. A compendium of *Binalaybay* and *Luwa* was crafted based on the stylistics analysis of the study.

Specifically, it sought answers to the following questions:

1. What are the documented *binalaybay* and *luwa* in the Municipality of Dingle categorized according to themes?

2. What are the stylistic features used in selected *binalaybay* and *luwa* when analyzed according to lexical categories, grammatical categories, and figures of speech?
3. How do these stylistic features enhance the meaning of *binalaybay* and *luwa*?

REVIEW OF RELATED LITERATURE

Oral tradition is an aspect of human society's evolution. In the absence of script, it is a complex process of passing on information of a people's culture, custom and behavior from one generation to the next by word of mouth through stories. Vansina in Wilson (2015) defined oral traditions as "documents of the present" also inheriting "a message from the past." Oral traditions have been transmitted over several generations and to some extent become the common property of a group of people (Henige in Wilson 2015).

Oral literature is more than just a mechanical reflection of social reality because it is the outcome of the conscious act of people and their wrestling with the environment to make it yield the means of life. The word images it embodies depict joys, tensions, conflicts and contradictions the society has experienced in the course of history. Oral literature is a strategic tool for the consolidation, socialization and boosting of a positive self-image (Gemedá, n.d.).

Various literary genres such as folktales (stories of aswang, murto, kapre or tumawo), legends, songs/chants, hurubaton (proverbs), paktakon (riddles), to poetry forms *binalaybay* and practices/chants during the wake for the dead (pamilasyon/belasyon) are existent in the Municipality of Dingle. "Luwa," is witty quatrain for the "belasyon" or vigil for the dead. "Luwa" is recited in poetry form by the "bordon," the most popular game during the "belasyon" (Pacete, 2016).

The creation of *luwa* (loa) traces its origin during the period of mourning where a feast is prepared for the mourners and the bilasyon that follows in one 'pasiyam' or of nine days for prayers and merry-making. The *bilasyon* is held to ease the pains of the bereaved family for the passing away of a loved one. 'Bordon' and 'Banggianay' are the games played during *bilasyon*. This is parallel to the *Karagatan* and *Duplo* of the Tagalogs (Padilla, 1994).

To play the *Bordon*, there is an 'it'. He might be called the polis, a *Manogguinamos* or a *kuring*, *bastonero* or even a *hari*. To start with, everybody gathers in a big circle, usually seated on the floor. Then the participants sing the *bordon* and at the same time pass the ring or its substitute. Where ever the ring is when the singing stops will compel one to deliver the *loa* or if the 'it' catches the holder of the ring or apprehends one who accidentally drops this. The loa is a quatrain rhymed in a number of ways, like a,b,a,a,a,b,b, or a,a,a,a,etc .

e.g. Loa with funny, absurd or vulgar message

<i>si sin-o ang tampalasan</i>	<i>who is this rascal</i>
<i>ang namus-on sa sini nga dalan</i>	<i>the one who defecated in the street</i>
<i>sabta ako babaye</i>	<i>answer me woman</i>
<i>kay ang ihi malapit sa tai</i>	<i>because the urine is near the feces</i>

If *loa* is resorted to having absurd and vulgar messages by some foolish participant, the older folks interrupt and say 'estangko'. This is also applied to poor rhyming lines or ill-fitting words. The participant may likewise react by the way of shouting 'bitor' for approval with clapping or may sing "Tatay Meroy waay datsoy" if unacceptable. With this, the person concerned has to try again or be meted for the penalty (Padilla, 2014).

It is said that it is not advisable to recite *luwa* if one is not in the wake, because it is believed that a member of the family will die if this is done not in its proper place. Because *luwa* were recited in wakes as part of a punishment to whoever is the loser in a game like *konggit*, truth or consequence, *bordon*, it is very much appreciated if the lines have rhymes, rhythms, and humor. This is one reason why there are nonsense *luwa*. The rhythms are not consistent though, but there are a lot of *luwa* that have rhymes. These include *luwa* with aaaaa, aabb, abab patterns (Cichon, 2012).

Binalaybay is the Hiligaynon term for poem or poetry. As Santiago Alv. Mulato in French (2005) expressed his concern, the traditional way of writing the *binalaybay* was in rhymed stanza form - "gina-

baybay ang mga tinaga kag gina-isip ang kada kunla (syllable) sa kada linya” (Every word is considered and every syllable is counted in every line).

Very few poets today take up where Mulato left off. They use rhyme and the quatrain stanza form only minimally, to express their views about issues confronting modern Filipino life, like rape of the environment, the loss of family values, poverty, corruption. But the majority of poets articulate their concern for the above issues using free verse in the various language of the region (French, 2005).

With the advent of modernization, the *binalaybay* has metamorphosed into the combination of its classic form with contemporary issues. The *binalaybay* now has become a more general term, referring not only to Hiligaynon poetry that is written according to tradition, with meter, rhyme and all, but also to free verse Hiligaynon poetry (Argos, 2006).

Indigenous communities use oral communication and hands-on experience to preserve and transmit their knowledge (Battiste & Henderson, 2000 in Owiny, et al., 2014). However, the lack of cultural exposure makes young people less familiar with the variety of cultures in their community. Young people are losing these skills, because they spend more time at educational institutions than with the teachers (elders) in the community (Owiny, et al., 2014). Turin et al., (2012) added that oral literatures are in decline as a result of a cultural focus on literacy, combined with the disappearance of minority languages. Globalization and rapid socio-economic change exert particularly complex pressures on smaller communities of speakers, often eroding expressive diversity and transforming culture through assimilation to more dominant ways of life. It makes the existence of culture to be forgotten and even become extinct which should make people aware that the transfer of knowledge from the older generation to the young generation is needed to be intensified to preserve the existence of oral literature (Parangu, et al., 2018).

Language is a phenomenon which can hardly be viewed separate from its very inherent component, culture (Genç, et al., 2010). The loss of a language also means losing valuable cultural practices, oral traditions and other art forms. The preservation and documentation of indigenous knowledge are crucial to the social and economic development. It is important to carry out activities that will help advance both the language community and academic community.

The impact of globalization and urbanization may cause language death process to the native language of the town. The preservation and promotion of oral literature can be done through consistent speaking and writing in the language. Literary oral tradition is endangered when it is on the path toward extinction. Dingle’s literary genres (prose and poetry) are in danger when the elderly speakers cease to use them, or if they are used in reduced number of communicative domains, and when speakers cease to pass them on from one generation to the next. This means, no new speakers among the adults and children are oriented of these literary genres.

Oral literature is a technique of cultural preservation. To document oral literature, partnership between fieldworkers, archivists, performers of oral literature and the community representatives is needed. Effective tools to document cultural knowledge, and collections of oral literature should be responsibly, ethically and practically managed, archived and curated for the future (Turin et al., 2012).

METHODOLOGY

Research Design

This study followed a qualitative research design using Language Documentation (LD). Qualitative research is a form of systematic empirical inquiry into meaning (Shank, 2002 in Ospina, (2004). It is a conduct of inquiry aimed at discovering how human beings understand, experience, interpret, and produce the social world (Sandelowski 2004 in Hammersley,2013).

Language Documentation (LD) or documentary linguistics was used in eliciting the corpora of binalaybay and luwa. The aim of documentary linguistics is to provide a comprehensive record of the linguistic practices and traditions of a speech community. Further, the study is anchored on the Memory Banking Epistemology (Nazaria, 2006 as cited in Katalbas, 2019) which involves the collection and documentation of knowledge, social practices, and technologies associated with cultivation, harvesting and uses of traditional “heirloom” seeds; and the stylistics theory for analysis, subject to the heuristic checklist of linguistic and stylistic categories presented by Leech and Short (2007) in Khan, et al. (2015).

Locale of the Study

The study was conducted in the Municipality of Dingle with the data collected from resource persons of the eight (8) barangays namely; Brgy. Agsalanan, Brgy. Nazuni, Brgy. Lincud, Brgy. Siniba-an, Brgy. Caguyuman, Brgy. Gutao, Brgy. Calicuang and Brgy. Agtatacay.

Resource Persons of the Study

There were twelve (12) identified *binalaybay* and *luwa* speakers from the various barangays of the Dingle. The inclusion criteria were established in the identification of the resource speakers. The More Knowledgeable Adult referred to a group of residents of the town who can provide information on the practice of the *binalaybay* and *luwa* genres. They can be ordinary residents of the town, the professionals, language teachers, social studies teachers, tourism personnel, et al. The elderly resource speakers are the residents of the town who are within the age bracket of 60 and above. After validation of their presence and availability for the data collection, a consent form was given to each resource persons for their participation in the research study. Their permission for the recording, analysis and publication of their *binalaybay* and *luwa* was also secured. A brief interview was conducted prior to the elicitation of the corpora. This was done to determine the extent of practices and influence of *binalaybay* and *luwa* Oral tradition among Dingleanons.

The resource speakers were all natives of the town and have lived in this town since birth. From the twelve speakers, nine (9) were selected and their *binalaybay* and *luwa* were also selected to serve as data for analysis. There were three (3) male resource persons aged 85, 81, and 58. There were six (6) female resource persons aged 88, 87, 76, 70, 64, and 42.

Their educational levels were as follows: Elementary level – 2; Elementary Graduate - 2; High School level – 3; and College graduate – 2.

Please see table 1 below for the resource speakers' description.

Table 1. Resource Speakers' Description

Resource Speakers	Age	Sex	Educational Level	Years of Residency in Dingle
Speaker 1	58 years old	male	3 rd year undergraduate	Since birth
Speaker 2	81 years old	male	Elementary graduate	Since birth
Speaker 3	85 years old (deceased)	male	College graduate	Since birth
Speaker 4	88 years old (deceased)	female	Elementary level	Since birth
Speaker 5	87 years old	female	Elementary graduate	Since birth
Speaker 6	76 years old	female	Elementary level	Since birth
Speaker 7	64 years old	female (single)	High school level	Since birth
Speaker 8	70 years old	female	College graduate	Since birth
Speaker 9	42 years old	female	High School level	Since birth

Research Instruments

Interview Transcripts. This was used to elicit information from the selected resource speakers and from the Tourism Officer of the Municipality of Dingle to probe questions on *binalaybay* and *luwa*. The interview transcript was semi-structured which contains questions relating to the number years of residency of the resource speakers on the said barangay; his/her exposure to the practice of *binalaybay* and *luwa*; the extent of practice of these oral activities in the barangay; and questions on socio-cultural and religious implications of the oral activities and its influence to the younger generation.

Data Gathering Procedure

Collecting

After the resource persons were identified, the researcher consulted with the resource person's family and confirmed the scheduled date of visitation. Data were collected through audio-video recording and conversational method was used in the elicitation sessions.

Processing

The data were transcribed and validated. A thematic content analysis was done to categorize themes of *binalaybay* and *luwa*. The corpora were coded based on Leech and Short (2007) in Khan, et al. (2015) linguistic and stylistic categories: lexical, grammatical and figures of speech; Hiligaynon Reference

Grammar (Wolfenden, 1971) and Hiligaynon Dictionary (Motus, 1971) were used to categorize the lexico-semantic features of the poems (Hiligaynon structures) such as adjectives, verbs, clause types, phrase types; and Philippine transitivity and ergativity of Abreu (2018) in Katalbas (2019) was used as bases in identifying pronouns. A stylistic analysis of the stylistic/linguistic features was done to determine their function in the meaning enhancement of the poems.

Data Analysis Procedure

Data were subjected to analysis using the heuristic checklist of linguistic and stylistic categories presented by Leech and Short (2007) as cited in Khan, et al. (2015). The checklist provides a ‘systematic basis’ for the collection of relevant linguistic data from the text for the purpose of stylistic evaluation and offers four levels for analyzing the linguistic choices made by the resource speakers, in terms of style. These levels include the *Lexical Categories* (Noun, Adjectives, Verbs, Adverbs); *Grammatical Categories* (Sentence Types, Sentence Complexity, Clause Types, Phrase Types and Word Classes); and *Figures of Speech* (Grammatical and Lexical Schemes, Phonological Schemes, Tropes).

Hiligaynon Reference Grammar (Wolfenden, 1971) and Hiligaynon Dictionary (Motus, 1971) were used to categorize the lexico-semantic features of the poems (Hiligaynon structures) such as adjectives, verb (focus and aspect categories), clause types, phrase types, lexical and grammatical particles; and Philippine transitivity and ergativity of Abreu (2018) as cited in Katalbas (2019) was used as bases in identifying pronouns.

The following were the Linguistic and Stylistic categories used in the analysis of the poems – *binalaybay* and *luwa*.

A. Lexical Categories - a syntactic category for elements that are part of the lexicon of a language. These elements are at the word level.

Nouns – The nouns in the poems were grouped into concrete and abstract forms.

Adjectives – Adjectives are determined whether descriptive/predicative or attributive in form.

Verbs – Verbs were categorized as to transitive and intransitive verbs; stative or dynamic in form (Leech and Short, 1981); aspect - completed, durative, proposed; and focus – actor-focused, goal-focused, referent focused, and instrument focused (Wolfenden and Motus 1971).

Adverbs – Adverbs were identified according to their semantic functions (manner, place, time, degree, etc.).

B. Grammatical Categories

This category is composed of sentence type, sentence complexity, clause types, phrase types, and word classes.

Sentence Types – sentences were categorized as Declarative, Interrogative, and Imperative including sentence structures.

Sentence Complexity - This area categorizes sentences based on their complexity, sentence structure, sentence length (including number of syllables) and word length.

Clause Types – Wolfenden’s (1971) categories of Hiligaynon sentence construction was used to identify the clauses in *binalaybay* and *luwa*.

Phrase Types - The identification for phrases is based on Wolfenden’s (1971) categories of Hiligaynon sentence construction.

Word classes – The functional words pronouns and conjunctions were categorized under word classes. Conjunctions were grouped into coordinating and subordinating conjunctions (Wolfenden, 1971) while pronouns were identified according to the categories of Abreu, (2018) in Katalbas, (2019).

C. Figures of Speech

Grammatical and lexical schemes – cases of formal and structural repetition (anaphora, parallelism, etc.) or of mirror-image patterns (chiasmus), rhetorical effect (antithesis, reinforcement, climax, anticlimax, etc.) were identified in the poems.

Phonological schemes – phonological patterns of rhyme, alliteration, assonance, etc. were identified in the poems.

Tropes – semantic, syntactic, phonological, or graphological deviations were checked to identify figures of speech such as metaphor, metonymy, synecdoche, paradox, irony, etc.

FINDINGS

The following were the findings that resulted from this comprehensive study.

Themes of Binalaybay

A. *Kalipayan sa Kasakit (The Blissfulness of Sad Experiences)*

Poverty and hardships including securing their children's education and health were some of the struggles in life of the *binalaybay* speakers. Their hard work and success made them appreciate life both in the past and in the present time

e.g. *Inagyan Sa Pangabuhi (Kasaysayan nga Indi Malipatan)*, stanza 1

*katulad sang akon inagihan
sadol, arado sa idalom sang init sa ulanan
kag kon sila magpabanwa wala na nagataris sang batuhon nga dalan
kag magtabok suba nga may katalagman*

The first *binalaybay* related how the speaker and his wife had to work hard in the farm and do lash and burn to send their children to school. The hardships paid off when all children successfully finished their education. The speaker vividly described his struggles and frustrations as presented in the excerpt above.

e.g. *Kape*, stanza 2

*Akon gin ling-ling ang talagbasan
Wala bugas wala man sud-an
Kung gani s'ya akon gintimplahan
Mainit nga kape para tiyan masudlan*

At times, *binalaybay* related how a family struggled to find hope amidst difficulties. In one instance, the speaker of the poem shared how poverty affected her family, and how she was able to find hope by providing their needs such as offering them 'kape' coffee in the morning in lieu of the breakfast. She retold in her *binalaybay* the lack of food and rice to prepare a decent meal for her family.

e.g. *Kabuhi*, stanza 2

*Sa pira ka tuig nga pag imaway
Puro problema mayad lang wala away
Ang inug pakaon sa tatlo ka bata
Ako pa naga problema kay siya naga dula dula*

Binalaybay lines explained that poverty could become the result of ruined marriage because of a husband's irresponsibility instigated by a cruel mother-in-law.

e.g. *Mga Pumuluyo sa sining Barangay*, stanzas 2, 3

*Sa mga bisita nga nag tililipon
Naga pamati sining ambahanun
Ining kasaysayan gikan sa kapigaduhun
Tungod kay kulang pa kita sa pagkaon*

In the excerpt above, the speaker narrated how life's difficulties could result to the deprivation of the family's basic needs such as food and shelter.

B. Wala Balos nga Gugma (Unrequited Love)

Life and love co-existed. *Binalaybay* showcased various forms of love. Love can give happiness and inspiration as well as sufferings and pain once this love was broken or rejected.

e.g. Kamingaw sang Dalamguhanun, stanzas 2, 3

*Sang una nga tiyempo ka lulu sa aton
Kon kita magkita walay kamatayon
Si sin-ong panulay nagsugyot nagsumbong
Kon kita magkita ikaw ang bugalon*

*Ugai ko gali nga di ka magbugno
Kay may ara kanang bag-ong aksiptado
Ang nobyo mong daan ginsikway na nimo
Mas bali mamatay nga magsakripisyo*

Binalaybay had its share of topics dedicated to love or expressions of love. Speaker two (2) had mostly *binalaybay* related to 'love' themes. His *binalaybay* narrated the rejection of his lover because she had found new love. The poem showed how painful and regretful the speaker felt for having offered his love to a woman who was never sincere to him. The speaker narrated in his *binalaybay* how his innocent love gradually became a painful memory for him when he realized that the person he loved was not worthy of this love.

The global theme of love is not new to everyone. The theme of love in poems and sonnets show that we are human being so we live with love (Pishkar and Nasery, 2013). In a study of Clare (2015),

readers can learn and understand the meaning and the message in the poem through intrinsic and extrinsic aspect of the poem. Intrinsic aspect (imagery, simile, rhyme) such as found in *binalaybay* – gives a description of the poet's love, especially his strong feeling. Further, the rhyme makes the poem more beautiful to read and gives stronger feeling to the readers. Through the analysis of extrinsic element, the study showed the poet's love desire and consistency of loving a girl who does not love him in return.

C. Dunang Manggad (Treasures of Nature)

Binalaybay expressed that the bounty of nature was answer to man's poverty. Back when the world was simple and 'instant foods' were not available, man had to cultivate the gift of nature and benefited from its produce. On the contrary, nature could be harmful too. It could harm another living organism, including man.

e.g. Mga Pumuluyo sa sining Barangay, lines 5, 6 and 7

*Kag may isa pagid maghupot kita sang hayop
May ara nga bibi kag madamo nga manok
Kay yara sa bibi ang madamong itlog
Kag makabulig pa sang diyutay nga libog*

*Sagod sang karabaw baboy kanding baka
Para igabulig sa aton panguma
Magdako ang baboy iga baligya ta
Dira ta makuha madamo nga kuwarta*

*Mga ka abyanan kita ang magtanum
Sing madamong kahoy sa kabukiran naton
Sa pila ka tuig nga aton na mapuslan
Kag maga balik pa madamo nga tuburan*

Binalaybay showed the seemingly insignificant things that transpired in the daily existence of nature which humans failed to understand. It also showed the significance of taking care of nature and understanding their benefits to humans.

This *binalaybay for farmers* intended to encourage the speaker's fellow townspeople to address the health needs of the children despite poverty. The speaker suggested that they start planting trees and taking care of poultry and farm animals to be able to harvest meat and egg products. This way they could provide food for the family and children.

e.g. Maayong Aga Mahumot nga Rosas, stanza 1

*Ma'yong aga mahumot nga rosas
Kon mahimo sa akon ipalapta
Agud mangin mahumot katulad sa imo
Ano ang himuon ko mahal nga Ginoo
Kon ikaw mangin mahumot nga rosas
Bata nga diyutay katulad mo
Magtubo nga magtubo yan ang himuon mo*

The *binalaybay* above compared nature to a human being. It started with the appreciation of the scent of roses which the speaker wished to have and the growth of the budding roses was compared to an innocent child. Just like a human being growing, the rose blooming became a beauty to cherish.

The beauty of nature gave life and happiness to humans. Even the scent of nature was enough to remind humans of its beauty and mystery.

The rose in the *binalaybay* was also compared to love. As a bud, it was likened to a growing child and once a full bloomed flower, the rose exuded beauty just like a woman. And eventually it was compared to a budding feeling of love for a woman. The beauty of roses was like love - giving off happiness and inspiration. However, this love turned out to be painful for the speaker whose love offered to a woman was rejected. This pain was resembled by the thorns in the roses that could prick humans and eventually hurt them.

Themes of Luwa

Luwa was analyzed individually. These four-line poems showed various themes depicting an array of human imagination ranging from real, fantasy to fictional subject matter.

The themes of *luwa* revolved around the life of ordinary people shown in a satirical way. The element of reality on the trials, sufferings and aspirations of man was hidden through the humorous presentation of the various stories the poem conveyed. Whether these stories involved living, non-living entities or personalized being, the fact remained that *luwa* speakers' vivid imaginations and wit in the creation of the four-line poem provided essential information of their unique leisure activities in the past.

A. Kalipayan sa Kasakit (*The Blissfulness of Sad Experiences*)

In *luwa*, the subjects whether humans or animals could suffer implausible accidents and events. Denigrating the characters in the poem were done to create humor with an element of truthfulness, yet this was downplayed to carry on a lively atmosphere during the vigil in the wake of a beloved kin.

Amidst the sadness of life experiences there were happiness and contentment. *Luwa* projected an image of resiliency of its subjects through its humorous account of the difficulties they experienced in life.

e.g. *Luwa*, speaker 5, lines 7, 31

*paghalin ko sa balay
nagbiling, nagtugon si nanay
kumo ako malaw-ay
magpabinit binit lang ako anay*

There was a predominating usage of the personal pronoun singular absolutive in form '*ako* and *ko*' (I, me) in *luwa* which meant experiences were mostly encountered by the speakers themselves. It was best to use the first personal pronoun 'I and me' to make the events stated in the poem factual and

believable as these were first-hand experiences of the subjects or topics. These experiences were presented in a humorous way yet ironically, they contained an element of reality which when pondered upon would depict the struggles and frustrations of man.

e.g. Luwa, speaker 8, lines 5, 10, 12
may babaying matambok
naga ligid, naga roll
pakadto sa swimming pool

didto sa tabok
may babaying matambok
indi ka dulot ka binokbok
pay bato naga yab-ok

didto sa tabok
may babaying matambok
wala bulbol sa ilok
pero sa k'wan naga tumpok

The nouns 'babayi' (n. lady, woman) and 'tawo' (n. individual, person) referred to third person common noun came in second mostly used word class. These individuals also experienced humorous or unbelievable occurrences such as 'babaying naga roll' (rolling lady). This woman was described as 'matambok' (adj. rootword tambok with prefix ma- meaning fat). The adjective fat was uniformly used with the noun lady and this was followed by more adjectives to add the humor effect of the poem.

The noun 'tawo' man could refer to any male or female human being and this was also described as hilarious such as a man who would not go to heaven because of liquor or that the man was eaten by a water buffalo.

There was nothing funny with a fat woman rolling down the hill or a stone-like image of a man eaten by a water buffalo, yet through *luwa*, these real and fictional life scenarios were considered heart-warming and inspiring.

B. Wala Balos nga Gugma (Unrequited Love)

e.g. Luwa, speaker 8, lines 4, 27, 30, 32
espera, espera
sa bangi sang amon sira
may lalaking naga tindog
naluyag takon waay tana

didto sa amon tupad
may nahuyagan ako daad
si tatay indi mahuyag
kay may hingod sa sungad

didto sa ilaya
may naanod nga gugma
sumampay sa akon dughan
masakit nga balatian

akon pahayagan mabangis nga gugma
sa akon dughan naga linagumba
madamo nga bulak akon naagyan
kaw lang inday akon naluyagan

e.g. Luwa, speaker 7, lines 1 & 2

*yari na ako d'ya na sa imo atubangan
naga dalô sing karung bulawan
hatagi sing d'yutay nga kunswelo
kay naga daba-daba ang amor sa dughan*

*mataas nga bukid akong gin lakbay
leon kag tigri akong kaubay
wala ko lang baliya akon kabudlay
asta ko malab-ot larawan mo inday*

Luwa utilized words with tones of amusement despite showing human frailty. It was able to recreate and reconstruct the image of forlorn love without putting insult to harsh realities of being broken hearted.

The excerpt above stated a failed love towards someone who refused to love the speaker in return (line 4) or that the speaker was regretfully telling the listeners that her father did not allow her love to prosper because the man was unworthy (line 27). Line 30 emphasized the fact that love once felt could make a person's heart (*dughan-metonymy*) grow fonder or worse could make a person ill caused by sadness. In line 32, the speaker said her lover was incomparable to the many flowers she had passed by (*naagyan*) and that she was his only love. '*Naagyan*' (motion v. move along) was used to create slant rhyme with the word '*naluyagan*' (v. liking, desire). Speaker's style in word usage varied with their desire to create rhyming effect and consideration of the number of syllables used per line.

C. *Dunang Manggad (Treasures of Nature)*

The third theme revolved on the poem's appreciation of nature. *Luwa* gave life to objects and other forms of non-living things projected as living entities that underwent sufferings and happiness. It uniquely highlighted the dual forms of nature – its ugliness and beauty.

e.g. Luwa, speaker 8, lines 1, 25

*sa ibabaw sang tigbaw
may sulat nga naga labaw
ginbasa ka dikol (bird)
San Matias Elementary School*

*sa ibabaw sang tigbaw
may sulat nagalabaw
ginbasa sang karabaw
wala unto sa ibabaw*

Weeds or grasses (*tigbaw*) are the food of water buffalo and a verb phrase modifier '*naga labaw*' protruding was used to create the end rhyme '-*baw*' with the word '*tigbaw*' and '*kabaw*' (water buffalo) which was toothless (*wala unto sa babaw*).

The weeds (*tigbaw*) played an important role in *luwa* as it always indicated the location of the subject or topic of the sentence known as the Non-Personal Locative Noun Phrase (*sa+ noun phrase* - see Phrases).

e.g. Luwa, speaker 7, line 2

*mataas nga bukid akong gin lakbay
leon kag tigri akong kaubay
wala ko lang baliya akon kabudlay
asta ko malab-ot larawan mo inday*

A journey to the '*bukid*' was described to be a difficult task through using the adjectives '*ginlakbay*' travelled and emphasized the presence of a tiger and lion as the speaker's companion in the journey. The

companionship of lion and tiger meant there were dangers in the journey which would become bearable to the speaker of the poem if these two animals could be there to protect him.

The long and arduous journey was a justified reason for the speaker to reach the top of the mountain just to secure the picture of the woman he loved. For a mere picture to be acquired by the speaker facing such hurdles of difficulties meant his love for the woman was noteworthy.

Insights

Binalaybay and *luwa* projected the various facets of problems of the speakers' life yet at the same time it subtly appeased these painful experiences through words of hope and positivism reminding them of the fleeting time in this world. It was a realization of the simple and fulfilled life the speakers had in the past and how they patiently overcame difficulties with a happy disposition in life.

The speakers were natives of Dingle. They were oriented with the farm life. They were rice field workers and sugarcane farmworkers who cultivated its soil and enjoyed its produce. They were individuals, parents, husbands and wives who worked hard to carry through a day. They were living witnesses of the town's progress and of its adversities. Their very existence epitomized the authenticity of their poems.

Childhood is something people could always look back to but aging is a landmark of maturity which gave the elderly a sense of pride and comfort. The speakers conveyed the fullness of life experiences through the oral literary genres. It was through this oral tradition that speakers' self-esteem and cultural attitudes were recognized and valued. The speakers created their *binalaybay* and *luwa* which made these literary pieces authentic. In addition, speakers said that this form of activity during '*bilasyon*' was a form of entertainment which the younger generation failed to experience.

The poems helped glorify the essence of life in the past and the community was a vital element in the preservation of the myriad roles these poems played in the construction of the political and economic power of the town.

The analysis showed that *binalaybay* and *luwa* used various stylistic techniques to convey the themes centered on the sad yet funny experiences of human frailty and triumph; the purity and bitterness of love as a driving force of human existence; and lastly, the beauty and wealth nature offered to mankind.

Stylistics Analysis of the Linguistic Features of *Binalaybay* and *Luwa*

Binalaybay

A. Lexical Categories

Nouns

Binalaybay nouns were in abstract forms. The abstract nouns reflected the feelings, sentiments and ideals of the speakers. They reflected ideas of the heart, mind and emotions based on speakers' life experiences. They evoked feelings of sentiment and empathy from the listeners/readers. A strategy to connect with audience facilitated effective conveyance of the poem's message. On the contrary, the use of concrete nouns could not be outweighed because it helped establish the sense of reality of the poem's message.

This observation was congruent with the stylistics analysis of Hassan and Bughio (2015) on the 'Bull and the She Devil' (1958) short stories written by Zaibunnisa Hamidullah. The result showed that the author used mostly concrete nouns and abstract nouns. Abstract nouns along with adjectives described the psychological and emotional makeup of the protagonist. Concrete and abstract nouns along with the qualifying adjectives portrayed a vivid image/picture of the surrounding and of the character's physical appearance.

Adjectives

Adjectives were mostly descriptive in form referring to the use of senses (touch, taste, smell) and emotions. They were mostly found in the Noun Modifier Phrase with the use of the particle '*nga*' and its variant '-ng' as filler of the particle slot of the phrase, e.g. '*mahumot nga rosas*'.

Adjectives were essential and played crucial roles in the structure and meaning of the poem. They vividly described the nouns or pronouns in the poems and created visual images for the listeners/readers. They could be predicative or attributive depending on the use in the sentence. Adjectives colored the sensory images speakers want to convey. Attributive adjective was mostly used and predicative adjective was used as a necessity.

Adjectives in Shapiro's poem 'Auto Wreck' studied in Jawad, et al., (2018) played a significant role in identifying the stylistic tendency of the poet. The result supported the analysis of adjectives in *binalaybay* (and *luwa*) which showed that syntactic and semantic manifestations of adjectives in the poem served as the literary tools used to clarify the poet's attitude towards the major theme of the poem. Syntactically speaking, adjectives were used attributively modifying the nouns with which they appeared so as to add detailed explanation to the major events throughout the poem. As far as semantics was concerned, the lexical use of those adjectives was purely descriptive so as to depict the connotation side of the poem. Moreover, the semantic properties of the used adjectives elaborated the intention of the poet as far as the theme and the ideas he sought to convey.

Verbs

Verbs were mostly transitive in structure and dynamic in form. They were vital in the consistency of the flow of the poem. Verbs were actor-focused indicated by the '*ang-sang*' phrase of the sentence (Non-Personal Definite Noun Phrase (*ang*+noun) and Non-Personal Attributive Noun Phrase (*sang*+noun)). Intransitive verbs were mostly used with nouns that were abstract in form followed by Non-Personal Definite Noun Phrase (*ang*+ noun) and Personal Locative Noun Phrase substitutes (*sa*+ pronoun) to complete its idea. Verb aspect was mostly in completed form (past tense) with the actor-focused structure followed by proposed aspect (future tense).

Verbs were used to unfold actions or events and made the story move forward. They created impact in the pacing and transition of events in a story. According to Gray (2014), reading is a fluid journey. Our brains have been trained to recognize transference of action from verb to direct object automatically, but that also meant that if we did not subconsciously see it, readers were likely to lose interest in what they were reading. Engaging writing captured a reader's attention and held onto it fiercely. Transitive verbs kept the flow consistent and unbroken.

Adverbs

Adverbs of nullity - '*wala*' nothing, followed by '*indi*' no, not and '*diri*' were some of the adverbs found in *binalaybay*. Conjunctive adverbs were found which had conjoined clauses.

The adverb '*wala*' nothing was considered an exclusive word which when used by a speaker revealed his sense of honesty. This adverb was used in *binalaybay* to express the shortcomings and nothingness in the life of the speakers as an indication of the poverty they had suffered.

B. Grammatical Categories

Sentence Types

Compound and compound-complex sentences were commonly found. However, simple sentences were also found because speakers cut their lines and did not use conjunctions to connect the lines in a stanza. This technique is a literary device called enjambment.

Simple sentence when used in a parallel line had a gradual disclosure effect of ideas, or a subtle pause to hold ideas before giving them away. It created heightened emotions but at the same time gave the listeners/readers a chance to ponder on each idea presented. Conjoined Clauses composed of compound and compound-complex clauses aided in the completion of the poems' ideas. In addition, they helped create equal length of sentence, rhyme and rhythm to the text.

Sentence Complexity

Paragraph length was dependent on the completion of ideas conveyed by the speaker. Division of the number of lines per stanza was a speaker's prerogative. *Binalaybay* with lower than 19 words per stanza were considered brief and an average of 50 words per stanza could be considered a lengthy poem.

The lines in a stanza showed the process, the phases, the transitions, the transformations of events happening in the subjects of the poem. The entirety of the lines created the essential meaning of the poem.

According to Mishra (2019), a poet adopted long and complex sentences when he aimed at examining an idea more scrupulously, creating more vivacious images, and making the readers feel an anxiety that he was obsessed with. Moreover, the length of the sentences also ascertained the feel of poetry. While a nostalgic moment could be best captured through a long, complex and relaxed structure, the feeling of exigency, stress and danger could be best portrayed in short and snappy sentences. The choice of sentence complexity also depended on the basic intentionality of the poet. A poem written in a string of very short or minor sentences accelerated the reading pace thus exciting the reader while compound or complex sentences would render the poem more passionate and reflective.

Clause Types

Most commonly used clause was the Sentences with Conjoined Clauses (Adverb clauses) because of the narrative nature of *binalaybay*. Speakers used coordinating and subordinating conjunctions to connect ideas. This was evident with the use of complex sentences following the simple sentences. Conjoined Clauses aided in the completion of the number of syllables needed to create equal length in sentences and conjunctions also gave sense and rhythm to the text.

Complex sentences also predominated Poe's The Black Cat story. In a study of Almutalabi (2018) Poe's The Black Cat revealed that complex sentence was the most significant style used to express the main themes, depicting all related points of characters and showing the main events in the story. The complex sentences that the story was filled with vary according to the numbers and types of clauses that they were made up of. The essential component of the complex sentence, the main clause or the independent, revealed the idea, theme or event whereas the other subordinate clauses modified the main ones. The main stylistic function of the use of the complex sentences was to express what the writer intended to convey as far as the themes, events and characters were concerned.

Phrase Types

Non-Personal Locative Noun Phrase (*sa+noun*) which was introduced by the participle 'sa' occurred the most in the poem, e.g. 'sa Iloilo'. Next was the Non-Personal Definite Noun Phrase (*ang+noun*), 'ang baroto'. These phrases helped emphasize, characterize or highlight the subjects of the poems. In addition, the phrases provided observations, thoughts and impressions of the flow of the idea of the poems.

Word Classes

Pronouns

The most commonly found pronoun was 'akon' *my, mine*, followed by 'aton' *our, ours*. *Binalaybay* were personal stories of the speakers that included their family and the people surrounding them. These people were connected with the speaker prompting the use of the pronoun 'aton' (our, ours) which was next most commonly used. The pronouns 'akon' (my, mine) 'aton' (our, ours) revealed a speaker's sense of emotional state and personality (Pennebaker, 2011) which made the poem sincere.

Pronoun is one of the function words of language (together with articles, prepositions, conjunctions and auxiliary verbs, etc.). They were the connective tissue of language that offered deep insights into a speaker's honesty, stability, and sense of self. They were the key to understanding relationships between speakers, objects, and other people. When people's use of function words was analyzed, a sense of their emotional state and personality, and their age and social class could be determined (Pennebaker, 2011).

Conjunctions

Subordinating conjunctions 'kay' - *because*, 'kon' - *if*, until and coordinating conjunctions 'pero' - *but*, 'kag' (and) and 'para' - *for* were found in the poem connecting compound and complex sentences constructions. Subordinating and coordinating conjunctions aided in the transition of poem lines.

C. Figures of Speech

Grammatical and Lexical Schemes

The technique of repetition was applied to create foregrounding. The foregrounded textual or narrative features and the invitation to listeners/ readers diverse personal meanings of the poems distinguished *binalaybay* for its literariness. The mostly used figures of speech were metaphors, *allusion*, *reditio/kyklos/framing*, *anaphora* and *tautology*. The technique of repetition is to get the attention of listeners/readers to certain language features and invite interpretation.

The significance of using figures of speech is highlighted in a study of Islami (2019) who explained that the functions of figurative language gave concrete explanations to something that is abstract. It gave intensified explanation, more expressive image and made the lyrics (text) more attractive and fun to listen. It supported the use of figures of speech in *binalaybay* through the use of repetitions in its grammatical and lexical scheme which when foregrounded help readers remember the identity and authenticity of the poem.

Phonological Schemes

The *binalaybay* rhymes were slant rhymes which may or may not have perfect syllables. Usually the imperfect number of syllables occurred when coordinating and subordinating conjunctions were used to provide additional information or contradict information.

Speakers could also create unique end rhymes of the same pattern (a, b) with one end rhyme different from the rest. In addition, a speaker could use perfect number of syllables on one or more stanzas within one piece of *binalaybay*. The monotony of reading poem lines was lessened with skillful creation of the end rhymes aided with the almost equal number of syllables of the stanza.

Tropes

Binalaybay used figure of speech at a word and sentence level to create an effect, make an idea more vivid or create imagery. Hyperbole was a form of exaggeration using words and *binalaybay* rarely used literary devices that created implausible idea when taken to a non-literary level. Tropes were rarely found in the poem because the poem projects realistic ideas using factual words and hyperbole was used as a necessity or a technique for slant rhymes.

Al-Qudsy (2016) explained that figures of speech could make human feel pleasure with imagination and brought in an additional imagery which meant an abstract thing could become concrete. In poetical form, imagery could be defined as the figurative description because it experiences

reader's mind to create such imagination through the text. In addition, figures of speech could be used to convey an abstract thing in creating emotional sense and could communicate the writer's idea in a brief form.

Insights

To create a sense of reality, abstract nouns were used to project the inner thoughts, emotions and aspirations of the speakers. These were real-life experiences shared and its authenticity was founded on the emotionally-laden events in the life of the speakers. Further, concrete nouns consolidated these ideas.

There was a preponderance of a uniquely Hiligaynon Noun Modifier Phrase (adj+nga+noun) structure used to modify nouns and pronouns.

The transitive verbs were found in a goal-focused (passive form) sentence construction. They were essential for the transition of the ideas of the poem.

The negative connotation of the adverb '*wala*' *nothing*, *none* were exclusively used to refer to the lack of basic commodities of the speakers which tacitly represented the word 'poverty'.

There were free verse *binalaybay* which vary in sentence length per stanza.

Sentences with Conjoined Clauses (Adverb clauses) were used to avoid unfavorable straightforward statements to listeners/ readers. Before stating a negative opinion, the poem needed to explain, elaborate or refute prior statements.

For the phrase, the Non-Personal Locative Noun Phrase (*sa*+noun) introduced by the participle '*sa*' occurred the most in the poem. This was observed due to the preponderance of the content word Noun in the poem.

The personal pronouns ‘*ako*’, ‘*akon*’, ‘*aton*’ indicated speakers’ sense of ownership, veracity and responsibility of the stories they told through the poem.

The technique of repetition was used to create foregrounding. The figures of speech that were focused on repetition of words, phrases, clauses and ideas such as *Redditio*, *Anaphora* and *Tautology* were predominant in *binalaybay*.

Luwa

A. Lexical Categories

Nouns

Nouns were in concrete base form to create clear and smooth transitions of the flow of the poem. The use of direct and simple words captured the attention of listeners. Nouns mostly referred to name of things, (e.g. *bulak* - *flower*); places, (e.g. *bukid* - *mountain*); persons (e.g. *nanay* - *mother*) and animals (e.g. *karabaw* – *water buffalo*). Concrete nouns revealed familiarity, sense of ownership and pride the speakers felt about their hometown. Experiences and events mentioned in the poem were places and things found in their respective barangays.

The concrete nouns of *luwa* constituted ‘the world of fiction’ as claimed by Chandio, et al. (2017). The names of places, animals, conditions, etc. projected reality which ironically revealed the fictional images of the poem. It demonstrated the fact and fiction of the speakers’ experiences. *Luwa* was meant to entertain the family and the people during the wake of a deceased loved one, so events that transpired were the products of the speakers’ imagination held to be true.

Personified nouns referred to persons and part of the human body. Abstract nouns were limited to ‘*gugma*’ and ‘*amor*’ love.

Adjectives

Most adjectives were attributive in position, visual in form and descriptive in types. They were exclusively found in Noun Modifier Phrase. Most of the modifiers were derived from nouns and affixed with modifying affixes */ma-/* or */ka-/*.

The most common way to form modification or attribution in Hiligaynon was by putting the particle ‘*nga*’ between two words which may be a noun and a noun, a noun and an adjective, a noun and a deictic, or a noun and a verb. ‘*Nga*’ can be affixed as a */-ng/* after words ending in a vowel, as a */-g/* after words ending in ‘n’ (Motus, 1971). The inflected form ‘-ng’ was usually used to balance the sentence complexity of the poems.

Adjectives were essential and played crucial roles in the structure and meaning of the poems. They vividly described the nouns or pronouns in the poems and created visual images for the listeners/readers. These adjectives could be predicative or attributive depending on the use in the sentence.

Verbs

Verbs were inflected for Focus, Aspect, and Mode. *Luwa* had mostly goal-focus sentence structures. The object of the verb was the focus. Verbs were in completed aspect in the general mode with the affix ‘-nag’ indicating past form of the verb in the actor-focus category. This was followed by the durative (progressive) aspect with the affix in the actor focus category. Hill (2012) stated that the use of the present tense made the action and events more immediate. Readers had to believe that story events written in present tense were happening at the very moment. *Luwa* speakers recognized that the use of the present narrative tense (durative aspect of the verb) made the readers/listeners pay more attention to the story of the poem. And because the subjects (nouns used) were familiar to them, the audience developed a deeper connection in the story that transpired.

The proposed aspect (future tense) in the imperative mode, mostly use the affix ‘*mag-* and *ma -*’. Most verbs were dynamic in form which referred to movements or physical activities. The stative verbs mostly referred to psychological state or perceptions. Dynamic intransitive verbs referred to physical activities or movements which vividly presented the subject or object in the poem. Transitive verbs stative in forms referred to psychological state of the subject of the verb. According to Timucin

(2010) dynamic verbs help emphasize that everything in the poem is about the speaker's personal, 'real' experiences and observations.

Adverbs

The adverb of place '*didto*' *there* (locative/far) was most commonly used introducing the topic of the poem, followed by '*wala*' '*non/none*'. Because of the goal focus construction of the Hiligaynon sentences, the adverb '*didto*' preceded the Personal Locative Noun Phrase Substitutes (*sa*+ pronoun) and Non-Personal Noun Phrase (*sa*+ noun).

Locative adverbs '*didto*' or '*adto*' were used in *luwa* to identify the location of the subject of the sentence. This adverb preceded the following combination of phrases: Non-Personal Locative Noun Phrase (*sa*+noun) '*sa tabok*' + Existential Phrase 'may + Noun Modifier Phrase '*babaying matambok*' + main clause and object complements.

B. Grammatical Categories

Sentence Types

The simple sentences of *luwa* were direct and captured the interest of the readers/listeners with lesser number of syllables per line. These were declarative in form to sarcastically project a reality of the humorous story of *luwa*. Speakers mostly used declarative statements because they were stating events which may or may not be based on facts. Widyanti (2013) stated that use of declarative sentences was aimed at providing the readers with the information. In his stylistic-pragmatic analysis of Harper's Bazaar Magazine, it revealed that declarative statements introduced the product and service by making claims and assertions about the quality of the product. In *luwa*, assertions were established through the use of declarative statements though these assertions were merely imaginations of the speakers.

Sentences were mostly in a goal-focus construction introduced by the Personal Locative Noun Phrase Substitutes (*sa*+ pronoun) and Non-Personal Locative Noun Phrase (Prepositional Phrase) (*sa*+ noun) and followed by the Noun Modifier Phrase (*adj.+nga*+noun). The presence of complex sentence types was also found in the poem.

Sentence Complexity

Sentence length in *luwa* was averaging on a 7.5-8 words per sentence and a 17.6 words per stanza. This was to capture the interest and imagination of the listeners/readers with its vivid, direct description of the topic. The mean score of the number of words per sentences was also varied. Speakers maintained an average of seven-point five (7.5) words per sentence and an average of fifteen (15) total words per stanza. Speakers who were exposed to *binalaybay* and *banggianay* could have an average of twenty (20) words per stanza. They were familiar with the lengthy narratives of *binalaybay* and *banggianay*.

The type of sentences used in *luwa* could have stylistic implications. In a study of Bashir, et al. (n.d.) titled stylistic analysis of some selected Nigerian newspaper readers' facebook comments, simple and complex sentences are used for the ease of the survey of texts, one to another and not to consume the page. In *luwa*, the sentences facilitated the ease of reading it as well as the understanding of its meaning.

Clause Types

The most commonly found clause in *luwa* was the Sentences with Conjoined Clause. Compound-complex sentences were used and divided into four-line poem. The conjoined clauses mostly answered the question why and used the subordinating conjunctions because, if, even if, until and when. Conjoined Clauses were effective in presenting the comparison, contrast or condition of the statements of the poem. Their presence could help consolidate ideas conveyed.

Conjunctions in conjoined clause were effective in presenting the comparison, contrast or condition of the statements of the poem. Their presence in the poem may not be discernible enough to affect the meaning conveyed yet their absence could fail the poem to shift from one idea to the next or consolidated these ideas.

This idea was supported by a study of Abdurrahman (2016) on William Faulkner 'A Rose for Emily' which revealed that complexity was a device used to create suspense and to deliver themes skillfully. Complexity manifested itself in the story folds in many faces, mainly in sentence structure and acted structure as a whole. Complex sentences carried the major themes triggered by the author. Complex and

lengthy sentences could be very powerful: they were used to investigate an idea more thoroughly, give vivid descriptions, and develop tension.

The analysis further revealed a noteworthy result on the role of simple sentences in the story. Abdurrahman (2016) stated that simple sentences should not be neglected because they were tactfully functioned to stem minute details and shifts of time and place besides accompanying simple, short events.

Phrase Types

Luwa showed the highest number of occurrences for the Non-Personal Locative Noun Phrase (*sa+noun*). This phrase type always co-occurred with the Existential Phrase (*may+noun*). The lines were introduced by the Non-Personal Locative Noun Phrase ‘*sa + noun*’ to indicate the location of the subject of the poem introduced by the word ‘*may*’, there is – Existential Phrase. In a poem, emphasis was put on the words to describe an impression or emotion and not so much on the completion of a sentence. Phrases became an indispensable technique to grab the listeners/ readers attention.

Word Classes

Pronouns

Luwa mostly conveyed personal issues and experiences of the speakers so pronouns were in absolute and genitive case. First was the personal pronoun singular absolute in form – ‘*ako*’ I, and followed by the genitive first person ‘*akon*’ my mine. Pronouns were rarely used because speakers used nouns to clearly convey their messages and the use of pronouns were done when speakers talk about themselves or about others. If it did not concern the speaker’s personal issues and experiences, it could refer to another person or the listener’s/reader’s issues.

Conjunctions

Subordinating conjunctions connecting were mostly used such as ‘*kay*’ - *because*, ‘*kon*’ - *if, until* and coordinating conjunctions ‘*pero*’ - *but* and ‘*para*’ - *for*. Conjunctions aided in the transition of poem lines and helped speakers create longer sentences to complete the message of the poems. They gave sense and rhythm to the text.

C. Figures of Speech

Grammatical and Lexical Schemes

The figure of speech focused on the use of repetition technique. Epizeuxis, *polypopton*, *tautology*, *parallelism* used the technique of repeating words, phrases, ideas or statements to highlight the lines of the poem and to capture the interest of the listeners/readers. The technique of repeating words, phrases, ideas or statements was used to highlight the lines of the poem and to create foregrounding.

Phonological Schemes

Slant rhymes were found in almost all lines of *luwa*. Internal rhymes occurred on a three-line *luwa* or if there was repetition of the words. This was achieved when speakers used *assonance*, *consonance*, *alliteration* or a combination of both literary devices to create a slant rhyme technique or create internal rhyme. Perfect rhymes were achieved when the end rhymes were the same phonologically taking into consideration the same stressed syllables for the end words. *Alliteration* or *consonance* were used to create a rhyming technique for imperfect rhymes of *luwa*. According to Farnen (2020), rhythm (pulse of poetry) and rhyme (echo) help make poetry an emotional and musical experience. Rhyme, along with meter, helps make a poem musical, aided the memory for recitation and gave predictable pleasure. A pattern of rhyme, called a scheme, also helps establish the form.

In addition, Tucker (2020) stated that meter helps a poem maintain a steady and predictable ebb and flow; helps set the pace to support the underlying tone; helps reader identify when and where a poem originates; and offers flexibility and diversity.

The Hiligaynon language is rich with similar sounding words which was used to advantage by speakers through a literary device, *consonance*. This phonological scheme showed similarity in rhyming through the use of repetition of the consonant sounds and stress syllables.

Tropes

Tropes found in *luwa* were antithesis (opposite), irony (contradiction), paradox (contradiction), simile (comparison), hyperbole (exaggeration). The emphasis of words through the use of repetitive structure was effective to make the lines or thoughts of a poem memorable to the readers/listeners. This was the case for tropes which used the tool of placing contradicting ideas side by side. The simile and hyperbole on the other hand aided in the accurate description of images, emotions, feelings and ideas through comparison. Tropes placed contradicting ideas side by side. The simile and hyperbole on the other hand, aided in the accurate description of images, emotions, feelings and ideas through comparison.

Alejandro (2016) concluded that figurative expressions led readers to think in synthesizing ways. These figurative expressions allowed readers to draw new experiences. They made the readers feel, observe or imagine the world in a new perspective. Writers explored the encoding of images relevant in bringing out relationships among these figurative expressions.

Insights

Luwa is an enjoyable oral literary tradition. In the stylistic analysis, the poem showed several unique features that made it a classic and authentic poetry form.

The concrete nouns of *luwa* created reality drawn from the imaginative minds of the speakers.

The Noun Modifier Phrase (*adj+nga+noun*) structure was the sole adjective phrase unique to Hiligaynon language. This was predominantly used in the poem.

Simple declarative sentences were mostly used to establish factual elements against the fictional backdrop of the poem.

Short and direct presentation of ideas was observed; however, speakers oriented with *binalaybay*, *banggianay* and *composo* oral tradition created lengthy *luwa*.

A combination of phrases created crisp and rhythmic cadence of the poem. The combinations were as follows: (1) Adverb '*didto*', followed by Non-Personal Locative Noun Phrase (*sa+noun*) *sa tabok*, followed by an Existential Phrase (*may*) '*may babaying matambok*', with a Noun Modifier Phrase (*adj+nga+noun*), '*matambok nga babayi*'; and (2) Non-Personal Locative Noun Phrase (*sa+ noun*) *sa ibabaw*, followed by the Non-Personal Attributive Noun Phrase (*sang+noun*) *sang tigbaw*, then the Existential Phrase (*may sulat nga naga labaw*), then the main clause (*sulat ginbasa ka dikol*) with dependent clause or object complements (*San Matias Elementary School*).

Personal pronoun singular absolutive in form – '*ako*' *I*, and first person singular genitive pronoun '*akon*' *my mine* were mostly used in *luwa*. One main function was to downplay the unpleasant description of the speaker of himself. This was a subtle technique of creating humor through the use of vulgar words.

The technique of repetition foregrounded ideas. *Epizeuxis*, *polypopton*, *parallelism* were some of the mostly used figures of speech in the poem. The use of repetitive structure was effective to make the lines or thoughts of a poem memorable.

CONCLUSIONS

This study aimed to preserve and analyze the Oral Literatures of *Binalaybay* and *Luwa* in the Municipality of Dingle. Specifically, it analyzed the poems through stylistics analysis of its stylistic features consisted of lexical categories, grammatical categories and figures of speech of Leech and Short (2007).

The themes derived from the analysis of the poems were the Kalipayan sa Kasakit (blissfulness of sad experiences), Wala Balos Nga Gugma (unrequited love) and Dunang Manggad (treasures of nature). The lexical category composed of nouns, adjectives, verbs, adverbs known as content words carried meaning through force and vitality. The grammatical category composed of sentence types, sentence complexity, clause types, phrase types and word classes created rhythmic prose, coherence and kept listeners/readers interested. The variation created strong and weak ideas which made the sentence structures engaging. The use of figures of speech was helpful for the listeners/readers as the technique of repetition was applied to create foregrounding. For those who could grasp the actual meaning of the figures of speech, interpretation was accessible.

Leech and Short (2007) stated that an analysis of style was an attempt to discover the principles in the writer's choice of language. Speakers of *binalaybay* and *luwa* used multiple stylistic devices in one

single stanza to create a unified message. The use of stylistic features established the foundation of the meaning of the poem. They contributed in developing and validating the true meaning of a literary piece. They were intangible treasures that made the poems genuine and novel. To be able to discover the poems' essence, deconstruction and reconstruction of the internal workings of language style were essential. This provided a repository of new meanings and interpretations creating rich and distinctive research data.

Language choices of the speakers led towards their perseverance to live a comfortable life amidst poverty, their ability to love and treasure this love despite its pains and betrayal, to seek happiness both in humans and in nature and eventually learn to survive and to welcome new phases of life.

The poems *binalaybay* and *luwa* are rich oral traditions of the Municipality of Dingle. They are a recollection of the beauty of a simple life and happy disposition of the elder folks of the town.

RECOMMENDATIONS

In the light of the preceding findings and conclusions, the following are recommended.

1. The Local Government Unit, Office of Tourism, schools and language communities of each barangays may consolidate efforts in establishing programs promoting the rich oral literary tradition of the Municipality of Dingle. Government funding and support of various agencies can be organized to establish projects that will help preserve and document oral literary genres of the town such as *binalaybay* and *luwa*.
2. The readers/listeners should familiarize themselves more of the oral literary genres of *binalaybay* and *luwa* to be able to understand and eventually appreciate the content of the poems expressed by the speakers. They can study the linguistic features through readings of the poems and be able to know their significance in the meaning fulfillment of the poems.
3. Literature and Language teachers can gain insights from the study and can prepare well-planned activities that focus on the analysis of discourse. By teaching students to analyze discourses from authentic corpora of various oral literary pieces, news articles, letters, reports, lectures, etc., students become critical thinkers and are able to construct personal meanings relevant and beneficial to their field of specializations. Professional training should be designed in such a way that teachers become competent in the use of various tools of Discourse Analysis.
4. English major students have to learn linguistics and its specific area of stylistics to determine that every text, discourse or speech has its own style. They should be able to learn how to reveal each speaker's/author's style of writing literary pieces by employing stylistics approach. Stylistic analysis develops students' interpretative skills through explicit and conscious scrutiny of the texts under study.
5. The stylistics theory should be used as a tool to describe sentences which have multiple, interlocking purposes related to literary context such as the classic genres of novels, short stories and Bible scriptures.
6. Future researchers can analyze other forms of oral literary genres such as folksongs, chants, myths, riddles, etc. using stylistic approach. Further, they can explore the world of discourses in speech form, news articles, debate, etc. and do stylistics analysis in terms of pattern usage, lexical, rhetorical and syntactic features.

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PROBLEMS ASSOCIATED WITH THE USE OF ENGLISH AS A MEDIUM OF INSTRUCTION IN COLLEGE

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ABSTRACT

This empirical study aimed at determining the student's perceived problems in speaking English for instruction and communication, then providing solutions in every difficulty. The possibility of having a significant difference between male and female, older and younger respondents' perceived problems in using the English language was also investigated. Survey questionnaires consisting of Likert-type questions were administered to the respondents of Isabela State University-Jones campus. Frequency count, Ranking, Descriptive statistics, Mean, t-test, and Cronbach Alpha were used for the statistical treatment of data. The prevalent problems they face are being ineloquent, fear of committing mistakes, and the difference in syntax between their native and the foreign language. There is a significant difference between the male and female respondents' problems in committing mistakes in grammar and correcting their mistakes in grammar. The third year respondents have more issues in having fear of committing mistakes, insufficient vocabulary, syntax, and unfamiliarity of the English language. Although this study was anchored to some existing researches and studies, where they only settled with five areas concerning the perceived problems of non-native English speakers, this study delved deeper and provided more areas to specifically determine issues that may be of substance to the students' perceived problems. These are: a. Fear of Committing Mistakes, b. Insufficient Vocabulary, c. Difference in Syntax, d. Unfamiliarity of the English Language, e. Environment, f. Poor grammar, g. Ineloquence (not fluent), h. Lack of Motivation.

Keywords: English Problems, English Language, Use of English, Medium of Instruction, College

INTRODUCTION AND IN-TEXT LITERATURE REVIEW

When someone uses their second language, they seem to operate slightly differently than when they function in their native language. This phenomenon has been referred to as "foreign language effect". Problems arise when English is a second language to either speakers, listeners, or both (Thierry, 2018).

In an article published by the British Council regarding medium of instruction, it was explained that teaching an educational content using English as the instructional language increases the amount of exposure the students get, increases the opportunities they have to communicate using the target language, and therefore improves or develop their control of the language. For example, English is used from the start until the end of a course as the main instructional language and the teacher uses methodologies to support meaning by using a lot of visual information and non-verbal communication to support meaning. This is a very useful exposure to the language and will give a high possibility for the students to develop competence in the English language.

English is the medium of instruction and communication for science, technology and the arts. It is also the medium of communication for business. Wilson (n.d.) stated that English is one of the most popular languages to learn, and many people choose to learn the language simply to place them in a better position to secure work, or communicate effectively with more people around the globe. It is therefore imperative upon all teachers, except in Filipino subjects, to encourage the students to achieve a maximum level of verbal and written English communication skills, to use the language in school, especially during classes to enable to develop their written and oral communication skills, specially to develop their fluency and articulateness in the use of the English language and thus, giving them self-assurance and confidence.

In an article posted by Ama (2019), he postulated that many students don't take their learning seriously. Students often think that they can use the same English that they speak in the streets and to that of the English they use inside the class or during exams. He further stated that students study English only in the classroom when the teacher is teaching. When students make mistakes and are corrected, they often say "It is not my language after all." This greatly affects their ability to learn English. However, because communication doesn't have to be grammatically correct in order to be intelligible, students don't always abide by the rules they learned in school and therefore do not get fully educated in terms of learning the target language.

English is a complex language. This is supported by the findings of the study "Problems faced by students in speaking English language", that in speaking the English language, most of the time the students make mistakes in grammar. They cannot easily differentiate the use of the tenses of the verbs in their sentences (Adil, 2019a). Students also lack confidence in speaking the English language because they are afraid to commit mistakes when using the language. Juhana (2012a) added that students have fears in committing mistakes because of correction and negative evaluation from others. They are afraid of being laughed at or being criticized by the teacher. Wilson (n.d.) also stressed that English grammar is complex, making it difficult to remember, master and use logically. Learning grammar is like learning how to drive. You can learn all the theories and rules but without practice, you won't be good at it. Because of the complexity and subtleties of the language, it can often be difficult to pronounce certain words properly. According to Excel English (2018), being complex and not a phonetic language, we often do not pronounce English words the way they are spelled.

The communicative competence of a person can be assessed through his capability to express his thoughts and ideas in meaningful sentences using appropriate words. Vocabulary learning then is critical to learning a language (Carranza, Manga, Dio, Jamora, & Romero, 2015a). Menakapriya (2016) explained that the numerous words in English make the students feel uneasy in most situation. The various forms of a single word, its tenses, functions, and word forms are confusing the students. Students have the idea and know what they are going to say in the source language but they get confused when they need to switch to the target language (Doris & Jessica, 2007, as cited in Fitriani et.al, 2015). Although using the vocabulary inaccurately doesn't often change the meaning of the text, it does weaken it (Wilson, n.d.).

Fear and anxiety is another problem of non-native English speakers. The results of the study of Wold (2006) showed that the learner experienced fear, nervousness, and anxiety which hindered her willing participation in interaction that could have helped in her progress in learning. According to Rahayu (2015a), students cannot find the exact or appropriate words to say what they have in mind, as a result, they lose confidence in using the language. This is further supported by the study made by Fitriani, Rahayu, and Wardah (2015) that the problems of vocabulary occur when someone lacks vocabulary needed to talk and does not know how to combine the vocabularies into a good sentence. Language learning anxiety not only inhibits interaction, but also, according to Krashen's Affective Filter hypothesis (as cited in Schutz, 2019), introversion and inhibition can raise the affective filter and form a "mental block" that prevents comprehensible input from being used for acquisition.

Lack of motivation in speaking the language is also one reason. Motivation can be driven by the teachers, other students, and their parents. (Adil, 2019b). Lack of motivation on the part of the students is another reason for not paying attention to the language. The intention of just passing the examination must be wiped out and effective learning should take place with the help of the teachers who teach the language. The result of the study conducted by Inayah and Lisdawati (2017) showed that students' who experience difficulties in speaking often have problems with their motivation and self-confidence that's why they feel hard to recognize their true skill.

Environment is one of the causes of the problems in learning English as perceived by students while /comparing it with the other two dimensions namely Attitude and Teacher's Competence (Raja & Selvi, 2011a). In their study, it was revealed that boys perceived more, the environment and attitude as the cause of problems in learning ESL than girls.

It is definitely a great task to teach or train students to speak or communicate in English. One of the best ways to attain this objective, as deemed by the researcher, is to use the language as a medium of instruction and communication between students and professors while inside the campus. This, however, does not necessarily guarantee that the students will become very fluent in oral and written English

but will definitely give the students the opportunity to become conversant and able to write legibly and coherently.

Problems associated with the use of the English language is definitely enormous. There is therefore a need to identify these problems so that solutions or measures to address them can be implemented or adopted, hence, this study.

STATEMENT OF THE PROBLEMS/OBJECTIVES

The specific objectives that this study sought to work on are the following:

1. Determine the students' perceived problems in their English language use for instruction and communication then suggest solutions.
2. Determine if there is a significant difference between male and female respondents' problems in using the English language.
3. Determine if there is a significant difference between the second year and third year respondents' problems in using the English language.

METHODOLOGY

This study was conducted in the four departments of the Isabela State University Jones Campus in Jones, Isabela. The 214 respondents who were enrolled during the first semester S.Y. 2021-2022 were selected at random using Slovin's formula and Proportional Distribution after identifying the total sample size to proportionally distribute the chances of selecting samples from different year levels of the respondents. There were 89 females and 125 males, 127 second year and 87 third year students.

The study made use of the survey method as well as descriptive statistics to answer the hypothesis posted in the study, and a structured questionnaire consisting of Likert-type questions. The questionnaire items were adopted from related studies and literatures, which results were put together in a form of a structured questionnaire, with minor modifications which were based on the observation of the students' speaking, writing, and learning activities inside and outside the class.

The survey questionnaire was divided into eight areas, namely; Fear of Committing Mistakes, Insufficient Vocabulary, Difference of Syntax, Unfamiliarity of Foreign Language, Environment, Poor Grammar, Ineloquence, and Lack of Motivation. Each of these areas were given more detailed items in the questionnaire to determine more specific problems that the students experience in using the English language as a medium of instruction and communication.

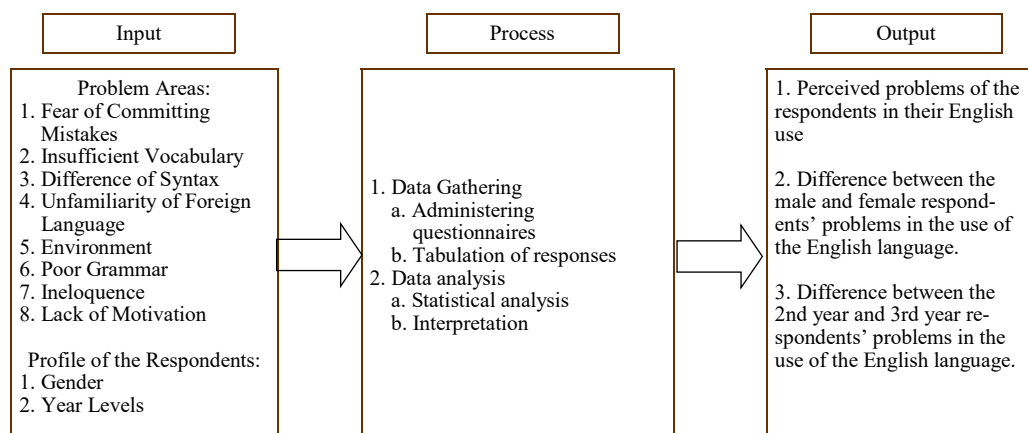
The data were analyzed for descriptive analysis and further statistical analysis with the application of t-test, Compare Means, and Descriptive Statistics to determine if there is a difference between the respondents' problems in terms of gender, and to determine if there is a difference between the respondents' problems in terms of year levels.

Frequency counts, percentage, and ranking were used to describe the profile of the respondents, and to rank the problems perceived by students.

A 4-point Likert scale was used for the four areas in the survey.

Weights	Ranges	Descriptive Rating
1	1.0 – 1.49	Never
2	1.50 - 2.49	Rarely
3	2.50 - 3.49	Sometimes
4	3.50 – 4.0	Always

Conceptual Framework



FINDINGS

Table 1: Questionnaire on Fear of Committing Mistakes

Questionnaire Items	Mean	Descriptive Rating
1. FEAR OF COMMITTING MISTAKES		
a. I am afraid to speak in English because my classmates might laugh at my mistakes.	2.80	Sometimes
b. I might not like what my classmates may think about me when I commit mistakes in speaking English.	2.65	Sometimes
c. I prefer to speak as little as possible to avoid committing mistakes in speaking English.	2.91	Sometimes
d. I prefer to keep quiet to avoid committing mistakes in speaking English.	2.76	Sometimes
e. I am afraid of correction/criticism and negative evaluation from my classmates.	2.71	Sometimes
GRAND MEAN	2.77	Sometimes

Table 2: Questionnaire for Insufficient Vocabulary

Questionnaire Items	Mean	Descriptive Rating
2. INSUFFICIENT VOCABULARY		
a. I want to say something but I don't get words to express them in English.	2.94	Sometimes
b. I cannot think of anything to say.	2.25	Rarely
c. I don't have confidence and I have less vocabulary in my speaking ability.	2.59	Sometimes
d. I feel insufficient in language skills to express exactly what I want to say.	2.78	Sometimes
GRAND MEAN	2.64	Sometimes

Table 3: Questionnaire for Difference of Syntax

Questionnaire Items	Mean	Descriptive Rating
3. DIFFERENCE OF SYNTAX		
a. I cannot translate a sentence from mother tongue to English in the exact same manner.	2.67	Sometimes
b. I use my mother tongue in speaking activities because it is easier. English has a complicated syntax rules.	2.80	Sometimes
GRAND MEAN	2.74	Sometimes

Table 4: Questionnaire for Unfamiliarity of the English Language

Questionnaire Items	Mean	Descriptive Rating
4. UNFAMILIARITY OF ENGLISH LANGUAGE		
a. I am not familiar with the use of the English language.	2.08	Rarely
b. I have limited use of the English language.	2.62	Sometimes
c. I am more motivated in using other languages than English.	2.51	Sometimes
GRAND MEAN	2.40	Rarely

Table 5: Questionnaire for Environment

Questionnaire Items	Mean	Descriptive Rating
5. ENVIRONMENT		
a. People think that I am just showing off when I speak English for daily conversation.	2.49	Rarely
b. The negative response from people when I speak English makes me lose my self- confidence to improve my speaking.	2.67	Sometimes
c. I am afraid that other people will not communicate with me if they do not understand my way of speaking to them.	2.48	Rarely
d. I was raised in a non-English speaking family and community.	2.78	Sometimes
GRAND MEAN	2.60	Sometimes

Table 6: Questionnaire for Poor Grammar

Questionnaire Items	Mean	Descriptive Rating
6. POOR GRAMMAR		
a. I am confused with the forms and rules of the English grammar.	2.85	Sometime
b. I feel embarrassed when I produce grammatically incorrect sentences.	2.81	Sometimes
c. I don't have a strong foundation in learning the English grammar.	2.56	Sometimes
d. Nobody corrects my mistakes in grammar.	2.27	Rarely
GRAND MEAN	2.55	Sometimes

Table 7: Questionnaire for Ineloquence

Questionnaire Items	Mean	Descriptive Rating
7. INELOQUENCE		
a. I do not speak fast in English.	2.99	Sometimes
b. I have too many pauses when I speak in English.	2.99	Sometimes
c. I have mannerisms/expressions in between words/phrases/sentences such as "ahm", "eh", "err", and the like which makes it annoying for others to listen to me.	2.80	Sometimes
GRAND MEAN	2.93	Sometimes

Table 8: Questionnaire for Lack of Motivation

Questionnaire Items	Mean	Descriptive Rating
8. LACK OF MOTIVATION		
a. I am not motivated to learn and use the English language.	2.32	Rarely
b. My classmates and friends do not use the English language.	2.35	Rarely
c. My family members do not use the English language.	2.59	Sometimes
GRAND MEAN	2.42	Rarely

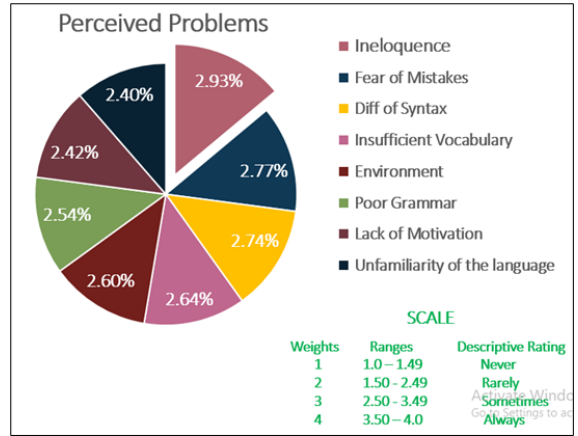


Figure 1. Distribution of percentage on the perceived problems of the respondents.

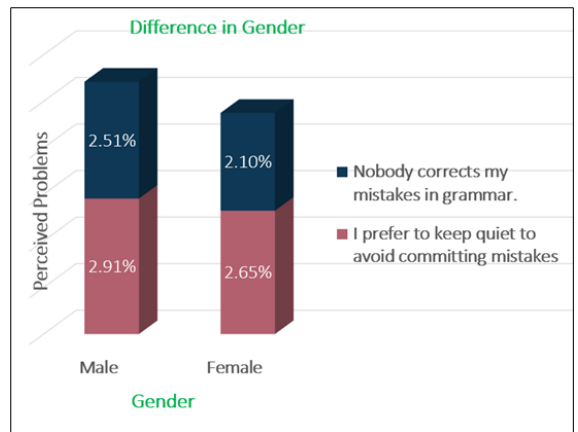


Figure 2. Distribution of percentage on the perceived problems of the respondents with significant difference according to their gender

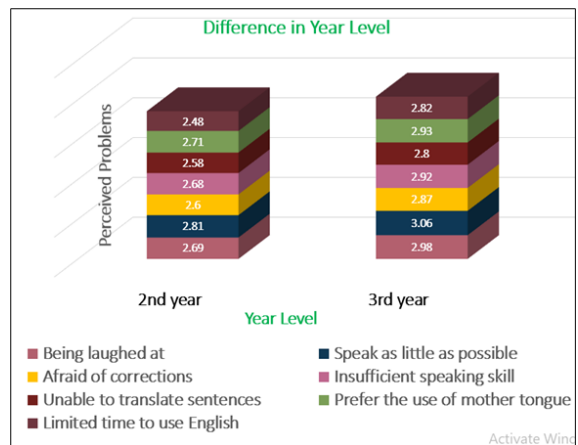


Figure 3. Distribution of percentage on the perceived problems of the respondents with significant difference according to their year level.

ANALYSIS/DISCUSSION

The following problems as perceived by the respondents, although not always, produced a relatively high Mean with descriptive rating as “Sometimes”.

The students' inability to be fluent in using the language ranked as the most common problem perceived by the respondents. Ineloquence is just one parameter in the questionnaire, and has detailed items. Particularly, the students revealed that they cannot speak fast, they have too many pauses, and they have nuisances or unnecessary mannerisms and expression when trying to speak English. This finding corresponds to the findings of the study conducted by Rahayu (2015b). In her conclusion, she added that students in Husnul Khotimah Islamic Boarding School faced the problems 'limited vocabulary', 'lack of understanding of grammatical patterns', and 'seldom practice', all of which can be related to fluency in speaking the language. Similarly, in the study conducted by Nakhalah (2016) on problems and difficulties of speaking English by language students, it revealed that the students couldn't keep the interaction going because they're not fluent in speaking the language

Fear of Committing Mistakes. In here, students prefer to limit their utterances to avoid committing mistakes. They also revealed that they are worried that if they produce incorrect sentences, their classmates might just laugh at their mistakes. The study of Juhanna (2012b) showed similar results, that students have fears in speaking English because when they commit mistakes, they are being laughed at by their classmates. Students lack confidence in speaking the English language because they are afraid to commit mistakes when using the language, this was shown in the study on the problems faced by students conducted by Adil (2019c).

Difference in Syntax between the source language and the target language. The students revealed that they find it hard to switch from their native language to the foreign language. Most of the time, they use their mother tongue in speaking activities because for them, it is easier. They cannot translate a sentence from mother tongue to English in the same exact manner.

Insufficient Vocabulary. The respondents have the ideas but they can't find the appropriate words to express their ideas in the target language. The study of Heriansyah (2012), 'lack of vocabulary' and 'afraid of committing mistakes' surfaced as the prime causes of such problem. In the study of Carranza, Manga, Dio, Jamora, & Romero (2015b) on vocabulary learning and strategies used by students, results showed that most of the time, students use dictionary to unlock unfamiliar words. This means that dictionary is the most reliable tool used by students to get the meaning of words. It also means that students in this study still need tools in order to understand meanings of English words. In a study about students' English speaking problems in speaking performances in Tangjungpura University (Fitriani et.al., 2015b), results showed that the students do not know how to combine the vocabularies into a good sentence.

Environment. Results showed that the students were used to speaking their mother tongue or their first language (L1) since this is the language they commonly use when communicating with their family members, relatives and their community. This result agrees with the study on the causes of problems in learning English in Manonmaniam Sundaranar University, Tirunelveli, where environment was the leading cause of the problems in learning English (Raja & Selvi, 2011b).

Poor Grammar. They responded that they feel embarrassed when they make grammatically incorrect sentences. In the study of Adil (2019c) most of the time, the students make mistakes in grammar and they cannot easily differentiate the use of tenses of the verbs in their sentences. The researcher also deemed necessary to note the ideas posted in grammar.com by Yigal (n.d) about the “Hard Issues in the English Language”, where ‘Cobwebs of English Tenses’ was one of the four issues, along with ‘Homonyms’, ‘Words that have no Equivalents in other Languages’, and ‘Phrasal Verbs’. Grammar was also a problem that surfaced in the study titled students' English speaking problems in speaking performances (Fitriani et.al., 2015b), wherein students get confused in translating from the source language to the target language.

Lack of motivation and unfamiliarity of the English language were rarely encountered as perceived by the students. They have limited use of the language and they are more motivated to use other languages than English. They do not use English because even their family members do not speak in English.

The students responded that they cannot speak fast (2.99) [Ineloquence], they have too many pauses (2.99) [Ineloquence], and they are confused with the forms and rules of English grammar (2.85) [Poor Grammar]. These findings correspond to the study of Ho (2018) on fluency where in his conclusion, he

posted that fluency is not something separated from accuracy. That a person who is a fluent language user is the one who obtains communicative competence. So, the strict implementation of Speaking English can be a solution to improve the students' fluency and accuracy.

Correct constant practice makes perfect. From here, it can be deemed that students face these problems because they do not use the language more often than they supposed to do. It is recommended for students to use the language even if they are not good at it at the start, but through constant use, they will improve. Proper tolerance of using the students' both native language and English is also advised. This means the use of code-switching to help the students comprehend the meaning of texts and learn the foreign language at the same time (Wei, 2013).

There are online quizzes and tests that can be administered to the students to improve their grammar. Some recommended sites are as follow: englishclub.com, oxfordonlineenglish.com, or usingenglish.com. To widen their vocabulary, it is advisable for teachers to introduce at least one English word to the students before the start of every class or lecture. Giving translation activities is also recommended such as working in groups on script of a film then regroup to compare their versions or discuss the differences. Peer mentoring can be of help. Female students are enjoined to guide or motivate male students to continuously use the English language then record and monitor their improvements.

There is a significant difference between the male and female respondents' problems in committing mistakes in grammar. Male respondents tend to keep quiet to avoid committing mistakes in grammar specially that nobody corrects their mistakes. This finding contradicts the idea of Spender (1985) that men dominate and control both interactions with women and the language system itself. Instead, it confirms the findings in a study about gender difference in English proficiency, that females' strong positive attitude and self-confidence play a crucial role in second language learning achievement (Olusiji, 2018). Peer teaching can be of help. It is advisable for female students to guide or motivate male students to continuously use the English language then record and monitor their improvements.

The older respondents in this study have more issues when it comes to their problems in committing mistakes, insufficient vocabulary, syntax, and unfamiliarity of the English language. While this result contradicts the findings of Cenoz (2002) which showed that older learners present a higher level of proficiency in English, the study of Major (2014a) suggests that younger learners are more adept than older learners at learning a second language. Major (2014b) also explained that there is a sharp drop in proficiency between ages 20-29.

CONCLUSION

Though there are limitations in this study, the results can add valuable material to the body of knowledge already existing in this field.

1. Both males and females have problems and issues in fluency, fear of committing mistakes, and complex forms of the language.
2. There is a significant difference between male and female respondents' problem of being quiet to avoid committing mistakes in their language use.
3. There is a significant difference between male and female respondents' problem regarding the absence of anyone to correct their mistakes in grammar.
4. There is a significant difference between the 2nd year and 3rd year respondents' problems in having fear of committing mistakes, having insufficient vocabulary, having difficulty understanding English syntax, and being unfamiliar to the English language.

RECOMMENDATIONS

The study focused only on the perceived problems of the respondents.

1. Future researchers may look into the actual problems experienced by students.
2. They may also include the perceived problems and actual problems experienced by teachers in using English in their respective areas of specialization.

ACKNOWLEDGMENT

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CULTURAL BELIEFS AND PRACTICES OF AGTA COMMUNITY

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ABSTRACT

This ethnographic study primarily aimed to determine the practices of the Agta in San Dionisio 1, Maddela Quirino in terms of birth and infancy; courtship and marriage; and death and burial as well as identified the ecological variables that affect the practices of the group. The data were gathered from the respondents through group interviews and observations. The study revealed that the cultural beliefs and practices of Agta in relation to birth and infancy, courtship and marriage, and death and burial was very rich and unique. There were various ecological variables which have an effect on the practices of the Agta. Evident to this were their tools for hunting and fishing, and style of their dwellings. The Agta rely their needs in nature, especially in terms of food. But as time passed by, they learned farming and agriculture. They also plant rice, cassava, taro, banana, melina, and “camoteng lanot”. They already learned the basics in cropping that lead them to permanent settlement. The Agta ways of living need significant value re-orientation and positive acceptance of changes in order to grow and develop. Although the Agta's attitudes, beliefs, and behaviors have played an important role in the documentation of our cultural past, some of their practices need to be re-directed in order for their social development to improve.

Keywords: Agta, Indigenous people, Practices

INTRODUCTION

The Agta are classified as indigenous peoples under the Indigenous Peoples' Rights Act (IPRA) since they are descendants of the Philippine Archipelago's first invaders, who arrived between 35,000 and 60,000 years ago (Bellwood, 1997 & 2005). They now number roughly 10,000 people, who speak 16 distinct languages and live throughout the Sierra Madre Mountain Range in Northeast Luzon (Headland, 2010).

Fishing, hunting, gathering, bartering with neighboring farmers, logging, paid labor, and substantial agriculture are all part of the Agta's livelihood pattern. Regardless of the fact that some groups are more sedentary than others, the Agta under inquiry maintains a high level of movement (Early and Headland, 1998). Agta move between habitation places based on economic opportunities as well as spiritual and social demands. Physically, the Agta in what is now Quirino Province are nearly identical to the other Agtas in the Sierra Madre Mountains.

These dark-skinned people are referred to as Agta, Dumagat, Aeta, or Pugot by outsiders. They prefer to be called Agta among themselves, and the term Pugot is disparaging to them because it either refers to a head hunter, which they claim they have never been, or to a headless ghost. The title Ibukid (from the Agta phrase bukid-mountain: from the mountain) is another name given to these Agta in Quirino Province. This term separates them from their seaside neighbors, whom they refer to as Isabing (sabing=seas/ocean) from the sea.

The Agta are one of the indigenous peoples who lived in the Philippine archipelago before the Austronesians arrived. They are among the tribes dubbed "negritos" by conquerors from other countries. The Atta, Alta Arta, Ayta, Batak, Ata, and Mamanua are the other groups. These Agta are also known as Dumagat in Quirino. According to Reid (2013), professor emeritus at the University of Hawaii, the word

"Dumagat" does not mean "taga-dagat," but is derived from the prefix "du," which means "from," and "magat," which alludes to the Magat River, where the Dumagats' forefathers came from.

Affected by modernization and ever-changing world, the practices of the Agta were greatly modified. External forces influenced their practices as well as their lifestyles.

Driven by the commitment and desire to help and learn about the practices of the Agta people in Quirino Province which will help understand their way of life and to know what is preventing them from progress.

STATEMENT OF THE PROBLEM

Generally, the study aimed to determine the practices of Agta in Quirino Province.

Specifically, it sought answers to the following questions:

1. What are the beliefs and practices of the Agta in relation to:
 - 1.1. Birth and Infancy;
 - 1.2. Courtship and Marriage; and
 - 1.3. Death and Burial?
2. What are the ecological variables that affect the practices of Agta?

METHODOLOGY

This section presents the methodology that guides the study. Specifically, it gives information about research design, sampling and participants, research instruments and data gathering procedure.

Research Design

The ethnographic type of research design was utilized. The study employed the dimension of qualitative approach. According to Punch (1998), qualitative research is an empirical research where data are not in the form of numbers. Empirical means that data or research is based on something that is experienced or observed as opposed to being based on theory. Data could be in the form of videos, images, or artifacts.

Sampling and Participants

The researcher was immersed in the Agta community of San Dionisio 1 to observe the whole community of the respondents, after which, purposive sampling was done to obtain the data needed in the study. The researcher sought out participants who answered the research questions the most effectively (Marshall, 1996).

Instruments

The data were gathered from the respondents through Group Interviews and Observations.

Group interviews. A small number of individuals, brought together as a discussion or resource group (Frey, Fontana, 1993).

Exploratory group interviews were often used in the initial stages of a research project when the researcher was unfamiliar or new to the social context.

Triangulation. Frequently group interviews were used to offer additional data, lending methodological rigor to, for example one-to-one interviews or questionnaire data.

Observations. Observing people or events in their natural environment (Morgan, 1997).

Participant observation. The researcher was part of the group and becomes an active participant in the research process. In order for this to be successful and produce accurate data, it is important that the researcher is accepted by the group being observed.

Direct observation. The researcher was not a direct part of the group but is present in the process and needs to be present in such a way that they do not interfere with the process, eliminating any bias. The use of equipment such as cameras, video or audio can assist in gathering information.

Indirect observation- requires observing and processing behavioral data as the result of an interaction or process.

Data Gathering Procedure

1. The researcher sought approval to the NCIP regional office regarding the conduct of the study through the help of the NCIP Maddela. After which, the IKSP (Indigenous Knowledge Systems and Practices) team was formed to facilitate the proceedings provided in the guidelines. This was followed by the formulation of WFP (Work and Financial Plan) by the researchers and the IKSP team
2. The researcher also secured permission from Local Government Unit of Maddela and Barangay. San Dionisio 1, Maddela, Quirino for proper coordination.
3. Memorandum of Agreement (MOA) was also prepared between the Agta community of San Dionisio 1, and the researcher as well as the NCIP.
4. After the approval of Barangay. Captain of San Dionisio 1, Maddela, Quirino and LGU Maddela, The researcher immersed in the community of the respondents to observe them as a whole and sought out participants who answered the research questions the most effectively. The data were gathered from the respondents through Group Interviews and Observations. The researcher took photographs and videos of the Agta's activities. After completing the write up of the study, the researcher presented their output to the community for validation as well as to the NCIP office.

These procedures were undertaken to ensure the sensitivity of the researcher to any locally established institutional policies or guidelines for conducting research (Zulueta & Perez, 2010).

FINDINGS

Beliefs and practices of the Agta

1. Birth

In terms of Birth. Agta use “buho” or bamboo sliced to cut the umbilical cord of the baby. They prefer home deliveries because they feel the sense of security when they are inside their own home. Taking “pannigan” is also important among the Agta in order to regain their strength. This herbal medicine neutralizes the blood clots and helps regain their vigor after giving birth so that they can resume to their normal routine.

2. Infancy

With regard to Infancy, they expose the baby in the early morning sunlight for a healthier and strong bones of a newborn Agta. Agta mothers prefer breastfeeding instead of “siggid” because they believed that breastfeeding can help the baby against some short and long term illness and diseases. They believe that eating vegetables and sea-foods will make their breast abundant with milk. Due to the spread of Religion in Agta community they allow their children to be baptized in Christianity.

3. Courtship

In terms of Courtship, the parents are the ones who choose their child's fiancée. Another way of courting of the Agta before is shooting a stick on bamboo. The bamboo will be placed in the armpit of the girl and the boy will shoot the stick. The boy will court the girl through verbal or through love letter especially those who are able to read and write. Meanwhile, “Sakad” is also a practice among the Agta. This refers to formally asking the hand of a girl in marriage which requires gifts to the parents of the girl like giving wild animals and fishes.

4. Marriage

In relation to marriage, if a male Agta wants to marry, he will go to the woman's residence with his parents and elders to speak with the parents of this woman. When the group decided about the details and other wedding related issues, they will now set the wedding date and place. This practice among the Agta is called “Agimbango”. During the wedding. fish, wild pigs, and other wildlife are caught for the wedding feast. The wedding will only be celebrated in one day in its simplest way. There is no pastor who gives blessings to their marriage. Moreover, Intermarriage was also practiced by the Agta due to the exposure in neighboring communities.

5. Death

With regard to Death. In the Agta community of San Dionisio 1, they do not practice embalming. The burial only lasts for one night and one day. Asking the name of the deceased person directly from the relative is considered taboo and impolite among the Agta.

6. Burial

During burial, the Agta practice giving “Pabaon” or “baon” to the deceased. It is considered a gift for their dead. A bamboo-slat coffin is made for the dead body (for both young and adult). The body of the dead Agta will also be wrapped with white cloth before putting on the “Sanasar”. Furthermore, when someone dies in any form, others should offer prayers before the dead will be buried because they believed in life after death. Praying together for the soul of the dead brings him/her to salvation.

Ecological variables that affect the practices of the Agta

7. Place of Origin

It is believed that Agtas are nomadic people due to their habit of transferring from one place to another. Similar to the Agtas of San Dionisio 1, Maddela Quirino, they roam around in search for food that could alleviate their needs. Due to this practice, they end up living in different places affecting their history of mobility.

8. Source of Food

Agtas in San Dionisio 1 are hunters. They catch wild animals, fish, shrimp, and eels using a technique known as “pangangalap”. They go to the forest or certain places to search and get foods that could supply their needs. They are also planting rice, cassava, taro, banana, melina, and “camoteng lanot”

9. Barter and Trade

In terms of Barter and Trade, none of the Agta elders can remember when they first began trading. They recall, however, stories from their forefathers about bartering with non-tribal members in exchange for salt, tobacco, clothing, coffee, sugar, and other items that could bring them happiness.

10. Tools in hunting

As regards to the tools for hunting used by the Agtas in San Dionisio 1, they still use bow and arrows in hunting. They also have an equipment called “batik”. It is comprised of steel wire and rubber and it is used for fishing. Due to modernization, Agtas have now upgraded their tools in hunting like the improvised gun called “Bente Dos”. They used this to hunt wild animals like wild pigs, deer, and etc. Unlike before, they only use bow and arrows in hunting such animals, but now, through the improvisation of their new equipment, they can hunt wild animals in more easy way.

11. Paid Laborers

In terms of Labor, Agtas are called paid laborers, they embrace opportunities that can help them improve their life. They do not totally rely now on hunting and fishing as their way of coping up in their everyday life. Meanwhile, they look for a job that can help them in their daily needs. They barter their labor with rice or any basic necessities as they claimed in their statements.

CONCLUSIONS

Based on the findings, the following conclusions are drawn:

1. The cultural beliefs and practices of Agta in relation to birth and infancy, courtship and marriage, and death and burial is very rich and unique.
2. There are various ecological variables which have an effect on the practices of the Agta. Evident to this are their tools for hunting and fishing, and style of their dwellings. The Agta rely their needs in nature, especially in terms of food. But as time passed by, they learned farming and agriculture. They also plant rice, cassava, taro, banana, melina, and “camoteng lanot”.

3. They already learned the basics in cropping. Permanent settlement is also evident to the Agta because they already have their own lot given by the local government unit of Maddela.

RECOMMENDATIONS

In light of the findings and conclusions, the following recommendations were made:

1. The Agta youth require formal education through the educational system. The administration and civic-minded inhabitants of Quirino province are encouraged to band together to offer the Agta tribe with complete basic education. The Agta may get assistance from the education sector, particularly the Department of Education (DepEd). Appropriate teaching strategies and approaches are encouraged to adequately educate the Agta.
2. In Quirino province, the Local Government Unit and non-government organizations are encouraged to collaborate to develop a livelihood program that meets the Agta tribe's current needs and improves their quality of life. Extensions of non-formal education services, as well as any organization, could aid in the development and enhancement of skills that could be used to supplement the Agta's revenue sources.
3. Officials from the government and the education sector may encouraged to implement educational and related government projects that are linked to the proper preservation of the Agta's traditional way of life, which could be beneficial to their survival.
4. The future researchers may replicate the study and may add variables focusing on mental health problems, personality traits, environmental pressures, and coping methods for a better understanding of the Agta's psychological picture.

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DOCUMENTATION



PINAGMULAN NG MGA PILING-BAYAN NG BOHOL: ISANG PAGGALUGAD

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ABSTRACT

The main thrust of the study is to unravel the folktales and legends about the origin of the name of the 9 selected towns of the province of Bohol, Philippines. The study was conducted in the following towns: Baclayon, Tubigon, Loon, Inabanga, Talibon, Ubay, Bilar, Loboc, and Duero. The researcher tried to determine the level of awareness of the residents of these towns about the origin of the names of the said towns. The researcher used qualitative and quantitative analyses of the data gathered. The study used a self-made questionnaire and tested through Chron Bach's Alpha Test with an excellent reliability result. It was found that the names of the mentioned towns were derived from the following: (1) the good character of the people, (2) the geographical characteristics of the landscape, (3) the name of Catholic saints, (4) from influential leaders/politicians of the community, (5) name of a hero, 6. A name of foreign place and (7) the name of the equipment. It was concluded that the local folktales have a big role in the way of life of a race. These serve as (1) show the connection of the people to nature. (2) Protection of cultural and natural heritage. (3) Value the things around the community and society at large. (4) Repository of the local history and belief system. It was recommended to publish the findings for the widest dissemination.

Keywords: Toponymy, Folktales, Legend, Origin, Towns

INTRODUCTION

Mayaman ang Bohol sa kwentong-bayan. Ang kwentong-bayan sa probinsyang ito ay mailalarawan sa mga gawaing pangkomunidad, mga pagtitipon-tipon ng pamayanan, at mga pinagsasaluhang ritwal. Ito ay bahagi ng natatanging kultura ng probinsiya.

Ang pagtitipon ng mga kwentong bayan at iba pang panitikan ay lalong nagpapahalaga sa ating panitikan na siyang sumasalaming ng ating lahi. Ito ay bahagi ng ating kulturang Boholano.

May katangiang likas ang probinsiya ng Bohol, ang mga taong naninirahan dito, ang lipunan at kulturang kanilang nalinang ay ilan lamang sa mga salik na nakaiimpluwensiya sa uri ng kwentong-bayang nalikha sa mga tiyak na panahon ng kanilang buhay at maging sa antas ng kaunlarang kultural (Bugash, 2017).

Ang mga Boholano sa pangkalahatan ay likas na mahilig sa pagsasalaysay ng mga kwento ng buhay, mga bagay, pamumuhay, lipunan, pamahalaan, at iba't ibang karanasang kaugnay ng iba't ibang uri ng damdamin na karaniwang naipapakita sa pagpapahalaga sa kanilang lugar. Manipestasyon ito ng realidad ng buhay at maging ng kaluwalhatian ng diwa, damdamin at personal na karanasan ng isang tao. Ang kahalagahan ng kwentong -bayan sa isang partikular na lugar ay nagpapahayag na repleksiyon sa kultura ng lugar at ang kultura ay sumasalaming ng buhay ng mga taong naninirahan doon (Regidor, 2017). Ngunit sa pagdaan ng taon ay unti-unting nawala ang pagkahilig ng mga tao sa mga kwentong bayan. Marahil dala ito sa pagkakahumaling natin sa modernong teknolohiya at iba pang salik panlipunan. Sa bilis ng pag-inog ng panahon, nahihirapan na tayong balikan at alamin ang ating pinagmulan bilang mga indibidwal. Lubhang nababahala ang mananaliksik sa aspetong ito dahil unti-unting nawawala ang ating identidad bilang mga Boholano. Hindi na natin pinapahalagahan ang aspetong kultural lalong lalo na ang mga kwentong bayan na siyang sinasabing siyang salamin ng ating buhay.

Ang mananaliksik ay nagkakainteres sa pagkalap ng mga kwento ng pinagmulan ng pangalan ng mga piling bayan ng Bohol. Hangarin ng mananaliksik na suriin ang mga kwentong-bayang ito upang matuklasan ang mga tinataglay nitong kwento ng buhay ng mga ninuno at upang maunawaan ang mga pinaniniwalaang pinagmulan ng mga katawagang ito. Layunin nitong ipreserba ang mga natuklasang mga kwentong-bayan na maaaring ibahagi sa susunod na mga henerasyon at maipakilala sa mga Bohol-anong mag-aaral ang sariling bayan upang ang kanyang pambansang identidad at kamalayan ay mapag-isa. Makatutulong din ito sa mga guro upang magamit sa kanilang pagtuturo sa loob ng klase at mas magkakaroon ng personal, lokal, malalim at kawili-wiling partisipasyon at interaksyon ang mga mag-aaral dahil sa ito'y mga kwento na nasa sariling lugar na kanilang kinalakihan. Sa karagdagan, ang pananaliksik na ito ay magbibigay ng malaking ambag sa larangan ng panitikang panlalawigan at mag-sisilbing kompilasyon ng hanguan ng mga guro tungkol sa mga kwentong panlalawigan. Sa pamamagitan nito maipapakita ang pagtangkil sa sariling panitikan na siyang humuhubog sa pagkamakabayan ng bawat mamamayan.

STATEMENT OF THE PROBLEM

A. Paglalahad ng Suliranin

Ang pangunahing layunin ng pag-aaral na ito ang makalap at masuri ang pagpapahalaga at kaalaman ng mga mamamayan sa mga kwento ukol sa pinagmulan ng pangalan ng mga piling bayan ng Bohol. Titiyakin ng mananaliksik na matugunan at masagot ang mga sumusunod na katanungan:

1. Ano ang pinagmulan ng pangalan ng mga piling bayan ng Bohol?
2. Ano ang bahagdan ng kaalaman ng mga respondente ukol sa pinagmulan ng pangalan ng kanilang bayan?
3. Saan hinango ang pangalan ng mga piling bayan sa Bohol?

B. METHODOLOGY

Disenyo ng Pananaliksik

Ginagamitan ang pag-aaral na ito ng kwalitatibo at kwantitatibong pamamaraan. Ginamitan din ang pananaliksik ng pamaraang deskriptibo o palarawan mula sa mga nakalap na mga kwentong-bayan sa mga piling bayan ng Bohol. Bumuo ang mananaliksik ng talatanungan upang makuha ang impormasyon tungkol sa bayan nila. Ginagamit din ng mananaliksik ang mga kwentong nakalap mula sa mga pag-aaral ng mga guro noong 1990s sa mga bayan ng Talibon, Inabanga, Tubigon, Loon, Baclayon, Loboc, Bilar, Duero, at Ubay. Ang mga nakuhang datos ay nilikom para sa kompilasyon at dokumentasyon. Ang mga natitipong kwentong-bayan ang siyang ginagamit upang maisasagawa ang kritikal na pag-susuri sa mga datos ng pag-aaral at bubuo ng isang kwentong bayan na kakatawan sa isang bayan ng Bohol.

Paraan ng Pananaliksik

Ang pag-aaral ay ginagamitan ng talatanungan at ibinigay sa mga respondente sa mga nabanggit na mga bayan. Ginamit din ang mga kwentong nakalap ay mula sa mga aklat na naipalimbag ng mga guro at Pandistritong Tagamasid sa taong 1990 na nakalagay ngayon ang mga aklat na ito sa Bohol Provincial Library. At upang mapatunayan ang katumpakan ng mga kwentong ito ay nagbibigay ng talatanungan sa mga respondente ng mga nabanggit na bayan. Pagkatapos ay sinuri ang mga nakalap na datos.

Respondente ng Pananaliksik

Ang mga repondente ng pananaliksik na ito ay mga piling mag-aaral at guro ng piling pampublikong pansekondaryang paaralan ng Baclayon, Tubigon, Loon, Ubay, Talibon, Inabanga, Bilar, Loboc at Duero.

Pumili ang mananaliksik ng 28-30 respondente sa bawat piling bayan ng Bohol sa pamamagitan ng "snowball sampling" kung saan nagtakda ang mananaliksik ng mga kriterya sa pagpili ng magiging kalahok. Sa kabataang may edad 20 pababa ay may 130 respondente, sa mga mga may edad 21-40 ay

may 81 respondente, at sa may edad 41 pataas ay may 41 respondente sa kabuuang 252 respondente ang pananaliksik na ito.

Lugar ng Pananaliksik

Isinasagawa ng mananaliksik ang pag-aaral na ito sa siyam na piling bayan ng Bohol. Ang mga bayang ito ay ang Baclayon, Tubigon, Loon, Ubay, Talibon, Inabanga, Bilar, Loboc at Duero. Ang pinagkunan ng datos ay mula sa nabanggit na mga bayan ng naturang probinsya. Ang probinsya ng Bohol ay may 47 na bayan at isang lungsod ng Tagbilaran na siyang kabisera din ng probinsya. Siyam na bayan ng Bohol lamang ang piniling pag-aralan at ito ay ang sumusunod: Talibon, Tubigon, Inabanga, Loon, Baclayon, Bilar, Loboc, Duero, at Ubay dahil ito ay ilan sa mga naunang bayang naitatag sa probinsiya.

Instrumento ng Pananaliksik

Ginamit ng mananaliksik ang isang talatanungan na tutukoy sa kaalaman ng mga residente tungkol sa pinagmulan ng pangalan ng kanilang bayan. Ito ay ibinigay sa mga residente ng Baclayon, Tubigon, Loon, Talibon, Inabanga, Ubay, Loboc, Bilar, at Duero.

Ang mananaliksik ay gumamit rin ng mapagkakatiwalaang mga aklat kaya unang nagtungo sa Bohol Provincial Library upang maghanap ng iba't ibang impormasyon tungkol sa pinagmulan ng pangalan ng mga piling bayan ng Bohol.

Paraan ng Pangangalap ng Datos

Pumunta ang mananaliksik sa mga bayan ng Ubay, Talibon, Inabanga, Tubigon, Loon, Baclayon, Loboc, Bilar, at Duero upang maibigay ang sariling gawang talatanungan at makalikom ang mga kinakailangang datos.

Pagsusuring Estatistikal

Ang pag-aaral na ito ay gumamit ng talatanungan upang masukat at masuri ang kinakailangang datos. Ginamit din ang pormula sa pagkuha ng porsyento at pagraranggo.

$$P=f/n \times 100$$

Kung saan:

P=porsyento

n=dalas

100=konstant

C. Mga Natuklasan

RESULTS AND DISCUSSION

I. Ang Bayan ng Baclayon

Taon ng pagkatatag ng bayan ng Baclayon: 1596

Ang bayan ay nakakuha ng pangalan mula sa salitang "bacay" na nangangahulugang "detour" kung saan ang mga sinaunang manlalakbay ay kadalasang magdudur (bacay) sa paligid ng mabatong pampang sa dalampasigan na may kalahating kilometro mula sa gusaling pambayan upang maiwasan ang pagakyat sa itaas ng pampang. Baclayon ang orihinal na pangalan ng bayan at iyon ang pinagkunan ng opisyal na pangalang Baclayon.

II. Ang Bayan ng Tubigon

Taon ng pagkatatag ng bayan ng Tubigon: 1816

Ang pagmamahal at ang nadaramang kabilang sa grupo na naisa-puso sa mga ito sa palaging pagtutulungan sa isa't isa ay nagtulak sa kanila na mag-organisa ng isang politikal na yunit sa ilalim ng

isang lider na tinatawag na “Gato” na ngayon ay tinatawag na Punung-barangay. At dahil ang komunidad ay palaging nalulunod ng tubig kung ang mga ilog ay umaapaw tuwing tag-ulan, tinawag ng mga naninirahan ang lugar na “Tubigan” na ipinangalan sa lugar dahil ito ay palaging may tubig. Kalaunan, ito ay binago at naging “Tubigon” nangangahulugang sagana sa tubig, dahil sa ilalim ng matabang lupain ay may saganang tubig, hindi pa kasali ang mga bukal at sapa sa bayan.

III. Ang Bayan ng Loon

Taon ng pagkatatag ng bayan ng Loon: 1753

Ang pangalang Loon ay kinuha mula sa isang bukal isang kilometro mula sa Hilaga ng dalampasigan ng Poblacion. Ang bukal ay pinangalanang Tubig-loon dahil sa natural na pagkahalo ng tubig mula sa bukid at tubig dagat tuwing tataas ang tubig ng dagat. Ang natural na pook-aliwan ay napakalaking tulong at popyular na tinawag ito ng mga ninuno na “LOON”, ang pinaiksing pangalan ng Tubig-loon. Ang impormasyon mula sa ibang henerasyon ay tinumbok na ang pangisdaang barangay ng Napo ay siyang pinakasentro ng municipalidad sa mga sumunod na taon ng 1700’s.

IV. Ang Bayan ng Inabanga

Taon ng pagkatatag ng bayan ng Inabanga: 1768

Ang pangalang Inabanga ay may dalawang magkaibang bersyon ng kwento. Ang unang bersyon ay tungkol sa ilog. Ang municipalidad ng Inabanga, ayon sa kwento, ay mula sa pangalan ng ilog. Ang ilog na ito ay nagsisilbing nagiging paliguan ng maraming residente nito maliban pa sa pagiging daanan ng transportasyon ng mga produktong agrikultural mula sa bukid at karatig bayan. Ang ilog na ito ay pinaniniwalaang pinamumugaran ng mga buwaya na kumakain ng tao. Ang dami ng bilang ng mga namatay ay siyang pinaniniwalaan ng mga taga-nayon na “ABANG” o renta sa ilog. Sa aklat ng Cecilio Putong na pinamagatang, “Bohol and Its People”, ay nakasulat na:

“Every year since time beyond recall, a human life was lost, either through drowning or through attack by a crocodile. So the people being superstitious in nature, believed that the yearly loss of life was the rental (abang) for the use of the river. Hence, the name Inabangan River (rented river).”

Isa pang bersyon ang maaring makapagpaliwanag sa orihinal na pangalan ng Inabanga at ito ay tungkol sa yugib-Macaban.

Sampung minuto lulan ang bangkang de-motor mula sa pinakasentro ng bayan na magsisimula sa Quezon bridge ng Ilog ng Inabanga, papuntang itaas, ay may tatlong malalaking bato nakasampay sa gilid ng pampang at ito ay natatabunan ng mga naglalakihang sanga ng mga punongkahoy sa isang manipis na kagubatan. Kung papalapit ka na sa lugar ay makikita mo ang napakagandang tanawin na bigay ng kalikasan. Habang papalapit ka pa, ikaw ay magsimulang magtanong kung paano ginawa ng kalikasan ang kamangha-manghang tanawin na ito. Ang kung tingnan mo nang malapitan ang malaking bato at mapapansin mong hugis “caban” ito na sa lokal na dayalekto ay nangangahulugang sisidlan ng kayamanan gawa ng kahoy. Ang batong ito ay may hugis kahon na may butas para sa susi, sampung pulgada ang taas at may lapad na tatlong pulgada mula sa sentro nito. Ang butas para sa susi ay may mahabang kwento tungkol sa lugar at ang alamat na pangalang Macaban.

Ang sabi-sabi na namutawi sa bibig sa kasalukuyang henerasyon ay ang lugar na ito ay tahanan ng mayaman at mabait na engkantada. Ang kwento ay nagsasabing na noong unang panahon, ang mga makamundong mga taong naninirahan dito ay nanghihiram mula sa mga engkantada ng mga bagay-bagay tulad ng mga pormal na damit, mga kagamitan sa kusina, at pati na rin ang pera depende sa pangangailangan ng tao. Kahit sino na gustong manghiram ay kailangan lang lumapit sa malaking bato at nagsusumamong sabihin ang gusto nito at mangangakong isauli ito sa espisipikong petsa na may upa (abang) na maaaring mga bagay-bagay, pera, o kahit na pasasalamat man lang. Sa isang iglap na halos hindi namalayan ng manghihiram na para lang nanaginip ay lulutang ang mga bagay na hinihiling sa ibabaw ng kahon na inilagay ng isang hindi nakikitang mga kamay. Ang gayong magandang relasyon ng mga tao at mga engkantada ay nanatili sa mahabang panahon hanggang dumating ang isang taong nanghiram na hindi nagbigay ng upa at isa aming hindi nagsauli ng hiniram na bagay.

Mula sa panahong iyon, ang kwento ay nagpasalin-salin na sa mga sumusunod na henerasyon. Ang caban o macaban na nangangahulugang kahon ay naging usap-usapan na mga mga tao bilang paupahan

(abangan) ng mga damit pangkasal, pera, at mga gamit pang-kusina. Kaya, ang pangalang Inabanga ay mula sa salitang “abangan” at ito na ang ipinangalan sa bayang ito.

Ang kwento ng macaban ay mayroong pagkakatulad sa kwento ng ibang bayan na na mayroong isang diwata na nagpapahiram ng mga kagamitan sa mga taong humihingi ng tulong. Pero dahil sa kasakiman ng tao ay hindi na ito isinauli sa diwata kaya nagalit ang diwata at hindi na nagpapahiram kailanman.

V. Ang Bayan ng Talibon

Petsa ng pagkatatag ng bayan ng Talibon: 1831

Ang mapayapa at magandang lugar na ito ay marahil isa sa mga pinakaprogresibong bayan sa Hilagang-Silangang bahagi ng Bohol. Dito nakaimbak ang mayaman na mineral at mga yamang dagat kaya naging pwerto ito ng mga minero at masngingisda mula Mindanao at mga karatig probinsya.

Mayroon din itong mayamang palayan at lupang tinatamnan ng mga mais na lubhang nakatutulong sa pamumumuhay at pangkabuhayan ng mga Talibongnon sa panahon ng krisis sa ekonomiya sa panahong iyon.

Ang Talibon ay may hospital na pinatayo sa kapanahonan ng dating pangulong Carlos P. Garcia at ito ay makakayang makapagserbisyo ng 75 pasyente sa panahong iyon. Maliban sa hospital, ang Talibon ay may mga Rural Health Centers at barangay health centers sa ilalim ng pamamahala ng doctor ng bayan, mga nars, midwives, at mga sanitary inspectors upang mapangalagaan ang kalusugan ng mga mamamayan sa bayang ito.

Ang bayang ito ay nakalagay din sa kasaysayan ng Pilipinas dahil ito ay lugar ng kapanganakan ng dating Presidente ng Pilipinas na si Carlos P. Garcia.

Pinagmulan ng Pangalan

Walang nakalimbag na aklat na magpapatunay sa pinagmulan ng pangalan ng bayang ito pero ang mga sabi-sabi ng mga nakatatanda na ang pangalan ng lugar na ito ay mula sa salitang “talibong”, isang matandang pangalan ng itak o sibat. Ang mga ninuno ang nagpapatunay na ito ang pinagmulan ng pangalan ng bayang ito. Kahit na sa panahon ng ikalabimpitong siglo, nagmina na ng ginto ang mga sinaunang tao at gumamit ng “talibong”. Kalaunan, ang titik “g” ay kinaltas at ang pangalang “Talibon” ay nananatili hanggan sa kasalukuyan.

VI. Ang Bayan ng Ubay

Petsa ng pagkatatag ng bayan ng Ubay: Enero 15, 1876

Ang Ubay ay matatagpuan sa hilagang-silangan ng Bohol sa kahabaan ng sikat na Cunigao Channel. Mayroon itong kabuuang lupain na 29,205 ektarya at may tinatayang populasyon na 50 libong tao sa taong 1990. Ang pinagmulan ng lugar na ito ay nabalot ng mga alamat at kwento.

Ang salitang “Ubay-Ubay sa Baybayon” ay naging tanyag ng mga mangangalakal na kadalasang naglalakbay gamit ang mga bangka sa mga kanal sa kahabaan ng dalampasigan upang maiwasan ang malakas na daloy ng tubig mula sa tsanel.

Sa mga liblib na lugar, may iisa lang na daanan papunta sa sentro ng kalakal. Ang daanan na ito ay matatagpuan sa kahabaan ng gilid ng mabuhanging dalampasigan o “UBAY sa BAYBAYON” sa bernakular. Ang terminong ito ay nagpasalinsalin na sa bibig ng mga mamamayan at mangangalakal. Kalaunan, ang terminong “UBAY” o katabi ay naging orihinal na pangalan sa komunidad.

VII. Ang Bayan ng Bilar

Taon ng pagkatatag ng bayan ng Bilar: 1830

Pagkatapos ng makasaysayang Blood Compact nina Miguel Lopez de Legazpi, ang Espanyol na paring manlalakbay at Datu Sikatuna, ang pinuno ng Bool at grupo ng mga Espanyol ay inatasan ng goyerno ng Espanya na manggalugad at magtatag ng mga bayan at parokya sa ibang bahagi ng isla. Pagkatapos maitatag ang bayan ng Baclayon, Tagbilaran, at Loboc, ilan sa mga paring Espanyol at kawal ay nagpunta sa gitnang bahagi ng Bohol.

Sa kanilang paglalakbay sila ay dumaan ng isang pamayanan na may grupo ng mga kababaihan na nag-aani ng palay. Ang iba ay nagpapatuyo ng palay. Sa Espanyol na lengguwahe, sila ay nagtanong kung ano ang pangalan ng lugar na iyon. Sa pag-aakalang ang mga Espanyol ay nagtatanong kung ano ang kanilang ginagawa, ang pangkat ng mga kababaihan ay pahiyang sumagot sa kanilang dayalek, “Nagabinlad”. Binlad ay kaagad na itinala sa aklat ng mga manlalakbay at ginamit ang pangalang ito sa kanilang pakikipagkomunikasyon.

VIII. Ang Bayan ng Loboc

Taon ng pagkatatag ng bayan ng Loboc: 1595

Loboc, ang bayan ng musika, ay bayan na matatagpuan sa gitnang bahagi ng probinsiya ng Bohol. Ito ay dalawampung apat na kilometro mula sa Lungsod ng Tagbilaran at limang kilometro mula sa dalampasigan. Ito ay matatagpuan sa isang lambak na nahati sa isang liko-likong ilog sa kaparehong pangalan. Ang ilog na ito na siyang pinagkukunan ng enerhiya ay nakagawa ng isang libo at dalawang daang kilowatts, ay may lagusan patungong dagat ng Loay.

Sa taong 1595, ang mga paring Heswita na sina Torres Y Sanches ay dumating sa probinsiya ng Bohol upang ipalaganap ang banal na ebanghelyo. Dumating sila sa Baclayon at mula doon pumunta sila sa Loboc kung saan sila nagtayo ng kristiyanong pamayanan dahil ang bayan ay may malaking populasyon.

Ayon sa mananalaysay na si Fr. Horacio de la Costa, ang Loboc ay naitatag ni Fr. Juan de Torres, isang Heswitang misyonero noong 1602. Ang kristiyanong pamayanan na unang naitatag ng mga misyonero ay nangungunang parokya na siyang inialay kay San Pedro, ang Apostol. Mula noon ang simbahan at lumaki hindi lang ang gusali kundi pati na ang mga taong nasasakupan. Kalaunan ang Espanyol na manlulupig ay natotong magkaroon ng isang gobyerno at ang bayan ay isinilang.

Kung paano ang bayan ay nagkaroon ng pangalan, ito ay popular na nalalaman na nang dumating ang mga Heswitang misyonerong pari sa lambak na ito, pumunta sila sa isang bahay na katabi ng ilog kung saan ang may-ari ay nagbayo ng palay. Tinanong siya sa pangalan ng lugar. Hindi ito naintindihan ang tanong ng pari at nag-akalang ang itinanong ay kung ano ang kanyang ginagawa. Ang sagot ng may-ari ay “ga loboc” na nangangahulugang nagbayo ng palay. Kaya naging LOBOC ang naging pangalan ng lugar.

IX. Ang Bayan ng Duero

Taon ng pagkatatag ng bayan ng Duero: 1862

Sa panahon ng pananakop ng mga Espanyol nang ang Kristiyanismo ay ipinakilala ng isang paring Espanyol, si Fr. Lorenzo Fernandez ay nagmungkahi na magtayo ng simbahan sa bayan. Ang mga mamamayan ay sumang-ayon sa mungkahi ng pari pero hindi pa sila sigurado kung saan ito itatayo. May grupo ng mga tao na nagmungkahi na ito ay itayo sa Nawi, isang barrio na isang kilometro sa kanluran ng kasalukuyang simbahan samantalang may isang grupo mula sa Langkis, isang kilometro mula sa silangan, iginiit nila na dapat doon magpatayo ng simbahan. Ang dalawang grupo ay hindi nagkasundo at ang pari ay nagalit kaya ipinatayo ito sa gitnang bahagi ng dalawang barrio. At dahil sa katigasan ng dalawang pangkat ng mga tao, tinawag niya itong “DOGUERO” o matigas ang ulo at tinawag niya ang lugar bilang Doguero.

Lumipas ang maraming taon, isang maunawain at mahagbaging pari ang nadestino sa bayan. Napsin niya na ang mga tao ay mabait, matiyaga at matulungin. Palagi silang nag-aalay ng pera at iba pang bagay. Dahil sa ganitong katangian, siya ay lubhang natuwa at may isang pagkakataon sa kanyang mensahe sa misa, binago niya ang pangalan ng bayan sa pamamagitan ng pagkaltas ng dalawang letra na “OG” mula sa orihinal upang maging DUERO. Sa kanyang paliwanag, ito ay ipinangalan mula sa tahimik na ilog sa Espanya, marahil sa kanyang lugar na kapanganakan. Ang pangalan ay naging kaaya-ayang pakinggan at kahulugan at ito ay nananatili hanggang ngayon.

**Talahanayan 2. Pangkalahatang Bahagdan ng Kaalaman ng mga Residente
Ukol sa Pinagmulan ng Pangalan ng Piling Bayan ng Bohol**

Mga Bayan	Edad			Kabuuang Kaalaman
	20 Pababa	21-40	41-Pataas	
1. Baclayon	0.00%	55.55%	100.00%	34.48%
2. Tubigon	13.33%	22.22%	60.00%	24.13%
3. Loon	7.14%	42.85%	50.00%	24.00%
4. Inabanga	13.33%	66.67%	100.00%	43.43%
5. Talibon	0.00%	12.50%	80.00%	17.86%
6. Ubay	0.00%	33.33%	60.00%	20.69%
7. Bilar	0.00%	66.67%	60.00%	31.03%
8. Loboc	28.57%	33.33%	100.00%	42.86%
9. Duero	16.67%	33.33%	50.00%	28.00%

Mahihinuha na habang tumataas ang edad ng isang mamamayan ay tumataas din ang kaalaman nito tungkol sa kwento ng pinagmulan ng pangalan ng kanilang bayan. Maliban na lang sa bayan ng Ubay.

**Talahanayan 3. Bahagdan ng Kaalaman ng mga Residente Ukol sa Koneksiyon ng
Hanapbuhay at sa Pangalan ng Kanilang Bayan**

Mga Bayan	Edad			Kabuuang Kaalaman
	20 Pababa	21-40	41-Pataas	
1. Talibon	93%	50%	100%	81.00%
2. Bilar	47%	78%	100%	75.00%
3. Loboc	73%	89%	83%	81.67%

Mahihinuha na mula sa mga datos na naipresenta, ito ay nagpapakita na ang edad ng residente ay walang kaugnayan sa kanilang kaalaman tungkol sa pinagmulan ng pangalan ng kanilang bayan.

**Talahanayan 4. Bahagdan ng Kaalaman ng mga Residente Ukol sa
Koneksiyon ng Heograpiya at sa Pangalan ng Kanilang Bayan**

Mga Bayan	Edad			Kabuuang Kaalaman
	20 Pababa	21-40	41-Pataas	
1. Baclayon	53%	100%	100%	84.33%
2. Tubigon	80%	78%	67%	75.00%
3. Loon	54%	85%	100%	79.67%
4. Inabanga	80%	58%	100%	79.33%
5. Ubay	53%	100%	50%	67.67%

Mahihinuha na ito ay nagpapakita na ang edad ng residente ay walang kaugnayan sa kanilang kaalaman tungkol sa pinagmulan ng pangalan ng kanilang bayan.

FINDINGS

Ang mga kwentong-bayan nakalap mula sa mga bayan ng Baclayon, Tubigon, Loon, Ubay, Talibon, Inabanga, Loboc, Bilar, at Duero at isinulat ng mga guro sa pamamahala ng Pandistritong Tagamasid ng mga naturang bayan at ipinalimbag noong taong 1990. Ang mga aklat na ito ay proyekto ng dating Superintendente ng Dibisyon ng Bohol na si Dr. Chiong. Mula sa mga kwentong-bayang ito, may ginawang paghahambing mula sa mga datos na nakalap kung pareho ang kwentong nalaman ng mga mamamayan at sa naipalimbag sa mga aklat. Ang mga sumusunod ang natuklasan ng mananaliksik.

Una, may pagkakatulad ang kwentong-bayang alam ng mga mamamayan at sa mga kwentong naipalimbag sa siyam na matatandang bayan ng Bohol: ang Baclayon, Tubigon, Loon, Ubay, Talibon, Inabanga, Loboc, Bilar, at Duero. Samakatuwid, awtentiko ang mga kwentong-bayang nakalap.

Ikalawa, makikita ang paghahambing sa antas ng kaalaman ng mga kabataang may edad 20 pababa, edad 21-40, edad 41 pataas tungkol sa kwento sa pinagmulan ng kanilang bayan. May mababang kaalaman ang mga taong may edad 20 pababa at habang tumataas and edad ng mga mamamayan ay tumataas din ang bahagdan ng kaalaman ng mga taong naninirahan sa mga bayang ito.

Ikatlo, sa mga bayan ng Baclayon, Tubigon, Loon, Ubay, Talibon, Inabanga, Loboc, Bilar, at Duero, ang mga kabataang may edad 20 pababa ang may pinakamababang antas ng kaalaman ukol sa pinagmulan ng kanilang bayan. Tulad na lang ng Baclayon, Talibon, Ubay at Bilar na 0% ang kaalaman ng braket na edad na ito. Lubhang nakababahala ito dahil ang mga kabataan ang siyang susunod na henerasyon. Sila dapat ang bigyan ng pansin at dapat gumawa ang pamahalaan ng tamang hakbang upang matugunan ang suliranin.

Ikaapat, ang braket sa edad na 21-40 ay nasa lampas kalahating antas ng kaalaman ng pinagmulan ng pangalan ng kanilang bayan. Natuklasan ang bayan ng Talibon ang siyang may pinakamababang lebel ng kaalaman sa braket ng edad na ito na. Nakababahala ito dahil sa edad na ito, halos mga magulang na ang mga respondenteng ito ay kailangang magkaroon sila ng kaalaman tungkol sa kanilang bayan dahil sila ang magturo sa kanilang mga anak. Dapat maisalin ito sa susunod nilang henerasyon.

Ikalima, sa braket ng mga may edad 41 pataas, ang bayan ng Loon at Duero ang may pinakamababang antas ng kaalaman ukol sa pinagmulan ng pangalan ng kanilang bayan. Masakit isipin na ang mga taong ito ay may mahabang taon sa paninirahan sa lugar nila ngunit napakababa pa rin ang kanilang kaalaman sa kanilang lugar. Dapat itong bigyang pansin ng mga namamahala sa bayan upang hindi mawala sa kamalayan ng mga residente ang kwento ukol sa kanilang bayan.

CONCLUSION

Batay sa mga nakalap at nakuhang resulta sa isinagawang pag-aaral ng mananaliksik, ang mga sumusunod na pahayag ay nabuo.

Sa pananaliksik na ito, nailalahad ang mga kwento o salaysay tungkol sa pinagmulan ng pangalan ng piling bayan sa Bohol. Dito mababasa ang kasaysayan ng pagkalikha ng bayan, kailan ito naitatag, at sino-sino ang mga lider sa siyang namuno sa panahong iyon. Ipinakita din sa kwento ang heograpiya o pormasyon ng piling bayan ng Bohol. Ipinakita din ang hanapbuhay ng mga sinaunang mamamayan sa mga bayan ng Baclayon, Tubigon, Loon, Talibon, Inabanga, Ubay, Bilar, Loboc, at Duero.

Ang mga kabataan na may edad 20 pababa ay may napakababang antas ng kaalaman tungkol sa pinagmulan ng pangalan ng kanilang bayan.

Ang hanapbuhay ng mamamayan sa mga nabanggit na bayan ay isa sa mga salik upang ipangalan ito sa bayan nila. Ang mga halimbawa nito ay ang pangalang Talibon, Ubay, Inabanga, Bilar at Loboc.

Ang pormasyon ng kalikasan at heograpiya ay isa rin sa mga salik upang ipangalan ito sa kanilang bayan halimbawa nalang ang bayan ng Baclayon, Tubigon at Loon.

Ang mga lokal na mga kwentong-bayan ay may malaking papel sa ating pamumuhay bilang isang lahi at ito ay nagsisilbing:

a. Magpapakita ng koneksiyon ng tao sa kalikasan.

Ang mga kwentong-bayan ay makatutulong nang malaki sa mga residente sa kanilang relasyon o koneksiyon ng tao sa kalikasan kung saan sila nakadepende sa pamumuhay. Ang mga paniniwala sa mga diwata, engkanto o ano pang elemento ay nagpapakita ng paggalang sa natural na kalikasan na siyang pumipigil sa kanila upang protektahan ito mula sa mga umaabuso nito.

b. Pagproteksiyon sa mga yamang tubig.

Ang tubig ay ang isa sa pinakamahalagang pangangailangan ng isang komunidad. Ang mga punongkahoy ang isa sa mga salik upang may abundang suplay ng tubig sa isang partikular na lugar kaya ito ay magtutulak sa lahat na iwasan ang pagpuputol ng punongkahoy.

c. Pagpapahalaga sa mga bagay-bagay na pumapalibot sa tao.

Ang mga bagay-bagay na pumapalibot sa mga tao ay may koneksiyon sa pagkahubog ng kanyang pagkatao lalo na sa mga paniniwala niya. Ang mga nakamamanghang mga pormasyon ng bundok ay maaaring magpaliwanag kung ano ang bang kwento sa likod nito at ang koneksiyon nito sa tao.

d. Imbakan ng lokal na kasaysayan at paniniwala.

Ang mga kwentong-bayan ay nagpapaliwanag sa atin nang pahapyaw na pananaw sa ating lokal na kasaysayan at paniniwala. Papahalagahan ng tao ang kanyang pinagmulan kung saan sila

nasasakop bilang isang lahi. Ang kwento ukol sa pinagmulan ng pangalan ng kanilang lugar ay makatutulong upang magkakaroon tayo nang lubusang pagkakaintindi sa kasaysayan natin kahit na sinasabing ang kwentong bayan ay hindi lubusang totoo.

Sa lahat ng mga ito, napakalaki ang tungkulin ng mga magulang, mga guro, mga tagapamahala, mga opisyal ng bayan at pamahalaan na maikintal sa isipan ng mga mag-aaral ang kahalagahan ng mga kwentong-bayan, oral na tradisyon at oral na panitikan upang maipreserba at maipasa ang lahat ng mga ito sa susunod pang mga henerasyon.

RECOMMENDATIONS

Batay sa mga natuklasan at konklusyon, ang mananaliksik ay nakabubuo ng mga sumusunod na rekomendasyon.

Una, magpalimbag ng isang aklat o babasahin tungkol sa pinagmulan ng pangalan ng kanilang bayan upang maipalaganap sa mga mamamayan ang kaalaman hinggil dito.

Ikalawa, mandato ng DepEd sa mga guro na ipatupad ang kontekstwalisasyon at lokalisasyon at isanib sa mga aralin ng guro gamit ang mga kwentong-bayan upang mas lalong maintindihan ng mga estudyante ang kanilang pinagmulan bilang isang lahi at mahikayat sila na pahalagahan ang kulturang pamana.

Ikatlo, magsagawa ang bawat bayan ng isang Festival na magtatampok sa pagkalikha o pagkatatag ng kanilang bayan upang mapataas ang kaalaman ng mga mamamayan.

Ikaapat, paggamit ng Teknolohiya upang mapreserba ang ating Oral na Tradisyon.

Gumawa ng “webservice at database”. Ang webservice at database ay dapat isagawa ng administrasyong lokal. Ito ay magagamit sa pangongolekta ng mga kwentong-bayan at iba pang oral na tradisyon. Ito ay pamamahalaan ng lokal na gobyerno o LGU. Dapat ang database ay aksisibol ng sinuman. Ang database ay dapat nasa sa tatlong lebel: administrator, contributor, registered o non registered user.

Paggawa ng “Facebook page o account/ Instagram o iba pang social media application”. Hindi natin maikakaila na ang “social media” ay may malawak na impluwensiya hindi lang sa matatanda kundi pati na rin sa mga kabataan. Sa isang pag-aaral sa internet, ang Pilipinas ang nangungunang gumagamit ng social media batay sa average 3 hour usage ng nasabing pag-aaral. Mas tinatangkilik ng mga kabataan ang internet kaysa sa aklat ngayon kaya dapat bigyang pansin ito ng pamahalaan. Gamitin natin ang popularidad nito upang mas malawak ang ating pag-abot sa kamalayan ng tao lalong-lalo na sa mga kabataan na siyang susunod na henerasyon.

Ikalima, gagamitin ang pangalan ng lugar bilang tatak (brand) upang pasiglahin ang turismo at kala-kalan.

Ikaanim, gagamitin ang pangalan ng bayan upang muling buhayin at paunlarin ang uri ng pangkabuhayan ng mga residente sa tulong ng pamahalaan.

Ikapito, gagamitin ang pangalan ng bayan bilang hanguan at sandigan sa iba’t ibang polisiyang pampamahalaan para sa ikauunlad ng bayan.

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