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ASSESSMENT OF THE ENGLISH LANGUAGE PROFICIENCY OF COLLEGE ENTRANTS: BASIS FOR THE INSTITUTIONAL DIAGNOSTIC TEST

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ABSTRACT

This study was conducted to determine the English proficiency of the College entrants in Occidental Mindoro State College as basis for the creation of institutional diagnostic test. The respondents are the 200 enrollees out of 1656 College entrants in OMSC-Labangan. A teacher-made test, validated by experts, was used in the collection of data. It was first conducted to Senior High School Grade 12 students to have an initial basis for revision. After two sets of tests for reliability, the final draft was conducted to College entrants. Mean, standard deviation, and Cronbach's alpha were utilized to analyze the results. Findings reveal that there are only four competencies in English which students moderately mastered such as: subject-verb agreement, tenses of the verb, and determining synonym and antonym; on the other hand, there are eight (8) competencies which respondents have least mastered such as: reading comprehension, spelling, kinds and number of nouns, kind and order of adverbs, and sentence patterns. Moreover, it was also revealed that the respondents' sex and school where they took their Senior High School studies have no significant effect to their level of English proficiency. Based on the results, the study suggests that this material be utilized to further assess the English Proficiency of College Freshmen in English and devise a mechanism of how to address the areas where they are noted to have deficiencies. As well, it is also recommended that this material be the basis of proficiency tests in English for College students in all levels which are to be given prior and after instruction to further monitor and improve their proficiency.

Keywords: Assessment, Language Proficiency, Diagnostic test, Teacher Made

INTRODUCTION

To prepare students in the ASEAN integration, students' proficiency in the use of language is deemed necessary. In today's world, knowledge of the English language makes an individual literate. Communicating across the ASEAN countries will require the skill in using the English language. According to Johnson, 2015, language is the blood of the soul into which thoughts run and out of which they grow. One way of determining

the readiness of the students in the use of the English language is to identify their strengths and weaknesses through a diagnostic assessment.

Diagnostic, as defined in the Literature, is used to help identify a disease, illness or problem. In educational context, diagnostic is a written test given to students before instruction to identify their strengths and weaknesses in a certain subject matter. As mentioned by Knoch (2009), diagnostic test should identify strengths and weaknesses in learner's use of language. She added that it

should focus on the specific elements rather than global abilities and provide detailed feedback to stakeholders.

Conducting a diagnostic test before admitting the students in school is essential in acquiring information as the basis of their placement. As well, a diagnostic test is suggested to be done before instruction to identify the target competencies that a teacher should set to achieve in the instruction. According to Archuleta (2001), diagnostic testing helps teachers determine students' skills and prior knowledge.

In the attainment of quality education, Occidental Mindoro State College ensures that the students are well-versed in terms of the utilization of English Language, thus assessment of their proficiency prior to admission is strictly observed by facilitating a diagnostic examination. This is done to evaluate their performance level to determine whether they could be admitted to a program. Once students get a satisfactory rating, they could be permitted to enroll in the program and not if otherwise.

This study was conceptualized due to unavailability of a good test to measure the students' English proficiency before admittance to college. Due to the implementation of Senior High School, the diagnostic test being utilized in the recent years was already considered inappropriate to the level of the college entrants who are the products of the additional two years in basic education. Also, as OMSC determinedly envisions academic excellence, and upgrades quality service, an Institutional diagnostic test is advocated.

Hence, part of the study is to construct and validate a standardized diagnostic test in English based from the current level of proficiency of the students. That is why assessing the students' proficiency was conducted first before writing the final draft of the said test.

Considering that the giving of diagnostic tests in English could possibly be outlawed on the years to come, this devised diagnostic test may still be used as a Language Proficiency Test to be given to first year students prior to and after instruction to observe whether there had been academic progress or significant improvement in their language performance. Abide (2010) clarifies that students should be able to demonstrate proficiency in the academic English that is required for them to successfully function within their year level.

Results of the mentioned proficiency test could be used the basis for the creation of another

Language Proficiency Test that could be given to higher year levels.

OBJECTIVES

The study aimed to assess the English Language Proficiency of the College entrants of OMSC as basis in the development and validation of the Standardized English Diagnostic Test for College.

Specifically aimed to:

1. determine the profile of the respondents in terms of
 - a. Sex
 - b. School Graduated From
2. determine the level of proficiency in English Language of the College Freshmen in terms of
 - a. Vocabulary
 - b. Parts of Speech
 - c. Subject- Agreement
 - d. Sentence Structure
 - e. Reading Comprehension
3. determine the mastered competencies (strengths) of the respondents
4. determine the least mastered competencies (weakness) of the respondents
5. determine the significant difference of the level of proficiency in English Language of the respondents when they were group according to profile variables
6. propose a standardized English Language diagnostic test for the incoming first year enrollees

METHODOLOGY

This study utilized a descriptive method which assessed the level of proficiency in English Language of the incoming college freshmen. Results of the assessment are used to design the standardized diagnostic test for college freshmen of OMSC across campuses.

The respondents of the study are 200 students who were chosen in random from 1,656 college freshmen across colleges at OMSC Labangan Campus.

The instrument which is a diagnostic test of the English Language proficiency is composed of 70 multiple items that was constructed by the researchers. The test includes items in vocabulary, parts of speech, subject-agreement, sentence structure and reading comprehension. Table 1 shows the table of specification of the test.

Table 1. Table of Specification

| Content Areas | Weights | Cognitive Domain | | | No. of Items |
|-------------------------|---------|------------------|-------------|----------|--------------|
| | | Knowledge | Application | Analysis | |
| Vocabulary | | | | | |
| Synonyms | 7% | 1-5 | | | 5 |
| Antonyms | 7% | 6-10 | | | 5 |
| Spelling | 7% | 11-15 | | | 5 |
| Parts of the Speech | | | | | |
| Noun | 7% | 16-18 | 19-20 | | 5 |
| Pronoun | 7% | 21-22 | 23-25 | | 5 |
| Verbs | 14% | 26-28 | 29-35 | | 10 |
| Adverb | 7% | 36-37 | 38-40 | | 5 |
| Adjective | 7% | 41-42 | 43-45 | | 5 |
| Subject -Verb Agreement | 10% | 46-52 | | | 7 |
| Sentence Pattern | 14% | 53-57 | 58-62 | | 10 |
| Reading Comprehension | 11% | | | 63-70 | 8 |
| Weights | 100% | 56% | 33% | 11% | |
| Total | | 39 | 23 | 8 | 70 |

The table of specifications includes 39 items (56%) that measures knowledge, 23 items (33%) application and 8 items (11%) analysis. The items were content validated by a panel of faculty teaching English courses who served as reviewers.

The first draft of the test was reviewed by some experts to establish the content validity. The comments and suggestions were integrated in writing the final draft of the test. The test was first tried out to 150 Grade 12 students last March 2018. The Grade 12 SHS students were chosen since they are the prospective college freshmen this A.Y. 2018-2019. To scrutinize the items included in the test, item analysis was conducted. Out of 90 items in the first draft, only 70 items retained as good items to be considered in the final draft of the test. The final draft of the test was conducted to the actual respondents of the study, the 100 College entrants before they were admitted to college.

To describe the distribution of the scores, the mean and standard deviation were reported. The internal consistency of the items was determined using the Cronbach's alpha. The test obtains a reliability coefficient of .76 which indicates a that the test is highly reliable.

FINDINGS

Profile of the Respondents

To assess the English language proficiency of OMSC College Entrants, the researchers considered their sex and the school where they took their Senior High School Program.

Table 2 presents the profile of the respondents according to sex and the school where they took

their Senior High School Program. In terms of Sex, 38 are male and 62 are female.

Early researches which are focused on sex-based differences in women's and men's linguistic repertoire, view sex as a fixed, bipolar category which could be correlated with language and language learning. By contrast, later studies investigated the relationship between gender and speech patterns, and defined gender as a dynamic characteristic grounded in social activities and contexts (Ellis, 2012; Norton, 2000).

In terms of the school where the respondents took their Senior High School Program, the bulk of the students 67 came from public schools and 33 come from the private school.

The school where they took the Senior High School Program was considered to determine whether it has an impact on their English proficiency.

Table 2. Profile of the Respondents

| Profile Variables | Frequency | Percentage |
|------------------------------|------------|-------------|
| <i>Sex</i> | | |
| Male | 76 | 38% |
| Female | 124 | 62% |
| Total | 200 | 100% |
| <i>School Graduated From</i> | | |
| Private | 65 | 33% |
| Public | 135 | 67% |
| Total | 200 | 100% |

English Language Proficiency

The need to be proficient in the use of English among nonnative speakers has become a global phenomenon. Today, educators are engaged with the challenge of addressing the needs of the growing number of students whose primary language is not English. While mastering other skills and content in other subject areas, there is the necessity for these learners to gain proficiency in English (Vizconde, 2006).

The level of English language proficiency of the respondents is presented in Table 3. With the overall mean of 79.13, the respondents have a moderate level of proficiency in English. The table shows that respondents are moderately proficient in the following competencies: subject-verb agreement which attained the highest mean of 86.17, followed by the parts of speech with 80.85 and vocabulary with 80.38. However, results show that respondents have low level of proficiency in sentence pattern with 77.69 as mean and lastly, respondents are in the low level of proficiency in reading comprehension which attained the lowest mean of 70.58.

Table 3. Level of Proficiency of the Respondents in English Language

| Content Areas | Mean | SD | Interpretation |
|------------------------|--------------|-------------|-----------------|
| Vocabulary | 80.38 | 6.89 | Moderate |
| Parts of Speech | 80.85 | 5.05 | Moderate |
| Subject-Verb Agreement | 86.17 | 6.35 | Moderate |
| Sentence Pattern | 77.69 | 6.16 | Low |
| Reading Comprehension | 70.58 | 3.43 | Low |
| Overall Mean | 79.13 | 5.57 | Moderate |

Scale: High - 90 and above; Moderate- 80-89; Low- 79 and below

Mastered Competencies (Strengths)

Looking into the learning competencies included in the test, the results of the study show that respondents have a moderate mastery on the competencies presented in Table 4. The highest mean is obtained in determining the correct tenses of the verb to complete the sentence (WM=86.96); followed by the competency in the subject-verb agreement (WM=86.17); the third moderately mastered is determining synonyms (84.57) and having the least mean of 84.23 is the competency in identifying the antonyms.

Table 4. Areas of Strengths of the respondents

| Learning Competencies | Mean | SD | Interpretation |
|--|-------|------|---------------------|
| Identifying verbs that agrees with the number of nouns | 86.17 | 6.35 | Moderately mastered |
| Giving the most appropriate tense of the verb to complete the sentence | 86.96 | 7.44 | Moderately mastered |
| Determining the synonyms of the given words | 84.57 | 9.54 | Moderately mastered |
| Identifying the antonyms of the underlined word in a sentence | 84.23 | 9.51 | Moderately mastered |

Scale: Mastered - 90 and above; Moderately mastered - 80-89; Least mastered- 79 and below

Least Mastered Competencies (Weakness)

The table shows that while there are four moderately mastered competencies, there are eight (8) least mastered competencies which is twice the number of the moderately mastered competencies. The highest mean of 77.69 is obtained in determining the sentence pattern of sentences and identifying the function of the word according to sentence pattern. These are followed by identifying the kind of adverb and arranging adverbs to make the sentence correct with the mean of 77.55. Moreover, the competency in determining the kinds of nouns and determining the number of nouns attained a mean of 75.43. With the second least mean of 72.69 are the aptitudes in identifying the correct spelling of the word; and

lastly, with a mean of 70.58 is the skill in answering questions according to the given passage.

Results of a similar research of Magbanua (2016) either supports and contrasts with the results if the study. In her research, it was noted that in terms of English proficiency, the college students are very satisfactory in terms of grammar, satisfactory in terms of spelling and reading comprehension but are not proficient in terms of vocabulary.

Table 5. Areas of Weaknesses of the Respondents

| Learning Competencies | Mean | SD | Interpretation |
|---|-------|-------|----------------|
| Answering the questions given according to the given reading passage. | 70.58 | 03.43 | Least Mastered |
| Identifying the correctly spelled words from the given list. | 72.69 | 6.60 | Least Mastered |
| Determining the kind of nouns as used in the sentence Determining the plural or singular form of nouns | 75.43 | 10.46 | Least Mastered |
| Identifying the kind of adverb Arranging the adverbs to make the sentence correct | 77.55 | 8.44 | Least Mastered |
| Determining the pattern of the sentence Identifying the function of the word according to sentence pattern followed. | 77.69 | 6.16 | Least Mastered |

Scale: Mastered - 90 and above; Moderately mastered - 80-89; Least mastered- 79 and below

Table 6 shows the difference on the English Language Proficiency of the respondents in terms of Sex. Data shows a difference on the proficiency of male and female students as revealed by the mean score. Female (mean = 79.11) perform better than male (78.64). However, when the t-test analysis was computed, the difference is not significant (t-value= .861, p-value =.390). The p-value obtained exceeds at .05 level of significance. The finding denotes that there is no significant difference between the English Language proficiency of male and female students. The sex of the students has no impact on their proficiency in English Language.

Walczak (2015) supports the findings of the study. He found that while girls do outperform boys slightly, particularly in speaking and writing, the difference is negligible. What ultimately matters are the ability to use English for communication in society. In other words, it is now a basic skill that goes beyond school-based learning and

this impacts how learners go about learning. It clearly influences the outcomes of their studies as well.

Table 6. Differences on the English Language Proficiency of the Respondents in terms of Sex

| Sex | N | Mean | T-value | p-value | Interpretation |
|--------|-----|-------|---------|---------|-----------------|
| Male | 76 | 78.64 | .861 | .390 | Not Significant |
| Female | 124 | 79.11 | | | |

Table 7. Difference on the English Language Proficiency of the Respondents According to the Schools where they took their Senior High School Program

| School Graduated From | N | Mean | T-value | p-value | Interpretation |
|-----------------------|-----|-------|---------|---------|-----------------|
| Private | 63 | 78.65 | .720 | .473 | Not Significant |
| Public | 137 | 79.06 | | | |

Table 7 shows the difference on the English language proficiency of the respondents according to the schools where they took their senior high school Program. It was expected in the study that the schools where they come from contribute highly in the students' proficiency in the English language. Considering the preparation and design of curriculum in the private schools as compared to public, it was anticipated that those coming from private schools shall perform better. Data shows a difference on the proficiency of students who came from the private and public schools in terms of mean. However, when the t-test analysis was computed, the difference is not significant (t-value= .720, p-value =.473). The p-value obtained exceeds at .05 level of significance.

CONCLUSIONS

Based on the results and findings of the study, the following conclusions were drawn:

1. Majority of the respondents are females and came from public schools.
2. The respondents have moderate level of proficiency in vocabulary (synonym and antonym), parts of speech and subject-verb agreement. Consequently, they have low level of proficiency in sentence pattern and reading comprehension.
3. The respondents have moderate mastery among four competencies: subject-verb agree-

ment, tenses of the verb, synonyms and antonyms.

4. The respondents are weak in terms of reading comprehension, spelling, kinds of nouns, number of nouns, kinds of adverbs, proper order of adverbs, sentence pattern, and function of words according to sentence pattern.
5. The English Language Proficiency of the respondents do not differ when they are grouped according to sex and schools of the where they took their Senior High School.

RECOMMENDATIONS

The following are the recommendations promulgated based on the results of study.

1. Teachers must sustain or further enhance their strategies in building students' proficiency in subject-verb agreement, tenses of the verb, synonyms and antonyms.
2. Teachers must adjust their strategies in building proficiency in reading comprehension, spelling, kinds of nouns, number of nouns, kinds of adverbs, proper order of adverbs, sentence pattern, and function of words according to sentence pattern. It is suggested that they incorporate pre-test and post-test as a strategy to build grammar proficiency and give more reading exercises where students are to answer essay questions to test and develop reading comprehension.
3. Lastly, it is suggested that this test be further validated to address the needs of the College.

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TECHNOLOGY – INTEGRATED INSTRUCTION FOR SEVENTH GRADE MATHEMATICS

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ABSTRACT

This study determines the effects of the utilization of GeoGebra Software in Geometry instruction to students' performance. It also evaluates the students' computer skills and its relationship in learning Geometry through the integrated software. A quasi-experimental method of research was employed using the two-group pretest-posttest design with the two intact groups. The experimental group was taught using an instructional plan that incorporated technology known as GeoGebra, while the control group was instructed by a plan that did not incorporate the technology. An adapted Geometry Standards Questionnaire was the main tool in gathering data. The quantitative data collected from the pre-post-tests was calculated using a dependent t-test and an independent t-test to test the hypotheses. Results showed that both groups have low mastery in the pre-test. Conversely, the experimental group performed significantly ($P < 0.05$) better in the post-test as they obtained an MPS of 87.22 or Closely Approximating Mastery, while the control group got 64.66 described as Average Mastery. The students are proficient in the use of a computer. This skill is significantly related to their performance with integrated software. It is concluded that the integration of GeoGebra software has a positive effect on students' performance. The teacher should integrate the use of technology in the instruction for it motivates students to learn with more enthusiasm, which could lead students reaching better achievements in their study. Also, the teachers have to consider the students' skills in the use of technology to have ease in the manipulation of the software .

Keywords: Mathematics Teaching; Technology-Integrated Instruction; Computer Skills; Quasi-experimental method; Students' Performance

INTRODUCTION

In this continually developing world, individuals have seen the rise of innovation in all parts of our lives. Generally, there is a rise in the usage of multimedia technology, particularly computer systems and specialized computer programs in the delivery of instruction. The integration of technology in the teaching and learning process offers the students greater learning opportunities and enhances their engagement (Roberts, 2012). Technological advancements in mathematics education have paved the way for teachers to utilize technology to enhance the quality of learning and teaching (An & Reigeluth, 2011).

The Philippines has been conferred modernizing its instructive framework. Thus, the perennial low performance of the Philippines in the Trends in Mathematics and Science Study (TIMSS) in 2011 bolster the need to focus on the problem in the enhancement of students' performance in science and mathematics. There have been consistent

and steady changes in the educational module and instructive strategies and structures, educator trainings, and the educational framework. It is a dream of the administration to furnish every government-funded schools with advanced instructional materials.

In the teaching and learning of geometry, it's been often realized that students still lack the cognitive, processabilities, and make meaningful representations in the complete understanding of the fundamental geometry concepts (Azlina and Suhaila, 2008). The National Council of Teachers of Mathematics [NCTM] (2000) emphasized the use of multiple representations that enables students to resolve problem, make focus and reasoning on mathematical ideas and examine them. Although the teacher delivers the necessary expertise to aid students to grasp the concepts of knowledge, students appear struggling using this information to a given task (White & Mitchelmore, 2002).

In recent years, a selection of studies in which dynamic geometry software GeoGebra is used and are found in the literature (Goodwin, 2008; Dogan, 2010; Reis, 2010; Zengin, 2011; Tatar, 2012). The most powerful and widely accepted instructive aspect of the dynamic geometry software is their ability to be visible and interactive. GeoGebra is designed for use in mathematics education in secondary schools and higher educational institutions (Hohenwarter, 2004). With this facility, taking in procedure will move from being educator focused to student-focused and strengthened by an adaptable and open-ended learning environment. It offers a situation in which students can try openly and gives non-conventional way to deal with students to learn and comprehend mathematical ideas and strategies (Marrades and Gutierrez, 2000).

To make this shift, the education system must undertake a radical transformation. The schooling culture and practices must be converted from one that is memory-based to one that is informed, well-versed, creative and concerned, through leading-edge technology that will aid students to prepare and create a successful transition to the modern and more global environment in this 21st century (Voogt & Pelgrum, 2005). This scenario prompted the researcher to determine students' achievement in learning mathematics in a class taught with or without technology integration in the school where he was previously teaching.

STATEMENT OF THE PROBLEM

The main objective of this study was to determine the level of performance of the seventh-grade students of Balao National High School, Barili, Cebu in dynamic geometry software GeoGebra for School Year 2015 – 2016 as the basis for the technology-integrated module in Geometry 7. Particularly, this study sought to address the following questions:

1. What is the profile of respondents in terms of age and gender; Grade 6 Mathematics grade; and use of computer?
2. What is the level of performance of the control group and experimental group as to the fundamental concepts in Geometry; angles; and polygons?
3. Is there a significant difference between the performance of the control group and the experimental group?

4. Based on the findings, what technology-integrated module in Geometry 7 can be developed?

METHODOLOGY

Participants for this study were the Grade 7 students of Balao National High School, Barili, Cebu. Two intact classes consisting of 81 students in total were selected for this study. A total of 40 students (experimental group) underwent an intervention where they used GeoGebra in their learning for four weeks while the 41 students (control group) used the conventional method. Quasi-experimental research design was employed using the adapted questionnaire from Geometry Standard Test as a tool for gathering the data needed. The difference between pre- and post-test determines whether the GeoGebra software influenced the students' achievement on learning Geometry. The researcher taught both the groups.

Different statistical measures were employed. In finding out the profile of the respondent groups, the simple percentage was utilized. In obtaining the students' level of performance taught with or without the use of GeoGebra, the weighted mean was employed. And to unfold whether or not significant difference existed between the level of performance of the control and experimental group, the dependent and independent t-tests were used.

In scoring the data gathered, the following scale of interpretation was used to determine the level of proficiency in the use of computers by the

| Ranges | Performance Level | Interpretation |
|-------------|-------------------------------------|--|
| 4.20 – 5.00 | Advanced (A) | This means that the respondent groups' level exceeds the core requirements regarding learning, skills, and understandings. |
| 3.20 – 4.19 | Proficient (P) | This implies that the respondent groups' level has added to the essential information and abilities. |
| 2.60 – 3.19 | Approaching Proficiency (AP) | This indicates that the respondent groups' level has added to the essential information and abilities with little direction or help from companions. |
| 1.80 – 2.59 | Developing (D) | This connotes that the respondent groups' level has the base learning and aptitudes. |
| 1.00 – 1.79 | Beginning (B) | This suggests that the respondent groups' level battles with his/her understanding; essential information and abilities have not been procured or created. |

The following are the Mean Percentage Score (MPS) Performance Description as bases in determining the level of performance of the students.

| Percentage | Performance Level | Interpretation |
|------------|--|---|
| 96 – 100 | Mastered (M) | Demonstrates complete comprehension of the required numerical/exploratory information. |
| 86 – 95 | Closely Approximating Mastery (CAM) | Indicates almost finish comprehension of required numerical/experimental information. |
| 66 – 85 | Moving Towards Mastery (MTM) | Demonstrates some comprehension of the required numerical/experimental learning. |
| 35 – 65 | Average Mastery (AM) | Demonstrates normal comprehension of the required numerical/experimental learning. |
| 15 – 34 | Low Mastery (LM) | Addresses negligible numerical/experimental segments introduced in the undertaking. |
| 5 – 14 | Very Low Mastery (VLM) | Addresses extremely negligible numerical/logical parts to unravel the undertaking. |
| 0 – 4 | Absolutely No Mastery (ANM) | Demonstrates constrained or no comprehension of the issue, maybe just re-replicating the given information. |

RESULTS AND DISCUSSIONS

1. Profile of the respondents

Table 1 presents the students' profile. Most of the students are 13 to 14 years old with the frequency of 49 or 60.49 percent. A few of them are 11 to 12 years old with a frequency of 30 or 37.04 percent. These essential data implied that most of the student-respondents are within the school-age requirement for the Grade 7. On the other hand, the female respondents dominated more than the female with frequencies of 60 or 74.07 percent to 21 or 25.93 percent.

Table 1. Respondents' profile

| Variables | Frequency | Percentage |
|----------------------------------|-----------|---------------|
| Age | | |
| 15 and above | 2 | 2.47 |
| 13 – 14 | 49 | 60.49 |
| 11 – 12 | 30 | 37.04 |
| Total | 81 | 100.00 |
| Mean Age | 13 | |
| Gender | | |
| Male | 21 | 25.93 |
| Female | 60 | 74.07 |
| Total | 81 | 100.00 |
| Grade 6 Mathematics Grade | | |
| 90 and above | 6 | 7.41 |
| 85 – 89 | 41 | 50.62 |
| 80 – 84 | 31 | 38.27 |
| 75 – 79 | 3 | 3.70 |
| 74 and below | 0 | 0.00 |
| Total | 81 | 100.00 |
| Average Grade | 85 | |

Regarding their Grade 6 Mathematics grades, the respondents had an admirable mark with a frequency of 41 or 50.62 percent whose grades ranged from 85 to 89. Some of the respondents' grades ranged from 80 to 84 with a frequency of 31 or 38.27 percent. The data imply that the respondents had developed the fundamental knowledge and skills in their Grade 6 Math and this also tells that they are inclined to mathematical-logical related activities.

2. Level of proficiency in computer utilization

Innovation keeps on changing the world consistently, opening incalculable opportunities, particularly for students. Along with enhancing the way students are taught, it is essential that one must learn the utilization of computers to upgrade his/her particular work and set oneself up in a period where these computers have ended up as normal as the paper and pencil (Jhurreev, 2005).

Table 2. Level of Proficiency in Computer Utilization

| Areas | Respondents (N = 81) | |
|--------------------|----------------------|----------|
| | WM | D |
| Keyboard and mouse | 3.87 | P |
| Computer concepts | 3.76 | P |
| File management | 3.65 | P |
| Internet | 3.96 | P |
| Average | 3.80 | P |

Students' ability in the use of a computer is reflected in Table 2. In terms with the use of the keyboard and mouse of the computer, the data revealed that the students possessed the knowledge and skills in manipulating the keyboard and mouse with an average weighted mean of 3.87 equivalent to Proficient.

Computers keep on changing our general surroundings. For one to wind up a dependable computer client, it is imperative and perfect to take in the fundamental learning in registering abilities and its control. As can be observed in the table in terms of the computer concepts, the students made an average weighted mean of 3.76 with a descriptive rating of Proficient. Regarding file management, the weighted mean given by the students is 3.65 equivalent to Proficient. This implies that students understand that just as with paper files, it is important for data on one's computer to be organized to ensure easy retrieval and avoid data loss.

The internet has become an increasingly significant feature of the learning environment for

students. So, it is not any more shocking that students obtained the highest average weighted mean of 3.96 equivalent to Proficient.

On the other hand, an overall average weighted mean of 3.80 equivalent to Proficient was achieved from the four areas. It can be concluded that students had developed the fundamental knowledge and skills with the use of a computer. They can be considered computer literate where they can operate the computer efficiently without an aid and manipulate the software associated with it (Nwafor, 2015). However, students must grab every chance in upgrading their skills to the Advanced level. Hence, exercising and advancing computer literacy skills can also lead to greater opportunities.

3. Level of Performance

The levels of performance are being assessed in this study. The respondents are composed of two groups, namely: the control group and the experimental group. Evaluation of their level of performance includes the fundamental concepts in geometry, angles, and polygons.

Table 3. Students' Performance in Different Areas

| Areas | CONTROL GROUP | | EXPERIMENTAL GROUP | |
|----------------------------------|--------------------|------------------------|--------------------|--------------------------------------|
| | PRE-TEST | POST-TEST | PRE-TEST | POST-TEST |
| | Total FCR | Total FCR | Total FCR | Total FCR |
| Fundamental Concepts of Geometry | 13 | 27 | 12 | 36 |
| Angles | 13 | 26 | 13 | 35 |
| Polygons | 11 | 26 | 11 | 34 |
| Average | 12 | 26 | 12 | 35 |
| Mean | 13.49 | 29.10 | 13.68 | 39.25 |
| MPS | 29.97 | 64.66 | 30.39 | 87.22 |
| <i>Description</i> | <i>Low Mastery</i> | <i>Average Mastery</i> | <i>Low Mastery</i> | <i>Closely Approximating Mastery</i> |

As portrayed in Table 3, pre-test of the two groups has an average of 12 students who were able to get correct responses on all the areas given. Mean percentage scores of the control and experimental group are 29.97 percent and 30.39 percent consecutively, both equivalent to Low Mastery. The post-test result of the control group shows an average of 26 students answered the items correctly while there are 35 students in the experimental group answered the different items right. Control group obtained a mean percentage

score of 64.66 percent equivalent to Average Mastery while the experimental group got a mean percentage score of 87.22 percent equivalent to Closely Approximating Mastery.

Based on the test results, it is imperative that there is an increase in the number of students who got correct responses from pre-test to post-test. Furthermore, the results of the post-test indicated that the experimental group performed better than the control group. It can be concluded that GeoGebra effectively supported the experimental group in gaining a better understanding of the lessons and provided additional support to the students in generating untaught knowledge of the lesson. For students will achieve an equivalent rating of Mastered, teachers must be creative and innovative to make these lessons interesting, exciting and meaningful (Miller, 2009).

4. Difference between the pretest and posttest results

Data from the students' pre-tests and post-tests for both the control and experimental group were tested using dependent t-test to compare the means of the pre-tests and post-tests and to determine whether there is significance between the performance of the two groups. The results for the dependent t-tests for both the control and experimental pre-tests and post-tests are shown in Table 4 below.

Table 4. Dependent t-test results

| Respondents | \bar{X} | | Computed t-value | | Tabled t-value | Decision | Remarks |
|--------------------|-----------|-----------|------------------|---|----------------|--------------|-------------|
| | PRE-TEST | POST-TEST | | | | | |
| Control Group | 13.44 | 29.00 | 24.09 | > | 2.02 | Reject H_0 | Significant |
| Experimental Group | 13.65 | 39.35 | 45.93 | > | 2.02 | Reject H_0 | Significant |

As reflected in Table 4, the control's group mean for the pre-test is 13.44, and 29.00 for the post-test, revealing an increase in scores from pre to post-tests. The computed t-value of 24.09 is greater than the tabled t-value of 2.02. Therefore, we reject the null hypothesis and conclude that there is a significant difference in the performance between the control group's pre-test and post-test. The table further shows the experimental group's mean for the pre-test is 13.65, and 39.35 for the post-test, revealing an increase in scores from pre to post-tests. The computed t-value of 45.93 is

greater than the tabled t-value of 2.02. Therefore, we reject the null hypothesis and conclude that there is also a significant difference of the performance between the experimental group's pre-test and post-test.

Another collecting method used to answer further our problem is the independent t-test comparing the control and the experimental group's pre-test results and the control and the experimental group's post-tests results. The purpose is to compare and examine the means from both groups' pre- and post-tests results to see if there is a difference between the respondents' performance and its significance. The results from both independent t-tests are shown below.

Table 5. Independent t-test results

| Tests | \bar{X} | | Computed t-value | | Tabled t-value | Decision | Remarks |
|-----------|-----------|--------------|------------------|---|----------------|--------------|-----------------|
| | Control | Experimental | | | | | |
| Pre-test | 13.44 | 13.65 | 0.34 | < | 1.99 | Accept H_0 | Not significant |
| Post-test | 29 | 39.35 | 9.68 | > | 1.99 | Reject H_0 | Significant |

As displayed in Table 5, the means for both groups in the pre-test are 13.44 and 13.65, consecutively. The results show further that the computed t-value of 0.34 is smaller than the tabled t-value of 1.99. Therefore, we must accept the null hypothesis. There is no significance between the two groups' pre-test results. On the other hand, the table also shows the means for both groups in the post-test such as 29 and 39.35, consecutively. The computed t-value of 9.68 is greater than the tabled t-value of 1.99. Therefore, we reject the null hypothesis and conclude that there is a significant difference between the two groups' results on the post-test.

After comparing the groups' pre- and post-test results, there is an increase in results among both groups, but there is no significance among the pre-test results made by the control and experimental groups. Both groups' post-test scores increased. However, the experimental group increased much higher compared to the control group. The outcome of the independent-samples t-test of the post-test result tells us that the experimental class did better than the control class in the post-test.

The results clearly imply that when technology is integrated in the curriculum, it will have sig-

nificant bearing to students' level of performance. The post-test result was influenced significantly by the pre-test score and the treatments, and that the intervention has a positive effect on the achievement of the experimental students.

CONCLUSION

GeoGebra effectively supported the experimental group compared to the traditional group. Therefore, the use of GeoGebra has a positive impact to the students' level of performance. It can be considered that using multiple representations can enhance students' understanding of geometry concepts.

RECOMMENDATION

From the findings and conclusions of the study, the following are hereby recommended:

1. Implementation of the technology-integrated module in Geometry 7 is strongly recommended.
2. Educators are encouraged to use GeoGebra software in teaching Mathematics.
3. More research would need to be conducted and would concentrate on finding larger groups to participate in similar studies to determine whether the extent of the effect is significantly higher than traditional instruction.

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LIVED EXPERIENCES OF CLOSET LGBT STUDENTS IN DOSCST

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ABSTRACT

Though nowadays, Lesbian, Gay Bisexual and Transgender (LGBT) individuals in the Philippines have gradually gained support and recognition from the society, yet there are others remain to be closet LGBT. A combination of quantitative and phenomenology using modified Consensual Qualitative Research (CQR) approach was used in this study to disclose the lived experiences of LGBT students in Davao Oriental State College of Science and Technology. Findings revealed that 80% of closets LGBT represented this study are bisexual, most from Mandaya tribe, and Roman Catholic in religion. Participants shared that they had started having affection/sexual feelings to their opposite sex at the age of 16 to 20 years old and conceded their gender identity as LGBT. Most of them opened their sexual identity to trusted relatives, while others passively admitted and tolerated people around them to label them as LGBT. Few of them also channeled their admittance to social media using pseudonym. People in school think of them as equally feminine and masculine based on their physical appearance, style, dress and mannerism. The sole reason of these LGBT individuals to conceal their sexual identity is the fear of non-acceptance by family members. Generally, though closet but they are happy with their sexual identity. They have strategized to keep their identity secret and have managed to observe social norms, regulated oneself, have managed to be tolerant to how other people perceived them, and processed self-acceptance to remain steadfast. Most of them experienced verbal abuse yet expressed willingness to speak out their own point of view if they have given a chance. Participants expressed their aspiration to develop information educational communication material specifically leaflets to visualize aspirations of LGBT as well as to educate the community.

Keywords: Closet LGBT, bullying, social media, coming out, sexual identity

INTRODUCTION

LGBT (Lesbian Gay Bisexual and Transgender) is an acronym used to refer to people whose sexual identity does not conform to their sex assignment at birth, instead label their sexual and gender identity that is personally meaningful for themselves. LGBT people who chose to hide and keep their sexual identity secret is termed as closet LGBT (Drescher, 2004).

Coming out as LGBT does not always happened as we hope specially if we do not have a supportive environment. Acceptance is often hard earned even to people that are close to us and the very people whom we are expecting to understand us for the first place- our family. As Williams

(2010) noted that LGBT individuals are more likely to experience any form of discrimination and put them disadvantage by denying their identity and keeping silent about their lifestyles for fear of bullying or punishment from their community, their family, and legislature.

In the Philippine, in spite of the efforts of lawmakers to secure learning institutions to be socially healthy environment to promote well-being by enacting laws like Child Protection Policy enforced by the Department of Education and there the Anti-Bullying Law to outlaw any form of bullying and discrimination, however, Human Rights Watch (2017) reported these laws are not well-enforced in schools, which in fact many cases of bullying and discrimination happened relating to

sexual orientation and sexual identity (Lugo & Tilos, 2015).

In Mati City, particularly in Davao Oriental State College of Science and Technology, the administration recognized and supported LGBT students and their organization, the Adarnang Bahaghari. Despite the support of administration, there are still who we have known personally that are closets. To disclose and understand the lived experiences of the closet LGBT students in DOSCST, this study primary aimed to determine the socio-demographic profile of the participants; their level of awareness to their perceived sexual identity; problems/issues they have experienced being closet LGBT; the level of influence of media in disclosing their sexual identity/orientation; and to describe their identity management.

METHODOLOGY

This study employed a combination of quantitative and phenomenology using modified Consensual Qualitative Research (CQR) approach. Quantitative design was used in collecting data unto the distribution of closet LGBT students in terms of sex, age, ethnicity, religion and other experiences of closet LGBT described in the researcher-made questionnaire. Phenomenology using modified CQR approach was utilized to describe the observed events, experiences, and information by asking open-ended questions during the conduct of focused group discussion (FGD) where responses were developed, decoded into domains/themes and categories to describe consistencies across cases, validity, applicability and replication of the result (Hill, 2012).

In conducting CQR, the researchers worked together to record, transcribe interviews and discussed the common understanding of references. Transcriptions were shown to the participants for confirmation and veracity of the material. Confidentiality, protection, and privacy were ensured to the participants.

Researcher-made questionnaire with 10 items multiple-choice and descriptive and open-ended guide questions for focused group discussion was used in collecting basic information and experiences of the closet LGBT students in Davao Oriental State College of Science and Technology. There were 24 LGBT individuals responded to the call published in social media to be participants of this study and the other 6 participants were referred to by trusted friends. Out of these 30 participants, 10 volunteered to participate in FGD.

FINDINGS

Majority of the LGBT participants engaged in this study ranges from age 16 to 20 years old which comprises the 83% of the sample population followed by ages of 21 to 25 that is equivalent to 17%. Moreover, 73% of the distribution of age by gender identified themselves as bisexual, 17% are lesbians, respectively gay and transgender occupies the 3%. When viewed by ethnicity, Mandaya tribe has the highest participation (60%) maybe it is because they are the local settlers of Mati City, followed by Cebuano (20%), Bisaya (10%), Kalagan (7%) and Ilongo (3%). In terms of participation by religion, Roman Catholic has the highest percentage garnering 90% followed by Islam with 7% and 3% is Born Again-Faith. During FGD, participants disclosed that religion and belief is one of the major factors hindering them to come out freely with what sexual and gender identity they preferred to and meaningful them. Table 1 showed the socio-demographic profile of the participants.

Table 1. The Socio-demographic Profile of the Respondents

| Category | Frequency | Percentage |
|------------------|-----------|------------|
| Age | | |
| 16-20 | 25 | 83 |
| 21-25 | 5 | 17 |
| Gender | | |
| Lesbian | 6 | 17 |
| Gay | 1 | 3 |
| Bisexual | 22 | 77 |
| Transgender | 1 | 3 |
| Ethnicity | | |
| Mandaya | 18 | 60 |
| Cebuano | 6 | 20 |
| Ilongo | 1 | 3 |
| Kalagan | 2 | 7 |
| Bisaya (others) | 3 | 10 |
| Religion | | |
| Islam | 2 | 7 |
| Roman Catholic | 27 | 90 |
| Born Again-Faith | 1 | 3 |

Table 2 described the perceived characteristics of the respondents in terms of their sexual orientation. To avoid labelling and preconception of the participants by the researchers on their sexual and identity preferences, participants were asked on how they described the characteristics of their perceived sexual and gender identity. Results of combined frequency and percentage showed that 22 or 73% of the participants described themselves as bisexual, Latik na ma inlababo ug keke, latik, timber etc. (Polysexual) with 16.66% followed by Latik pero ma inlababo ug latik (Homosexual), mamaehan (transgender) and tim-

ber (Lesbian) garnering 3.33% respectively. Most of them realized that they are LGBT and started to have affection/sexual feelings towards their opposite sex at age 16-20 years old and are happy of their chosen sexual identity. Survey conducted by Pew Research Center (2013) that LGBT respondents have first felt their sexuality at age 10 and become certain of their sexual orientation and gender identity in around 17 as median age and come out most to people close to them than to parents for the fear that their decision on their sexuality might strain their relationship.

Since they have tried to conceal their sexual and gender identity, people at school described them based from physical appearance as equally feminine and masculine.

Table 2. Perceived Characteristics of the Respondents in terms of Their Sexual Orientation

| | Frequency | Percentage (%) |
|---|-----------|----------------|
| How do you describe your current gender identity | | |
| Mayet (Bisexual) | 22 | 73.33 |
| Latik na ma inlababo ug latik, keke, timber and etc (Polysexual) | 5 | 16.66 |
| Latik pero na mainlababo ug latik/ Yotme (Gay) | 1 | 3.33 |
| Mamaehan (Transgender) | 1 | 3.33 |
| Timber (Lesbian) | 1 | 3.33 |
| Others | 0 | |
| What age have you realized that you are an LGBT? | | |
| 10 years old and below | 9 | 30.00 |
| 11-15 years old | 7 | 23.33 |
| 16-20 years old | 13 | 43.33 |
| 21-25 years old | 1 | 3.33 |
| How old were you when you had affection/sexual feelings to your opposite sex? | | |
| 10 years old and below | 5 | 16.67 |
| 11-15 years old | 8 | 26.67 |
| 16-20 years old | 16 | 53.33 |
| 21-25 years old | 1 | 3.33 |
| How do you feel about your sexual identity? | | |
| Happy | 14 | 46.67 |
| Thankful | 6 | 20.00 |
| Lucky | 1 | 3.33 |
| Happy | 3 | 10.00 |
| Satisfied | 6 | 20.00 |
| Unsatisfied | 0 | 0.00 |
| Unpleased | 0 | 0.00 |
| Ungrateful | 0 | 0.00 |
| Others | 0 | 0.00 |
| What do you think people at school describe your physical appearance | | |
| Very feminine | 3 | 10.00 |
| Mostly feminine | 2 | 6.67 |
| Somewhat feminine | 4 | 13.33 |
| Equally feminine and masculine | 16 | 53.33 |
| Somewhat masculine | 2 | 6.67 |
| Mostly masculine | 2 | 6.67 |
| Very masculine | 1 | 3.33 |

Table 3 depicted the most confronting issues experienced by closet LGBT and the very reason of concealing their identity was the non-acceptance of family member (46.67%), being bullied (23.33%), against to religious belief (16.67%) and self-rejection (16.67%). Verbal abuse (86.67%) is the most type of bullying the participants have experienced which include being ignored by their peers and verbally harassed followed by physical abuse (6.67%) and cyber bullying (3.33). In Hong Kong, almost close to 80% who admitted their sexual orientation reportedly experiencing discrimination and bullying (Conant, 2015) the same case in Turkey that LGBT individuals are victims of verbal and physical harassment and socially stigmatized (Bicmen et al, 2014).

Militello (2015) found out in his studies that having a stigmatized sexual identity, most of the time homosexuals have to conceal their homosexuality due to self-protection. To be closet is not a choice, but this does not happen without significant reasons.

Table 3. Problems/Issues Experienced by Closet LGBT

| Problems/Issues Experienced | Frequency | Percentage (%) |
|-----------------------------------|-----------|----------------|
| Identity Concealment | | |
| Non Acceptance from Family Member | 14 | 46.67 |
| Against to Religious Belief | 5 | 16.67 |
| Being Bullied | 7 | 23.33 |
| Self-Rejection | 5 | 16.67 |
| Type of Bullying | | |
| Verbal Abuse | 26 | 86.67 |
| Physical Abuse | 2 | 6.67 |
| Cyberbullying | 1 | 3.33 |
| Others | 0 | 0.00 |

Table 4 revealed the level of influence of media in disclosing sexual identity/orientation of the closet LGBT respondents. Data showed that print, educational communications, news, magazine are the platforms where closet LGBT disclosed and speak their mind out on issues relating to their sexual identity. LGBT individuals find it ease in coming out through internet like in social media to gain social support and community network (Maglioco, 2017) and become the fastest tool to disseminate information about LGBT community (Noer, 2012).

Table 4. Level of Influence of Media in Disclosing Sexual Identity/Orientation of LGBT

| Form of media disclose sexual | Mean | Interpretation |
|--|------|----------------|
| How likely print, educational communications, news, magazine about LGBT influence you to | 4.00 | High |
| How likely you prefer the following form of media to disclose with your sexual identity? | | |
| Print | 4.00 | High |
| Social media | 4.49 | High |
| Radio | 3.50 | High |
| Television | 3.52 | High |
| Total | 3.90 | High |

To describe how the participants strategize their identity management and decision making and process across sexual identity/orientation, FGD was conducted and respondents resolved to observing social norm, self-regulation, self-acceptance, tolerance and education. How the participants process themselves in managing to conceal their identity, conformed to the pattern from exploration, identity diffusion, awareness, commitment and synthesis as described by Fassinger's sexual development theory (Gervacio, 2012).

Observing Social Norm

When we asked the participants on how they strategize their identity management and decision-making and process across sexual identity/orientation individuals, they unanimously answered that they just following what the society is expecting them to be with regards to their assigned sexualities at birth.

LGBT individuals are confronted everyday with the decision to disclose or conceal their sexual identity (Chan et al., 2016). According to Fassinger's first phase of sexual development theory that LGBT individuals are fully aware of their sexual identity and they even labeled themselves as one of the LGBT (Gervacio, 2012) but they chose to conceal their identity by just following gender norms on how a man and woman must conduct themselves as defined by the society.

Moreover, participants chose to hide their identity to the public to protect themselves to be potential and susceptible to prejudice in spite that the act of concealing one's sexual identity requires a great deal of effort commonly resulting in feelings of being misunderstood, alienation, and dissatisfaction (Chan et al., 2016; Militello, 2015).

Self-Regulation

The participants, though closet but they are interested to know who are those other people or group of the same sexual identity (exploration),

what are their activities and anything about them as LGBT but they, the closet LGBT, deny themselves to be affiliated with the group (identity diffusion). They have regulated themselves to act as what their gender role relative to their biological sexualities. Though they expressed their interest to know that there are group of people who are the same with their identity, however they have regulated themselves not to disclose their identity with this group for the fear of being discriminated by the society. Cole and the rest of the participants shared the same feelings of excitement as the described that they were happy to find out an organization for LGBT, the Adarnang Bahaghari, that would serve as the platform for LGBTs. Though they volunteered to help facilitate and advocate organization's thrust to gender sensitization and its advocacy against any form of gender discrimination, but they denied themselves from membership.

Affiliation or group membership identity starts then when LGBT individual realizes that there is a community of lesbian/gay people (awareness) that have been living under the assumption that heterosexuality was the norm and becomes active in pursuing knowledge about lesbian/gay people (exploration) in terms of both the group and the possibility of one are belonging to the group. An LGBT individual becomes more aware of the value and oppression of being part of the LGBT community and commits to forming a personal relationship to the group (commitment) and has moved through a process of conflict and reevaluation, identified oneself as a member of a minority (Safe Zone, 2018; Gervacio, 2012).

Self-Acceptance

The participants speak out about their identity (synthesis) in such a way that they found courage to express support for LGBT in social media, but they still remain closet. Moreover, according to the respondents, to cope up with the challenges they have encountered being closet is through self-acceptance.

LGBT respondents find the joy and peace by accepting themselves of who they are. Knowing and accepting what they are and what they want help them understand and handle the situations that they are facing as closet LGBT. As Josh, a transgender said "I am not affiliated to any LGBT community or organization and I don't have a support system to understand me. What I did to make peace with myself is to accept what I really am. Even though I remain closet but I express my feelings through social media by posting general statement or quotation about self-acceptance".

Self-acceptance comes the ability of knowledge of our limitations and weaknesses, to accommodate our inner darkness and the possibilities to transform the harsh self-judgment to understanding and compassion (Field, 2017).

Tolerance

Moreover, when we throw follow-up questions to the respondents on how they did react/handle people probing about your sexual identity, all of them responded that they tolerated or being passive to how people perceived their sexual identity. They have managed to be tolerant to people who probed their sexuality. They acknowledged that being tolerant and be a subject of prejudice is not a healthy resolution, but they preferred that way to avoid any conflicts. Participants often find that their schooling experience is marred by bullying, discrimination, lack of access to LGBT-related information, and in some cases, physical or sexual assault. These abuses can cause deep and lasting harm like what these people experienced.

Militello (2015) believed that homosexual individuals especially in their working place, tolerate and simply ignore the discrimination and prejudice they faces within their workplace environment. Individuals utilizing this strategy may believe or, depending on location, may be aware that nothing can be done to confront the workplace discrimination.

Education

When another question was asked to them to follow-up what program/intervention from school they would like to have to address LGBT community and why they chose that intervention or program. LGBT participants believed that educating the community about gender education or gender sensitivity would alleviate discrimination and prejudice towards LGBT. Every individual is part of the community and if this very individual is well-informed about sexual identities or gender education, the public then is oriented about its role and become an external support to protect the rights of every individual including the LGBT. The study of Militello (2015) found out that the potential of educating people around homosexual promotes awareness and compassion for LGBT.

In Hongkong, the lack of sexual education leads to on-campus bullying and verbal/emotional abuse to LGBT students since other students fail to understand or accept their situation, resulting to discrimination and alienation. As a result, LGBT youths report higher rates of depression, suicidal tendencies, and anxiety and other mental issues (Conant, 2015).

CONCLUSIONS

Based from the results gathered and interpreted on lived experiences of closet LGBT students through the analysis in the four (4) research questions, the researchers had come up with these following conclusions:

1. The closet LGBT involved in this study were students belonged to ages 16-25 years old and most of them identified themselves as bisexual in which among them are Mandaya and Roman Catholic.
2. Participants had realized that they are LGBT at the age ranges from 16 to 20 years old and the same age had felt affection/sexual feelings towards their opposite sex.
3. People at school described them as equally feminine and masculine.
4. The problems/issues experienced by the participants being closet are non-acceptance of family members and the type of bullying they have encountered was verbal abuse but showed no regrets and are happy of their chosen identity.
4. Platforms like print, social media, radio and television highly influenced LGBT in channeling out their sexual identity/orientation, however, hiding themselves with pseudonym account.
5. Participants have revealed themselves to trusted relative and strategized to manage their identity by being closet LGBT by observing social norm, through self-regulation, self-acceptance, tolerance and hope for educating the community of gender education by developing information educational communication material specifically leaflets to visualize aspirations of LGBT as well as to educate the community.

RECOMMENDATIONS

Based on the foregoing findings, analysis and conclusions, the following recommendations are drawn:

1. Integration of gender education to curriculum like in National Services and Training Program (NSTP) and the like which this subject is taken by all students, to educate and gender sensitize students.
2. Those LGBT students who preferred to be remained closet may be given a counselling that is special for them and may the session be held confidential and may the location of the office/service provider/ resource center be a safe place for closet LGBT to drop off and staffed with clinician/professionals with pro-

found knowledge on the diverse needs of LGBT specially the closet ones.

3. Strengthen school-community partnership of gender and development advocacy and gender sensitization to alleviate gender-related discrimination.
4. Information educational communication material development is highly recommended as communication material to educate the community on sexual orientation and gender identity awareness.

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PARENTAL INVOLVEMENT AND STUDENT ACHIEVERS' DEVELOPMENT IN NATIONAL HIGH SCHOOLS IN THE BICOL REGION

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ABSTRACT

The study was conducted to describe the parent's profile of high school student achievers in the Bicol region, find out the level of parental involvement on their different roles such as para-teacher, volunteer, policymaker, financier, spectator, and guidance counselor, determine the factors that influence parental involvement in school, determine the level of development of student achievers along intellectual, spiritual, emotional, social, cultural, political and moral aspects, assess the relationship between parental involvement and student achievers development, and determine the development initiatives or interventions that can be proposed to promote parental involvement. The study employed convergence or mixed methods such as descriptive-evaluative, correlational and developmental method of research. Questionnaire and documentary analysis were used in gathering the primary and secondary data, respectively. Interviews were likewise conducted to validate the data gathered. The data was gathered by the revised questionnaires and unstructured interviews. Data were treated statistically using weighted mean, frequency count, percentages, Chi-square, and Pearson r correlation. The parental involvement in PTA, parents' age, their number of children, educational attainment, occupation and family monthly income do not influence parents' involvement in school. The parental involvement is not significantly related with to the student achievers' development along different aspects. But nevertheless, the parents still need to be reoriented on their different roles. This shall raise their level of improvement particularly on the role where they are merely moderately involved. The orientation will also strengthen good camaraderie of parents and teachers to work harmoniously in uplifting the quality of well-developed student achievers.

INTRODUCTION

Parental involvement has been emphasized as a mechanism for improving public schools. For decades, parents' involvement in education has been a topic of interest among policymakers, researchers, and stakeholders. However, existing research that addressed parental involvement has remained ambiguous (Moore, 2015).

There are many different ways that parents can be involved in their children's schooling. They can attend parent-teacher conferences, attend sporting events or volunteer in classrooms. They can help their child at home by ensuring that homework is completed, reading to their child, or bringing their child to museums. Parents can collaborate and communicate with the school, observe how their child's teacher instructs, and talk with teachers about their child's progress. Parent involvement is what parents do to enhance their children's schooling success and strengthen the communication they have with their children's school (Haack, 2007).

Many urban schools across the country are building models of school reform that recognize parents as a critical factor to achieve student and school success. One of the central purposes of parent involvement in school reform is to help create conditions that will allow students to achieve academically. However, with many schools across the nation not meeting state-mandated educational accountability requirements, educators, parents, and policymakers are trying to figure out the best ways to involve parents that will lead to improved academic outcomes for both students and schools (Washington, 2011). Henderson and Mapp (2002) determined that building trusting and respectful relationships between school and community created sustained connections that support student learning.

The level of parental involvement has important implications for children's academic performance. Social cognitive theory suggests that youth absorb messages about appropriate behavior and socially accepted goals by observing and talking with important people in their lives

(Bandura (1977) as cited by Chowa, Masa and Tucker, 2013). Based on this assumption, parents have the potential to model positive attitudes and behaviors toward school, and research in developed countries such as the United States has shown that parental involvement contributes to youth academic success (Haack, 2007). Hence, this research should not only aim to assess the extent of parental involvement and student achievers' development in the Bicol Region but also determine the development initiatives or interventions that can be proposed to promote parental involvement.

OBJECTIVES OF THE STUDY

The general objective is to assess the extent of parental involvement and student achievers' development in the Bicol Region.

Specifically, this study sought to:

1. Describe the parent's profile of high school student achievers in the Bicol Region;
2. Find out the level of parental involvement on the following roles
 - 2.1 para-teacher,
 - 2.2 volunteer,
 - 2.3 policymaker,
 - 2.4 financier,
 - 2.5 spectator, and
 - 2.6 guidance counselor.
3. Identify the level of development of student achievers along (a) intellectual, (b) spiritual, (c) emotional, (d) social (e) cultural, (f) political, and (g) moral;
4. Determine the factors that influence parental involvement in school;
5. Assess the relationship between parental involvement and student achievers' development; and
6. Determine the development initiatives or interventions that can be proposed to promote parental involvement.

REVIEW OF LITERATURE

Parental Involvement in School

The idea that parental involvement has a positive influence on student's academic achievement is so intuitively appealing that society in general, and educators in particular, have considered parental involvement as the remedy for many problems in education. Parenting is round-the-clock job. One important parenting demand is spending

precious time with the children despite pressure of work. Parent participation generally leads to improved student learning intellectually, socially and emotionally because parents are the child's first and foremost influential teacher and the home is the child's first school. (Hill et al., 2010).

In fact, children are more likely to apply themselves and perform better in school when their parents show an interest in their school work, are willing to assist them with homework, and are willing to hold their children accountable for completion of school assignments. Youth who are not working hard at school may begin to perceive school as valuable when parents actively demonstrate that they value school through involvement (Chowa, Masa and Tucker, 2013).

Parental involvement in school is defined as the role of the parents as volunteer, co-teacher, spectator, financier, policymaker, and guidance counselor. Different types of parental environment listed below produce different gains.

Parent as Para-teacher

Parents are responsible for creating a home environment that supports learning. They demonstrate their support by letting their children know that school is important and that they take it seriously; providing a quiet place at home for study; making sure their children do their homework and do it well; turning off the TV until homework is done; reading to their children or having their children read to them; talking to their children about schoolwork and current events; seeing to it that their children are prepared for school each day; reviewing the rules and discussing them with their children; and teaching children respect for others and common courtesy and expecting them to demonstrate these qualities at home and in all public place (Sui-Chu and Willms, 1996).

Parent as Volunteer

Parents accompany classes on field trips. They volunteer in tutoring or serving as a teacher's aide in the classroom; bringing their talents, skills, knowledge, experiences or unique culture to the classroom as guest instructors; and monitoring in the cafeteria and on the playground during lunchtime. Parents volunteer to improve the school environment or equipment. Parent team welcome and orient new families at the beginning and during the year. Parents volunteer in a telephone tree to provide all families with school-related information (National Literacy Trust as cited by Morallo, 2013).

Parent as Policy Maker

National Literacy Trust quoted by Morallo (2013) averred that parents serve as advisory

council, curriculum committees and management teams, participating in joint problem solving at every level. Parents participate in review of proposed school policies and curriculum as part of parent organization committees or principal-appointed advisory committees. Parents participate on all decision making and advisory committees. The school provides parents with an understandable well-publicized process for influencing decisions, raising issues or concerns, appealing decisions, and resolving problems.

Parent as Active Participant/Spectator

By observing and helping teachers, parents can become more effective in conducting school-related learning activities within the home. Additionally, volunteering and frequent school visitation can also enhance relations between these parents and the school. Parents who are involved hold their children's teachers and the school in higher regard and likewise, teachers have higher opinions of these parents and greater expectations for their children (Stevenson and Baker, 1987).

In a large survey examining practices of parent involvement, it was found that about half of the teachers sampled had at least some parental assistance in the classroom. There was agreement among the teachers that if parents spend time at school, they usually make a greater effort for their children to learn at home (Becker and Epstein cited by Morallo, 2013).

Parent as Guidance Counselor

As a guidance counselor, a parent provides his child with self-esteem needs by accepting his child's uniqueness and respecting his or her individuality. A parent encourages but does not push his child to participate in a club, activity, or sport. He notices and acknowledges his child's achievements and pro-social behavior. He encourages proper hygiene. He sets expectations from his child that is realistic and age-appropriate. He uses his child's misbehavior as a time to teach, not to criticize or ridicule. A parent teaches his child morals and values. He lets his child know the values of qualities, such as honesty, respect, responsibility, patience, forgiveness, generosity, among others. He develops mutual respect with his child by using respectful language, respecting his or her feelings, opinion, privacy, and individuality (Galinsky as cited by Morallo, 1998).

When a child comes from school, he talks to him by first, finding out if the child is tired, whether the day at school was interesting, about his or her friends, and then asking for marks. Usually a child will tell it spontaneously. If the child has good grades, the parent shows pleasure, prais-

es, and suggests that this is the result of hard work. If the grade is lower or below expectations, the parent does not scold the child. He is unhappy enough for that. The parent tries to find out what caused bad grades, which sometimes is not about the lack of knowledge. The parent encourages and consoles the child, create a plan to help the child to improve his marks (Parker cited by Morallo, 2013).

Numerous studies, mostly from developed countries, have shown that parents are more likely to be involved with their children's education at home than in school (Lee and Bowen, 2006; Mau, 1997; Patrikakou and Weissberg, 2000 as cited by Chowa, Masa and Tucker, 2013). At-home parental involvement activities (e.g., checking homework, communicating about school, and reading with children) are shown to be related to positive academic outcomes of minority students in the United States (Jeynes, 2003; Sui-Chu and Willms, 1996 as cited by Chowa, Masa and Tucker, 2013). Likewise, parental involvement at home in Ghana is associated positively with youth academic performance (Nyarko, 2010 as cited by Chowa, Masa and Tucker, 2013). Although Ghanaian parents often are engaged in their children's schooling in one form or another, their involvement historically has been limited to activities at home (e.g., ensuring completion of homework). However, this is changing as more parents attend school meetings and recreational events.

Factors that Influence Parental Involvement in School

When parents are involved in the educational process, students of all socioeconomic levels achieve better (Barge and Loges, 2003; Crew, 2007; Ferrera, 2009 as cited by Moore, 2015). When parents are engaged in their children's scholastic endeavors, their academic achievement and social skills improve (Englund, Luckner, Whaley, and Egeland, 2004 cited by Moore, 2015).

Parents are the primary influence in their children's motivation for academic success (Chen and Gregory, 2009; Lloyd-Smith and Baron, 2010 as cited by Moore, 2015). According to Simon (2001) as cited by Moore (2015), parental involvement that motivates children to focus on their post-high school future, such as attending college, enrolling in trade school, or pursuing other professional training, has fostered higher student grades and test scores. The most valuable aspect of parental involvement is the exchange of ideas, stimulation, and reinforcement of the educational aspirations held for and by their children

(Desforges and Abouchaar, 2003 as cited by Moore, 2015).

On the study of Tam and Chan (2009), they examined parental involvement in homework and its relationship with primary school children's educational outcomes within the Chinese sociocultural context of Hong Kong. Data were collected using homework diaries and questionnaires administered to 1,309 pairs of students and parents spanning all six primary grade levels in 36 primary schools in Hong Kong. Results show that primary children across grade levels devote a substantial amount of time each day after school to homework assignments and revision, while parents' involvement in the homework process varies. Such variation in parental involvement is found to relate to the child's grade level as well as the parent's educational attainment. Gain in children's academic efficacy with higher parental involvement level is observed among junior primary students as well as those with parents of lower educational attainment (Tam and Chan, 2009).

Parents and teachers from an urban elementary school serving primarily African American children completed questionnaires regarding racial socialization, social support, and involvement in activities that support youth educational achievement at home and school. Parental reports of racism awareness and contact with school staff were significantly correlated with parent reports of at-home involvement and at-school involvement. Parent reports of social support from the parent community were significantly related to at-home involvement only. Relative to teacher reports, parents reported more formal contacts with school staff, and higher levels of racism awareness, religiosity, and African American cultural pride. Teachers and parents agreed on school climate and parental levels of at-home and at-school involvement. The results suggest that racial socialization processes are related to parent involvement in children's schooling and that increased efforts are needed to bridge a cultural gap between parents and teachers in inner-city communities (McKay, Atkins, Hawkins, Brown, and Lynn, 2003).

A structural equation modelling analysis was used to investigate the notion that the effects of parents' education and family structure on students' academic achievement and school disengagement would be mediated through students' perception of parental involvement. The Perception of Parental Involvement Scale was administered to a sample of 275 first-year students (147 males and 128 females) enrolled in two high

schools in Egypt during 2004. Students were requested to respond to three questions concerning their family structure, parents' education level, and school disengagement. Results of the study revealed that students' perception of parental involvement factors was the most important predictor of academic achievement, followed by parents' education, and finally, school disengagement. Students' perception of at-school parental involvement and parents' education had an indirect effect on academic achievement through their effect on school disengagement. Parents' education was the most important predictor of school disengagement. There was a reciprocal relationship between academic achievement and school disengagement. (Abd-El-Fattah, 2006).

Research has shown that intersections among families, schools and communities affect children's development, but there is still much unknown about how these contexts are linked and how they jointly influence children's education. A study that explored one aspect of the overlapping influence of schools and families on children's education tried to look into the relationship between parental education expectations and school composition. Extending findings from literature on how parent expectations differ across social groups and studies showing school compositional effects on student outcomes suggest that schools may affect parents' attitudes and beliefs. Using US nationally representative data from the Early Childhood Longitudinal Study-Kindergarten, multilevel models show an independent, positive relationship between parental educational expectations of eighth grade children and the percentage of non-white students in the child's school, a surprising result given the lower average achievement levels of US schools with higher percentages of non-white students. This finding persists beyond controls for a variety of family, child and school factors, including baseline expectations from fifth grade. The results also show that parents of low socioeconomic status (SES) have higher expectations in schools with greater percentages of minority students, but higher SES parents are largely unaffected by school composition. Although the study cannot rule out the possible influence of unobservable, it cautiously interprets a causal effect of US schools on parent expectations. The study therefore concludes that school influence may extend beyond the child to family processes and that school composition is an important but overlooked factor related to educational expectations (Lawrence, 2015).

There are deliberate actions that teachers can take to enhance parental involvement. First, teachers may educate parents to comprehend, and then act on the fact that it is probably some of the subtler aspects of parental involvement, such as high expectations and communication, that are among the most important. Second, school leaders, teachers, and staff may be educated to understand that raising parental participation may be more a function of subtle but important demonstrations of love and respect than a matter of instructing parents to apply particular methods of helping children (Jeynes, 2010).

Levine-Rasky (2009) reiterates that "Parents should practice what your children learn at school." When parents volunteer to partake in the preparation of school assignment, children feels that parents are always ready to help at all times.

Daunic et al. (2012) advised that in order to ascertain good communication between parents and children, a quality time to read together will enhance not only the communication skill but the comprehension of both parents and children. In this context, parents can now connect what good things children learn from reading and apply it to real life. Parents should always guide their children to become a responsible individual who are able to discern and accept whatever consequences of the choices they made in the future.

Furthermore, while teaching children to become a valuable member of society, intellectually and morally, it should not be forgotten that parents only live once and therefore, every event should be experienced happily and enjoyably. All work and no play make one a dull person. A balance between work and play must be infused to children, for them to become a well-balanced and well-rounded individual. Leisure time is a good motivation for children to be relaxed, however, too much of it may disturb their focus and attention. A limitation for this kind of activity may be set. Parents should convey to their children that they are eager to learn new things from them. They should acknowledge that they have the capability to teach adults of new technology that will boost their morale and self-confidence that even in younger age, they would be able to impart knowledge and learning to others.

Parents have vital roles to play in the life of a child. They play a great role in their children's education because the learning that is started at home is strengthened in school, and when their children go home, parents should follow-up what is learned in school so that there is a continuity of learning. Parents have to support their children's

involvement in all activities in school. They have to guide and assist them in all their projects and assignments. Attendance in all school meetings, recognition day and all other school activities help develop self confidence in their children because through these, their children will realize that their parents value them above other things, and that will encourage them to excel in everything they do just so their parents will always be proud of them and their achievements. These are the reasons why the home cannot be separated from the school and the school from the home (Quinan as cited by Morallo, 2013).

Gadsden as quoted by Morallo (2013) averred that when schools encourage children to practice reading at home with parents, the children make significant gains in reading achievement compared to those who only practice at school. Parents, who read to their children, have books available, take trips, guide TV watching, provide stimulating experiences that contribute to student achievement. When parents come to school regularly, it reinforces the view in the child's mind that school and home are connected and that school is an integral part of the whole family's life. All parents can enhance their child's development and learning.

Furthermore, Sangines (2010) enumerated the tips for parents to improve their children's performance in school. First, they should get rid of the television, or at least limit its use. Second, they should get rid of the video games. The excitement tires children and makes them think that everything is boring. Third, they should limit computer use to educational games, writing and learning to type and even these, computer should not more than an hour a day. Fourth, they should forget about competitive sports. Playing sports consumes study time and can leave students too tired to study. Fifth, they should buy books, visit libraries, have books in the house. Sixth, read to your children for at least half an hour every day. Seventh, keep your children home after supper. The hours after supper should be reserved for studying and reading. Eighth, early to bed. If they are asleep by 9 or 10 at night, they will be alert in school and learn more. Ninth, limit texting and phone calls if children have their own phones. Lastly, if you have a sense of wonder that makes you continually delighted by the world around you, share it with your children.

Lagundino (2010) thoroughly discussed in her article the roles of the parents in educating their children. According to her, the most crucial responsibility of a parent is to educate his children.

Education is synonymous to riches; it also commands wealth, respect, and honor-others can take anything from you but not education. The next important role of the parents in the education of their children is the right attitude towards dealing with them. They say that raising adolescents is like living in the eye of a hurricane. The adolescent stage is very hard to manage, but this must be approached by simply thinking that parents were once like their children.

Parents must understand that children develop self-identity during their teens. They should not be compared with other teens, their siblings and their parents. They should be given a chance to be what they are. Another role of parents is to simply guide them in their aspirations to the best of whatever they are. If they do not excel in school, they should not be underestimated. Parents should always give their children time to discover which of the multiple intelligences they possess and guide them to develop that intelligence to the fullest. They must be sensitive to their children's interest and encourage them to grow with positive virtues.

All of the above roles cannot be realized without giving them quality time. Quality time is a time that parents relate with them as an adult. Parents must open a light opportunity to talk about teen life such as courtship, love, sex, money and studies, but they must see to it that education will come out as the primordial priority in terms of emphasis.

Development of Student Achievers

Pursuant to Article XV of the Philippines Constitutions entitled "The Family," the State recognizes the Filipino family as the foundation of the nation. Accordingly, it shall strengthen its solidarity and actively promote its total development (Olaya, 2011). The Filipino family is the community's first socializing agency and the source of its strength and stability. It is here that the child learns obedience, cooperation, honesty and respect for the rights of others; and it is here also that parents have constant occasions to rise above selfishness responding to the needs of their children.

In addition to this, the family is primarily a nurturing system in which the children can develop self-worth. It has the responsibility of enhancing positive self-concept in children.

Parents and families play an enormous role in shaping a child's social and emotional development. Early relationships with parents lay the foundation on which social competency and peer relationships are built. Parents who support positive emotional development interact with their

children affectionately; show consideration for their feelings desires and needs; express interest in their daily activities; respect viewpoints; express pride in their accomplishments; and provide encouragement and support during times of stress. This support greatly increases the likelihood that children will develop early emotional competence, will be better prepared to enter school, and less likely to display behavior problems at home and at school (Smith as cited by Morallo, 2013).

Cryer et al. as quoted by Morallo (2013) emphasized that intelligence is only one factor of the children's success at school and, later on, in life. It is necessary to develop certain character traits of the child, so that the intellect would fully come to the fore. Parents are building the foundation on which will depend the child's self-confidence, independence and desire for research and learning.

According to Corso as cited by Morallo (2013), the most important features that the child needs to be develop are the sense of responsibility, self-confidence and independence. These traits of character are primary developed through the interactions between parents and children in the family. Parents should impose different demands and responsibilities to the children but being careful that they are appropriate for their age.

Parents should take into account the personality of their children, to encourage those activities in which they are successful, because in this way, their confidence is strengthened; they create a sense of achievement and motivation to try activities they have less success doing (Powell as cited by Morallo, 2013)

A parent who does everything for the child stops her/him from experiencing success. Positive reaction from parents is also very important, a praise for each attempt of the child's independent activities, because in this way, a child develops a sense of confidence and motivation for learning new activities. The sense of responsibility is extremely important for the success of every man. This is something an individual develops since the earliest childhood. The child must learn to bear the consequences of her/his every action (Lazaro, 2010).

Many people such as teachers, friends and parents in the life of any person have an important influence. They play an important role in everybody's life, but among them, parents have the most important effect on their future (Angelides and Ainscow as cited by Morallo 2013).

Parents show their children how to live. In childhood, children cannot face troubles and par-

ents show them how to conquer problems. Parents keep away them from danger and warm them. Parents support their children with no expectation. Parents should know how to communicate with their children. Their children must trust on them and this is not possible without a friendly relationship. Parents should share their thought with their children and allow them to decide in troubles (Cohen as cited by Morallo, 2013).

Pattaguan (2011) also elaborated that bringing up the individual child is a corporate responsibility among four established institutions, namely home, school, church and community at large.

The family or the home, as the basic unit of society, shoulders the first responsibility to oversee the growth and development of the child through the commitment of the parents concerned. The parents should patiently lay a solid foundation on the child's life through their painstaking acts of inculcating values, teaching the 3R's and nurturing the child for his growth.

The school takes the indispensable role of helping to shape and mold the children through the teachers' commitment as second parents. In the three general levels of education – elementary, secondary and tertiary – the mentors, as partners in bringing up the children, come in to fill up whatever is lacking on the part of parents in the discharge of their responsibilities. Teachers further strengthen the children's foundation, through their dedicated teaching of many important and practical subjects that promote their total well-being.

The church has its role of transforming the lives of the children by providing to their spiritual needs. Through hearing God's words, the children get to receive a strengthened spiritual life as they receive by faith the word in their hearts.

In a broad sense, the community must do its share to oversee the individual person in his development and maturity. Society must account for every constituent under the shadow of its wings. Even if they are not their children, they are their responsibility and accountability.

It is the concern of everybody that every person becomes a responsible citizen of our community where he walks his purpose, becomes a blessing to his community and faithfully serves God and his country. Bringing up individual child has always been, and always will be a corporate responsibility for everybody.

On Academic Performance

As mentioned by Aitken, cited by Alibutod (2008), a student academic performance is a function of many important variables. These variables

are intellectual ability, level of student's motivation, academic skills, learning environment, degree of family support, teaching ability of the faculty, degree of personal contact with the faculty, health of the student during the period of academic performance and the intervention of other external factors.

Gardner and Qualter (2010) assert that a person's strength is also a learning channel. Developing a person's strength will increase his response to the learning experience. The multiple intelligence theory represents a definition of human nature from a cognitive perspective such as how one perceives and how he is aware of things. This provides a pivotal indication as to people's preferred learning styles, as well as their behavioral and working styles, and their natural strengths.

Epstein (1995) states that "there are many reasons for developing school and family partnership programs". This creates relationship that helps pupils and students succeed in their later life. Epstein (1995) defines six types of involvement that fosters full involvement of students, parents and teachers. Parents as the basic member of the family institute a home to support children as they enter schools. Communication about school program and children's progress like conferences, notices, memoranda, phone calls, newsletters and other type of communications bridges the gap between parents and schools. Volunteerism among parents and schools promote rapport and camaraderie between the two parties with one goal toward children's development. Parent's role at home is a crucial part in student's development. Children who attest that parent cares how assignments are prepared, are more confident to face difficulties willingly and promptly as they could because they recognize the strong support provided by parents in times of hardships. And there are no more hardships if one knows there is someone who will understand in case there are failures and there is somebody to celebrate every success they thrive to fulfil. Parents' involvement in the decision making rendered by school assures students that parent's objective and school's goals are synergized, and that is for the good welfare of the students. The partnership between parents and school leads to collaborating with communities, thus creating a peaceful and appropriate good-influenced society for children to live productively.

METHODOLOGY

The study employed the convergence or mixed methods such as descriptive-evaluative, correlational and developmental method. Descriptive method was used in presenting the profile of the parent respondents as well as their own assessment of the extent of their parental involvement on their different expected roles. It was also used to determine the level of student development as assumed by the students themselves, their parents and their teachers.

Correlational method was used in determining the factors affecting the parental involvement as well as in assessing the relationship between parental involvement and student achievers' development. Developmental method was used in determining the initiatives or interventions that can be proposed to promote parental involvement.

Table 1. Respondents of the study by schools in the Bicol Region, SY 2017-2018

| NAME OF SCHOOLS AND PROVINCES | NUMBER OF PARENTS | NUMBER OF STUDENTS | NUMBER OF TEACHERS | TOTAL NO. OF RESPONDENTS |
|--|-------------------|--------------------|--------------------|--------------------------|
| Province of Camarines Sur | | | | |
| Sipocot National High School | 10 | 10 | 4 | 24 |
| Milaor National High School | 10 | 10 | 4 | 24 |
| San Vicente National High School | 10 | 10 | 4 | 24 |
| Bula National High School | 10 | 10 | 4 | 24 |
| Nabua National High School | 10 | 10 | 4 | 24 |
| Subtotal | 50 | 50 | 20 | 120 |
| Province of Camarines Norte | | | | |
| Vinzons Pilot High School | 10 | 10 | 4 | 24 |
| Basud National High School | 10 | 10 | 4 | 24 |
| Jose Panganiban National High School | 10 | 10 | 4 | 24 |
| Subtotal | 30 | 30 | 12 | 72 |
| Province of Albay | | | | |
| Marcial O. Ranola Memorial School (MORMS) | 10 | 10 | 4 | 24 |
| Daraga National High School | 10 | 10 | 4 | 24 |
| Polangui General Comprehensive High School | 10 | 10 | 4 | 24 |
| Subtotal | 30 | 30 | 12 | 72 |
| Province of Sorsogon | | | | |
| Gallanosa National High School | 10 | 10 | 4 | 24 |
| Bulan National High School | 10 | 10 | 4 | 24 |
| Donsol National Comprehensive High School | 10 | 10 | 4 | 24 |
| Subtotal | 30 | 30 | 12 | 72 |
| Total | 140 | 140 | 56 | 336 |

Table 2. Profile of parents of students achievers in Bicol Region, SY 2017-2018

| ATTRIBUTES | PROVINCES | | | | | | | | TOTAL (n=140) | % |
|------------------------|-----------|-----|-----------|-------|----------|-------|----------|-------|---------------|-------|
| | CS (n=50) | | CN (n=30) | | A (n=30) | | S (n=30) | | | |
| | f | % | f | % | f | % | f | % | | |
| Father's Age | | | | | | | | | | |
| 30-40 | 1 | 2 | 3 | 10 | 0 | 0 | 2 | 6.67 | 6 | 4.29 |
| 41-51 | 29 | 58 | 18 | 60 | 13 | 43.33 | 18 | 60 | 78 | 55.71 |
| 52-62 | 15 | 30 | 8 | 26.67 | 13 | 43.33 | 9 | 30 | 45 | 32.14 |
| above 62 | 0 | 0 | 0 | 0 | 1 | 3.33 | 0 | 0 | 1 | 0.71 |
| Total | 45 | 90 | 29 | 96.67 | 27 | 90 | 29 | 96.67 | 130 | 92.86 |
| Mother's Age | | | | | | | | | | |
| 30-40 | 8 | 16 | 5 | 16.67 | 4 | 13.33 | 4 | 13.33 | 21 | 15.00 |
| 41-51 | 28 | 56 | 20 | 66.67 | 19 | 63.33 | 25 | 83.33 | 92 | 65.71 |
| 52 and above | 12 | 24 | 5 | 16.67 | 7 | 23.33 | 1 | 3.33 | 25 | 17.86 |
| Total | 48 | 96 | 30 | 100 | 30 | 100 | 30 | 100 | 138 | 98.57 |
| No. of Children | | | | | | | | | | |
| 1-3 | 20 | 40 | 19 | 63.33 | 16 | 53.33 | 16 | 53.33 | 71 | 50.71 |
| 4-6 | 23 | 46 | 8 | 26.67 | 9 | 30 | 11 | 36.67 | 51 | 36.43 |
| More than 6 | 7 | 14 | 3 | 10 | 5 | 16.67 | 3 | 10 | 18 | 12.86 |
| Total | 50 | 100 | 30 | 100 | 30 | 100 | 30 | 100 | 140 | 100 |

| Father's Educational Attainment | | | | | | | | | | |
|--|----|-----|----|-------|----|-------|----|-------|-----|--------|
| Elementary | 6 | 12 | 2 | 6.67 | 2 | 6.67 | 1 | 3.33 | 11 | 7.86 |
| High School | 20 | 40 | 5 | 16.67 | 9 | 30 | 7 | 23.33 | 41 | 29.29 |
| College | 19 | 38 | 20 | 66.67 | 16 | 53.33 | 19 | 63.33 | 74 | 52.86 |
| Masterate | 1 | 2 | 3 | 10 | 0 | 0 | 2 | 6.67 | 6 | 4.29 |
| Total | 46 | 92 | 30 | 100 | 27 | 90 | 29 | 96.67 | 132 | 94.29 |
| Mother's Educational Attainment | | | | | | | | | | |
| Elementary | 4 | 8 | 0 | 0 | 2 | 6.67 | 1 | 3.33 | 7 | 5 |
| High School | 17 | 34 | 9 | 30 | 11 | 36.67 | 4 | 13.33 | 41 | 29.29 |
| College | 22 | 44 | 16 | 53.33 | 17 | 56.67 | 21 | 70 | 76 | 54.29 |
| Masterate | 4 | 8 | 3 | 10 | 0 | 0 | 4 | 13.33 | 11 | 7.86 |
| Doctorate | 1 | 2 | 2 | 6.67 | 0 | 0 | 0 | 0 | 3 | 2.14 |
| Total | 48 | 96 | 30 | 100 | 30 | 100 | 30 | 100 | 138 | 98.57 |
| Father's Occupation | | | | | | | | | | |
| With | 45 | 90 | 29 | 96.67 | 24 | 80 | 29 | 96.67 | 127 | 90.71 |
| Without | 5 | 10 | 1 | 3.33 | 6 | 20 | 1 | 3.33 | 13 | 9.29 |
| Total | 50 | 100 | 30 | 100 | 30 | 100 | 30 | 100 | 140 | 100 |
| Mother's Occupation | | | | | | | | | | |
| With | 26 | 52 | 18 | 60 | 15 | 50 | 14 | 46.67 | 73 | 52.14 |
| Without | 24 | 48 | 12 | 40 | 15 | 50 | 6 | 20 | 57 | 40.71 |
| Total | 50 | 100 | 30 | 100 | 30 | 100 | 20 | 66.67 | 130 | 92.86 |
| Parent's Monthly Income | | | | | | | | | | |
| less than 5,000 | 17 | 34 | 5 | 16.67 | 12 | 40 | 7 | 23.33 | 41 | 29.29 |
| 5,001 - 10,000 | 11 | 22 | 5 | 16.67 | 4 | 13.33 | 5 | 16.67 | 25 | 17.86 |
| 10,001 - 15,000 | 6 | 12 | 5 | 16.67 | 3 | 10 | 3 | 10 | 17 | 12.14 |
| 15,001 - 20,000 | 7 | 14 | 2 | 6.67 | 7 | 23.33 | 5 | 16.67 | 21 | 15.00 |
| more than 20,000 | 9 | 18 | 13 | 43.33 | 4 | 8 | 10 | 33.33 | 36 | 25.71 |
| Total | 50 | 100 | 30 | 100 | 30 | 94.67 | 30 | 100 | 140 | 100.00 |

FINDINGS

Parents' Profile

Parent's Ages

The age profile of parents of the student achievers shows that more than half of the fathers (55.71%) and the mothers (65.71%) belong to the age bracket of 41-51 years old with a mean age of 55.71 and 65.71 respectively. This implies that parents of the student achievers are generally in their middle age. Some student achievers have no more fathers or mothers.

Number of Children

Data shows that half of the parents have 1-3 children (50.71%). More than a third of them (36.43%) have 4-6 children and only 12.86% have more than 6 children.

Parent's Educational Attainment

More than half of the parents (father, 52.86% and mother, 54.29%) are college level or graduates. Very few fathers (7.86%) and mothers (5%) have reached elementary level only.

Parent's Occupation

The data on the parent's occupation shows that majority of the fathers (90.91%) are with jobs and only 9.29% are jobless. The data on mother's occupation shows that more than half of the mothers (52.14%) have jobs and almost half (40.71%) are also jobless.

Parent's Monthly Income

The data on the parent's monthly income shows that the higher percentage of the respondents (29.29%) have an income of less than 5,000 pesos while 25.71% has an income of more than 20,000 pesos. On the other hand, 17.86% of respondents has an income from P5,001 – P10,000, 15% of them has an income from P15,001 – P20,000.

Extent of Parental Involvement

The extent of parental involvement was assessed in the different roles they assumed, such as para-teacher, volunteer, policy maker, financier, spectator, and guidance counselor. These were rated using the five-point Likert's scale. The ratings are shown in tables 3-8.

Parental Involvement as Para-Teachers

Table 3. Extent of involvement of parents of student achievers as para-teacher in the Bicol Region, SY 2017-2018

| ROLES | PROVINCES | | | | | | | | GM | EI |
|---|---------------|----------|-----------------|----------|-------------|----------|-------------|----------|-------------|----------|
| | CAMARINES SUR | | CAMARINES NORTE | | ALBAY | | SORSOGON | | | |
| | WM | EI | WM | EI | WM | EI | WM | EI | | |
| Checks the assignment | 3.42 | I | 3.74 | I | 3.12 | MI | 3.89 | I | 3.54 | I |
| Encourages to go to school | 4.79 | HI | 4.74 | HI | 4.88 | HI | 4.95 | HI | 4.84 | HI |
| Acts as tutor | 3.30 | MI | 3.39 | MI | 3.40 | MI | 3.28 | MI | 3.34 | M |
| Cooperates with teachers in checking/monitoring the attendance of student | 3.63 | I | 3.27 | MI | 3.31 | MI | 3.87 | I | 3.52 | I |
| Procures educational materials at home | 3.70 | I | 4.26 | HI | 3.89 | I | 3.61 | I | 3.86 | I |
| Checks children's progress | 4.33 | HI | 4.45 | HI | 3.96 | I | 4.25 | HI | 4.25 | HI |
| Encourages children to participate in extra and co-curricular activities | 3.91 | I | 4.21 | HI | 3.75 | I | 3.92 | I | 3.92 | I |
| Consult teachers on how to help their child with their lessons | 2.92 | MI | 3.11 | MI | 3.29 | MI | 3.41 | I | 3.18 | M |
| GM | 3.76 | I | 3.89 | I | 3.70 | I | 3.88 | I | 3.81 | I |

Legend:

| | |
|-------------|----------------------------|
| Rating | Extent of Involvement (EI) |
| 1.00 - 1.80 | Never Involved (NI) |
| 1.81 - 2.00 | Seldom Involved (SI) |
| 2.01 - 3.40 | Moderately Involved (MI) |
| 3.41 - 4.20 | Involved (I) |
| 4.21 - 5.00 | Highly Involved (HI) |

Table 3 presents the extent of involvement of the parents of student achievers as para-teachers in the Bicol Region for SY 2017–2018. Parents of the four provinces exhibited high involvement as para-teachers, particularly in encouraging their children to go to school and in checking their children's progress with a Grand Mean (GM) of 4.84 and 4.25, respectively except for Albay's parents who were involved in checking their children's progress with weighted mean (WM) of 3.96. On the other hand, they were moderately involved as tutors and in consulting teachers on how to help their child with their lessons (GM=3.34 and G=3.18) except Sorsogon whose parents were involved in the latter attribute (WM=3.41). However, the parents of four provinces were generally involved in checking the assignment, cooperating with teachers in checking or monitoring the attendance of their children, procuring educational materials at home and encouraging their children to participate in extra and co-curricular activities with GM ranging from 3.52-3.9.

Albay parents exhibited to be moderately involved in checking the assignment (WM=3.96) and in cooperating with teachers in monitoring the children's attendance (WM=3.31). The latter attribute has similar scoring with the Camarines Norte parents (WM=3.27).

With regards to encouraging their children to participate in extra and co-curricular activities, only Camarines Norte was highly involved (WM=4.21). This implies that the parents of four provinces are good at encouraging their children to go to school but they need to improve on the other attributes as a para-teacher especially as tutors and as assignment and attendance checkers.

Parental Involvement as Volunteer

Table 4. Extent of involvement of parents of student achievers as volunteer in the Bicol Region, SY 2017-2018

| ROLES | PROVINCES | | | | | | | | GM | EI |
|--|---------------|-----------|-----------------|----------|-------------|----------|-------------|----------|-------------|----------|
| | CAMARINES SUR | | CAMARINES NORTE | | ALBAY | | SORSOGON | | | |
| | WM | EI | WM | EI | WM | EI | WM | EI | | |
| Joins/Participates in school activities or projects | 3.40 | MI | 3.67 | I | 3.44 | I | 3.83 | I | 3.59 | I |
| Gives technical assistance if needed like preparing curriculum materials | 2.88 | MI | 3.36 | MI | 3.31 | MI | 3.21 | MI | 3.19 | M |
| Helps in the repair of school facilities such as buildings, comfort rooms, fence, etc. | 2.76 | MI | 2.82 | MI | 2.82 | MI | 3.02 | MI | 2.85 | M |
| Helps clean and beautify the school surroundings | 3.38 | MI | 3.34 | MI | 3.59 | I | 3.37 | MI | 3.42 | I |
| Assists in the repair of chairs, electrical wirings, fixtures, blackboards, etc. | 2.82 | MI | 2.95 | MI | 2.95 | MI | 3.33 | MI | 3.01 | M |
| Render services for the completion of school projects | 3.37 | MI | 3.22 | MI | 3.58 | I | 3.22 | MI | 3.26 | M |
| Acts as mediator in case of problem between school and community | 2.89 | MI | 2.68 | MI | 2.76 | MI | 2.78 | MI | 2.78 | M |
| Coordinates with the LGU to facilitate implementation of project | 2.46 | SI | 2.40 | SI | 2.94 | MI | 3.12 | MI | 2.73 | M |
| GM | 2.99 | MI | 3.05 | M | 3.10 | M | 3.23 | M | 3.11 | M |

Legend:

| | |
|-------------|----------------------------|
| Rating | Extent of Involvement (EI) |
| 1.00 - 1.80 | Never Involved (NI) |
| 1.81 - 2.00 | Seldom Involved (SI) |
| 2.01 - 3.40 | Moderately Involved (MI) |
| 3.41 - 4.20 | Involved (I) |
| 4.21 - 5.00 | Highly Involved (HI) |

Table 4 shows the extent of parents' involvement as volunteers in the Bicol Region for SY 2017–2018. Data show that parents of the student achievers in the Bicol region were moderately involved as volunteers, particularly in giving technical assistance, such as preparing curriculum materials, helping in the repair of school facilities such as buildings, comfort rooms, fence, etc., assisting in the repair of chairs, electrical wirings, fixtures, blackboards, etc., rendering services for the completion of school projects, acting as mediator in case of problems between the school and the community, and coordinating with the LGU to facilitate implementation of project with GM ranging from 2.73-3.35.

The parents of Camarines Sur and Camarines Norte, however, were seldom involved in the latter attribute. The parents of the four provinces were involved in joining/participating in school activities or projects with GM of 3.59 except Camarines Sur, where parents were moderately involved.

They are also involved in helping in cleaning and beautifying the school surroundings (GM=3.42) but only the parents in Sorsogon were involved and the parents of the rest of the provinces were moderately involved. This implies that the parents need to be involved as volunteer in school and even in the community. Epstein (2001) suggests involving the community is essential because the community offers a variety of resources that are valuable to the school, as well as to the families. Creating a Parent Resource Center that includes the community members builds a strong partnership between the parent, school and community. The community provides resources that can directly affect the school like, health information and resources for families in need, or collaborates with medical or social service agencies, and provides adult learning opportunities or family support services. These resources will give

families the social capital needed to fully support their child's education.

Parental Involvement as Policy Maker

Table 5. Extent of involvement of parents of student achievers as policy maker in the Bicol Region, SY 2017-2018

| ROLES | PROVINCES | | | | | | | | | |
|--|---------------|-----------|-----------------|----------|-------------|----------|-------------|----------|-------------|----------|
| | CAMARINES SUR | | CAMARINES NORTE | | ALBAY | | SOR SOGON | | GM | EI |
| | VM | EI | VM | EI | VM | EI | VM | EI | | |
| Helps in policy formulation | 2.82 | MI | 2.75 | MI | 3.24 | MI | 3.41 | I | 3.06 | NI |
| Recommends policies/restrictions for pupils and teachers | 2.86 | MI | 3.08 | MI | 3.05 | MI | 2.88 | MI | 2.97 | NI |
| Asks explanation when school policies are unclear | 3.51 | I | 3.31 | MI | 3.73 | I | 3.73 | I | 3.57 | I |
| Helps school official explain policies to the pupils and other parents | 2.79 | MI | 2.67 | MI | 3.04 | MI | 2.85 | MI | 2.84 | NI |
| Discusses problems with school official and suggests solution | 2.61 | MI | 3.00 | MI | 2.76 | MI | 3.36 | MI | 2.93 | NI |
| Role model to students | 4.10 | I | 4.46 | HI | 4.44 | HI | 4.51 | HI | 4.38 | HI |
| Follow policies | 4.48 | HI | 4.66 | HI | 4.68 | HI | 4.73 | HI | 4.64 | HI |
| GM | 3.31 | NI | 3.42 | I | 3.56 | I | 3.64 | I | 3.49 | I |

Legend:

| | |
|-------------|----------------------------|
| Rating | Extent of Involvement (EI) |
| 1.00 - 1.50 | Never Included (NI) |
| 1.51 - 2.00 | Seldom Included (SI) |
| 2.01 - 2.40 | Moderately Included (MI) |
| 2.41 - 4.20 | Included (I) |
| 4.21 - 5.00 | Highly Included (HI) |

Table 5 shows the extent of involvement of the parents of student achievers as policy makers in the Bicol Region for SY 2017 – 2018. Data show that parents of student achievers were highly involved as policy makers, particularly in serving as role model to students and in following policies (GM=4.38 and GM=4.64). They were highly involved in the said attributes except Camarines Sur which is just involved in serving as role model to students.

On the other hand, the parents of the four provinces were moderately involved in helping in policy formulation, in recommending policies/restrictions for pupils and teachers, helping school officials in explaining policies to the pupils and other parents and discussing problems with school official and suggesting solutions with GM ranging from 2.84-3.06. Only the parents in Sorsogon were involved in helping in policy formulation. On clarifying unclear school policies, most of the parents were, at most, involved (GM=3.57) but Camarines Norte's parents were moderately involved.

Parental Involvement as Financier

Table 6. Extent of involvement of parents of student achievers as financier in the Bicol Region, SY 2017-2018

| ROLES | PROVINCES | | | | | | | | | |
|---|---------------|-----------|-----------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|
| | CAMARINES SUR | | CAMARINES NORTE | | ALBAY | | SOR SOGON | | GM | EI |
| | VM | EI | VM | EI | VM | EI | VM | EI | | |
| Gives funding/support to those who attend seminars, workshop and conferences | 2.85 | MI | 2.72 | MI | 2.81 | MI | 3.00 | MI | 2.84 | NI |
| Sponsors scholarships to deserving students | 1.95 | SI | 1.91 | SI | 2.56 | SI | 2.93 | MI | 2.34 | SI |
| Gives awards to teachers for meritorious works/services | 1.90 | SI | 2.02 | SI | 1.86 | SI | 1.77 | NI | 1.89 | SI |
| Purchases curriculum materials in coordination with the school | 2.24 | SI | 2.82 | MI | 2.45 | SI | 2.96 | MI | 2.62 | NI |
| Raises funds through campaign for school projects, programs and activities | 2.25 | SI | 2.68 | MI | 2.67 | MI | 2.26 | SI | 2.47 | SI |
| Sets aside funds for the purchase of professional books, trade books, textbooks, magazines, newspapers and audio & visual aids from the annual budget | 2.53 | SI | 2.49 | SI | 2.29 | SI | 2.17 | SI | 2.37 | SI |
| Provides transportation/snacks allowances for children who participate in various contests | 3.65 | I | 3.19 | MI | 3.76 | I | 3.42 | I | 3.50 | I |
| Solicits donations of professional books, magazines and other supplementary materials | 2.44 | SI | 2.79 | MI | 2.30 | SI | 3.10 | MI | 2.66 | NI |
| Extends financial assistance to the school in case of emergency | 2.71 | MI | 2.85 | MI | 2.74 | MI | 2.40 | SI | 2.68 | NI |
| Purchases needed equipment on a priority basis | 2.83 | MI | 2.71 | MI | 3.19 | MI | 2.66 | MI | 2.85 | MI |
| Allocates funds for the purchase of testing and other instructional materials for the pupils | 2.38 | SI | 2.36 | SI | 2.48 | SI | 2.18 | SI | 2.35 | SI |
| Sponsors free educational shows and field trips | 1.88 | SI | 1.89 | SI | 1.91 | SI | 1.75 | NI | 1.86 | SI |
| GM | 2.47 | SI | 2.54 | SI | 2.68 | SI | 2.68 | SI | 2.63 | SI |

Legend:

| | |
|-------------|----------------------------|
| Rating | Extent of Involvement (EI) |
| 1.00 - 1.50 | Never Included (NI) |
| 1.51 - 2.00 | Seldom Included (SI) |
| 2.01 - 2.40 | Moderately Included (MI) |
| 2.41 - 4.20 | Included (I) |
| 4.21 - 5.00 | Highly Included (HI) |

Table 6 shows the extent of involvement of the parents of student achievers as financier in the Bicol Region for SY 2017–2018. The parents of

the four provinces, at most, were involved in providing transportations or snacks allowances for their children who participate in various contests (GM=3.50) except for the parents of Camarines Norte who were moderately involved. But they were moderately involved in giving support to attend seminars, workshop and conferences, purchasing curriculum materials in coordination with the school, soliciting donations of professional books, magazines and other supplementary materials, extending financial assistance to the school in case of emergency, and purchasing needed equipment on a priority basis. Generally, the four provinces were moderately involved in the said attributes.

Only Camarines Sur and Albay were seldom involved in purchasing curriculum materials in coordination with the school and soliciting donations of professional books, magazines and other supplementary materials while Sorsogon parents were also seldom involved in extending financial assistance to the school in case of emergency.

On other attributes as financier, on the average, the parents of student achievers of the four provinces were seldom involved in setting aside funds for the purchase of print, audio and visual materials (GM=2.37) and testing and other instructional materials (GM= 2.35); sponsoring scholarships (GM=2.34); giving awards to teachers (GM=1.89); sponsoring educational activities (GM=1.86); and raising funds through campaign for school projects, programs and activities (GM=2.47). The parents of Sorsogon, however, were moderately involved in sponsoring scholarships and were never involved in giving awards to teachers and sponsoring educational activities while Camarines Norte and Albay were moderately involved in raising school project funds.

Parental Involvement as Spectator

Table 7. Extent of involvement of parents of student achievers as spectator in the Bicol Region, SY 2017-2018

| ROLES | PROVINCES | | | | | | | | | |
|--|---------------|----------|-----------------|----------|-------------|----------|-------------|----------|-------------|----------|
| | CAMARINES SUR | | CAMARINES NORTE | | ALBAY | | SOR SOGON | | GM | EI |
| | VM | EI | VM | EI | VM | EI | VM | EI | | |
| Observes what the school does | 4.00 | I | 3.81 | I | 4.06 | I | 3.97 | I | 3.96 | I |
| Observes how their children are taught | 4.03 | I | 3.71 | I | 4.04 | I | 4.03 | I | 3.95 | I |
| The school is viewed as authority | 3.92 | I | 3.96 | I | 4.03 | I | 3.90 | I | 3.95 | I |
| The teachers are viewed as experts | 3.83 | I | 3.85 | I | 4.08 | I | 3.96 | I | 3.83 | I |
| Present during school activities | 3.32 | MI | 3.29 | MI | 3.44 | I | 3.47 | I | 3.38 | I |
| GM | 3.82 | I | 3.73 | I | 3.83 | I | 3.87 | I | 3.84 | I |

Legend:

| | |
|-------------|----------------------------|
| Rating | Extent of Involvement (EI) |
| 1.00 - 1.50 | Never Included (NI) |
| 1.51 - 2.00 | Seldom Included (SI) |
| 2.01 - 2.40 | Moderately Included (MI) |
| 2.41 - 4.20 | Included (I) |
| 4.21 - 5.00 | Highly Included (HI) |

Table 7 shows the extent of involvement of the parents of student achievers as spectator in the Bicol Region for SY 2017-2018. The parents of student achievers were involved as spectator in almost all attributes with GM of 3.38-3.96. Specifically, they were involved in observing what the school does, observing how their children are

taught, viewing school as authority, and viewing teachers as experts.

With regards to their being present during school activities, only Albay and Sorsogon were involved while Camarines Sur and Camarines Norte were moderately involved.

Parental Involvement as Guidance Counselor

Table 8. Extent of involvement of parents of student achievers as guidance counselor in the Bicol Region, SY 2017-2018

| ROLES | PROVINCES | | | | | | | | | |
|---|---------------|----------|-----------------|----------|-------------|----------|-------------|----------|-------------|----------|
| | CAMARINES SUR | | CAMARINES NORTE | | ALBAY | | SORSOGON | | GM | EI |
| | VM | EI | VM | EI | VM | EI | VM | EI | | |
| Talks to their children about their children strength and weaknesses in school | 3.90 | / | 4.03 | / | 4.14 | / | 3.91 | / | 4.00 | / |
| Gives advises about their children's future plans | 4.13 | / | 3.96 | / | 4.27 | HI | 4.09 | / | 4.11 | / |
| Listens to children's personal and school problem and help them solve the problem | 3.72 | / | 3.64 | / | 4.06 | / | 3.93 | / | 3.84 | / |
| Meet with classroom teacher to discuss pupil's difficulty | 3.06 | MI | 3.03 | MI | 3.41 | / | 3.22 | MI | 3.18 | MI |
| Celebrate success with the child every time there is an exemplary performance in school | 3.70 | / | 3.89 | / | 4.00 | / | 3.80 | / | 3.85 | / |
| GM | 3.70 | / | 3.71 | / | 3.98 | / | 3.79 | / | 3.79 | / |

Legend:
 Rating Extent of Involvement (EI)
 1.00 - 1.80 Near Involved (NI)
 1.81 - 2.60 Slightly Involved (SI)
 2.61 - 3.40 Moderately Involved (MI)
 3.41 - 4.20 Involved (I)
 4.21 - 5.00 Highly Involved (HI)

Table 8 shows the extent of involvement of the parents of student achievers as guidance counselor in the Bicol Region for SY 2017-2018. As guidance counselors, in general, parents were involved in talking to their children about their children's strength and weaknesses in school (GM=4.00); listening to children's personal and school problems and helping them solve the problem (GM=3.84); celebrating success with the child every time there is an exemplary performance in school (GM=3.85); and giving advises about their children's future plans (GM=4.11). They, however, were moderately involved in meeting with classroom teacher to discuss pupil's difficulty (GM=3.18). Albay exhibited better scores compared with the other provinces where it exhibited to be highly involved on the first four attributes and involved in meeting with classroom teacher to discuss pupil's difficulty.

Factors that Influence Parental Involvement in School

Table 9. Chi square results for the test on factors that influence parental involvement in School

| FACTORS | DF | CHI-SQUARE VALUE | P VALUE | STATISTICAL SIGNIFICANCE |
|---------------------------------|----|------------------|---------|--------------------------|
| Father's Age | 3 | 1.616 | 0.656 | Not significant |
| Mother's age | 2 | 1.122 | 0.571 | Not significant |
| Number of Children | 2 | 4.301 | 0.116 | Not significant |
| Father's Educational Attainment | 3 | 7.294 | 0.063 | Not significant |
| Mother's Educational Attainment | 4 | 9.276 | 0.055 | Not significant |
| Mother's Occupation | 1 | 3.254 | 0.071 | Not significant |
| Family Income | 4 | 6.115 | 0.191 | Not significant |

Table 9 shows the chi-square values and p values to determine the factors that influence parental involvement in school. Results reveal that the p values for the different factors are all greater than the 5% level of significance.

Hence, the null hypothesis that there are no factors that influence parental involvement in school is accepted. This means that the father's age, mother's age, number of children, father's educational attainment and mother's educational attainment do not influence parents' involvement in school.

This finding is also true for the mother's occupation and family income where same result was likewise observed. As to the father's occupation no test was done because all fathers included in the study have their occupation.

Extent of Development of Student Achievers

The extent of student achievers was assessed in the different development, such as intellectual, spiritual, emotional, social, cultural, political and moral aspects. These were also rated using the five-point Likert's scale. The ratings are shown in Tables 10-16.

Student Achievers' Intellectual Development

Table 10 presents the extent of student achievers' intellectual development in the Bicol Region for SY 2017-2018. The student achievers of four provinces were highly developed in gaining greater insight into the reality of life, acquiring skills in decision making, developing self-control and self-direction, developing skills, attitudes, habit of mind, and the kind of knowledge and understanding that will be the instrument of continuous change. They were likewise highly developed in accepting responsibilities and performing duties diligently, using knowledge and reason in solving life problems, directing and coping successfully with change in an ever-changing society, developing responsible assertiveness, improving academic skills through the supplementary and complementary activities provided, and in thinking independently (GM=1.42 to GM=1.67).

Table 10. Extent of student achievers intellectual development in the Bicol Region, SY 2017-2018

| ATTRIBUTES | PROVINCES | | | | | | | | | |
|--|---------------|-----------|-----------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|
| | CAMARINES SUR | | CAMARINES NORTE | | ALBAY | | SORSOGON | | GM | ED |
| | VM | ED | VM | ED | VM | ED | VM | ED | | |
| Gained greater insight into the reality of life | 1.49 | HD | 1.42 | HD | 1.43 | HD | 1.50 | HD | 1.48 | HD |
| Acquired skills in decision making | 1.74 | HD | 1.71 | HD | 1.69 | HD | 1.74 | HD | 1.72 | HD |
| Developed self-control and self-direction | 1.68 | HD | 1.69 | HD | 1.55 | HD | 1.63 | HD | 1.64 | HD |
| Developed skills, attitudes, habit of mind, and the kind of knowledge and understanding that will be the instrument of continuous change | 1.48 | HD | 1.47 | HD | 1.46 | HD | 1.47 | HD | 1.47 | HD |
| Has learned to accept responsibilities and perform duties diligently | 1.53 | HD | 1.56 | HD | 1.49 | HD | 1.51 | HD | 1.52 | HD |
| Use knowledge and reason in solving the problem of living | 1.40 | HD | 1.39 | HD | 1.42 | HD | 1.43 | HD | 1.42 | HD |
| able to direct and cope successfully with change in an ever-changing society | 1.64 | HD | 1.74 | HD | 1.66 | HD | 1.63 | HD | 1.67 | HD |
| Developed responsible assertiveness | 1.74 | HD | 1.79 | HD | 1.72 | HD | 1.62 | HD | 1.72 | HD |
| Improved academic skills through the supplementary and complementary activities provided | 1.48 | HD | 1.61 | HD | 1.65 | HD | 1.56 | HD | 1.57 | HD |
| able to think independently | 1.55 | HD | 1.60 | HD | 1.66 | HD | 1.54 | HD | 1.59 | HD |
| GM | 1.58 | HD | 1.60 | HD | 1.57 | HD | 1.56 | HD | 1.58 | HD |

Legend:
 Rating Extent of Development (ED)
 1.00 - 1.80 Highly Developed (HD)
 1.81 - 2.60 Developed (D)
 2.61 - 3.40 Moderately Developed (MD)
 3.41 - 4.20 Slightly Developed (SD)
 4.21 - 5.00 Not Developed (ND)

Student Achievers Spiritual Development

Table 11. Extent of student achievers spiritual development in the Bicol Region, SY 2017-2018

| ATTRIBUTES | CAMARINES SUR | | PROVINCES | | ALBAY | | SORSOOGON | | GM | ED |
|---|---------------|-----------|-----------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|
| | VM | ED | CAMARINES NORTE | ED | VM | ED | VM | ED | | |
| Shows awareness and understanding of one's beliefs. | | | | | | | | | | |
| Listen and observe well when others are expressing their own way of expressing their beliefs to worship GOD. | 1.37 | HD | 1.35 | HD | 1.36 | HD | 1.21 | HD | 1.32 | HD |
| Respects the rights and religion of others. | | | | | | | | | | |
| Reacts positively towards others beliefs. Believes that each one of us has our own way of expressing our own faith and beliefs. | 1.17 | HD | 1.15 | HD | 1.12 | HD | 1.11 | HD | 1.14 | HD |
| Attends religious gatherings and activities in school. | | | | | | | | | | |
| Prays the rosary, attends mass, novena and other gatherings and fellowship suited to their beliefs. | 1.71 | HD | 1.70 | HD | 1.88 | D | 1.68 | HD | 1.76 | HD |
| Participates and joins religious organization according to one's belief. | | | | | | | | | | |
| Is a member and renders service to a religious group he/she belongs. | 2.17 | D | 2.07 | D | 2.19 | D | 2.03 | D | 2.12 | D |
| Lives and follows the teachings of their religion. | | | | | | | | | | |
| Volunteers as a member of a group in a church with the advocacy of sharing the word of GOD to other people. | 1.94 | D | 1.83 | D | 2.44 | D | 1.89 | D | 2.03 | D |
| GM | 1.67 | HD | 1.64 | HD | 1.80 | HD | 1.58 | HD | 1.67 | HD |

Table 11 presents the extent of student achievers spiritual development in the Bicol Region for SY 2017 – 2018.

The student achievers of four provinces were highly developed in showing awareness and understanding of one's beliefs (GM=1.42); in respecting the rights and religion of others (GM=1.14); and in attending religious gatherings and activities in the school (GM=1.76). For the latter attribute, Albay's student achievers exhibited as "developed" only. The student achievers' scores were lower on the areas on "participating and joining religious organization according to one's belief" (GM=2.12) and "living and following the teachings of their religion" (GM=2.03) which were described as "developed."

Student Achievers Emotional Development

Table 12. Extent of student achievers emotional development in the Bicol Region, SY 2017-2018

| ATTRIBUTES | CAMARINES SUR | | PROVINCES | | ALBAY | | SORSOOGON | | GM | ED |
|--|---------------|----------|-----------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|
| | VM | ED | CAMARINES NORTE | ED | VM | ED | VM | ED | | |
| Manifests empathy. | | | | | | | | | | |
| Is tolerant of others, shows understanding and sympathy, is considerate. | 1.74 | HD | 1.60 | HD | 1.78 | HD | 1.74 | HD | 1.72 | HD |
| Manifests social awareness. | | | | | | | | | | |
| Interacts appropriately with others, is not a loner or isolated, reads social situations well. | 1.81 | D | 1.59 | HD | 1.61 | HD | 1.66 | HD | 1.67 | HD |
| Displays happy disposition. | | | | | | | | | | |
| Has fun when appropriate, smiles, laughs, is cheerful, is not sad or depressed. | 1.61 | HD | 1.39 | HD | 1.48 | HD | 1.44 | HD | 1.48 | HD |
| Shows confidence. | | | | | | | | | | |
| Is not anxious, high self-esteem, relaxed, does not fear failure, is not shy, not afraid of new things, is robust. | 1.95 | D | 1.88 | D | 1.72 | HD | 1.69 | HD | 1.81 | D |
| Shows emotional stability and self-control. | | | | | | | | | | |
| Moods remain relatively stable, does not have frequent mood swings, Patient, not easily frustrated, not bossy. | 2.05 | D | 1.79 | HD | 2.06 | D | 1.76 | HD | 1.92 | D |
| GM | 1.83 | D | 1.65 | HD | 1.73 | HD | 1.66 | HD | 1.72 | HD |

Table 12 presents the extent of student achievers' emotional development in the Bicol Region for SY 2017-2018. The student achievers of the four provinces were highly developed in manifesting empathy (G=1.72); in displaying happy disposition (GM=1.48); and in manifesting social awareness (GM=1.67). Student achievers in Camarines Sur, however, exhibited comparatively lower scores on the latter whose weighted mean was described as "developed." On the other hand, student achievers of the four provinces were developed in showing confidence (GM=1.81), in which student achievers of Albay and Sorsogon claimed to be "highly developed." Student achievers of the provinces were also developed in show-

ing emotional stability and self-control (GM=1.92), in which student achievers of Camarines Norte and Sorsogon were assessed to be "highly developed."

Student Achievers Social Development

Table 13. Extent of student achievers social development in the Bicol Region, SY 2017-2018

| ATTRIBUTES | CAMARINES SUR | | PROVINCES | | ALBAY | | SORSOOGON | | GM | ED |
|--|---------------|----------|-----------------|----------|-------------|----------|-------------|----------|-------------|-----------|
| | VM | ED | CAMARINES NORTE | ED | VM | ED | VM | ED | | |
| Works efficiently in a group. | | | | | | | | | | |
| Takes part in discussions, contributes readily to group tasks, listens well in groups. Works collaboratively. | 1.67 | HD | 1.68 | HD | 1.60 | HD | 1.53 | HD | 1.62 | HD |
| Shares willingly his learning resources (text, Materials, or files). | | | | | | | | | | |
| Willingly works with a group. Supports others with positive comments. Participates actively in academic pursuits. Joins contests like quiz bee, spelling, essay writing, poster making and skit. | 1.72 | HD | 1.61 | HD | 1.67 | HD | 1.68 | HD | 1.67 | HD |
| Engages in non-academic activities. | | | | | | | | | | |
| Joins contests like sports, scouting, beauty contests and other related activities. | 2.42 | D | 2.36 | D | 2.41 | D | 2.25 | D | 2.36 | D |
| Seeks help when necessary. | | | | | | | | | | |
| Asks teacher's help when needed. | 1.96 | D | 1.91 | D | 1.79 | HD | 1.92 | D | 1.89 | D |
| GM | 1.93 | D | 1.88 | D | 1.83 | D | 1.85 | D | 1.87 | D |

Table 13 presents the extent of student achievers' social development in the Bicol Region for SY 2017–2018. Student achievers were highly developed in working efficiently in a group (GM=1.62) and in sharing willingly his learning resources (GM= 1.67). However, they were developed in engaging in non-academic activities (G=2.36); in participating actively in academic pursuits (GM=1.81); and in seeking help when necessary (GM=1.89). On the latter two attributes, student achievers of Albay were assessed to be "highly developed."

Student Achievers' Cultural Development

Table 14. Extent of student achievers cultural development in the Bicol Region, SY 2017-2018

| ATTRIBUTES | CAMARINES SUR | | PROVINCES | | ALBAY | | SORSOOGON | | GM | ED |
|--|---------------|----------|-----------------|----------|-------------|----------|-------------|----------|-------------|-----------|
| | VM | ED | CAMARINES NORTE | ED | VM | ED | VM | ED | | |
| Participated actively in civic affairs and in the promotion of the general welfare of the community. | | | | | | | | | | |
| Participates in civic affairs and in the promotion of the general welfare of the community. | 2.61 | MD | 2.40 | D | 2.34 | D | 2.61 | MD | 2.49 | D |
| Strengthened values and proper behavior acceptable to society. | | | | | | | | | | |
| Adheres to values and proper behavior acceptable to society. | 1.60 | HD | 1.66 | HD | 1.72 | HD | 1.48 | HD | 1.61 | HD |
| Learned to understand the significance of the family for the individual and the society and the conditions conducive to successful family life. | | | | | | | | | | |
| Understands the significance of the family for the individual and the society and the conditions conducive to successful family life. | 1.47 | HD | 1.47 | HD | 1.40 | HD | 1.41 | HD | 1.44 | HD |
| Developed a commitment to a supreme being and love of country. | | | | | | | | | | |
| Shows a commitment to a supreme being and love of country. | 1.78 | HD | 1.59 | HD | 1.62 | HD | 1.79 | HD | 1.69 | HD |
| Promoted an awareness of the importance of preservation, enrichment, and transmission of desirable heritage. | | | | | | | | | | |
| Shows an awareness of the importance of preservation, enrichment, and transmission of desirable heritage. | 1.95 | D | 1.99 | D | 2.11 | D | 1.78 | HD | 1.86 | D |
| Acquired special talents in the arts. | | | | | | | | | | |
| Shows special talents in the arts. | 2.43 | D | 2.25 | D | 2.50 | D | 2.47 | D | 2.41 | D |
| Enhanced the inherent abilities of a person. | | | | | | | | | | |
| Shows inherent talents and developed them for maximum utilization. | 2.06 | D | 2.09 | D | 2.04 | D | 1.90 | D | 2.02 | D |
| Discovered hidden talent and developed them for maximum utilization. | | | | | | | | | | |
| Shows hidden talents and developed them for maximum utilization. | 2.13 | D | 2.14 | D | 1.89 | D | 2.01 | D | 2.04 | D |
| Developed self-sufficiency and productivity. | | | | | | | | | | |
| Shows self-sufficiency and productivity. | 1.97 | D | 1.86 | D | 1.91 | D | 1.83 | D | 1.89 | D |
| Developed quality professionals imbued with Christian values. | | | | | | | | | | |
| Shows quality professionals imbued with Christian values. | 1.81 | D | 1.84 | D | 1.78 | HD | 1.68 | HD | 1.78 | HD |
| GM | 1.98 | D | 1.93 | D | 1.93 | D | 1.89 | D | 1.93 | D |

Table 14 presents the extent of student achievers' cultural development in the Bicol Region for SY 2017-2018. Student achievers of the four provinces were highly developed in strengthening values and proper behavior acceptable to society (GM=1.61); learning to understand the significance of the family for the individual and the society and the conditions conducive to successful family life (GM=1.44); developing a commitment to a Supreme Being and love of country (GM=1.69);

and developing quality professionals imbued with Christian values (GM=1.78). On the latter attribute, student achievers of Camarines Sur and Camarines Norte were assessed to be “developed.” In addition, student achievers of the four provinces were developed in acquiring special talents in the arts (GM=2.41); enhancing the inherent abilities of a person (GM=2.02); discovering hidden talent (GM=2.04); and developing self-sufficiency and productivity (GM=1.89).

Student achievers were developed in promoting an awareness of the importance of preservation, enrichment, and transmission of desirable heritage (GM=1.95), in which student achievers of Sorsogon were assessed to be “highly developed.”

Student Achievers’ Political Development

Table 15. Extent of student achievers political development in the Bicol Region, SY 2017-2018

| ATTRIBUTES | PROVINCES | | | | | | | | | |
|---|---------------|----------|-----------------|----------|-------------|----------|-------------|----------|-------------|----------|
| | CAMARINES SUR | | CAMARINES NORTE | | ALBAY | | SORSOGON | | GM | ED |
| | VM | ED | VM | ED | VM | ED | VM | ED | | |
| Acquired a sense of responsibility and commitment to serve the country | 2.02 | D | 1.94 | D | 2.11 | D | 2.09 | D | 2.04 | D |
| Strengthen one's dedication and commitment to involvement in local, national, and the world community welfare, peace and security | 2.12 | D | 2.11 | D | 2.11 | D | 2.12 | D | 2.11 | D |
| Broadened one's sense of leadership | 2.00 | D | 2.13 | D | 2.09 | D | 1.90 | D | 2.03 | D |
| Developed the ability to delegate authority and power to subordinate | 2.24 | D | 2.01 | D | 2.18 | D | 2.38 | D | 2.20 | D |
| Acquired an understanding of the rights and duties of a citizen in a democratic society | 1.97 | D | 1.94 | D | 2.12 | D | 2.12 | D | 2.04 | D |
| Acquired diligence and competence in the performance of obligations as member of the community and as a citizen of the country | 1.96 | D | 1.94 | D | 2.19 | D | 1.97 | D | 1.99 | D |
| Enhanced a democratic code of ethics, not only ideologically but also in deep personal sense | 2.01 | D | 1.91 | D | 2.35 | D | 2.34 | D | 2.15 | D |
| Developed and maintained a set of ethical values and philosophy which will provide an individual with purpose, direction, and a basis for decision-making | 2.04 | D | 1.98 | D | 2.00 | D | 2.10 | D | 2.03 | D |
| Capable of making plans and apply wise decisions in implementing them for student development | 1.88 | D | 1.81 | D | 2.10 | D | 1.82 | D | 1.90 | D |
| Became role models in the school and community | 1.94 | D | 1.78 | D | 2.16 | D | 1.91 | D | 1.95 | D |
| GM | 2.02 | D | 1.94 | D | 2.14 | D | 2.08 | D | 2.04 | D |

Table 15 presents the extent of student achievers’ political development in the Bicol Region for SY 2017-2018. In general, student achievers were developed in all attributes that exhibit political development with GM ranging from 1.90 to 2.20. The specific attributes were they found to be developed are: (1) sense of responsibility and commitment to serve the country; (2) dedication and commitment in involvement in local, national, and the world community welfare, peace and security; (3) sense of leadership; (4) delegation ability; (5) understanding of the rights and duties of a citizen in a democratic society; (6) diligence and competence in the performance of obligation as member of the community and as a citizen of the country; (7) democratic code of ethics; (8) set of ethical values and philosophy; (9) capability to make plans and apply wise implementing decisions; and (10) being role models in the school and community.

Student Achievers’ Moral Development

Table 16 presents the extent of student achievers moral development in the Bicol Region for SY 2017-2018.

Table 16. Extent of student achievers moral development in the Bicol Region, SY 2017-2018

| ATTRIBUTES | PROVINCES | | | | | | | | | |
|--|---------------|-----------|-----------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|
| | CAMARINES SUR | | CAMARINES NORTE | | ALBAY | | SORSOGON | | GM | ED |
| | VM | ED | VM | ED | VM | ED | VM | ED | | |
| Behaves respectfully towards teachers. Respects teachers and answers to theirs politely, does not interrupt or talk back; arrives; does not show verbal aggression | 1.39 | HD | 1.43 | HD | 1.29 | HD | 1.25 | HD | 1.34 | HD |
| Shows respect to other students. Interacts with other students politely and thoughtfully, does not tease, call names, swear, use circumlocution or evasion | 1.57 | HD | 1.53 | HD | 1.56 | HD | 1.49 | HD | 1.54 | HD |
| Cooperates actively in class room activities. Participates in various classroom interactions and discourses | 1.62 | HD | 1.60 | HD | 1.48 | HD | 1.62 | HD | 1.60 | HD |
| Possesses friendly traits. Is not physically aggressive; avoids fights, is pleasant to other students, is not cruel or spiteful, does not stifle in temper | 1.51 | HD | 1.48 | HD | 1.34 | HD | 1.41 | HD | 1.44 | HD |
| Respects property. Values and looks after property, does not damage or destroy property, and does not steal | 1.52 | HD | 1.37 | HD | 1.36 | HD | 1.46 | HD | 1.43 | HD |
| GM | 1.52 | HD | 1.50 | HD | 1.41 | HD | 1.44 | HD | 1.47 | HD |

Legend:
 Rating Extent of Development (ED)
 1.00 - 1.80 Highly Developed (HD)
 1.81 - 2.00 Developed (D)
 2.01 - 2.40 Moderately Developed (MD)
 2.41 - 4.20 Slightly Developed (SD)
 4.21 - 5.00 Not Developed (ND)

The student achievers were highly developed in behaving respectfully toward teachers, showing respect to other students, cooperating actively in classroom activities, possessing friendly traits, and respect of property with GM of 1.34-1.60. This only implies that the student achievers of the four provinces were morally developed.

Relationship Between Parental Involvement and Student Achievers’ Development

Table 17 presents the correlation coefficients and the p values for the test of significant relationship between parental involvement and student achievers’ development. As shown from the table, all p values of the different coefficients were greater than the 5% level of significance (p value > 0.05), hence the null hypothesis that there is no significant relationship between parental involvement and student achievers’ development is accepted. This implies that the parental involvement did not affect the student achievers’ intellectual, spiritual, emotional, social, cultural and political and moral development. These findings contradicted the result of the study by Vickie Lynne Luchuck entitled “The Effects of Parent Involvement on Student Achievement” in which her null hypothesis that there were no significant gains in academics for students whose parents were involved in their education was rejected. Findings also indicated that parents’ involvement contributed to greater academic gains by their children.

Table 17. Correlation coefficients for the test on significant relationship between parental involvement and level of student achievers’ development

| STUDENT DEVELOPMENT | R | P VALUE | STATISTICAL SIGNIFICANCE |
|---------------------|--------|---------|--------------------------|
| Intellectual | -0.082 | 0.333 | Not Significant |
| Spiritual | -0.045 | 0.599 | Not Significant |
| Emotional | -0.069 | 0.418 | Not Significant |
| Social | -0.131 | 0.123 | Not Significant |
| Cultural | -0.092 | 0.278 | Not Significant |
| Political | -0.032 | 0.709 | Not Significant |
| Moral | -0.033 | 0.700 | Not Significant |

CONCLUSIONS

The findings of the study resulted on the following conclusions:

1. The parents of the student achievers are in their middle age and half of them have one to three children. Majority of parent-respondents have college degree but almost half of the mothers are full-time housewives. In terms of their family monthly income, the higher percentage of respondents has an income of less than 5,000 pesos.
2. The level of Involvement of parents of student achievers as para-teacher, spectator and guidance counselor was generally involved in the four provinces. They were likewise involved as policy makers except in Camarines Sur where they were just moderately involved. On the other hand, the parents of the four provinces were generally moderately involved as volunteers but seldom involved as financiers.
3. The fathers' and mothers' age, number of children, fathers' and mothers' educational attainment, fathers' and mothers' occupation, and family monthly income are not related to the parents' involvement in school.
4. The level of development of student achievers along intellectual, spiritual and moral aspect was highly developed but was just developed along the social, cultural and political aspects. They need to participate actively in academic pursuits like joining contest such as quiz bee, spelling, essay writing, poster making and slogan and be engaged in non-academic activities such as sports, scouting, beauty contest and other related activities so that they might be socially highly developed.
5. Parents' involvement is not significantly related with the student achievers' development along moral, emotional, social, spiritual, intellectual, cultural and political aspects.

RECOMMENDATIONS

1. Parents of student achievers may increase their extent of involvement as para-teacher, policymaker, financier, spectator, guidance counselor, and most especially as volunteer.
2. Although the parents' age, number of children, parents' educational attainment, parents' occupation, and family monthly income are not related to parents' involvement in school, the parents of student achievers still need to be involved in school activities and perform

their roles as para-teacher, policymaker, financier, spectator, guidance counselor, and most especially as volunteer.

3. The study may be improved to include other variables that were not considered in the study that could have an influence on parents' involvement in school.
4. The student achievers may proliferate their level of development along intellectual, spiritual, emotional, social, cultural, political and moral aspect even if their parents' involvement is not significantly related with their development in all the above-mentioned aspects.
5. The result may be validated by increasing the number of respondents and involving elementary pupils.
6. Although the result shows that there is no significant relationship between the parental involvement and student achievers' development, the parents still need to be reoriented on their different roles, such as para-teacher, volunteer, policy-maker, financier, spectator and guidance counselor. This shall improve their extent of involvement particularly on roles where they were found to be moderately involved. These also strengthen good camaraderie of parents and teachers to work harmoniously in uplifting the quality of well-developed student achievers.
7. The schools may adopt the activity proposal as developmental interventions that may enhance parental involvement through a PTA acquaintance day.

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THE MILLENNIALS' CHALLENGE: DIFFICULTIES AND COMPETENCIES OF SENIOR HIGH SCHOOL STUDENTS IN RESEARCH WRITING

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ABSTRACT

This study has been conducted to examine the difficulties encountered by the grade 12 senior high school students and their level of competence in research writing. The respondents consisted of 100 students representing the different strands offered in the institution such as STEM, HUMSS, ICT, ABM and TVL. The major findings of the study included the following: that the respondents found it very difficult to identify researchable issues and to conceptualize a research problem. It was also difficult for them to analyse data, formulate conclusions and recommendations, grammatical formatting of the research content, relating theories as bases to support their study, formulation of research instrument and negligence of the corrections. Among the competencies, they perceived themselves low in the analysis of problem, critical thinking, problem solving, cooperation and initiative. There is a high correlation between difficulties and competencies of senior high school students in research writing.

Keywords: millennials, difficulties, competencies, research writing

INTRODUCTION

Research has always been a vital part of the educational process. It develops the critical thinking and analytical abilities of students to hone their decision-making skills. It also improves their communication skills. Ultimately, research is indispensable to social and economic development of a globalized society.

Learning how to conduct research is a vital part of education. This is an avenue for the students to develop their critical thinking, as well as effective analytical, research, and communication skills that are globally sought-after and incredibly beneficial not only for their individual holistic development but the community as well.

There are several advantages for undergraduate students who are into research. Primarily, it allows them to better comprehend published works, learn to distinguish collaborative from individual work, determine their field of interest, and start their careers as researchers. By engaging

in research activity, students find it easier to understand the rationale underlying others' research. A research activity such as forming hypotheses can be of great help in understanding the nuances of research designs and better conceptualize course material. Additionally, undergraduate research can provide students with an ongoing source of additional and new knowledge in their course of study.

Another direct benefit, and one which is more difficult to teach in the undergraduate curriculum, is the balance between independence and collaboration. Research is often conducted in groups, and one must learn to balance a collaborative endeavor in the laboratory with what one is capable of accomplishing independently. Teamwork and cooperation should be given attention in classroom situations such that each student should be able to work well when in group. The nature of research today is conducted in teams, and gaining valuable experience in teamwork should be promoted in the undergraduate education.

Exposure to research as undergraduates can also increase the likelihood of becoming successful researchers in the future. Some undergraduates, unsure what to do upon degree completion, proceed to graduate school with the ill-fated idea that it is the next logical step after undergraduate studies. If they have undergraduate experience in research, they are more likely to know if they actually enjoy research

The K-12 curriculum is research-based. In grade 11, students are required to conduct quantitative and qualitative researches. During their last semester of grade 12, they are expected to complete a research output which will be orally presented before a panel of evaluators. This is a prerequisite for their graduation in senior high school. Thus, it is a general expectation that when the students have reached grade 12, they are already equipped with the necessary requisites of writing a thesis.

Research competencies are skills and experience to perform research. These skills could be developed through different venues such as schooling, seminars, trainings and similar activities. Experiences in conducting research also contribute to enhancing research capabilities and outputs, as an expected result after the improved educational delivery. In the process of conducting research, there may be unexpected difficulties and problems that may arise.

LITERATURE REVIEW

According to Kearney, the UNESCO Director for Research and Knowledge, the information generated by research is the basis of sustainable development which requires that knowledge be placed at the service of development, be converted into applications and be shared to ensure widespread benefits.

Researchers acknowledge that the need to engage in problem solving and critical and creative thinking has “always been at the core of learning and innovation” (Trilling & Fadel, 2009). One of the most effective ways to do this is to engage our students in research and inquiry.

In a study conducted by Fuentes (2017), the author found that in terms of research competency of BS Education students, it was only in the “practitioner” level. She also mentioned that there are constraints met by the students as they go through the rigorous process of conducting a study.

Brew (2007), postulated that research and inquiry is central to professional life in the twenty-first century. This statement was also supported by Hodge, et al (2011) who pointed out that research develops the higher level thinking of students and enables them to support their ideas with evidence; make critical judgment about information, arguments or methods by examining how others gathered and interpreted data, evaluate the validity and reliability of their conclusions; synthesize and organize ideas and work on projects that require integration of ideas.

OBJECTIVES OF THE STUDY

This paper aimed to determine the research competency of the senior high school students of OMSC. By analyzing the current conditions in students’ research competency and the difficulties underlying it, the findings may provide inputs for developing a research writing guide for neophyte researchers.

It has the following specific objectives:

1. To find out the difficulties encountered by the respondents in research writing
2. To determine the level of competence of senior high school students in writing research in terms of:
 - a. cognitive; and
 - b. interpersonal factors
3. To test the relationship between the competencies and difficulties experienced by the respondents in thesis writing
4. To determine if there is a significant difference on the difficulties and competencies of the respondents when grouped according to strand

METHODOLOGY

The study made use of descriptive correlational design. The respondents were the grade 12 senior high school students who were chosen through simple random sampling. Representatives from each strand were considered. A total of 100 respondents participated in the study.

A self-made questionnaire was developed and used as the main instrument in gathering the data and information. Part I of the questionnaire consisted items on the difficulties experienced by the students in conducting research. Part II measured their level of competencies in terms of cognitive

and interpersonal skills. Several literature were considered in drafting the questionnaire

Descriptive statistics such as frequency, mean and percentage were used to quantify the data for sub-problems 1 and 2. For the test of correlation, the Pearson r was used and to test if there is a significant relationship among the responses, the analysis of variance (ANOVA) was used.

FINDINGS

1. Difficulties of the Senior High School Students in Research Writing

Table 1 describes data on the difficulties met by the senior high school students while conducting research. It can be noted that the very high difficulty was experienced by the students in the “Identification of researchable issues and conceptualization of research problem” (mean=4.63). Also, items such as “Data identification and analysis”(mean=3.38), Formulation of conclusions and recommendations” (mean=4.21), “Grammatical formatting of the research content”(mean=4.10) and “Negligence of corrections that delays the printing of the final output”(mean=4.23), which computed mean are interpreted as “high difficulty”. The overall mean of 3.47 indicates that the students encountered problems which are “highly difficult.”

Table 1. Difficulties of senior grade 12 students in research-writing

| Difficulties | Mean | Interpretation |
|---|-------------|----------------|
| Identification of researchable issues and conceptualization of research problem | 4.63 | Very high |
| Data identification and analysis | 3.38 | High |
| Formulation of conclusions and recommendations | 4.21 | High |
| Grammatical formatting of the research content | 4.10 | High |
| Relating studies/theories as bases to support the study | 3.00 | Moderate |
| Formulation of research instrument | 4.48 | High |
| Negligence of corrections that delays printing of the final output | 4.23 | High |
| Time management | 3.19 | Moderate |
| Cooperation of respondents | 3.40 | Moderate |
| Cooperation of group members | 3.50 | High |
| Overall mean | 3.47 | High |
| <i>Legend: 4.50-5.00 Very High</i> | | |
| <i>3.50-4.49 High</i> | | |
| <i>2.50-3.49 Moderate</i> | | |
| <i>1.50-2.49 Low</i> | | |
| <i>1.00-1.49 Very Low</i> | | |

2. Competencies of the Respondents in Research Writing in Terms of Cognitive and Interpersonal Skills

Table 2 illustrates data on the competencies of senior high school students in writing their paper. Data on the cognitive skills of the students revealed that they rated themselves low in the items “Analysis of problem”(mean=2.48), “Critical thinking” (mean=2.41), and “Problem-solving” (mean=2.48) described as low. The respondents rated themselves “moderate “ on other indicators. This implies that the students have inadequacies on the most important aspects of research writing. Critical thinking had been recognized as a core competency and as a precursor to research. And since the research process is not merely collecting data, evidence, or "facts," then logically arranging information into a paper, it involves inquiry—asking questions and developing answers through serious critical thinking, analysis and thoughtful reflection thus, for the senior high school students to come up with a good output, they should possess these qualities. In a study conducted by Lei (2008) on the competencies of doctorate students in conducting research, the author recommended that further improvement on their research outputs should be made.

On the interpersonal or soft skills of students, it can be observed that the senior high school students rated themselves low in “Cooperation” and “Initiative”. It has been observed that the students could not meet the deadline in the submission of the final output. This can be due to lack of cooperation and initiative of group members since the research is a group activity. According to Doerschuck (2014) and Schwartz (2013), research paves the way for students to belong to a community of learning, experiencing independent thinking, teamwork, leadership, and communication as they work under the direction of a faculty member. Hence, cognitive skills alone do not spell success when it comes to research writing. These skills should be coupled with interpersonal or social skills.

Table 2. Level of competencies of grade 12 students in research writing

| Competencies | Mean | Interpretation |
|---------------------|-------------|-----------------|
| Cognitive | | |
| Analysis of problem | 2.48 | Low |
| Critical thinking | 2.41 | Low |
| Innovation | 3.25 | Moderate |
| Problem-solving | 2.48 | Low |
| Creativity | 3.42 | Moderate |
| Decision-making | 2.83 | Moderate |
| Interpretation | 3.89 | Moderate |
| Overall mean | 2.97 | Moderate |

| Competencies | Mean | Interpretation |
|----------------------|-------------|-----------------|
| Cognitive | | |
| Analysis of problem | 2.48 | Low |
| Critical thinking | 2.41 | Low |
| Innovation | 3.25 | Moderate |
| Interpersonal | | |
| Leadership | 3.08 | Moderate |
| Responsibility | 3.38 | Moderate |
| Communication | 3.31 | Moderate |
| Teamwork | 3.35 | Moderate |
| Cooperation | 2.47 | Low |
| Collaboration | 3.38 | Moderate |
| Initiative | 2.40 | Low |
| Overall mean | 3.05 | Moderate |
| Grand mean | 3.01 | Moderate |

In the test of correlation between the variables, there is a significant relationship between difficulties and competencies as shown by the p-value of .000 and r of 0.810 which signifies a high correlation. This means that the difficulties met by the students in writing research is highly correlated with both their cognitive and interpersonal skills.

3. Relationship Between Difficulties and Competencies of the Respondents

Table 3. Correlation analysis between difficulties and competencies

| Competencies | Pearson coefficient r | p-value | Interpretation |
|---------------|-------------------------|---------|----------------|
| Cognitive | 0.810 | 0.000 | Significant |
| Interpersonal | 0.801 | 0.000 | Significant |

***Correlation is significant at the 0.01 level of significance (2-tailed)*

The analysis of variance to test whether there is a significant difference on the responses of the respondents clustered in different strands such as STEM, HUMSS, ABM, TVL and ICT showed that there is no significant differences on their responses. This means that regardless of their strand, the grade 12 students experience the same problems and difficulties in writing their paper.

4. Differences on the Responses when Grouped According to Strand

Table 4. Analysis of variance on the responses of the students clustered into different strands

| | Sum of squares | df | Mean Square | f | p-value | Interpretation |
|----------------|----------------|----|-------------|------|---------|-----------------|
| Between groups | .762 | 4 | .190 | | | |
| Within groups | 27.655 | 95 | .291 | .654 | .625 | Not significant |
| Total | 28.417 | 99 | | | | |

CONCLUSIONS

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

1. The senior high school students perceived it very difficult to identify researchable issues and conceptualization of research problem. They also have difficulty in data identification and analysis, formulation of conclusions and recommendations, grammatical formatting of the research content, formulation of research instrument, negligence of corrections and cooperation of group members.
2. The level of competence of the senior high school in writing research is low in cognitive areas such as analysis of problem, critical thinking and problem-solving. They are also low in cooperation and initiative in terms of interpersonal competence.
3. There is a high correlation between difficulties and competencies of students. This implies that the difficulties or problems encountered by the respondents are due to lack of skills in areas which are important in writing thesis.
4. There is no significant difference on the responses of the different strands of grade 12 senior high school students which means that they experience the same difficulties and that their level of competence are similar.

RECOMMENDATIONS

1. An instructional material in research writing for senior high school students should be developed focusing on activities which will develop their analytical abilities, problem-solving and critical thinking.
2. Journaling can be strengthened to enhance students' vocabulary and grammatical skills
3. Opportunities should be given to students to foster cooperation, initiative and other soft skills that will make them a productive member of a group.
4. Mentors who have track record in research should be assigned to teach research
5. Since there is a high correlation between difficulties and competencies of students in writing their research, both the cognitive and interpersonal skills of the students should be developed.

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IDENTIFYING CHALLENGES AFFECTING PERFORMANCE OF CLOUD-HOSTED SOCIAL LEARNING PLATFORMS THROUGH DECOMPOSITION AND ABSTRACTION

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ABSTRACT

The area of cloud computing has grown rapidly because it boasts several attractive benefits both to businesses and to other end users. However, it faces some obstacles like lack of mechanisms that guaranteed users for the quality specified in service level agreements (SLAs) that brings performances into a more challenging situations. Moreover, the concern of security, privacy, and trust that leads the end users to lose the control of their data and programs once sent to the cloud providers has become the primary concern for both front-end users. The study aims to determine the challenges of cloud-hosted social learning platforms that affects its performances with respect to cloud providers and storage virtualization through structured decomposition and abstraction. Results of the study shows that the challenge of cloud performances focuses on the two aspects namely the service level agreement between user and providers, and that the virtual storage is based upon the block level structure that leads the performance weak due to the separation of files into different nodes.

Keywords: Cloud-hosted platforms, Performance, Decomposition, Abstraction, Challenges

INTRODUCTION

High performance is treated as essential key elements in cloud computing to make the cloud users happy as stressed by Gupta [6]. The cloud computing has the provision of computing resources over the internet. Cloud computing renders services to authorized individual, people, business, and end users to utilize software, hardware and other resources that are managed by cloud providers located at remote areas. People are benefitted with these remarkable technologies by not investing too much on the resources provided by cloud computing systems. Moreover, cloud consumers are then bonded with service level agreements (SLA) that if not to follow the rules, it will lead to the degradation of performance according to Council [3].

This was strengthen in the study of Abhishek [2] that SLA sets expectations for both parties and acts as the roadmap for change in the cloud service. Since, SLA had already set an established criterias like availability, performance, privacy, disaster recovery expectations, location of the data, portability, resolutions on the identified problems, change management process, dispute medi-

ation process, and exit strategy, users will have an expectations of smooth assurance of transitions of data. However, the IBM [5] negate the issue that, SLAs are not a warranty and are client's exclusively remedy for any clouds failure. Also, as added by the IBM, reducing payments doesn't mean to have the reduction of its performances.

In this study, the researcher investigated the challenges of clouds performances through decomposition and abstraction. Through structured analysis, the possibility of identifying the clouds challenges were derived.

REVIEW OF RELATED LITERATURE

In today's generation, students tend to participate to solve a particular task by having a collaborated suggestions and comments through social learning. These new approaches give us a new level and a different scale of tool to educate one's self.

As stressed by Gupta [6] social media plays an important role in every student's life. A package of benefits like making the accessibility of information easier and convenience are just some. Since students and professors are connected, they

can expand their learnings through the use of host live lectures. It does also offer an off-hours support for the students. Not only being connected to their current students, but also can get back with their previous students and be connected once again.

In a survey by Babyson survey research group and Pearson, there are about 4000 teaching faculty from all disciplines in higher education, representing U.S. higher education professors, who examined both the personal and professional impacts of social media. Results shows that, there are about 64.4 percent of faculty who are using social media for their personal lives, and 33.8 percent for those who are involved in the academe.

In the study conducted by Abhishek [2], the author stressed that given the fact that social networking sites has a lot of privilege to take, it does also admit some threats towards the security of owned informations.

Thus, from it, the researcher came up of understanding the complexity of cloud that focuses on determining what are the factors that may cause the degradation of clouds performances that limits to the two variables like cloud providers and storage virtualization.

OBJECTIVES

The study aims to determine the challenges that affect performance of cloud-hosted social learning platforms with respect to cloud providers and storage virtualization through structured decomposition and abstraction.

1. Determine how the cloud-hosted social learning platform be preprocess to trace clouds challenges.
2. Determine the elements of cloud providers affecting its performances with respect to:
 - a. Infrastructure as a Service (IaaS)
 - b. Platform as a Service (PaaS)
 - c. Software as a Service (SaaS)
3. Identify the factors affecting storage virtualization.
4. Identify a simplified algorithm that may be produced to trace clouds challenges.

METHODOLOGY

This study is based on the empirical methods using decomposition and abstraction in order to identify the challenges that affects the cloud-hosted social learning platforms in its performanc-

es. Initially, the researcher gathered data from the real experiences of the students working on different social learning platforms like Edmo, Schoology, and Moodle. This was gathered in the second semester of 2016-2017.

Also, this study was supported with the general problems most encountered by the students working on different social learning platforms of moodle, schoology, and edmodo. With this, decomposition and abstraction has been utilized to easily filter out the problems from the complexity down to the specifics of cloud computing.

The performance of cloud computing has been the focus and concentration of the study since based on the study of Khalid [8] reliability and performances becomes the constraints of cloud computing systems that needs attention and investigation. Thus, challenges of cloud-hosted learning platforms has been identified for future research and developments.

FINDINGS

This section presents the findings and the analysis of data gathered.

Table 1. Performance Satisfaction of the End Users from Different Social Networking Sites

| SOCIAL LEARNING PLATFORMS | Satisfied | Not Satisfied | Uncertain |
|---------------------------|-----------|---------------|-----------|
| Edmodo | 60% | 30% | 10% |
| Schoology | 50% | 47% | 3% |
| Moodle | 40% | 50% | 10% |

Table 1 shows that majority of the users are satisfied with the mechanisms provided by the Edmodo as it received the highest remark of 60% as to compare with the other social learning platforms.

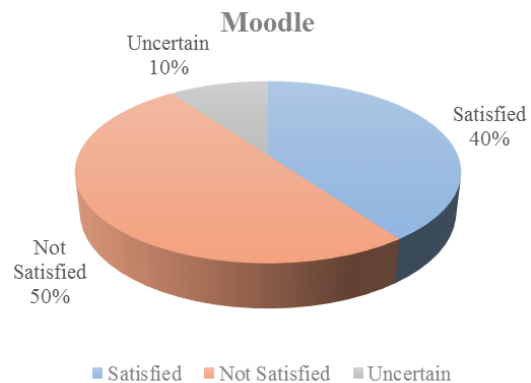


Fig.1. Moodle Performance Evaluation

Figure 1 shows that, 40% of the users were satisfied with the performance given by the Moodle. However, 50% of the students claims that they are not satisfied with the performance of the Moodle platforms.

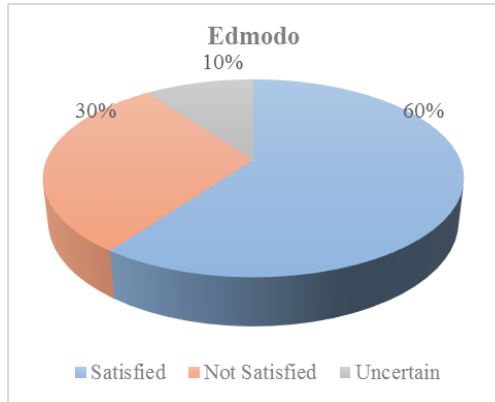


Fig.2. Edmodo Performance Evaluation

The platform Edmodo has been tested also and it shows that among the three platforms, Edmodo receives the highest rate of 60% for the students' satisfaction as shown in figure 2.

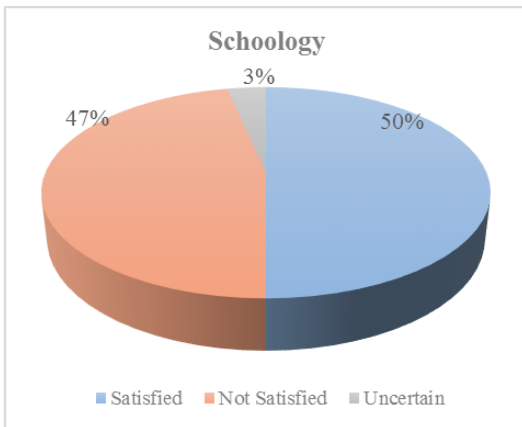


Fig.3. Schoology Evaluation

Figure 3 shows that, students were also satisfied with the performance of Schoology's services. However, the percentage of those who were not satisfied were close related. Generally, data claims that the students' satisfaction of using these platforms still dominated over the students who were not. Thus, this research made this study possible in order to help the students open their mind about the possible things that may happen with their data entrusted to the cloud.

Decomposition

It is indeed that, Cloud platforms is so huge and it needs to break the complexity to factor into

parts to be easily conceive, and understand. Initially, through functional decompositions, cloud platforms covering the types of cloud providers and deployment models were decomposed in order to sustain the challenges of cloud platforms. Figure 4 shows the decomposed cloud computing level.

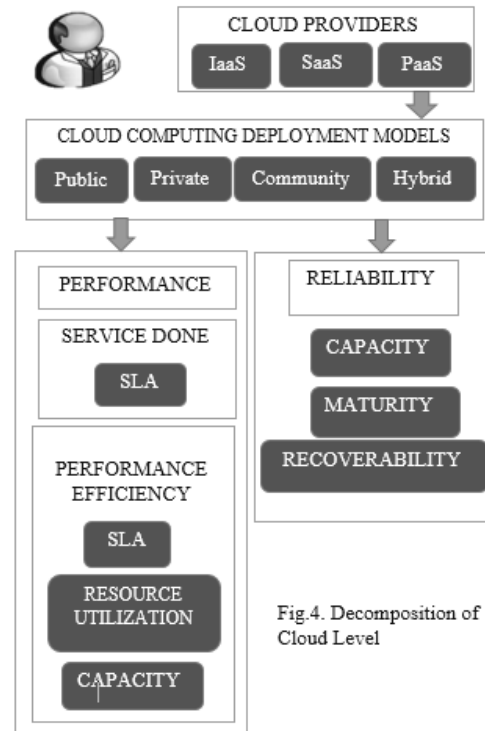


Fig.4. Decomposition of Cloud Level

According to [4] a good decomposition divides a problem recursively into parts such that, every part is a sub-problem that can be treated and understood separately and locally and in every composite, it gives an abstract overview of the parts and their interrelationships. That is why decomposition involves an abstraction.

Figure 5 shows the abstracted cloud providers focusing on SaaS, IaaS and PaaS, that among the cloud providers the IaaS seems to be the most effective in terms of its cost. This also illustrates that among the providers the IaaS customer has the full access and control over the virtual management. In relation to this, the following algorithm were derived.

```

IF CLOUD PROVIDER'S COST is high
THEN
customer has full control over the VM
ELSE
Provider has full control over the VM
  
```

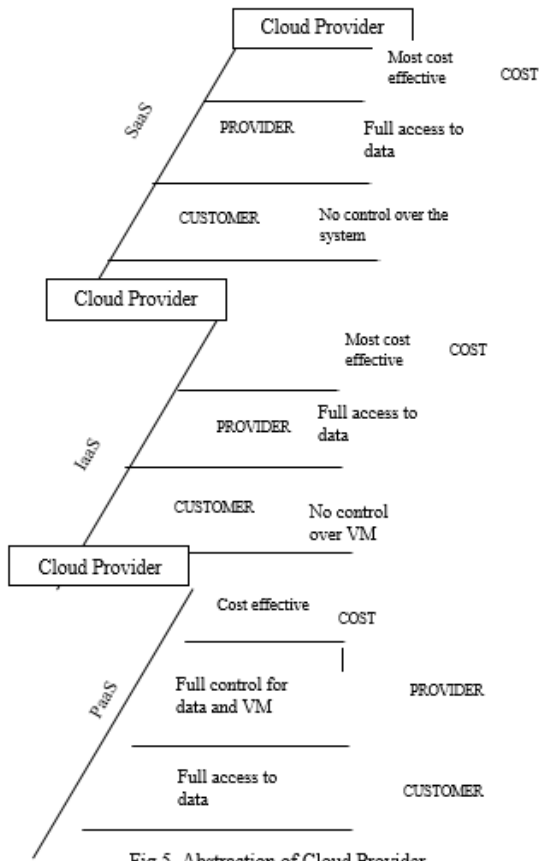



Fig.5. Abstraction of Cloud Provider

Since most of the platforms utilized by the school are free, it is obviously falls in the category of IaaS provider. According to [8] delivering robust yet high performing storage in the cloud has been one of the greatest hardware and software challenges in the explosion of the cloud computing. Relevant to the data gathered with the satisfaction rating of the students shown in figures 1 to 3. Challenge in the sense that, since the IaaS was designed for having redundant storage, it cause the key trade-offs with the storage between its performance and reliability. Since the storage is free of redundant used, then there is a chance that its performance will be declined such that:

IF STORAGE HAS NO MAX LIMIT
THEN performance is declined

Moreover, most of the public IaaS clouds employs permanent storage using the Storage Area Network (SAN). An architecture that is known to be virtually proof and designed for persistent data. However, according to [1] this doesn't seem to bear out and somehow this was justified based from the initial findings of the rates of students

who were not satisfied with the performances given by the cloud computing.

Storage Virtualization of SAN

Based from the previous results, performance has been affected due to its storage. Figure 6 shows the storage virtualization that can be applied to any level of a SAN. This illustrates that, a SAN does not provide file abstraction and it only shows block-level operations consisting of application layer, file/record system, block aggregation layer, and storage devices. Here, when data is thrown in the file/record system, the local system may get confused that leads to affect storage performances whenever the data is to be access such that:

IF SAN IS SET TO FILE ABSTRACTION
THEN file is secured portable and accessible
ELSE IF SAN IS SET TO BLOCK LEVEL
THEN Performance declined

Figure 6 revealed that, the file record system is designed with a block level that leads to separation of files into different nodes. Something that, everybody working on cloud as to whether a provider or a user must recognized in order to understand the challenges.

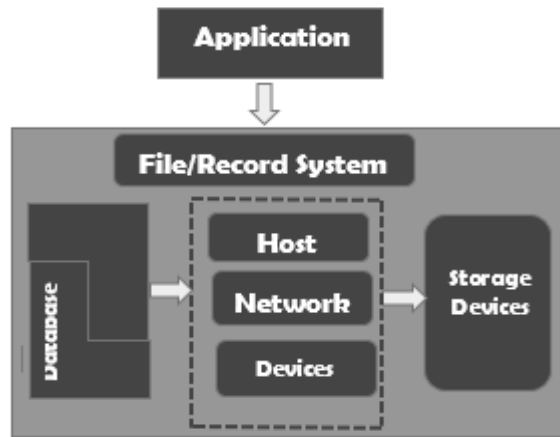


Fig. 6. Abstraction of Storage

CONCLUSIONS

Based on the findings, the following conclusions were drawn:

1. The cloud-hosted social learning platforms has been successfully preprocessed through structured decomposition and abstraction.
2. The considered challenge found for cloud providers like IaaS, PaaS, and SaaS is the service level agreement that is depends upon the cost given to the cloud provider.

3. The element affecting storage virtualization of cloud is its infrastructure called block level system.
4. The simplified algorithm were drawn: (Derived from the decomposition of Cloud Providers)

```

IF cloud provider is set to IaaS
THEN Customer has full access over VM
ELSE provider has no control over the VM
END IF cloud provider is set to PaaS and SaaS
THEN Customer has no access over VM
ELSE provider has its control over the VM
END IF cloud platforms is set to IaaS
THEN end user is free
THEN storage has no maximum limit
THEN performance is declined
End if
End if
End if

```

RECOMMENDATIONS

In the light of the findings and conclusions of this study, the researcher presented the following recommendations:

1. Decomposition and abstraction is highly recommended method to break the complexity of any cloud related studies.
2. If files are highly recommended to be protected then it is recommended to upgrade and strengthen the service level agreement between the provider and the user to protect all the data entrusted to cloud.
3. Since cloud platforms is utilizing block level system for storage area network that caused separation of files and eventually could affect the performance of every transactions in cloud, cloud designers is recommended to conduct a comprehensive research focusing on the adoptability of file abstraction.
4. Front-end users should consider the simplified challenges found in the study in order to understand the pros and cons of the clouds performances and for future research relating thereof.
5. A more detailed research focusing on the file abstraction in the storage area network should be done to weigh the pros and cons between the file abstractions and block level system.

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ASSESSMENT ON LIVELIHOOD NEEDS OF 4Ps GRANTEES IN THE MUNICIPALITY OF BALILIHAN

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Balilihan Campus, Magsija, Balilihan, Bohol

ABSTRACT

This study was conducted to determine the livelihood needs of Pantawid Pamilyang Pilipino Program (4Ps) Grantees in the municipality of Balilihan, Bohol. Likewise, this sought to determine the training program that can be proposed to help alleviate poverty in the municipality. This study utilized the descriptive survey method wherein 100 % of the population was the sample size. All the collected informations were accumulated and analyzed, then, presented in table forms. The findings showed that among the 11 livelihood need options, Cooking was the respondents' primary choice and the least preference was Fishing. The researchers concluded that Cooking is the livelihood need of the 4Ps grantees. Since majority of the grantees are female, they are likely to be interested in cooking and make use of it as form of livelihood. The researchers recommend follow-up studies on the impact and effect of the training to the livelihood and income of the recipients.

Keywords: Pantawid Pamilyang Pilipino Program

INTRODUCTION

The Pantawid Pamilyang Pilipino Program (4Ps) is a poverty alleviation strategy under Sustainable Livelihood Program, a community – based capacity building program of the Department of Social Welfare and Development (DSWD). It seeks to improve the socio-economic status of the participants who are assessed to be extremely poor. Brazil and Mexico were the first countries that implemented the 4Ps program with the main objective of providing cash to families who are in extreme poverty in exchange for some education and health care commitments. Since then, many countries, including the Philippines, have attempted to replicate their examples.

Likewise, the Municipality of Balilihan implemented this program wherein at present there are 730 active grantees. Monthly meetings are done in every barangay to check and evaluate the status of the beneficiaries and update them for the recent information. DSWD designated as the executing agency for this project ensures that the grants will not serve as disincentive for family members to work and improve their economic conditions.

Developing their skills through training is one of the alternative essential in alleviating their economic status. It is an essential element in improving the employability and potential productivity of the working poor and can be an important tool for

reducing poverty. It may be made their way to successful entrepreneurship and others gained employment. As of this time, there is no livelihood training for the members in the municipality but that is already part of the plans of the DSWD.

As for that basis, Bohol Island State University (BISU) Balilihan believed that the members of the 4Ps will be re-assess in terms of their livelihood needs so that it will serve as basis for them for their additional means of living. This study is likewise the basis for the formulation of an extension project with the collaboration of the Department of Social Welfare as the agency that takes charge the 4Ps program.

Literature Background

Section 9 Article 2 of the New Philippine Constitution states that:

“The State shall promote a just and dynamic social order that will ensure the prosperity and independence of the nation and free the people from poverty through policies that provide adequate social services, promote full employment, a rising standard of living, and an improved quality of life for all.”

This section stresses the promotion of social justice to ensure the well-being and economic security of all people and to establish, maintain and ensure adequate social services in the field of education, health, housing, employment, welfare and

social security in order to guarantee the enjoyment of the people for a decent standard of living.

Paragraph 3-b c of Sec. 24, Chapter II of the Education Act of the Philippines States that:

“The objectives of non-formal education are to provide unemployed and underemployed youth and adults with appropriate vocational/ technical skills to enable them to become more productive and effective citizens and to develop among the clientele of non-formal education proper values and attitudes necessary for personal, community and national development.”

This specifies that the prime duty of the government is to provide the unemployed and underemployed youth and adults with appropriate technical/ vocational skills to enable them to become more productive and effective citizens and to develop among the clientele of non-formal education, proper values and attitudes necessary for personal, community and national development.

Despite these existing provisions of the law, the Philippines still struck by various crises. To address this problem the Department of Social Welfare and Development (DSWD) together implemented a Conditional Cash Transfer Program known as the Pantawid Pamilyang Pilipino Program (4Ps). In 2007, the DSWD embarked on a poverty reduction strategy with the poorest of the poor as target beneficiaries dubbed as “Ahon Pamilyang Pilipino”. On July 16, 2008, the DSWD Issued Administrative Order No. 16, series of 2008 (A.O. No. 16, s. 2008), setting the implementing guidelines for the project renamed “Pantawid Pamilyang Pilipino Program” (4Ps), upon the following stated objectives; to improve prevention health care of pregnant women, to increase enrollment/ attendance of children at elementary level, to reduce incidence of child labor, to raise consumption of poor households on nutrient dense foods, to encourage parents to invest in their children’s future, to encourage parent’s participation in the growth and development of young children, as well as involvement in the country.

OBJECTIVES

The main thrust of the study was to assess the livelihood needs of the Pantawid Pamilyang Pilipino Program grantees.

Specifically, this study sought to answer the following questions:

1. What is the profile of the respondents in terms of:
 - I. Personal profile
 - a. Age
 - b. Sex
 - c. Educational Attainment
 - II. Family profile
 - a. Number of family members
 - b. Number of employable per household
2. What are the livelihood needs of 4Ps grantees in the Municipality of Balilihan?
3. What extension program can be proposed to enhance their needs?

METHODOLOGY

Design

The study utilized the descriptive survey method.

Environment and Participants

The local of the study was the municipality of Balilihan where Pantawid Pamilyang Pilipino Program is actively implemented. The participants were the Pantawid Pamilyang Pilipino Program (4Ps) grantees. Presently there are 730 registered active members of the said program in the municipality and 100 % of the population was the sample size.

Instruments

A self-made questionnaire contains the eleven livelihood needs option for the participants. It was pilot tested to the non-members of 4Ps within the municipality. The final copy of the questionnaire was translated into Mother tongue language for the respondents to fully understand each statement.

Statistical Treatment

The data were tabulated and interpreted using the percentage of measurement. The results were ranked to assess the livelihood needs possess by the 4Ps grantees.

RESULTS AND DISCUSSION

Table 1. Age Distribution of 4Ps Grantees in the Study Area

| Age group | No. of respondents | Percent (%) |
|--------------|--------------------|-------------|
| 15-24 | 7 | 0.96 |
| 25-34 | 141 | 19.32 |
| 35-44 | 252 | 34.52 |
| 45-54 | 198 | 27.12 |
| Above 55 | 132 | 18.08 |
| TOTAL | | 100% |

Age Distribution: The 4Ps grantees were classified into five age groups such as , 15-24, 25-34, 35-44, 45-54 and above 55 years and it was found that most of the members (34.52%) belong to middle-aged group of 35-44 years. This implies that the majority of the 4Ps grantees were in the active age group since one of the requirements to be a grantee (registered member) in each household is he/she must be the responsible person in the household not necessary that he/she is a parent.

Table 2. Sex Classification of 4Ps Members in the Study Area

| Sex | No. of respondents | Percent (%) |
|--------------|--------------------|-------------|
| Male | 102 | 13.97 |
| Female | 628 | 86.03 |
| TOTAL | 730 | 100% |

Sex Classification. With regards to their sex, 4Ps grantees were female dominated. Six Hundred twenty eight (86.03%) were female students while the frequency of male was one hundred two (13.97 %). The 4Ps National Advisory passed Resolution No. 23, series of 2014 requires the 4Ps staff for strict monitoring on grantees mandatory attendance during sessions and other related activities since most of the wife stay at home and can comply with the requirement on attendance than husband who is working, thus, most of them are the grantees.

Table 3. Educational Status of 4Ps Grantees

| Educational Status | No. of respondents | Percent (%) |
|----------------------|--------------------|-------------|
| Illiterate | 2 | 0.27 |
| Elementary level | 203 | 27.81 |
| Elementary graduate | 188 | 25.07 |
| High School level | 153 | 20.96 |
| High School graduate | 129 | 17.67 |
| College level | 45 | 6.16 |
| College graduate | 4 | 0.55 |
| ALS graduate | 2 | 0.27 |
| Vocational | 4 | 0.55 |
| TOTAL | | 100% |

Educational Status: The level of educational attainment of household heads has an important impact for social development of the 4Ps Grantees. In fact, skill training is also part of program to improve the socio-economic capacity of beneficiaries for sustainable income source. Based on the data, it was found that only 0.27% had no education, 27.81 are elementary level, 25.07% completed their elementary level, 20.96% are high school level, 17.67% graduated from high school, 6.16 are college level, 0.55 received bachelor's

degree, 0.27% graduated from the Alternative Learning System (ALS) and 0.55 got vocational training.

Table 4. Number of Family members

| No. of Family Members | No. of Respondents | Percent (%) |
|-----------------------|--------------------|-------------|
| 3 | 25 | 3.42 |
| 4 | 54 | 7.40 |
| 5 | 136 | 18.63 |
| 6 | 184 | 25.21 |
| 7 | 147 | 20.14 |
| 8 | 92 | 12.62 |
| 9 | 50 | 6.85 |
| 10 | 22 | 3.01 |
| 11 | 12 | 1.64 |
| 12 | 5 | 0.68 |
| 13 | 1 | 0.14 |
| 14 | 1 | 0.14 |
| Total | 730 | 100 |

Number of Family Members. The highest percentage was obtained in the 4-5 family members (43.84%) and the lowest was in the above 10 members (2.74%). About (32.76%) of the grantees have 6-7 family members, 10.82 have 2-3 family members and 9.86% have 8-9 family members.

Table 5. Number of Employable Beneficiaries

| No. of employable | No. of respondents | Percent (%) |
|-------------------|--------------------|-------------|
| 1 | 98 | 13.42 |
| 2 | 308 | 42.19 |
| 3 | 237 | 32.47 |
| 4 | 68 | 9.32 |
| 5 | 11 | 1.51 |
| 6 | 4 | 0.55 |
| 7 | 4 | 0.55 |
| Total | 730 | 100 |

Number of Employable Beneficiaries. This 4Ps program ensures that the grants will not serve as disincentive for family members to work and improve their economic conditions. The members especially the parents should still work to earn a living. Thus, number of employable beneficiaries should be determined. Based from the data, 42.19 % of the grantees and beneficiaries in the household have 2 employable members, 32.47% have 3 employable members, 13.42% have 1 employable member, 9.32% have 4 employable members, only 1.51 have 5 employable members. Similarly, 0.55% for both 6 and 7 employable members in the household. It indicated that most of the households have only two (2) employable members as shown in the result. Thus, government should commit to the objectives of the 4Ps program under social development that is giving support to education for the beneficiaries/grantees to make

them employable in order to break the intergenerational poverty cycle.

Table 6. Livelihood Needs

| Skills | Total | Percent (%) |
|-------------------|------------|-------------|
| Automotive | 8 | 1.1 |
| Welding | 6 | 0.82 |
| Cosmetology | 24 | 3.29 |
| Cooking/Baking | 243 | 33.29 |
| Farming | 183 | 25.07 |
| Fishing | 3 | 0.41 |
| Weaving | 74 | 10.14 |
| Carpentry/Mason | 32 | 4.38 |
| Sewing | 29 | 3.97 |
| Vending/Selling | 35 | 4.79 |
| Massage | 4 | 0.55 |
| Livestock Raising | 89 | 12.19 |
| Total | 730 | 100 |

Livelihood needs. Table 6 shows the livelihood needs of the 4Ps grantees of Balilihan. From the data gathered, it came out that livelihood need in cooking got 33% and is ranked first. Since majority of the grantees are female, they are likely to be interested in cooking and make use of it as form of livelihood. Last in the rank is fishing earning only 0.41%. Considering the geographical location of the town and livelihood opportunity in the place, the respondents believed that among the training options, fishing is the least priority field.

FINDINGS

The grantees' age bracket majority fall within 35- 44 years old, mature enough to act upon whatever requested activities related to the 4Ps program. 86.03% of the grantees respondents are female. Since, 4Ps authorities are very strict in attendance during meetings and other 4Ps related activities, male beneficiaries cannot attend at all times given that majority of them are the bread winner of the family. Majority of the grantees have education up to Elementary level.

It was found out that 33% of the grantees' skill interest is cooking. Since, most of the grantees are female, cooking is mostly their livelihood need given that they believed it will provide better livelihood opportunity for them and used it as means of living. Majority of the grantees claimed that there are only 2 members in their household who are considered employable. Other beneficiaries at legal age can be considered as employable as long as they qualify for any career possibilities.

CONCLUSIONS

Based on the findings of this study, this research concluded that most grantees' livelihood need interest is cooking. This result is consistent from the 4Ps grantees in the different barangays in the municipality of Balilihan. They find this discipline significant to learn and they believe this could alleviate the socio-economic condition.

RECOMMENDATIONS

Based on the findings of the study, the researchers have come up with the following recommendations, the researchers recommend follow-up livelihood training in cooking to 4ps beneficiaries as their livelihood preference; another recommendation is a follow-up study on the impact and effect of the training to the livelihood and income of the recipients.

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Unpublished

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Due to conflict in the schedule of the speakers, the **2nd Gender and Development Competition and Conference in Research and Education (GADCCIRAE 2019)** is postponed and **moved** to **May 26-28, 2019**, still at **Crown Legacy Hotel in Baguio City.**

NEW DATE:
GADCCIRAE 2019
MAY 26-28, 2019

FOR INQUIRIES:

+63 932 675 8296

asianintellectinc@gmail.com

www.asianintellect.org





Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION



MEMORANDUM FROM THE CHAIRMAN

FOR : ALL CHED CENTRAL AND REGIONAL OFFICE DIRECTORS
ALL PRESIDENTS / HEADS OF PUBLIC AND PRIVATE HIGHER
EDUCATION INSTITUTIONS (HEIs)

SUBJECT : PARTICIPATION IN THE 2ND GENDER AND DEVELOPMENT
COMPETITION AND CONFERENCE IN RESEARCH AND
EDUCATION (GADICCTRAE 2019) WITH A THEME: "EQUALITY
IN GENDER AND EDUCATION: ATTAINABLE THRU
RESEARCH", TO BE HELD ON APRIL 22-24, 2019 AT THE
CORWN, LEGACY HOTEL, BAGUIO CITY, PHILIPPINES

DATE : 15 MARCH 2019

In accordance with the pertinent provisions of Republic Act (R.A.) 7722, otherwise known as the "Higher Education Act of 1994", this Office hereby endorses the above undertaking organized by Asian Intellect for Academic Organization and Development Inc. for the support and participation of all concerned.

This activity is open to all interested students, educators, administrators, and practitioners from Higher Education Institutions (HEIs).

Participation of officials, employees and students from private higher education institutions (PHEIs) shall be **VOLUNTARY**. Officials and employees of State and Local Universities and Colleges (SUCs and LUCs) who will participate in this activity should obtain prior approval from the President/Head of their respective institutions. Proper use of government funds in accordance with the Department of Budget and Management (DBM) National Budget Circular No. 563 of 2016 and Budget Circular No. 2017-5 is highly expected.

For registration and further information, you may coordinate with their organizers via email at asianintellectorg@gmail.com or via phone inquiry through (045) 493-3106/0932-675-8296.

Wide dissemination of this Memorandum is desired.

J. PROSPERO E. DE VERA III, DPA
Chairman



Registration Form
2nd Gender and Development Competition and Conference in Research and Education
(GADCCIRAE 2019)
Original Schedule: April 22-24, 2018; New Schedule: May 26-28, 2019
Crown Legacy Hotel, Baguio City

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| Title of Research Paper | | | |
| Presenter | | | |
| Institution Graduated From | | | |
| Highest Degree | | | |
| Bachelor's Degree | | | |
| Year Graduated | | | |

DATE _____

P5500 Participant/Observer Live out P3000 Accommodation (if live in)
 P6500 Presenter Live out P3500 2nd or 3rd paper
 P7500 Competing Presenter Live out

Signature of Presenter/Participant

Research Director/President



Asian Intellect

FOR ACADEMIC ORGANIZATION AND DEVELOPMENT INC.

3rd International Congress in Multidisciplinary Researches (ICMR 2019)

April 27-29, 2019
One Tagaytay Place Hotel Suites
Tagaytay, Philippines

THEME:
Research:
The Road to
Academic Flourish

OBJECTIVES

- To showcase and discuss research findings that will have an impact and relevance to community and society.
- To assemble the congress of brilliant researchers whose works may merit publication and presentation.
- To stage an environment of academic congregation for exchanges of reciprocal professional insights and thoughts on multidisciplinary researches.

Registration Fee:
P5,500

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MEMORANDUM FROM THE CHAIRMAN

FOR : ALL CHED CENTRAL AND REGIONAL OFFICE DIRECTORS
ALL PRESIDENTS / HEADS OF PUBLIC AND PRIVATE HIGHER
EDUCATION INSTITUTIONS (HEIS)

SUBJECT : PARTICIPATION IN THE 3RD INTERNATIONAL CONGRESS IN
MULTIDISCIPLINARY RESEARCHES (ICMR 2019) WITH A
THEME: "RESEARCH: THE ROAD TO ACADEMIC FLOURISH",
TO BE HELD ON APRIL 27-29, 2019 AT ONE TAGAYTAY PLACE
HOTEL SUITES, BARRIO SUNGAY WEST, TAGAYTAY

DATE : 15 MARCH 2019

In accordance with the pertinent provisions of Republic Act (R.A.) 7722, otherwise known as the "Higher Education Act of 1994", this Office hereby endorses the above undertaking organized by Asian Intellect for Academic Organization and Development Inc. for the support and participation of all concerned.

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Chairman

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Registration Form
 3rd International Congress in Multidisciplinary Research (ICMR 2018)
 One Tagaytay Place Hotel Suites, Tagaytay City
 April 27-29, 2019

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| Title of Research Paper | | | |
| Presenter | | | |
| Institution Graduated From | | | |
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P5500 –Paper Presenter Live Out

P5500 Observer/Participant Live out

P4000 - 2nd or 3rd paper

DATE _____

Signature of Presenter/Participant

Research Director/President

4TH GLOBAL RESEARCH AND EDUCATION CONFERENCE

GRAEC-BOHOL 2019

MAY 18 - 20, 2019
BOHOL TROPICS
TAGBILARAN CITY, BOHOL, PHILIPPINES

OBJECTIVES

- To provide another chance for researchers to present their research papers in an international fora.
- To present research at professional meetings and symposiums and obtain feedback on the research from other experts in various fields.
- To receive information on the changing nature of academic research from noted experts within the Philippines and from around the world.
- To identify and select the best papers for publication in one of the organization's ISSN and international-refereed journals.

Registration Fee:
P5,500

THEME

Global Research and
Education in 2019:
Updated and Upscaled

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MEMORANDUM FROM THE CHAIRMAN

FOR : ALL CHED CENTRAL AND REGIONAL OFFICE DIRECTORS
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EDUCATION INSTITUTIONS (HEIS)

SUBJECT : PARTICIPATION IN THE 4TH GLOBAL RESEARCH AND
EDUCATION CONFERENCE (GRAEC 2019) WITH A THEME:
"GLOBAL RESEARCH AND EDUCATION IN 2018: UPDATED AND
UPSCALED", TO BE HELD ON APRIL 27-29, 2019 AT ONE
TAGAYTAY PLACE HOTEL SUITES, BARRIO SUNGAY WEST,
TAGAYTAY

DATE : 15 MARCH 2019

In accordance with the pertinent provisions of Republic Act (R.A.) 7722, otherwise known as the "Higher Education Act of 1994", this Office hereby endorses the above undertaking organized by Asian Intellect for Academic Organization and Development Inc. for the support and participation of all concerned.

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Registration Form

4th Global Research and Education Conference (GRAEC) – Bohol

Former Schedule and Venue: April 27, 2019; Tagaytay City

New Schedule and Venue: Kew Hotel, Tagbilaran City, Bohol, Philippines; May 18 – 20, 2019

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Signature of Presenter/Participant

Signature of President/Research Director

Date _____

