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3 All the research papers published must be approved by the editorial board .

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5. The articles may either be written in English or Filipino. All articles written in either languages must be accompanied by an Abstract which is written in English.

6. All contributions must be original.

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YIELD AND QUALITY OF 'SIAMESE PUMMELO' (*Citrus maxima* (Burm.) Merr.) TO DIFFERENT RATES OF POTASSIUM

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ABSTRACT

This study was conducted to help citrus growers produce quality fruits through proper fertilization for the growth and production of High - Value Citrus. It aims to determine the effect of potassium fertilization on the yield and quality of high value citrus species. Rates of potassium (kg/tree) was applied below the crown canopy through ring method just after fruit setting in accordance with the different treatments at the rate of 37.35 g to 149.40 g K/tree for the production of quality fruits.

Results revealed that 'Siamese pummelo' trees applied with 112.05g - 149.40 g K/tree produced higher yield than the untreated trees. Increased in yield was attributed to heavier fruits, higher percent edible portion, thinner peel and more juice content. As to morphological and qualitative characteristics, trees applied with potassium from 37.35 g to 149.40 g K/tree produced bigger fruits with higher sugar content. Thus, fruits command higher price in the market. On the economic analysis, trees applied with potassium resulted to higher net income than untreated trees.

Keywords: fertilizer, juice content, potassium, 'Siamese pummelo', yield

INTRODUCTION

Through the on-going High Value Citrus (HVC) Research and Development Program of the Don Mariano Marcos Memorial State University (DMMMSU), promising high - value citrus species, namely Perante orange, Temple orange, King Mandarin, Red Chandler pummelo, Magallanes and Siamese pummelo had been identified as potential citrus species for planting in Northern Luzon in terms of growth, development, fruit yield and resistance to citrus tristeza closterovirus (CTV). These species have spreading growth habit with strong growth vigor and are heavy fruit bearer.

According to Libunao and Libunao (2000) region I requires 120, 973, 766.40 kg of HVC but produces only 19, 770.64 kg annually. Hence, a potential deficit of 120, 775, 996 kg exist.

Citrus commodity includes pummelo, mandarin, orange, lemon and limes. These citrus fruits are rich in vitamins and minerals like vitamin C and calcium necessary for the development of strong bones. The by-products of citrus could be utilized as animal feeds. Pectin found in the fruits are used in the preparation of jellies, jam and marmalade. It is also used for pharmaceutical preparation to cure some digestive disturbances (http://www.ilocosph.com).

Application of appropriate fertilizers for proper growth and development of crops is indeed necessary. Potassium has been described as the 'quality element', ensuring optimum quality of agricultural produce. Crops with an adequate supply of K have better appearance, taste and flavor, and also produce food free of the signs of pests and diseases (International Potash Institute, 2013).

Thus, this study was conducted to help citrus growers produce quality fruits through proper K fertilization for the growth and production of High Value Citrus.

Objectives

Generally, this study was conducted to determine the performance of 'Siamese' pummelo to different rates of potassium.

Specifically, it aimed to determine the best rate of potassium that would give the highest yield, best fruit quality; highest net return of applying potassium to 'Siamese' pummelo.

METHODOLOGY

The field experiment was conducted at the High Value Citrus (HVC) Project of the Don Mariano Marcos Memorial State University-

North La Union (DMMMSU-NLUC) Campus, Bacnotan, La Union, the existing high - value citrus species (Siamese pummelo) at five year-old bearing stage was used as experimental plants. The study was carried out from January to December 2010. The Meteorological data were taken at the Philippine Atmospheric, Geophysical and Astronomical Services Administration (PAG-ASA) weather station of DMMMSU. The mean temperature, rainfall and relative humidity during CY 2010 (Table 1) were favorable for the growth and development of 'Siamese' pummelo which conforms the findings of Entre Pinoys atbp. (2007) that pummelo grows in lowland tropics in elevation up to 400 meters above sea level with optimum temperatures of 23-30 ^{0}C. Optimum light requirement of 32.3-86.1 klux.

The trees were blanketly applied with five kg/tree of 14-14-14 and chicken manure at the rate of 10 kg per tree. Muriate of potash at the rate of 75 g, 150, 225 and 300 g respectively were converted into potassium to come up with the different rate of potassium at 37.35 g to 149.40 g K/tree were applied in accordance with the different treatments and were applied per tree and were computed based on the soil analysis.

Table 1. Mean temperature, rainfall and relative humidity during CY 2010 under DMMMSU conditions

Month	Temperature		Rainfall (mm)	Relative Humidity (%)
	Minimum	Maximum		
January	20.38	30.37	0.00	85.890
February	20.94	31.30	0.00	100.000
March	21.40	31.14	0.00	81.435
April	24.21	34.67	1.79	82.535
May	23.98	33.63	5.88	80.855
June	24.27	33.13	10.47	86.265
July	23.64	32.91	14.67	87.515
August	23.29	31.95	19.89	89.52
September	23.52	32.28	4.673	90.535
October	22.93	32.17	4.871	87.530
November	22.99	31.26	2.31	89.950
December	22.11	31.14	0.21	88.970
Mean	22.805	32.163	5.397	87.60

Source: DMMMSU-PAG-ASA PCARRD Agromet Station

Application was done after fruit setting and applied below the crown canopy through ring method.

The study was laid out employing the Randomized Complete Block Design (RCBD) in three blocks. There were three sample trees per treatment per block for a total of 45 pummelo trees.

The different treatments used were as follows:

T^{0} - No application (control)

T^{1} -37.35 g K/tree

T^{2} - 74.70 g K/tree

T^{3} -112.05 g K/tree

T^{4} -149.40 g K/tree

Irrigation was carried out during summer and when there was inadequate rainfall, using polyethylene hose (pvc). Grasscutter was used to remove weeds. Commercial insecticides were sprayed judiciously at manufacturer's recommended dosage to control stinkbug, mealybugs, mites, leaf folders, leaf miners, and other pests as needed. Infected branches like gummosis of the trees were scraped and painted with *alliet* solution. Diseased twigs, branches and even fruits were removed and burned.

The 'Siamese' pummelo trees/branches were supported by bamboo poles whenever necessary to prevent breakage of branches especially when there is typhoon and to prevent fruits from landing on the ground. Harvesting was done when the fruit turned yellowgreen and when the brix reading reached 9 ^{0} brix. Yield was gathered and fruit samples were analyzed for its fruits quality.

The data gathered are as follows:

1. Yield (kg) per tree. This was determined by getting the weight of fruits per tree.
2. Weight per fruit (g). This was taken by weighing the sample fruit using weighing scale.
3. Weight of peel (g). This was taken by weighing the peel of fruit using weighing scale.
4. Weight of edible portion (g). This was taken by weighing the edible portion using weighing scale.
5. % edible portion. This was determined by using the formula:

$$\text{\% edible portion} = \frac{\text{Weight of flesh (g)}}{\text{Weight per fruit (g)}} \times 100$$

6. Juice content (ml). This was determined by getting the volume of juice content per sample fruit using graduated cylinder.
7. Peel thickness (mm). This was determined by getting the peel/ rind thickness of fruit

using vernier caliper.

8. ^{0}brix. This was determined by getting the ^{0}brix of fruit using refractometer.
9. Morphological and qualitative characteristics. This was determined by descriptive evaluation following the quality standards of the National Seed Industry Council (NSIC) for pummelo.

A. Morphological quality of fruit refers to the physical (visual) quality of the fruit in terms of fruit size, peel color and peel thickness.

Size classification. This was determined by weighing the fruits and was categorized using the rating as follows:

Rating	Description
< 600 g	Small
601-800 g	Medium
801-1000 g	Large
>1000g	Extra Large

Peel color. This was determined through visual observation (green, yellow, yellowgreen) at harvest.

Peel thickness. This was determined by measuring the thickness of the peel/rind using the scheme:

Rating	Description
< 5 mm	Thin
5-10 mm	Intermediate
> 10 mm	Thick

B. Qualitative characteristics

Taste

Rating	*Description*
> 11 ^{0}Brix	Sweet
9-11 ^{0}Brix	Intermediate
< 9 ^{0}Brix	Sour

% edible portion

Rating	*Description*
> 50%	High
40-50 %	Intermediate
< 40%	Low

The data were tabulated and statistically analyzed using the analysis of variance in Randomized Complete Block Design (RCBD). The difference between and among treatment means were further tested using Duncan's Multiple Range Test (DMRT). Regression analysis using Microsoft excel was also done.

FINDINGS

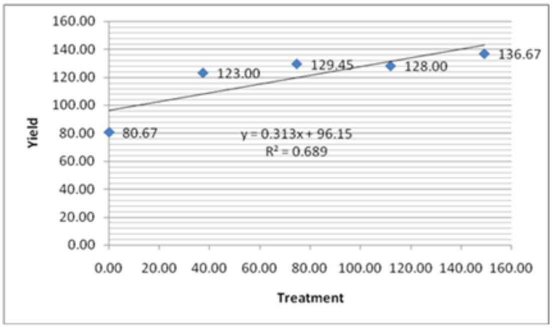
A highly significant variation was noted on the yield per tree (kg), weight per fruit, weight of edible portion, weight of peel (g),juice content (ml), peel thickness (mm) and brix^0 (Table 2).

As regards to fruit yield per tree of 'Siamese pummelo', trees applied with 37.35 g-149.40 g K/tree (123.00-136.67 kg) significantly produced higher yield when compared to trees without application having the lowest yield (80.67 kg). This implies that application of potassium increases the yield. According to Mattos, (2005) a linear response was observed where an increase in fruit yield (Pera and Valencia sweet oranges) occurred as K rate increased from 25 to 223 kg/ha.

Regression analysis between rate of potassium content application to siamese pummelo showed positive linear relationship (Fig. 1). The relationship between yield of 'Siamese pummelo' produced was described by the linear equation Y= 0.313x + 96.15 with a coefficient of determination (R^2) of 0.689. This indicates that 68 percent of the variation of yield produced was due to the variation on rate of potassium content application to Siamese pummelo.

Based on the equation, the estimated yield produced from Siamese pummelo in zero rate of potassium application is 96.15 fruits.

Fig. 1. Yield of Siamese pummelo applied with



different rate of potassium

With respect to weight per fruit (g), application of 149.40 g K/tree to 'Siamese pummelo' significantly obtained the highest, but did not differ significantly to trees applied with 112.05 g K/tree (969.09 g). Lowest was obtained by trees with no application of potassium (746.67 g) but not differed significantly to trees applied with 37.35 g-74.70 g K/tree.

In banana, the yield and quality are strongly influenced by K nutrition; potassium improves fruit weight and number of fruits per bunch, and increases the content of total soluble solids, sugars and starch (Bhargava *et al.* 1993). Low potassium nutrition results in thin and fragile bunch with shorter shelf life (Von Uexkll, 1985).

Table 2. Yield and yield components of 'Siamese pummelo' to different rates of potassium

Treatment	Yield / tree (kg) **	Weight per fruit (g) **	Weight of peel (g) **	Weight of edible portion (g) **	% edible **	Juice content (ml) **	Peel thickne ss (mm) **	°Brix **
Control	80.6 7 b	746.6 7 c	311.6 7 a	435.0 0 c	56.85 c	297.6 7 d	7.72 a	11.05 c
37.35 g K/tree	123. 00 a	846.6 7 bc	275.5 5 ab	571.1 1 bc	67.42 bc	328.8 9 c	7.39 ab	11.22 bc
74.70 g K/tree	129. 45 a	905.3 7 bc	244.3 3 abc	661.0 4 b	73.04 ab	348.4 4 bc	6.55 abc	11.38 ab
112.05 g K/tree	128. 00 a	969.0 9 ab	222.2 2 bc	746.8 7 ab	77.06 ab	368.4 4 b	6.02 bc	11.44 ab
149.40 g K/tree	136. 67 a	1140. 00 a	178.3 3 c	961.6 7 a	84.42 a	400.2 2 a	5.39 c	11.53 a

** All means followed by the same letter are not significantly different at 0.01 level DMRT.

In terms of weight of peel (g), trees applied with 149.40 g K/tree recorded the highest (178.33 g), but comparable to trees applied with 74.70-112.05 g K/tree with weight of peel ranges from 222.22-244.33 g. 'Siamese pummelo' applied with 37.35 g K/tree produced the lowest but did not differ significantly to trees with no application of potassium.

As regards to % edible portion, application of 149.40 g K/tree significantly obtained the highest but did not differ significantly to 74.70 g and112.05 g, lowest % edible portion was recorded from no application of potassium but comparable to application of 37.35 g K/tree. As per result of the study, the application of potassium up to 149.40 g per tree significantly increased the weight of fruit, weight of edible portion and percent edible portion. This implies that application of potassium increase the edible portion of 'Siamese pummelo' fruit as compared to no application of potassium which obtained the lowest. Based from the result of the study, as the weight per fruit increases the weight of edible portion also increases, thus, the weight of peel decreases.

As to juice content of fruits, trees applied with 149.40 g K/tree significantly outyielded the other treatments followed with trees applied with 74.70-112.05 g K/tree. No application obtained the lowest. This implies that application of muriate of potash significantly increases the juice of 'Siamese pummelo'; this is in parallel with the result of the study of Mengel (1997) that muriate of potash improves the juice content of oranges.

In terms of peel thickness (mm), trees applied with 149.40 g K/tree obtained thinner peel of fruit but did not differ significantly to trees applied with 74.70-112.05 g K/tree which are also comparable to trees applied with 37.35 g of potassium. Thicker peel of fruit was produced from trees with no application of potassium.

As to sugar content of 'Siamese pummelo' fruits, trees applied with potassium following the recommended rate of 74.70 g K/tree to 149.40 g K/tree of potassium were significantly sweeter (11.38-11.53 ^{0} brix) than those trees applied with lower rate of 37.35 g K/tree and no application of potassium. In a similar study conducted by Tolentino (2008), potassium applied on foliage increased fruit size and sugar content of the fruit.

In a related study, Koo (1985) reported that Potassium also improves thee citric and ascorbic acid (vitamin C) content in juice, while influences other juice characteristics, like the acid/sugar ratio and soluble solids content. The effect of K on increasing vitamin C is related with the improved sugar metabolism in the plant under proper K nutrition and application of potassium decreases fruit granulation, which is an undesirable characteristic as it leads to harder and dry juice sacs. (Mengel, 1997).

The result revealed that the different treatments of potassium/tree significantly influenced the performance of' Siamese pummelo'.

The result revealed that the different treatments of potassium tree^{-1} significantly influenced the performance of 'Siamese pummelo'. According to Mengel, (1997) optimum K nutrition results in higher concentration of starch in the plant, and therefore on quality of crops grown for this material. In a related study in tomato, with proper K nutrition, tomato fruit is generally higher in total solids, sugars, acids, carotene and lycopene, as well as longer shelf life and red color development if fruits is due to carotenoid pigments, particularly lycopene, which is synthesized more at adequate K levels (Usherwood, (1985).

No mortality was noted after application of potassium content to 'Siamese pummelo'.

Fruit Quality Evaluation of 'Siamese Pummelo' Fertilized With Different Rates of Potassium

Morphological characteristics of 'Siamese pummelo' fertilized with different rates of potassium

Table 3 shows the external quality evaluation of 'Siamese pummelo' fertilized with different rates of potassium. The fruit size of 'Siamese pummelo' applied with different rates of muriate of potash were all "extra large" compared to trees with no application of muriate of potash with "medium" size of fruits and with "light yellow" peel color.

As regards to peel thickness, trees applied with 149.40 g K/tree obtained "thin" peeling while trees

Table 3. External Quality Evaluation of Siamese Pummelo Fertilized With Different Rates of Potassium

Qualitative Characteristics of 'Siamese Pummelo' Fertilized With Different Rates of Potassium

Internal Fruit Quality Evaluation of 'Siamese pummelo' fertilized with different rates of potassium is presented in Table 4. In terms of taste, all were "sweet" and the % edible portion was "high". This might due to the genetic makeup of the 'Siamese pummelo' that with and without application of potassium, the evaluations are comparable.

Table 4. Qualitative characteristics of 'Siamese pummelo' fertilized with different rates of potassium

Treatment	Fruit Size	Peel Color	Peel Thickness	Peel texture
Control	medium	Light yellow	Intermediate	Smooth
37.35 g K/tree	medium	Light yellow	Intermediate	Smooth
74.70 g K/tree	medium	Light yellow	Intermediate	Smooth
112.05 g K/tree	medium	Light yellow	Intermediate	Smooth
149.40 g K/tree	Extra large	Light yellow	Thin	Smooth

Applied with 37.35 g– 112.05 g K/tree produced "intermediate" and peel texture were all "smooth".

Value/Cost and Return Analysis of 'Siamese Pummelo' to Different Rates of Potassium Content

Table 5 shows the cost and return analysis of 'Siamese pummelo' to different rates of potassium content. Results showed that as the application of fertilizer rate increased up to 149.40 g K/tree, the Net Income increases ranged from Php 207,469.60 to Php 428,565.60 at PhP 10.00/kg.

Table 5. Cost and return analysis of Siamese pummelo to different rates of potassium

Treatment	Taste	Percent edible portion
Control	Sweet	High
37.35 g K/tree	Sweet	High
74.70 g K/tree	Sweet	High
112.05 g K/tree	Sweet	High
149.40 g K/tree	Sweet	High

CONCLUSIONS

Based on the findings the following were derived:

1. Application of 149.40 g K/tree significantly increased the yield, highest weight per fruit, produced lighter peel , produced the highest edible portion, produced the highest juice content, produced the thinner peel and higher ^{0} brix of Siamese pummelo.
2. Application of potassium had pronounced

effect on improving fruit quality of 'Siamese pummelo', thus, giving marketing advantage of the fruits.

Treatment	Yield (kg)		Gross Income		Cost of Production (₱)		Net Income (₱)		Benefit Cost Ratio
	Per Tree	Per ha. '000	Per Plant '000	Per ha. '000	Per plant	Per ha. '000	Per plant '000	Per ha. '000	
0	0.080	32.268	0.806	322.68	288.03	115.21	0.518	207.46	2.80
37.35 g K/tree	0.123	49.200	1.230	492.00	289.84	115.93	0.940	376.06	4.24
74.70 g K/tree	0.129	51.780	1.294	517.80	291.66	116.66	1.002	401.13	4.43
112.05 g K/tree	0.128	51.200	1.280	512.00	293.47	117.38	0.986	394.61	4.36
149.40 g K/tree	0.136	54.668	1.366	546.68	295.29	118.11	1.071	428.56	4.63

RECOMMENDATION

Based on the results of the study, application of potassium from 112.05 g to 149.40 g K/tree 'Siamese' pummelo is recommended to produce higher yield, heavier fruits, heavier edible portion, thinner peel, juice content, and sugar content of the fruit.

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STUDENTS' ACADEMIC SUCCESS AND DEMONSTRATION TEACHING PERFORMANCE

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ABSTRACT

High level of academic success in specialized academic subjects and demonstration teaching performance of the College of Education graduates indicate the level of preparation to teach. This study aimed to assess the level of academic success of the BEED graduates of Carlos Hilado Memorial State College in relation to their demonstration teaching performance. Respondents of this study were the 124 BEED graduates of school year 2014-2015.Documentary analysis was used to gather data. The grading system of CHMSC was used to identify the scholastic profile of the students. Descriptive and simple correlational analysis was employed. The mean was used to determine the academic success and demonstration teaching performance of the graduates. Findings disclosed that the level of academic success and demonstration teaching performance of the graduates achieved a "superior" level obtaining the highest 100 %mean rating. Significant differences were noted between the academic success and demonstration teaching performance of the graduates in the four fields of specialization. It is recommended that effective teaching learning experiences in academics be made more meaningful coupled with effective role modelling technique for students to emulate. Furthermore, launching of a continuing professional development be initiated to enhance capability of teachers handling major academic subjects.

Keywords: *Education, academic achievement, demonstration teaching, global teachers, College of Education*

INTRODUCTION

Teacher Education Institutions play a critical role in the preparation of globally competitive teachers imbued with ideals, aspirations and values and are adequately equipped with pedagogical knowledge and skills (CMO 30, S. 2004).

There is no simple formula or one right way for producing instant well- balanced teacher educators during the pre-service years (Usher, 2008). With this, analysis of the Teacher Education Program, pre-service teachers' demonstration teaching performance and ability to transfer learning to practical teaching experiences has to be given utmost importance.

Demonstration Teaching is a critical component of any teaching degree program. This in-classroom experience is valuable in helping pre-service teachers integrate the academic knowledge and teaching skills into a practical application that will prepare students to tackle the challenges of the classroom effectively and with confidence.

Teacher applicants awarded as best teacher demonstrator during their pre- service years are the major qualifications any principal aspires to hire in the organization. The need to assess the level of academic success of the graduates in relation to their demonstration teaching performance prompted the researcher to conduct this study.

Like most Teacher Education Programs, CHMSC offers Bachelor in Elementary Education (BEED) . BEED offers specialization in General Education (Gen. Ed), Early Childhood Education (ECE), Home Economics and Livelihood Education (HELE), and Special Education (SPED). Students in these programs undergo four years of academic preparation in teaching consisting of general and professional education as well as major courses that provide the needed concentration in a particular discipline.

Objectives

The general objective of this study is to determine the correlation between the academic success and demonstration teaching performance of the BEED students.

Specifically, this study aimed to (1) determine the academic success of the BEED students according to specialization(2) demonstration teaching performance of BEED students by specialization (3)significant difference in the academic success and demonstration teaching performance of BEED students by specialization and (4) correlation of academic performance and demonstration teaching performance of BEED students according to specialization.

Theoretical Framework

The study was anchored on the self- efficacy theory popularized by Albert Bandura who emphasized that, an individual first needs to have self- belief about their ability to execute courses of action in order to achieve a goal. In other words, people with strong efficacy are more confident to execute an action if they have strong efficacy. Perceived self-efficacy can only be achieved when one gains personal mastery experiences- be from past successes or failures. One's self confidence can also be gained through live modelling by observing others perform an activity. People are led to believe they can successfully accomplish a task or behavior through the use of suggestion, exhortation, self-instruction, diminishing emotional arousals such as fear, stress, and physical agitation. Emotional arousal can be mitigated with repeated symbolic exposure that allows people to practice dealing with stress, relaxation techniques, and symbolic desensitization.

This theory is strengthened by the behaviorism theory espoused by John Watson who underscores the idea that any person can be shaped and molded in the way he is intended. This is strengthened by a principle which says that a particular behavior can be influenced, and anyone can be conditioned to become the person that he is directed to be. This means that a person who is academically prepared will have the tendency to achieve confidence in future similar tasks.

METHODOLOGY

This study used the descriptive-correlational design to determine the level of academic success and the demonstration teaching performance of the graduates. The respondents were the 124 BEED students of school year 2014-2015 broken down according to major of specialization. Documentary analysis utilizing the grading system of CHMSC was used to gather data pertaining to the scholastic profile of the respondents.

Table 1. Distribution of the Subjects of the Study

Subjects of the Study	Population	Sample Size
General Education Graduates	89	61
H. E. L. E	26	18
ECE	40	28
SPED	25	17

RESULTS AND DISCUSSIONS

Level of Specialization Performance of the BEED Graduates

Educational experiences guide and strengthen the foundation of one's development towards achieving success. For students to attain this vision in life, they should have much needed academic preparation .Table 2 presents the specialized academic subjects' performance of the graduates.

Table 2. Summary Table On the Major Academic Subject's Performance of the BEED graduates

This table is presented to visualize the specialized performance of the BEED graduates. Mean grade was used to treat the data. Generally, the level of academic performance of the graduates had resulted "Very Good" with a grand mean rating of 89.73 percent. The BEED General Education graduates obtained the highest mean rating of 94.17 which is interpreted as "superior" while all the graduates obtained "Very good" with mean ratings of 89.78 for SPED, ECE 89.20 and HELE 85.77 respectively.

Specialization	Mean	DR
SPED	89.78	Very Good
HELE	85.77	Very Good
GEN. Ed.	94.17	Superior
ECE	89.20	Very Good
Grand mean	89.73	Very Good

Legend: 100 –Excellent 99-90 – Superior
89-85 - Very Good 84 -80 - Good 79-75 Fair

II. **Level of Demonstration Teaching Performance of the BEED graduates**

Generally, the level of demonstration teaching potential of the BEED graduates is “Superior” with an overall mean rating of 98.22 percent. The BEED General Education students obtained the highest mean rating of 100 percent, followed by BEED ECE 99.53 percent, BEED HELE 98.23, and the lowest who still belong to superior level is BEED major in SPED which is 95.12 percent.

Table 3. Summary Table on the Demonstration Teaching Performance of the BEED Graduates

As a whole the mean grade of the graduates in pre and final demonstration teaching is “Superior“ with a mean rating of 97.61 percent during the pre-demo and 98.69 percent in the final demonstration . The BEED Gen Ed obtained the highest percentage in their pre and final demonstrations with a mean grade of 100 percent.

It can be deduced from the findings that among the four groups of graduates, the BEED General Education group exhibited excellent performance both during the pre-demo and final demonstration teaching. The ECE group followed, then the HELE and SPED were next in line both

Demo	SPED	HELE	Gen. Ed.	ECE	as a Whole
	Mean DR	Mean DR	Mean DR	Mean DR	Mean DR
Pre Demo	93.12 S	98.02 S	100.00 E	99.28 S	97.61 S
Final Demo	96.12 S	98.44 S	100.00 E	99.77 S	98.69 S
Overall	95.12 S	98.23 S	100.00 E	99.53 S	98.22 S

obtaining superior levels.

III. Difference Between the specialization Performance and the Demonstration Teaching Performance of the BEED Graduates

Another important factor to consider in the teaching performance of the BEED graduates are their major academic subject performance and the demonstration teaching performance as shown in Table 6.

Table 4 Significant Difference Between Major Subject Performance and Demonstration Teaching Performance

There are significant differences in the major academic subjects and the demonstration teaching performance of the BEED graduates. The performance of the graduates in academics subject is significantly related to their demonstration teaching performance. This implies that the graduates’ performance in academics contributed to their demonstration teaching performance. This shows that the higher the academic performance the more likely they will achieve impressive performance in demonstration teaching.

IV. **Correlation Between the BEED Graduates’ Level Of Major Subject Performance**

Looking into the figures in table 4, it is

Performance	Sum of Squares	Df	Mean Square	F	Sig.
Major Between Groups	228.223	3	76.074	25.986	.000
With in Groups	351.305	120	2.928		
Total	579.528	123			
Demonstration Between the Groups	244.071	3	81.357	20.385	.000
With in Groups	470.933	118	3.991		
Total	715.004	121			

evident that the major academic subject performance of the graduates is significantly related to their performance because the computed value is 4.02 which reaches the required tabular values at 0.01 level. The researcher accepted the null hypothesis stating that there is a significant relationship between the specialized subject performance of the BEED graduates.

Table 5. Correlation Coefficient Showing the relationship Between the Specialized Subject Performance of the Graduates

V. Correlation Between the BEED Graduates’ Level Of Major Subject Performance and Demonstration Teaching Performance

Table 5 shows that the demonstration teaching performance of the BEED students major in HELE, GEN. Ed, and ECE when correlated with the BEED students specilized in SPED is significantly related to their major subject performance because the computed value is 3.40, 3.54

and 4.70 respectively which reaches the required tabular values at 0.01 level. The null hypothesis states that there is a significant relationship between the demonstration teaching performance and the specialized subject grades of the BEED graduates major in HELE, GEN Ed, and ECE.

Major Subject	SPED	HELE	Gen. Ed
SPED	---		
HELE	4.02*	---	
GEN. Ed	2.71*	1.31	----
ECE	0.58	3.44	2.13

Table 6 Correlation Coefficient Showing the relationship Between the Specialized Subject Performance

This table shows that the demonstration teaching performance of the BEED graduates in four areas of specialization is dependent on their academic performance during their pre service years.

This means that the specialized subjects performance of the BEED graduates' specializing in HELE, GEN Ed., ECE with Sped major subject of the students determined their performance in Demonstration teaching. The result implies that significant relationship exists between the demonstration teaching performance of the graduates major in HELE, Gen Ed. and ECE with SPED students.

Further, BEED specialized in Gen. Ed, and ECE; and ECE AND Gen Ed is not significantly influenced by their performance in demonstration when taken together. This is based on the

Demonstration	SPED	HELE	Gen. Ed.
SPED	----		
HELE	3.40*	----	
GEN. Ed.	3.54*	0.14	-----
ECE	4.70*	0.29	1.96

computed value 0.14, 0.29 and 1.96 respectively which failed to attain significance at 0.05 probability level. This is means that did not contribute significantly to the increase or decrease in the major subject grades of the students. Regardless of these factors, the students can still have high or low major subject grades performance.

SUMMARY OF FINDINGS

1. Generally, the level of academic success in specialized subjects of the BEED graduates had resulted to a " Very Good" performance level with a grand mean rating of 89.73 percent. The BEED General Education graduates obtained the highest mean rating of 94.17 which is interpreted as "superior" while the rest of other graduates obtained "Very good" with mean ratings of 89.78 for SPED, ECE 89.20 and HELE 85.77 respectively.

2. The level of Demonstration Teaching performance of the BEED graduates reached a "Superior" passing mark with an overall mean rating of 98.22 percent. The BEED students major in General education obtained the highest mean rating of 100 percent, followed by BEED ECE 99.53 percent, BEED HELE 98.23, and the lowest who still belong to superior level is BEED major in SPED which is 95.12 percent.

3. The level of academic success in the graduate's specialized subjects is significantly related to their performance in in Demonstration Teaching .This means that the graduate's academic success contributes to their demonstration teaching competency. It shows that the higher their major academic subject performance, the higher is their demonstration teaching performance.

4.There are significant differences in the major academic subjects and the demonstration teaching performance of the BEED graduates . The performance of the graduates in academics subject is significantly related to their demonstration teaching performance. This implies that the graduates' performance in academics contributed to their demonstration teaching performance. This shows that the higher the academic performance the more likely they will achieve impressive performance in demonstration teaching.

RECOMMENDATIONS

In the light of the research findings and discussions, the researcher recommends the following:

1. Since academic preparation in the specialized academic subjects determine the demonstration teaching performance of the graduates, there is a need to make teaching learning experiences more meaningful coupled with role modelling techniques for students to emulate.
2. Effective delivery of instruction in major academics should be made relevant in order to harness the students' maximum capacity for learning outcomes.
3. Demonstration teaching role modelling of subject teachers teaching major subjects should be enriched for students to appreciate the art of teaching.
4. Demonstration teaching skills will be enhanced during the students' pre-service years in order to boost self- confidence.
5. Launching of the continuing professional development aimed to enhance teachers capability in handling major academic subjects be initiated by the college.

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SILHOUETTE OF GOVERNANCE

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ABSTRACT

This study focused on the silhouette of governance and attempted to discover how actors of governance work and interact with one another. Specifically, this study attempted to document the characteristics of the actors of governance; know their understanding of the term governance; determine their participation in the governance process; and find out the opportunities availed of from the government.

The Province of Northern Samar is the locale of the study. In the extraction of data from the eighty six key informants, the researcher used the qualitative approach. The key informants were college graduates, more experiences in local public service and a majority were from business, landowners, farmers, citizen-consumers, political leaders, academicians and religious leaders.

There were eleven constructs on the key informants' meaning of governance. On the participation of the actors in the governance of the Province of Northern Samar the following data were extracted: "ensuring results that meet the needs of stakeholders"; "made the best use of the resources"; "development of some coastal areas in the province"; "allow people to question use of funds", and it is the duty of everyone help government enforce the laws. It is concluded that governance is visible based on the data extracted from key informants.

Keywords: *silhouette, governance, actors, transparency, accountability, participation, opportunities.*

INTRODUCTION

The issue on poverty and local governance in the Province of Northern Samar deserves a focused attention. These issues cannot solely depend on the local government officials but the concern of all actors in governance which include elected and appointed officials, civil society, business sector, citizen-consumers, and other stakeholders of the Province of Northern Samar. Its Community Based Monitoring System (CBMS) reveals an alarmingly high percentage of households with income below poverty threshold measured at 74.4 percent and high percentage of households with incomes below food threshold estimated at 61.3 percent of the total number of households respectively. The magnitude of these poor families is 73,271 households comprising 397,596 persons or 79.5 percent of the total population of 500,104. These figures are exceedingly high compared to the 2006 National Statistics and Census Board (NSCB) estimates by which the Community-Based Monitoring System (CBMS) survey was undertaken. (EVPRDI, Inc., UNICEF, PGNS, 2010). The magnitude of poor families in Northern Samar was worst according to the National Statistical Census Board. The Provincial Performance Report of 2011 of Northern Samar shows an overall performance index of 3.75 which is below average performance.

Northern Samar is a social system, within is a complex, integrated, mutually interrelated, and functionally interdependent parts. The human inhabitants are composed of merchants, academicians, religious, landowners, tenants, farmers, and fisherfolks, etc. desirous to live a good life under the administration of local leaders who ensured them to make the province worthy of abode. The local government officials of the province even in the past have been known to be brilliant leaders. However until now, Northern Samar is considered as one of the depressed provinces in the entire country which made other Nortehanons leave the province for greener pasture. One of the Local Millennium Development Goals (LMDG) of the province is to eradicate poverty and hunger among the Nortehanons between 1990 and 2015.

The researcher being into public administration wanted to conduct an empirical investigation on the silhouette of governance in the Province of Northern Samar. Silhouette refers to the visibility of the formal and informal actors' participation in the processes of making collective decisions for their common good.

A study on governance becomes a highlight of management experts and is now being encouraged and is one of the Graduate Studies Research Agenda. This is in accordance with the Research and Development Priorities of the national and local government. How do the formal and informal actors of governance in the Province of Northern Samar practice the prescriptions of good governance and how can they enhance their performance of good governance? Thus, this study.

Objectives of the Study

This study therefore explored how actors of governance exercise political, economic, and administrative authority to manage the Province of Northern Samar as a local government unit. This contributed to deeper understanding on the role of Nortehanons in the processes, and mechanisms that local government used to allocate power, distribute resources, and respond to human development.

In particular, the study sought to: (1) document the characteristics of the formal actors and informal actors of governance in the Province of Northern Samar, (2) know the meaning of governance from the perspectives of the formal and informal actors, (3) determine the participation of both the formal and informal actors of governance in the Province of Northern, (4) find out the opportunities availed of by both the formal informal actors of governance in the Province of Northern Samar.

METHODOLOGY

The province of Northern Samar was created through Republic Act No. 4221 which was approved by Congress on June 19, 1965 dividing the whole island of Samar into three independent provinces namely; Northern Samar, Western Samar (subsequently renamed Samar) and Eastern Samar

It is 732.72 kilometers southeast of Manila. The Pacific Ocean bound Northern Samar on the east, the San Bernardino Strait on the north, the Samar Sea on the west and Samar on the south. The province has a total land area of 3,498 sq. km. About 201,730 hectares are classified as forestland. The forestland is further classified as follows: a) Timberland-189,200 hectares; b) Forest reserves-11,900 hectares; c) Fishpond-499 hectares d) military and naval reservations-128 hectares.

Northern Samar is composed of 24 municipalities and 572 barangays (villages). It is divided into two legislative districts- the First and Second Districts. Catarman serves as the provincial capital. The population of Northern Samar is estimated at 454,195 with an annual growth rate of 3.21% (1995 census). The province has an extensive network of roads and bridges. Of the total road network of 738 kilometers, 22 percent is concreted. About 4,778 meters of bridges are made of steel and concrete. There are four ports located in San Jose, Laoang, Allen and San Isidro. The San Isidro and Allen ferry terminals serve as the gateway to Luzon and Southern Philippines.

Government and private communication companies operate in the province. There are four private companies that offer domestic and international long distance calls telegrams, fax services and handle remittances. The Municipal Telephone Program of the Telecommunications Office links Catarman with the rest of the province, other parts of Eastern Visayas and key cities such as Manila, Davao and Cebu. There is only one commercial radio station in the province. However, national dailies and international magazines are available in Catarman. Local cable TV stations that carry international and national programs operate in about 12 towns that carry international and national programs.

Northern Samar is one of the three Samar provinces created on June 19, 1965 by virtue of Republic Act No. 4221. The province is relatively young but it has vital religious and historical significance. The small island of Capul was the capital of the province of Samar in 1848-1852. Capul was formerly named Abak after the ancient ruler of Java who brought the first settlers to the enchanting island. In the latter period of the 16th century, it was among the first places to be evangelized by the Spaniards (1596). The waray-warays of Northern Samar were also figured prominent during the Spanish and American occupation of the Philippines. It was part of the route of the galleon trade and the Sumoroy rebellion started in Palapag (1649-1650).

This study adopted a qualitative research design which attempted to explore the constructs of governance. In particular, it leaned toward the grounded theory approach, which derives its name "from the practice of generating theory from research which is 'grounded' in data. It seeks to understand reality from the perspective of the social actors, on how the informants see the world, "to discover what is going on, whatever it is, but without preconception". The assumption is that data are always right (Barney and Strauss, 2012). Consistent with the assumption of the qualitative design, the study assumes that the actors' full participation in all governmental processes result to good governance.

FINDINGS

Objective 1. Document the characteristics of the formal actors and informal actors of governance in the Province of Northern Samar.

Characteristics of the Actors of Governance. All formal actors were college graduates with more than five (5) years experience in government service except the two mayors of the province who were just elected in May 2013 but they were already exposed in politics of the province at a young age because their fathers were elected as mayor and congressman.

In the Local Government Code of 1991, it only requires for those who intend to occupy a position in the province local leaders to be able to read and write. All governors of the province from 1987 to the present were college graduates and in fact four (4) of them are lawyers. Their academic achievement supports the Department of Interior and Local Government vision to have educationally empowered local chief executives.

The formal actors' lengthy exposure in public service goes beyond formal lectures on theories and principles of leadership. It helps them build linkages with their constituents for them to have a common vision on how to build a better province.

Characteristics of the Informal Actors of Governance. There were ten identified organizations in the Province of Northern Samar per information of the current executive chair of a non -government organization based in Catarman. There were seven (7) organizations that the researcher was able to include in her study as follows: Macagtas Farmers Irrigators Association, Center For Empowerment and Resource Development, Galutan Community Integrated Association, Northern Samar Chamber of Commerce, Catubig Association for the Protection of Watershed Areas, Women's Initiative For Social Development and SHIFT FOUNDATION. In the absence of the president/leader/head of every organization, an officer/member was tapped as substitute during the data gathering. The researcher was able to interview five (5) leaders of the above-mentioned organizations, and two were participants of the focus group discussions. In terms of the number of years existence, almost all of these organizations were established ten years ago and above and were registered in the Security and Exchange Commission with more than fifteen members and above. The other sectors were from the citizen-consumers, businessmen, academe, landlords, religious and political parties.

Objective 2. Know the meaning of governance from the perspectives of the formal and informal actors.

Formal and Informal Actors' Meaning of Governance. A total of eleven constructs on the meaning of the term governance finally surfaced after analyzing the contents of the responses of the key informants, comparing, determining similarities, grouping and modifying categories. For the informal actors, these constructs are: 1)"people who lead"; how they carry their mandate;" 2) "Management;" 3)"partnership;" 4)"vision, mission, purpose, policies/policy making;" 5) "performance and standards;" 6)"transparency and accountability;" 7)"manner of decision-making;" 8) "values;" 9) "the role of government;" 10)"legitimacy;" and 11) "ministry service."

Of the eleven constructs, the key informants' most common meaning of governance is "to lead". Under this construct fall responses that directly cite the term "leadership" or related words, or those that refer to "shared leadership", "consultative leadership", "participatory leadership", "exerting leadership", "control of an entity", "the ability to influence", "well orchestrated government", "ways of leading the province," and "the use of power for the good of the people".

There were thirty responses from the key informants who associated governance to leadership. This construct identifies one of the actors in governance, the leader, and his manner of leadership process.

On the other hand, there were twenty four responses of the key informants who also associated governance to " how to manage the agency". This second construct includes references to "how to run the affairs of the government," "right and honest management", "manner of using the authority", "process of coordination", "human resource management", "how to plan for the good of the constituents".

Majority of the key informants also associated governance with "partnership". Partnership as the third meaning of governance is also expressed in terms of: "the joint effort of the government officials and the people"; "cooperation"; "participation of the people in every government activity", "harmonizing the works of leaders and the people's needs" and "government interconnectivity with the people".

The fourth construct is "vision, mission and purpose", "policies/policy making" in which there were eight key informants who specifically mentioned such. Other responses related to the fourth construct were: "goals achieved", "mission accomplished", and "making of good laws". All these constructs are associated with governance meanings of leadership and management.

The fifth construct is "performance and standards". There were also eighth responses from key informants that expressed "performance and standards" as meaning of governance and they literally mentioned that governance "depends on the performance of the one who leads". Standards on the other hand refer to the "government's proper evaluation and monitoring of projects", "following Commission on Audit's rules and regulations".

Governance also means "transparency and accountability". There were seven responses from key informants who associated governance to "transparency and accountability". These constructs also define governance as: "clear governmental transactions", "regular publication of pronouncements", "regular reporting", "welcomes criticism", "responsible officials and employees".

The seventh construct is the manner of decision making. There were responses from key informants exemplifying that governance have "something to do with decision making", "capacity of the government officials to make decisions for the people" and "to implement decisions according to policies". There were responses which define governance as "sincere service to the people", "compassionate government", and "good mandate for the people", "right and honest management of the province", "honest government officials", and "minimize graft and corruption". These responses fall under the eight construct termed as "values". There were very few key informants who defined governance as "no corruption". While majority said governance means "minimize corruption". This concept of governance self incriminated the key informants in the sense that they believed that indeed here in our province graft and corruption happened.

The ninth construct is the "role of government". There were five responses from key informants that fall under this construct. Governance is understood as the "function of the government", "government in action or the act of governing", "to govern and government's way of directing the affairs of the state". The tenth construct is "legitimacy". Four responses defined governance as "mandate given by the people", "trust and confidence of the people to their elected officials", "the authority of the officials to lead" and "right leaders to govern".

The eleventh construct captures the meaning of governance as "service ministry" which is associated to the first group of constructs extracted from the key informants. This was the meaning of governance by one of the key informants who is a priest.

This is the context in which the actors' meaning of governance emerges 1)"people who lead"; how they carry their mandate;" 2) "Management;" 3)"partnership;" 4)"vision, mission, purpose, policies/policy making;" 5) "performance and standards;" 6)"transparency and accountability;" 7)"manner of decision-making;" 8) "values;" 9) "the role of government;" 10)"legitimacy;" and 11) "ministry service."

All of these features lead towards an organizational culture that practice governance. The formal and informal actors processes of making collective decision for their common good is already visible but it has to transform towards good governance.

Objective 3. Determine the participation of both the formal and informal actors of governance in the Province of Northern.

Participation of the formal actors. Their participations were: "responsible in using governmental power in advancing public welfare", "allow people to question concerning where the funds went and what was achieved with them", "act in accordance with the provision of laws" and "practice the constitutional provision that "Public office is a public trust". Most of the key informants who worked in the government said that all sectors in the society must adhere to the principle of accountability for the country in general to progress and the province in particular to prosper.

They ensured that "transactions are freely available", "transactions are accessible to people affected by their decisions", "open and receptive to the harsh power of public opinion", "provides enough and understandable information" and "complies with rules and regulations". They further said that as public servants, it is their duties "to assist government be it national or local to guarantee full protection of human rights", "help enforce laws", "ensure that decisions are founded on well defined rights and duties", "and observe limit in the exercise of discretionary incentives "and" allow firms and individuals make sound strategic investment decisions".

The data showed that only twelve out of sixteen formal actors responded on as to the other forms of participation they were involved in. Generally, they said that they "ensured that opportunities for all people in all aspects of human endeavor were well provided which included their social well-being". The reason why they performed both was because it is part of their duties as public servants. A majority of the key informants responded that it is the prime duty of the government officials and employees because aside from duty they have all the resources to ensure that social-well being are taken care of.

Participation of Informal Actors of Governance. The participation of the informal actors of governance in Northern Samar was extracted and they had multiple responses.

An informal actor who works in the academe said that his participation was "ensuring results that meet the needs of stakeholders". Almost all key informants who worked in the academe and non government organizations responded that they "made the best use of the resources in their respective offices". The key informants who represent the religious, and civil society sectors also responded that they "tried to sustain the use of resources", like the "conservation of energy (electricity), water, and informants answer that it is everybody's concern. One hundred forty multiple responses from the key informants answered: in practice or in reality it is the main responsibility of the governor, forty-five elected officials and appointed officials and employees and twenty-five said that it is everybody's concern.

In terms of services availed of from the Provincial Government, the most common opportunity that they availed of is education and health services. A significant multiple response said that garbage collection which is actually under the area of responsibility of the municipal government, other responses are the services on agriculture, police and fire protection, construction and maintenance of roads and bridges.

On the context of regularity of services availed of, two hundred twenty (multiple responses) responded "always", seven said "often" and ten said "sometimes". Asked as to what was the result of these services to them: in multiple responses, sixteen said able to live a peaceful life, thirty three said they live a contented life, forty-five said they were able to send their children to school, twenty three they are now stable and fifty-three on healthy living.
The informal actors in this study were observed to be empowered citizens who know how to assert their rights and demand for a better service from the government.

CONCLUSIONS

The literature and empirical data from this study indicate the silhouette of governance in the Province of Northern Samar. The structural-functionalist theory of Talcott Parsons, Durkheim, Pareto and other systems thinkers strongly supports the findings of this study that the Provincial Government of Northern Samar is composed of actors occupying statuses or structural positions within the social system and performs roles or behavior patterns in relation to these positions.

In the Province of Northern Samar, governance is already visibly practiced only that it needs to be shaped according to the principles of good governance as: participation of both men and women in decision making through legitimate intermediate institutions or representatives, fair legal frameworks that are enforced with impartiality, transparency, responsiveness, consensus-oriented, equity and inclusiveness, effectiveness and efficiency and accountability.

RECOMMENDATIONS

This study may not have covered all the very essence of governance in the Province of Northern Samar. However, the significant insights that brought about the discoveries of governance, lead the researcher to come up with the following recommendations:

1. It is believed that those who are holding sensitive and significant government positions be required to participate in a series of seminar workshops, trainings along the topics of good governance. This way, they would enrich their understanding on the real essence of good governance more specifically in the prioritization of goods and services.

2. There will be more establishments of people's private and non-government organizations which will comprise civil society. Civil Societies play a very important role in advancing the interest of the people who felt that they are not part of the society. Governance is already visibly played by the different actors of governance. The meaning of governance does not only define what it is but how it is supposed to be practiced. It needs to be shaped through the involvement of organizations like the civil societies in the province.

3. Aside from continuing education on the essence of governance, there should be an integration of the topics about governance not only in the tertiary education but also in the secondary level of education. It is something like a "catechesis of governance" in the secondary level.

4. For future researchers to conduct a follow-up study on the many topics related to the present study.

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THE USE OF VISUAL MATERIALS IN DEVELOPING CRITICAL THINKING AMONG FRESHMAN STUDENTS IN THE UNIVERSITY OF EASTERN PHILIPPINES

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ABSTRACT

This study was undertaken to look into the performance in critical thinking of freshman students at the University of Eastern Philippines using sample activities in English. It determined the classroom activities that elicited their perceptions, assumptions, prejudices, values, breaking habits, constructing a new point of view, and evaluation.

A total of 97 students in three intact English 111 classes were chosen as subjects. A quasi - experimental non-equivalent control group design was used. In conducting lessons, visual materials were used in the experimental class and traditional lecture in the control group. The data were gathered from the audio- taped responses of the students, transcribed, evaluated, and scored through the help of the language expert to ensure that the students' responses reflected critical thinking.

The findings showed the use of visual materials for critical thinking activities was effective. However, the use of activities that elicited opinions, prejudices, values, breaking habits, and constructing a new point of view were very effective in making students respond or participate in discussions whether they were taught with visuals or not. Their effectiveness in stirring critical thinking should lead to the integration of these sample activities in freshman English classes.

Keywords: *perceptions, assumptions, prejudice, values, breaking habits, a new point of view, and evaluation.*

INTRODUCTION

Language teachers have focused on the role of the learners as active participants in the teaching- learning process. The change in the orientation from the behaviorist to the cognitive theories of learning highlights how the learners process information during the lesson (Ustunlugluo 2004). Activities then are carefully chosen to elicit discussions from the learners rather than teacher's lecture.

As mostly emphasized by language experts, thinking analytically is a skill like carpentry or driving a car. It can be taught, learned and can be improved with practice. It can be developed in the learners especially in a language class like English class. Students need activities where they can be triggered to express their ideas and develop their thinking abilities like analysis, critical and reflection and not just to repeat the teachers' language and ideas.

In the researcher's years of teaching English subjects especially English 111 (Study and Thinking Skills) in college, she has observed that learners are not really comfortable in using English even in an English class. The majority had a poor performance especially when it comes to their responding to or interacting with the teacher and their classmates. Any language setting should be noisy in the target language but unfortunately, this language noise is not audible in the language classrooms. This was proven by the latest Social Weather Nationwide Survey (SWS) report on April 18, 2007 that Filipinos now have a very low performance in English compared to the 2000 year survey result. The January 02, 2008 issue of the Philippine Daily Inquirer carried, the alarming news about the Filipinos deteriorating language proficiency in English. In response to this current situation, the Department of Education proposed an "English is cool" program in selected public schools where the use of English language inside the school premises among teachers and students is mandatory.

Another response to this alarming situation was the President's immediately setting aside Php 500 million for the teachers' "English training". But these are not enough, teachers should reflect on the activities they use in the language classroom. Do these activities motivate the learners to speak, react, or reflect?

The researcher still believes that teachers especially in college level where the first English subject is Study and Thinking Skills, should do something. Activities in critical thinking are of great advantage to them to practice and use the English language. A teacher should be a good facilitator and not just a speaker at all times. This is the reason why the researcher chose the teacher education students of the College of Education and students from the College of Arts and Communication preferably those who intend to major in English. They are the future educators of the country; and with this study they will have knowledge and experience in the use of sample activities for developing thinking skills and will appreciate the communicative approach in language teaching.

Objectives of the Study

This study primarily aimed at evaluating the effectiveness of the sample activities in English in enhancing the critical thinking skills of the college freshmen in the University of Eastern Philippines (UEP) Main Campus.

Specifically, it sought to:

1. determine the performance of the students in the experimental and control groups in the following critical thinking areas:
    a. perceptions,
    b. assumptions,
    c. prejudices,
    d. values,
    e. breaking habits,
    f. constructing a new point of view, and
    g. evaluation;
2. find out the level of performance in the pretest of the experimental and control group;
3. ascertain the level of performance in the posttest of the experimental and control group;
4. determine if there is a significant difference in the students' performance in the pretest and posttest of the experimental group;
5. ascertain if there is significant difference in the student performance in the pretest and posttest of the control group;
6. find out if there is a significant difference in the pretest result of the experimental and the control group; and
7. determine if there is a significant difference in the posttest result of the experimental and the control group.

METHODOLOGY

This study was conducted at the main campus of the University of Eastern Philippines (UEP), the former Catarman National Agricultural School which was converted to a state college, the Samar Institute of Technology, then a university. Only two of the ten colleges of the University- the Colleges of Education and the Arts and Communication were included in the study.

The subjects were three (3) intact sections, BSEd 1a and BSEd 1b students of the College of Education and AB Language and Literature Teaching/ BS Development Communication 1 class of the College of Arts and Communication taking English 111. The AB LLT 1 and BS Development Communication students were split into two using drawing of lots to determine the experimental and the control groups. These students were chosen because they are future educators who will be teaching English. As such, they can testify to a learner- centered teaching- learning situation. Their subject English 111 carries the description- Study and Thinking Skills in English- hence they are the appropriate subjects on whom the sample activities were tried. Furthermore, the respondents were more or less homogeneous because they passed the English Placement Test which serves as a qualifying test to enrol in English 111.

The independent variables in this study were the seven (7) sample activities for critical thinking proposed by Ustunluoglu. They were meant to stir the thoughts of the students on their perceptions, assumptions, prejudices, values, breaking habits, constructing a new point of view and evaluation. These were used in English teaching both in the experimental and control groups. The dependent variable was the performance of the respondents shown by their responses during the actual class session.

This study made use of a quasi- experimental method since no randomization was done on the student subjects. Instead, intact classes were used to avoid changing the class schedule of the student subjects. Specifically, the non- equivalent control group design was applied since the experimental study consisted of two groups: the experimental class and control class. The design gave pretest and posttest to both groups.

Frequency distribution and percentage were used to get the profile of the student's age, sex and type of secondary school graduated from.

The researcher transcribed the recorded responses and counted the lines/ responses together with a language expert as to their relevance and weight and was presented in tables using percentages. The percentages of the responses made by the respondents were computed based on their score.

To find out the level of performance in the pretest and posttest between the experimental and the control groups, frequency distribution and percentages were again used.

To determine the significant difference in the student performance in the pretest and posttest of the experimental and control groups, the arithmetic mean and T- test for correlated samples were used.

FINDINGS

Classroom Activities for Critical Thinking

Perceptions. The first classroom activity for critical thinking was meant to identify the students' perceptions, where both groups did not perform very well and could hardly discuss their perceptions. More than half of the class had a hard time discussing very well their perceptions through the use of visual materials while almost half of the class did very well in giving their views on seeing things differently. Both groups however did not perform very well.

Assumptions. In the activity on assumptions, both the experimental and control groups did not also perform well. The students could not formulate their assumptions and could hardly answer the questions raised in the activity with or without visuals.

Prejudices. The use of visual materials was effective in soliciting students' prejudices. Both groups performed very well and discussed thoroughly their prejudice in English although the experimental group had a higher frequency than the control group.

For values, the students had a very good performance both in experimental and control group. The students were very much aware of their values and expressing their thoughts and ideas in English with or without visuals.

Breaking habits. Using visual materials in talking about breaking habits is very effective since the majority discussed very well their values in an English class. This activity generated awareness among the students of their five most important values in their lives and expressed them very well. The use of traditional lecture had a very good effect also in eliciting responses among students.

Constructing a new point of view. The majority of the students performed very well using the traditional lecture even without the use of visuals. They gave very good responses in English thus presenting their new points of view. However, both groups performed very well. This shows that students responded very well to these activities using visual materials or the traditional lecture for teaching critical thinking skills in an English class.

Evaluation. Students in this activity had a "good" performance indicating that the students could not evaluate thoroughly the narrative read and could hardly answer the evaluation questions raised after reading the narrative with or without the use of visuals.

Pretest Level of Performance of the experimental and Control Groups. As shown in Table 1, the level of performance in the pretest of experimental and control groups was fair implying that the student-subjects before the conduct of the study had the same level of critical thinking skills.

Table 1. Frequency Distribution of the Pretest Level of Performance of the Experimental and Control Groups

Posttest level of Performance of the Experimental and Control Groups. As shown in Table 2, the posttest of experimental and control group, the level of performance was found excellent for both groups. This indicated that after the conduct of the study the students' use of critical thinking skills in both groups improved.

Table 2. Frequency Distribution of the Posttest Level of Performance of the Experimental and the Control Groups

Test of difference

Experimental Group's Pretest and Posttest Performance. A significant difference was found in the pretest and posttest of the experimental group. The posttest result was higher than the pretest result, implying that the use of visual materials to enhance critical thinking skills in English teaching is effective.

Table 3. Result of the t- computed value of the Experimental Group's Pretest and Posttest

Control Group's Pretest and Posttest Performance. A significant difference was found in

Level of Performance	Experimental Group Frequency	Percent	Control Group Frequency	Percent
Good (20-24)	13	25.49	1	2.17
Fair (10-19)	38	74.51	45	97. 83
Total	51	100.00	46	100.00

the pretest and posttest of the control group. The posttest result was higher than the pretest result, implying that lecture discussion is effective in developing critical thinking skills.

Table 4. Result of the t- computed value of the Control Group's Pretest and Posttest

Experimental and Control Group's Pretest Performance. Testing for significant difference in the pretests of the experimental and control groups, no significant difference was found. This indicates that both groups had the same level of

Level of Performance	Experimental Group Frequency	Percent	Control Group Frequency	Percent
Excellent(30-35)	46	90.20	36	78. 26
Very Good (25-29)	5	9.8	8	17. 39
Fair (10-19)			2	4. 35
Total	51	100.00	46	100.00

skills before the conduct of the study.

Table 5. Result of the t- computed value in the Experimental and Control Groups' Pretest

Experimental and Control Group's Posttest Performance. A significant difference in the posttest of the experimental and the control was found, indicating that the experimental group performed better than the control group considering the average mean score of 33.42 compared to that of the control group. This proves that the use of sample activities in teaching critical thinking

Type of Test	Mean	Mean Difference	T- value computed	tabular	Interpretation
Pretest Posttest	16.76 33.42	-16.66	-23.95	-1. 645	significant

was more effective than using the traditional lecture

Table 6. Result of the t- computed value in the Posttests of the Experimental and Control Groups

CONCLUSIONS

From the findings of the study, the following conclusions are drawn:

Type of Test	Mean	Mean Difference	T- value computed	tabular	Interpretation
Pretest Posttest	15.33 31.32	-15.99	-25.74	-1. 645	significant

1. As to activities on perceptions, the students both in the experimental and the control groups did not perform very well. It can be inferred that the use of visual materials and the traditional lecture was not effective in eliciting the perceptions of the students. Or the low performance could be attributed to the fact that it was the first activity and the students were still very nervous and hesitated to answer since they were

Groups	Mean	T-value computed	tabular	Interpretation
Experimental Control	16.76 15.33	1.86	1.960	Not significant

not used to this kind of activity. They were still feeling their way to this kind of activity. In the use of activities on assumptions, both the experimental and control groups did not perform very well. They might have been confused about assumptions and how to go about talking about it with or without visuals. To let students talk about their prejudices, the use of visual materials and the traditional lecture were effective in eliciting them. Although in numerical value the experimental group had higher frequency counts, still the majority in the control group performed very well in this activity. Students in both groups were fully aware of their biases and responded very

Groups	Mean	T-value Computed	tabular	Interpretation
Experimental Control	33. 42 31. 32	3.67	1. 960	Significant

well to the questions raised in English. In activity 4, 5 and 6 which are values, breaking habits, and constructing a new point of view, the students performed very well implying that values, breaking habits and constructing a new point of view are very good critical thinking activities in English classes whether used with visuals or in the traditional way in teaching. The students participated more and they were interested in these activities. In activity 7, evaluation, both the experimental and control groups did not perform well. It can be construed that they were not really used to evaluating, or analysing, or hypothesizing. The evaluation questions were based on a narrative read. These freshmen need to be honed on the skills of evaluating a narrative read in an English class;

2. That the level of performance in the pretest of the experimental and control groups was fair implies that before the conduct of the study the students were homogeneously grouped. They started with more or less the same level in critical thinking skills. It is implied further that their critical thinking skills still need sharpening.
3. The level of performance in the posttest of the experimental and the control groups were excellent. It can be implied that the student- subjects improved after the conduct of study. They discussed very well the questions raised and integrated their experiences in the lessons using the English language. They enhanced their responses and discussions made in the conduct of the study.
4. There was a significant difference in the student performance in the pretest and posttest in the experimental group. It can be implied that the use of visual materials in critical thinking activities in English classes is very effective. It aids the critical thinking skills of the students.
5. There was a significant difference in the student performance in the pretest and posttest in the control group. As such it can be construed that the use of the traditional way in teaching critical thinking skills in English classes is also very effective.
6. There was no significant difference in the pretest of the experimental and the control group implying that both groups have the same level of critical thinking in English before the conduct of study.
7. There was a significant difference in the posttest of the experimental and the control group. It can therefore be concluded that the experimental group performed better than the control group. The use of visual materials was also found to be more effective compared to the traditional lecture without the use of visual materials that would show the critical thinking skills of the students.
8. On the whole, it is concluded that the sample activities used stir the students to think and motivate them to use English in discussing their views.

RECOMMENDATIONS

The following recommendations are proposed:

1. Using activities like those that ask the students' opinions on prejudices, values, breaking habits, and constructing a new point of view which motivated and made the students use English in class discussions in this activity should be resorted to by language teachers if they want their students to be productive in the language.
2. Audio- visual materials should be used to develop the critical thinking skills of the students, as they were found effective in this study.
3. A diagnostic test should be conducted first to determine the level of students' performance to make the students, as well as the teachers, aware of their weaknesses and strengths in English and to have a baseline data for comparison.
4. Teachers should move from factual or information questions like who-what-when-where questions the answers to which can be found easily, to higher order question like those asked in this study to develop critical thinking namely- analysis, hypothesis, and evaluation questions. Application questions like "If you were… what would you do…" would also lead to the students' use of English.
5. Researches should be conducted along the development of critical thinking skills preferably among both teachers and learners in English, and even in other disciplines. Studies show that there is a need to develop the critical thinking skills of the students.
6. A similar study but this time focused on writing to try the effectiveness of the critical thinking activities used in this study should be conducted to find out if the activities also work as motivators for writing.
7. Critical thinking exercises should be integrated in English classroom activities and the syllabus to develop proficiency in the language.

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TASK BASED CONVERSATIONS IN ESL NEGOTIATED INTERACTION

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ABSTRACT

This qualitative study focused on how conversations in English were carried out among Ninorte Samarnon (NS) speakers. Using Conversation Analysis (CA), anchored on *Austin and Searle Speech Acts Theory and Grice Conversation Maxims*, this study described NS conversations-- the speech acts and the maxims of cooperative principle produced.

The participants were Ninorte Samarnon freshmen in the University of Eastern Philippines. The data were composed of 75 transcribed conversations generated via task-based conversation prompts.

The findings revealed that NS speakers' performed speech acts in specific contexts yet inadequate to sustain communicative needs. Grice' Cooperative Principles were observed but on a limited scale. Violations to conversation maxims were likewise evident. As regards conversation structure, although it was found to be universal, the conversations in ESL contexts largely progressed through question-pair strategy attributed to poor linguistic and strategic competence which tended to abruptly terminate the interaction.

The NS conversations were characterized by peculiar features like code switching and code-mixing and other expressions flavored by Filipino culture. It is concluded that the linguistic skills and the cultural make-up of the ESL learners, account for oral communication materials design. A major recommendation is to create authentic language learning strategies that promote conversation skills practice.

Keywords: *task-based instruction, negotiated interaction, conversations, speech acts, oral communication*

INTRODUCTION

The shift from language as a code or system to language use and function challenges a new trend in research along discourse perspective. In the case for instance of face-to-face communication, any word uttered in whatever manner constitutes an action which use and meaning are largely shaped by context. In other words utterances though taken in similar form but embedded in different force bring forth a new shade of meaning. Failure to capture its meaning in essence of use results in conversation breakdown. Every utterance in a conversation is understood as a sequential pattern of interaction between and among speakers and listeners.

The nature of communication in spoken discourse context seemed too complex and crucial, even more complicated is the case of conversation, it being characterized by an impromptu exchange of talk that is fully interactive between participants of at least two people exchanging messages in real time basis (Norrick 1991:47). A social interactive environment that allows individuals to engage in a series of information exchanges can be a favorable setting.

In the case of the University of Eastern Philippines (UEP), a state university in Northern Samar, it could be observed that during discussions the majority of ESL learners only listened to teachers and had less or virtually no interaction with other learners. This does not do well for proficiency in oral communication. In effect, ESL teachers oftentimes have noticed that language skill learning becomes fragmented and students continuously commit the same oral communication problems over and over. It is as if what they have been doing has contributed less or worst did nothing to improve the learners' spoken fluency and communication strategies particularly along conversational structures and the use of form and meaning in conversation.

The analysis of spoken discourse, its use, form and function, is essential as it draws impact on the practical application in the teaching of conversation and oral communication. In an attempt to determine NS language learners' spoken discourse ability, this study explored and analyzed how they carried out conversations in English. In the absence of naturally occurring conversations in English, negotiated interaction was designed to draw out conversation episodes via task-based communicative tasks. Negotiated interaction is "the modification or restructuring of interaction that occurs when learners and their interlocutors perceive and experience difficulty in message comprehensibility (Pica 1994:418). Speakers in a conversation negotiate meaning. In the case of conversation, this negotiation will lead to the provision of either direct or indirect forms of feedback, including corrections, comprehension checks, clarification requests, topic shifts, repetition and recasts (Carroll 2000:291). Pica (in Brown 1993:40) supports that engaging in the kind of interaction to activate acquisition process, classroom activities must be structured to provide a context whereby learners not only talk to their interlocutors, but negotiate meaning with them as well.

Objectives of the Study

This study was aimed at describing and analyzing conversation patterns among NS speakers to determine whether their conversations in English follow a defined and established conversation rules, or there exists conversation features peculiar only to NS speakers.

On the belief that an in-depth knowledge of the nature and role of conversational discourse, to include the structure and strategies that participants make use of to take part in conversations is vital in their acquisition of oral communication skills, this study specifically aimed to: (1) determine the speech acts produced in task-based conversations in ESL negotiated interaction; (2) find out the maxims of cooperative principle present in the task-based conversations; and (3) describe the structure and strategies of NS conversations via task-based negotiated interaction.

METHODOLOGY

This is a qualitative study on how conversations were carried out in English among Ninorte Samarnon speakers. Grounding on Austin and Searle Speech Acts Theory and Grice Conversation Maxims using conversational analysis (CA) approach, it explored and analyzed subjects' utterances, sequences, the organization of such sequences in their conversation structures and strategies.

The research participants were Ninorte Samarnon freshman students in the University of Eastern Philippines, the first state university in the Visayas, located at about 3.3 kilometers from Catarman- the capital town of Northern Samar of Region VIII.

The data of the study consisted of seventy five (75) transcripts of audio-recorded task-based conversations in ESL negotiated interaction gathered from sixteen (16) English 111 classes consisting of students belonging to a wide range of English proficiency from low to average to high which class size ranged from 40-45. These transcribed conversations were elicited using conversation prompts, consisting of communicative tasks designed to direct and motivate students to engage in oral interaction that trigger conversations among the participants. In addition, these communicative tasks were formulated showing a clear resemblance to situations that occur outside classroom contexts to provide the participants an authentic conversation setting.

The speech acts analysis was guided by the "Speech Acts Theory" (Austin 1962 and Searle 1967). As regards analysis of conversation cooperative principle, it adopted Grice Cooperative Principle Theory (1976) which describes behavior in conversation in terms of four maxims: quantity, quality, relation and manner. Conversation structure and strategies were analyzed by closely looking into the patterns of conversations and how these were sustained among participants.

FINDINGS

Speech Acts Produced in NS Task- based Conversations in ESL Negotiated Interaction

Following Austin and Searle's categorization four of these speech acts also appeared in the conversations in the NS ESL context in UEP. Directives, representatives, and expressives were found to be dominantly used, commissives were least used; whereas declaratives were found not in use. The NS ESL speakers' conversations were mostly carried via asking-giving information speech acts.

Of these categories, directives appeared to be the most frequently used. Directives included these speech acts: suggesting or; requesting for help; commanding, asking for information; soliciting comment or reaction; seeking permission or suggestion; asking for confirmation and clarification; requesting or initiating a topic change. Expressives, ; these speech acts were used in expressing gratitude or thanks ; expressing displeasure; expressing concern or support ; expressing doubts; sympathizing; admiring or appreciating; complementing; expressing feeling of surprise; apologizing with; greeting; congratulating; parting or leave-taking; disapproving or rejecting a request with and objecting an opinion. Representatives were also found in the conversation in ESL negotiated interaction. Of the several instances belonging to this category, giving information was found dominant; the rest include explaining; narrating events ; stating an opinion; stating a comment; giving reaction another; revealing a secret; and relaying messages. Commissives were the least frequently used among the categories. These speech acts include promising or giving assurance; granting a request; accepting invitation; offering help; and accepting apologies.

The results indicated that similar speech acts which appeared in English conversations as pointed out in CA framework also appeared in the conversations in the NS ESL context. It could be inferred that NS conversations in English performed speech acts in specific contexts yet on a limited scale.

In terms of Austin and Searle's theory of "Speech Acts Analysis" comprising three acts – locutionary, illocutionary, and perlocutionary, the NS conversations indicated performatives. A few utterances from the transcribed data were analyzed as shown below:

Austin and Searle's claim that "by making an utterance, the language user performs one or more social acts" applies to NS utterances in ESL conversations. Take for instance, this conversation extract 12, line 1:

A: Can I ask for a cup of coffee?"

The utterance is a question, yet it also functions as an indirect request. The hearer may opt to answer the question instead of indirectly responding to a request, though on the other hand, the speaker's illocutionary force is to request rather than plainly ask as to the ability of the hearer to do the act.

Another example is observed in extract 47 lines 48-49:

D: Shall we talk to the other place? (supposedly in other place)

A: "Aren't you comfortable here?

The utterance is in the interrogative form but it carries as well another social act. It has an illocutionary force of an indirect suggestion "*Let's look for another place"* rather than merely asking whether the other interlocutors want to move to another place. Thus, line 49 of the same conversation extract, speaker A replied "Aren't you comfortable here?" recognizing speaker D was suggesting to move to another place.

The preceding sample analysis of speech acts indicated that NS ESL speakers perform one or more social acts in an utterance as in the case of indirect speech acts. This concretizes that in the ESL communicative context, "language does not just produce utterances but they act upon and with others by means of speech, and each utterance is a speech act realizing its communicative intention" (Tayao 1998). It further establishes the proposition that the interpretation of meaning is shaped by context – "meaning does not reside in the words per se but in the context of the situation "(Malinowski in Tayao 1998).

<u>Grice' Maxims of Cooperative Principle in the Task-Based Conversations in ESL Negotiated Interaction</u>

Grice maxims of cooperative principle: quantity, quality, relation and manner were present in the NS ESL conversations. The majority, more than half of the total was found to exhibit the maxim of quantity which took the form of answers or responses to questions. It appeared that conversations in NS ESL context largely progressed via question and answer strategy. The maxim of relation ranked second of the most commonly used. Relevance of the first to the second contribution was mostly done through the use of reference and cohesive device, but was limited to the use of "so". Maxim of manner ranked third and the maxim of quality was least frequently used. The data further revealed that NS ESL speaker practiced some alternative strategies to sustain cooperative principle in conversation. Whenever the maxims were broken, they flouted a maxim, clashed with a maxim or opted out a maxim. In clashing with a maxim, hedging was found commonly used. Conversations among NS ESL speakers also indicated the use of conversation implicatures.

Violations resulting in frequent topic changes due to lack of knowledge, vague statements characterized by micro pauses, excessive pauses and gaps which impeded comprehension of the topic content tended to terminate abruptly the conversation.

The maxim of quantity which totaled 86 or 63.23 percent was found to be dominantly used compared with the other maxims. These were observed to be in the form of answer or responses [required] to the questions and requests being asked in the context of interaction as shown in the following sample extracts;

Extract 19 lines 2-3:

B: How are you? What are your plans this coming Christmas?

A: I'm fine I plan this Christmas to prepare (.) ah (.) gift for my friend.

Extract 8 lines 2-3:

B: What's that?

A: I see my crush last Friday. Yeah, and he asked for my number. I just giggled.

Extract 23 lines 3-4:

A: Me too, do you have (.) what course you taken this year?

B: My cousin, BS Criminology.

In the preceding examples, it could be observed that the contribution provided information to sustain the on-going conversation, they being answers to questions raised by the interactants involved.

On the maxim of relation or relevance, 25 or 18.38 percent were found belonging to this category. In most instances, the relevance or relation of a contribution is determined either by means of the use of reference or the use of the transitional word/s taken as a cohesive device. Take the following examples:

On the use of reference:

Extract 14 lines 3-4:

A: Oh, let's talk about Jollibee.

B: Delicious, especially the French fries (laughing)

In this case, delicious and French fries are terms associated with Jollibee. Specifically, French fries function as reference, it being popular to Jollibee's customers. The contribution therefore is relevant.

Extract 50 lines 2-3:

B: We want to watch the movie "Lastikman".

C: Yeah, because that movie is pantastic and fun, let's go.

Line 3, C's contribution is relevant to B's line. It talks about an anaphoric reference "movie". The contribution adds information to the topic discussed.

On the use of transitional or a cohesive device:

Extract 36 lines 1-2:

A: Leslie, it seems our professor is not going to come here.

B: Since our professor didn't come. What are we going to do?

Here, B's utterance or contribution is relevant to A, it being connected by a cohesive device "since" in a clause "since our professor didn't come". The contribution suggests what they are supposed to do next.

There is also the use of conversation implicatures in this:

Extract 23 lines 4-5:

B: My cousin, BS Criminology.

A: Ahh (.) see, you have a practicum subject?

A's question seeks confirmation implying college courses have practicum subjects.

Relative to the maxim of manner, all observations cited here are those that conform to Grice's analysis guide "clear and brief". Only 15 lines or 11.02 percent fell under the category. Most of the contributions cannot be classified due to their lengthy and wordy sentences. A few examples are shown as follows:

(15 line 8) C: Oh my Go:d, how sad_: But it's okay I have still money and I can lend you.

(27 line 3) C: My professor is not coming late. He is a nice teacher. Hey, do you watch TV news about Trillanes?

(41 line 10)B: Okay. Just buy your needs.

(73 line 10) D: You look like "artista" men:

(34 line 4) A: Oh: my god, it's very important.

As regards the maxim of quality, only about 10 or 7.35 percent was found in use. More often it was the speakers themselves who knew whether the contribution made was either true or false. It was the speaker's option. Thus, to settle whether the contribution was based on truth, the contribution had to be factual or there was a basis for its truth as evidenced in the context at hand.

It could be inferred from the findings that the most commonly applied maxim was the maxim of quantity. It indicated that conversations in ESL context progressed by and large via question-answer pair strategy. These implies that NS ESL learners have not yet mastered other conversation topic development strategies though they appeared in NS UEP ESL context but were found limited.

NS Speakers English Conversation Structure and Strategies in Negotiated Interaction

The study showed that the structure of face-to-face conversation discourse followed this universal rule, "that conversation involves a series of moves, turn goal strategies operating on rules and the ways in which the interactants prevent and repair errors in talk" (Haggerty n.d.) has also been found true to NS ESL communicative context.

NS conversation' openings are largely characterized by adjacency pairs usually a greeting-greeting pair. Others took the form of question-answer pair, request grant, summon answer, request-reject/deny, a combined greeting and request for information with greeting and grant. There were also openings through topic positioning or nomination. One unique feature of NS opening was the organization of linear structure characterized by inserted sequences or embedding's in cases of request. This reflects the indirectness of the Filipinos in terms of asking favors.

Similar turn taking signals that native speakers of English adopt were also observed among NS ESL speakers. NS speakers when interacting in English relinquished turns in these ways: adjacency pairs, selection technique, under syntax - completion of a grammatical clause, pause lengths, paralanguage, sociocentric markers and intonation contour. However, even if these cues and strategies appeared, adjacency pairs - usually in a question-answer pair strategy, dominated the NS ESL turn taking.

Another noticeable finding is that selection technique was commonly done through the use of "How about you?" as a turn signal. It was seen as the only means for NS ESL speakers to ensure a response so that overlaps or gaps were avoided. Also a unique finding in taking turns was the use of *"actually"* as a sociocentric marker though at times the context did not require its use.

Interrupting was evident in NS ESL conversation. The findings showed that similar patterns as those which appear in English conversations were also present, such as the use of interrupters, attention getters, phrases or statements. Yet one noticeable finding was that in terms of interrupters and attention getters only *"by the way"* and *"hey"* were found in use. When interacting in English conversation, NS ESL speakers did initiate repair, but there were only few repair strategies found in use. Other strategies did not appear.

As regards closings, NS speakers made use of closing strategies such as positive face-saving strategies, combined positive and negative face and solidarity strategies. However there were strategies found not in use such as the blame, the summary, the use of proverbial aphorisms.

Evident among Ninorte Samarnon conversation structure was their simple short sentences usually of coordinated short statements. On one hand, there were evidence too that point to the lack of conversation skills as indicated in their use of complete, lengthy, and ambiguous sentences which were characterized by micro pauses and excessive gaps disrupting the flow of conversation.

Another relevant incidental findings were features in the NS ESL conversations characterized by: the use of code mixing, and code switching either from English to Filipino, or Filipino to English, or English to NS; the use of Filipino particles such as *na, ba, pala*, and *nga*; the use of expressions like *kuwan, ano,* and *cheng*; the use of sequences characterized by Filipino flavor and the use of excessive elaboration reflecting Filipinos indirectness in asking favors or request as shown below:

Other Observed Features in NS Speakers' Conversations in ESL Task-based Negotiated Interaction

CONCLUSIONS

Based on the findings of the study, it is concluded that the Ninorte Samarnon ESL speakers have acquired the language for performing actions in specific contexts but were inadequate to sustain communicative needs. This implies that the NS ESL learners have not yet mastered the form and function of the language. They can express only a limited range of functions and strategies.

As to Grice' maxims of cooperative principle, although these were found present in ESL task-based conversations there seemed a drawback along conversation exchanges and contributions attributed to lack of skills in discourse and cohesive markers. This suggests that NS ESL learners despite the extended years in school have limited grammatical repertoire particularly on the use of transitional and cohesive device necessary for a coherent communication. It further implies that they have a limited repertoire of conversation strategies.

Along conversation structure and strategies, it appeared that the structure of face-to-face conversation follows a universal rule. Strategies applied to conversation openings, turn-taking system and closings were similar as those framed in the target language. Yet, difficulties in sustaining conversations surfaced which were indications of poor linguistic and grammatical competence much more along spoken norms such as the occurrence of complete lengthy and wordy sentences characterized by micro pauses and excessive gaps. This implies that the NS ESL speakers have still inadequate linguistic skills in conversation, particularly along syntactic levels. This further implies that NS ESL speakers have acquired limited grammatical features in the target language which errors impede conversation flow.

The findings of the study also pointed out some peculiar features flavoring the ESL conversations of NS speakers. This implies a carry-over effect of bilingualism as well as effects of mass media. The case of the occurring expressions such as *"cheng"* and other Filipino particles maybe attributed as effects of the rapid evolution of *"gay jargon"*. These are seen to have adverse effects towards the goal of achieving successful conversations in the target language.

Features	Examples		Conversations
	Extract No.	Line No.	
a. The use of code mixing English with Filipino	20 22	5 5	A: sure, sure next week. Okay. Next week, *babayaran ko rin at* thanks for everything. A: Can you: can you go with me (.) because *hindi ako makakauwi kasi wala akong kasama.*
English with NS	27 41	11 3	C: I don't know *kon maatend pa*, you? A: I want to buy a project because (.) my money(.)*naubusan ak.*
b. The use of code mixing Filipino to English English to Filipino	1	6	B: (laughing) *hindi, kasi pokus ako sa aking pag-aaral.* My parents are strict.
			B: Because (.) the because ahh so important. *Siguro yong professor natin may importanteng pinuntahan.*
c. The use of particles such as *na, nga, ba, pala.*	61	12	B: Yeah. They're hit *na* hit.
	47	27	B: No, I tell you (.) I was not feeling well *nga.*
	47	28	A: So: *ganoon pala* (laughing)
	47	29	B: Any national issue about our Philippines or we're having *na ba:*
d. The use of "*ano*", "*kuwan*" and "*cheng*" as expressions	67	27	A: Ahh, I have a classes today and I go to the library for my *ano* (.) my assignment. Okay. Bye.
	66	7	A: In *kuwan*, Salon de Manila.
	49	14	C: Oh. Look around. Enjoy your *life para makalimutan mo siya* (laughing) *cheng* (.).
e. The Use of Sequences Characterized by Filipino Flavor	38	4 5	D: So, tell me about the past (.) the things that happened. It's too long, that we haven't been together. B: Still the same:
f. *The Use of Excessive Elaborations*	10	1 2	A: I have a problem. My parents failed to send my allowance this week. I have no money (.) I don't have any money to buy for my foods. B: I have no money but I'm afraid I can't help you. If I lend you my money, I might have some problem as you're experiencing. How about you?

Relative to the findings on the use of sequences characterizing Filipino flavor such as also the use of excessive elaborations in the case of requests and disagreements, apologizing speech acts conventions, this should be reckoned as flavoring English with Philippine taste. Overall, it is therefore concluded that the linguistic skills and the cultural make-up of the ESL learners account for oral communication materials design.

RECOMMENDATIONS

The findings and conclusions of this study led to the following recommendations:

1)Since, language is basically for communication of speech acts; speech acts conventions must be emphasized. There is a need for ESL teachers to put emphasis on teaching both form and function of the language.

2)As reflected NS ESL speakers conversations are achieved by question-answer pair strategy .Language teachers should create authentic learning activities focused on the development of linguistic and discourse competence. Likewise, the ESL teachers should be encouraged and involved in producing language teaching materials geared towards communicative competence development that cater to the oral communication skill demands of NS ESL learners like conversation strategies via task-based activities to include all conversation techniques which teachers rarely used. 3)Moreover, authentic conversations of native speakers such as those observed in CNN, BBC, or FOX interviews so as to provide good models or other related strategies should be a component of the instructional materials for teaching oral communication and 4) as regards the occurrences of conversation features peculiar to Filipino or NS ESL speakers, there is a need to teach avoidance of code mixing or switching. Language teachers should create learning strategies which will promote more of the conventions of conversation in English and should impose the use of the target language in language classrooms.

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ADOPTION OF ORGANIC FARMING TECHNOLOGY: A PROBABILITY ANALYSIS

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ABSTRACT

The rising consciousness and demand for organic products and their benefits have invited the exploration and investigation on the adoption of organic farming technology and its predictors. With a wide array of literature and studies-supported findings, this study is limited only on the analysis of farmer's organic farming awareness, age, educational attainment, household monthly income, farming experience and farm size with the application of binary logistic regression. 124 farmers in Tugbok District, Davao City were involved as respondents of this study. Results showed that farmer's awareness on organic farming was a significant predictor of organic farming adoption while the other variables were found not to have statistical influence. As the farmer's level of awareness increases, the likelihood of adopting organic farming technology also increases by 14%.

Keywords: *organic farming, adoption, awareness, binary logistic regression, science and technology, Tugbok, Davao City*

INTRODUCTION

The demand for organic products has been increasing in local and international markets. This provides not only opportunities but also challenges for the development of this sector. The government support for organic agriculture heightened in 2010 with the passing of the RA 10068 or the Organic Agriculture Act of 2010 which stipulates the development and promotion of organic agriculture in the country. However, the results of the Organic Agricultural Baseline Survey (OABS) in 2012 indicated that organic agriculture production in the Philippine is minimal (Maghirang et al. 2012; Garcia et al. 2014).

Organic farming has been credited for its benefits over the synthetic farming especially with regards to sustainability of health and environment. According to the local group Organic Producers Trade Association (OPTA), the risk of consuming non-organic food is becoming more perilous to human health associated with the decreasing of brain size thus slowing down one's intelligence capabilities, hormone disruption, and neurological disorders. Chemical farming also destroys the environment as it kills beneficial micronutrients in the soil. Despite the advantages that organic farming offers, Filipinos face a dilemma on its economic benefits as it requires high production costs (Far Eastern Agriculture, 2012). However, Porciuncula et al. (2014) declared in their study that the economic returns in organic vegetables production is promising and at par compared to conventional vegetable production but utilization of organic vegetable production technologies and capacity to adopt farming standards including certification are apparently low.

In the Updating of the List of Organic Producers in March to April 2013, the total number of organic practitioners was 8,980 of which 98.6% were first and second party certified, while only 1.4% were third-party certified. Agricultural commodities produced were crops, livestock/ poultry and aquaculture products in fresh form (86.0%) or processed form (1%), and agricultural inputs (6.4%) which include seeds and planting materials, plant protection and pest management products, compost and fertilizer, soil conditioner bio control agents and feeds (Garcia et al. 2014).

Even with the 'birth pains" of organic farming, it is considered a major strategy for addressing rural poverty thus the continued efforts to promote it for widespread conversion to organic farming. Several studies have looked into the factors organic farming adoption locally and internationally. Farmer's age, level of education, number of seminars/trainings attended, goal and views about organic farming, the number of family members engaged in farming, farm size, farm location, access to extension services, household income influence decisions to adopt organic farming (Yamota & Tan-Cruz, 2012; Koesling et al. 2008; Sarker et al. 2009).

Based on the innovation-decision process of the Innovation Diffusion Theory of Rogers, before an individual reaches the decision stage of whether adopting or rejecting an innovation, he/she passes through the knowledge and persuasion stages, respectively. The former includes awareness-knowledge of what the innovation is about and how it functions. The latter involves an individual's shaping of attitude towards the innovation (Sahin, 2006).

METHODOLOGY

The study employed a prediction-causation method of research. Prediction refers to the effect of one variable on another variable while causation means the change in the values of the dependent variable due to a unit change in the independent variable.

The variables that were used to predict the adoption of organic farming were farmers' awareness level on organic farming, age, educational attainment, farming experience, monthly household income, and farm size. The instrument used to measure the awareness level was analyzed using Exploratory Factor Analysis with a KMO measure of 0.824 indicating high correlations and a Bartlett's test of Sphericity value of 1001.867 and a significance level of .000. The overall Cronbach's Alpha is .856.

A sample of 124 farmers in Tugbok District was the respondents of the study. For data analysis, the binary logistics was employed. This is appropriate for the study because the variable takes a categorical value (will adopt=1; will not adopt=2), thus the equation:

Ln(p[adoption=1]) =

FINDINGS

Table 1 shows the distribution of respondents based on their level of awareness on organic farming. Based on the varimax rotation, three dimensions have been

$$\beta_0 + \beta_1 \mathrm{AWE} + \beta_2 \mathrm{AGE} + \beta_3 \mathrm{EDUC} + \beta_4 \mathrm{EXP} + \beta_5 \mathrm{INC} + \beta_6 \mathrm{SIZE} + \varepsilon_i$$

identified with their respective indicators. These are organic farming policies, organic soil management and crop protection, and sustainable soil fertility management.

Table 1. Distribution of farmers by level of organic farming awareness

Level	Organic Farming Policies		Organic Soil Management and Crop Protection		Sustainable Soil Fertility Management	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Very Low	37	29.84	39	31.45	4	3.23
Low	46	37.10	51	41.13	25	20.16
Moderate	31	25.00	19	15.32	41	33.06
High	5	4.03	9	7.26	42	33.87
Very High	5	4.03	6	4.84	12	9.68
Total	124	100.00	124	100.00	124	100.00

Farmers dominantly have low awareness level on organic farming policies and organic soil management and crop protection at 37.10% and 41.13%, respectively. On the contrary, they have moderate to high level of awareness on sustainable soil fertility management at 33.06% to 33.87%.

Organic farming policies adhere to the Philippine National Standards (PNS) for Organic Agriculture. Farmers who have high knowledge on the PNS are those who have acquired the third party certification of which compliance is verified and closely monitored by independent and usually government-regulated certification bodies. The farmers in this study however are not third-party certified. Most of them are only self-declared as the acquisition of the third party certification incurs high costs. Thus, these farmers, although are familiar of the construct and principles of organic farming, have a low awareness level about its policies.

Organic Soil Management and Crop Rotation includes crop rotation, mulching of farm waste, vermicomposting, planting insect repellent plants and using botanical pesticides. As disclosed in Table 1, the farmers also have a low awareness on these organic farming practices. Based on the follow-up question in the survey, farmers reported these to be least practiced as revealed in Table 2. On average, only 15 (12%) farmers are presently implementing these on their farms. On the other hand, sustainable soil fertility management which is comprised of using of green manure, compost, animal manure as source of organic fertilizer, and biodynamic calendar for farm activities are reported to have been commonly practiced by 72 (58%) farmers, on average, ergo their high awareness on such organic farming practices.

Table 2. Distribution of Farmers by implementation of organic farming practices

Table 3 shows the distribution of respondents based on their socio-demographic profile. Each variable is presented categorically but in the data analysis, all except educational attainment were continuous.

Organic Farming Practices	Frequency	Percentage
Crop Rotation	19	15.32
Mixed Cropping	78	62.90
Intercropping	93	75.00
Use of Green Manure	50	40.32
Use of Compost	53	42.74
Mulching	21	16.94
Use of Animal manure as	100	80.65
fertilizer	13	10.48
Vermicomposting	38	30.65
Use of manual and biological	66	53.23
method of controlling pest	22	17.74
Leguminous hedgerows	82	66.13
Cover-cropping	16	12.90
Manual and mechanical weed	8	6.45
control	83	66.94
Planting insect repellant		
Use of botanical pesticides		
Use of biodynamic calendar		

Table 3. Distribution of respondents by socio-demographic profile

Most of the farmers are within the age bracket of 51 and above (52.4%), graduated from high school (31.5%), have been engaged in farming for 21 years and above (48.4%), with a farm size of more than 2 hectares (38.7%), and have a monthly household income of above Php10,000.00 (48.4%).

Table 4. Full Model

Profile	Frequency	Percentage
Age (years old)		
21 to 30	4	3.2
31 to 40	28	22.6
41 to 50	27	21.8
51 and above	65	52.4
Total	124	100.0
Educational Attainment		
Elementary Level	25	20.2
Elementary	32	25.8
Graduate	15	12.1
High School Level	39	31.5
High School	4	3.2
Graduate	7	5.6
College Level	2	.16
College Graduate	124	100.0
Post Graduate		
Total		
Monthly Household		
Income (Php)	24	19.4
5000 and below	40	32.3
5001 to 10000	60	48.4
10001 and above	124	100.0
Total		
Farming Experience		
1 to 10 years	42	33.9
11 to 20 years	26	21.0
21years and above	56	45.2
Total	124	100.0
Farm Size (hectare)		
1 and below	29	23.4
1.1 to 2	47	37.9
2.1 and above	48	38.7
Total	124	100.0

Observed	Predicted		
	Will not adopt	Will adopt	Percentage Correct
Will not adopt	82	9	90.1
Will adopt	18	15	45.5
Overall Percentage			78.2
-2 Log likelihood	95.931		
Cox & Snell R Square	.320		
Nagelkerke R Square	.466		
Chi-square	2.425		
df	8		
P-value	.965		

Eighty-two (82) farmers are observed and correctly predicted not to adopt organic farming and 15 farmers are observed and correctly predicted to adopt organic farming. Meanwhile 9 farmers are observed not to adopt but are predicted to adopt organic farming and 18 farmers are observed to adopt but are predicted not to adopt organic farming.

The predictability accuracy is 78.2% with specificity of 90.1% while the sensitivity is 45.5% which indicates the percentage of respondents who are observed to adopt organic farming were correctly predicted by the model. The full model explains about 32% to 47% of the variation in the likelihood that the farmers will adopt organic farming. The Chi-square value of 2.435 with a p-value of .965 discloses an indication that the prediction is close to the actual observation.

Table 5. Variables in the Equation

Table 5 displays the joint association of farmer's awareness, age, educational attainment, farming experience, household monthly income, and farm size with adoption of organic farming. It provides the regression coefficient (B), the Wald statistics (to test the statistical significance) and the all important Odds Ratio (Exp (B)) for each variable category.

Among the variables, only awareness on organic farming has a significant overall effect. Its coefficient is also positive, indicating that increasing awareness is associated with increased odds of

	B	S.E	Wald	df	Sig.	Exp(B)
AWE	2.68	.648	17.14	1	.00	14.612
AGE	2	.028	1	1	0	.983
EDUC	-		.381	6	.53	
EDUC(1)	.017	.758	6.937	1	7	.710
EDUC(2)		.871	.204	1	.32	1.060
EDUC(3)	-	.736	.005	1	7	1.981
EDUC(4)	.342	2.006E	.863	1	.65	.000
EDUC(5)	.059	4	.000	1	1	.046
EDUC(6)	.684	1.491	4.263	1	.94	9.889E
EXP	-	2.587E	.000	1	6	7
INC	20.8	4	.093	1	.35	1.007
SIZE	28	.021	.425	1	3	.982
Constant	-	.027	.097	1	.99	.997
	3.07	.074	10.82		9	.001
	8	2.249	3		.03	
	18.4				9	
	10				.99	
	.007				9	
	-				.76	
	.018				0	
	-				.51	
	.023				5	
	-				.75	
	7.40				5	
	0				.00	
					1	

adopting organic farming by the corresponding estimate. Based on the exponential value, farmers with slight awareness (level 2) on organic farming is 15 times more likely to adopt it than those who are not aware at all (level 1).

The study of Ullah et al. (2015) shows that farmer's awareness of organic farming has a very positive and significant effect. Rogers 1995 as cited in Adesope et al. (2009) stated that the adoption of innovation which in this case is organic farming involves the forming of attitude towards the innovation. When a farmer picks interest, he tends to seek for more information on his own and when this happens adoption can take place. It can be noted that the farmers in study are to some extent aware of organic farming practices. In fact, a remarkable number of farmers are already implementing such practices. This is indicative of their interest on and positive attitude towards organic farming. An increase in awareness or knowledge about a particular innovation leads to the implementation of such as the implementer is familiar of the involved processes/ procedures, which in turn leads to the gaining of confidence on his/her efficiency and ultimately on the effectiveness of the innovation. Therefore, the farmers' awareness on organic farming builds the foundation of their self-efficacy on the implementation of organic farming practices and strengthens their belief on its positive outcomes. Hence, they are more likely to adopt it.

CONCLUSION

Based on the results of the study, the following is the conclusion of the study:

- It is noted that awareness is a significant predictor of organic farming adoption. The higher the level of farmer's awareness, the more they are likely to adopt organic farming.

RECOMMENDATION

The following is the recommendation of the study:

- It is highly recommended that the concerned government line agencies such as the Department of Agriculture, Bureau of Plant Industries, and the Bureau of Agricultural Research intensify undertakings on widespread heightening of farmers' awareness on the different aspects of organic farming from knowledge to attitudes and skills development. It is not enough that farmers are aware of the construct and principles of organic farming technology. More benefits can be yielded from in-depth knowledge on the policies, standards, input and output operations, environmental and economic advantages and other related benefits of organic farming. Therefore, immediate, intensified and wide campaign for organic farming more likely le leads to early conversion to organic farming technology.

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THE PERFORMANCE OF CHED-SUPERVISED INSTITUTIONS (CSIS) BEFORE AND AFTER INTEGRATION TO THE UNIVERSITY OF EASTERN PHILIPPINES SYSTEM

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ABSTRACT

This study assessed the performance of CHED-Supervised institutions (CSIs) before and after integration to the University of Eastern Philippines System from 2009-2013. Specifically, it evaluated the status of CHED-Supervised Institutions prior to its integration to the University of Eastern Philippines in terms of mission, goals and objectives, faculty, curriculum and instruction, support to students, research, extension and community involvement, library, physical plant and facilities, laboratories and administration. The process of integration was also assessed. It also drew some policy recommendations on the basis of the result of the study. Likewise, significant differences were sought in the performance of CSIs before and after integration along the ten areas of educational development.

The descriptive evaluative method of research was used. The AACCUP questionnaires, observation and interview were used to gather the data. Two (2) CHED-Supervised Institutions were involved in this study namely: UEP Laoang National Trade School (UEP Laoang Campus) and UEP Pedro Rebadulla Agricultural College (UEP Catubig Campus). The respondents of the study were the school officials and selected teachers. Frequency counts, percentages, mean, standard deviation and Z-test were used in the analysis of data.

The findings of the study revealed that mission, goals and objectives, research and community involvement and laboratories were rated "fair" by the respondents themselves before and after integration to the University of Eastern Philippines system. While areas that were rated "good" were faculty, library, physical plant and facilities and administration. Areas on curriculum and instruction were given a rating of "very good." Policy recommendations were suggested to strengthen those areas found to be weak after its integration to the UEP System.

Keywords: *CHED-Supervised Institutions; host state universities; integration; governing board; administration*

INTRODUCTION

The social and economic growth and development of a nation depends upon the quality and relevance of its educational systems. It is important therefore that the government must develop and nurture educational programs in all levels of instruction that are internationally competitive and in turn lead the country to the path of economic prosperity. To reinforce this mandate on education, Republic Act No. 7722 otherwise known as an Act Creating the Commission on Higher Education (CHED) to look into the relevance and quality of curricular offerings both in public and private higher education institutions.

Another law was enacted, Republic Act No. 8292 known as higher Education Modernization Act of 1997. Section 2 of the Implementing Rules and Regulations specifically declares that it is the policy of the state to establish, maintain and support a complex, adequate and integrated system of education relevant to the needs of the people and society. (CHED Order No. 3, s. 1993).

Towards theses ends, the Department of Budget and Management issued a memorandum dated January 7, 1998 effecting the integration of CHED-Supervised Institutions (CSIs) effective first semester of school year 1999-2000 (DBM Memorandum 1999).

The University of Eastern Philippines

(UEP) being one of the state universities and colleges within Eastern Visayas Region in Northern Samar particularly is mandated by law to be the host university of the two CHED-Supervised Institutions in Northern Samar namely; Laoang National Trade School (now UEP Laoang) and Pedro Rebadulla Memorial Agricultural College (UEP Catubig). Both schools have been formally integrated into UEP and became part of 1999. The integration policy directs that CSIs shall be under the administration and supervisory control of the host university.

In the process of integration both the host university and the CSIs have experienced several problems which affect the total operation of their schools. Moreover, the integration was opposed by the administrators, teachers of the integrated CSIs during its initial stage of implementation of the integration.

Just like any other educational programs, there is a need to assess the integration program of CSIs in order to provide the educational administrators a clear picture of the program's relevance and urgency in the light of University of Eastern Philippines' quest for global competitiveness. Thus, this research is timely and imperative to determine possible problematic program areas of the integration and in turn identify strategic alternatives to further strengthen the process.

This study assessed the performance of CHED-Supervised Institutions prior and during integration to the University of Eastern Philippines (UEP) in terms of the following areas: mission, goals and objectives, faculty, curriculum and instruction, students, research, extension and community involvement, library, physical facilities, laboratories and administration. The process of integration observed of CSIs and its problems encountered, level of organization achieved during integration was also assessed. It also drew some policy recommendations on the basis of the result of this study.

Objectives of the Study

This study specifically aimed to:

1. assess the status of CHED-Supervised Institutions (CSIs) prior and after integration into the University of Eastern Philippines along the following areas:
   - 1.1 mission, goals and objectives
   - 1.2 faculty
   - 1.3 curriculum and instruction
   - 1.4 students
   - 1.5 research
   - 1.6 extension and community involvement
   - 1.7 libraries
   - 1.8. physical plants and facilities
   - 1.9 laboratories
   - 1.10 administrations
2. find out whether the integration process had observed the following:
   - 2.1 consultation with school officials, teachers, students, parents and other stakeholders.
   - 2.2 compliance of the legal aspect of integration
3. identify the problems encountered by the CHED-Supervised Institutions (CSIs) in the implementation of the integration.
4. draw some policy recommendations on the basis of the result of this study.

METHODOLOGY

This study was conducted in 2014 at the University of Eastern Philippines (UEP Laoang) formerly known as Laoang National trade School and UEP Catubig or Pedro Rebadulla Memorial Agricultural College (PRMAC). These schools were located in the second district of Northern Samar.

The respondents of this study were school administrators, officials, selected teachers with permanent status and students. A total of 100 respondents from CSIs were made to accomplish the Accredited Agencies of Chartered Colleges and Universities of the Philippines (AACCUP) instrument.

Secondary data were utilized from previous study conducted along the ten (10) areas on the status of CHED- Supervised Institutions prior its integration to University of Eastern Philippines.

There were 10 development areas which were considered variables of the study in assessing the performance of CSIs before and after integration to the UEP system namely: mission, goals and objectives, faculty curriculum, students' research, extension and community involvement, library, physical facilities, laboratories and administration.

Descriptive evaluative method of research design was utilized. The AACCUP survey instrument was used in data gathering. However, the rating system was modified as described as follows: 4.1-5.0 excellent, 3.4-4.0 very good, 2.6-3.3 good, 1.8-2.5 fair and 1.0-1.7 poor and 0 if the provision is missing.

Simple random sampling was employed

to identify the teachers and students. While complete enumeration was resorted to school administrators and officials. The data were analyzed using mean, standard deviation and Z- test.

FINDINGS

Status of CHED-Supervised Institutions Before and After integration to UEP

In the case of UEP Laong campus, after its integration to UEP, areas along research, and laboratories were rated "fair" with a mean of 2.50 and 2.58 respectively. Looking at the sub areas of research, allocation of funds was very limited to research activities. The school had limited completed and on-going researches and lack of publication and dissemination of researches conducted. The laboratories of this school did not meet the standard specification for laboratory activities.. Somehow, there was an increased in point rating after integration. On mission, 2.41 or "good" it suggests further that it needs to be widely disseminated through bulletin boards, catalogues and manuals. This finding was similar to Llamas [12] study on "Evaluation of the Education Program of Public Tertiary Institutions. With regard to extension, a rating of 1.85 to 2.59 or "good" The data explain that the school carried out a limited extension services due to lack of man power expert. Schools' community participation needs to be improved. The area on library got an increased rating from 2.62 to 3.33. "good." It means that the library is gradually providing enough books and materials to supplement the curricular needs of the students and faculty members. The physical plant was rated 2.90 to 3.10 or 'good". These are in terms of classrooms, buildings, function rooms, site, campus and athletic facilities. The area on administration was rated "good" from 3.33 to 3.11. Although, there was a decrease in points but the rating remained the same before and after integration to UEP. It suggests that organization, student – personnel administration, financial management, records management institutional management, supply and performance of personnel need to be improved its rating. The average rating on faculty was 'very good" from 3.34 to 3.40. This implies that academic qualification, recruitment and selection of faculty, salaries and fringe benefits, faculty development and professionalism were highly observed by the school. Curriculum and instruction reveals a rating of "very good "or 3.34 to 3.40. This finding supports the study conducted by Johnson [11] on Needs – Based Enhancement Program for the faculty members of the National University was attributed to curriculum and instructional development and enhancement program of the school. Area on students exhibits a rating of "very good" from 3.33 to 3.39 which show that there is an established system of student recruitment, selection and admission and improved student services. Cabangan's study on guidance program services of state universities and colleges in Region VIII further supports this finding. The researcher reported that physical facilities and student services complement each other.

For UEP Catubig campus, the areas on research and extension were given an average rating of "fair" from 1.9 to 2.51 and 2.33 to 2.50, respectively. Research outputs indicated that these were not properly disseminated to concerned clientele and less has done in the publication. The data suggest that CSIs had a limited allocation of funds for the conduct of research activities. Such findings of the present study confirm the report of Ogena (2005). The challenge therefore for the country is how to increase the number of scientists and engineers during research in the national priority areas. On extension and community involvement, data suggest that the school had carried out limited extension projects due to lack of resources and expert manpower. The mission, goals and objectives was given a rating of "good" as regards to congruency and implementation. On the area of library, an average rating from 2.91 to 3.0 or "good." It shows that collection development, organization and preservation of library materials and facilities had been improved. Physical facilities were rated from 2.02 to 2.48 or "good" on the following sub- areas like classrooms, equipment and buildings. It revealed that physical facilities of this school were functional while a few needed improvement. Laboratories was rated 2.30 to 2.52 or "good "it indicates that laboratory layout conforms to acceptable standard and these are equipment , instruments, and supplies available for classroom use. An average rating of "good" or 2.50 to 2.67 was given to area on administration which includes organization, financial management, records management, and institutional planning and management. A "very good" rating was given to area in faculty or 3.33 to 3.50 on the following sub-areas; academic qualification, rank and tenure, faculty development, professional performance, salaries and fringe benefits and professionalism. Likewise, a "very good" rating or 3.37 to 3.45 was given to area on students in terms of admission and retentions, student services, co-curricular and guidance services. These findings on student services conform to the study of Cinco [8]. Effective student services program assist students' in their adjustment to college works.

Table 1. Summary of Rating of CHED-Supervised Institutions (CSIS) Before and After Integration to the University of Eastern Philippines (UEP) System

Legend:

F - Fair
G - Good
VG - Very good
E – Excellent

Areas	UEP Laoang				UEP Catubig			
	Before Integration		After Integration		Before Integration		After Integration	
1. Mission, Goals and Objectives	2.05	F	2.41	G	2.63	G	3.24	G
2. Faculty	3.34	VG	3.40	VG	3.33	G	3.50	VG
3. Curriculum and Instruction	3.59	VG	3.72	VG	3.20	G	3.42	VG
4. Students	3.33	G	3.39	VG	3.37	VG	3.45	VG
5. Research	2.30	F	2.50	F	1.90	F	2.51	F
6. Extension	1.85	F	2.59	G	2.33	F	2.50	F
7. Library	2.62	G	3.33	G	2.91	G	3.0	G
8. Physical Plant and Facilities	2.90	G	3.10	G	2.02	G	2.48	G
9. Laboratories	1.95	F	2.48	F	2.30	F	2.52	G
10. Administration	3.33	G	3.11	G	2.50	F	2.67	G

Integration Process of CHED-Supervised Institutions (CSIs) to UEP

As regards processes in the implementation of integration, majority of the respondents in both schools UEP Laoang National Trade School (UEP-LNTS) and UEP Pedro Rebadulla Memorial Agricultural College (UEP-PRMAC) revealed that there were consultations conducted with teachers, students' parents and stakeholders. The school administrators and officials had a full compliance in the legal aspects of integration. Republic Act No. 8292 or Higher Modernization Act, CHED Memorandum No. 18, series of 1999 and CHED Memorandum Order No. 27 series of 2000. These memoranda are implementing guidelines among CHED-Supervised Institutions to state universities and colleges (IGI-CSI-SUCs).

Policy Redirections Based on the Findings of the Study

Some policies redirection were addressed to the following areas on mission, goals and objectives, research, extension and community involvement and laboratories for a well-balanced performance of program for the external campuses of the University of Eastern Philippines system.

1. The vision and mission statements, goals and objectives should be printed in bulletin boards, catalogs, manuals, and other forms of communication media. It should be displayed in public places for greater awareness and understanding of the community.
2. The greater capability of the researchers and faculty members has to be improved in order to raise the quality of research. These researchers and faculty members should trained well on how to prepare quality and competitive research proposal to ensure their salability for funding support from donor organization.
3. A yearly extension plan should be formulated by the satellite campus with the extension office providing the lead role and actively participated by concerned extension personnel of various academic units. The plan must zero in on the targets/ objectives, activities, strategies necessary to meet the objectives, performance indicators and budgetary requirements among others.
4. The existing laboratories have to be upgraded continuously to provide the students exposure to the technical aspects of learning. Upgrading should give priority attention to information and communication technology equipment, multi-media center aside from natural sciences and general educational laboratory.
5. A master plan should be developed for proper guidance in the implementation of the long term physical development of the school. A physical plan may be made available for funding request from potential donors. With the plan, proper prioritization in the implementation of construction and repair activities in relation to available budget.

Problems Encountered by CSIs in the Implementation of Integration to UEP

There were problems encountered by external campuses in the implementation of integration. Among the problems encountered were lack of classrooms and buildings, land resources was reduced, lack of income generating projects (IGPs), lack of budget for faculty development program and change in financial management. Another problem encountered was lack of teachers. For UEP Caubig campus, the average enrolment data profile for the last 2 years was reached to 1,519 students with 27 regular faculty members and had a teacher-student ratio of 1:56. Whereas, UEP Lao-ang had an enolment of 2,183 with 50 regular faculty members and has a 1:44 teacher- student ratio. It can be gleaned from the date that the two schools exceeded the standard ratio of 1:35.

Majority of the sub-areas were found to have significant differences. It suggests that majority of the sub-areas had improved its performance after its integration to the University of Eastern Philippines system.

CONCLUSION

Based on the findings of this study the following conclusions and implications are drawn.

Of the ten (10) areas of educational development only three areas are rated “fair” by the respondents after its integration to the University of Eastern Philippines system. Specifically, the areas on research, extension and laboratories these areas are found to be weak. On the other hand, areas along on mission, library, physical plant and administration are given a rating of “good”. While areas on faculty, curriculum and instruction, students are rated “very good.”

Research is given a “fair” rating. It means that this specific area is not considered as an integral part of teaching job among members. Only few faculty members are engaged in research due to overload teaching.

Laboratory facilities is rated “fair” by the respondents. The rating would mean that apparatuses, supplies and equipment are in adequate vis-à-vis to the growing needs of the students.

The area on extension and community development is rated “fair”. It could be inferred that there are few outreach services extended by one of the external campus. It reflects that there are problems on funds allocation and manpower experts in running the extension office

There are problems encountered by the two external campuses in the implementation of integration. For UEP Laoang National Trade School, lack of classroom is perceived by the institution as a problem due to the fact that one part of the school buildings consisting of nine (9) classrooms is turned over to the Department of Education (DepEd), lack of teachers is also a problem. There are thirteen (13) teachers who are transferred to the Department of Education. They are found to be less qualified to teach in college. Land resources are reduced. A part of the land went to the Department of Education.

UEP Pedro Rebadulla Memorial Agricultural College has the following problems: lack of budget for faculty development. It implies that the professional competence of Faculty members will decline and will soon result to poor instruction or education. Lack of income generating projects (IGPs). The institution cannot expand their programs enough to serve more students and stakeholders. Change in the financial management. The external campus cannot make disbursement without prior approval from the main campus through the Board of Regents. This simply suggests that an efficient financial management is strictly observed among external campuses.

Since the integration process of the two schools had complied the legal mandates, it didn’t take time to absorb by the host university.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations are forwarded to achieve the objectives of integration:

- The vision and mission statements, goals and objectives of the school should be printed in bulletin boards, catalogs, manuals and other forms of communication media and should be widely disseminated to the different agencies, institutions, industry sector and to the community as a whole for awareness and better understanding.
- The research capability of the faculty members has to be improved in order to raise the quality of research. Faculty members should be trained well on how to prepare quality and competitive research proposals to ensure funding rom donor organizations.
- Each satellite campus must have a unified and well-coordinated extension and outreach program consistent with the agenda and thrusts of the mother unit. All faculty members assigned in the various academic units should actively involved in extension work as part of their teaching duties. Such involvement should be given credit consistent with the approved extension manual of the university system and

workload equivalence.

- The lack of classrooms can be better addressed by tapping the financial support of political leaders, alumni and other possible funding donors for the construction of additional school buildings.
- Create additional plantilla position for teaching staff in order to solve the problem on the lack of teachers.
- The school should embark on diversification of income generating projects (IGPs) focusing on highly viable ones so that substantial income will be realized every year to reinforce the school's regular budget.

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READING COMPREHENSION OF THE BACHELOR OF TECHNICAL TEACHER EDUCATION STUDENTS: AN ASSESSMENT

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ABSTRACT

The study determined the reading comprehension of the Bachelor Technical Teacher Education (BTTE) students of CHMSC- Alijis Campus for AY 2015-2016. Specifically, it determined the profile and the reading comprehension of the Bachelor of Technical Teacher Education (BTTE) students in: noting details and getting the main idea, paragraph organization, getting word meaning through contextual clues and forming conclusions. The significant relationship between the reading comprehension and the profile variables was also determined.

Personal Data Sheet was used to gather personal information about the respondents and a Reading Comprehension Questionnaire that was validated and reliability tested was used to determine the reading comprehension of the participants. The means and standard deviation were employed as descriptive statistics and Pearson Product Moment Coefficient of correlations was used as inferential statistics.

The study revealed that: (1) as an entire group the Reading Comprehension of the Bachelor of Technical Teacher Education Students was "Satisfactory" in noting details and getting the main idea, paragraph organization, getting word meaning through contextual clues and forming conclusions when taken as a whole and grouped according to sex, type of high school graduated from, parent's educational attainment, economic status, exposure to mass media and academic achievement, (2) the Reading Comprehension of the Bachelor of Technical Teacher Education Students significantly differ to their profile variables except between Father's and Mother's Educational Attainment, Economic Status, with reading comprehension and between exposure to mass media specifically to radio and reading comprehension, and (3) the Reading Comprehension of the Bachelor of Technical Teacher Education Students significantly related to their profile variables.

Keywords: *Reading Comprehension, Bachelor of Technical Teacher Education Students, Assessment*

INTRODUCTION

Students of the Bachelor of Technical Teacher Education are expected to possess not only strong technical skills but primarily as future educators they need to have a certain degree of reading comprehension skills.

Reading comprehension is basic in preparing students in college for future careers because without it they may not be able to understand concepts and scientific problems, historical data, or complex problems in logic. For education students this skill is all the more required since they will be communicating knowledge to their future students. This means that they need to be able to comprehend the manuscripts they have at hand or the additional resources they would need for teaching.

Skill in reading comprehension means the reader does not only read but interacts with the words being read. Reading therefore is an active deciphering of the context and meaning of the text. The ability to recognize words quickly and effortlessly marks a proficient reader. It is also determined by an individual's cognitive development, which is "the construction of thought processes". People learn this through education or instruction, while others through direct experiences.

Reading is one of the academic areas where success is demanded from all students. In order that a child can study independently and effectively most especially in the content subjects he/she needs to be equipped with the basic reading skills. Thus, every reading teacher must aim to develop in his students the basic reading skills such as noting details, getting several significance of a selection, predicting outcome of a given event, following precise directions and reading exercises on comprehension.

It is therefore interesting to find out how the students of the Bachelor in Technical Teacher Education fare with regards to their reading comprehension skills keeping in mind that which is required of them as future educators.

It is in this light that the researcher conducted an assessment on the reading comprehension of the Bachelor Technical Teacher Education students.

Statement of the Problem

The purpose of the study is to assess the reading comprehension of the Bachelor Technical Teacher Education (BTTE) students of CHMSC-Alijis Campus for AY 2015-2016.
Specifically, it seeks to answer the following problems:

What is the reading comprehension of the Bachelor Technical Teacher Education (BTTE) students in noting details and getting the main idea, paragraph organization, getting word meaning through contextual clues and forming conclusions when taken as a whole and grouped according to sex, type of high school graduated from, parent's educational attainment, economic status, exposure to mass media and academic achievement?

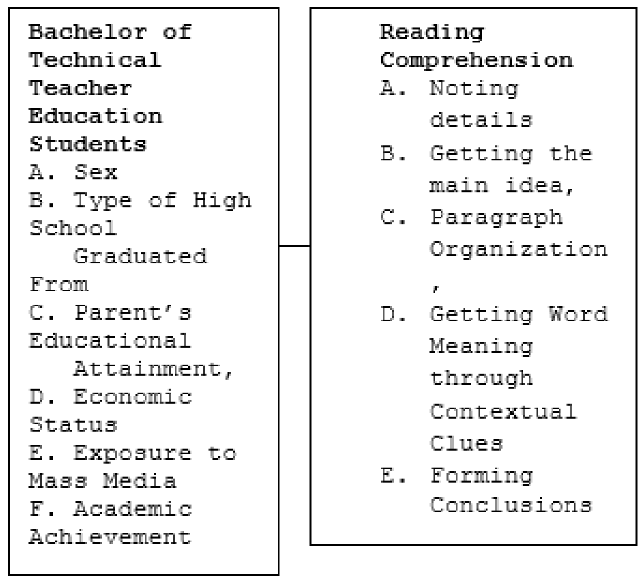
Is there a significant difference in the reading comprehension of the Bachelor Technical Teacher Education (BTTE) students in: noting details and getting the main idea, paragraph organization, getting word meaning through contextual clues and forming conclusions when taken as a whole and grouped according to sex, type of high school graduated from, parent's educational attainment, economic status, exposure to mass media and academic achievement?

Is there a significant relationship between reading comprehension and the level of academic achievement of the Bachelor Technical Teacher Education (BTTE) students when taken as a whole and grouped according to sex, type of high school graduated from, parent's educational attainment, economic status, exposure to mass media and academic achievement?

Conceptual Framework

Scope and the Limitation of the Study

This study is limited itself in assessing the reading comprehension in terms of the profile variables of the Bachelor of Technical Teacher Education (BTTE) students of Carlos Hilado Memori-



al State College- Alijis Campus for AY 2015-2016.

METHODOLOGY

The descriptive method of research was used in this study. Descriptive research is a design which aims to describe the nature of a situation as it exists at the time of the study and to explore the causes of particular phenomena (Calmorin, 2010).
Random sampling was employed in the selection of the participants. (Calmorin and Calmorin, 2007).

There was one research instrument utilized in this study. This was the Reading Comprehension Questionnaire. This contained 50 items distributed as follows: 10 items for noting details, 10 items for getting the main idea; 10 items for paragraph organization; 10 items for context clues; and 10 items for drawing conclusions.

To establish the validity of the instruments, a panel of five jurors who were experts in this field was requested to validate the content of the questionnaire. This was evaluated using the criteria developed for the evaluation of survey questionnaires set forth by Carter V. Good and Douglas B. Scates. The final draft of the questionnaire was prepared after considering the juror's corrections and suggestions for improvement.

The statistical tool used to determine the reliability and the interval consistency of the instrument was the alpha coefficient known as Cronbach Alpha.

The questionnaire was pilot tested and the result of the pilot administration was subjected to reliability test using the Statistical Package for Social Sciences (SPSS) Software. The obtained reliability coefficient Cronbach Alpha was 0.87 for the Rating Scale on Reading Comprehension Questionnaire.

The data pertaining to academic achievement in both general education and major subjects were provided by the Registrar's Office after asking permission and assuring the said office that these data will be specifically use for this study.

The means and standard deviation was employed as descriptive statistics while t – test for the independent samples, One- Way Analysis of Variance and Pearson Product Moment Coefficient of correlations were used as inferential statistics.

FINDINGS

1. The Reading Comprehension of the Bachelor of Technical Teacher Education According to Given Variables:

The Reading Comprehension of the Bachelor of Technical Teacher Education Students when taken as a whole and grouped according to sex has the following results: as an entire group was "Satisfactory" (M=4.47, SD.86). In terms of Noting Details "Very Satisfactory" (M=6.11, SD=1.35), Getting the Main idea (M=4.55, SD.1.54), Getting Words Meaning through Context Clues (M=4.73, SD. 1.61) and Forming Conclusions (M=4.71, SD.2.11), it was "Satisfactory". However, in terms of Paragraph Organization it was "Fair" (M=3.76, SD.1.53).

The data showed that when the participants were grouped as to sex, both male (M=4.77, SD. 95) and female (M=5.22, SD. 92) as an entire group scored "Satisfactory" in their reading comprehension. In terms of Noting Details male scored "Satisfactory" female "Very Satisfactory". In terms of Getting the Main Idea, male scored "Satisfactory", female "Poor". In terms of Paragraph Organization both male and female scored "Fair". In terms of Getting the word meaning through context clues both male and female scored "Satisfactory". However in terms of forming conclusions male scored "Satisfactory" female "Fair".

When taken as a whole and grouped according to type of school graduated from, the Reading Comprehension of the Bachelor of Technical Teacher Education Students as an entire group was "Satisfactory" (M=4.47, SD.98). In terms of Noting Details "Very Satisfactory" (M=6.09, SD=.59), Getting the Main idea (M=4.55, SD.1.55), Getting Words Meaning through Context Clues (M=4.73, SD. 89) and Forming Conclusions (M=4.71, SD=.11), it was "Satisfactory". However, in terms of Paragraph Organization it was "Fair" (M=3.66, SD.98).

The data showed that when the participants were grouped as to type of high school graduated from, both graduate from public (M=4.77, SD. .56) and private (M=4.95, SD. 71) as an entire group scored "Satisfactory" in their reading comprehension. In terms of Noting details graduates from public high school score "Very Satisfactory" while graduates from private score "Satisfactory". In terms of getting the main idea and getting word meaning through context clues both graduates scored "Satisfactory". In terms of paragraph organization graduates from public scored "Fair" and graduates from private scored "Very Satisfactory". In terms of forming conclusions graduates from public scored "Satisfactory" while graduates from private scored "Fair".

When taken as a whole and grouped according to mother's educational attainment, the Reading Comprehension of the Bachelor of Technical Teacher Education Students as an entire group was "Satisfactory" (M=4.47, SD.98). In terms of Noting Details “Satisfactory” (M=4.60, SD=.56), Getting the Main idea (M=4.60, SD.1.55), in terms of Paragraph Organization it was “Satisfactory” (M=5.75, SD.91), in Getting Words Meaning through Context Clues (M=4.95, SD. 81)” Satisfactory” and in Forming Conclusion (M= 4.20, SD=.1.14) “Satisfactory”.

The data showed that when the participants were grouped as to their mother’s educational attainment as an entire grouped they scored “Satisfactory” in noting details, getting the main idea, paragraph organization, getting word through context clues and forming conclusions.

When taken as a whole and grouped according to father’s educational attainment, the Reading Comprehension of the Bachelor of Technical Teacher Education Students as an entire group was “Satisfactory” (M=4.47, SD.95). In terms of Noting Details “Very Satisfactory” (M=6.11, SD=.35), in Getting the Main idea (M=4.5,SD=.54), Getting Words Meaning through Context Clues (M=4.73, SD. 63) and Forming Conclusion (M= 4.71, SD=2.11) they scored “Satisfactory”. However, in terms of paragraph organization (M=3.76. SD=.53) it was scored “Fair”.

The data showed that when the participants were grouped as to their father’s educational attainment as an entire grouped they scored “Satisfactory” in noting details, getting the main idea, paragraph organization, getting word through context clues and forming conclusions aside from the Masterate level which scored “Fair”.

When taken as a whole and grouped according to economic status, the Reading Comprehension of the Bachelor of Technical Teacher Education Students as an entire group was “Satisfactory” (M=4.47, SD.95). In terms of Noting Details “Very Satisfactory” (M=6.11, SD=.35), in Getting the Main idea (M=4.5,SD=.54), Getting Words Meaning through Context Clues (M=4.73, SD. 63) and Forming Conclusion (M= 4.71, SD=2.11) they scored “Satisfactory”. However, in terms of paragraph organization (M=3.76. SD=.53) it was scored “Fair”.

The data showed that when the participants were grouped as to economic status as an entire grouped they scored “Satisfactory” in noting details, getting the main idea, paragraph organization, getting word through context clues and forming conclusions.

When taken as a whole and grouped according to exposure to mass media (books), the Reading Comprehension of the Bachelor of Technical Teacher Education Students as an entire group was “Satisfactory” (M=4.47, SD.95). In terms of Noting Details “Very Satisfactory” (M=6.11, SD=.35), in Getting the Main idea (M=4.5,SD=.54), Getting Words Meaning through Context Clues (M=4.73, SD. 63) and Forming Conclusion (M= 4.71, SD=2.11) they scored “Satisfactory”. However, in terms of paragraph organization (M=3.76. SD=.53) it was scored “Fair”.

The data showed that when the participants were grouped as to exposure to mass media specifically to books as an entire grouped they scored “Satisfactory” in noting details, getting the main idea, paragraph organization, getting word through context clues and forming conclusions.

When taken as a whole and grouped according to exposure to mass media (magazines, journals, newspapers), the Reading Comprehension of the Bachelor of Technical Teacher Education Students as an entire group was “Satisfactory” (M=4.47, SD.95). In terms of Noting Details “Very Satisfactory” (M=6.11, SD=.35), in Getting the Main idea (M=4.5,SD=.54), Getting Words Meaning through Context Clues (M=4.73, SD. 63) and Forming Conclusion (M= 4.71, SD=2.11) they scored “Satisfactory”. However, in terms of paragraph organization (M=3.76. SD=.53) it was scored “Fair”.

The data showed that when the participants were grouped as to exposure to mass media specifically to magazines, journals and newspapers as an entire grouped they scored “Satisfactory” in noting details, getting the main idea, paragraph organization, getting word through context clues and forming conclusions.

When taken as a whole and grouped according to exposure to mass media(radio), the Reading Comprehension of the Bachelor of Technical Teacher Education Students as an entire group was “Satisfactory” (M=4.47, SD.95). In terms of Noting Details “Very Satisfactory” (M=6.11, SD=.35), in Getting the Main idea

(M=4.56,SD=.55), Getting Words Meaning through Context Clues (M=4.73, SD. 63) and Forming Conclusion (M= 4.71, SD=2.11) they scored “Satisfactory”. However, in terms of paragraph organization (M=3.76. SD=.53) it was scored “Fair”.

The data showed that when the participants were grouped as to exposure to mass media specifically to radio as an entire grouped they scored “Satisfactory” in noting details, getting the main idea, paragraph organization, getting word through context clues and forming conclusions.

When taken as a whole and grouped according to exposure to mass media(computer / internet), the Reading Comprehension of the Bachelor of Technical Teacher Education Students as an entire group was “Satisfactory” (M=4.47, SD.95). In terms of Noting Details “Very Satisfactory” (M=6.11, SD=.35), in Getting the Main idea (M=4.56,SD=.55), Getting Words Meaning through Context Clues (M=4.73, SD. 63) and Forming Conclusion (M= 4.71, SD=2.11) they scored “Satisfactory”. However, in terms of paragraph organization (M=3.76. SD=.53) it was scored “Fair”.

The data showed that when the participants were grouped as to exposure to mass media specifically to computer and internet as an entire grouped they scored “Satisfactory” in noting details, getting the main idea, paragraph organization, getting word through context clues and forming conclusions.

When taken as a whole and grouped according to exposure to mass media(motion pictures), the Reading Comprehension of the Bachelor of Technical Teacher Education Students as an entire group was “Satisfactory” (M=4.47, SD.95). In terms of Noting Details “Very Satisfactory” (M=6.11, SD=.35), in Getting the Main idea (M=4.56,SD=.55), Getting Words Meaning through Context Clues (M=4.73, SD. 63) and Forming Conclusion (M= 4.71, SD=2.11) they scored “Satisfactory”. However, in terms of paragraph organization (M=3.76. SD=.53) it was scored “Fair”.

The data showed that when the participants were grouped as to exposure to mass media specifically to motion pictures as an entire grouped they scored “Satisfactory” in noting details, getting the main idea, paragraph organization, getting word through context clues and forming conclusions.

When taken as a whole and grouped according to academic achievement, the Reading Comprehension of the Bachelor of Technical Teacher Education Students as an entire group was “Satisfactory” (M=4.47, SD.95). In terms of Noting Details “Very Satisfactory” (M=6.11, SD=.35), in Getting the Main idea (M=4.56,SD=.55), Getting Words Meaning through Context Clues (M=4.73, SD. 63) and Forming Conclusion (M= 4.71, SD=2.11) they scored “Satisfactory”. However, in terms of paragraph organization (M=3.76. SD=.53) it was scored “Fair”.

The data showed that when the participants were grouped as to academic achievement as an entire grouped they scored “Satisfactory” in noting details, getting the main idea, paragraph organization, getting word through context clues and forming conclusions aside from those who were rated good in their academics who scored “Fair”.

2. Significant Difference of the Reading Comprehension of the Bachelor of Technical Teacher Education Students with the Given Variables:

t-test result showed that significant difference exist between gender, type of high school graduated from and the reading comprehension.

ANOVA test result revealed that there was no significant difference between Mother’s and Father’s Educational Attainment and reading comprehension, and likewise between Economic status and reading comprehension.

ANOVA test result revealed that there was significant difference between exposure to mass media specifically to books and noting details and getting the main idea.

ANOVA test result revealed that there was significant difference between exposure to mass media specifically to magazine, journals and newspapers and paragraph organization

ANOVA test result revealed that there was no significant difference between exposure to mass media specifically to radio and reading comprehension.

ANOVA test result revealed that there was significant difference between exposure to mass media specifically to computer / internet and paragraph organization.

ANOVA test result revealed that there was significant difference between exposure to mass media specifically to motion pictures and context clues.

ANOVA test result revealed that there was significant difference between academic achievement and paragraph organization.

3. Significant Relationship between Reading Comprehension and the Level of Academic Achievement of the Bachelor Technical Teacher Education (BTTE) Students:

Pearson's r result revealed that there was a significant relationship that exists between economic status, exposure to mass media specifically to books and reading comprehension.

CONCLUSIONS

1. The Reading Comprehension of the Bachelor of Technical Teacher Education Students When Taken as a Whole and Grouped according to Sex, Type of School Graduated From, Mother's and Father's Educational Attainment, Exposure to Mass Media (Books, Magazines, Journals, Newspapers, Radio, Computer/ Internet, Motion Pictures) and Academic Achievement was "Satisfactory".

2. There was a significant difference that exist between sex, type of high school graduated from and the reading comprehension; between exposure to mass media specifically to books and noting details and getting the main idea; between exposure to mass media specifically to magazine, journals, newspapers, computer/ internet, with paragraph organization; between exposure to mass media specifically to motion academic achievement and paragraph organization. However, there was no significant difference between Father's and Mother's Educational Attainment, Economic Status, with reading comprehension. The same is true between exposure to mass media specifically to radio and reading comprehension.

			Sum of Squares	df	Mean Square	F	Sig.
ACADEMIC ACHIEVEMENT	Noting Details	Between Groups	15.082	4	3.770	.922	.453
		Within Groups	568.668	39	4.091		
		Total	583.750	43			
	Getting the Main idea	Between Groups	5.046	4	1.261	.512	.727
		Within Groups	342.510	39	2.464		
		Total	347.556	43			
	Paragraph Organization	Between Groups	21.445	4	5.361	2.011	.006
		Within Groups	370.555	39	2.666		
		Total	392.000	43			
	Context Clues	Between Groups	8.671	4	2.168	.581	.677
		Within Groups	518.656	39	3.731		
		Total	527.326	43			
	Drawing Conclusion	Between Groups	10.377	4	2.594	.543	.704
		Within Groups	663.950	39	4.777		
		Total	674.326	43			

3. There was a significant relationship that exists between economic status, exposure to mass media specifically to books and reading comprehension.

RECOMMENDATIONS

In view of the findings and conclusions of the study, the following are recommended:

1. The Reading comprehension of the Bachelor of Science in Industrial Technology (BSIT) students was "Fair" . The administration of Carlos Hilado

Memorial State College, specifically, the School of Arts and Sciences with the help of all faculty handling English subjects must design a program that will motivate students to value and put interest to English subjects specifically in Reading comprehension.

2. The result of this study could be a basis for intensive reading program, therefore, it is recommended that this reading program must give emphasis to the different interest of the students since they are enrolled in different technology. Moreover, reading program must be implemented consistently without excuses.

3. Reading comprehension must be given much emphasis in the curriculum. Curriculum planners and curriculum review committee must see to it that it must be integrated in all subjects offering that only in English subjects.

4. Reading comprehension was significantly related to academic achievement. Based on the findings of the study as an entire group reading comprehension was score “Fair”, academic achievement in terms of general education subjects was “Very Good” and in terms of major/ shop subjects “Superior”. It is recommended therefore, to dig deeper to the different factors affecting / influencing a medial result on reading comprehension.

5. Teachers of English of Carlos Hilado Memorial State College must be given equal opportunity to attend to seminars and trainings pertaining to the different and latest strategies in teaching reading for them to keep abreast with the rapid changes happening in the education arena.

6. The present study focused only on Reading comprehension. It is recommended that further research should be done by taking into considerations other variables like different exposure to mass media and learning styles.

7. The result of this study must be submitted to the Department of Education for them to be aware of the graduates that they are producing in terms of Reading Comprehension so that proper, immediate and mandatory actions and plan will be implemented.

8. Faculty researchers of the other three campuses of Carlos Hilado Memorial State College are also encouraged to conduct the same study in their respective campuses.

9. Other researches could replicate, confirm, disprove or expand this study by making deeper analysis of the variables being studied.

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PERFORMANCE OF MPSPC BACHELOR OF SCIENCE ACCOUNTANCY GRADUATES IN CPA LICENSURE EXAMINATIONS

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ABSTRACT

The major purpose of this study was to look into the critical factors affecting the performance of the MPSPC BS Accountancy graduates at the CPA licensure examinations. This study included the MPSPC Accountancy graduates who took the CPA Board Examination from May 2010 – October 2014. This study was also conceived from the basic idea of knowing whether there exists a relationship between the performance of BSA graduates of the said school in taking the CPA Licensure Examination to different identified factors. Official results of the CPA examination from the Professional Regulation Commission, interviews and questionnaires were the main sources of data. Pearson-r was used to determine the relationship of the factors investigated in this study.

On the basis of the main objective of this research which is to determine the factors affecting the performance of the BSA students who took CPA licensure examination, the review materials and student behaviour had "Very Much Effect" to their performance. The extent of review period, teacher strategy, academic performance, and priorities had "Much Effect" while peers, financial status, family concerns, part time job, civil status, and attendance in review class had "Moderate Effect."

The study recommends that since the review materials, student behaviour, extent of review period and teacher strategy are the top four factors that affect the performance of the CPA Board exam takers, these factors should be given attention by the Accountancy Department and the school administration by providing updated and adequate review materials in the library, conducting CPA review and examination seminar or orientation to BSA graduates, recruiting qualified, competent and permanent BSA faculty and provide support for their continuing professional development.

INTRODUCTION

All throughout the years, the Certified Public Accountant (CPA) Board Examination had been considered as one of the toughest licensure examination here in the Philippines and in abroad. In fact, the average passing rate of CPA examination in the United States is pegged at 33% (Gleim, 2003). Here in the Philippines, the CPA licensure examination is a 21 hour test given over a four-day period consisting of seven subjects. It is given by the Board of Accountancy twice a year during May and October. Data from the records of the Professional Regulation Commission (PRC) revealed that there were never came a time that the national passing rate of the Philippine CPA Board Examination surpassed the 50% level, with only 48% being the highest ever recorded in October 2010 examination.

The Certified Public Accountant Examination is the forerunner of all accounting examinations, with the primary purpose of measuring the technical competence of the candidates. Its origin was the 1986 public accounting legislation in New York, where the American Institute of Certified Public Accountants (AICPA) started to prepare and grade a uniform CPA examination (Gleim, 2003).

In the Philippines, the recognition of Accountancy as a profession began when Republic Act No. 3105, titled "An Act Regulating the Practice of Public Accounting; Creating the Board of Accountancy; Providing Examination, for the Granting of Certificates, and the Registration of Certified Public Accountants; for the Suspension or Revocation of Certificates; and for Other Purposes." was approved by the Sixth Legislature on March 17, 1928 (www.prc.gov.ph).

The latest amendment was Republic Act 9298, titled "An Act Regulating the Practice of

Accountancy in the Philippines, Repealing for the Purpose Presidential Decree No. 962, otherwise known as the Revised Accountancy Law, Appropriating Funds therefore and for Other Purposes," legislated during the 3rd Regular Session of the 12th Congress on May 13, 2004 (Philippine Accountancy Act of 2004, May 13, 2004).

The subjects that are included in the Philippine CPA Board Examinations include Theory of Accounts, Practical Accounting Problems 1, Practical Accounting Problems 2, Auditing Theory, Auditing Problems, Management Services and Business Law and Taxation (Philippine Accountancy Act of 2004, May 13, 2004).

Despite the very crucial and rigorous undergraduate education and formal review preparation, why is it that the CPA Board Examinations has been considered as one that has the "highest mortality rate?"(Guerrero, 2009).

According to Dr. John S. Bala, the former Vice Chairman of the Board of Accountancy, the CPA board exam is one of the most difficult government Licensure examinations in the Philippines in terms of the low national passing rates as compared to other government licensure examinations (Bala, 2008). The average national passing rate for the period May 2010 - October 2014 is only 38.58%, data taken from the records of PRC. However, the performance of Mountain Province State Polytechnic College in the CPA Licensure Examinations had always been below the national passing rate. For the period May 2010 – October 2014, MPSPC has produced 51 CPAs, with an average passing rate of 15.10% only.

With these facts gathered, the researcher decided to dwell on the possible critical factors that are affecting the performance of the MPSPC BSA Graduates in the CPA Licensure Examinations, which would include internal factors such as mental ability and state of preparedness, and external factors such as the environment, school administration and faculty.

Statement of the Problem

The study looked into the critical factors affecting the Bachelor of Science in Accountancy graduates taking CPA Licensure Examination. It aims to answer the following questions:

1. What is the performance of MPSPC CPA Licensure Examination takers for the last five years (May 2010 – October 2014)?
2. What are the factors affecting the performance of MPSPC CPA Licensure Examination takers?
3. What is the relationship between the factors and the level of performance of the MPSPC CPA Licensure Examination takers?

METHODOLOGY

This study used the descriptive quantitative method of research. It described the critical factors affecting the performance of Accountancy graduates during the CPA review and examination for the past five years.

The study was conducted at Bontoc, Mountain Province. It covers the performance of MPSPC Bachelor of Science in Accountancy graduates in the CPA Licensure Examination for the period May 2010 – October 2014.

The respondents are among the graduates of Bachelor of Science in Accountancy in MPSPC, Bontoc Campus who took the CPA Licensure Examinations for the period May 2010 – October 2014 whether they passed or failed during the examinations.

To identify the number of respondents, purposive sampling was used. The respondents who were chosen were those among who have contact with the researcher. Thirty-four (34) respondents were considered in this study.
Table 1 shows the number of takers.

Table 1. Summary of the number of Takers

Year	Numbers of Takers
May 2010	29
October 2010	33
May 2011	34
October 2011	33
May 2012	43
October 2012	41
May 2013	34
October 2013	35
July 2014	23
October 2014	29
Total	**334**

The researcher used Pearson's r to determine the Correlation Coefficient between the critical factors and the level of performance in the licensure examination.

In order to locate the respondents, the researcher asked for referrals as to the whereabouts of the respondents. The questionnaires were then administered by the researcher himself to the respondents. These were then retrieved by the researcher who tabulated, consolidated, and subjected the data for statistical analysis.

RESULTS AND DISCUSSIONS

Performance of the MPSPC CPA Examiners

Below is a table showing the summary of MPSPC CPA Licensure Examination Takers and Passers from 2010- 2014:

Table 2. Summary of the level of performance of MPSPC CPA Licensure Examination takers

Year	No. of Takers	No. of Passers	MPSPC Passing Rate (%)	National Passing Rate (%)
May 2010	29	6	21.00	39.00
October 2010	33	4	12.00	48.00
May 2011	34	9	26.47	40.50
October 2011	33	7	21.21	47.69
May 2012	43	4	9.30	37.53
October 2012	41	6	14.63	47.78
May 2013	34	7	20.59	27.41
October 2013	35	6	17.14	40.84
July 2014	23	1	4.35	19.98
October 2014	29	1	3.45	37.02
Total	**334**	**51**		

Based on the data gathered above, MPSPC passing rate went high during the CPA board exam on May 2011 but still below the national passing rate. The board takers here are a mixture of first timers and repeaters.

Beginning May 2010 up to May 2011, there was an increase in the number of passers. Accordingly on interviews done, the reason generally boils down to students' behaviour. Another reason was due to peer factor. Most of them claim that peer factor through study and discussion groups had a significant influence on their performances.

One of the pinpointed reasons for the decline of ratings was that the takers lacked self-assessment whether they really are ready to take the exam or not, even after finishing formal review.

The perception of the respondents on the critical factors affecting the level of performance of MPSPC CPA exam takers are presented in Table 3.

Table 3. Factors Affecting the Performance of MPSPC CPA Exam Takers

FACTORS	Mean	DE
Teacher Strategy	3.91	ME
Student Behaviour	4.21	VME
Financial Status	3.03	MoE
Family Concerns	2.76	MoE
Review Materials	4.24	VME
Friends/ Peers	3.24	MoE
Academic Performance	3.73	ME
Civil Status	2.70	MoE
Having Part Time Job	2.74	MoE
Extent of Review Period	4.12	ME
Attendance in Review Class	2.64	MoE
Priorities	3.71	ME
GRAND MEAN	**3.42**	ME

As can be gleaned from the table, the respondents, on general, professed that the factors have much effect on their level of performance as indicated by the grand mean of 3.42.

Based on the table, student behavior and review materials were rated as “Very Much Effect.” Student behavior can be considered as one of the pillars of success for a student in his/her life. Needless to say, passing the CPA Licensure exam depends upon the student’s focus and determination to pass.

Student behaviour as a factor having a rating of “Very Much Effect” can be attested by Valencia (2012) with his great formula of passing the CPA Board Exam: C- Consistency, P- Preparation, A- Attitude. It can be deduced that the components of the formula are dependent on the student himself. Furthermore, Delany (2011) also mentioned that many candidates fail the actual CPA Examination because of inadequate preparation and lack of skill in taking the exam. In other words, the level of performance during the actual examination is very much dependent on the student’s attitude and behaviour.

In a personal interview conducted by the researcher to the CPA respondents, it revealed that the most critical factor affecting the performance during the examination is the attitude and enthusiasm of the student towards the subjects.

Review materials are also critical factors rated as Very Much Effect. Interview indicates that the availability of sufficient and relevant review materials may affect one’s performance in the examinations since marathon discussion is a common practice in review centers. Therefore, it is the student’s lookout to further employ self-study in the discussions made during the review proper. Needless to say, the student cannot do so without having the proper review materials.

Teacher strategy on the other hand must be given attention. Teachers play a vital role in manifesting the skills of the students. Considering that the CPA board exam is one of the hardest exams, teachers must have that attitude to motivate and assist students in need. Competence and experience through advance studies and continuing professional development must be achieved.

Furthermore, the extent of review period must also be given attention. Reviewers must assess themselves if they really are ready to take the board exam or not. What matters most is taking review seriously and applying for the board examination only when one is ready and confident to pass the exam.

Further observation revealed that majority of the critical factors including teacher strategy, academic performance, extent of review period and priorities were identified as “Much Effect,” while financial status, family concerns, friends/ peers, civil status, having part time jobs and attendance in review classes has “Moderate Effect.” Lastly, undergrad instructor’s behaviour, undergrad school’s support, review environment and prayers were some factors included by the respondents affecting the level of performance of the MPSPC CPA takers.

SUMMARY

Table 4a. Summary of the Level of Performance of BSA Examinees

Of the total number of respondents, 41% equivalent to 14 passed the licensure exam.

Table 4b. Summary of the Effect of the Factors

The table shows that based on the Likert Scale, 56% of the total respondents claim that the identified critical factors had “Much Effect” on their performance during the board examination while 21% equivalent to seven respondents assumed Moderate Effect. Meanwhile, only five of the total respondents was “Very Much Affected” by the identified critical factors and three respondents were slightly affected.

Specification	Frequency	Percentage
Passed	14	41%
Failed	20	59%
Total	34	100%

Arbitrary value	Numerical Equivalent	Frequency (f)	Percentage (%)
5	4.20-5.00	5	15%
4	3.40-4.19	19	56%
3	2.60-3.39	7	21%
2	1.80-2.59	3	9%
1	1.00-1.79	0	0%
Total		**34**	**100%**

Table 5. Per respondent examination rating and corresponding mean

Respondent	Rating (x)	Mean(y)
R1	81.00	4.2307
R2	86.06	3.1667
R3	78.85	3.5833
R4	77.78	3.5833
R5	78.77	2.7500
R6	73.75	3.8333
R7	79.82	4.8181
R8	65.82	4.0000
R9	70.12	3.7692
R10	74.75	4.0833
R11	74.33	3.6667
R12	75.61	3.9167
R13	78.43	4.1667
R14	76.50	4.0000
R15	79.71	3.1538
R16	78.02	3.5000
R17	55.64	3.6000
R18	61.78	2.8333
R19	64.15	3.6667
R20	60.91	4.0833
R21	61.22	3.8182
R22	58.39	2.5833
R23	56.78	2.7500
R24	51.00	2.8333
R25	75.89	3.7500
R26	80.00	4.5833
R27	77.07	4.5455
R28	68.00	4.6667
R29	65.66	3.0833
R30	56.65	2.5833
R31	61.23	3.8333
R32	67.93	3.4167
R33	68.72	3.5000
R34	60.61	2.7500
	2,380.95	123.102
r –value = 0.458	t-value = 0.349	Significant

It was then found out that *r* has a value of 0.458. The value of r is then compared with the tabular value in the table of Correlation Coefficient to test the significance of the critical factors towards the level of performance during the CPA Licensure Exam.

The computed value of r is greater than the tabular value of 0.349 using the table of Correlation Coefficient. Hence at 5 % level for the two-tail test and 32 degrees of freedom, it implies that there is a positive significance between the factors and the level of performance.

CONCLUSIONS

1. May 2011 was the pinnacle so far for the MPSPC Accountancy department's performance in the CPA Licensure Examination up until October of 2013. However, during the Licensure Examination last July 2014, MPSPC-CPA Passers declined dramatically to one (1) passer out of 23 takers. The national passing rate also declined from 48.11% to 19.98% during that time.

2. Students' behavior and availability of review materials dominated as the major factors that greatly affect the performance of the CPA licensure exam takers.

3. The identified factors directly affect the CPA board performance of the students.

RECOMMENDATIONS

In response to the conclusions, the researcher arrived at the following recommendations:

1. Since review materials and student behaviour are the ones identified as having a "Very Much Effect" on the level of performance, this two critical factors must be given great attention. The use of technology like internet as a source of quality review materials is much encouraged; the same is true with borrowing review materials from those who have taken the licensure examination before. The institution must also regularly acquire enough up to date CPA Licensure Examination Reviewers.

As for the student behaviour, the department should conduct an annual CPA review and examination seminar or orientation to BSA graduates to prepare them for the challenges of review and board examination. They must see to it that while on formal review, they must prioritize their lessons and look forward to passing the board exam.

2. To further enhance the board performance of the graduates, the Accountancy Department has to institute a mechanism to address all the other factors that influence the performance of their graduates in the CPA Licensure Examination.

3. Further studies should be conducted on the other possible factors that could affect performance in the CPA Licensure Examination.

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THE LEARNING NEEDS OF SPEECH 111 STUDENTS IN THE UNIVERSITY OF EASTERN PHILIPPINES: INPUTS FOR DEVELOPING A WORKBOOK ON ORAL COMMUNICATION

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ABSTRACT

This study aimed to determine the learning needs of Speech 111 students in the University of Eastern Philippines as perceived by themselves and the teachers in terms of degree of importance, level of needs, and level of difficulty. It ascertained if there were differences between the respondents' perceptions of the learning needs.

A total of 213 students and 4 teachers teaching Speech 111 served as the respondents. The descriptive-correlational design was utilized. The instrument made by Clifford Prator (1981) and the needs analysis of the Institute of Language Teaching and Learning as cited by Richards (2002) were used as the primary source of data.

It revealed that the students regarded their learning needs as very much important, very much needed, and difficult and the teachers' perceived as very important, very much needed, and difficult. There was a difference between the respondents' perceptions in degree of importance and no difference in the level of needs and level of difficulty.

The identified inputs in the workbook are pronunciation, intonation and stress, needs and importance of oral communication, listening comprehension, vocabulary enrichment, public speaking, and different speech activities on various situations.

Keywords: *learning needs; speech; workbook; inputs; oral communication*

INTRODUCTION

In a high advanced society, excellent speaking ability particularly in English is recognized as a manifestation of culture and learning, a gauge of an individual's intellectual make-up. The ability to communicate well in English has become a necessary tool and an indispensable skill in any profession or calling.

Speaking has often been viewed as the most demanding of the four language skills. When attempting to speak, learners must muster their thoughts and encode those ideas in the vocabulary and syntactic structures of the target language. Students listen, read, write, and speak every day. But of all these activities, it is speaking where students are engaged in more often. At least 60% of the active hours is spent in speaking.

Speaking is a central skill. The desire to communicate with others, often face-to-face and in real time, drives everyone to attempt to speak fluently and correctly. A dynamic tension caused by the competing needs for fluency and accuracy during natural speech has been observed by the researcher in her years of teaching. Thus, the varied difficulties learners face in speaking a second language (L2) is addressed in this study.

People can easily accomplish their objectives if they possess the skills of effective speech communication. In a rapidly developing economy where competence is greatly desired, mastery of the oral skills is very much needed.

Language is primarily spoken. These skills can be developed and improved through correct and consistent practice. This study was conceived to help bring about these desired skills from students working on their own with minimal assistance from a teacher.

It has been observed that despite classroom speech drills and exercises for oral skills the learners still find difficulty. Therefore, having a workbook in Speech would mean better performance in oral communication because even outside classroom they can practice well. That is why, the UEP President Atty. Mar P. De Asis in one of the programs emphasized the importance of public speaking competitions, debates, speech events, and similar activities to encourage students to become better speakers of the English language.

Yet, success in all learning endeavors is brought about by better oral skill. Thus, to effect better teaching-learning process, professors design lessons appropriate to the students' competence and utilize the English language as the medium of instruction. As observed by the researcher who has been teaching Speech 111 (Speech and Oral Communication), individual oral skills in English is given only a limited time due to the big number of students in each Speech class. The class size makes it difficult for every member to orally participate. Moreover, secondary factors as according to research, learners' native tongue and the competencies acquired in the elementary and secondary years contribute to the apparent weakness in this area.

Taking into consideration that English is the medium used in learning other disciplines and is the language of the knowledge industry, a workbook on oral communication where learning a second language is geared at meeting the learner's needs is a necessity. This could be provided with audio-visual tapes because even without the teacher, s/he can use the workbook. Learners with different needs and interests are the target users of this workbook with the aid of the teacher as a model. Besides, language teachers will be encouraged to try this in teaching Speech 111 or any beginning speaking course. This workbook will be the output based on the needs of the Speech 111 students.

The workbook is designed in accordance with the CHED's goals in the training of students as effective speakers of English, thereby inculcate in them the right principles and standards in speaking in real life situations, and improve their global competitiveness.

The activities in this workbook will help students become better speakers of English. Moreover, the procedures described here can be adapted to teaching any language. It is hoped that the varied workbook activities will meet the needs of students and hopefully, teachers, enough to use them in teaching oral communication.

Objectives of the Study

This study aimed at finding out the learning needs of Speech 111 students of the University of Eastern Philippines, School Year 2011-2012 as perceived by themselves and the teachers for them to become inputs for developing a workbook on oral communication.

Specifically, this study intended to: (1) identify the perceived learning needs of the students taking Speech 111, terms of degree of importance, level of needs, and level of difficulty; (2) identify the teachers' perceptions of the learning needs in terms of degree of importance, level of needs, and level of difficulty; (3) find out if there is a significant difference in the learning needs of the students and teachers' perceptions of the learning needs; and (4) identify the inputs that can be included in the workbook based on the findings of the study.

METHODOLOGY

This study was conducted in the University of Eastern Philippines (UEP), the only comprehensive state university in the Eastern Visayas Region, which is located in the municipality of Catarman, Northern Samar.

The College of Arts and Communication being the University College offers the general education courses of which Speech 111, the target audience of this workbook, is one.

This study used the descriptive research that focused on identifying the learning needs in Speech 111 as perceived by the students and the teachers. As a descriptive research it is concerned with the description of the current state, which the principal aim is to gather inputs for a workbook on Speech and Oral Communication.

The variables of this study were composed of the input, process and output. The input variables were the learning needs of Speech 111 students and the teacher's perceptions on the students' learning needs. The students' learning needs were identified in terms of degree of importance, level of needs, and level of difficulty using the 5-Point Likert Scale scoring system. The degree of importance was categorized as very much important, very important, important, fairly important, and not important. The level of needs was categorized into very much needed, much needed, needed, less needed, and not needed. The level of difficulty was categorized as very much difficult, much difficult, difficult, less difficult, and not difficult. The process/throughout variable was the analysis of the learning needs of the Speech 111 students. The output variable was the workbook in Speech 111, which was organized based on the learning needs of Speech 111 students where the inputs consists of pronunciation (segmentals), intonation and stress (suprasegmentals), needs and importance of oral communication, listening comprehension, vocabulary enrichment, public speaking, and the different speech activities on various situations. The contents of the workbook are the following overview, learning objectives, key concepts/topics, and learning tasks or exercises.

Two hundred thirteen (213) students enrolled in eight (8) Speech 111 classes in UEP were chosen as the subjects of the study. The four (4) teachers teaching the subject also served as respondents of the study. The student-respondents were determined through Slovin's formula and fish-bowl technique sampling while complete enumeration was used for the teacher-respondents.

This study made use of a modified questionnaire patterned after Clifford Prator (1981) as used in Estolatan's (2009) and Tobes' (2010) studies and the needs analysis of the Institute of Language Teaching and Learning, University of Auckland, New Zealand as cited by Richards (2002) as the primary source of information on the learning needs of the randomly selected students taking Speech 111 and on the teachers' perceptions of these learning needs. It looked into the a) degree of importance, b) level of needs, and c) level of difficulties of these needs.

Frequency counts, percentages, and weighted mean computation were used to analyze the data obtained from the respondents. The T-Test for two independent samples was used to test if there is a significant difference between the students' perceptions of their needs and those of the teachers.

FINDINGS

Learning Needs of Speech 111 Students by Degree of Importance

The students' viewpoints of their learning needs showed that the items are "very much important" as reflected in the grand weighted mean of 4.26 and this implies that inasmuch as passing the course is concerned apart from the goal of oral proficiency. While the teachers' perceived the students' learning needs as "very much important" as reflected in the grand weighted mean of 4.72 and this shows that since talking was identified in almost all indicators to be very much important, these should be addressed in their course content.

Table 1. Learning Needs of Speech 111 Students by Degree of Importance as Perceived by Themselves and by Teachers

Learning Needs	Students		Teachers	
	Mean	*I*	*Mean*	*I*
A good command of English can make it easier to find good job after graduation.	4.68	VMI	5.00	VMI
Better command of English is related to upward social mobility.	4.22	VMI	5.00	VMI
Communicating effectively with peers in small group discussions, collaborative projects in class.	4.14	VI	4.50	VMI
Communicating effectively with school officials and staff in or out of the class.	3.93	VI	4.75	VMI

Communicating with foreign visitors and tourists.	4.05	VI	4.75	VMI
Communicating with simple ideas and requests.	4.20	VMI	4.75	VMI
Formulating coherent arguments.	3.86	VI	4.50	VMI
General listening comprehension.	4.48	VMI	4.75	VMI
Giving formal speeches or presentation.	4.54	VMI	4.25	VMI
Knowledge of vocabulary.	4.63	VMI	4.75	VMI
Lecture note taking.	4.03	VI	4.00	VI
Listening to pronunciation, intonation or stress patterns of native English speakers.	4.77	VMI	5.00	VMI
Mastery of speaking skills can help people easily accomplish their objectives.	4.49	VMI	5.00	VMI
Orally describing objects or procedure.	4.06	VI	4.75	VMI
Orally summarizing factual information.	3.92	VI	4.50	VMI
Orally synthesizing information from more than one source.	3.92	VI	4.50	VMI
Participating effectively in discussion.	4.46	VMI	4.75	VMI
Retelling written material.	3.89	VI	5.00	VMI
Speaking English can be a means to communicate with people who do not speak the native language.	4.38	VMI	5.00	VMI
Speaking English can help understand better what is happening in other parts of the world.	4.68	VMI	4.75	VMI
Grand Mean	**4.26**	**VMI**	**4.72**	**VMI**

<u>Learning Needs of Speech 111 Students by Level of Needs</u>

The grand weighted mean of 4.25 shows that all the mentioned items in the students' learning needs by level of needs are "very much needed", which indicates that a workbook to address them could be of good help. The teachers' perceptions on the students' level of learning needs rated as "very much needs" as reflected in the grand weighted mean of 4.25 and this means that the teacher's innovativeness is one key to stir student interest in addressing the very much needed indicators.

Table 2. Learning Needs of Speech 111 Students by Level of Needs as Perceived by Themselves and by Teachers

Learning Needs	**Students**		**Teachers**	
	Mean	*I*	*Mean*	*I*
Assessment of oral proficiency each year.	3.92	MN	4.00	MN

Better performance in speaking tests than in writing tests.	4.19	MN	4.00	MN
Effective communication activities in various situations.	4.43	VMN	4.50	VMN
Emphasis on pronunciation, intonation, stress and vocal flexibility.	4.69	VMN	4.25	VMN
Enjoy speaking English in front of many students.	4.31	VMN	4.50	VMN
Exposure in oral fluency through the speech laboratory.	4.38	VMN	4.00	MN
Following oral directions.	4.27	VMN	4.25	VMN
Learning by speaking out the words rather than just hearing them.	4.35	VMN	4.50	VMN
Listening to broadcast reports/news with comprehension.	4.26	VMN	3.75	MN
Listening to lectures, information, explanations and discussions with understanding.	4.66	VMN	4.00	MN
Listening to public speeches or lectures help improves speaking skills with understanding.	4.44	VMN	4.00	MN
More time for speaking English than reading.	3.91	MN	4.50	VMN
Oral presentations through interviews, songs, role playing, games, drills, etc. develop oral fluency.	4.17	MN	4.25	VMN
Participating in oral chants, debate, public speaking, verse choir, etc.	4.12	MN	3.75	MN
Participating in trainings on speaking skills.	3.92	MN	4.75	VMN
Practice speaking English outside of the class.	4.27	VMN	4.25	VMN
Speaking out loud than writing on paper.	3.93	MN	4.50	VMN
Talking about something to get information	4.14	MN	4.25	VMN
The kinds of classroom techniques that provide chances for effective speech.	4.30	VMN	4.75	VMN
Grand Mean	**4.25**	**VMN**	**4.25**	**VMN**

<u>Learning Needs of Speech 111 Students by Level of Difficulty</u>

The items on the level of difficulty reflected in semblance to those learning needs perceived by the students rated “very important” in Table 1 and “much needed” in Table 2 in the degree of importance and level of needs, respectively. Based on the grand weighted mean of 2.62, all items were rated “difficult” and it suggests that there is a need to focus on the students speaking skills in their communicative performance in English. And based on the grand weighted mean of 3.30, the teachers’ perceived the level of difficulty of the students’ learning needs from the “much difficult” to “difficult” rating and it implies that there is a need to address the students’ speaking skills and proficiency in the English language.

Table 3. Learning Needs of Speech 111 Students by Level of Difficulty as Perceived by Themselves and by Teachers

Test of Difference

Learning Needs	Students		Teachers	
	Mean	*I*	*Mean*	*I*
Asking questions to clarify materials that have been taught.	2.28	LD	3.0	D
Assignments which require harmonious communication with native speakers in English.	2.72	D	3.5	MD
Communicating with other students demonstrations in laboratories.	2.85	D	3.5	MD
Giving oral presentations.	2.76	D	3.75	MD
Joining in discussions.	2.42	LD	2.5	LD
Leading class discussions.	2.73	D	3.5	MD
Not knowing the best way to say something in English.	2.67	D	2.5	LD
Note-taking.	2.06	LD	3.0	D
Pronunciation.	2.66	D	3.25	D
Public speaking or delivering information.	3.10	D	3.75	MD
Saying something in English.	2.61	D	3.0	D
Saying something without committing mistakes in English.	3.21	D	4.25	VMD
Tasks involving class participation.	3.07	D	2.75	D
Understanding informal conversational language.	2.43	LD	3.5	MD
Understanding lectures.	2.14	LD	3.75	MD
Understanding lengthy oral descriptions in English.	2.52	LD	3.5	MD
Understanding spoken instruction.	2.31	LD	3.5	MD
Understanding the subject matter of a talk, i.e., what is being talked about.	2.33	LD	3.5	MD
Wording what to say quickly enough.	2.87	D	4.25	VMD
Working in small groups during class.	2.65	D	2.5	LD
Working with other students in class projects.	2.57	LD	2.75	D
Grand Mean	**2.62**	**D**	**3.30**	**D**

The data on the test of difference between the students' perception of their needs and those of the teachers showed that both the teachers and the students perceived the items on the degree of importance to be very important, which can be inferred that these areas are important points to be taught. While the level of needs and the level of difficulty revealed to be not significant, which suggests that the teachers and the students had different perceptions of their level of needs and level of difficulty where the perceptions of the two classes of respondents differ, those of the students were given more emphasis. The students' needs are to be given priority for inclusion in the workbook.

Table 4. Difference between the Students' Learning Needs and the Teachers' Perceptions

Inputs that can be Included in the Workbook

All the items indicated as very much and much important, very much and much needed, and difficult are the basis for drawing up the context of the workbook. Thus, the workbook included more exercises or drills on pronunciation (segmentals), intonation and stress (suprasegmentals), and more activities and exercises which would hone the students speaking and listening skills and let them appreciate the lessons of oral communication skills.

Learning Needs	T-Value		Interpretation
	Computed	Tabular	
Degree of Importance	5.085	2.024	Significant
Level of Needs	0.7	2.028	Not Significant
Level of Difficulty	0.052	2.021	Not Significant

Moreover, the topics relating to the needs and importance of oral communication, listening comprehension, vocabulary enrichment, public speaking, and the different speech activities on various situations like debate, interview, panel discussion, symposium, lecture forum, interpretative reading, speaking on radio and television, jazz chant, role-playing, poetry reading, choral interpretation, asking and/or giving directions, songs, chamber theatre, and reader's theatre were included because they answer the students oral communication needs in Speech.

These topics, exercises, and activities were incorporated in the workbook, they would help the students become competent and responsible speakers and listeners and thereby meeting adequately the everyday problems of formal and informal communication.

CONCLUSIONS AND IMPLICATIONS

In the light of the findings of the study, the following conclusions and implications were drawn:

1) The learning needs of the students taking Speech 111 regarded the oral communication skills are very much important, very much needed, and difficult. This implies that lessons on pronunciation, intonation, stress patterns, etc. are important aspects of learning a language. This means that if the students are provided the opportunity of learning at their own pace, according to their ability, level, and needs, it may yield a better academic performance.

2) In terms of teachers' perceptions on the learning needs of the students of Speech III, the majority of the oral communication skills are perceived to be very important, very much needed and difficult to the students. This implies that for the learning-teaching situation to be effective, oral communication skills are needed in order for the students to perform well.

3) Inasmuch as to the significant difference, it can be concluded that the students' perceptions of their needs is significantly different from those of the teachers in terms only of degree of importance, this implies that the some learning needs are very much important but less difficult considering the kind of learners or students enrolled in Speech 111 under study during the second semester of School Year 2011-2012 find their indicated learning needs are important while the teachers' perceptions differ. In this case, the teachers are to stress more the lessons that address students' needs are good in this subject. The implication is that Speech teachers expect oral competence from the students.

4) The identified learning-teaching needs if inputed in a workbook would do much in improving the proficiency in oral English of the student. This implies that a lot of exercises should be provided in the workbook to intensify practice and make students appreciate the lessons in oral communication skills. The salient findings have been the basis for developing the workbook, an important output in this research.

RECOMMENDATIONS

Based on the conclusions drawn, the following recommendations were arrived at:

1) Students should be made to actively participate in the oral aspects of the language to enhance their listening and speaking skills. The teacher should give more activities or exercises requiring on pronunciation including segmental features, vowels and consonants and the stress and intonation patterns, vocabulary, fluency, and comprehension.

2) Speech teachers should provide opportunities for individual oral presentations as part of a lesson to encourage the students to develop speech habits that motivate the students to speak with the right pronunciation, intonation, stress, and comprehension. Furthermore, they should

bring their teaching to the level of the students' aptitude and make classroom interactions more interesting so as to arouse the interest of the students. This would go a long way in solving the problem of poor academic performance of students in Speech 111.

3) Speech teachers should be masters of and competent in speech and oral communication. One venue to attain this is by upgrading themselves by attending various speech trainings and seminars.

4) It is recommended that the Speech 111 workbook which is the output of this research be used for speech classes to ensure quality learning for students enrolled in the subject.

5) It is recommended that a follow-up study be conducted covering not just the University of Eastern Philippines but also the two satellite campuses, i.e., UEP Laoang and UEP PRMC Catubig Campus to confirm or disconfirm the learning needs of the Speech 111 students and teachers who participated in the research.

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INTEGRATION OF IGOROT CUISINE IN THE HRMT CURRICULUM OF MPSPC

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ABSTRACT

IGOROT CUISINE is among the subjects offered in the Hotel and Restaurant Management and Tourism Department of the Mountain Province State Polytechnic College. The major focus of the study was on the determination of the significance of the subject in the department.

The subject is an innovation of the HRMT department in its goal to improve the delivery of instruction to students.

The general objective of the study was to determine the benefits brought about by the subject to students and the faculty members of the said department and to determine means as to how the delivery of the subject be further improved.

This research is of the qualitative type where respondents are students and instructors of the department. Questionnaires and informal interviews were conducted to gather the data needed for the study.

Findings show that all the respondents were found out to be much aware on the existence of the various indigenous recipes of the province despite the changes brought about by advancement in Mountain Province.

It was also found out that there are various benefits brought said subjects to both students and instructors. Further, findings show that despite the importance of the subject for instructors and students, there are ***several*** schemes or strategies that have to be considered to make the subject more meaningful and effective.

The conclusions drawn from the study are: first, despite the fast changing times, most people in Mountain Province are aware of the various indigenous recipes in their own localities, secondly the IGOROT CUISINE as a subject brought about certain benefits among the respondents which reflect the need to sustain the said subject in the department's curriculum, and lastly, despite the advantages of the IGOROT CUISINE as a subject, there is a need to implement strategies that would further enhance the delivery of the subject to students.

Keywords: *Integration , Cuisine, Curriculum, indigenous, culture*

INTRODUCTION

The original curriculum of the HRMT Department of the Mountain Province State Polytechnic College would reveal its simplicity characterized by limited subjects which delimits the enhancement of the practical skills of students. However, series of curriculum review paved way to the enhancement of the delivery of instruction to students. The different Commission on Higher Education (CHED) memos sent to various SUCs aroused initiative among them to craft programs that would really address the pressing needs of students and the administration as well.

The Igorot Cuisine is among the subjects in the Hotel and Restaurant Management and Tourism Department of the Mountain Province State Polytechnic College which is a product of the initiative of the people manning the department. It is a subject that was conceptualized by the said department as augmentation to the existing subjects offered in the department. The said subject offers a total recall of the various indigenous recipes in the province. This of course is in accordance with the provisions of the Commission on Higher Education.

The conduct of the study was deemed very important to conduct due to the following gaps:

First, Mountain Province is endowed with rich culture which includes its cuisine characterized by its unique indigenous recipes. However, with the fast pace of modernization and the rapid movement of time, these indigenous recipes have slowly been erased in the provinces intricate culture web. The conduct of this study enabled the recognition of the various indigenous recipes as an important aspect of the culture of the province. It enabled the recollection of various Igorot recipes which further aroused the awareness on the existence of the said recipes.

Finally, the delivery of Igorot Cuisine as a subject was believed that it can be further developed to make it more effecetive to students and instructors in the department. Thus, the conduct of this study enabled the identification of the various schemes and methodology to further enhance the delivery of IGOROT CUISINE as a subject to students. The subject was offered as a mere subject however, enhancing the said subject was never considered until the conduct of this study.

Statement of the problem

The study generally aimed to analyze the integration of the Igorot Cuisine in the college. However, it aimed to specifically answer the following questions:

1. What was the level of awareness of respondents on the existing indigenous recipes of Mountain Province?
2. What was the level of importance of the integration of the Igorot Cuisine in the HRMT curriculum of MPSPC as a means of preserving the indigenous recipes in Mountain Province as perceived by the respondents?
3. What were the specific benefits of the Igorot Cuisine as a subject to the instructors and students who enrolled it?
4. What was the level of acceptance of the respondents on the various strategies to further enhance the delivery of the IGOROT CUISINE as a subject?

METHODOLOGY

The study made use of the qualitative descriptive design since it described the general characteristics of the group under study.

The respondents of the study were students and faculty members of the HRMT department. 10% from the total population of the students and faculty members of the department were selected as respondents of the study.

The study made use of the questionnaire in gathering data needed to provide answers to the problems. The said questionnaire underwent both external and internal validation.

FINDINGS

1. On the level of awareness of respondents on the existing indigenous recipes of Mountain Province.

Table I. Level of Awareness on the Existing Indigenous Recipes of Mountain Province

Basing on the table below, findings reveal that the respondents are MUCH AWARE on the existence of indigenous recipes of Mountain.

The data shows that despite the modern times and the intrusion of foreign delicacies in Mountain Province, the people still recognize the existence of various indigenous recipes in the province and this could be attributed to the fact that culture still has it strong hold to the people.

Mean	DE
2.57	MA

Scale:

Arbitrary Value	Numerical Equivalent	Descriptive Equivalent
3	2.32 – 3.00	MA – Much Aware
2	1.66-2.31	MoA – Moderately Aware
1	1.00-1.65	NA – Not Aware

According to Panopio (2004), the norms, skills, values and knowledge which constitute one's culture are acquired during the course of one's life and not transmitted genetically.

2. On the level of importance of the integration of the Igorot Cuisine in the HRMT curriculum of MPSPC as a means of preserving the indigenous recipes in Mountain Province as perceived by the respondents

The respondents perceived that the integration of the IGOROT CUISINE in the HRMT curriculum of MPSPC as a means of preserving the indigenous recipes in Mountain Province as VERY IMPORTANT.

The data reveals that the people also recognize the fact that the indigenous recipes of the province are slowly being forgotten and stripped of from the province's culture. However, they deem the integration of the IGOROT CUISINE as a subject as very important in the preservation of the indigenous cuisine of the province.

Table II. Level of Importance of the integration of the Igorot Cuisine in the HRMT curriculum of MPSPC as a means of preserving the indigenous recipes in Mountain Province

3. On the specific benefits of the Igorot Cuisine to the instructors and students who enrolled it

Benefits Experienced by Instructors with IGOROT CUISINE as a subject

a. Appreciation of the indigenous cuisine of Mountain Province
b. Promotion of the diverse culture of the province
c.

Mean	DE
2.57	VI

Scale:

Arbitrary Value	Numerical Equivalent	Descriptive Equivalent
3	2.32 – 3.00	VI – Very Important
2	1.66-2.31	MoI – Moderately Important
1	1.00-1.65	NI – Not Important

Conceptualization of more community based department programs

d. Continuous initiative to develop instructional materials that would further promote culture in the province
e. Development of initiative among instructors to link with the Provincial Government and other line agencies for cultural matters

Benefits Experienced by students with IGOROT CUISINE as a subject

a. Increased awareness on the importance of the subject in the preservation of the cuisine of Mountain Province
b. Development of individual initiative and creativity in culinary activities
c. Awareness on the various local spices and herbs that abounds in the province
d. Appreciation on the totality of the province's culture
e. Development of initiative to discovery schemes to further enhance indigenous recipes to make it more palatable.
f. Analysis and comparison on the effectiveness of indigenous cooking procedures and paraphernalia against modern ones.

4. On the level of acceptance of the respondents on the various strategies to further enhance the delivery of the IGOROT CUISINE as a subject

Table III. Level of Acceptance on the strategies to enhance the delivery of IGOROT CUISINE as a Subject

Strategies to Enhance the delivery of IGOROT CUISINE as a subject	**Mean**	**DE**
1. Establishment of a simulation room for Igorot Cuisine	2.51	MA
2. Conceptualization of instructional materials purposely for the subject	2.42	MA
3. Continuous collection of indigenous recipes from all municipalities of the province	2.22	MA

4. Encouragement of community-based participation through the invitation of guest lecturers and speakers on certain indigenous recipes	2.31	MA
5. Continued community-based advocacy on the preservation of indigenous recipes	2.50	MA
6. Enhancement of existing indigenous recipes	2.45	MA
7. Promotion of culture-based researches that would open future researches on indigenous cuisine	2.46	MA
8. Continuous capability trainings for instructors of the subject	2.12	MoA

3	2.32 – 3.00	MA – Much Accepted
2	1.66-2.31	MoA – Moderately Accepted
1	1.00-1.65	NA – Not Accepted

As can be gleaned from the table, all of the schemes were MUCH ACCEPTED except for continuous capability trainings for instructors which was MODERATELY ACCEPTED.

The establishment of a simulation room for Igorot Cuisine as a subject has the highest mean with 2.51. This finding reflects the fact that the college is inadequate with regards to laboratories, or simulation rooms. Based on informal interview of students would reveal that they consider laboratory rooms or simulation rooms as a priority since this is the proper venue where they put into practice their acquired skills or competencies.

Capability trainings for instructors was moderately accepted due to the reason that instructors of the college are provided with appropriate trainings and thus it is not deemed by the respondents as a priority strategy in the enhancement of the subject.

CONCLUSIONS

Based on the results of the study, the following conclusions were formulated:

1. Despite the fast changing times, most people in Mountain Province are aware of the various indigenous recipes in their own localities. This backed up by the finding of the study which shows that all the respondents were found out to be MUCH AWARE on the existence of the various indigenous recipes of the province.

2. Experiencing the IGOROT cuisine as a subject in the college brought realization among the respondents about its importance in most aspects. This is reflected on the table where the entire respondents find the IGOROT CUISINE as a subject as VERY IMPORTANT for students and instructors in the Hotel and Restaurant Management and Tourism Department.

3. The IGOROT CUISINE as a subject brought about certain benefits among the respondents which reflect the need to sustain the said subject in the department's curriculum. This is proven by the benefits mentioned in the findings of this study.

4. Despite the advantages of the IGOROT CUISINE as a subject, there are various ways to make the subject more meaningful. These are identified in the findings of the study which identified the strategies to enhance the delivery of IGOROT CUISINE as a subject.

RECOMMENDATIONS

1. The administration of the Mountain Province State polytechnic College should strengthen its advocacy on culture to stress on the importance of the preservation of the unique cuisine of Mountain Province. It should focus more support to the Hotel and Restaurant Management and Tourism Department considering that the subject is offered in the said department.

2. The administration of the Mountain Province State Polytechnic College should conceptualize activities that would further promote the province's culture by integrating culture based-activities during intramurals, foundation days, and other significant days of the college.

3. As a result of the study, there is a need for the administration of the Mountain Province State Polytechnic College to construct a simulation room purposely for IGOROT CUISINE. This is taking into account that that cooking procedure and paraphernalia for indigenous cuisine is totally different from modern cookery.

4. The faculty members of the Hotel and Restaurant Management and Tourism Department should continuously develop instructional materi-

als that would further enhance the delivery of the subject to students.

5. The students of the said department should continue to research on various recipes of the province to include its compilation as basis for instructors in preparing manuals.

6. The department should review its methodologies in the delivery of IGOROT CUISINE as a subject to consider making the learning process a meaningful one. This should include the exposure of students to other cultures that would give them the opportunity to have a chance to really appreciate and promote their own culture.

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BONTOC CUSTOMARY LAWS ON SUCCESSION VIS-À-VIS PHILIPPINE LAWS

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ABSTRACT

Succession is a mode of acquisition by virtue of which the property, rights and obligations to the extent of the value of the inheritance, of a person are transmitted through his death to another or others either by his will or by operation of law (Art. 774, Civil Code of the Philippines). This study determined the customary laws on succession in Central Bontoc, Bontoc, Mountain Province and determined the issues in the practice of said customary laws. It also determined the differences in the customary laws on succession in Central Bontoc with national laws on succession. The study made use of the descriptive – qualitative research method. Interview and focus group discussions were the major tools used to gather data. 50 key informants were interviewed. As required by the Indigenous Rights Act of 1997, the Free Prior Informed Consent (FPIC) of the community was secured before data gathering. After the study, it was presented to the community for validation. It was found out in the study that there are customary laws on succession in Central Bontoc. Findings revealed that inheritance is based on kinship. For intestate succession, inheritance is transferred to the heir upon the death of the decedent and upon compliance of the caregiving, death, and burial rites of the decedent. There are very few instances of testate succession since decedent died intestate or transferred his property through donation intervivos. There are some issues in the practice of customary laws. There are also differences in the customary laws and national laws on succession.

Keywords: *Succession, Intestate Succession, Testate Succession, Customary Laws, Central Bontoc, Bontoc, Mountain Province.*

INTRODUCTION

Ownership and other real rights over property are acquired and transmitted by law, by donation, by testate and intestate succession, and in consequence of certain contracts, by tradition. (Article. 712, Civil Code of the Philippines)

Succession is a mode of acquisition by virtue of which the property, rights and obligations to the extent of the value of the inheritance, of a person are transmitted through his death to another or others either by his will or by operation of law. (Art.774, Civil Code of the Philippines).

Succession may be testamentary, legal and intestate , or mixed succession.

Testamentary Succession is that which results from the designation of an heir, made in a will executed in the form prescribed by law (Article 779, Civil Code of the Philippines) while mixed succession is that effected partly by will and partly by operation of law. (Art. 780, Book III, Civil Code)

As enumerated in Article 960 of the Civil Code, legal or intestate succession takes place:

1) *If a person dies without a will, or with a void will, or one which has subsequently lost its validity;*
2) *When the will does not institute an heir to, or dispose of all the property belonging to the testator. In such case, legal succession shall take place only with respect to the property of which the testator has not disposed;*
3) *If the suspensive condition attached to the institution of heir does not happen or is not fulfilled, or if the heir dies before the testator, or repudiates the inheritance, there being no substitution, and no right of accretion takes place;*
4) *When the heir instituted is incapable of succeeding, except in cases provided in this Code.*

Generally, succession in the Philippines is governed by Articles 774 to 1105 of Book III, Civil Code of the Philippines. In Central Bontoc, Bontoc, Mountain Province, they have their customary laws on succession.

Bontoc is the capital town of Mountain Province. It is bounded on the north by the Municipality of Tubo, Abra; on the northeast by the Municipality of Sadanga, Mountain Province; on the east by the Municipality of Barlig, Mountain Province; on the south by the Municipalities of Banaue and Hungduan, Ifugao; on the southwest by Sabangan, Mountain Province; on the west by Sagada and Besao, Mountain Province.

Bontoc, Mountain Province has sixteen (16) barangays, namely: Alab Oriente, Alab Proper, Balili, Bayyo. Bontoc Ili, Caluttit, Caneo, Dalican, Guina-ang, Gonogon, Mainit, Maligcong, Poblacion, Samoki, Talubin, and Tocucan.

Barangays Bontoc Ili, Poblacion, Caluttit, and Samoki composes Central Bontoc.

In Central Bontoc, most civil cases filed before the National Commission on Indigenous Peoples as well as the regular courts are cases arising from property and succession. In the resolution of such conflicts, the National Commission on Indigenous Peoples recognizes customary laws. Customary laws as defined in NCIP Admin Order No. 1, series of 2012 is *"a body of written and / or unwritten rules, usages, customs and practices traditionally and continually recognized, accepted, and observed by respective ICCs/ IPs.*

While the Bontoks have customary laws, there are no written documents to these. The only evidence being utilized in the resolution of cases filed before concerned quasi judicial bodies such as the National Commission on Indigenous Peoples are testimony of elders.

Objectives of the Study

The study determined the customary laws on succession in Central Bontoc, Bontoc, Mountain Province and determined the issues in the practice of said customary laws.

It also determined the differences in the customary laws on succession in Central Bontoc with national laws on succession.

METHODOLOGY

The study made use of the descriptive-qualitative research method.

Interview and focus group discussions were the major tools used to gather data. An interview guide was used to gather data. The interview guide was prepared in English and translated in the Bontoc dialect. Other data-gathering tools include library research, observation-participation, and documentary analysis.

The study was conducted in Central Bontoc, Bontoc, Mountain Province.

The respondents are the elders, barangay officials, and other community people of Central Bontoc, Bontoc, Mountain Province.

Before data gathering, the Free Prior and Informed Consent (FPIC) of the community was secured as required by the Indigenous Peoples Rights Act of 1997 as implemented by the Indigenous Knowledge Systems and Practices and Customary Laws Research and Documentation Guidelines of 2012. As part of the FPIC process, the output of the study was presented and validated in the community.

Findings

Customary Laws on Succession in Central Bontoc

Albert Jenks mentioned that the laws of inheritance in Bontoc are firmly fixed.

Jenks wrote:

> *"Since all the property of a husband and wife is individual, except that accumulated by the joint efforts of the two during union, the property of each is divided on death. The survivor of a matrimonial union receives no share of the individual property of the deceased if there are kin. It goes first to the children or grandchildren. If there are none and a parent survives, it goes to the parent. If there are neither children, grandchildren, nor parents it goes to brothers and sisters or children. If there are none of these relatives the property goes to the uncles and aunts or cousins. If there are no relatives the property passes to the survivor of the union. If there is no survivor the property passes to that friend who takes up the responsibilities of the funeral and accompanying ceremonies."*
>
> *"Primogeniture is recognized, and the oldest living child, whether male or female, inherits slightly more than any of the others. For instance, if there were three or four or five sementeras per child, the eldest would receive one more than the others."*
>
> *"This law of primogeniture holds at all times, but if there are three boys and one girl, the girl is given about the same advantage over the others, it is said, as though she were the eldest. If there are three girls and only one boy, no consideration is taken of sex. When*

> *there are only two children the eldest receives the largest or best sementera, but he must also take the smallest or poorest one."*

Jenks further wrote:

> *"The custom of not allowing an unmarried child to possess permanent property is so rigid that, I am told, an unmarried son or daughter seldom receives carabaos or sementeras until the death of the parents, no matter how old the child may be."*

In an interview with elders in the community, inheritance is transferred to the heir upon the death of the decedent and upon compliance of the caregiving, death and burial rites of the decedent. The death and burial rites is based on the status of the decedent. The compliance includes shouldering of expenses for the burial rites and performing the burial rites in the traditional practices.

There is also a rule on *kaplis* and illegitimate children.

Kaplis refers to children of a 2nd marriage or family of the decedent.

It is a customary law that *kaplis* are not entitled to the individual and conjugal properties of the husband and wife in the first marriage. They are only entitled to properties acquired during the marriage of their parents. For illegitimate children, they cannot inherit.

There are very few instances of testate succession or designating heirs in a will. Its either decedent died intestate or transferred their property through donation intervivos.

Inheritances by donation also requires donees to perform the caregiving, death and burial practices to the donor, otherwise the subject inheritance will be subject to question and will be placed under the procedure of intestate succession.

Issues in customary laws on succession in Central Bontoc

In a focus group discussion with elders in the community, there are some issues arising in the practice of the customary laws.

First, it is provided in the customary laws on succession in Central Bontoc that the order of succession is effective when all responsibilities in taking care and providing the needs of the decedent when he/she is sick and of old age is complied.

Shouldering the expenses and performing the traditional death and burial practices should also be complied. Should the decedent saved for the expenses needed, it is still the responsibility of the successor to see to it that the ceremonies are done depending on the status of the decedent.

The issues in the above mentioned customary law arises when the nearest successor does not like to embrace the traditional death and burial practices. This arises when said nearest successor belongs to a religious sect which do not adhere to customs and traditions.

It also arises when the nearest successor cannot perform the traditional death and burial rites since he / she cannot be in the community during the time the decedent needs care and during his death and burial. This usually happens when the nearest successor is an overseas worker or a non-resident of the municipality. Representation is recognized, however, limited to children and grandchildren.

Second, it is provided in the customary law that *kaplis* or children of second family are not entitled to properties of their father/mother in the first marriage.

The issue in the customary law of *kaplis* arises since it is contended that though they are children of second marriage, they are still brothers and sisters by virtue of blood relations with one mother or one father.

The issue on the customary law in taking care of the decedent and performing traditional death and burial practices for the decedent has to be resolved. The customary law on *kaplis* has to be resolved too.

Issues on unmarried children not to be given properties is already resolved. As elders pointed out, "et ngag nan mangnungnungan cha han mid anak na nu mid michawchaw si kwana" (how can unmarried children be attended to if they will not be given properties?)

Differences of the customary laws from national laws

There are some differences in some provisions of customary laws and national laws on succession.

Comparing the order of succession, the following is the order of succession in customary laws:

1. Lineal descendants which include children or grandchildren
2. Ascendants which include parents
3. Lateral descendants which include brothers and sisters or their children and if there are none, uncles and aunts or cousins
4. Surviving spouse
5. Self-appointed executor who was a personal friend of the deceased who takes up

the responsibilities of the funeral and accompanying ceremonies

The following is the order of succession in national laws:

1. Descending direct line
2. Ascending direct line
3. Illegitimate children
4. Surviving spouse
5. Collateral relatives
6. The state

There are some differences in the provisions of customary law and national law.

First, illegitimate children are not included in the order of succession in customary laws. In national laws, illegitimate children are considered when there is no descending direct line and ascending direct line of the decedent.

Second, in customary laws, a successor has to perform the obligation of caregiving and has to perform the traditional death and burial practices for the decedent before she/he gets her/his inheritance. Otherwise, the succession can be questioned by other relatives who did the obligation. In national laws, there is no provision on performance of traditional practices.

Third, in customary laws, a self-appointed executor who is a personal friend of the decedent can succeed in the absence of lineal descendants, ascendants, lateral descendants, and surviving spouse of the decedent. In national laws, the state shall inherit the whole estate in the absence of the descending direct line, ascending direct line, illegitimate children, surviving spouse, and collateral relatives.

Lastly, in customary laws, it requires that every inheritance should be based on blood relations while in national law, a non-relative can receive an inheritance from a person whom he has no blood relations with. It will be taken from the free portion and without prejudice to the legitime of compulsory heirs, illegitimate children and the spouse.

CONCLUSIONS

There are customary laws in succession recognized and practiced in Central Bontoc.

Inheritance by virtue of customary laws are always based on kinship and before succeeding, it is a must that every donee, heir and successor has to comply with the caregiving, death, and burial rites of the donor and decedent. Otherwise, the non performance can be questioned by relatives who performed it.

There are issues raised in the customary laws on succession in Central Bontoc. Some issues have been resolved.

There are some differences in customary laws on succession in Central Bontoc and national laws on succession.

RECOMMENDATIONS

It is recommended that the Bontoc customary laws on succession be included in instructional materials in Indigenous Peoples Education.

In mediation for cases of succession filed before the Sagguniang Barangays and resolution of conflicts related to succession filed before the jurisdiction of the National Commission on Indigenous Peoples and regular courts, the customary laws on succession in Central Bontoc is recommended for adoption.

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Personal Interviews from elders and community people in central Bontoc.

TEXT-DRIVEN AND KNOWLEDGE-DRIVEN READING INSTRUCTION: EFFECTS ON STUDENTS' CRITICAL THINKING

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ABSTRACT

The objective of the study was to find out the effects of text text-driven and knowledge-driven reading instruction on students' critical thinking (CT). Specifically, it determined the students' personal attributes and linguistic competence; assessed the experimental and control groups' level of CT relative to applying, analysing, evaluating and creating; showed the level of CT in the pretest and posttest of the experimental group; determined if relationships existed between the students' level of CT and their linguistic competence; validated the two groups' significant differences in the levels of linguistic competence and CT and the level of CT of the students in the experimental group. The subjects of the study were randomly chosen from intact classes of courses with board examination. The study made use of quasi-experimental and correlational method. Posttest scores from the tests on applying, analysing, evaluating and creating in both the experimental and control groups did not improve, but it showed that the level of linguistic competence influenced their level of CT. There is no significant difference in the levels of CT and linguistic competence in both groups, so with the level of CT during the posttest in the experimental group.

Keywords: *critical thinking (CT), linguistic competence, knowledge-driven reading instruction, text-driven reading instruction, personal attributes*.

INTRODUCTION

Critical thinking in reading is like critical thinking in other macro-skills. The purpose is for one to get involved in a dialogue with the ideas as one hears in class so that s/he can summarize, analyse, hypothesize and evaluate the ideas that s/he encounters. Students are expected to develop critical thinking skills also so that they can dig deeper below the surface of the lessons they are studying and to critically evaluate the work of others and their own. But as observed by many college English teachers, most students could hardly interact with their teachers and classmates. More so, their written sentences are disorganized and ungrammatical.

In the University of Eastern Philippines, there are curricular programs offered that place much expectation upon the students' proficiency and competence in English because they are expected to pass the board examinations demanded by their respective courses. The examination is being administered in English and the workplace expects them to be globally competitive because of the high demand of these professions abroad, like nurses, engineers, accountants, English teachers among others.

Moreover, an increasingly complex society requires individuals to base their judgments and decisions on careful evaluation of evidence. Thus, teaching student's higher order thinking skills, including critical thinking can help them improve their functioning in multiple circumstances.

This paper posits that one significant technique in carrying out effectively the reading thinking task is by providing questions that cater to the categories of higher level thinking skills; namely, applying, analyzing, evaluating, and creating. It is also inferred that the students' ability to respond critically to the reading texts depends on word recognition, vocabulary density, syntax and text structures, and the ways in which they either control and/or cope with these variables. It is also assumed that students respond by relating the content of the texts to their background knowledge, that is why, previewing or letting the students reflect on and discuss what they already know about a topic that is of importance to the text they are about to read, encourages them to relate what they already know. Hence, this research tried to find out if the students' levels of critical thinking and linguistic competence using text-driven reading instruction and knowledge-driven reading instruction are high enough for them to cope with the demands of their future profession as licensed/full pledged professionals.

Objectives of the Study

This study was aimed at finding out the effects of text-driven and knowledge-driven reading instruction on students' critical thinking at the University of Eastern Philippines.

The specific objectives of this study were to: (1) determine the personal attributes and linguistic competence of the subjects of the study, (2) compare the levels of critical thinking of the experimental and control groups in the posttest relative to applying, analysing, evaluating and creating, (3) assess the level of critical thinking in the pretest and posttest of the experimental group, (4) determine the significant difference in the experimental and control groups' levels of critical thinking in the pretest and posttest, (5) find out the significant relationship between the level of linguistic competence and the level of critical thinking among the students of the experimental and control groups enrolled in different board courses, during the posttest, and 6) determine the significant difference in the experimental and control groups' levels of critical thinking in the pretest and posttest.

METHODOLOGY

This study made use of quasi-experimental and correlational methods. The non-equivalent control group design was applied since the study consisted of two (2) groups, the experimental class and the control class.

The subjects of the study were second year students from selected courses with board examination who qualified in the parameters set before the conduct of the study. A pretest was administered using reading selections formulated to determine the levels of critical thinking to the control group (text-driven reading instruction) and the experimental group (knowledge-driven reading instruction). The four reading texts were selected based on the fog index reading level of a college sophomore which is fourteen.[14]

For the control group, the students did not have previewing of the texts read. Their understanding of the text solely relied on text comprehension. For the experimental group, the teacher let them gain background knowledge of the topics/issues treated in the reading materials by using the principles in knowledge-driven instruction: previewing, predicting, and filling in background knowledge where it is missing through presentation of the cultural, historical and/or social context [3].

Six (6) reading lessons were administered for six (6) sessions after which another four (4) reading texts were administered to both the control and experimental groups which served as posttest to determine the differences in their critical thinking after the treatment. Only those who completed the pretest, treatment and posttest reading texts eventually became the subjects of the study: 96 for the experimental and 86 students for the control group.

The study also sought to determine the relationships between and among the variables (Figure 1).

Paradigm

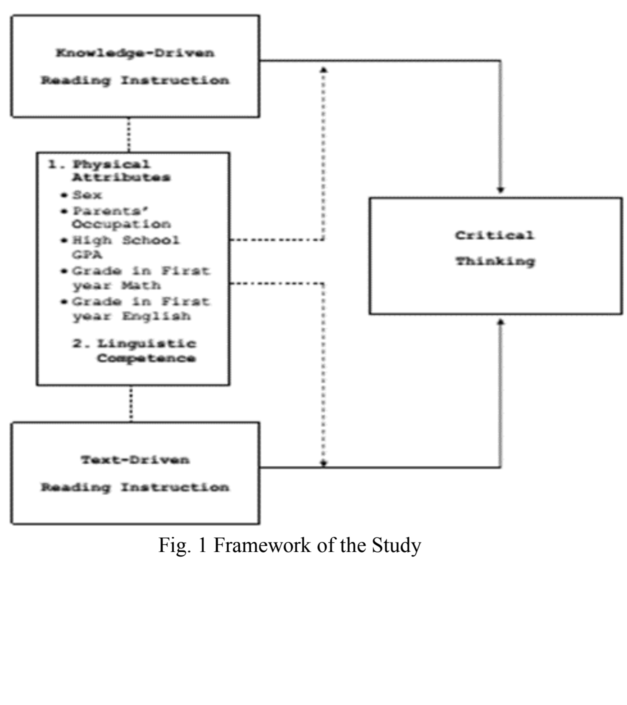

Fig. 1 Framework of the Study

FINDINGS

Objective 1. To determine the profile of the students relative to sex, high school GPA, parents' occupation, grade in first year Math and English and their level of linguistic competence.

*Personal Attributes***.** Table 1.1 shows that a majority of the subjects of the study are female; as to parents' occupation majority were employed; as to their grades in first year Math and English, majority got "good" grades.

Table 1.1 Profile of the Students

	EXPERIMENTAL GROUP		CONTROL GROUP	
	Frequency	*Percent*	*Frequency*	*Percent*
Sex				
Male	23	23.9	25	70.9
Female	73	76.1	61	29.1
Total	96	100.00	86	100.00
High School GPA				
96-100 (Excellent)	0	0.0	0	0
92-95 (V.Good)	17	17.7	17	19.8
89-91 (Good)	44	45.8	49	57.0
87-88 (Good)	29	30.2	14	15.1
84-86 (Good)	5	5.2	6	6.9
82-83 (Fair)	0	0.0	0	0
79-81 (Fair)	1	1.1	1	1.2
Total	96	100.00	86	100.00
Parent's Occupation				
Mother	45	46.9	30	34.9
Gov't. Employee	39	40.6	40	46.5
Unemployed	4	4.2	7	8.1
Private employee	5	5.2	9	10.5
Self-Employed	3	3.1		
(Deceased)				
Total	96	100.00	86	100.00
Father				
Gov't. Employee	27	28.2	30	34.9
Unemployed	5	5.2	2	2.3
Private Employee	20	20.8	12	14.0
Self-Employed	39	40.6	34	39.5
(Deceased)	5	5.2	8	9.3
Total	96	100	86	100
Grade in Algebra				
1.25 (Very Good)	6	6.3	5	5.8
1.5 (Very Good)	10	10.4	8	9.3
1.75 (Good)	18	18.7	9	10.5
2.0 (Good)	21	21.9	19	22.1
2.25 (Good)	19	19.8	18	20.9
2.5 (Fair)	14	14.6	11	12.8
2.75 (Fair)	8	8.3	13	15.1
3.0 (Passed			3	3.5
Total	96	100	86	100
Trigonometry				
1.0 (Excellent)	1	1.1		
1.25 (Very Good)	1	1.1	4	4.7
1.5 (Very Good)	8	8.3	10	11.7
1.75 (Good)	22	22.9	18	20.9
2.0 (Good)	29	30.2	9	10.5
2.25 (Good)	10	10.4	7	8.1
2.5 (Fair)	8	8.3	13	15.1
2.75 (Fair)	9	9.4	18	20.9
3.0 (Passed)	8	8.3	7	8.1
Total	96	100	86	100
Grade in English Firs English 111				
1.25 (Excellent)	5	5.2	8	9.3
1.5 (Very Good)	11	11.4	13	15.1
1.75 (Good)	34	35.5	25	29.1
2.0 (Good)	38	39.6	28	32.5
2.25 (Good)	8	8.3	9	10.5
Total	96	100	86	100
English 121				
1.25 (Very Good)	7	7.3	13	15.1
1.5 (Very Good)	18	18.8	19	22.1
1.75 (Good)	32	33.3	24	27.9
2.0 (Good)	31	32.3	18	20.9
2.25 (Good)	8	8.3	11	12.8
Total	96	100	86	100

Linguistic Competence. Table 1.2 shows that a majority of the students had "very good" level of linguistic competence.

Table 1.2 Frequency Distribution on the Level of Linguistic Competence

Linguistic Competence	*Frequency*	*Percent*
96-100 (Excellent)	17	9.3
92-95 (Very Good)	75	41.2
84-91 (Good)	64	35.2
79-83 (Fair)	24	13.2
75-78 (Passed)	2	1.1

Objective 2. To compare the level of critical thinking in the posttest of the experimental and control groups.

For the experimental group, the posttest results in analyzing and evaluating were the same with the students' ratings in the pretest which was "below average" while in creating and applying the result was "poor". This indicates that the posttest scores did not show improvement. In the control group, the posttest scores of the majority of the students was "below average" critical thinking in applying and evaluating; "average" in analysing while "poor" in creating. On the whole, the findings indicate that the knowledge-driven instruction had no effect on the students' level of critical thinking. It further means that it was not the kind of reading instruction, whether text-driven or knowledge-driven, that determined the students' level of critical thinking.

Table 2. Level of Critical Thinking in the Posttest of the Experimental and Control Groups Relative to Applying, Analyzing, Evaluating and Creating

Objective 3. Assess the level of critical thinking in the pretest and posttest of the experimental group.

	Experimental		Control Group	
Critical Thinking	Frequency	Percent	Frequency	Percent
POSTTEST				
Applying				
Excellent (16.8.20.0)	1	1.0	0	0
Above average (13.6-16	4	4.2	8	9.3
Average (10.4-13.5)	16	16.7	13	15.1
Below average (7.2-10.3	31	32.3	29	33.7
Poor (4.0-7.1)	44	45.8	36	41.9
Total	**96**	**100.00**	**86**	**100.00**
Analyzing				
Excellent (16.8.20.0)	7	7.3	3	3.5
Above average (13.6-16	7	7.3	14	16.3
Average (10.4-13.5)	27	28.1	25	2.1
Below average (7.2-10.3	34	35.4	29	33.7
Poor (4.0-7.1)	21	21.9	15	17.4
Total	**96**	**100.00**	**86**	**100.00**
Evaluating				
Excellent (16.8.20.0)	8	8.3	1	1.3
Above average (13.6-16	7	7.3	7	8.1
Average (10.4-13.5)	26	27.1	23	26.7
Below average (7.2-10.3	34	35.4	31	36.0
Poor (4.0-7.1)	21	21.9	24	27.9
Total	**96**	**100.00**	**86**	**100.00**
Creating				
Excellent (16.8.20.0)	0	0.0	0	0
Above average (13.6-16	5	5.2	5	5.9
Average (10.4-13.5)	15	15.6	10	11.6
Below average (7.2-10.3)	28	29.2	29	33.7
Poor (4.0-7.1)	48	50.0	42	48.8
Total	**96**	**100.00**	**86**	**100.00**

It is indicated in Table 3 that a majority of the students had "below average" level of critical thinking in the pretes; same finding was revealed in the posttest. This means that the ratings in the posttest did not differ with those in the pretest. This indicates that the knowledge-driven reading instruction administered to the experimental group did not influence the students' level of critical thinking.

Table 3. Level of Critical Thinking in the Pretest of the Experimental Group

Critical Thinking	Pretest		Posttest	
	Frequency	Percent	Frequency	Percent
Excellent 67.2-80.0	0	0	1	1.0
Above Average 54.4-67.1	7	7.3	4	4.2
Average 41.6-54.3	30	31.2	24	25.0
Below Average 28.8-41.5	46	47.9	37	38.5
Poor 16.0-28.7	13	13.6	30	31.3
Total	**96**	**100.00**	**96**	**100.00**

Objective 4. To determine the significant difference in the experimental and control groups' levels of critical thinking in the pretest and posttest.

The summary of the t-computed value between the control and experimental groups' level of critical thinking in the pretest and posttest revealed that there was no significant difference between the two groups.

Table 4. Summary Result on the Difference between the Control and the Experimental Group's Levels of Critical Thinking in the Pretest and Posttest

	N	Mean Difference	T-Value		Interpretation
			Computed	Critical	
Pretest	86	38.255	-1.682	-1.2532	Not Significant
Posttest	96	39.337	0.7108	1.65336	Not Significant

Objective 5. To find out the significant relationship between the level of linguistic competence and the level of critical thinking among the students in the experimental and control group.s

Table 5 shows that linguistic competence was significantly related to critical thinking. This indicates that linguistic competence influenced the critical thinking of the students in both groups.

Table 5. Summary Result on the Relationship between the Level of Linguistic Competence and the Level of Critical Thinking in the Experimental and Control Group

Groups	Linguistic Competence	F-ratio	Significant F	Coefficient of Determination	Interpretation
Experimental		1.695815	0.196018	1.77%	Significant
Control		13.83749	0.000359	14.1%	Significant

Objective 6. To determine the significant difference in the level of critical thinking of the students in the experimental groups enrolled in different board courses during the posttest..

The result reveals that there was significant difference in the level of critical thinking among the students enrolled in board courses;

namely, Bachelor of Science in Agricultural Engineering, Bachelor of Science in Accountancy, Bachelor of Science in Civil Engineering, Bachelor of Science in Elementary Education and Bachelor of Science in Nursing. This indicates that the course which the students were enrolled in influenced their level of critical thinking.

Table 6. Summary Result on the Difference in the Level of Critical Thinking in the Experimental Group Enrolled in Board Course during the Posttest

CONCLUSIONS

	N	Mean	Sum	F-Ratio	Computed	F-Critical	Interpretation
Bachelor of Science in Civil Engineering	27	33.95	747				
Bachelor of Science in Agricultural Engineering	7	35	105				
Bachelor of Science in Elementary Education	25	29.58	1006	8.32	9.19	2.47	Significant
Bachelor of Science in Accounting	32	43.93	134				
Bachelor of Science in Nursing	5	44.8	224				

From the results of the study, the following conclusions were drawn:

1). It is concluded that female students outnumber the male in courses with board examination and they possess higher level of critical thinking than their male counterpart. This implies that even in board courses that place high demand on male applicants are female dominated; 2). As to parents' occupation, the fact that most parents of the students are earning and have stable jobs, it indicates that they could afford to buy books, instructional materials and gadgets that would improve the students' critical thinking; 3). Grade in first year Math is related to their critical thinking which implies that the higher the grade the student earned in Math, the higher is his/her level of critical thinking. This infers further that analyzing and problem solving exercises in Math train students to become critical thinkers. As to grade in English, English 121 (Writing in the Discipline) is related to the level of critical thinking. This implies that letting the students write paragraphs and research paper hone their critical thinking; 4). It is further concluded that grade point average (GPA) is not significantly related to critical thinking. This implies that most secondary schools do not use standard grading system, thus it is not a guarantee that a student with high GPA has high level of critical thinking. Grade in English 111 (Study and Thinking Skills) in this study is not related to the students' critical thinking. This implies that classes in English 111 where the students were enrolled failed to provide varied activities that develop a reinforce logical reasoning and in-depth critical thinking analysis. The finding may also imply that the students are still adjusting and coping with the lessons in English 111; 5).

As regards the students' level of linguistic competence, it is concluded that since linguistic competence influenced the level of critical thinking, the higher the students' level of linguistic competence the higher also is his/her level of critical thinking; 6). As to the level of critical thinking in the posttest of both groups, majority have only "poor" level of critical thinking in applying and creating; while they have "below average" level of critical thinking in analyzing and evaluating. Along this line, it is concluded that the type of reading instruction does not influence the students' level of critical thinking; and finally, 7). It is concluded that since there is significant difference in the level of critical thinking during the posttest of the experimental group who were enrolled in different board courses, the course which the students are enrolled in influences their level of critical thinking.

RECOMMENDATIONS

In the light of the findings and conclusions, the following recommendations are hereby presented:

1) Since it was found out that male students were outnumbered by the female from entering and be able to qualify the board courses, another study in the level of critical thinking and linguistic competence may be conducted since this could be one of the reasons why they are not admitted to UEP; 2) Since the level of critical thinking was "below average" in analysing and evaluating, and "poor" in applying and creating, teachers should devise strategies and exercises that may enhance the students' critical thinking. 3) students should read more and improve their stock of words because linguistic competence en-

hances critical thinking; 4) Since GPA in High School did not influence the students' critical thinking, grade in high school should not be the basis in the admission of freshman college students, especially in courses with board examination; 5)All courses with board examination set a higher standard of admission, to include critical thinking test; be firm in their retention policies; assign professors with calibre training and expertise; and provide materials that will improve their critical thinking.

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AUTOSCOPY IN MICRO-TEACHING USING VIDEO RECORDING AS PERCEIVED BY PRE-SERVICE TEACHERS

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ABSTRACT

This study investigated responses of 21 pre-service teachers under the Teacher Certificate Program (TCP) on autoscopy in micro-teaching using video-recording. Specifically, it considered a) the extent video-recording felt as beneficial and as disadvantageous as perceived by the pre-service teachers b) the extent of intervention to be done by the subject teacher or supervising instructor in order to alleviate worry about video-recording c) the relationship between perceptions and micro-teaching grade. The study made use of descriptive method, data collection was through a questionnaire and grades given by the subject teacher and classmates during the micro-teaching. Statistical treatment using SPSS program involved arithmetic mean and Pearson, r correlated coefficient. The researcher concluded that the act of recording a micro-teaching through video, and the possession of video of the micro-teaching, provides benefits to pre-service teachers. Specifically, video-recording of micro-teaching enhances pre-service teachers' teaching skills ("how to teach" or pedagogical content knowledge) and self-reflection ("reflective practice").The benefits of using video recording in analyzing performance in micro- teaching outweigh the drawbacks. Thus, video -recording in subjects involving teaching strategies is highly recommended.

Keywords: *Autoscopy, Micro- Teaching & Video-Recording*

INTRODUCTION

With the present information era, knowledge is expanding rapidly. The new demands of changing information, technologies, jobs and social conditions cannot be met through passive, rote learning focused on basic skills and memorization of disconnected ideas (Baron& Darling –Hammond, 2008). Teachers play a significant role in the development of the knowledge society and teachers' knowledge is a pivotal rung in the ladder of knowledge generation (. Lehane.et al, 2013).

The art of teaching required in the current epoch does not merely involve a simple transfer of knowledge from one to other. Instead, it is a complex process that facilitates and influences the process of learning. Quality of a teacher is estimated on how much the students understand from his/her teaching. The teacher has the key role in education process. The most important role of the teacher in a school is to guide students while providing knowledge. With this role, the teacher shapes the terminal behaviors of the students, helps the student to have positive relationships and makes them skillful.

Cognizant of the important role of the teacher in the transfer of knowledge, it becomes imperative for the Higher Education Institutions which are offering education programs to provide pre-service teachers the necessary training to make them effective in teaching. The proper guidance in the application of the pedagogical content knowledge gained must be monitored. Pedagogical content knowledge is a type of knowledge that is unique to teachers, and is based on the manner in which teachers relate their pedagogical knowledge (what they know about teaching) to their subject matter knowledge (what they know about what they teach). It is the integration or the synthesis of teachers' pedagogical knowledge and their subject matter knowledge that comprises pedagogical content knowledge.

This study is anchored on *Pedagogical Content Knowledge (PCK) formulated by Shulman (1986) and on the theory of reflective learning by Gibbs (1998).* Shulman's idea of knowledge of pedagogy is applicable to the teaching of specific content. PCK covers the core business of teaching, learning, curriculum, assessment and reporting, such as the conditions that promote learning and the links among curriculum, assessment and pedagogy. An awareness of common misconceptions and ways of looking at them, the importance of forging links and connections between different content ideas, students' prior knowledge, alternative teaching strategies and the flexibility that comes from exploring alternative ways of looking at the same idea or problem are all essential for effective teaching.

Central to Shulman's conceptualization of PCK is the notion of the transformation of the subject matter for teaching. This transformation occurs as the teacher interprets the subject matter, finds multiple ways to represent it, and adapts and tailors the instructional materials to alternative conceptions and students' prior knowledge.

At the heart of PCK is the manner in which subject matter is transformed for teaching. This occurs when the teacher interprets the subject matter, finding different ways to represent it and make it accessible to learners. PCK exists at the intersection of content and pedagogy, together but in isolation; but to an amalgam of content and pedagogy thus enabling transformation of content into pedagogically powerful forms. PCK represents the blending of content and pedagogy into an understanding of how particular aspect of subject matter are organized, adapted and represented for instruction.

Pedagogical content knowledge is a type of knowledge that is unique to teachers, and is based on the manner in which teachers relate their pedagogical knowledge (what they know about teaching) to their subject matter knowledge (what they know about what they teach). It is the integration or the synthesis of teachers' pedagogical knowledge and their subject matter knowledge that comprises pedagogical content knowledge. According to Shulman (1986) pedagogical content knowledge

One way to determine if the theory and concepts on principles of teaching and learnings taught are learned by the pre-service teachers is to let them perform a micro- teaching. Microteaching is a method that has been used since 1960s in teaching- learning environments. Microteaching is a remarkable factor used in teaching practices of pre-service teachers (Görgen, 2003). Microteaching method offers new and different opportunities to pre-service teachers about the planning and implementation of new teaching strategies. Microteaching is a technique in teacher education which provides a transition from theory to real teaching situations (Çelik, 2011).

In the current century, Microteaching increases its effectiveness in more scale-down teaching environment. Someone practicing microteaching may get feedback on a specific technique, which he/she is interested to explore. (Ghafoor, A.2012) Feedback plays a critical role for teacher – trainee improvement. It is the information that a student receives about his attempts. The built-in feedback mechanism in microteaching acquaints the trainee with enabling him to improve and evaluate his teaching behavior with the success of his performance. Abbasi (2009) explained microteaching as a scaled down teaching. Its goal is to provide confidence, guidance, feedback and support to the prospective teachers. Basically it aims at modifying teaching behavior provides flexibility, location, organization and divergent ways of thinking.

Ghafoor, A.et al.(2012) recommended the following to improve the teaching skills of the pre-service teachers;1) Program should be conducted in such a way that more than only few specific skills can be practiced in microteaching and large number of students can be given the opportunity of re-planning and re-teaching. 2) Program should not be designed in such a way that it leaves gaps in planning and presentation of lesson. It requires the use of highly technical IT devices, so use of these devices should be made proper as necessary. 3) Anxiety level of students should be reduced by developing high level of confidence and by providing the all necessary facilities. Teachers must be trained to improve their microteaching skills. 4) Class size should be increased so that large number of trainee teachers can be given the opportunity of enhancing their skills. Time allocation should be made sufficient for microteaching. 5) Micro lessons should be conducted in more flexible environment. 6) As a new technology in local context field based studies are needed in the areas of logistic and academic dimensions. Need to enhance the competencies of teacher educators and offering skill based courses in microteaching.

Cochran (1997) recommended that teachers must begin to often reflect on or think about *why* they teach specific ideas the way they do. Teachers know much more about teaching subject matter concepts to students than they are aware. This is pedagogical content knowledge; and many teachers don't think about this knowledge as important. It is important, though, because it determines what a teacher does from minute to minute in the classroom, as well as influencing long term planning.

To become more aware of this knowledge

and to be able to more clearly think about it, teachers can find ways to keep track of this information, just as they ask students to do with the data collected in lab assignments. One way is to keep a personal notebook describing their teaching, even just once a week or so for a few difficult concepts. Another strategy is to videotape or audiotape a few class periods just to help see what's happening in the classroom. (It's not necessary to have anyone but the teacher see or listen to the tape.)

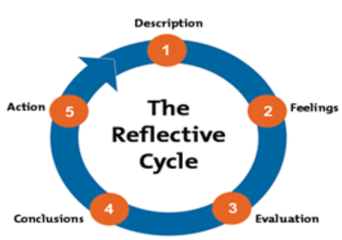
AUTOSCOPY or Reflective Learning

Another theory used in the study was Reflective Learning. (Gibbs, 1988). Reflection, the circular process by which our thoughts affect our actions, which affect the situation we are dealing with and therefore after feedback through the reactions of others involved which can affect how we understand and think about the situation. So we constantly get evidence about how effective or worthwhile our actions are.

Figure 1: Gibbs’ (1988) reflective cycle

Gibbs’ (1988) reflective cycle (see figure 1) is an effective tool to reflect after the event on ‘critical’ incidents; those events that have had a profound negative or positive impact on you – learning by doing.

As applied in the present study the following concepts are considered:



1. Description: In this section, brief description of micro-teaching using video-recording was explained to the participants. This is considered as one of the smallest sections of their reflection. It include details such as the reason for their involvement.

2. Feelings -This section gives them the opportunity to explore any thoughts or feelings that they were having at the time of the activity in isolation from the other components. In order to

1. Description: what happened?	What, where and when? Who did/said what, what did you do/read/see hear? In what order did things happen? What were the circumstances? What were you responsible for?
2. Feelings: what were you thinking about?	What was your initial gut reaction, and what does this tell you? Did your feelings change? What were you thinking?
3. Evaluation: what was good or bad about the experience?	What pleased, interested or was important to you? What made you unhappy? What difficulties were there? Who/what was unhelpful? Why? What needs improvement?
4. Analysis: what sense can you make of the situation?	Compare theory and practice. What similarities or differences are there between this experience and other experiences? Think about what actually happened. What choices did you make and what effect did they have?
5. Conclusion: what else could you have done?	What have you learnt for the future? What else could you have done?
6. Action Plan: what will you do next time?	If a similar situation arose again, what would you do?

achieve this, it is important that they do not include any further description and do not try to evaluate them. Ensure that they make a clear distinction between thoughts and feelings. An important component in this section is that they expand to themselves how the thoughts and feelings that they were having have impacted on the event.

3. The evaluation section gives them the opportunity to explore what was good about the activity and what did not go so well. It is important that they try to consider both the good and the bad, even if the incident seemed totally negative or positive. This includes what others did or didn’t do well. It is important in this section that they consult relevant academic literature to help them make sense of the incident.

4. At this stage, if they have completed all the sections effectively (this includes being honest about their contribution and feelings) they bring them all together so that they can sensibly conclude from examining the activity and consulting the relevant literature. From this, they should be able to make a logical conclusion about how you can overcome or develop in this area.

5. Action plan- In this section, taking into account the previous elements of the cycle, they have to suggest a plan for improvement of the activity and the teaching and learning process as well. This is the final section of the cycle and the end of this particular reflection.

Teacher Certificate Program (TCP) is one of the diploma courses in education which is offered at Cavite State University- Naic, students enrolled in this program have already earned their respective degree from various fields and would also like to venture in the teaching profession. They usually take several units for professional education which include principles of teaching, assessment of student learnings, educational technology and the teaching profession, for about two semesters. Compared to regular degree programs they have less time to indulge in developing their teaching skills. Micro- teaching is one of the activities which can serve as a vital gauge to determine the teaching potentials and skills of the TCP students. The use of reflective learning through autoscopy of micro-teaching could be a medium to enhance the competencies of the pre-service teachers. The expression autoscopic phenomenon comes from the Greek words *autos* (self) and *skopeo* (I am looking at). As used in this study it refers to looking at oneself while performing micro-teaching .This process can be done using video- recording while performing the micro- teaching.

Objectives

The purpose of the study is to determine the perception of the pre-service teachers in micro -teaching using video- recording. Specifically, it seeks to answer the following questions:

1. As perceived by pre-service teachers:

a. to what extent is video-recording felt as beneficial or as disadvantageous?

b. to what extent should interventions be done by the subject teacher or by the micro-teacher in order to alleviate worry about video-recording?

2. Is there a significant relationship between the extent of perceptions on benefits of video-recording and micro-teaching grade?

3. Is there a significant relationship between the extent of perceptions on drawbacks of video-recording and micro-teaching grade?

4. Is there a significant relationship between the extent of perceptions on the given interventions before video-recording and micro-teaching grade?

METHODOLOGY

Research Design

This study utilized descriptive-correlational research design. It involves a quantitative description of the extent of perception of the pre-service teachers in micro-teaching using video- recording. Moreover, the correlational research design was employed to determine the extent of relationship between the perception of the pre- service teachers to the benefits, drawbacks and intervention to be made by the subject teacher and their grade in the micro- teaching. The data was gathered through a survey questionnaire, a research method which aim to generalize responses from a sample of a population; then inferences can be made about some characteristics, attitude, perception or behavior of the population. (Angel, 2013).

Research Locale

This study was conducted at Cavite State University-Naic during the first semester of S.Y. 2014-2015. It offers twelve (12) curricular programs which include diploma in Teacher Certificate Program (TCP).

Participants

Purposive sampling technique with complete enumeration was used in in determining the respondents of the study. Participants were the twenty- one (21) Teacher Certificate Program (TCP) students enrolled in the subject, "Principles of Teaching" in Cavite State University – Naic during the first semester of S.Y. 2014- 2015.

Instrumentation

In this study, the tool used to gather data was Questionnaire adopted from the study of Lubrica, M. (2013) , this questionnaire consists of fifty (55) statements classified according to perceptions on benefits and drawbacks of using video-recording in micro-teaching as well as extent of intervention to be done by the subject teacher in order to alleviate worry about video recording. Another instrument was the Micro-teaching grade (obtained from the subject teacher and students (classmates who acted as peer-observers).

Statistical Treatment

The statistical tools used in in study were the weighted mean, and Pearson (r) moment correlation coefficient. The SPSS program was utilized in analyzing the gathered data.

RESULTS AND DISCUSSION

Table 1: Extent of Perception on Benefits of Using Video- Recording in Micro-teaching

Table 1 shows the extent of perception on benefits using video recording in micro- teaching. With the mean score of 2.68, pre-service teachers perceived that video-recording is highly beneficial to them. They believed that the video- record of their micro- teaching can show areas needing improvement; help them identify things that they can reflect on for further enhancement of their teaching skills. This finding is supported by the study of Lofthouse, R. and Birmingham, P. (2010) which states that the outcomes of the video intervention are seen as positive and substantial by the majority of participants of their study. Moreover, the mean score of 2.07 suggests that the pre-service teachers moderately perceived the possible drawbacks of using video-recording in their micro-teaching.

It can also be gleaned from table the extent of perception in conducting interventions to alleviate worry about video-recording. With the mean score of 2.53 it shows that pre-service teachers believe to a high extent the importance of performing interventions in order to lessen the worry about video recording. This only proves that the participants believe in the idea of proper conditioning in order to properly execute the demonstration teaching. These prior information can help them well in the preparation and practice to ensure good results.

VARIABLES	MEAN SCORE	EXTENT OF PERCEPTION
Video recording is beneficial for pre-service teachers in micro-teaching	2.68	High Extent
Video recording is disadvantageous for pre-service teachers in micro-teaching	2.07	Moderate Extent
Intervention of the subject teacher should be done by the subject teacher in order to alleviate worry of the pre-service teacher about video recording.	2.53	High Extent

Legend:

Scale	Mean Rating	Descriptive Equivalent
3	2.5 – 3.0	High Extent
2	1.5 – 2.5	Moderate Extent
1	.5 - 1.49	Low Extent
0	0 - 0.49	Does not apply at all

Results also showed the correlation between the perception of benefits using video-recording and micro-teaching grades. With the Pearson correlation coefficient of .081and significant value of .726 from the two tailed test, it reveals the acceptance of the null hypothesis stating that there is no significant relationship between the extent of perceptions on benefits of video-recording and micro-teaching grade.

With the current technological era, where selfie, you tube uploads, use of Facebook and twitters abound, seeing oneself through video seems to be natural and taken as positive tool to improve oneself. The experience becomes normal and regular and affects the individual positively. The results showed that preparation, knowledge and developed skills in teaching is still the indicators of success in micro-teaching and not on their perceptions. This result also revealed the open-mindedness of the participants to the new approach in reflective learning.

In finding the correlation between the perception of drawbacks using video-recording and micro-teaching grades using a two tailed test, with the significant value of .082 and Pearson correlation coefficient of .389, these data suggests that there is no significant relationship between the extent of perceptions on drawbacks of video-recording and micro-teaching grade, which mean that the performance of the pre-service in micro-teaching is not affected by their perceptions. It only shows that no matter how they perceived the video-recording as moderately disadvantageous it did not affect their teaching performance.

Considering the maturity level and experiences of the participants, results showed that the perceptions of the drawbacks did not affect their performance in teaching. This could be an indicator that video recording while performing the demonstration teaching would be used as an essential tool in analyzing and improving teaching skills.

Furthermore, from the result of two tailed test in getting the correlation between the perception of interventions using video-recording and micro-teaching grades. The significant value of .874 and Pearson correlation coefficient of -.037. These data shows the acceptance of the null hypothesis stating that there is no significant relationship between the extent of perceptions on interventions provided by the subject teacher on video-recording and micro-teaching grade. This shows the acquired knowledge, skills, maturity and preparation on the activity of the respondents contributed to the success or failure in the performance of the micro-teaching.

CONCLUSIONS

From the analysis of the study the researcher concluded that pre-service teachers under Teacher Certificate Program recognized to a high extent the benefits of video -taped materials in reflecting on their teaching performance that would help them to enhance and improve their teaching skills. Likewise, they also recognize in moderate extent some of the disadvantages of the video- recording in micro-teaching.

Moreover, as a whole most of the respondents agreed that the benefits outweigh its drawbacks. This suggests that the use of video-recording in micro-teaching could be adopted more widely with beneficial outcome. This confirms the result of the study of Lofthouse, R. and Birmingham, P. (2010) who found out that 89% of student teachers in their study considered the use of video to have had a positive impact on the way they reflected on their teaching.

Results also showed that there is no significant relationship between the perception of the pre-service teachers on the benefits, drawbacks and interventions made by the subject on the use of video-recording in micro-teaching and their micro- teaching grades.

RECOMMENDATIONS

The study proved that video-recording provides objective evidence that can be used in a positive and proactive way by the student to further develop their teaching skills. Towers (2007) suggested that pedagogical strategies that incorporate the use of video can participate in the shaping of new orientations to teaching. Thus, incorporation of video-recording in courses which include teaching strategies is highly recommended to facilitate reflective learning through autoscopy in teaching. Continued research on other variables is encouraged to facilitate improvement in developing teaching skills among students taking up Teacher Education Program and to promote alternative teaching and learning approaches.

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STUDENTS' MATHEMATICAL MISCONCEPTIONS AND COMMON COMPUTATIONAL ERRORS IN ALGEBRA AND THE MODIFIED-TEAM GAMES TOURNAMENT

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ABSTRACT

This study aimed to find the effects of Modified Team-Games Tournament as an instructional technique in identifying the student's mathematical misconceptions and common computational errors in Algebra. Qualitative and quantitative form of research was employed. The qualitative part is identifying the mathematical misconceptions and common computational errors of students while the quantitative part is the utilization of the Quasi-Experimental Design using the Pretest-Posttest Nonequivalent-Groups Design. Data-gathering tools are the two sets of teacher-made instrument while the statistical tool used is the Z-test. Findings show that student's mathematical misconceptions and common computational errors were mostly misunderstanding of the true meaning of the concepts that lead to the wrong interpretation and application. There was a significant difference in the proportion of mathematical misconceptions and common computational errors between students exposed to Modified Team Games Tournament and exposed to Traditional Approach. Hence, the Modified Team-Games Tournament is more effective than the Traditional Approach of teaching and is highly recommended to further utilize with the other discipline. Other recommendations emphasize on Mathematics Teachers to take note and give importance to every identified reasons, solutions or justifications of the students in their mathematical misconceptions and common computational errors.

Keywords: *Mathematical Misconceptions; Computational Errors; Algebra; Modified Team-Games Tournament; Traditional Approach*

INTRODUCTION

Instructional improvements have been developed to elevate students' performance in mathematics and yet students still fail to grasp the fundamental concepts discussed in class. Woodward and Howard (1994) cite that students hold on to errors and misconceptions and if not corrected may become learning difficulties that prevent understanding of basic mathematical concepts. Eggleton and Moldavan (2001) explain that errors and misconceptions normally arise when teaching and learning experience fail to bring conceptual change and when students fail to comprehend their mistakes. Maestre (1989) adds that identification of such errors and misconceptions provide students with sufficient learning tools to develop better and effective comprehension. According to Lee-Chua and Oracion (2004), the Philippines placed third from the bottom among 38 countries in the Third International Mathematics and Science Study (TIMSS). International and local surveys revealed that Filipino students do not possess a strong grasp of basic mathematical concepts and genuine understanding of various arithmetic principles. Thus, remediation should start in strengthening the mathematical foundations. Shannon and Zawojewski (1995) state that with all the errors and misconceptions acquired by students in mathematics, there is a need to refocus on the assessment of teaching mathematics specifically on the learning methods employed in the classroom. In the University of Mindanao, Tagum College where this study was conducted, a regular diagnostic and achievement tests employed every semester for Mathematics 1 and English 1 subjects. This is to evaluate students' performance before and after the lesson, and to determine if all topics in the syllabus have been discussed. For the last two consecutive years (2003 -2005), the Office of the Guidance Services and Testing Center of the university generated conclusions that students always obtain a higher score in the achievement test than in the diagnostic test, and most of the teachers handling the subjects were able to finish the syllabus. However, despite the improvement shown, there is still a higher percentage of students' failing in Mathematics 1 than in English 1 and the percentages of failures in Mathematics 1 were consistently more than fifty percent. For these reasons, the researcher's interest was awakened to investigate the probable causes of such mathematical results.

Statement of the Problem

This study aimed to find the effects of Modified Team-Games Tournament. Specifically, it sought to answer the following:

1. What are the students' mathematical misconceptions and common computational errors with regards to Algebra?
2. What are the reasons students' mathematical misconceptions and common computational errors with regards to Algebra?
3. Is there a significant difference in the proportion of mathematical misconceptions and common computational errors between the group of students exposed to the Modified Team-Games Tournament and those exposed to the Traditional Approach?

The theories used are anchored to Bruner's theory on guided discovery approaches and Robert E. Slavin's cooperative instructional technique. Independent and dependent variables are the instructional technique, and the proportion of mathematical misconceptions and common computational errors respectively. Instructional technique was categorized into two and these are Modified Team-Games Tournament for experimental group and Traditional Approach for control group. Terminologies such as mathematical misconceptions, computational errors and modified team-games tournament are defined as to how they were used in the study. Mathematical Misconceptions refers to the incomplete half-truth of the concepts, and/or incorrect understanding. Computational Errors refers to the errors in numerical computations. This is the computational error in algorithms, a step by step procedure for solving a problem in a finite number of steps. Modified Team-Games Tournament refers to the instructional technique used specifically employed in the experimental group. This instructional technique uses teacher presentations of the lesson(teach), students' work with their teams to master the lesson (team), and evaluation through quizzes (tournament)

Findings, results and conclusions were envisioned to benefit the students, teachers, and the administrators of the college. Specifically, students have a better chance to understand the concepts and principles of Algebra, teachers support in improving their students' learning and academic performance, and the school administrators can recommend the implementation of the said instructional technique in improving classroom activities not only in mathematics but also in other specialization.

METHODOLOGY

A. Research Design

This study employed qualitative and quantitative form of research. The qualitative part included identifying the mathematical misconceptions and common computational errors of students in Algebra while the quantitative part utilized the Quasi-Experimental Design using the Pre-Posttest Nonequivalent-Groups Design

B. Research Locale

The study was conducted at the University Mindanao, Tagum College, Tagum City, Davao Del Norte.

C. Research Respondents

The respondents of this study were two sections of students assigned to the teacher-researcher who were enrolled in College Algebra during the second term period of the first semester of the school year 2005-2006. A coin was tossed to determine which of the two classes would be designated as the experimental group and control group.

D. Research Instrument

The tools used to gather data were two sets of teacher-made instruments. These were the teacher-made pretest and posttest, and the two sets of lesson guides. These tools underwent evaluation and validation.

E. Statistical Treatment

The U-L Index Method (Stocklein, 1957) was employed for item analysis, Kuder-Richardson Formula 20 to establish the reliability of the test instrument and Z-test to assay the significant difference in the proportion of mathematical misconceptions and common computational errors between groups exposed to the Modified Team-Games Tournament and those exposed to the Traditional Approach.

FINDINGS

A. Students' Mathematical Misconceptions and Common Computational Errors in Algebra

Mathematical misconceptions and common computational errors were analyzed using the proportions of items responded incorrectly according to the concepts shown on Table I and Table II. Both tables show the proportions of mathematical misconceptions and common computational errors of students exposed to modified team-games tournament and traditional approach of teaching before algebra instruction.

Table 1. Proportions of Item Responded Incorrectly on Mathematical Misconceptions

	CONCEPT	EXPERIMENTAL GROUP		CONTROL GROUP	
		ITEM	%	ITEM	%
1	SET NOTATION	1	6.25	4	25
2	REAL NUMBER SYSTEMS	6	37.5	6	37.5
3	ALGEBRAIC EXPRESSIONS			1	6.25
4	RATIONAL EXPRESSIONS	2	12.5	2	12.5
TOTAL		9/16	56.25	13/16	81.25

Table 2. Proportions of Item Responded Incorrectly on Computational Errors

	CONCEPT	EXPERIMENTAL GROUP		CONTROL GROUP	
		ITEM	%	ITEM	%
1	SET NOTATIONS	1	2.94	3	8.82
2	ALGEBRAIC EXPRESSIONS	6	17.65	6	17.65
3	SPECIAL PRODUCTS	9	26.47	9	26.47
4	FACTORING	9	26.47	9	26.47
5	RATIONAL EXPRESSIONS	7	20.59	7	20.59
TOTAL		32/34	94.12	34/34	100

It has been observed from tables I and II that the highest proportions of mathematical misconceptions and common computational errors are very alarming since majority of the students from both experimental and control groups failed to understand the correct concept underlying real number systems, and the correct computational solutions under special products, and factoring respectively. This implies further that most of the students had incorrect understanding of the real number system and incorrect computational solutions of special products and factoring prior to their college since these topics had already been taught in the high school.

B. Reasons of the Students' Mathematical Misconceptions and Common Computational Errors

It can be observed that all the concepts of set notations were responded and solved incorrectly by the students. For example: Empty set was incorrectly understood as infinite set or finite set, members as not member or subset, rule method as roster method, tabular method or subset, and disjoint sets as subset, equal sets, or equivalent sets. For computational errors, union of sets was commonly solved as the same solution of universal set, intersection of sets as union of sets, and complement of a set as intersection of sets. This entails that students do not understand the true meaning and correct solution.

Almost all concepts of real number systems were responded incorrectly. Among these concepts were integers incorrectly understood as fraction or irrational number, fractions as positive integer, commutative property for addition as closure property for addition, symmetric property for equality as addition property for equality or reflexive property, commutative property for multiplication as closure property for multiplication or distributive property, rational numbers as irrational numbers or integers, and irrational numbers as negative integers. This implies that majority of the students do not understand the true meaning of the said topics in real number systems.

In algebraic expressions, students obtained minimal incorrect responses while problem solving items were commonly solved incorrectly. Among these concepts incorrectly understood was polynomials as rational expressions. For common errors, addition property was commonly solved as subtraction without changing the sign of the subtrahend, subtraction of polynomials as multiplying the numerical coefficients and then subtracting the exponents of the same variables, division of polynomials as dividing polynomials but the dividend and the divisor was interchanged, removing of grouping symbols was commonly solved without changing the sign if negative, and law of exponents was commonly distributed by squaring instead of doing multiplication.

In here, it can be said that most of the students understood the specified concepts of algebraic expressions but commonly failed to solve the specific problem solving.

As per results identified, it can be observed that all problem solving for special products were solved incorrectly. These are the product of a monomial and a polynomial incorrectly solved by adding the numerical coefficients instead of getting its product, the sum and difference of binomials as squaring only the numerical coefficients instead of squaring all coefficients of each term, the square of trinomial as squaring the three terms only, the cube of a binomial as getting cubes of each term only, the square of a binomial as squaring each term only, the product of a binomial and a trinomial as getting cubes of each term only, the product of linear binomials in one variable as squaring the binomials, the square of binomials with subtraction operation as difference of two terms, and the product of linear binomials in one variable operation as binomial instead of trinomial. This indicates that all students did not understand the process of obtaining special products.

Factoring were consistently solved incorrectly and the computational errors of students varies vividly from one item to another on both groups. These were common monomial factor incorrectly solved as getting the common numerical coefficients only even if there is/are common literal coefficients, the quadratic trinomial factor as perfect square trinomial, the operation of perfect cube multinomial using addition instead of subtraction, the difference of two squares using factors of perfect square trinomial, and the operation of common monomial factor using addition instead of subtraction. This implies that students did not understand the correct way of factoring.

Two specific concepts of rational expressions were incorrectly understood by students while five problem solving were commonly solved incorrectly. These concepts were rational expressions and fractional expressions both incorrectly understood as polynomials. For computational errors, reducing rational expressions to lowest term was commonly solved by directly cancelling the common variables from the numerator and denominators instead of getting the common factors first, multiplication of rational expressions as multiplying both numerators and denominators only and no expression to lowest term after, division of rational expressions as simply dividing the corresponding numerators and denominators instead of getting the reciprocal of the divisor then proceed to multiplication, and addition/ subtraction of rational expressions by directly adding/subtracting both numerators and denominators.

In here, students were not able to grasp the true meaning of the concepts, the process of simplification and the fundamental operations of rational expressions.

C. *The Z Value for Testing the Proportion of Mathematical Misconceptions and Common Computational Errors of Students' exposed to the Modified Team-Games Tournament and those exposed to Traditional Approach was shown on Table 3.*

Table 3.

Table III shows that the computed Z value (2.25) is greater than the tabular Z value (1.960) at 0.05 level of significance using two-tailed test. Thus, the null hypothesis of no significant difference is rejected.

Table III shows further that there was a significant difference in the proportion of mathematical misconceptions and common computational errors between the group of students' exposed to the Modified Team-Games Tournament and those exposed to the Traditional Approach.

This implies that the proportion of mathematical misconceptions and common computational errors of students' exposed to Modified Team-Games Tournament and Traditional Approach varies significantly. This further implies that the Modified Team-Games Tournament is a more effective instructional technique in teaching Algebra than the Traditional Approach of teaching. It also connotes that the Modified Team-Games Tournament is a more helpful instructional technique in identifying the students' mathematical misconceptions and their common computational errors in Algebra since they will be working and helping each other as a team.

	Instructional Technique	
	Modified Team-Games Tournament	Traditional Approach
Respondents	45	29
Mean Proportion	0.333	0.1034
Pooled estimate of the proportion (p)	0.243	
q = p- 1	0.754	
Z computed	2.25	
$Z_{0.025}$	±1.960	
Critical Region	$Z < -Z_{0.025}$ and $Z > Z_{0.025}$	
Decision	Reject H_0 (significant)	

CONCLUSION

Based on the aforementioned findings of this study, conclusions are drawn.

The students' mathematical misconceptions and their common computational errors fall on the concepts underlying set notations, real number systems, algebraic expressions, special products, factoring and rational expressions. The students' reasons on their mathematical misconceptions and their common computational errors were mostly misunderstanding of the true meaning of the concepts that lead to the wrong interpretation and application. There was a significant difference in the proportion of mathematical misconceptions and common computational errors between the students' exposed to the Modified Team-Games Tournament and those exposed to the Traditional Approach of teaching. Hence, it can be said that the Modified Team-Games Tournament is more effective than the Traditional Approach of teaching.

RECOMMENDATIONS

Recommendations are presented on the bases of the foregoing findings and conclusions.

Mathematics teachers in the university should take note on the identified mathematical misconceptions and common computational errors of students in Algebra. Also, teachers should give importance to every reasons, solutions, or justifications of the students. There should be a further investigation to determine the factors that affects the efficiency of using the Modified Team-Games Tournament as an instructional technique. There should be an intensified classroom instruction and classroom observation by administrators. Recommending further to make a study on Modified Team-Games Tournament with other discipline especially in English and Science.

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TO THE POINT OF MASTERY: ENHANCING YOUNG LEARNER'S HOLISTIC SKILLS THROUGH INSTRUCTIONAL LEARNING MATERIALS

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ABSTRACT

This study attempted to enhance the young learner's holistic skills through instructional learning materials for the school year 2015-2016. It also sought to validate the developed materials, identify pupils' holistic skills as to numeracy, sensory-perceptual, socio-emotional, and Filipino enhanced and assess the level of acceptability of the materials among kindergarten teachers in terms of content, adaptability, relevance, organization, presentation and appeal to target user. This study used the descriptive and true-experimental type of research employing the pretest-posttest control group design in determining the strength of the materials. Respondents were composed of three (3) groups. For validation, the researcher used 40 kindergarten pupils tested in the first grading period. The group was pretested through the researcher's self-made achievement test. Then, the group was post-tested to find out the effect of the materials in enhancing the holistic skills of the young learners. The final try-out was conducted to two (2) groups of pupils with 25 each chosen from the six classes of kindergarten. Thus, the Instructional Learning Materials had been developed to enhance the young learner's holistic skills. The pupils mean score in the validation of materials through pretest-posttest were 13.32 and 20.08, with a t-value of 26.00 at 0.0001 level of significance which shows the effectiveness of materials in enhancing the holistic skills of the pupils. Among the areas of development, Filipino language is the most enhanced after using the materials. The materials are commendable among the teachers of kindergarten that shows their affirmation in using them in instruction.

Keywords: *Instructional Learning Materials, Holistic Skills, Numeracy, Sensory-Perceptual, Socio-Emotional*

INTRODUCTION

Kindergarten education plays an important role in developing children in their early childhood. Over the years, researches highlighted the importance of early education and how it develops the personality of the pupils as well as their mastery skills in different areas of development . Education for All (EFA 2015) to which Philippines is committed, emphasizes the crucial role that early childhood education (ECE) plays in the child's brain development.

Child development is a complex process that is why it should be given proper care, guidance and supervision. Developing the core capabilities such as motor, language, cognitive and socio-emotional skills are called developmental milestone which directly affect later performance. Failure to reach the milestones in early childhood leads to poor development of the skills upon reaching teenage and adulthood, even with extra ordinary intervention later in life (Boyse, 2012).

On the other hand, children's early learning experiences have a profound effect on their development. Early interactions directly affect the way connections are made in the brain. Early learning experiences are crucial to the future well-being of children, and establish the foundation for the acquisition of knowledge and skills that will affect later learning and behavior. Every experience in a child's early life has an impact on his/ her development now and in the future. Parents and families are the first and most powerful influence on children's early learning and development (*Helping Teachers Teach*, 2013).

One of the thrusts in DepEd Lucena is to strengthen the young learner's holistic skills in the different learning areas for them to be prepared and equipped in their next level of learning. For teaching and learning to be effective, the teachers must have a clear understanding of the nature and needs of students. S/he must ensure that learning environment is not only safe but also stimulating, inviting and promotes learning. Furthermore, s/he should prepare the classroom thoughtfully with the young child in mind, so that learning can take place naturally with guidance and instruction using appropriate materials (TCDSB Kindergarten Resources and Classroom Materials Guide, Revised 2011).

Using instructional learning materials can make teaching-learning enjoyable and meaningful and create understanding of the lessons. It can stimulate pupils' interest in the lesson and generate positive attitude among them which result to active participation in class. Thus, mastery skills in different areas of learning can be strengthened to help children to be more ready with the challenges in the next level of education.

Objectives of the Study

This study attempted to enhance the young learner's holistic skills of kindergarten pupils in Kanlurang Mayao Elementary School through Instructional Learning Materials (ILM) for the S.Y. 2015-2016.

Specifically, it sought to attain the following objectives:

1. Determine if there is a significant difference between control and experimental groups during the First Grading Period.
2. Develop and validate the Instructional Learning Materials that will enhance the mastery skills of kindergarten pupils for the Second Grading Period.
3. Find out the effectiveness of the ILM through pupils' pretest and posttest scores in control and experimental groups;
4. Identify pupils' mastery skills (numeracy, sensory- perceptual, socio-emotional, and/or Filipino) ` enhanced by ILM.
5. Assess the level of acceptability of the Instructional Learning Materials (ILM's) among the Kindergarten teachers in terms of the following criteria.

5.1 Content,
5.2 Adaptability,
5.3 Relevance,
5.4 Organization,
5.5 Presentation, and
5.6 Appeal to the Target User.

METHODOLOGY

This study was conducted in Kanlurang Mayao Elementary School. This school has six (6) sessions of Kindergarten classes following the standards and competencies for five-year children. It is partly descriptive since the researcher gathered data from the different experiences met by the kindergarten pupils and teacher and true experimental method to determine the strength of the Instructional Learning Materials (ILM) through the use of pretest-posttest control group design. The respondents were fifty (50) kindergarten pupils grouped into control and experimental which were chosen among the six classes. To enhance the mastery skills of the pupils the researcher developed the Instructional Learning Materials (ILM), an achievement test in the form of pretest and posttest, and an acceptability questionnaire for the teachers. The statistical analysis was done using the following techniques:

T-test for independent samples was used to determine significant effect of Instructional Learning Materials through pretest and posttest. The formula is:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\frac{S_{x_1}^2}{n_1 - 1} + \frac{S_{x_2}^2}{n_2 - 1}}}$$

where:

X_1 = mean of the pupils in the posttest
X_2 = mean of the pupils in the pretest
S_1 = variance duration in the posttest
S_2 = variance duration in the pretest
n_1 = number of pupils in the posttest
n_2 = number of pupils in the pretest

T-test for dependent sample was used to find out the significant difference between the pretest and posttest scores of the pupils in the validation of the ILM and in analyzing the effectiveness of ILM through pretest and posttest scores of the control and experimental groups. The formula is:

where:

t = computed t-value
r = correlation coefficient
n = number of paired samples

Weighted mean was used to find out the level of acceptability of the ILM among the kindergarten teachers. The formula is:

$$t = \frac{r}{\sqrt{\frac{1-r^2}{n-2}}}$$

where:

WM = weighted mean
f = frequency
N = number of respondents

Below is a four-point score scale used in interpreting the obtained data:

$$WM = \frac{f4+f3+f2+f}{N}$$

Point Scale	Range Interval	Descriptive Rating
4	3.25 – 4.00	Highly Acceptable (HA)
3	2.50 – 3.24	Acceptable (A)
2	1.75 – 2.49	Fairly Acceptable (FA)
1	1.00 – 1.74	Not Acceptable (NA)

FINDINGS

Based from the specific problems posed in this study, the following findings were revealed through:

Table 1. Summary of Values for Testing the Significant Difference of the First Grading Period between Control and Experimental Groups

Group	Mean	SD	Mean Diff.	t	Sig
Experimental	83.56	4.57	0.04	.009	.947
Control	83.55	4.54			

The data in table 1shows the average grades of control and experimental groups in the First Grading Period. The experimental group garners mean score result of 83.56 with a standard deviation of 4.57 while the control group obtains a mean score result of 83.55 and SD= 4.54.

Applying t-test for independent samples in comparing first grading average of the two groups, the mean difference between the two groups is 0.04 and the t-value obtained is .009 which is lower than the tabular value of .947 which implies that there is no significant difference in the First Grading Period average grade of control and experimental groups. It clearly signifies that the two groups have the same abilities and level of mastery skills.

Table 2. Summary of Values of Testing the Significant Difference of the Pupils' Pretest and Posttest Scores in the Validation

	Mean	SD	Mean Diff	t	Sig
Pretest	13.32	3.13	6.76	26.00	0.001
Posttest	20.08	3.33			

Table 2 presents the mean scores of the pupils in the validation of ILM, the pretest and posttest score are 13.32 and 20.08 with t-value of 26.00 at 0.001 level of significance. The result pointed out that there is an increase of 6.76 in the pretest and posttest score of the pupils, therefore the developed instructional learning materials have a positive effect in the pupils' performance.

The same statement was given by Quirre (2014) that instructional learning materials are of great help to teachers and learners that help facilitate instruction and learning. Thus, they are great partners of teachers in executing effectively the lessons in the classrooms (United Nations Educational Organization, 2013).

Table 3. Summary of Values for Testing the Significant Difference of the Pupils' Pretest and Posttest Scores in the Control and Experimental Groups

Groups		Mean	SD	Mean Diff.	t	Sig
Control	Pre	13.92	2.80	**4.40**	**14.67**	**0.001**
	Post	18.32	2.53			
Experimental	Pre	14.44	2.89	**6.44**	**32.09**	
	Post	20.88	2.77			

Table 3 shows the Significant Difference of the Pupils' Pretest and Posttest Scores in the Control and Experimental Groups.

The control group obtains a mean difference of 4.40 from the pretest score of 13.92 and posttest score of 18.32 yielding a t-value of 14.67 after conventional method of teaching. On the other hand, a mean difference of 6.44 from pretest score of 14.44 and posttest score of 20.88 yields a t-value of 32.09 after the use of the ILM. Both results are significant at 0.001 level. The data imply that the materials used for the pupils are effective in the teaching-learning instruction so as enhanced their mastery skills in the different areas of development.

The finding shows similarity from the TCDSB Kindergarten Resources and Classroom Materials Guide Revised (2011) that children benefit from many types of materials that support and nourish development in all areas. It was supported by Aina (2013) that the instructional materials are very important because what students hear can easily be forgotten but what they see cannot and last longer in their memory. In support, Abimbola (2009) cited that the primary purpose of the instructional materials is to make learning more effective and also facilitate it.

Table 4. Percentage of Increase in the Areas of Development

Table 4 shows the percentage of increase gained in the areas of development mastery gained in the areas of development such as numeracy, sensory perceptual, socio-emotional and Filipino. among the groups of pupils upon using Instructional Learning Materials.

The gain score between pretest and post-test in numeracy is 1.88 with 26.68 increase. In Sensory-perceptual, the gain score is 1.68% with 27.84% increase while in socio-emotional, there is 1.36 gain score with 22.72 % increase and in Filipino, a gain score of 1.48 with 28.52%. It clearly shows that instructional learning materials enhanced the language development of the pupils.

The result supports the findings of the Hanen Center (2011) that children with rich vo-

Areas of Devt.	Pre test	%	Post test	%	Gain	% of Increase
Numeracy	3.56	50.88	5.44	77.56	1.88	26.68%
Sensory-perceptual	3.68	61.4	5.36	89.24	1.68	27.84%
Socio-emotional	3.64	60.64	5	83.36	1.36	22.72%
Filipino	3.44	57.36	4.92	85.88	1.48	28.52%

cabulary have enormous educational advantage. Many shows that vocabulary is the best predictor of reading comprehension at the end of grades 2 and 3, and that vocabulary growth is directly linked to the overall school achievement.

Table 5. Weighted Mean Distribution on the Level of Acceptability of Instructional Learning Materials As to Content, Adaptability, Relevance, Organization, Presentation and Appeal to Target User.

The table presents the Weighted Mean Distribution on the Level of Acceptability of Instructional Learning Materials as to content with an average weighted mean of 3.88, adaptability with 3.78, relevance with 3.84, organization with 3.80, presentation with 3.79 and appeal to the target user with 3.86. The Average Weighted Mean is 3.83 with the descriptive rating of highly acceptable. It only emphasizes that the materials are commendable among the kindergarten teachers in the instruction.

The result revealed corresponds to the Constructivist Learning Theory that using varied instructional materials enhance student's conceptual understanding. Similar findings from TCDSB Kindergarten Resources and Classroom Materials Guide Revised (2011) emphasized that

Indicators	WM	DR
Content	3.88	HA
Adaptability	3.78	HA
Relevance	3.84	HA
Organization	3.80	HA
Presentation	3.79	HA
Appeal to Target User	3.86	HA
Average Weighted Mean	3.83	HA

providing various materials for children's independent learning activities allows the teachers to respond to the individual differences of children.

CONCLUSIONS

Based from the findings, the study revealed the following:

1. The control and experimental groups of pupils have initially more or less the same abilities and level of mastery skills.
2. Instructional Learning Materials are developed to enhance the mastery skills of kindergarten pupils as well as make teaching-learning process more meaningful and interesting.
3. The Instructional Learning Materials (ILM) is valid to use among kindergarten pupils
4. That the materials used for the pupils are effective in the teaching-learning instruction so as enhanced their mastery skills in the different areas of development specifically in Filipino.

5.The Instructional Learning Materials are commendable among the teachers of kindergarten that shows their affirmation in using the ILM in instruction.

RECOMMENDATIONS

From the findings and conclusions, the researcher recommends that:

1. The kindergarten pupils might be taught with the use of instructional learning materials.
2. Kindergarten teachers may develop more instructional learning materials (ILM) suited to the learning needs and abilities of the pupils to

enhance their mastery skills on different areas of development.

3. Kindergarten teachers may adopt or pattern the developed ILM in this study to promote active learning engagement andraise the academic achievement of all types of learners.
4. The Education Program Supervisors in the pre-elementary grade may conduct trainings, seminars, and workshops on developing and facilitating instructional learning materials to strengthen kindergarten's mastery skills.
5. The future researchers may conduct parallel study regarding the kindergarten education with the same or connected variable to strengthen and uplift pupils' performance on different areas of development.

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INSTRUCTIONAL MATERIAL DEVELOPMENT IN ENGLISH 121 CLASSES: ITS ACCEPTABILITY

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ABSTRACT

This study was conducted to assess the extent of utilization of instructional materials in English freshman classes. Specifically, it sought to find out its level of acceptability of the instructional material in terms of objectives, content, presentation, clarity, language and style, innovativeness, and evaluation; determine which instructional material was the most and least utilized; and what the university administration should do to support the development of instructional materials for classroom use. The findings would be the basis for the development of more instructional materials particularly in English 121 classes.

It employed the descriptive development method of research using survey questionnaire in data gathering with 300 freshman students from different colleges in the University of Eastern Philippines as respondents.

Informal interview with the respondents was done to further clarify their responses in the survey questionnaire.

The findings of the study revealed that books were mostly utilized and interactive white board was least utilized in English 121 classes. On its acceptability, in terms of objectives, presentation, clarity, language and style, innovativeness, and evaluation, all were acceptable to the respondents as indicated in its overall mean.

Based on the findings of the study, the researcher recommends that (1) there is a need for the university administration to give full support to the development of instructional materials for learning progress; (2) the university officials should encourage the faculty members to develop and utilize instructional materials in their respective classes; and (3) books and modules should provide additional explicit linguistic instruction in areas of difficulty for students, including vocabulary, language skills, syntactical and semantic structures of English.

Key words: *acceptability, development, utilization, instruction, instructional material*

INTRODUCTION

Successful management and realization of objectives of teaching and learning to a large extent can be attributed to many factors. Some of these factors include the personality of the teacher, classroom building, learners' characteristics, and availability and effective use of instructional materials.

The influence of instructional materials in promoting students' academic performance and teaching and learning in educational development is indisputable.

Its unique role as an integral part of teaching and learning in classroom situation cannot be overlooked. This is to say that method of teaching will be grossly incomplete where instructional materials are left out. It is a good policy to use as fully as possible teaching materials that can be made available particularly in English classes where the concern of this study is among the freshman students in English 121 classes at the University of Eastern Philippines in order to make teaching and learning more real, purposeful, and meaningful.

Hence, this study was conducted to assess the extent of utilization of instructional material and its acceptability to the learners in English 121 classes.

Objectives of the Study

This study generally sought to evaluate the acceptability of the instructional material (book titled "Writing in the Discipline") developed and authored by the researcher . The said instructional material is at present used by English 121 students in the University of Eastern Philippines.

Specifically, it aimed to:

1. determine the level of acceptability of instructional materials in terms of:
   1.1 objectives
   1.2 content
   1.3 presentation
   1.4 clarity
   1.5 language and Style
   1.6 innovativeness; and
   1.7 evaluation
2. determine which of the criteria for acceptability of instructional material was most and least acceptable to the respondents ; and
3. draw recommendations to support the instructional material development in English classes?

METHODOLOGY

This study employed the descriptive survey method to assess the extent of utilization of instructional materials in teaching English 121 and the acceptability of instructional material as to its objectives, content, presentation, clarity, language and style, innovativeness, and evaluation.

Quota sampling was used to have the 300 freshman students in English 121 as respondents of the study. The survey questionnaire was used in gathering data which were personally administered by the researcher . The data gathered were treated statistically using frequency counts, mean, and ranking.

FINDINGS

Tables 1.1 to 1.7 measure the level of acceptability of the instructional material in terms of objectives, content, presentation, clarity, language and style, innovativeness, and evaluation.

Statistical data show that the level of acceptability of the instructional material in terms of objectives was acceptable as represented by the overall mean of 4.07. The acceptability of the instructional material in terms of content was moderately acceptable with an overall mean of 3.36. In terms of presentation and clarity, the instructional material was acceptable with an overall mean of 3.67 and 3.84, respectively. The instructional material in terms of language and style was acceptable with an overall mean of 3.83. In terms of innovativeness and evaluation, the instructional material was acceptable with an overall mean of 3.66 and 3.78, respectively.

Table 1.1. Acceptability of Instructional Material as to Objectives

Table 1.2. Acceptability of Instructional Material as to Content

Criteria	Mean	Interpretation
1. The objectives are clearly stated.	4.19	Acceptable
2. The objectives represent the competences provided in the subject	4.38	Very Acceptable
3. The objectives are relevant to the contents, activities and feedback.	4.42	Very Acceptable
4. The objectives are specific, measurable, attainable, realistic and time-bounded (SMART).	4.44	Very Acceptable
5. The objectives provide directions to the learners and to the learning content.	3.56	Acceptable
Overall mean	4.07	Acceptable

Criteria	Mean	Interpretation
1. Contents are parallel with the objectives.	4.29	Very Acceptable
2. Provides adequate and accurate ideas and information.	4.30	Very Acceptable
3. Practical applications are provided.	4.09	Acceptable
4. The content is up-to-date.	4.37	Very Acceptable

5. The content is up-to-date.	2.98	Moderately Acceptable
6. The approach is suitable to a wide range of student abilities.	3.40	Moderately Acceptable
7. The content includes adequate development of higher order thinking skills (HOTS) and appropriate for the year level.	3.36	Moderately Acceptable
8. The approach is suitable to a wide range of student abilities.	3.3	Moderately Acceptable
Overall mean	3.36	Moderately Acceptable

Table 1.3 Acceptability of IM as to Presentation

Criteria	Mean	Interpretation
1.Presents topics relevant to the life of the students.	3.25	Moderately Acceptable
2. Topics are presented in logical and orderly sequences.	3.28	Moderately Acceptable
3. The writing style of the material is conversational and friendly	3.16	Moderately Acceptable
4. They are based on the step-by-step procedure for the mastery of skills as provided in every activity.	3.48	Acceptable
5.Exercises/activities are sequenced from simple to more complicated ones.	4.3	Very Acceptable
6. The topics are sequenced so as to be congruent with learning objectives.	4.35	Very Acceptable
7. The presentation of the materials indicate unity, coherence and emphasis.	3.90	Acceptable
Overall Mean	3.67	Acceptable

Table 1.4. Acceptability of IM as to Clarity

Criteria	Mean	Interpretation
1. Font size used was appropriate.	4.21	Very Acceptable
2. Language suits the level of comprehension of the learners.	4.29	Very Acceptable
3. The learning contents are discussed and presented clearly.	3.21	Moderately Acceptable
4. The explanation of the concepts and principles are accurate and easy to understand.	3.18	Moderately Acceptable
5. The parts of the developed materials are related to one another.	4.05	Acceptable
6.Difficulties are arranged from simple to complex.	4.36	Very Acceptable
7.Information is clear, simple and engaging.	3.93	Acceptable
8.Students can assess their understanding at regular interval.	4.08	Acceptable
Overall Mean	3.94	Acceptable

Table 1.5. Acceptability of IM as to Language And Style

Criteria	Mean	Interpretation
1. The presentation of the topic is clear and simple.	4.33	Very Acceptable
2. Language used suits the learners' level of comprehension.	3.86	Acceptable
3. Terms convey messages of the subject matter and topics.	3.58	Acceptable
4. The structure, style and format are appropriate to the subject matter being studied.	3.63	Acceptable
5. Provides clear understanding of basic concepts and principles.	3.79	Acceptable
Overall Mean	3.83	Acceptable

Table 1.6. Acceptability of IM as to Innovativeness

Table 1.7. Acceptability of IM as to Evaluation

Table 2 summarizes the level of accepta-

Criteria	Mean	Interpretation
1. The module considers innovative procedures of having introduction, objective, content, activities, and self-tests.	4.0	Acceptable
2. The activities have varying level of difficulty.	3.57	Moderately Acceptable
3. Key points are emphasized	3.29	Moderately Acceptable
4. The use of illustrations and drawing makes the presentation more and viewed for the students to better grasp the topic.	3.80	Acceptable
5. Skill lessons are presented in logical disorder	3.68	Acceptable
Overall Mean	3.66	Acceptable

bility of the instructional material. The findings of

Criteria	Mean	Interpretation
1. The evaluation is congruent to the objectives and topic presented.	4.06	Acceptable
2. The evaluation really assesses the learning of the students.	3.76	Acceptable
3. The evaluation had a very clear purpose as to what to be evaluated among the learners.	3.52	Acceptable
4. The evaluation varies in difficulty.	3.74	Acceptable
5. Provides sufficient evaluation to monitor pupils' skills performance	3.81	Acceptable
6. The directions in the evaluation are clearly presented and understandable.	3.66	Acceptable
7. The evaluation is enough for each topic.	3.91	Acceptable
Composite Mean	3.78	Acceptable

the study further reveals that in terms of the criteria set in the acceptability of instructional material, objectives got the highest mean of 4.07 which means acceptable while content got the lowest mean of 3.36 which means moderately acceptable. It implies that the objectives cater to the learning skills while content has to be modified.

Table 2. Summary Table on the Acceptability of Instructional Material

The recommendations given are all relevant as reflected in Table 3. However, administrative support is mostly recommended for the development of instructional materials in English 121

Criteria	Mean	Interpretation
1. Objectives	4.07	Acceptable
2. Content	3.36	Moderately Acceptable
3. Presentation	3.68	Acceptable
4. Clarity	3.81	Acceptable
5. Language and Style	3.83	Acceptable
6.Innovativeness	3.68	Acceptable
7 Evaluation	3.78	Acceptable
Overall Mean	3.74	Acceptable

classes.

Table 3. Recommendations for the Development of Instructional Materials

Recommendations	Frequency	Rank
Administrative support	45	1
Teachers' creativity and innovativeness	43	3
Teachers' resourcefulness	42	4
Collaborative work among faculty members	44	2
Linkage with other agencies/organizations	38	6
Support/donations from stakeholders and prominent persons	40	5

CONCLUSIONS

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

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1) As to the acceptability of instructional material, the criteria in terms of objectives, presentation, clarity, language and style, innovativeness, and evaluation are acceptable except in content which is moderately acceptable to the learners.

2) Recommendations from the respondents of the study would hopefully work out for the development of more instructional materials in English 121 classes.

RECOMMENDATIONS

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

1. Since it was found out that the content of the instructional material is moderately acceptable, it is recommend that the content of the instructional material be enhanced.

2. Varied instructional materials be utilized to provide the students with more learning experiences in English 121 classes.

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PROMOTION OF TOURIST DESTINATION AREAS IN BONTOC, MOUNTAIN PROVINCE

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ABSTRACT

The descriptive type of research was employed by this study and the study was conducted in Bontoc, Mountain Province.

The general objective of the study is to determine schemes as to how the potential and actual tourist destination areas of Bontoc, Mountain Province would be promoted considering that the major problem is poor promotion of tourist destination areas in the locality.

It must be noted that despite the existence of tourist destination areas in the municipality, the rest of the country and the world as a whole is not aware about it. In other words, there is a problem regarding the identification of these destinations and how these are promoted. Considering these problems, there is as strong need to conduct the study.

As to the data needed in the study, it made use of the distribution of the questionnaire to provide the necessary answers to the problem.

Findings of the study reveals that there are potential tourist destination areas of Bontoc, Mountain Province and some of them are: Panoramic View of Bontoc, Rice Terraces, Mother Basil's Museum, Mainit Hot Springs, Ganga (Alab) Burial Caves, Alab Petroglyph, Amlosong Cliffs, Chico River, Tocucan Lake, Pagturao Camping Site, Sac-angan Swimming Pool, and the Bishop's Residence. Further, findings show that on the level of acceptance of marketing implementers and tourists on the advertising schemes designed to market tourist destination areas, it was found out that all advertising schemes mentioned were MUCH ACCEPTED except for RADIO TALK SHOWS and CONDUCT OF TELEPHONE SELLING which were MODERATELY ACCEPTED.

The conclusions drawn from the study are: Bontoc, Mountain Province is endowed with potentials tourist destination areas that could highlight its tourism industry. These potential areas have the prospect for development that would assist in the development of the tourism industry of the municipality as a whole, second, it can be concluded that with the presence of tourist destinations in the municipality, there is a need to prepare advertising strategies that would market the various destinations for tourists in the municipality. The strategies were all mentioned in the findings of the study and third, in the preparation of promotional materials to market the various tourist destinations of the municipality, the various factors to consider for an effective promotional material should be adopted.

Keywords: *Promotion, tourist, destination, development, potential*

INTRODUCTION

The municipality of Bontoc, Mountain Province is blessed with tourist destination areas which can be competitive with other wonders of the Philippines. However, these attractions found in the municipality remained unknown to other parts of the country and the rest of the world. In other words, the problem of promotion of the said attractions becomes a hindrance to tourism development in the municipality. Thus, the conduct of this research is deemed very important because of the following factors:

Although Bontoc is endowed with rich natural resources, among the major problems affecting its tourism industry is the poorly promoted tourist destination areas. These are caused by several factors.

First, a visit to the provincial and municipal tourism office, the existing educational institutions, government agencies, and non-government organizations would reveal that there is no full documentation and promotion of the Bontoc potential tourist destination areas. This includes print and audio documentation.

Due to the non-publicity of potential tourist spots, these destinations slowly faded from popularity.

Second, observation shows that there is lack of awareness of marketing implementers on the various advertising schemes used to promote the potential destinations in Bontoc. Implementers are limited to very few mediums of effective marketing strategies in terms of promoting the said destinations. Although there may be existing mediums of promotions, these are not properly utilized.

There are two radio stations existing in Bontoc namely; Radyo nag Bayan and Radyo Natin. A review of the regular programs of these two radio stations reveals that there is limited air time provided for the promotions of destination areas.

The local newspapers also feature tourism destinations but are limited to other areas outside Bontoc.

The above-mentioned media reflects the fact that the marketing implementers are limited in terms of knowledge on the various schemes to market the said destinations. Further, the implementers' knowledge on preparing promotional materials is not in accordance with the standards of making such.

Lastly, there is the existence of the different factors affecting preparation of promotional materials to market the tourist destination areas of Bontoc. Most of the marketing implementers are not fully aware on what are to be taken into consideration in preparing appropriate promotional materials. This can be observed in the streamers and flyers they prepare during special occasions and affairs. Some of the streamers are over loaded with text and it has very poor lay-out.

All of the above mentioned scenarios will lead to the poorly documented tourist destinations of Bontoc. There is then the need to devise marketable promotional materials to promote our tourist destinations. These include a full documentation of all existing and potential tourist destinations; the by-products of which shall be used by implementers as promotional materials.

Statement of the problem

This study specifically answered the following questions:

1. What were the potential tourist destination areas in Bontoc, Mountain Province?

2. What was the level of acceptance of marketing implementers and tourists on the advertising schemes designed to market tourist destination areas?
   2.1. Were there significant differences on the acceptance of marketing implementers and tourists on the advertising schemes designed to market tourist destination areas in Bontoc?

3. What was the level of acceptance of marketing implementers and tourists on the importance of the factors to be considered in the preparation of promotional materials to market the tourist destination areas?

3.1. Were there significant differences on the level of acceptance of marketing implementers and tourists on the importance of the factors to be considered in the preparation of materials needed to promote tourist destination areas in Bontoc?

METHODOLOGY

The study made use of the Qualitative-Descriptive Design. This was selected for it tried to explain the groups under study.

The key respondents of the study were tourists and marketing implementers. Marketing implementers includes the staff of tourism agencies, Municipal Government of Bontoc, the Provincial Government of Mountain Province, owners of hotels and restaurant, and tour guides in municipality.

As to the identification of potential tourist destination areas, the key respondents are tour local guides, and people in the community who are knowledgeable of these areas.

Table A presents the distribution of respondents.

Table A. Respondents of the study

The questionnaire underwent two levels of validation: external and internal validation. For external validation, the questionnaire was presented to people who are in the tourism marketing industry. Their suggestions, corrections, comments and recommendations were acknowledged and in-

Respondents	Number
Tourists	110
Marketing Implementers	80

corporated for the improvement of the instrument.

For the internal validation, it made use of Spearman's rho to determine its reliability. The formula used was:

$$\text{Rho} = \frac{1\text{-}6(<D)}{N(N\text{-}1)}$$

Where D = differences of rank
N = number of observations
1 and 6 = constant values
Computed rho value = 0.619 (reliable)

FINDINGS

1. The Potential Tourist Destination Areas of Bontoc, Mountain Province

It was found out that the Municipality of Bontoc has its own tourist destinations to be proud of. Due to the conduct of the study, master listing of these destinations was made. This can become a basis for the Local Government Unit of Bontoc and other agencies in their planning and implementation of development programs.

The identified destinations are as follows:

a. Panoramic View of Bontoc

Perched on top of the mountains of Pagturao and just a kilometer away from the central town of Bontoc is a view deck popularly known as the "Pagturao Viewpoint" where one gets to see the breathtaking view of the town. One may experience a feeling of being transported into another world in history likened to the lost city of Machu Pichu high up in the Andes Mountains. Like a scenic painting, one can see how the whole of the central town is cradled by the slopes of the surrounding mountains as the famous Chico River flows through Barangay Samoki and the nearby Barangays composing the central part of the municipality. Tourists can actually have a time of their lives enjoying the panorama and should they decide to visit Barangay Guina-ang and the hotsprings in Barangay Mainit they can simply drive or take a hike further up the road since the viewpoint is strategically located leading to the two upland barangays.

On the other hand, in the northwest part of the town is the Maligcong viewpoint, aptly named because this leads to Barangay Maligcong where the rice terraces can be found. The viewpoint also features a spectacular view of the town from another angle. It may take one to appreciate the wonder of how man and nature can commune compatibly.

b. Rice Terraces

As a symbol of pride, hard work and unity, the rice terraces of Bontoc are uniquely constructed by the natives themselves without enslaving anybody long before the present times. Like the Great Walls of China, these terraces withstood time to remind and retell of the labors and aspirations of the older generation. Each stone as a component of each wall constructed reveals that these came from the Chico River which clearly and distinctly differentiates it from the other terraces in the region because most rice terraces in the region are merely landscaped with mud as its walls.

Kadchog Rice Terraces
Bay-yo and Talubin Rice Terraces

c. Mother Basil's Museum

Mother Basil's Museum is one of the ethnological museums in the country. This was built because of Sister Basil Gekiere who spent her missionary work with the natives in Bontoc. Florence Chaokas (2005) stated that Mother Basil is the daughter of a rich duke in Belgium. Mother Basil, after years of sacrifices and hardships was able to gain the trust and heart of the mountaineers. The Igorots whom Mother Basil served have been giving gifts or tokens since then. She had many collections that one of the cultural workers suggested her to put up a museum.

Mother Gekiere was able to see the realization of putting up a museum in 1980 when it was inaugurated by Monsignor William Brasseur. Mother Gekiere passed away in 1983.

The Mother Basil's Museum is located near the Saint Vincent's Elementary School, Polacion, Bontoc. This is open during weekdays from 8:00 am – 5:00 pm. The entrance fee is P20.00 for students and P40.00 for non - students.

The said museum features different kinds of olden utensils, old paintings, pictures of typical Igorot houses, Igorot statues, native attires, traditional Igorot jewelries, and others. Moreover, antiques from the other provinces of the region are showcased in the museum. Outside the museum, one can have and actual experience in going inside the traditional Bontoc houses constructed. Traditional "Atos" are also constructed in the said area.

d. Mainit Hot Springs

Believed to be a dead volcano by origin as stated in the findings of seismologists who visited the place, the Mainit Hotsprings is the main reason why tourists flock to the upland Barangay of Mainit.

The word Mainit is a lowland term which means hot. This reference may be attributed to the presence of several hot springs in the said Barangay which is 18 Kilometers away from the central town of Bontoc.

The Mainit Hot Springs can be reached after a long day's trek to the area. Although this could be reached by riding in the public utility jeepneys available in Poblacion, Bontoc, it is exciting to trek going to the springs because one could be rewarded by taking a dip in the soothing warm bathing ponds near the springs. Two resorts however have already been built in the area to provide a relaxing and natural therapeutic massage in the pools coming from the springs for weary torn tourists in the said place.

Further, a visit to the exact location of the spring would offer enjoyment like cooking eggs and other foods in the said spring.

e. Ganga (Alab) Burial Caves

The Ganga Burial Caves of Alab is located in the mountains of Binotboto. It could be reached by hiking the mountain sides passing by several rice paddies.

Stories about the cave as related by the natives of the place started long ago when young men of Alab went to gather firewood in the mountains. On their way home, they took a rest in Mount Binotboto. There, they decided to play "sibong" wherein each would throw their spears and who ever can throw the farthest wins. Accidentally, the spears hit a pregnant woman who was planting rice. The young men kept laughing looking at the dead woman lying on the rice field. They young men were not aware that it was already night time and that they had to spend the night in the mountains. Upon waking up, they found food served to them. They ate the food and instantly, they died. The food was believed to be poisoned and serve by the lost soul of the woman they accidentally killed. When the people found out what happened to them, they buried them in the caves in the mountain and now it is called Ganga Cave.

f. Alab Petroglyph

Like the early stories of early men who inscribed and drew in the walls of the cave depicting their way of life, Barangay Alab has its own version of such in scrpitions- the Alab Petroglyph. It is a big rock with inscriptions believed to depict the agricultural calendar of the early people of the place. This can be reached after a long trek along Mount Binotboto in Alab.

g. Amlosong Cliffs

The Amlosong cliffs are located in Bontoc Ili. This can be best seen along Halsema Highway. In the middle of these cliffs is the Amolosong River which makes it even more exciting for cliff hanging and climbing activities. The Amlusong river was believed that eels thrived here because the water is so clean, cold and deep. This river is a tributary to the Chico River which is perfect for swimming and diving activities.

h. Chico River

Long before, the Chico River has been considered the lifeblood of economic activities of all barangays situated beside this river. This has been the major source of food of the people before and the water from this river has always been used to irrigate the rice fields. The river like the rice terraces it helped build withstood time to witness how each community along its banks developed.

The said river is best seen when passing through Halsema Highway, Botoc-Kalinga Road, and Bontoc-Ifugao Road. This could be a perfect picnic site and potential for river rafting during rainy days when water at the river becomes abundant.

i. Tocucan Lake

This lake is located at the center of the village. From the main road, this could be reached after a short hike.

Tocucan Lake is also known as "Allikaw Lake. The term "Allikaw" in the vernacular means "to be misled". This name could be attributed to the belief of the people that if you stare at the lake for a long time or if you keep criticizing it, you will get lost and can never get away from the lake.

Florence Chaokas (2005) relates that long ago, a couple of giant crocodiles lived in it. One day, a pregnant woman was eaten by one of the monsters. To save the woman, the people decided to dig two wide canals on the sides to drain the water from the lake.

Using primitive tools, they dug (totoken) the earth. This activity of digging earned the village its name "Natotokan ay ili" which soon the name was shortened to Tocucan.

Having the lake drained, the people killed the monsters and extracted the distressed woman from the monster's belly.

j. Trekking Routes (Alab-Sagada, Samoki-Dalican, Mainit-Belwang, Tocucan Can-eo, Guina-ang- Dalican, Maligcong-Sacasan)

Experience the challenges posed by mountains and forests that gives a rejuvenating adventure. A trekker is enticed by the green lush of mountains which is at the same time rich in flora and fauna. Among the unique features of these trekking routes is the absence of modern constructions (ex. Cemented pathway) which enables a trekker to really feel the wonders of nature. These routes also offer areas appropriate for camping.

k. Pagturao Camping Site

The Pagturao Camping site is privately owned by the residents of the area. This is located on top of a hill and is one kilometer away from Bontoc. The area offers a wide grassy area where camping tents could be erected. This camping site also offers a panoramic view of the town.

l. Sac-angan Swimming Pool

The Sac-angan Swimming Pool is a perfect picnic site and a perfect venue for swimming. This is located at Sac-angan, Bontoc and it is at present being managed by the Provincial Government. The entrance fee is P50.00 per person. The swimming pool has to compartments: one for children and the other for those who desire for a deeper plunge.

m. Bontoc Pasalubong Center

The Bontoc Pasalubong Center is being managed by the Provincial Office of the Department of Trade and industry. This center is located at the second floor of the Provincial Multi-purpose building. In this center are various indigenous products to include woven materials, handicrafts, and locally made wines.

n. Bishop's Residence

The Bishop's Residence is owned by the Roman Catholic Church and it is located at Teng-ab, Bontoc. It serves as a training ground for incoming priests and it offers tourists rooms for accommodations. This is also a perfect place for retreats and seminars for this is located in a mountain overlooking Bontoc.

The bishop's residence is one kilometer away from the town and can be reached either by hiking or riding in the public utility jeepneys going to Maligcong.

o. Provincial Capitol

The provincial capitol is the seat of provincial governance of Mountain Province. This is located right at the center of the town and can be reached either by walking or riding in the tricycles available in the area. The Provincial Tourism Office, which caters to the needs of tourists, is located in the capitol.

The Provincial Profile (2002) reveals that the provincial offices in the provincial capitol includes: the provincial Governor's Office, Provincial Human Resources Office, Provincial Budget Officer's Office, Provincial Accountant's Office, Provincial Assessor's Office, The Provincial Planning and Development Coordinator's Office, Sangguniang Panlalawigan's Office, Provincial Treasurer's Office, and the Office of the General Services Officer.

2. On the Level of Acceptance of Marketing Implementers and Tourists on the Advertising Schemes Designed to Market Tourist Destination Areas

Production of brochures comes first in terms of advertising schemes as perceived by the respondents. This could be attributed to the reason that the distribution of brochures does not entail an expensive budget although effective for information purposes. Considering that a brochure is not more than a one-page ad, it is deemed by the respondents as something cheap but effective.

To support this choice of the respondents, Patrick Tierney (2000) conducted a research on the Comparison of the Effectiveness of Brochure Distribution in Racks to Other Information Sources. The findings of his study proved that brochures play a very important role in the dissemination of tourism information. In other words, his research proved that brochures outcompeted all the other media and it also showed that brochures can change travel plans.

The first that his study determined was the number of respondents who got brochure prior to leaving home and 34% had done so. Then they were asked if they got a brochure from a rack since leaving home, 53% had done so.

The next thing that his study tried to determine was the effect of getting a brochure from a rack before and after a trip. The findings of the study proved that over half (59%) actually visited an attraction or purchased something. In other words, more than half of the respondents were greatly influenced by the distribution of brochures.

Finally, the study tried to determine the various tourist information sources seen or heard since leaving home. The results of the study shown that brochures were the most frequently mentioned media (53%). This is followed by referrals from friends or family members (49%).

Another study which supports the findings of this study specifically on the distribution of brochures is the Qualitative Study investigating Australian Tourism Companies' promotional efforts on the Japanese market by Mari Pettersen and Sara Norman (2008). This study tried to investigate promotion within the tourism industry on the Gold Coast, Australia, focusing on tourism companies' promotional efforts on the Japanese market.

The findings of the study showed the power of the Japanese inbound wholesalers or travel agents, which highly determines promotional efforts. Such relationships are vital, as the Japanese still book their holiday trough traditional channels. Hence, the most effective promotional tool is found to be wholesalers travel brochures.

Distribution of travel books come next in rank as to advertising schemes as perceived by respondents. This is because of the fact that travel books are colorful documentations with information about tourist facilities and rates packaged into one. In other words, the travel book will serves as a handy tool used by tourism clients.

On the other hand, radio talk shows and conduct of telephone selling come last which are "moderately accepted" by the respondents. This reason for this as perceived by the respondents is that it has limited use because you cannot see the destination being advertised. This disadvantage is supported by Berkowitz (1989) when he said that radio as a scheme competes for people's attention as they do other activities such as driving, working, or relaxing. Further according to some respondents, radio coverage is very selective and does not last long.

Level of Acceptance of Marketing Implementers and Tourists on the Advertising Schemes Designed to Market Tourist Destination Areas

Difference of Perception on the Level of Acceptance of Marketing Implementers and Tourists on the Advertising Schemes Designed to Market tourist Destination Areas

From the table, it is shown that the mean level of acceptance of implementers is 2.41. For the tourists, the mean level of awareness is 12.44. The mean level of awareness for implementers is described as "much accepted while the mean level of acceptance is also described as "much accepted".

Statistical analysis using the Sandler's A Tests showed that the computed A value of 12.36 is more than the CV of 0.2681. This denotes that there is a no significant difference on the level of acceptance of implementers and tourists on the marketing schemes designed to market the potential tourist destination areas in the municipality of Bontoc.

The results of the study showed that tourists and implementers do not vary in terms of acceptance of the various advertising schemes to market the tourist destination areas in the municipality.

Basing on the implementers side, the distribution of brochures is the first in terms of the mean. In other words, implementers believe that one of the most effective advertising schemes is the distribution of brochures. This is attributed to the fact that brochures are quite easy to produce which does not entail a lot of the implementer's time.

On the other hand, telephone selling comes last in terms of the mean. In other words, telephone selling as perceived by the implementers is one effective scheme although it could serve as back-up to the other scheme.

Looking at the side of tourists, the production of brochures still comes first among the advertising schemes enumerated. Telephone selling is also the last which denotes that tourists find it more expensive to be involved in telephone selling rather than the other enumerated schemes.

1. Radio Talk Shows	89 **267**	70 **140**	31 **31**	190 **438**	2.30	MoA
2. Conduct of television shows	117 **351**	52 **104**	21 **21**	190 **476**	2.50	MA
3. Production of brochures on tourist destinations	138 **414**	42 **84**	10 **10**	190 **508**	2.67	MA
4. Display of tourism billboards	127 **381**	45 **90**	18 **18**	190 **489**	2.57	MA
5. Publicity news	98 **294**	69 **138**	23 **23**	190 **455**	2.39	MA
6. Distribution of mini-posters	113 **339**	62 **124**	15 **15**	190 **478**	2.52	MA
7. Distribution of travel books	131 **391**	43 **86**	16 **16**	190 **495**	2.60	MA
8. Conduct of telephone selling	46 **138**	78 **156**	66 **66**	190 **360**	1.89	MoA
Over All Total				1520 **3699**	19.44	
Grand Mean					**2.43**	MA

Scale:

Arbitrary Value	Numerical Equivalent	Descriptive Equivalent
3	2.32 - 3.00	MA - Much Accepted
2	1.66 - 2.31	MoA - Moderately Accepted
1	1.00 - 1.65	NA - Not Accepted

Kinds of Advertising Schemes	Mean Perception			
	Implementers	DE	Tourists	DE
1. Radio Talk Shows	2.32	MA	2.29	MoA
2. Conduct of television shows	2.50	MA	2.51	MA
3. Production of brochures on tourist destinations	2.65	MA	2.69	MA
4. Display of tourism billboards	2.62	MA	2.54	MA
5. Publicity news	2.41	MA	2.38	MA
6. Distribution of mini-posters	2.54	MA	2.50	MA
7. Distribution of travel books	2.58	MA	2.63	MA
8. Conduct of telephone selling	1.82	MoA	1.95	MoA
Total	19.44		19.49	
Group Mean	2.43	MA	2.44	MA
Computed A Value = 12.36 (NOT SIGNIFICANT) CV (0.05, df-7) = 0.281				

3. On the Level of Awareness of Imple-

menters and Tourists on the Importance of the Factors to be Considered in the Preparation of Promotional Materials to Market the Potential Tourist Destination Areas

Level of awareness of respondents on the importance of the factors to be considered in the preparation of promotional materials to market the potential tourist destination areas

Basing on the table below, the grand mean of 2.61 shows that all the factors enumerated on the importance of factor to be considered in the preparation of promotional materials to market the tourist destination areas are "very important" as perceived by the respondents. In terms of the highest mean, objective of the promotional scheme comes first with a mean of 2.74 followed by technology with a mean of 2.7. Uniqueness of the promotional material follows with 2.69. Media comes next with a mean of 2.67; evaluation with 2.63; target audience with 2.53; laws and government actions with 2.47; and population of the area with 2.45.

As presented in the table, all factors enumerated are all important. However, ranked 1 in terms of the highest mean is the objectives of the promotional materials. This can be due to the fact that the respondents believe that the first thing to consider is the mission or purpose of the advertising material. Objectives will present what exactly is to be achieved.

This finding can be backed up by Cheryl Dimitroff (1991) who mentioned in his book that establishing goals provides the basis to determine what a community wants its marketing and promotion program to accomplish. This will gather the necessary data for the evaluation process, which can determine the successfulness of a community's plans and program.

Uniqueness comes next in rank. This could be attributed to the fact that the respondents believed that uniqueness involves honesty of the material where it must not mislead readers or audiences.

Population comes last in rank due to the reason that the respondents believe that no matter how dense the population is, promotion of destination areas must be undertaken.

Difference of Perception on the Level of Awareness of Marketing Implementers and Tourists on the Importance of the Factors to be considered in the preparation promotional materials to Market the Tourist Destination Areas

Factors to Consider	VI 3	MoI 2	NI 1	Total	Mean	DE
1. Target audience	123 **369**	45 **90**	22 **22**	190 **481**	2.53	VI
2. Objectives of the promotional scheme	140 **420**	41 **82**	19 **19**	190 **521**	2.74	VI
3. Population of the area	109 **327**	58 **116**	23 **23**	190 **466**	2.45	VI
4. Technology	142 **426**	39 **78**	9 **9**	190 **513**	2.7	VI
5. Uniqueness of the promotional scheme	140 **420**	41 **82**	9 **9**	190 **511**	2.69	VI
6. Media – manner of presentation	138 **414**	41 **82**	11 **11**	190 **507**	2.67	VI
7. Laws and government actions	122 **366**	36 **72**	32 **32**	190 **470**	2.47	VI
8. Evaluation – how its effectiveness be determined	131 **393**	48 **96**	11 **11**	190 **500**	2.63	VI
Over All Total				1520 **3969**	20.88	
Grand Mean					**2.61**	VI

Scale:

Arbitrary Value	Numerical Equivalent	Descriptive Equivalent
3	2.32 - 3.00	VI - Very Important
2	1.66 - 2.31	MoI - Moderately Important
1	1.00 - 1.65	NI - Not Important

Statistical analysis using the Sandler's A Tests showed that the computed A value of 0.364 is more than the CV of 0.2681. This denotes that there is a no significant difference on the level of acceptance of implementers and tourists on the marketing schemes designed to market the potential tourist destination areas in the municipality of Bontoc.

On the part of implementers, the group mean of 2.66 shows that all the factors enumerated are all "very important". Basing on the recorded responses, objectives of the material is ranked first with a mean of 2.81. This is followed by technology and media with 2.71; uniqueness of the promotional scheme with 2.66; laws and government actions and target audience with 2.65; and evaluation with 2.59.

Similarly on the part of tourists, the group mean of 2.58 denotes that all factors are deemed "very important". In contrast with the implementers, uniqueness with a mean of 2.71 ranked first in terms of the highest mean. Objectives of the promotional material and technology come next with a mean of 2.69. This is followed by evaluation with 2.66; media with 2.64; population of the area with 2.42; and laws and government actions with 2.35.

The computed A value of 0.364 is more than the CV of 0.281. This denotes that there is no significance in terms of the perception of both respondents on the importance of the factors to be considered in the preparation of promotional materials to market the tourist destination areas in the municipality of Bontoc.

Basing on the responses of the implementers, objectives is ranked number 1 in terms of the computed mean due to the fact that in implementation which is their function, the objectives are their guide in preparing the promotional material. The promotional material must determine the target clients and the expected effects.

However, laws and government actions as perceived by the implementers come last. On the part of the tourists, uniqueness is ranked 1 which is in contrast with the implementers. This is due to the fact that tourists want something that is different from the rest. The material must be positioned in such a way that it something attractive and eye-catching.

Factors to Consider	Mean Perception			
	Implementers	DE	Tourists	DE
1. Target audience	2.65	VI	2.45	VI
2. Objectives of the promotional scheme	2.81	VI	2.69	VI
3. Population of the area	2.50	VI	2.42	VI
4. Technology	2.71	VI	2.69	VI
5. Uniqueness of the promotional scheme	2.66	VI	2.71	VI
6. Media – manner of presentation	2.71	VI	2.64	VI
7. Laws and government actions	2.65	VI	2.35	VI
8. Evaluation – how its effectiveness be determined	2.59	VI	2.66	VI
Total	21.28		20.61	
Group Mean	2.66	VI	2.58	VI
Computed A Value = 0.364 (NOT SIGNIFICANT) CV (0.05, df-7) = 0.281				

CONCLUSIONS

1. As revealed in the findings of the study, Bontoc, Mountain Province is endowed with potential tourist destination areas that could highlight its tourism industry. These potential areas have the prospect for development that would assist in the development of the tourism industry of the municipality of Bontoc as a whole.
2. It can be concluded that with the presence of tourist destinations in the municipality, there is a need to prepare advertising strategies that would market the various destinations for tourists in the municipality. The strategies were all mentioned in the findings of the study.
3. In the preparation of promotional materials to market the various tourist destinations of Bontoc, Mountain Province, the various factors to consider for an effective promotional material should be adopted. This is proven by the respondents who perceived that the factors to be considered in the preparation of promotional materials as "very important".

RECOMMENDATIONS

1. The marketing implementers must come up with the appropriate promotional material to increase the awareness on the existence of potential destination areas in the municipality of Bontoc.
2. All the advertising schemes must be undertaken to effectively promote the destination areas in Bontoc, Mountain Province.
3. In the preparation of promotional materials, all the factors such as target audience, objectives, population of the area, technology, uniqueness of the scheme, media, laws and government actions, and evaluation must be adopted.
4. The implementers must come up with a Bontoc tourism profile which will be a basis in the preparation of promotional materials.
5. The marketing implementers must undergo necessary trainings on the preparation of promotional materials.

6. The marketing implementers must increase the budget for tourism so as to facilitate the preparation of promotional materials.

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LEARNING ENGLISH EXPERIENCE IN RELATION TO SOCIAL ENVIRONMENT AND STUDENTS' ACADEMIC PERFORMANCE IN ENGLISH

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ABSTRACT

The main thrust of this study is to determine the relationship between students' English language learning experience and their social environment and academic performance in English. Respondents are composed of Grade 7 students in all public secondary schools in the Candijay district during the academic year 2014-2015. This study employs the descriptive survey as its main research design, using a self-constructed questionaire. The Spearman Rank Correlation Coefficient is used as the statistical test to determine relationships across variables, while the Kruskal-Wallis Test is used to determine the difference among the areas of perceived social environment. Meanwhile, the Chi-square test for Independence and the Contingency Coefficient are used to determine how the respondents' socio-demographic profile relate to their English language learning experiences, their perceived social environment and their academic performance in English. As to respondents' socio-demographic profile, findings show that male respondents slightly outnumber the female ones. Majority of the students' parents have acquired a medium level of education. Most of the students have siblings ranging from 4 to 6. Students' parents do consult with their children's respective teachers regarding academic status once a month. Majority of the students belong to the "developing bracket" in terms of their proficiency in the English language as reflected in their final grades in English. The students' learning experiences in the field of English significantly affect their performance in the said subject. The school, teachers, parents, peers and community are the potential factors of social environment which have significant impacts to the students' performance in the English subject. Hence, the researcher recommends that the results may be disseminated to the respective school principals as basis for the formulation of curricular plans, programs and decision-making, and that regular parent-teacher consultations should be done to monitor student performance.

Keywords: *Social environment, learning English experience, academic performance and demographic profile*

INTRODUCTION

Social environment is one the most influential factors that affect students' learning in all educational institutions. Particularly in the field of English, acquiring quality learning outcomes becomes a challenge for teachers because of students' individual differences, coming from varied social backgrounds.

Academic performance is a topical issue that cannot be glossed over. It seems that the song about the decline of education standards continuous to be loud worldwide. Student performance, according to Adepoju (2003), continues to generate special interest to educators and stakeholders. The reason could not be far-fetched from public observation and opinion, which show that the standard of our students' education at all levels continue to fall progressively.

Public secondary schools of the Candijay district showed a particularly low performance in English in standardized examinations, such as in the National Achievement Test (NAT), obtaining only an average mean percentage score of 60.68 for the school year 2013-2014 National Educational Testing and Research Center, (*2013*). Same students exhibited declining academic performance, especially in English, as reflected in their grades, which are within the "unsatisfactory" grade bracket, and in their undesirable attitudes towards learning the subject. Such manifestations might be attributed to the students' quality of living, family background, the community where they live, and their attitude in studying and learning the English language.

Social environment refers to where an individual lives and interact with the other people—i.e., the family and community where he comes from, and the school that he attends to. Each of these has its own way of influencing students' acquisition of knowledge. Mustaq and Khan (2012) regarded social environment as a substantial factor which affects students' performance in learning the English language. According to Bandura (1977), humans are cognitive beings who possess active processing of information and such activity plays major role in learning, behavior, and development. Bandura theorized that in social situations, the individual learns fast by observing the behavior of other people. Meaning, with the presence of models, people learn in a rapid manner. Modeling, which refers to observation and learning of new behaviors from others, plays an important role in learning. By simply observing how other people behave, an individual will be able to imitate the things he observes.

Lev Vygotsky (1962) explains that cognitive development is a social process. He maintained that cognitive development is shaped by the socio-cultural contexts in which it occurs. According to him, people do not just learn by simply observing the models. Rather, cognitive learning occurs in a socio-cultural context and evolves out of interactions. Aptly put, people develop their minds through social interactions, as they become co-constructors of meaning and work together in problem solving tasks.

Furthermore, Jean Lave's (1977) Situated Learning Theory conveys the idea that learning is embedded in, or connected to, the context in which knowledge and skills are developed (Santrock, 2004). It is a basic assumption in the constructivist approach that deals with learning. That is, students are given learning tasks in realistic contexts in which they are expected to gain knowledge. It is in this point that students should be exposed to various meaningful problems where they would use their knowledge and skills. Learning focuses on social interactions that receive much importance. In the same way, Situated Learning Theory focuses on learning that occurs in the real world and not in school. It is linked to apprenticeship where beginners, with the support and guidance of an expert, assume more responsibility until they become more capable in performing the assigned tasks independently. Students who lived in environments that are conducive to learning and who are provided ample study space and opportunities for growth and interaction tend to have an easier time adjusting than students who live in other environments (Dinger, 1999; as cited by Kyalo and Chumba, 2011). The school environment plays an important part in a child's development. Studies show that the school environment, which give healthful satisfaction to the children who maintain a healthy relation with schools, has a good effect on the development of a successful adult (Shyam and Shrimali, 2011).

The symbolic interactionist theories of the family examine the family at a more micro level than functionalism, focusing on the ways that families create and re-create themselves at an everyday level. Rather than seeing family roles as pre -existing and given structures that are adopted unquestionably, this school of thought focuses on the meanings and lived experiences associated with those roles and how they are constructed through interaction (McLennan *et. al.* 2000)

According to the Collaborative for Academic, Social, and Emotional Learning (2002), improving the social and emotional climate of schools, and the social and emotional soundness of students, advances the academic mission of schools in important ways. Satisfying students' social and emotional needs does more than prepare them to learn. It actually increases their capacity to learn.

Most teens conform to peer pressure on fairly insignificant things like music, clothing, or hairstyles. However, when it comes to more important issues like moral values, parents still remain more influential than the peer group (Black, 2002).

Researchers have found student engagement a robust predictor of student achievement and behavior in school, regardless of socio-economic status. Students who are more engaged in school are more likely to earn higher grades (Klem and Connel).

Considerable research has been conducted on teaching skills, climate, socio-economic conditions, and student achievement (Hoy, Kottkamp and Rafferty, 2003). Depending on the environment, schools can either open or close the doors that lead to academic performance (Barry, 2005; Korir and Kipkemboi, 2014).

The social environment, which comprises the school itself, teachers, family, peers and the surrounding community, plays an important part in the development of a child. [Many researches have sought the effect of social environment to students' academic performance.] For instance, the study by Korir (2014) established that the school environment and peer influence contributes significantly to school academic performance.

Agarwal and Thakur (2014) identified the influence of learning environment (i.e., family environment, school environment and society environment) on students' English learning in India. In the family aspect, the researchers contended that as long as the family instructs kids to learn English with a right method, the kids of parents with low English education are not worse than those coming from parents with high English education. In the English language learning process, the family needs to provide a healthy, peaceful, harmonious and valid study environment for the kids. When it comes to school environment, it is explained that students can also learn English both inside and outside the classroom. These are the good occasions or places for students to learn English in school. Other than family and school environment, the researchers also underpinned the potentials of society in contributing to the students' adequately learning the English language. Through mass media, internet, product merchandising and the like, people can encounter English texts everywhere which their lives.

A study by Karahan (2007) conducted in Turkish EFL context, tried to identify the interlaced relationship among language attitudes, the starting age of language learning, and the place where the individual started to learn within Turkey EFL context. Respondents were the students of private schools, where English was taught. Although the students were exposed to English more frequently than their public school counterparts, it was found out that there were only slightly positive attitudes to learning the language.

In the study made by Ryan and Patrik (ND) entitled, *"The Classroom Social Environment and Changes in Adolescents' Motivation and Engagement During Middle School"* prior motivation and engagement were strong predictors of subsequent motivation and engagement, whereas gender, race, and prior achievement were not related to changes in motivation or engagement. However, students' perceptions of teacher support, and the teacher as promoting interaction and mutual respect, were related to positive changes in their motivation and engagement. Students' perceptions of the teacher as promoting performance goals were not significantly related to student motivation and engagement.

With the foregoing literature, the researcher was incited to conduct this study to determine how the students' perceived English language learning experiences relate to their social environment and their academic performance in English.

Purpose of the Study

The main thrust of the study is to determine the relationship between English language learning experiences and social environment and academic performance in English among Grade 7 students in all public secondary schools in the Candijay district during the academic year 2014-2015.

Specifically, the study sought to answer the following questions:

1.) What is the respondents' socio-demographic profile in terms of: sex; mother's level of educational qualification; father's level of educational qualification; number of sibling in the household; and, frequency of parent-teacher consultations?

2.) What is the respondents' perceived English language learning experience?

3.) What is the respondents' perceived social environment in terms of: school; teachers; parents; peers; and, community?

4.) What is the respondents' academic performance in English?

5.) Is there a significant relationship between the respondents' English language learning experiences and their perceived social environment; between their English language learning experiences and their English academic performance; and, their perceived social environment and academic performance?

6.) Is there a significant degree of relationship between the respondents' socio-demographic profile and their English language learning experiences, their perceived social environment, and their academic performance?

7.) Is there a significant degree of variance in the different areas of the respondents' perceived social environment?

Hypothesis

H_0: There is no significant relationship between the respondents' English language learning experiences and their perceived social environment; between their English language learning experiences and their English academic performance; and, between their perceived social environment and academic performance.

H$_1$: There is no significant degree of relationship between the respondents' socio- demographic profile and their English language learning experiences, their perceived social environment, and their academic performance.

H$_2$: There is no significant degree of variance in the different areas of the respondents' perceived social environment.

METHODOLOGY

This study uses the descriptive survey as its main research design through the aid of a self-constructed questionnaire. The purposive sampling method is utilized, considering that the respondents have the same year level and are taking the same subject as stipulated in the K to 12 curriculum. Important data such as students' final grade in English for the school year 2014-2015 are gathered from the respondents' respective advisers.

This study is conducted in all public secondary schools within the District of Candijay, namely: Bohol Island State University—Candijay Campus; Cogtong National High School; Candijay National High School; La Union National High School; Tambongan National High School; and, Anoling National High School. Two hundred forty-three (243) Grade 7 students have participated in this study.

The researcher has formulated first a questionnaire on students' English language learning experiences. Thereafter, said instrument undergoes pilot testing with the Grade 8 of Bohol Island State University—Candijay Campus. Securing the official permit from each of the school principal concerned, the questionnaires are then distributed to the respondents. Students are made to understand the importance of the study, and are given ample time to answer the questions. After retrieving the answered questionnaires, the researcher then proceeds to gather the students' English subject grades from the respective advisers.

The gathered data are then subjected to various statistical treatments, which include the Spearman Rank Correlation Coefficient, Kruskal-Wallis Test and Chi-square test for Independence and Contingency Coeffficient. Thereafter, results are analyzed and interpreted in accordance to the specific problems of the study.

FINDINGS

Table 1.1. Students' Socio-Demographic Profile as to Sex, N=243

As to sex, Table 1.1 presents a nearly equal division of the respondents, wherein the male students (132; 54.32%) outnumber the female (111; 45.68%) ones by 21.

Table 1.2. Students' Socio-Demographic Profile as to Mothers' Educational Qualification, N=243

Legend:

- Low Level - Primary level of educational qualification
- Medium Level - Intermediate and Secondary level of educational qualification
- High Level - Tertiary/ College level of educational qualification
- Very High Level- Post-graduate educational qualification

In Table 1.2, most of the respondents' mothers (111; 45.68%) have acquired a medium or secondary level of education. Meanwhile, only eighteen (18) of them have a very high extent of education.

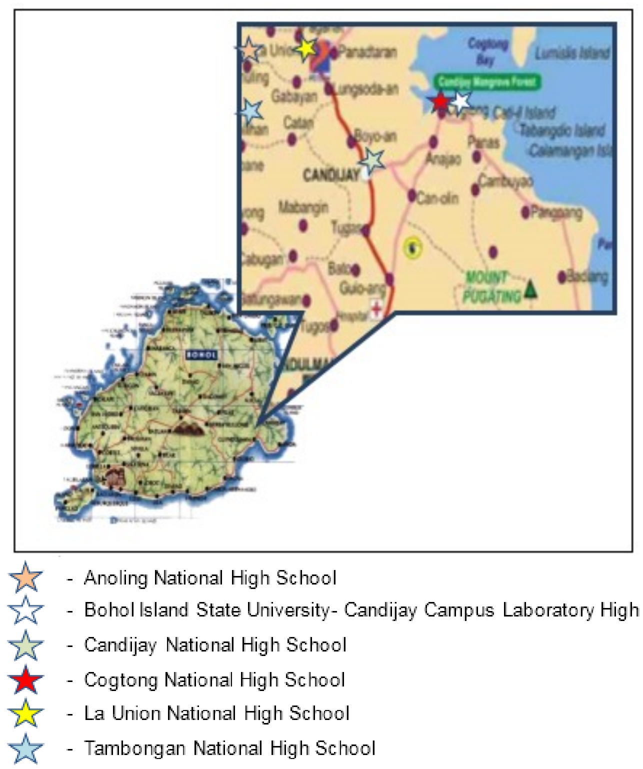

Figure 1.0 Map of Candijay

Table 1.3. Students' Socio-Demographic Profile as to Fathers' Educational Qualification, N=243

Sex	Frequency	Percentage (%)
Male	132	54.32
Female	111	45.68
Total	**243**	**100%**

Virtually demonstrating parallel results to that of the mothers' educational qualification (Table 1.2), Table 1.3 reflects that most of the respondents' father's educational qualification (109; 44.86%) fall under the medium or secondary level, whereas only fifteen (15) or 6.17% of them have a very high level of education.

Years	Description	Frequency	Percentage (%)
16-above	Very High Level	18	7.41
11-15	High Level	67	27.57
6-10	Medium Level	111	45.68
0-5	Low Level	47	19.34
Total		**243**	**100%**

Table 1.4. Students' Socio-Demographic Profile as to Number of Siblings, N=243

As depicted in Table 1.4, one hundred eight (44.44%) of the student-respondents have siblings ranging from 4 to 6. On the other hand, students with "10-12" siblings obtained the least part of the total population, with five (5) or 2.06%.

Table 1.5. Students' Socio-Demographic Profile as to Frequency of Parents' Consultation with Teachers, N=243

Years	Description	Frequency	Percentage (%)
16-above	Very High Level	15	6.17
11-15	High Level	58	23.87
6-10	Medium Level	109	44.86
0-5	Low Level	61	25.10
Total		**243**	**100%**

No. of Siblings	Frequency	Percentage (%)
10-12	5	2.06
7-9	45	18.52
4-6	108	44.44
1-3	85	34.98
Total	**243**	**100%**

Frequency of Consultation (in months)	Frequency	Percentage (%)
3 times/month	22	9.05
2 times/month	38	15.64
1 time/month	173	71.19
None	10	4.12
Total	**243**	**100%**

Regarding parent-teacher communication, 173 students (71.19%) claimed that their parents do consult with their teachers concerning their (students) performance in school only once a month. However, ten (10) or 4.12% of them responded that their parents do not confer with their teachers at all.

Table 2.0. Students' Perceived Learning English Experience and Social Environment Influence, N=243
Legend:

Statement	Weighted Value	Descriptive Value
Students' Learning English Experience	2.43	ALT
Social Environment		
School	2.51	MT
Teachers	2.98	MT
Parents	2.38	ALT
Peers	2.62	MT
Community	2.63	MT

3.26-4.00 – Very Much True (VMT)
2.51-3.25 – Much True (MT)
1.76-2.50 – A Little True (ALT)
1.00-1.75 – Not All the Time True (NAT)

As presented in Table 2.0, it can be deduced that students' experiences in learning the English language is of minimal extent, with a weighted mean of 2.43 (A Little True). Meanwhile, among the facets of social environment, the respondents claimed that teachers (2.98; Much True) have the greatest influence on their learning in the field of English, while their parents have the least influence (2.38; A Little True).

Table 3.0. Students' Academic Performance in English, N=243

Table 3.0 illustrates the students' performance in English as represented by their final grade in the said discipline. With only a frequency difference of five (5), students belonging to the "Developing" bracket in English Proficiency (76 or 31.28%) slightly outnumber the ones with Approaching Proficiency (71 or 29.22%) in the said language. On the other hand, students with "Beginner" grades (2 or 0.82%) hold the smallest part of the respondent population.

Grade Range	Description	Frequency	Percentage (%)
90 – above	Advanced	41	16.87
85-89	Proficient	53	21.81
80-84	Approaching Proficiency	71	29.22
75-79	Developing	76	31.28
70-74	Beginner	2	0.82
Total		**243**	**100%**

Table 4.1. Relationship between Learning English Experience and Perceived Social Environment, N=243

Table 4.1 illustrates a strong positive relationship between English language learning experiences and perceived social environment with a correlation coefficient of +0.6553. This suggests that a decrease on the extent of social environment influence to students' learning in English is strongly associated with a decrease on the level of their experiences in learning English.

Variable	Correlation Coefficient (rs) with Learning English Experience	Critical Value	∝	Interpretation
Perceived Social Environment	+0.6553	0.1260	0.05	Significant, strong positive relationship

Table 4.2. Relationship between Learning English Experience and Academic and Students' Academic Performance, N=243

In Table 4.2, the correlation coefficient of +0.2101 signifies a slight positive relationship between students' learning English experience and their academic performance in English. Meaning, students with low levels of learning English experience have a slight likelihood of obtaining low performance in the said subject.

Variable	Correlation Coefficient (rs) with Academic Performance in English	Critical Value	∝	Interpretation
Learning English Experience	+0.2101	0.1260	0.05	Significant, slight positive relationship

Table 4.3. Relationship between Students' Academic

Performance in English and Perceived Social Environment, N=243

As to juxtaposition of the perceived social environment and academic performance in English, teachers (+0.3237) show a moderate and positive relationship with students' academic performance. The other factors, such as school, parents, peers and community are only slightly, yet still positively related.

Variable	Correlation Coefficient (r_s)with Academic Performance in English	Critical Value	∝	Interpretation
School	+0.2281	0.1260	0.05	Significant, slight positive relationship
Teachers	+0.3237	0.1260	0.05	Significant, moderate positive relationship
Parents	+0.2311	0.1260	0.05	Significant, slight positive relationship
Peers	+0.2589	0.1260	0.05	Significant, slight positive relationship
Community	+0.2343	0.1260	0.05	Significant, slight positive relationship

Table 5.1. Relationship between Socio-Demographic Profile and Learning English Experience, N=243

Table 5.1 summarizes the relationship between students' socio-demographic profile and their English language learning experiences. Among the socio-demographic factors, only sex is significantly related with students' learning English experience at a 0.05 level of significance with 2 degrees of freedom. Other factors such as parents' educational qualification, number of siblings, frequency of parent consultation with teachers are not significantly related to the students' learning English experience.

Category	Df	∝	Chi-square Value (X^2)	Critical Value	Contingency Coefficient (C)	Interpretation
Sex	2	0.05	9.2298	5.991	0.1913	Significant, slight positive relationship
Mothers' Educational Qualification	2	0.05	0.3260	5.991	0.0366	Insignificant, slight positive relationship
Fathers' Educational Qualification	1	0.05	0.0712	3.841	0.0171	Insignificant, slight positive relationship
Number of Siblings	3	0.05	1.1798	7.815	0.0695	Insignificant, slight positive relationship
Frequency of Parents Consultation with Teachers	2	0.05	2.0986	5.991	0.0925	Insignificant, slight positive relationship

Table 5.2. Relationship between Socio-Demographic Profile and Perceived Social Environment, N=243

Category	Df	∝	Chi-square Value (X^2)	Critical Value	Contingency Coefficient (C)	Interpretation
Sex	3	0.05	7.2495	7.815	0.1702	Insignificant, slight positive relationship
Mothers' Educational Qualification	3	0.05	5.0556	7.815	0.1428	Insignificant, slight positive relationship
Fathers' Educational Qualification	3	0.05	7.8512	7.815	0.1769	Significant, slight positive relationship

Number of Siblings	3	0.05	1.9577	7.815	0.0894	Insignificant, slight positive relationship
Frequency of Parents Consultation with Teachers	3	0.05	4.2606	7.815	0.1313	Insignificant, slight positive relationship

In Table 5.2, among the facets of perceived social environment, only the father's educational qualification is significantly related to the student's socio-demographic profile, having a Chi -square value of 7.8512 at a 0.05 level of significance with 3 degrees of freedom, and which slightly exceeds the critical value of 7.815. Thus, the null hypothesis is rejected, perhaps suggesting that given our patriarchal society, children somehow look up to their fathers who are more educated, suggesting further that, highly educated fathers then have a stronger influence on their children's academic performance.

The other factors, such as sex, mothers' educational qualification, number of siblings, and frequency of parents' consultation with teachers have no significant relationship with the students' perceived social environment.

Table 5.3. Relationship between Socio-Demographic Profile and Students' Academic Performance in English, N=243

The summary of the relationship between students' socio-demographic profile and their academic performance in English, as shown in Table 5.3, depicts that factors such as sex, number of siblings, and frequency of parent consultation with teachers, at a 0.05 level of significance, are moderately and significantly related with students' academic performance in English. Furthermore, the parents' educational qualifications are also slightly and significantly related with students' academic performance, again, at a 0.05 level of significance. Based upon the results, it can be deduced that all of the said aspects of the respondents' socio-demographic profile are potential factors which contribute a significant impact on their academic performance in English.

Category	Df	∝	Chi-square Value (X^2)	Critical Value	Contingency Coefficient (C)	Interpretation
Sex	3	0.05	56.1686	7.815	0.4333	Significant, moderate positive relationship
Mothers' Educational Qualification	6	0.05	18.4271	12.592	0.2655	Significant, slight positive relationship
Fathers' Educational Qualification	3	0.05	23.6719	7.815	0.2979	Significant, slight positive relationship
Number of Siblings	6	0.05	28.6007	12.592	0.3245	Significant, moderate positive relationship
Frequency of Parents Consultation with Teachers	6	0.05	33.9668	12.592	0.3502	Significant, moderate positive relationship

Table 6.0. Difference among the Areas of Perceived Social Environment, N=243

As presented in Table 6.0, there exists a significant difference among the areas of the perceived social environment, since the H-computed value of 102.8123 is higher than the critical value of 9.488; thus, the null hypothesis is rejected. Among the respective individual means of the facets of perceived social environment, the "teachers" (2.98) outranks the others in terms of academic contribution or input to students' experiential learning relevant to English subject.

Social Environment	$\bar{x}$	df	∝	H value	Critical Value	Interpretation
School	2.51	4	0.05	102.8123	9.488	Significant
Teachers	2.98					
Parents	2.38					
Peers	2.62					
Community	2.63					

CONCLUSIONS

In light of the analysis and interpretation of the study's results, the researcher concludes that:

- The students' learning experiences in the field of English significantly affect their performance in the said subject.
- The school, teachers, parents, peers and community are the potential factors of social environment which have significant impacts on student performance in the English subject.
- Among the facets of socio-demographic profile, sex or gender substantially affects the extent of students' English language learning experiences.

- Fathers' educational qualification significantly affects the variation on the perceived degree of social environment that influences students' learning in the English discipline.
- All aspects of the students' socio-demographic profile, such as sex, mothers' and fathers' educational qualifications, number of siblings and frequency of parents' consultation with teachers, have significant impacts on the students' academic performance in English.
- The facets of social environment have significant variation when it comes to their level of influence on students' learning experiences relevant to the field of English.
- Among the aspects of social environment, "teachers" obtained the highest level of influence.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the researcher recommends that:

- The study's upshots may be disseminated to the respective school principals as basis for the formulation of curricular plans, programs and decision-making.
- In addition, teachers may apply varied teaching strategies and techniques to boost students' interest in learning the English language.
- Teachers must also have regular training/ workshops and pursue Masters' degree in English to enhance their knowledge and skills in teaching the language.
- The school administration may establish an English club and enforce English speaking campaigns both inside and outside the school campus to further develop students' speaking ability in the English language.
- Lastly, regular parent-teacher consultation is highly encouraged to follow-up on the students' academic performance.

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PREVALENCE OF SOIL-TRANSMITTED HELMINTHS (STH) INFECTION AMONG PRIMARY SCHOOL-AGE CHILDREN IN SELECTED GEOGRAPHICALLY ISOLATED DISADVANTAGED AREAS (GIDA) IN NORTHERN SAMAR, PHILIPPINES

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ABSTRACT

The prevalence of soil-transmitted helminthes (STH) infection among primary school-age children in selected geographically isolated and disadvantaged areas (GIDA) in Northern Samar was determined considering the intensity threshold level of infection, and the highest occurrence of single or multiple infections.

Using a cross-sectional descriptive-evaluative research design with two hundred primary school-age children targeted as participants. Stools were collected, processed through Kato Katz method and examined. Findings revealed that the prevalence rate of the STH infection among the primary school-age children was significantly high (148 or 74%). Majority (147 or 99.32%) had a light infection predominated by *Trichuris* (96 or 64.86%) , followed by *Ascaris* (43 or 29.05%) while hookworm species has 8 or 5 5.40% level of infection; had single infection, followed by double and triple infection, in that order. Single infection was highest among trichuris species as observed, double infection appeared with ascaris and trichuris species and the least was the triple infection. Eight to ten years old had the highest prevalence and intensity of infection and 5-7 years old had the lowest.

School-based STH control and prevention program is seen essential in addressing the public health concern. Multisectoral involvement is necessary for the integration of efforts in addressing the parasitic disease in the area.

Keywords: *Soil Transmitted Helminths, Infection, Primary School-Age Children, GIDA, Northern Samar*

INTRODUCTION

Soil-transmitted helminth (STH), commonly called parasitic worms are among the most common infections worldwide that affect most deprived communities, mostly school-aged.[1] Of major parasitic concerns to cause havoc to human health are the roundworm, *Ascaris lumbricoides*; the whipworm, *Trichuris trichiura*; and the hookworms, *Necator americanus* and *Ancylostoma duodenale*.[2] They cause physical ill-health, retard physical and mental development, impair cognitive development resulting to poor performance of children in schools. [3]

In the Philippines, school-age children harbor the greatest load of infection and are significant sources of transmission.[4] They are those who have poor personal hygiene, with frequent outdoor exposures, and with high risk behavior to cause the disease.[5 6]

In 2004 baseline data of our country is 68% prevalence rate among 6-14 years old and 66% among children 1-5 years old. [7] While data in our country changes over time, in Northern Samar, data is scarce.

In a recent study conducted by Papier, et al,[8] on childhood malnutrition and parasitic helminth interactions to 693 school-age children from 5 schistosomiasis endemic area in the province, results showed that the proportion of children infected with hookworm is 22.0%,. *Trichuris trichiuria* is 74.10% and was highest among children who did not meet RENI for energy.

According to World Health Organization (WHO)[5] an assessment reflecting the epidemiologic status of STH infections is vital in order to determine the appropriate intervention for a community. The latest WHO[9] strategic plan for eliminating STHs as a public health problem in children puts the emphasis on school.

This study aimed to establish baseline epidemiological information on STH infections among primary school children in selected GIDA in Northern Samar to provide a sound basis for proposing intervention such as STH control program among schools in Northern Samar.

Objectives of the Study

This study determined the epidemiologic status of STHs among primary school-age children in in Geographically Isolated Disadvantaged Areas (GIDA) in Northern Samar in terms of its prevalence and intensity; establish the occurrence of multiple parasite infections; and determine the age group with highest in prevalence and intensity level. Results of the study was used in proposing school-based STH control program in Northern Samar.

METHODOLOGY

Study Area

The municipalities of Biri, Pambujan, and Lope de Vega representing island, lowland and highland municipalities with GIDA barangays having primary schools were the selected sites of this study.

For perspicuity, GIDA refers to communities with marginalized population and socio-economically separated from the mainstream society and characterized by isolation due to distance, weather conditions and transportation difficulties (island, upland, lowland, landlocked hard to reach and unserved/underserved communities) and socio-economic factors where there is high poverty incidence, presence of vulnerable sector, communities in or recovering from situation of crisis or armed conflict.[10]

Study Design and Study Population

A cross-sectional descriptive-evaluative study using the purposive-proportionate sampling technique established the prevalence and intensity of soil transmitted helminthiasis as an input in the design of a school-based prevention and control program.

Each municipality was represented by a barangay with a total of 200 target population. Selection of the target population was based on World Health Organization (WHO) Guidelines for the Evaluation of Soil- Transmitted Helminthiasis at Community Level[5] (Fig 1).

Fig. 1 Map of Northern Samar

Parasitologic Assessment

Parasitologic assessment was done from February to March 2015. Stool samples were collected, processed by trained nurses and examined by medical technologists from the Provincial Health Team of the DOH field office of Northern Samar. The Kato-Katz technique was utilized in

processing the samples employing a 50 mg template.[11] Two aliquots per formed stool samples were examined by two observers to increase its sensitivity.

Data Handling and Analysis

Data gathered were encoded, tallied and analyzed to determine prevalence, level of intensities and occurrence of multiple infections to the target population. The prevalence of STHs was expressed in percentage as to the number of school children infected. Using a scale recommended by the WHO[5], categorization were: "high prevalence" (with 0-20% infection), "moderate prevalence" (with 21-50% infection) and "low prevalence" (51-100% infection). The intensities of infections reported in eggs per gram (epg) of feces were classified as light, moderate and heavy, based on the WHO guidelines,[5] as follows:

The occurrence of multiple infection was reported based on the type of parasite/s present in an individual respondent, categorized as single, double or triple infection.

FINDINGS

A total of 200 pupils from selected GIDA municipalities/ barangays participated in the study. Findings on stool examination disclosed a

	Light	Moderate	Heavy
ASCARIS	1-4,999	5,000-49,999	≥ 50,000
TRICHURIS	1-999	1,000- 9,999	≥ 10,000
HOOKWORM	1-1,999	2,000-3,999	≥ 4,000

total number of 148 infected with STH with a prevalence rate of 74%, categorized as "high prevalence" (Table 1).

Prevalent rate tend to be more higher in lowland (Pambujan) and island areas (Biri) and less in highland town (Lope de Vega). This could imply that topography of the land may have some contribution to the dispersion of the infective egg or larvae. This is because highland areas easily drained after heavy rains while waters are retained in lowland areas that favors growth of parasites as confirmed by the study of Belizario, et. al. (1988).[3]

Intensity of STHs infections

The intensity threshold level of STH infection revealed that out of 148 pupils infected, majority has a light level of infections (147 or 99.32%), followed by moderate (51 or 34.45 % (and the lowest is heavy infection which is 22 or 14.86%.

Light level of infection was predominated by *trichuris* species (96 or 64.86%) and followed by *ascaris* (43 or 29.05%). It was found highest in Pambujan (56 or 107.69%), followed by Biri (83 or 95.40%) while the least is in Lope de Vega with 8 or 88.88% (Table 2).

Table 1. Prevalence of Soil Transmitted helminthes among Primary School-Age Children in Northern Samar, N=200

Municipality	No of Pupils Examined	Prevalence/Infection Rate		Category
		F	%	
Biri	112	87	77.67	"High"
Lope de Vega	23	9	39.13	"Moderate"
Pambujan	65	52	80	"High"
TOTAL	200	148	74	"High"

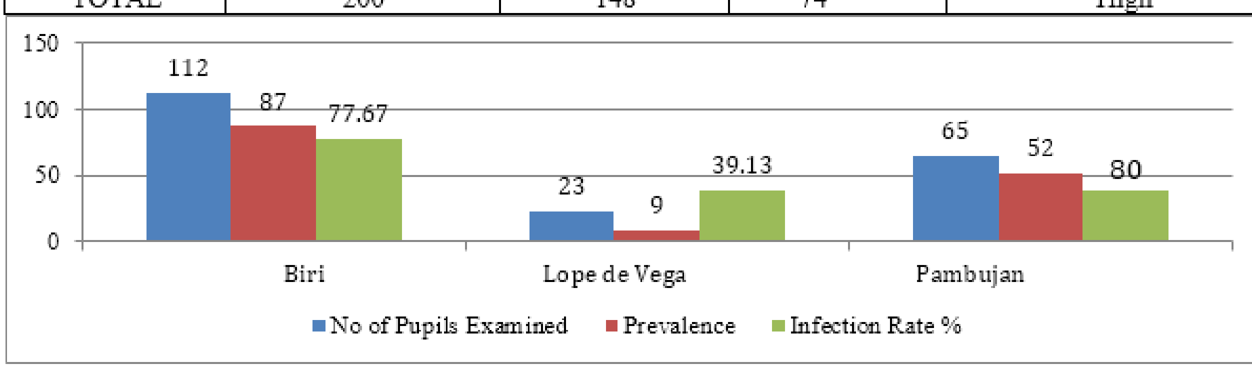

Table 2. Intensity Categorized as Light, Moderate and Heavy among Primary School-age Children in Northern Samar, N=148

Municipality	No. of pupils Infected	*Ascaris*					*Trichuris*							Hookworm					
		L		M		H	L			M		H		L		M		H	
		F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Biri	87	21	24.13	16	18.39	4	2.70	59	67.81	19	21.83	7	8.04	3	3.44	0	0	1	1.43
Lope de Vega	9	3	33.33	0	0	0	6.08	3	33.33	1	11.1	0	0	2	22.22	0	0	0	0
Pambujan	52	19	36.53	12	23.07	10	19.23	34	65.38	3	5.76	0	0	3	5.40	0	0	0	0
Total	**148**	**43**	**29.05**	**28**	**18.91**	**14**	**9.45**	**96**	**64.86**	**23**	**15.54**	**7**	**4.72**	**8**	**5.40**	**0**	**0**	**1**	**.76**

Light (**L**)-147(99.32) Moderate (**M**) -51(34.45) Heavy (**H**) - 22(14.56)
Biri-83(95.40) **Lope de Vega**-8(88.88) **Pambujan**-56(107.69)

Occurrence of Single and Multiple Infections among the STH

The overall prevalence of STH categorized as single, double and triple was 80 (54.05); 63 (42.56%); and 5 (3.37%), respectively (Table 3). Single infection had the presence of either one of the three species (*ascaris, trichuris*, hookworm). Double infection had the presence of two species either *ascaris and trichuris, trichuris* and hookworm or *ascaris* and hookworm. Triple infection involved the presence of the three species in a single child.

Out of 148 pupils infected, *trichuris* was observed in 53 or 35.81%, as the highest for single infection. Biri had the highest percentage rate (48.27%) while the lowest was in Pambujan at 8 or 15.3%.

The most common double or co-infection was with *ascaris* and *trichuris,* seen in 63 pupils, out of 148 infected . It was observed highest in Biri with 36 or 41.37 % while the least one was in Lope de Vega with 1 or 11.11% (Table 3).

The triple infection was found highest in Pambujan 4 or 7.69% and the lowest in Biri (1 or 1.14%) bringing to a total of 5 or 3.37%.

Results of the prevalence either with single or double infections is observed much higher in lowlands and islands areas than in highlands. Single and the double species are dominated by *trichuris* and *ascaris*. This could be attributed to their similar mode of transmission. Their occurrences for co-infections could pose more hazard to the health of the pupils in terms of ill effects.

Table 3. Occurrence of STH Infections Categorized as Single and Multiple Infections among Primary School-Aged Children in Northern Samar, N=148

Municipalities	Biri				Lope de Vega				Pambujan				Total			
No. of Pupils Infected	87				9				52				148			
	A	T	H	Total	A	T	H	Total	A	T	H	Total	A	T	H	Total
	F/%	F/%	F /%	F/%		FF/%	F/%	F/%	F/%	F/%	F/%	F/%	F/%	F/%	F/%	F/%
At least one Ascaris (A) trichuris (T) Hookworm(H)	6/6.59	4/248.27	1/1.14	49/56.32	2/22.2	3/33.3	3/33.3	8/88.8	14/26.9	815.38	11.92	23/44.2	22/14.9	53/35.8	5/6.08	80/54.05
Ascaris + Trichuris				36/41.37					1/11.11			23/44.2				60/40.54
Ascaris + Hookworm				0					0			0				0
Trichuris + Hookworm				1/1.14					0			2/3.84				3/2.02
Ascaris+ Trichuris+ Hookworm				1/1.14					0			4/7.69				5/3.37
TOTAL				87					9			52				148

Single infection - 80(54.05%) Double infection -63(42.56%) Triple infection-5(3.37%)
Biri-49(56.32) Lope de Vega-8(88.8) Pambujan-23(44.20)

Prevalence rate among age group distribution

The highest prevalence rate appeared among 8-10 years old age with 98 or 49% with an average mean of 8.33 and the indicates that the common age group that STH parasites would harbor were probably on their Grades 11 to Grades 1V level of schooling.

Table 4. Distribution of Age Group with Highest Prevalence of STH Infection among Primary School-Aged Children in Northern Samar, N=148

Age Group	Prevalence Rate	
	F	%
5 – 7	38	25.68
8 – 10	98	**66.22**
11 – 13	12	8.10
Ave. mean: 8.33	**148**	**100.00**

Distribution of Age Group with Highest STH Level of Intensities

The highest STH intensities consistently appeared in 8-10 years age bracket (122 or 61%) and the lowest appeared in 11-13 age group (18 or 9%) (Table 5).

The data obtained both for intensity and prevalence rate according to age group have similar findings.

This can be explained that children ages 5-7 years old are still afraid to go anywhere. Most of their activities are indoors so that they have lesser contact with the parasites. Some of this age group are still attended by siblings older than them but as they grow older (11-13 years old) they may have learned some precautionary measures against exposing themselves to parasites and could be a reason for lesser infection.

Table 5. Frequency of Intensity Categorized as Light, Moderate and Heavy According to Age Group, N=148

Age Group	*Ascaris*						*Trichuris*						Hookworm							
	L		M		H		L		M		H		L		M		H		Total	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
6 – 7	13	8.78	12	8.10	4	2.70	27	18.24	11.5	7.77	3.5	2.3	2	1.35	0	0	0	0	73	34
8 - 10	26	17.56	16	10.81	9	6.08	60	40.5	11.5	7.77	3.5	2.36	6	4.05	0	0	0	0	132	61
11- 13	4	2.70	-	-	1	.67	9	6.0	-	-	-	-	-	-	0	0	1	.67	15	9
	43	29.05	28	18.91	14	9.45	96	64.8	23	15.54	7	4.72	8	5.40	0	0	1	.67	220	104

CONCLUSIONS

Based on the findings of the parasitologic assessment for STH infections, conclusions were drawn:

1. The degree of prevalence rate is high (148 or 74%) based on WHO standards. The high degree of prevalence is alarming and needs to be addressed immediately by concerned agencies. This may imply that despite the bi-annual Mass Drug Administration (MDA), the rate was markedly high which further implies that many are still suffering from morbidity due to STH infection.

2. Majority of the level of infection was found on light intensity level (147 or 99.32) followed by moderate intensity (51 or 34.45%) and 22 (14.86%) for heavy infection.

Light infection was common in all species with *trichuris* being the highest (96 or 64.86%) followed by *ascaris* (43 or 29.05%) and hookworm with 8 or 5.40%.

This means that although there is a high number of infection, prevalence in intensity rate is light only. This means further that an immediate deworming can lessen or remove the burden of infection in terms of the amount of ova found in the subject to prevent high degree of morbidity. Sustained regular MDA may result to significant decrease in infection rates and morbidity, but the success lies in achieving high MDA coverage.

Having the highest occurrence of a single infection with *trichuris* and a double infection with *ascaris* and *trichuris* implies that a simple antihelminthic drug like Mebendazole or Abendazole, as the drug of choice,[7] is highly recommended as the main strategy for a short term control. It is also important to note that improvements in sanitation, access to safe water and behavioral changes should be promoted to lessen if not to eliminate the degree of burden of the parasite.

3. The highest frequency of prevalence and intensity level of infection occurred among 8-10 years school age group. This implies that this age group needs guidance on proper hygiene and sanitation practices. Their involvement in activities that predispose them to infection should be given emphasis to prevent or lessen degree of mortality.

In the light of the findings of the study and with the analysis of the results, an integration on an effort for the prevention and control of STH is a practical solution to this problem. In order to address public health concern in the locality, a school-based prevention and control program was designed for the school-age children infected with the disease as part of the extension program services of the university she is working with. The commitment of the stakeholders and community participation are deemed vital for an effective implementation of the program.

RECOMMENDATIONS

This study determined the status of STH infection in primary school- age children in Northern Samar specifically in the municipalities of Pambujan, Lope de Vega and Biri. However, the findings cannot be generalized to the population in the province due to limitations in the selection of school children from primary grade level in selected schools, resulting in possible sampling bias. Despite of this, the study followed the standards by the WHO and the results may still serve as guide to implementers of control program in conceptualizing and strategy appropriate to the study area. In addition, the following recommendations are hereby formulated:

1. With high degree of prevalence rate but with light level of intensity in STHs infections among the subjects recommended strategies of the DOH in controlling STH infections which include mass targeted deworming of school children twice a year and promotion of WASH (Water, Sanitation, Hygiene) strategies which refers to improvement in safe water supply, sanitation and hygiene should be observed and properly implemented. [11]

2. Approaches that can change the behavior of people through health education, community participation, advocacy and social mobilization should also be integrated.[10]

3. Co-infection with *ascaris* and *trichuris* were most prevalent in multiple helminth infection. This can be attributed to the common mode of transmission. However, co-infection with STH and schistosomiasis were not considered in this study. The study limited only to STH infection in which the possible effect of polyparasitism was not considered which is an important public concern.[12] A similar study can be done focusing not only on STH but including schsitosomiasis as they are both parasites affecting school children.

4. Deworming therapy will serve as the key morbidity control strategy of the STH control program with the aim of covering larger area of least 85% of the target population during MDA. [11]

5. Promotion of sustainable sanitation and maintain zero open defecation can be a complementary strategy to ensure that the transmission of parasites are controlled. Health promotion and education will be useful in modifying health-related and health-seeking behavior of the people in the community, and mobilize them to partake in the effort to control the parasitic infections.

6. Collaborations of LGU leaders with stakeholders from national government agencies such as the DOH and the DepEd, non government organizations and research academe who have the mandates for research and extension functions, can be established for technical and manpower assistance for planning, implementation, monitoring and evaluation of the program.

7. The DepEd or local school system can be the venue for implementation and evaluation of the program since this is where most of the target population is most accessible. Their active involvement in STH control and in an opportunity for morbidity control by regular preventive chemotherapy to decrease morbidity. Teachers should assist in drug administration and raise level of health awareness of pupils particularly on environmental sanitation. This set-up may provide a better ground for improvement of health status and academic performance of school children.

8. Results of this prove that an integration of the efforts to control STH infection is necessary in order to address both public health concerns in Northern Samar.

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PRODUCTIVIY OF TWO WHITE CORN VARIETIES (TINIGUIB & IPB VAR 6) APPLIED WITH VARYING AMOUNTS OF BIO-N FERTILIZER

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ABSTRACT

The general objective of the study was to determine the performance of two white corn varieties (Tiniguib and IP Var.6) applied with varying amount of Bio- N; specifically, the study aimed to determine the agronomic characteristics and to determine the yield and yield components of the two white corn varieties (Tiniguib and IPB Var.6) applied with varying amount of Bio-N. The experimental design used in the study was split-plot design in Randomized Complete Block Design (RCBD). The main plot treatments were the two (2) white corn varieties (Tiniguib and IPB Var 6) The sub-plot treatment were the varying amounts of such as T_1 (1 sack of 14-14-14 and 1 sack of 46-00-00- Farmer Practice); T_2 (National Fertilizer Recommendation, 120-60-40); T_3 (5 packs of Bio-N + Freegrow Fertilizer + Inorganic Fertilizer based on Soil Analysis; T_4 (7 packs of Bio-N Fertilizer + Inorganic Fertilizer based on Soil), T_5 (Freegrow Fertilizer + Inorganic Fertilizer based on Soil Analysis). Result show that among the fertilizer treatments, T2 (National Fertilizer Recommendation, 120-60-40) significantly had the highest in terms of Plant height, number of days to tasseling, number of days to silking, ear height, ear length, ear diameter, ear harvested, prolificacy, field weight, shelled weight and ear grain yield. The effect of Bio-N fertilizer specifically, T4 (7 packs of Bio-N Fertilizer + Inorganic Fertilizer based on Soil Analysis) placed second to T2 in terms of the above parameters. Between the two (2) white corn varieties, IPB Var.6 was highest than Tiniguib in both the agronomic and yield parameter of the study. The utilization of the study, IPB Var 6 applied 120-60-40 national fertilizer recommendation (T_2) gave the highest grain yield of 2.27 tons/ha. The use of 7 packs of bio-N fertilizer + inorganic fertilizer (T_4) to IPB Var 6 placed second in terms of yield with 1.47 tons/ha.

Keywords: *fertilizer; white corn; IPV-6; tiniguib; Bio-N fertilizer*

INTRODUCTION

Corn (*Zea mays L.*) is a plant belonging to the family of grasses (Poaceae). It is cultivated globally being one of the most important cereal crops worldwide. Corn is not only an important human nutrient, but also a basic element of animal feed and raw material for the manufacture of many industrial products. The products include corn starch, corn oil, corn syrup and products of fermentation and distillation industries. It is also being used as a source of biofuel (www.google.com).

Corn is second to rice as the most important crop in the Philippines. In spite of the fact that almost 3 million hectares are devoted to the cultivation of this crop annually, current production is not enough to meet the local needs due to low yield. Five years ago, corn importation of the Philippines has increased to meet local demands for white corn (www.google.com).

The government has been encouraging all agricultural sectors to search for fertilizer substitutes not only to reduce importation but which are also environment friendly. Some alternatives were focused in the utilization of farm wastes, composts and biofertilizer. (http://www.tlrc.gov.ph/bio_n.html).

Department of Agriculture planners are actually working to promote consumption of white corn, which has better health benefits than rice, the traditional staple. Unlike rice, white corn has low glycemic index (GI). Low GI makes white corn slower to digest, thereby releasing glucose gradually into the bloodstream, and lessening the risk of diabetes.

Objectives

The general objective of the study is to determine the performance of two white corn varieties (Tiniguib % IPB Var 6 applied with varying amounts of bio-n fertilizer

The specific objectives are as follows:

1. To determine the agronomic characteristics
2. To determine the yield and yield components of the two white corn varieties (Tiniguib and IPB Var.6) applied with varying amount of Bio-N.

METHODOLOGY

Experimental Design

The experiment was arranged in a split plot design in a Randomized Complete Block Design (RCBD) with three (3) replications. Each replication was divided into two main blocks where two white corn varieties assigned at random. Each main block were divided into five (5) treatments were distributed at random at the main plots.

Experimental Treatment

The main plot treatments were the following:

- Tiniguib (local variety, farmers practice)
- IPB Var 6 (were supplied by the Department of Agriculture

The sub-plot treatments of the experiment were as follows:

T_1 - (1 sack of 14-14-14 and 1 sack of 46-0-0, Farmers Practice. Mostly, the farmer of Monreal applied fertilizer of 1 sack complete fertilizer at basal and 1 sack of urea during sidedressing with 25 DAP)

T_2 - (National Fertilizer Recommendation 120-60-40)

T_3 - (5 Packs of Bio-N + Freegrow + 60-30-30)

The Nitrogen present on the Bio_N & Freegrow fertilizer was enough to satisfy the Nitrogen requirement of 60-30-30.Muriate of Potash and Solophos were the fertilizer used required for Phosphorous and Potasium.

T_4 - (7 Packs of Bio-N + 60-30-30)

The Nitrogen present on the Bio_N which was 46% were less in the computation of 60-30-30. To sustain the remaining fertilizer needed, Complete fertilizer, solophos and muriate of potash was used.

T_5 - (Freegrow Fertilizer + Inorganic Fertilizer based on Soil Analysis)

The Nitrogen present on Freegrow fertilizer was enough to satisfy the Nitrogen requirement of 60-30-30.Muriate of Potash and Solophos were the fertilizer used required for Phosphorous and Potasium .

Experimental Plots.

After the construction of furrows, the experimental area was divided into three (3) blocks. Each block was divided into five (2) main plots where different white corn was assigned at random. Each main plot was divided into five (5) sub plots were distributed at random. Each sub-plot consisted of six (6) rows of five (5) meters long each. The distance between rows was 75 centimeters. (See Figure 3 for the field lay-out).

General procedures in the conduct of the study

Soil Sampling and Analysis was conducted followed by the recommended cultural production practices.

Data Gathering

The following were the data gathered date germinated, plant height, days to tasseling, ***d***ays to silking, ear height (cm), ear length (cm), ear diameter (cm), number of ears harvested, prolificacy (%),field shelled weight (kgs/plot) and grain yield (ton/ha).

Statistical Tools

The data was analyzed using the Analysis of Variance (ANOVA) of Randomized Completely Block Design (RCBD) and the significant differences among treatment means were further analyzed using the Duncan's Multiple Range Test (DMRT) at 5% level of significance

FINDINGS

Result show that among the fertilizer treatments, T2 (National Fertilizer Recommendation, 120-60-40) significantly had the highest in terms of Plant height, number of days to tasseling, number of days to silking, ear height, ear length, ear diameter, ear harvested, prolificacy, field weight, shelled weight and ear grain yield. The effect of Bio-N fertilizer specifically, T4 (7 packs of Bio-N Fertilizer + Inorganic Fertilizer based on Soil Analysis) placed second to T2 in terms of the above parameters.

Between the two (2) white corn varieties, IPB Var.6 was higher than Tiniguib in both the agronomic and yield parameter of the study. The utilization of the study, IPB Var 6 applied 120-60-40 national fertilizer recommendation (T_2) gave the highest grain yield of 2.27 tons/ha. The use of 7 packs of bio-N fertilizer + inorganic fertilizer (T_4) to IPB Var 6 placed second in terms of yield with 1.47 tons/ha.

Table 1.0. Number of Days to Germination of two white corn varieties (Tiniguib and IPB Var 6) applied with varying amounts of Bio-N fertilizer

Table 2.0. Number of Days to Tasseling of two white corn varieties (Tiniguib and IPB Var 6) applied with varying amounts of Bio-N fertilizer

TREATMENTS	NUMBER OF DAYS TO GERMINATION		MEAN
	Tiniguib	IPB Var 6	
T_1 (1 sacks 14-14-14 & 1 sack 46-0-0 - Farmers Practice)	3.00	3.33	3.17a
T_2 (National Fertilizer Recommendation 120-60-40)	3.00	3.33	3.17b
T_3 (5 packs of Bio-N + Freegrow Fertilizer + Inorganic Fertilizer based on Soil Analysis)	2.33	3.00	2.67b
T_4 (7 packs of Bio-N Fertilizer + Inorganic Fertilizer based on the Soil Analysis)	2.67	2.67	2.50c
T_5 (Freegrow Fertilizer + Inorganic Fertilizer based on the Soil Analysis)	2.67	2.33	2.50c
Mean	2.73b	2.93a	2.83

Means having the same letter are not significantly different at 5% level by DMRT

TREATMENTS	NUMBER OF DAYS TO TASSELING(DAG)		MEAN
	Tiniguib	IPB Var 6	
T_1 (1 sacks 14-14-14 & 1 sack 46-0-0 - Farmers Practice)	37.00	38.00	37.50 a
T_2 (National Fertilizer Recommendation 120-60-40)	35.33	35.33	35.33 c

T_3 (5 packs of Bio-N + Freegrow Fertilizer + Inorganic Fertilizer based on Soil Analysis)	37.00	36.00	36.50 abc
T_4 (7 packs of Bio-N Fertilizer + Inorganic Fertilizer based on the Soil Analysis)	36.00	35.33	35.67 ba
T_5 (Freegrow Fertilizer + Inorganic Fertilizer based on the Soil Analysis)	37.00	36.67	36.83 ab
Mean	36.47	36.27	36.37

Means having the same letter are not significantly different at 5% level by DMRT

RECOMMENDATION

It can be concluded that, based on the study, IPB Var 6 with T2 (National fertilizer Recommendation) are the most effective among other treatments. Considering the use of organic fertilizer (Bio-N and Freegrow) could be economical and environment friendly.

It is recommended that a similar study be conducted to further validate the result of the study.

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ANXIETY ON SECOND LANGUAGE WRITING

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Abstract - ***Language learning anxiety is a specific anxiety reaction that occurs only when a language learner is thinking about language learning, participating in a language class, or studying a language. The study aims to establish how anxiety affects the writing performance among the college students of JRMSU System enrolled in English 12 class during the second semester of the academic year 2015-2016. The correlational research method is employed in the study which administers Cheng English Writing Anxiety Scale (EWAS) and writing performance. Moreover, a descriptive comparative research is employed to test the significant difference on the writing performance of the respondents as to their profile. The statistical tools used are frequency count, mean computations, t-test, analysis of variance and Pearson r Product Moment Coefficient of Correlation. Findings reject the hypothesis that test anxiety significantly correlates with students' academic achievement. Moreover, findings indicate the statistically significant effect of difference on the writing performance of the respondents as to campus and gender, yet there is no significant difference as to age. This study recommends there should be more English writing activities especially to the students from the other campuses because lack of opportunities to write in English might be one of the reasons that this activity produces anxiety among students. Collaborative writing could be a particularly good alternative for those students who have struggled in L2 writing because they consider writing an extremely solitary act in which they do not have much assistance from others. Unlike individual writing, collaborative writing engages students in interaction, and writing.***

Keywords: *anxiety, second language, writing, language learning, performance*

I. INTRODUCTION

Anxiety plays a significant role in language learning and communication and is a real challenge in second and foreign language teaching and learning. Language anxiety can manifest as: self-evaluation, excessive concern about failure, concern about what others think, apprehension and worry, avoidance of the target language, careless errors, and excessive studying (Horwitz as cited by DeDeyen (2011). Cubukcu (2007) noted that the students with low self-efficacy have a higher level of anxiety than students with high self-efficacy. Azher, Anwar and Naz (2010) also suggested that speaking in the L2 in front of others heightened students' levels of anxiety, while Naz (2010) pointed out, students also worried about grammatical mistakes, pronunciation and being unable to respond quickly, noting that those factors were the biggest causes of anxiety.

Foreign language anxiety is situation-specific, because it is mainly related to the specific situation in classroom performances, including listening to the teacher, speaking before the whole class, class quizzes, evaluations by teachers and classmates and apprehension about classroom activities (Di, 2010). Further, Horwitz as cited by Choi (2013) stated that writing anxiety is a "language-skill specific anxiety," which is different from a general classroom type of anxiety. Writing apprehension is a "situation and subject-specific individual difference" and highly apprehensive writers have a tendency to avoid the very activities they need to be successful writers: writing, practicing writing, and getting feedback on writing. As a result, many apprehensive learners end up showing quite poor performances in writing. Daly as cited by Choi (2013) also mentioned that highly anxious writers produced shorter and less fluent writing than writers with low anxiety.

Language anxiety is more or less present in every person. But we tend not to disclose it in front of everyone. This anxiety is considered to hinder the language learning process and thus it needs to be removed to make language learning relaxed, smooth, easy and interesting. Second Language anxiety is important because it can represent an emotionally and physically uncomfortable experience for some students. If the students are very anxious in class, they are probably not full engaged – or engaged at all. Second language anxiety has been found to have potential negative effects on *academic achievement* (e.g., lower course grades), *cognitive processes* (e.g., not being able to produce the language) the *social context* (e.g., communicating less), and the *reaction for the language learner* (e.g., traumatic experiences).

Research-based findings will be established regarding the writing performance of the students to lessen their anxiety, thus improving their writing performance. Results of the study will also be the basis of the English instructors in a writing class to shift strategies which are friendlier, simpler and more effective so as not to alleviate the level of anxiety of the students. The results will provide insights to the instructors in developing module in writing to provide guided questions in the writing process.

Moreover, findings of the study had relevance to the writing performance of the students, preparing them to become good writers which will be needed most especially when they are in the actual work. Employees with good writing skill have an edge on their work as much as those who are good in speaking. Writing skill is part of their work. They will need this in preparing business proposals, making reports, developing researches and others.

II. OBJECTIVES

The study aimed to establish how anxiety is related to the writing performance among the college students of JRMSU System enrolled in English 12 class (Communication Arts Skills) during the second semester of the academic year 2015-2016. It also determined the level of writing performance of the respondents. It aimed to determine possible sources of anxiety from the learners' perspective. Further, it determined the significant difference of writing performance of the respondents as to age, gender and campus.

III. LITERATURE REVIEW

Anxiety plays a significant role in language learning and communication and is a real challenge in second and foreign language teaching and learning. English language anxiety has long been the major discussion issue for the language researchers such as Krashen, Horwitz, Oxford, etc. in the aspect of language teaching (Di, 2010). This is because English learning is a complicated process. It is influenced not only by the linguistic characteristics of English itself, but also by some other factors.

It is always intriguing, yet difficult, to determine how these affective variables are interrelated and how they impact on one another. For example, personality traits, such as introversion and extroversion, are associated with anxiety arousal (MacIntyre & Charos, as cited by Nimat, 2013). The underlying assumption is that introverts are more likely to be anxious than extrovert (Brown, Robson, & Rosenkjar, 2001). Introverts usually prefer individual work more than group work, so they may easily become anxious if they are put in more communication oriented classroom settings. Extroverts, on the contrary, may feel uncomfortable if they are asked to work on their own all the time (Zheng, 2008).

To satisfy different needs of research into anxiety, researchers classify anxiety into different categories. According to Macintyre and Gardner as cited by Di (2010), anxiety can be interpreted from three categories: trait anxiety, state anxiety and situation-specific anxiety. A distinction can be made between the three categories that provide an important insight to our understanding of foreign or second language anxiety.

T**rait anxiety** – is a personality trait refers to the stable predisposition to become anxious in any situations **State anxiety** – is apprehension experienced at a particular moment in time. State anxiety is the transient, moment-to-moment experience of anxiety as an emotional reaction to the current situation For example, a person may not ordinarily be anxious but becomes so when asked to make a public address. **Situational anxiety** – is anxiety experienced in a well-defined situation. Situation-specific anxiety can be considered to be the probability of becoming anxious in a particular type of situation, such as during tests (labeled as "test anxiety"), when solving mathematics problems ("math anxiety"), or when speaking a second language ("language anxiety").

According to Cheng (2004), second language writing anxiety (SLWA) can be defined as " a general avoidance of writing and of situations perceived by the individuals to potentially require some amount of writing accompanied by the potential for evaluation of that writing". Further, he believed that writing is a demanding activity especially for learners of a second/foreign language and yet it is a skill that they have to master in order to do well in content courses especially at the tertiary level of education.

Studies on ESL (English as a second language) writing showed that ESL writing anxiety can have profound effects on ESL writing performance Some studies showed that students with high levels of writing anxiety wrote shorter compositions and qualified their writing less than their low anxious counterparts did (Hassan, 2001). Hassan (2001) pointed out some possible causes of writing anxiety from a linguistic and cognitive perspective, such as poor skill development, inadequate role models, lack of understanding of the composing process, and authoritative, teacher-centered, product-based model of teaching. He stressed that self-confidence is extremely important in determining students' affective response to writing task.

Some studies also showed that no matter how skilled or capable individuals are in writing, if they believe they will do poorly or if they do not want to take courses that stress writing, then their skills or capabilities matter little (Holladay, as cited by Hassan, 2001).Research also revealed that even students of high L2 writing competence may not necessarily perceive themselves as competent writers and may not free from writing anxiety (Cheng, 2004). Therefore, low self-confidence or lack of confidence in L2 writing and writing achievement was identified as responsible for students' experience of L2 writing anxiety.

IV. METHODOLOGY

This study utilized a correlational method to determine how foreign language anxiety is related to second language writing among the college students of JRMSU System enrolled in a writing class (Communication Arts/Skills 2) during the Second Semester of Academic Year 2015-2016. A descriptive comparative research is also employed to test the significant difference on the writing performance of the respondents as to their profile. Moreover, a purposive sampling is employed utilizing one English writing class from each campus.

The research instrument of this study is composed of three parts. The first part dealt with the socio-demographic profile of the respondents as to age, gender, and campus.

The second part was an adaptation of Cheng (2004) English Writing Anxiety Scale (EWAS), which was designed for assessing English writing anxiety among students .The EWAS consisted of two sections. The first section had 15 items, each to be rated on a 5-point Likert scale: 1=Strongly Disagree, 2=Disagree, 3=Are Uncertain 4=Agree, 5=Strongly Agree which will be interpreted as 1=Not Anxious, 2=Less Anxious, 3=Neither Anxious or Anxious, 4=Much Anxious, 5= Very Much Anxious. The second section was an open-ended question that asked the students to explain, from their own perspective, what factors make them nervous when they write in English for class assignments. While individual interviews would have provided more information, there was no opportunity to interview the students; this open -ended question was an alternative measure to find out students' own explanations for their nervousness about English writing.

Part III dealt with the performance-based test scores on the free writing of the students. In this free-writing activity, students will choose one topic out of the given five topics to develop a 100-150 word composition. The researcher provided them with the rubric to be used in assessing students' writing. In the rubric, there were four major criteria for assessment: organization and content, linguistic accuracy, fulfilment of the writing task or purposes, and neatness. Each of the first three criteria consisted of four intervals of scores with brief descriptions, while neatness has two intervals, either legible or not. Organization and content accounted for the largest proportion of the overall score, 40%, and the other three criteria accounted for 20% each. This suggests that the teacher put more emphasis on content and creativity than linguistic accuracy, reflecting the characteristics of free writing. The following ranges was used (1-5 poor, 6-10 fair, 11-15 average 16-20 above average, 21-25 excellent).

A letter request to the instructor of a writing class in the five campuses was sent.

Scores were tallied, tabulated and further analyzed and interpreted using statistical tools: frequency count, percent , mean, T-test, Pearson R, and ANOVA.

V. FINDINGS

Table 1 Level of Anxiety of the Respondents

Table 1presents the level of anxiety of the respondents. As shown on the table, the respond-

	Average Weighted Mean	Standard Deviation	Description
Anxiety	3.21	4.26	Neither Anxious/Not Anxious

ents obtained an average weighted mean of 3,21 which is described as neither anxious or not anxious. This means that the students of JRMSU had experience anxiety but not that much. The findings contrasted the study of Numaya (2013) in which the results revealed that students' anxiety affects their four skills of language in which speaking anxiety is the highest above all.

According to Choi (2013), students with less English writing anxiety are expected to have better grades on their writing portfolios than students with more English writing anxiety, because highly anxious students are not expected to produce lengthy or fluent written pieces, due to their lack of confidence or their tendency to avoid writing.

This implies that language teachers may engage students in writing workshops that can help them improve their disposition and probably reduce their level of writing anxiety. A positive disposition does not necessarily mean that the student will be good writers but future researchers can focus on the contents of writing workshops that can help students overcome difficult moments during the writing process.

Table 2 presents the writing performance of the respondents along with the four criteria. As shown on the table, out of the four criteria, the respondents got the lowest mean on linguistic accuracy with a mean of 2.28. The table further shows that the respondents got an average level of writing performance with an average weighted mean of 13. 02. This means that the writers put more emphasis on content and creativity than linguistic accuracy, reflecting the characteristics of free writing.

Table 2 Writing Performance of the Respondents

Criteria	Mean	SD	Description
Organization &Content	5.88	1.91	Writing is not coherent and consistent frequently, and only lists information
Linguistic accuracy	2.28	0.99	There are over 10 grammatical mistakes or misspellings
Fulfilment of the writing task or purpose	2.51	1.02	Relevant to the topic but with falling short of expected amount of writing
Neatness	2.38	1.22	Illegible handwriting and irritating smudges
AWM	**13.02**	**4.26**	**AVERAGE**

Table 3 presents the sources of the respondents' anxiety on second language writing. Of the students' comments in response to the open-ended at the end of the survey questionnaire, more than half (57.5%) were related to the fact that students were afraid that they might make grammatical mistakes in English writing. The second most reported source of anxiety is negative evaluation (21.25%). The third most common reason that the students gave was lack of knowledge regarding the topic (15.6%). The "other" category comprised a mixed category (5.6%) and offered many interesting insights. For example, one of the students revealed the lack of confidence in writing. Another student stated his or her unwillingness to write in English, attributing it to lack of vocabulary. One student responded on the short time given in writing.

These findings were similar with that of Choi (2013) in which several causes of anxiety in the classroom from the students' point of view were uncovered but half (50.2%) were related to the fact that students were afraid that they might make grammatical mistakes in English writing. At Philippines, a proposed study intended to investigate the causes of anxiety in English language learning of foreign students in the Philippines in the year 2011. It was also found that *test anxiety* and *fear of negative evaluation* constitute the type of learning anxieties these were students experiencing. It can be gleaned from the results that foreign learners experience anxiety if they are being evaluated by both their peers and their teachers as to their performance in using the target language (Lucas, Miraflores & Go, 2011)

In addition, Hassan (2001) pointed out some possible causes of writing anxiety from a linguistic and cognitive perspective, such as poor skill development, inadequate role models, lack of understanding of the composing process, and authoritative, teacher-centered, product-based model of teaching. He stressed that self-confidence is extremely important in determining students' affective response to writing task.

This goes to show that the anxiety which was experienced by the students in English writing came from different sources. According to Jackson as cited by Numaya (2013), the cause of language anxiety is also attributed to cultural and personal factors. Similarly, research has shown that, there are a number of factors that can cause anxiety for the language learners. The causes can be broken down into three main sources: learner characteristics, teacher characteristics, and classroom procedures. Numaya (2013). This implies that instructors should seek more effective ways to ease the anxiety that students might feel when learning and writing English so as to support successful language learning experiences.

Extracts on Fear of committing grammatical mistakes

I am afraid that I might make grammatical mistakes in English writing.

Grammar rules are too difficult to memorize.

I am not sure if my sentences are ungrammatical or not.

I am not good in observing subject-verb agreement.

Extracts on Negative Evaluation

I am afraid that when my classmates can read my writing they will laugh at my mistakes.

I feel shy to express my idea because I know my teacher will read it.

I feel nervous every time I write in English because I am afraid my grammar will be evaluated.

The teacher might get angry because I can't write well in English even if I'm already in college.

Extracts on the Insufficient Knowledge on the topic

I don't have much idea on the topic.
The topic is not familiar to me.
I don't have much knowledge on the topic.
Sometimes I am out of the topic because of the number of words required.

Extracts on Other Sources

I think that I am not confident with my writing.
I am confused on what exact word am I going to use.
I don't have enough time to finish my writing.
Time makes me nervous whenever I'm writing because there is always a time limit.
I run out of vocabulary.

Table 4 Test of Difference in the Students' Writing Performance when Analysed as to Campus

	df	Mean Square	F	Sig.	Decision
Between Groups	4	50.477	2.923	.023	Reject Ho
Within Groups	155	17.271			
Total	159				

Table 4 presents the test of significant difference in the student's writing performance when analyzed as to campus. The findings rejected the hypothesis. This means that there is a significant difference as to the writing performance of the respondents and the writing performances differ by campus. Respondents from Dapitan Campus performed better among other campuses while the respondents from Siocon Campus performed least. This implies that teachers from Siocon campus may provide more writing activities to the students to improve their writing performance. Such findings contrasted the study of Sedeeg (2015) in which a convenience sample of 705 students is taken from the target population which is the students of medical sciences in the four major universities in the Sudan: University of Khartoum, Sudan University for Science and Technology, Al-Neelein University, and Omdurman Islamic University. Results of the study showed no significant difference on the writing performances of the students.

Table 5 Test of Difference in the Students' Writing Performance when Analysed as to Age

Table 5 presents the test of significant difference in the students' writing performance

Category	Mean	SD	t-value	p-value	Decision on HO
Male	11.26	5.16	3.205	0.002	Reject Ho
Female	13.64	3.711			

when analyzed as to age. The table revealed that there is no significant difference on the writing performance of the respondents on their age. This goes to show that age is not an indicator which affects the performance of the students in writing. However, it has been observed that, first year students would tend to be more anxious in learning the second language. They neither understand the lecture nor the language. So they often get frustrated.

Regarding "language proficiency level", Liu (2006) explored the language anxiety of 100 EFL students at three different proficiency levels. The results showed that students with advanced English proficiency tended to be less anxious. Elkhafaifi (2005) explored 233 graduate and undergraduate students' language anxiety, and found that advanced students had lower language anxiety than beginning or intermediate students. As for " length of language learning " , Elkhafaifi (2005) found that the older students (sophomores, juniors, and seniors) who spent more years learning English in school had lower anxiety than younger students (freshmen). However, Casado and Dereshiwsky (2001) compared the anxiety level of first to four year students and anxiety exists for learners from every level of education , and experiences of writing anxiety can vary both from person to person and from grade to grade.

Table 6 Test of Difference in the Students' Writing Performance when Analysed as to Gender

Table 6 presents the significant difference on the students' writing performance when analysed as to gender. As shown on the table there is a significant difference on the performance of the students

	df	Mean Square	F	Sig.	Decision
Between Groups	2	26.109	1.450	.023	Accept Ho
Within Groups	157	18.005			
Total	159				

between male and female with a p-value of 0.002. This goes to show that female writers performed better than male writers.

On the study conducted by Cantina and Flores (2015), t-test revealed that the levels of linguistic errors of the respondents in terms of phonology, morphology, semantics and syntax is significantly different between the male and female respondents; phonology (t=2.44, p=0.016), morphology (t=2.82, p=0.006), semantics (t=2.04, p=0.044), and syntax (t= 3.00, p= 0.003). Female proved to be superior on the four levels of language. This means that the female respondents performed better than the male respondents on all levels. Morover, the study of Ervin-Tripp as cited by Wellms (2004) that the average girls seem more superior to boys in overall language development

Table 7 Test of Relationship between Language Anxiety and Writing Performance

Table 7 presents the significant relationship between language anxiety and writing performance of the respondents. Pearson r Product Moment Coefficient of Correlation revealed that the language anxiety of the students is not significantly related to the writing performance of the respondents with a p-value of 0.884 which accepted the hypothesis. This means that language anxiety does not affect the writing performance of the students.

Variables Correlated	Spearman Rank	p-value	Decision on HO	Remarks
Language Anxiety vs. Writing Skills	0.012	0.884	Accept Ho	Almost negligible correlation and no significant correlation

The findings are similar to the results of the study of Erkan and Saban(2010) in which they investigated writing anxiety among 188 EFL students in Turkey. The purpose of the study was to identify whether writing anxiety was correlated with the performance of the students in English. The results indicated that the relation between writing apprehension and English performance was negative. According to Aljafen (2013) that it is beneficial to investigate the factors that create a level of writing anxiety among ESL/EFL learners in order to better understand the sources of writing anxiety that might impact their writing performance.

VI. CONCLUSIONS

It is widely accepted that anxiety plays a crucial role while learning a second language. Findings rejected the hypothesis that test anxiety significantly correlates with students' writing performance. The writers put more emphasis on content and creativity than linguistic accuracy, reflecting the characteristics of free writing. Further, the anxiety which was experienced by the students in English writing came from different sources. One of these is the fear of committing grammatical mistakes. Moreover, findings indicate the statistically significant effect of difference on the writing performance of the respondents as to campus and gender, yet there is no significant difference as to age.

VII. RECOMMENDATIONS

This study recommends that there may be more English writing activities especially to the students from the other campuses because lack of opportunities to write in English might be one of the reasons that this activity produces anxiety among students. The instructors may also carefully design more writing tasks that consider students' proficiency levels in English as well as previous L1 and L2 writing experience, to make writing as a less daunting and more pleasant experience in the classroom.

Further, collaborative writing could be a particularly good alternative for those students who have struggled in L2 writing because they consider writing an extremely solitary act in which they do not have much assistance from others. Unlike individual writing, collaborative writing engages students in interaction, and writing.

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LINKING SELF-ESTEEM AND SPEAKING CAPABILITIES OF THE VICTIMS OF BULLYING

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Abstract - ***Bullying and victimization are serious problems in schools due to their high rates of occurrence and their potentially devastating consequences. The study aims to establish the relationship between the self-esteem and speaking capabilities among the freshmen criminology students of JRMSU System during the academic year 2015-2016. This study employed correlational research design utilizing The Victimization Questionnaire (VQ) Rosenberg Self-Esteem Survey (SES). The statistical tools used were frequency count, mean computations, and Spearman Rank. The Findings accepted the hypothesis that self-esteem does not significantly correlate with students' speaking capabilities. This study recommends for further researches that survey not only freshmen criminology students, but also students from other programs regarding the negative impact of bullying. Moreover, gender and age differences will also be considered as variables in future study to identify what group of students had bullying experiences and victimization.***

Keywords: *bullying experience, self-esteem, speaking capabilities*

I. INTRODUCTION

Bullying is a common problem faced by children and adolescents in schools throughout the world. This may involve physical abuse, verbal ridicule, or shunning of students who are perceived as vulnerable, submissive, or different by peers who are in a dominant role, either by virtue of their strength or by virtue of being in the majority. It

tends to be intentional and repeated and can be carried out either by an individual or a group. (Kaltiala-Heino et al., 2000).

According to Olweus, as cited by Kokkinos (2004), bullying may predict future anti-social behavior and aggression. One approach to examining the roots of this problem has been to study the personalities and socio-demographic characteristics of children who bully and become victimized, in order to identify pathological and other distinctive features that will help recognize the problem before it escalates. For instance, according to some research findings, more boys than girls are involved in bullying and found that although children from different socio-economic situations are at equal risk of being involved in bullying at some point, disadvantaged children are more likely to remain involved in bullying in the long term.

Other results from this socio-demographic approach are also of interest: Boys tend to be involved in more direct and physical bullying, while girls tend to engage in more indirect bullying such as spreading rumors and isolating others. Generally, male bullies are believed to be low school achievers, come from families with high conflict, and have parents who use physical punishment and are cold and authoritarian. Victims also tend to be low school achievers and are likely to have overprotective mothers and distant fathers [Baldry and Farrington, 2000].

With regards to personality characteristics, victims have been described as insecure, quiet, submissive, and introverted, while bullies are described as aggressive and dominant with little empathy (Olweus, as cited by Kokkinos, 2004). While some victims have not been able to withstand the pain and torture of bullies and end up committing suicide in their youth, other victims harbor their fears into adulthood, suppressing hatred toward their bullies until they violently strike back at other innocent victims (Spade, 2007).

The effect of bullying continues to be a problem for millions of students who experience

Olweus (2003) reported that an estimated one out of every seven children are either bullied or have been the victim of a bully.

While many studies have been conducted to explore why students bully others or are involved in acts of bullying, these studies are not specific to the effects of bullying upon student self-esteem and, therefore, create a gap of pertinent information that would be helpful to school administrators, guidance counselors, and teachers seeking to understand the effects of bullying on student's self-esteem and speaking capabilities and reduce the bullying and violence within their schools.

II. OBJECTIVES

This study aimed to determine the relationship between the self-esteem and speaking capabilities among the freshmen criminology students of JRMSU System who are taking English 21 (Speech and Oral Communication) during the second semester of the academic year 2015-2016. Further, it aimed to determine the extent of bullying experiences of the respondents as victims. It determined the level of the students' self-esteem and speaking capabilities. In so doing, research-based findings will be established regarding the experiences as bullies and victims and how it affects the self-esteem and speaking capabilities of the students. Findings of the study will provide insights to GAD focal persons, counselors and instructors to consider the ramifications of bullying behaviors upon their students' self-esteem and how they can work progressively to address and reduce these effects in order to improve the speaking capabilities of the students.

III. LITERATURE REVIEW

The term "bully" brings an unforgettable, painful memory to the mind of anyone who has ever witnessed or experienced first-hand the violence, threats, torments of anguish, or the humiliating tones of teasing by one who is in greater power and control over that person. Five hundred years ago, the word "bully" held an opposite meaning from what we know it to mean today. The root of the word bully stemmed from the Dutch word 'boel,' meaning brother, lover, friend, family member, or sweetheart (PBS, 2002).

In the 21st century, the term bullying takes on a completely different connotation. In Scandinavia, the translated term used for bullying is "mobbing," stemming from the English word "mob," which implies a large group of people engaged in harassment or other violence (Olweus, as cited by Spade 2007). Bullying can be carried out by a group of individuals or by one person, a bully, and directed at one person or a group in various forms.

Many forms of bullying help to determine the level or degree to which students experience bullying. According to Espelage et al. (2003) bullying mostly occurs out of the sight and hearing of an adult such as in the hallways, cafeteria, locker rooms, restrooms, during recess, in class, during passing periods, and outside of the school. Primarily, bullying can take place anywhere, but generally in unstructured areas where adult supervision is lacking. Moreover, motivation behind most acts of bullying are wanting to feel superior over another, to be "cool" or popular, to give in to peer pressure, to get attention, to show a dislike for the victim, to manipulate the victim, to just have fun, and/or to get revenge.

Nansel, et al. (2001) also reported that bullies, those who had been bullied, and those students reporting both bullying and being bullied demonstrated poorer psychosocial adjustment than those students who were not involved in bullying behaviors. Fighting was demonstrated as a reaction to being bullied as well as alcohol use, smoking, poor academic achievement, decline of peer relationships, and poor perception of school climate and attitude about school.

Cannon, Hayward, and Gowen (2001) reported notable effects of bullying behaviours in a study they conducted specifically for the purpose of learning more about the phenomenological experience of relational victimization of bullying behaviors on adolescent girls. The researchers wanted to gain a better understanding of the relational style of aggression and the extent to which peer victimization in girls may be related to changes in their self-image and social relationships with others.

Further, the impact of students who experience bullying can be quite traumatic. For some students, it affects self-image and peer relationships and for others, it may result in them planning and devising acts of violence toward the perpetrator or other innocent victims. Consider the two students involved in the Columbine High School shootings. According to Bulach, et al. (2003), these two students were teased mercilessly, and they retaliated in a violent school massacre, awakening America's responsibility to stand up and address the seriousness of bullying.

IV. METHODOLOGY

This study utilized a correlational research design to determine the extent to which a relationship exists between the students' self-esteem and speaking capabilities among the freshmen criminology students of JRMSU System enrolled during the Second Semester of Academic Year 2015-2016. The research instrument used in this study consisted of four parts. The first part dealt on the Profile of the respondents as to age, gender, and campus. Second part dealt on The Bullying and Victimization Questionnaire (BVQ) as used in the study of Kokkinos (2004). It consisted of 24 items (12 measuring bullying and 12 victimization). Questions covered a wide range of behaviors, including direct negative physical actions, negative verbal actions commonly associated with bullying [Olweus, 1993], and subtle forms of bullying. The BVQ incorporated all the 12 items from the Austin and Joseph [1996] scales, and enriched them with the addition of another 12 items drawn from the Olweus [1991] Bullying Questionnaire. The third part dealt on Rosenberg Self-Esteem Survey (SES) which measured the levels of student self-esteem. This survey is consisted of 10 items that revealed student self-worth, attitude, and satisfaction with oneself. The fourth part dealt with the speaking abilities of the respondents. The respondents were asked to pick one topic among the topics on prostitution, child labor, human trafficking, drug addiction, violence against women and children, corporal punishment, bullying, and cyberbullying and spoke on this topic. The recorded speech through video was rated using a rubric. Two faculty who had mastered the language helped in assessing the performance of the respondents. Parent permission to administer the surveys was not necessary because the data used from the surveys did not include student names or require information that would violate student privacy issues. The statistical tools used were frequency count, mean computations, and Spearman Rank.

V. FINDINGS

Table 1 Extent of Bullying Experiences of the Respondents as Victims

Items	WM	Description
Having been bullied by other children	2.25	Rarely
Having been called bad and nasty names	2.25	Rarely
Having been hit or kicked by other children	1.73	Never
Having belongings stolen	1.80	Never
Having been mocked because of one's descent	1.81	Rarely
Having been left out of games and other activities by other children.	1.90	Rarely
Having been mocked because of one's family	1.75	Never
Having been mocked because of one's appearance	1.88	Rarely
Having been mocked because of gender	1.64	Never
Having been mocked because of financial standing	1.71	Never
Having been mocked because of one's high school achievement	1.71	Never
Having been mocked because of one's low achievement	1.81	Rarely
AWM	***1.85***	***Rarely***

According to Espelage et al. (2003) bullying mostly occurs out of the sight and hearing of an adult such as in the hallways, cafeteria, locker rooms, restrooms, during recess, in class, during passing periods, and outside of the school. Primarily, bullying can take place anywhere, but generally in unstructured areas where adult supervision is lacking. Moreover, motivation behind most acts of bullying are wanting to feel superior over another, to be "cool" or popular, to give in to peer pressure, to get attention, to show a dislike for the victim, to manipulate the victim, to just have fun, and/or to get revenge.

Table 2 presents the level of self-esteem of the respondents. The table above shows that students' self-esteem was not neither high nor low with an average weighted mean of 2.68 which is described as neutral. Such findings supported the results of the study of Johnsen and Lewis as cited by Spade (2007).

Table 2 Level of Self-Esteem of the Respondents

These results confirmed the hypothesis that adolescents displaying bullying behaviors

Items	Weighted Mean	Description
I feel that I'm a person of value, equal to others	2.30	Agree
I feel that I have several good qualities	2.45	Agree
I feel that I am a failure	3.21	Neutral
I am able to do things as well as most other people	2.66	Neutral
I feel I do not have much to be proud of	3.08	Neutral
I have a positive attitude about myself	2.34	Agree
I am satisfied with myself	2.31	Agree
I wish I could have more respect for myself	2.40	Agree
I feel useless at times	3.00	Neutral
At times I think I am no good at all.	2.97	Neutral
AWM	***2.68***	***Neutral***

scored higher on measures of self-esteem than did their peers of non-bullying behaviors. However, those same adolescents displaying bullying behaviors scored generally somewhat lower in the area of scholastic self-concept, though not significantly.

While Johnson and Lewis found bullies to have a high self-esteem of themselves, another study conducted by O'Moore and Kirkham (2001) disputed those findings. From this study, they reported that children of primary and post-primary school age who had been victims of bullying had significantly lower global self-esteem than those who had not been bullied.

Rosenberg as cited by Spade (2007) believed that high self-esteem expresses the feeling that one is "good enough," a person of worth with respect for him or herself. The person or student with high self-esteem does not necessarily consider him or herself superior to others. While they know their virtues and deficiencies, they are confident to learn, grow, improve and overcome. Contrary to high self-esteem, low self-esteem implies self-rejection, self-dissatisfaction, and contempt for one's self. He or she does not respect him or herself and dislikes the picture of the person that he or she sees, wishing it were different.

Table 3 Level of Speaking Capabilities of the Respondents

Table 3 presents the level of the speaking capabilities of the respondents. As shown on the table, the freshman college students obtained a "satisfactory" level on delivery, pronunciation, and language. On the other hand, their language

Speaking capabilities variables	Weighted Mean	Description
Delivery	1.96	Satisfactory
Pronunciation	1.96	Satisfactory
Language	1.85	Satisfactory
Fluency	1.75	Needs Improvement
Average Weighted Mean	***1.88***	Satisfactory

fluency needs to be improved as they obtained the mean of 1.75. This means that the respondents had difficulty in expressing their ideas fluently. The speech is very slow, stumbling, nervous, and uncertain with response. It is very difficult for the listener to understand. Overall, they obtained the average weighted mean of 1.88 which is described as Satisfactory. This means that the respondents were slightly unclear with pronunciation at times but is generally fair, pauses are too long with unnecessary movements, and they used simple grammatical structure and vocabulary. Moreover, sentences may be left uncompleted, but the student is able to continue.

This implies that these students need more opportunities to practice their speaking skills so as to develop their speaking capabilities.

Wood, as cited by Ali, et. al (2013) found that students with high self-esteem participate enthusiastically in the learning process. Such students are more confident, active and motivated towards learning. On the other hand, with low self -esteem do not participate actively in the teaching and learning process. They remain silent, passive and have a withdrawal attitude towards learning activities. Moreover, Maruyama et al (2008) have found that students who generally feel confident show better performance in all areas of their studies and those who demonstrate less confidence show low performance.

Table 4 Test of Relationship between Self-esteem and Speaking Abilities of the Respondents

Table 4 presents the significant relationship between self-esteem and speaking abilities of

Variables Computed	Spearman Rank Value	P-Value	Decision on Ho	Remarks
Self-esteem / Speaking Capabilities	-0.017	0.880	Accept Ho	Not significant

the respondents. Findings revealed that the self-esteem is not significantly related to the speaking abilities of the respondents with a p-value of 0.880 respectively which accepted the hypotheses. This means that self-esteem does not affect the speaking capabilities of the respondents.

This goes to show that though students had obtained low level of speaking abilities, their self-esteem have nothing to do with it. This implies that there are other factors which affect their performance in speaking.

The degree of relationship of the students is conditioned by the level of self-esteem either positively or negatively. Positive high self-esteem enables students to develop positive relationship with peers, teachers and even with a common man. Low self-self-esteem breeds in students feelings of deficiency and inability. Such students feel rejected which dangerously affects the performance of the students in the process of education (Supple, 2000). High level of self-esteem facilitates the students to achieve the goals of life whatever, because it develops in an individual coping skills, confident and feelings of worthiness. Similarly, Grantham and Ford (2003) elaborate that students with high self-esteem set higher goals in life and strive to achieve them with determination, commitment and steadfastness. Such students do not lose hope even in the face of failures. Because, such students have never ceasing belief and the will to attain the goal and they achieve it ultimately.

According to Miraei (2005) students who feel inadequate or shy cannot participate in the learning activities more actively. Such students often remain hesitant and dejected which ultimately lowers their level of self-esteem. This lowered self-esteem does not allow them to excel in life (Baumeister et al. 2003). Students with low self-esteem not only feel dejected or discouraged, rather such students cannot solve their problems at school whenever they face it, whether it is academic or social (Zeinvand, 2006). On the other hand, Pullmann and Allik (2008) explain that a positively high self-esteem among students leads to success academically and socially.

VI. CONCLUSIONS

Research conducted within this study has demonstrated that no significant relationship does exist between students' self-esteem and speaking capabilities. Thus, self-esteem has no significant impact on students' speaking abilities. This goes to show that though students had obtained low level of speaking abilities, their self-esteem has nothing to do with it. This implies that there are other factors which affect their performance in speaking.

VII. RECOMMENDATIONS

This study recommends for further study in determining the factors that affect the speaking abilities of the students. Also, a study that surveys not only freshmen criminology students, but also students from other programs regarding the negative impact of bullying experiences as this would help to provide a more in-depth understanding of the relationship between self-esteem, and speaking abilities. Moreover, gender and age differences will also be considered as variables in future study to identify what group of students had bullying experiences and victimization.

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STUDENTS'LEARNING STYLES: BASIS FOR MODULE DEVELOPMENT IN LITERATURE

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Abstract- ***All human beings have different abilities and each of them has various interests in life. Indeed, every child has unique characteristics and has his own learner styles. The study aimed to determine the pattern of Kolb's learning styles among the BS Criminology freshmen students of Jose Rizal Memorial State University System who are enrolled during the Academic Year 2015-2016. The descriptive survey research method utilizing quantitative approach is employed in the study which administered Kolb's Learning Styles Inventory. The statistical tools used were frequency count, mean computations, and chi-square. The pattern that emerged was reflector-pragmatist-activist-theorist. There is a significant difference of the learning style of the students between male and female respondents on the reflector learner style. The type of school they graduated from high school does not influence their learner style. Moreover, the educational attainment of the parents influences the theorist learning style of the respondents. Thus, this study recommends that instructors teaching Philippine Literature may design IMs which will address students' learner styles.***

Keywords: *learner styles, theorist, activist, reflector, pragmatist*

I. INTRODUCTION

All human beings have different abilities and each of them has various interests in life. Indeed, every child has unique properties. Many researchers study the uniqueness of individual's learning style and at the same time generate alternatives for them to foster their learning habits, finally increase their achievements in study.Learning styles play an important role in higher education learning. They represent different individual preferences and strengths in learning and can be a stimulus for developing new ways of learning. Montgomery and Groat (2002) report, that each faculty in higher educational institution should expose all sorts of learning styles to students. Therefore, they can recognize and gain benefits throughout their own learning styles within each specialization. Whilst Felder as cited by Tee, e*t. al*(2009) pointed out that students who identified their own learning style tend to follow the course better because based on the learning style's information, they are able to understand their thinking process deeply and clearly. As Kolb (1971) argued one will be more successful in any area if he knows his own strength and lowness. However, Fowler as cited by Che, Zaini (2000) believed that most of the students that have good ability in linguistic and logical intelligence usually will be successful at schooling but are not when they are in job world. There are some cases that students were not doing great in school but are very successful in doing their job after graduated from school. But Ramlah*et.al* (2002) stressed that there are still a huge figure showing most of the student haven't reach the minimum level for general examination, for example subjects like Mathematics and English. Now, people are more concern and some even argued for the graduates' quality.

A successful transition from childhood to adolescence partially depends upon the academic preparation and the motivation of student as well as the school's effectiveness in helping the student acquire life survival skills. Since every individual has unique set of experiences, a variety of responses to any given stimuli is possible. The special academic and personal characteristics of students and how these characteristics affect their success have to be taken into consideration. As the learners faced the challenges of ASEAN integration, one of the main objectives of a learning institution is to provide a world class education system by producing successful individuals based on their potentials. However, the individual's potential should be polished, nurtured and advanced as a whole. Moreover, the structure, learning materials, teaching methods, and ability to direct learning to a substantial interaction with the environment determine quality learning and experience.

This is to expose students to different learning styles so they can achieve the balance between own learning and teachers' teaching. The knowledge of learning styles is very crucial for students because this will help them especially on gaining new experiences, maximize their own potentials and guiding them to suitable career path in future based on their interest. Moreover, with paradigm shift, teachers should not assume and let students themselves to identify their own learning style. In contrast, teachers must expose and explain these to all students because students exhibit different learning styles, and only by accommodating these various abilities can instructors properly plan and conduct assignments and assess what students have learned.

II. OBJECTIVES

This study aimed to determine the pattern of Kolb's learning styles among the BS Criminology freshmen students of Jose Rizal Memorial State University System who are enrolled during the second semester of the Academic Year 2015-2016. It also aimed to determine the significant difference of the learning styles of the respondents when grouped as to gender, type of school graduated from high school and educational attainment of their parents. In so doing, research-based findings will be established to determine their students' learning style preferences which provide insights to the instructor to they can adjust their teaching methods to improve learning outcomes. Further, assessing learning styles enables the instructor to teach in a manner more congruent with the students' needs. Further, this will help students to derive insight into their own learning strengths and weaknesses Students will become actively more involve in their education through tools that help them become better learners. After identifying the students' learning styles, the teacher can now design a modular lesson in literature that would best suit on the styles of the learners in order to achieve a successful differentiated instruction.

III. LITERATURE REVIEW

The composite of characteristic cognitive, affective, and physiologic factors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment is assessed through learning style inventories (Fleming, & Janelle, 2003). Several models have been developed to explain the variations in learning styles and these form the theoretical foundations for their corresponding learning style inventories.

The various learning style models derived from the cognitive theory focus on distinct aspects of learning and can be differentiated into four categories: personality models, social interaction models, instructional preference models, and information-processing models (Marcy, 2001). The personality models examine individuals' personality characteristics. The corresponding personality style inventories provide insight into how reactions to learning situations will vary based on the personality styles of students (Marcy, 2001). An often cited example is the Myers-Briggs Type Indicator and the 16 personality styles identified with this inventory Personality factors have been found to play a key role in the process of choosing one's career.

Learning styles have been described as the natural tendencies demonstrated by individual learners (Olson, 2000) that manifest as strengths and preferences for taking in and processing information (Felder & Spurlin, 2005). The term learning style has also been defined as the manner in which the learner most efficiently and effectively perceives, processes, stores, and recalls learned material (Hauer, Straub, & Wolf, 2005) or, stated more simply, the preferred way of acquiring information. These learning styles, or individual attributes for interacting with instructional circumstances, have been correlated to learning outcomes.

Although there is significant research stated in this review of the literature, which supports the use of learning styles in the improvement of teacher pedagogy and study habits of students, a few researchers have contested the value of teaching to a student's learning style (Lindsay, 2006).

McKeachie argues that categorizing students into specific learning style boxes can have unintended negative consequences. In the following quote, he states his most serious concern related to using learning styles in teaching. "Some teachers may draw the implication that they must match their teaching to the student's particular style, and some students who have been labeled as having a particular style feel that they can only learn from a certain kind of teaching…Some teachers become devotees of one or another learning style system. However, the "styles" or "types" identified by learning style inventories are not little boxes, neatly separated from one another; rather, they represent dimensions along which learners may differ.

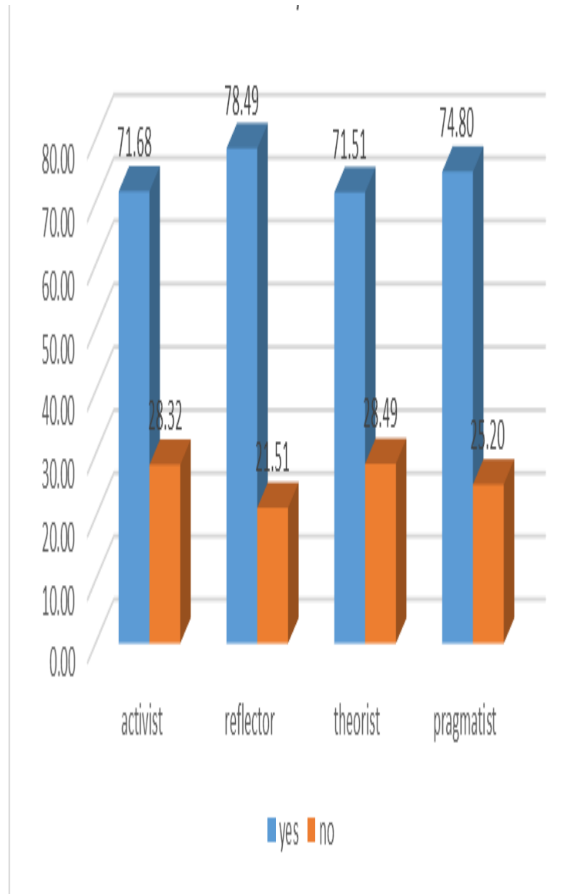
IV. METHODOLOGY

This research utilized the descriptive survey research utilizing the comparative method. The freshmen BS Criminology students of the five campuses of JRMSU System who are enrolled in the Second Semester, during the Academic Year 2015- 2016 were used as respondents of the study. The questionnaires consisted of two parts. These are: Part One - Respondent's Profile as to gender, type of school graduated from high school, and educational qualification of parents. Part Two – 80 items Learning Style Inventory which was developed by Peter Honey and Alan Mumford (2006).The students' learning styles will be identified through Kolb Learning Style Inventory The raw data from questionnaires were manually tallied and tabulated by the researchers. Then (Kolb learning styles) descriptive and inferential analysis was utilized to gain frequencies and percentages and T-test.

V. FINDINGS

Figure 1Percent Distribution in terms of Students' Learning Style

Figure 1 presents the pattern of Kolb's Learning Styles of the respondents. As shown on the graph, the pattern that emerged was reflector-pragmatist-activist-theorist. Among the four learning styles, reflector emerged as the highest with 78.49 percent. This means that the respondents like to stand back and ponder experiences and observe them from many different perspec-



tives. They collect data, both first hand and from others, and prefer to think about it thoroughly before coming to any conclusion. The thorough collection and analysis of data about experiences and events is what counts so they tend to postpone reaching definitive conclusions for as long as possible. Their philosophy is to be cautious. They are thoughtful people who like to consider all possible angles and implications before making a move. They prefer to take a back seat in meetings and discussions. They enjoy observing other people in action. They listen to others and get the drift of the discussion before making their own points. They tend to adopt a low profile and have a slightly distant, tolerant unruffled air about them. When they act it is part of a wide picture which includes the past as well as the present and others' observations as well as their own.

A study of 100 Temple University dental students (Murphy, Gray, Straja, &Bogert, 2004) also assessed student-learning preferences via Fleming's sensory modality instrument, the VARK questionnaire. Among the dental students the read/write and visual modalities ranked highest at 4.1 and 4.0 mean scores per respondent respectively. The aural modality ranked next with 3.2 mean scores and the kinesthetic modality ranked last with 1.7 mean scores. The strong preferences among dental students for visual learning coupled with strong read/write preferences seems to suggest that the traditional lecture format is generally adequate if highlighted with pictures, diagrams, PowerPoint presentations, handouts, or guided notes.

According to Dunn (2004), if an instructor modified classroom teaching to suit the student's learning style the most pragmatic and effective change would be understanding the differences between global and analytic students. Secondly, the perceptual styles of the students could be considered by both the student and teacher to improve achievement.

Furthermore, Felder as cited by Lowy (2013) posits that most educators typically teach from the perspective of their own preferred learning style, and generally tend to teach the way they themselves were taught. Hence, most college science courses heavily favor the small percentage of college students who are at once, intuitive, verbal, deductive, reflective, and sequential. Felder recognizes that it would be virtually impossible to address all learning styles simultaneously, but recommends instead that instructors try to address each learning style dimension at least some of the time. He also suggests that to do so should not require any drasticchanges in teaching style or overhaul of materials.

However, Dembo and Howard (2007) warn that categorizing any group of students incorrectly according to their learning styles can be harmful to a student's learning process. This implies that categorizing students without an academic plan or subsequent recommendations on how to study and for pedagogical changes in the classroom is useless knowledge. Instructors generally need to be more sensitive to the individual differences of their students and admit that instructors "may be more successful if they try different teaching methods with different students". Moreover, instructors teaching Philippine Literature should design IMs prioritizing which would address the learner styles of the students. Students who are strongly dependent upon only one mode of learning should be targeted with specific techniques adapted to their individual learning styles.

Table 1Test of Difference between the Learning Styles as to Gender

Table 1 presents the test of difference between the learning styles of the respondents as to Gender. As reflected on the table, there is no significant difference on the learner styles of the respondents as to activist, theorist, and pragmatist but there is a significant difference on reflector.

Learning Style	Chi-Square Value	p-value	Remarks
Activist	0.291	0.590	Not Significant
Reflector	***3.968****	***0.046***	***Significant***
Theorist	2.395	0.122	Not Significant
Pragmatist	0.314	0.575	Not Significant

This goes to show that there is a significant difference of the learning style of the students between male and female respondents.

This implies that instructors teaching the course should design activities that would both develop the reflector learner style of the students.

Jhaish (2010) on his study revealed that there are statistically significant differences between male and female in visual, auditory and individual learning, towards female, and in Group learning towards male, and there are no statistically significant differences between male and female in kinaesthetic, tactile and the summation degree .However, Reid as cited by Jhaish (2010) concluded that there was difference in the use of the visual auditory and individual learning style category between males and females, but contrasted with her results that males being more tactile than females.

James and Blank as cited by Hoeffner (2010) explain that a learning style is the "complex manner in which, and conditions under which, learners most efficiently and most effectively perceive, process, store and recall what they

Table 2 Test of Difference between the Learning Styles as to Type of School Graduated From

Learning Style	Chi-Square Value	p-value	Remarks
Activist	0.438	0.508	Not Significant
Reflector	0.802	0.370	Not Significant
Theorist	1.505	0.220	Not Significant
Pragmatist	0.231	0.630	Not Significant

Table 2presents the test of difference between the learning styles of the respondents as to the school they graduated from high school. As reflected on the table, there is no significant difference between the learner styles of the respondents. This goes to show that the type of school they graduated from high school either private or public does not influence their learner style.

The finding is similar to the result of a study of Stradley (2003) in which 193 athletic training students attempted to determine if there were differences in the learning styles of students among various regions of the country. Furthermore, the study revealed no geographic differences in learning styles.

In addition, Allen as cited by Lowy (2013) conducted a study that looked for differences in learning styles between the physician assistant students of the junior and senior classes and for differences in learning styles between upper and lower academic students. Utilizing a student T-test, no significant differences were found either between the junior and senior classes or between the upper and lower academic students.

Table 3 Test of Difference between the Learning Styles as to Educ'l Attainment of Parents

Learning Style	Chi-Square Value	p-value	Remarks
Activist	0.150	0.698	Not Significant
Reflector	1.662	0.197	Not Significant
Theorist	***5.237****	***0.022***	***Significant***
Pragmatist	2.107	0.147	Not Significant

Table 3presents the test of difference between the learning styles of the respondents as to educational attainment of the parents. As shown on the table, there is no significant difference on the learner styles of the respondents in terms of activist, reflector and pragmatist but there is a significant difference on theorist. This goes to show that the educational qualification of the parents influence the theorist learning style of the respondents. The findings supported, Lowy (2013) conducted a random sub-sample of 27 senior students was then selected for interviews regarding their career decision-making process. The study found a correlation between learning style and the factors that influenced the career choice in areas such as family medicine, surgery, psychiatry, academic medicine, pathology, or other subspecialties.

VI. CONCLUSIONS

The pattern that emerged was reflector-pragmatist-activist-theorist. There is a significant difference of the learning style of the students between male and female respondents on the reflector learner style. The type of school they graduated from high school either private or public does not influence their learner style. Moreover, the educational qualification of the parents influences the theorist learning style of the respondents.

VII. RECOMMENDATIONS

This study recommends that instructors generally need to be more sensitive to the individual differences of their students and admit that instructors "may be more successful if they try different teaching methods with different students". Moreover, instructors teaching Philippine Literature may design modules which have learning activities that may address the cognitive domain which will be followed by activities that may address the psychomotor domain, then the affective domain.

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THE IMPACT OF PHYSICAL ACTIVITY INVOLVEMENT TO ACADEMIC PERFORMANCE

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Abstract- ***The study aims to determine the impact of the personal and situational factors in physical activity involvement to the academic performance of the varsity scholars during the school year 2015-2016. The survey method of descriptive research was employed in the study which administered Rosenberg Self-Esteem Inventory and Chelladurai and Saleh Leadership Scale for Sport to 95 athletes-respondents. The statistical tools used were frequency count and percent. Trainings, trainers' leadership styles, social support and feedbacks to the students-athletes have greatly implying them become responsible students that despite joining in sports competition, they were still able to manage their academics. Moreover, 98% of the respondents had high Grade Point Average (GPA). This study refuted Coleman's Zero-Sum Model that students who put their energies into sports are less likely to pursue academic objectives. Joining in sports competition does not directly affect the academic performance of the students. It is recommended that Sports Coordinators may develop sport's development program that will not only enhance the athletes' physical development but will also strengthen their self-esteem.***

Keywords: *personal influence, situational influence physical activity involvement, academic performance*

I. INTRODUCTION

Many educators appear to support the idea that extracurricular activities, especially athletics, can enhance academic performance. Although there is controversy as to whether or not athletic participation enhances or decreases academic achievement, there have been several studies and surveys that provide evidence that athletic participation not only enhances academic achievement, but can have positive effects in other areas. Unarguably, physical school involvement can increase self-esteem, social status, and future success in education. Hence, physical activity involvement has many implications on students' academic performances.

According Holloway (2000), athletic participation also may help at-risk students and other students who have academic difficulties, both during high school and in higher education. Many educators believe that athletic participation reduces the probability of school dropout by approximately forty percent. Involvement in these activities was perceived by educators to support at-risk students by maintaining, enhancing, and strengthening the student-school connection. Some researchers also concluded that play and sports (athletics) enhances the physical, mental, and social development of students during childhood and adolescence. The researchers also stated that participating in athletics "encourages the development of leadership skills, self-esteem, muscle development and overall physical health". However, Wulf and Lewthwaite (2010) claimed that this can only be achieved through the motivational considerations in athletic participation. In lay discussion, the term "motivation" is often used to describe some critical "force" or energy that leads to task engagement or sustained involvement. Moreover, Coleman's zero-sum model as cited by Schley (2002) suggests that students who put their energies into sports are less likely to pursue academic objectives. He believes that youth do not have time or energy to achieve excellence and satisfaction in both roles.

In Jose Rizal Memorial State University, there were activities that were done in order to promote the physical involvement of the students. The institution also provided scholarships to those students who excel in sports. As observed, there were a number of varsity scholars who did not cope with the requirements. Thus, their scholarships were forfeited. Some teachers also complained of their absenteeism and punctuality. They failed to comply for the needed course requirements and missed some class activities because of joining local, regional, and national sports competitions. Despite of many researches of determining whether athletic participation affects academic performance, still there exists a perception that those students who participate in athletics do not hold the same academic standing as their peers who do not participate in athletic activities. According to Simons et al. (2007), there is a negative perception that athletes do not have the same motivation or intelligence and therefore will struggle to succeed in the college classroom.

II. OBJECTIVES

The study aimed to determine the impact of the of physical activity involvement to the academic performance of the students-athletes in JRMSU System enrolled in school year 2015-2016. Specifically, it determined the academic performance of the respondents in terms of their GPA. It also determined the impact of the personal and situational factors to their athletic participation along with self-esteem, training behavior, social support and trainer's feedback. The result of this study will provide insights to the sports coordinator in designing sports development program that will present a balance participation of the students in sports and in academics.

III. LITERATURE REVIEW

Many educators appear to support the idea that extracurricular activities, especially athletics, can enhance academic performance. Although there is controversy as to whether or not athletic participation enhances or decreases academic achievement, there have been several studies and surveys that provide evidence that athletic participation not only enhances academic achievement, but can have positive effects in other areas. Previous research has shown that athletics can increase self-esteem, social status, and future success in education. At-risk students and students with academic problems have also been shown to perform better when involved in athletics. Finally, there appears to be many differences in the effects of athletic participation between males and females, particularly with regard to social status attributions.

Holloway (2002) reviewed literature that supports the notion that extracurricular activities, such as athletics, enhances the academic mission of schools. From his literature review, he concluded that athletic participation reduced the probability of school dropout by approximately forty percent. Involvement in these activities appeared to support at-risk students by maintaining, enhancing, and strengthening the student-school connection. He argued that educational decision makers should re-examine the practice of not allowing students to participate in extracurricular activities to encourage "harder work in the classroom." He asserted that disallowing participation for this reason may have a negative effect on the overall academic achievement of the students (Holloway, 2002).

Moroever, Eppright, et. al as cited by Schely (2002) reviewed the literature on the importance of athletics during childhood and adolescent development. These researchers found that the literature supports the notion that sports participation is a necessary area of study as a health issue and a preventative tool. They concluded that play and sports (athletics) enhances the physical, mental, and social development of students during childhood and adolescence. The researchers also stated that participating in athletics "encourages the development of leadership skills, self-esteem, muscle development and overall physical health"

Along with the differences between athletes and non-athletes, there also appears to be gender differences in the effects of athletic participation. A review of the literature seems to indicate that male and female athletes are regarded differently by their peers. The following will examine the different effects of athletic participation for male and female athletes, especially with regard to their social attributions.

METHODOLOGY

This study utilized survey method of descriptive research which administered Rosenberg.Physical activity involvement was measured in terms of Personal Factors and Situational Factors as adopted from the study of Robinson (2010). Personal Factor was measured using the standardized Rosenberg (1965) Self-Esteem inventory.

Physical activity involvement was measured in terms of Personal Factors and Situational Factors as adopted from the study of Robinson (2010). Personal Factor was measured using the standardized Rosenberg (1965) Self-Esteem inventory. On the other hand, Situational Factors were measured using the standardized questionnaire on Leadership Scale for Sport (LSS) outlined by Chelladurai and Saleh which was used to measure the preference expressed by the subjects for specific leader (coaching) behaviors.The academic achievement was determined in terms of High Performing (No INC, No failing grade, No Dropped and GPA is not lower than 2.5) and Low Performing (with INC, with Failing Grade, with Dropped, and GPA lower than 2.5). These data were taken on the subjects taken during the first semester A.Y. 2015-2016 from the Registrar's Office.Frequency count and percent will be used to quantify the profile of the respondents, personal and social factors, and GPA.

V. FINDINGS

Figure 1 shows the self-esteem of the students who participated in sports activities. About 67% of the students possessed high level of self-esteem. This means that students were satisfied and fitted enough in sports activities. Moreover, they believed in themselves, their capacity to play, and their skills and expertise in sports. They conveyed high sense of self worth and confidence towards the game and in themselves.

Children who have high self-esteem have an easier time handling conflicts, resisting negative pressures, and making friends. They laugh and smile more and have a generally optimistic view of the world and their life, Koenig (2011).

Figure 1 Self-Esteem among Students

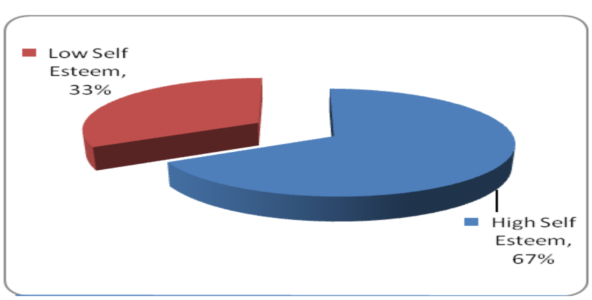


Figure 2 reveals that 93%percent of the students who participated in sports activities possessed positive attitude towards their trainer. This means that majority of the students had positive thoughts about their trainer and they believed that their trainer is the best person whom they can trust with. They were provided some techniques and tactics and were given attention by correcting their mistakes for the improvement of their performance. This implies that the coach's constant training and monitoring their performances and skills during mock competitions yields to positive impact to the athletes to participate more in sports activity.

Figure 2 Students' Attitudes toward the Trainer

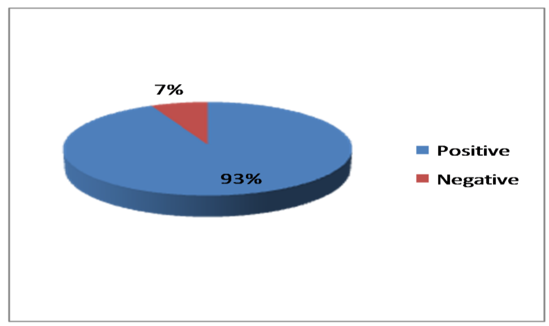


Figure 3 Social Support of the Trainer

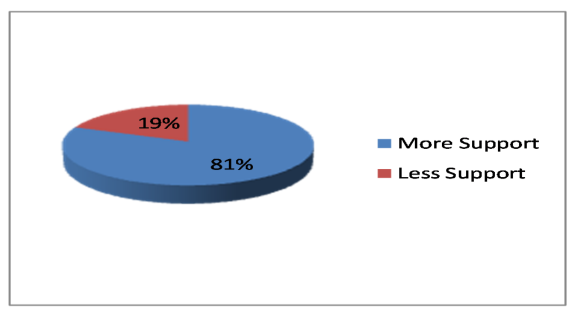


Figure 3 shows the social support of the trainers given to the student-athletes who compete in sports competition. About 78% of the student-athletes perceived that their trainers were more supportive to them in all ways and in different ways. These are some forms of social support that the student-athletes receive from their trainers. In such a way, the student-athletes feel their importance to their trainers. These are small things with big impacts on the part of the student-athletes. Relationship between trainer and athletes is very significant in the performance of the athletes during sports competition. In this manner, the student-athlete may feel the sense of belongingness and care that trainers give to their trainees. The trust is developed and confidence is manifested.

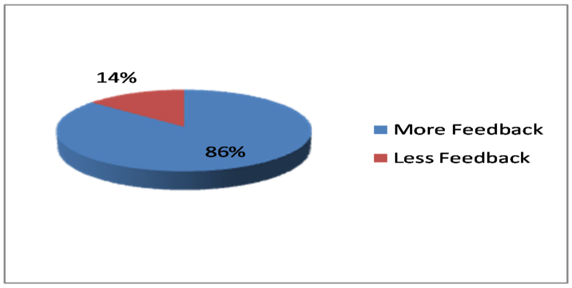
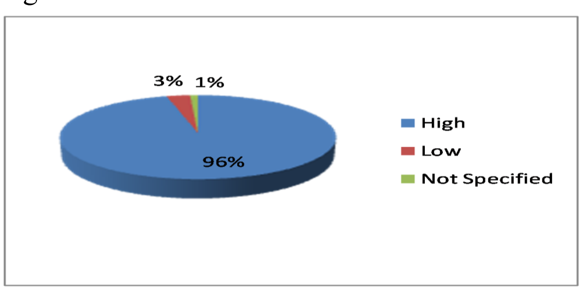


Figure 4 Trainer's Feedback

Figure 4 shows the trainer's feedbacks. About 84% of the students-athletes perceived that most of the time, their trainers gave feedback. This means that the trainers constantly monitored their athletes every now and then, and looked into their progress. By so doing, the trainers can determine which athletes are improving and which athletes are not. Constantly, they give feedback because they wanted the student-athletes to be aware of their progress in the training and whether they are capable of winning or not. More feedback could gain more confidence and develop more skills because of the fact that feedbacks are mainly done not to intimidate the student athlete but to help them improve their performance and their skills. Without proper feedback coming from the trainer, the student-athlete may believe that there is nothing to improve in him and eventually, student-athletes will fail during the actual competition as there is no barometer to measure the ultimate performance of the athlete, making one believe that there is nothing more to improve.

Figure 5 Student's Grade Point Average

Figure 5 shows that 96% of the students-athletes



obtained high level of grade point average. This means almost all of the respondents were high performing in their academics. This implies that, joining in sports competition does not directly affect the performance of the students in their academics. Their level of participation in sports competition has not disturbed their attendance to classes.

Further, it could be said that students with high self-esteem tend to perform better in school and perform well in sports competitions. They are basically those who are well determined to excel both in sports and academics. As to the situational factors it could be said that trainings, trainers, social support and feedback given to the student-athletes have greatly helped them become responsible students that despite joining in sports competition, they were still able to manage their academics which is the main reason why they are sent and made to study in the university.Eccles et al (2003) noted that students who were involved in athletic activities were more likely tohave a positive educational outcome.This implies that physical activity involvement of the students did not hinder them to pursue their academic goals.

VI. CONCLUSIONS

This study refuted Coleman's Zero-Sum Model as cited by Schley (2002) who believed that students who put their energies into sports are less likely to pursue academic objectives. He believes that youth do not have time or energy to achieve excellence and satisfaction in both roles.

Self-esteem is very important for a person who joins sports competition because it will help the person's drive to win a game. Without self-esteem, there can be no challenge and the student may not have the drive or the will to win the game. Self-esteem is the way individuals think and feel about themselves and how well they do things that are important to them. In children, self-esteem is shaped by what they think and feel about themselves. Their self-esteem is highest when they see themselves as approximating their "ideal" self, the person they would like to be.

Research has repeatedly shown that athletic participation and academic performance go together and have the ability to improve each other.

performance go together and have the ability to improve each other. This study indicate that physical activity involvement yielded positive results with student's academic performance. This is valuable information to the parents who discourage their children to participate. Parents need not to worry much about their children who participated actively in sports competition because the findings of this study supported other studies in which active participation in physical activities had positive impact to academics.

VII. RECOMMENDATIONS

Thus, this study recommends that Sports Coordinators may develop sport's development program that will not only enhance the athletes' physical development but will also strengthen their self-esteem. The coaches or trainers may also continue in showing positive attitudes, training and feedbacks to the students-athletes so as to make them better athletes and better students.

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BEHAVIORAL IDENTITY OF TOP EXECUTIVES IN HIGHER EDUCATION INSTITUTIONS IN ZAMBOANGA DEL NORTE

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Abstract

The study determined the behavioral identity of top executives in relation to organizational performance of Higher Education Institutions in the Province of Zamboanga del Norte in 2014. The descriptive method of research was used. There were 114 respondents of the study. Frequency count, percentage, t-test, f-test, Pearson r Product Moment Coefficient of Correlation, Slovin and Factor Analysis of Maximum Likelihood were used as statistical tool. The study revealed that there were an equal number of male and female respondents in the study. More than 50 percent of the respondents belonged to the 46 years old and above. A good number of them were residents of the Cities of Dapitan and Dipolog. More than fifty percent of the respondents have attended graduate and post graduate education. However, there are still heads of institutions that have not earned a post graduate degree. Personal identity, relational, social, cultural and collective identities were found very important to the respondents because this would tell what kind of person they are. There was no significant difference between the ratings of the respondents in their behavioral identity when grouped by gender, age, ethnicity and educational qualification. Behavior identity can be grouped together through analysis of behaviors of the heads of offices using the theory of coexistence for which this study proposes. Institutions shall continue to observe gender equality in management and leadership of educational institutions. The Board of Directors/ Regents in private and public institutions shall require prospective candidates for chiefs of offices to complete their graduate and postgraduate education.

Keywords: ***behavioral identity indicators, top executives, higher education institutions***

I. Introduction

Today, quality is the password in Philippine education. While, there is no single workable definition of what quality is. But, the former Commission on Higher Education Executive Director Dr. Roger Reyes gave a pragmatic definition of the word, to quote “Quality is not perfection. It is improving ones previous best and showing one is at the leading edge in all aspect”.

Indeed, as the country by 2015 joins the Association of South East Asian Nations (ASEAN) and by 2020 joins the APEC Trade Regions, the tension for development needs attention in order to achieve it. Central to this, is the overall improvements required by the educational system. This is now felt by all top executives in higher education institution. At this point in time, educational institutions have to address the problem of quality in order to catch up with the rest of the world and produce globally competitive graduates.

It is imperative, therefore, that top executives focus on the organization and its people. Executives create organizational structures to support mission success, defining roles and responsibilities and identifying resources needed to achieve its mission objectives. As they make executive-level decisions, they draw on others’ expertise and involve them in the process. They have to act decisively when identifying critical decisions.

Many researches pointed out the necessity for top executives in an organization to exhibit “executive presence” displaying self-confidence and courage when dealing with difficult issues. They remain compost when under pressure for exhibiting a positive attitude amidst setbacks. Executives communicate strategically and collaboratively. They use multiple approaches and communication channels and listen to different perspectives. These executives make themselves accessible to others, answering questions and discussing key issues and concerns. And also, they take a systems view of their work. They are able to examine a problem from multiple perspectives and they look deeply at specific issues while remaining focused on the big picture (Williams, C. et al., 2010).

Since, all organizations are composed of individuals, with different personality, attitudes, values, perception, motives, aspirations and abilities, to understand behavior of people, deserves to be given attention.

Hence, the study was conducted to determine whether the behavioral identity of top executives in the Province of Zamboanga del Norte of higher education institution. Certainly, how close or how far are HEIS from its goal to elevate higher education to international standards lie in the identity of the executive of the institution.

Statement of the Problem

This study aimed to determine the behavioral identity of top executives in relation to organizational performance of Higher Educational Institutions in the province of Zamboanga del Norte during the calendar year 2014. Specifically, the study aimed to answer the following questions:

1. What is the profile of respondents in terms of:
   1.1 Gender;
   1.2 Age;
   1.3 Ethnicity; and
   1.4 Educational Attainment?

2. To what extent are the following behavioral identity exercised by the respondent reflective of:
   2.1 Personal identity;
   2.2 Relational identity;
   2.3 Social identity;
   2.4 Collective identity; and
   2.5 Culture identity?
3. Is there a significant difference on the ratings of the respondents of behavioral identity when grouped as to:
   3.1 Gender;
   3.2 Age;
   3.3Ethnicity; and
   3.4 Educational Attainment?
4. How do the behavior identity indicators grouped when factor analyzed?

Hypothesis

This study premises on the following hypothesis:

Ho_1. There is no significant difference on the ratings of the respondents on behavior identity when grouped as to gender, age, ethnicity, educational attainment and sector.

Methodology

This study used descriptive research method. A modified questionnaire was utilized as instrument of data collection intended for public and private higher educational institutions to determine the behavior identity of top executives in relation to the organizational performance.

There were 114 respondents of the study. The respondents of the study were the president, vice president, campus administrator, academic dean, deans and faculty of public and private higher educational institutions. This study was conducted among selected public and private higher educational institutions in the province of Zamboanga del Norte namely; Jose Rizal Memorial State University System (Dapitan Campus, Dipolog, Katipunan, Tampilisan and Siocon), Rizal Memorial Institute of Dapitan City, Saint Vincent College, Dipolog Medical Center College Foundation, Dipolog City of Institute and Technology, Saint Joseph College, Philippine Advent College in Salug and Sindangan, and Ave Maria College in Liloy.

Findings

Table 1 presents the profile of the respondents in terms of gender, age, ethnicity and educational attainment. The table shows that out of the sixteen heads of institutions, 8 or 50.00 percent were males and the remaining 8 or 50 percent were females. The finding means that there is an equal number of representations as to gender. It further means that there is equal sharing of powers between and among genders of the heads of institution. This implies that there is gender equality in school leadership. Males share leadership with females in educational institution. Unlike before where mostly, men take the lead in school leadership and management, nowadays, women participate in such endeavor.

Moreover, the top executives profile was only 1 whose age belonged to the 36 – 40 years old; 3 or 18.75 percent of the respondents belonged to the 41 – 45 years old bracket and the bulk of 12 or 75.00 percent were above 45 years old bracket. The data on the table show that the respondents were already on their ripe age to take the management and leadership role as they were already on their mid-forties and above. The finding means their ages, they are experienced in the field. This implies that their experience guarantees their capability to respond to challenges and realize goals of the institution. Likewise, the table also showed the profile of dean and faculty in terms of age. There was only 1 respondent whose age belonged to 18 – 25; 12 or 12.24 percent of the respondents belonged to the 31 – 35 years old; 29 or 29.59 percent belonged to the 36 - 40 years old bracket; 43 or 43.88 percent of the respondents belonged to the 41 – 45 years old bracket and 13 or 13.27 percent were above 45 years old bracket.

The table also showed that there were 3 or 18.75 percent who were Dapitanons; 5 or 31.25 percent were Dipolognons; 4 or 25.00 percent were Cebuano and the remaining 4 or 25 .00 percent did not specify their ethnicity. This means that top executives come from different ethnic groups. This implies that the executives have diverse orientation and culture. In addition, the table also shows the profile of dean and faculty in terms of ethnicity. The table shows that there were 27 or 27.55 percent who were Dapitanons; 43 or 43.88 percent were Dipolognons; 3 or 3.06 were Cebuano and the remaining 25 or 25.51 percent did not specify their ethnicity.

There were 3 or 18.75 percent who were college graduates or bachelor's degree holder; 5 or 31.25 percent have completed graduate education and 8 or 50.00 percent have completed the post graduate education. This means that most of the respondents have attended higher level of education since more than 80 percent of them have attended graduate and post graduate education. This implies that these respondents are really moving forward and are updating themselves with the trends in education which arm them in facing new requirements and demands of the future. Moreover, the table also presents the dean and faculty profile in terms of educational attainment. The table shows that there were 43 or 43.88 percent who were college graduates or bachelor's degree holder; 44 or 44.90 percent have completed graduate education and 11 or 11.22 percent have completed the post graduate education. This means that dean and faculty follow the standard qualifications set by the institution in order to be competent.

Table 1. **Profile of the Respondents**

		Top Executives		Dean and Faculty	
		Frequency	**Percentage**	**Frequency**	**Percentage**
Gender	Male	8	50.00	31	32.00
	Female	8	50.00	67	68.00
	Total	**16**	**100.00**	**98**	**100.00**
Age	18-25	-	-	1	1.02
	26-30	-	-	-	-
	31-35	-	-	12	12.24
	36-40	1	6.25	29	29.59
	41-45	3	18.75	43	43.88
	46 or more	12	75.00	13	13.27
	Total	**16**	**100.00**	**98**	**100.00**
Ethnicity	Dapitanon	3	18.75	27	27.55
	Dipolognon	5	31.25	43	43.88
	Cebuano	4	25.00	3	3.06
	Others (please specify)	4	25.00	25	25.51
	Total	**16**	**100.00**	**98**	**100.00**
Education	College Graduate	3	18.75	43	43.88
	Graduate	5	31.25	44	44.90
	Post Graduate	8	50.00	11	11.22
	Total	**16**	**100.00**	**98**	**100.00**

Table 2 Summary Table on Respondents' Ratings on Behavioral Identity of Top Executives

Behavioral Identity	AWV	Description
Personal Identity	3.74	Very Important
Relational Identity	3.53	Very Important
Social Identity	3.78	Very Important
Collective Identity	3.85	Very Important
Culture identity	3.67	Very Important
Grand Mean	**3.71**	**Very Important**

Shown in table 2 are the data on the respondents' ratings on behavioral identity. The data on the table shows that collective identity is very important to the respondents. This was proven by the mean of 3.85. This means that generally, the respondents value the identity of their group being a member of it. The identity of the group where they belong is very important to them since this would also tell the kind of member that they are. If a group has been perceived collectively as a good group, normally, those people affiliated in such group enjoy the same reputation due to the concept of collective identity.

Next, the mean was 3.78 for social identity, considered as very important. This implies that social identity is very important to the respondents as this would identify them when they are with their peers, their friends, and their social group. A social identity is the portion of an individual's self-concept derived from perceived membership in a relevant social group. As originally formulated by Henri Tajfel and John Turner in the 1970s and the 1980s, social identity theory introduced the concept of a social identity as a way in which to explain intergroup behavior.

From this perspective, mental functioning of the individual is not simply derived from social interaction; rather, the specific structures and processes revealed by individuals can be traced to their interactions with others (Vygotsky, cited by Scott,S., et.al., 2013).

Brewer and Gardner (2006), like many identity theorists, conflate the terms identity and identification, implicitly treating them as synonyms for one's sense of self. However, there is value in differentiating the terms. Relational identity is the nature of role occupants enacts their respective roles vis-a-vis each other. A role is fundamentally one's role-relationship, such as manager-subordinate and coworker-coworker.

Table 3 presents the data on the test of difference on the behavioral identity of the respondents when grouped by gender. It could be seen on the table that the resulting t-values across all behavioral identity were not significant since the p-values are too high for the hypothesis to be rejected. The hypothesis is then not-rejected along this line. This showed that there was no significant difference on the behavioral identity of the respondents when grouped according to gender.

Table 3.Test of Difference on Behavioral Identity When Grouped by Gender

Variables	Gender	Mean	SD	t-value	p-value
Personal Identity	Male	4.125	0.935	1.26^{ns}	0.228
	Female	3.625	0.744		
Relational Identity	Male	3.75	0.886	0.00^{ns}	1.00
	Female	3.75	0.886		
Social Identity	Male	3.750	0.886	-2.05^{ns}	0.65
	Female	4.50	0.535		
Collective Identity	Male	4.00	0.926	0.00^{ns}	1.00
	Female	4.00	0.926		
Cultural Identity	Male	4.125	0.835	1.90^{ns}	0.80
	Female	3.375	0.744		

The behavioral identities in terms of personal identity, relational identity, social identity, collective identity and cultural identity do not matter when the respondents were grouped according to gender. This would mean that men and women leading the institution mostly have similar behavioral identities, making them fit for the position.

The National Institute of Health (NIH, 2008) revealed similar findings when they looked into the behavioral identity of their patients. They found out that male and female patients have similar behavioral manifestations. Gender does not matter at all when talking about behavioral manifestations.

Table 4. Test of Difference on Behavioral Identity When Grouped by Age

Variables	DF	SS	MS	f-value	p-value
Personal Identity	2	2.167	1.085	1.86 ns	0.195
	13	7.583	0.583		
Relational Identity	2	0.667	0.333	0.42 ns	0.666
	13	10.330	0.795		
Social Identity	2	0.833	0.417	0.61 ns	0.559
	13	8.917	0.686		
Collective Identity	2	2.417	1.208	1.64 ns	0.232
	13	9.583	0.737		
Cultural Identity	2	1.667	0.833	1.16 ns	0.344
	13	9.333	0.718		

Table 4 presents the data on the test of difference on the behavioral identity of the respondents when grouped by age. It could be seen on the table that the resulting f-values across all behavioral identity were not significant since the p-values are too high for the hypothesis to be rejected. This leads to an idea that the hypothesis is then not-rejected, thus, there was no significant difference on the behavioral identity of the respondents when grouped according to age.

The behavioral identities in terms of personal identity, relational identity, social identity, collective identity and cultural identity do not matter when the respondents were grouped according to age. Getting old and even older in the service do not matter on whether there exist a difference on behavioral manifestations. This means that across ages, behavioral manifestations tend to be similar. What behavior is manifested in the younger years will still be the same behavior in the later years.

Table 5 .Test of Difference on Behavioral Identity When Grouped by Ethnicity

Variables	DF	SS	MS	f-value	p-value
Personal Identity	3	0.900	0.300	0.41 ns	0.751
	12	8.850	0.737		
Relational Identity	3	1.05	0.350		
	12	9.95	0.829	0.42 ns	0.741
Social Identity	3	2.10	0.700	1.10 ns	0.388
	12	7.65	0.638		
Collective Identity	3	6.40	2.13	1.57 ns	0.323
	12	5.60	0.467		
Cultural Identity	3	1.45	0.483	0.61 ns	0.623
	12	9.55	0.795		

Table 5 presents the data on the test of difference on the behavioral identity of the respondents when grouped by ethnicity. It could be seen on the table that the hypothesis to be rejected. The hypothesis is then not-rejected along this line. This showed that there was no significant difference on the behavioral identity of the respondents when grouped according to ethnicity.

The behavioral identities in terms of personal identity, relational identity, social identity, collective identity and cultural identity do not matter when the respondents were grouped according to ethnicity. This would give an idea that behavioral manifestations may be similar across ethnic groups. People may be raised in different communities and may grow with people of different cultural identification but the behavioral manifestations may be similar.

Table 6. **Test of Difference on Behavioral Identity When Grouped by Educational Attainment**

Variables	DF	SS	MS	f-value	p-value
Personal Identity	2	0.250	0.125	0.17 ns	0.845
	13	9.50	0.731		
Relational Identity	2	1.135	0.567	0.75 ns	0.493
	13	9.867	0.759		
Social Identity	2	0.283	0.142	0.19 ns	0.826
	13	9.467	0.728		
Collective Identity	2	1.258	0.629	0.76 ns	0.487
	13	10.742	0.826		
Cultural Identity	2	2.20	1.100	1.62 ns	0.234
	13	8.80	0.677		

It can be seen on table 6 presents the data on the test of difference on the behavioral identity of the respondents when grouped by educational qualification. It could be seen on the table that the resulting f-values across all behavioral identities were not significant since the p-values are too high for the hypothesis to be rejected. The hypothesis is then not-rejected along this line. This showed that there is no significant difference on the behavioral identity of the respondents when grouped according to educational qualifications.

The behavioral identities in terms of personal identity, relational identity, social identity, collective identity and cultural identity do not matter when the respondents were grouped according to educational qualification. This would mean that men and women of different educational qualifications leading the institution mostly have similar behavioral identities, making them fit for the position.

Table 7. **Factor Analyses on the Behavior Identity Indicators**

Variables	Factor 1	Factor 2	Factor 3
Personal Identity	-0.010	***1.230***	-0.482
Relational Identity	0.013	***0.986***	-0.187
Social Identity	***0.349***	-1.00	***0.816***
Collective Identity	-0.024	-0.00	***0.436***
Cultural Identity	***1.030***	0.000	-0.258

The indicators of behavior identity were subjected to factor analyses and the results are shown on Table 7. Based on the results using maximum likelihood non-interrupted factor analysis, the data showed that in the first factor, social identity and cultural identity obtained the two highest factors loading. On the second factor, personal identity and relational identity requested the highest factor loading while on the third factor, social identity and collective identity obtained the highest factor load.

Looking at the result, the following nomenclature were arrived at, when describing the behavior of executives in higher education institution. For social and cultural behavior, the term derived for the factor is socio-cultural. For personal and relational identity, the behavior is termed as intra-relational; while on the third factor where social and collective behaviors were observed, the nomenclature given to such factor is socio-collective behavior.

Below are the three factors formulated:

Factor 1 Socio-cultural Factor

The socio-cultural factor is hoped to explain how individual mental functioning is related to cultural, institutional, and historical context; hence, the focus of the socio-cultural perspective is on the roles that participation in social interactions and culturally organized activities play in influencing psychological development (Scott, S.et al. 2013).

Socio-cultural theory has also been called upon to advance instructional practice that might redress disparities in the current educational system. A view of literacy instruction through the lens of socio-cultural theory helps educators understand the situational specificity of literacy practice. From this perspective, educators would consider literacy as a tool for use in specific contexts; thus, children would be taught how to negotiate multiple literacy for use in multiple contexts (Lee, 2007).

Moreover**, s**ocietal expectations require a selection from available choices whereas both boys and girls need a confirmation of choices and also acceptance of the community to develop a secure sense of self. It is safe to assume that the socio-cultural context of the young boys and girls have an important contribution towards the kind of identity they develop (Gilani, 2005).

The general understanding is that the behavior of the majority of the people of a particular nation could be called their culture. Though the social scientists agree that there are diversities among the people of one nation state and there might be sub-cultures in one nation that are different from its broader culture (Smith & Bond, cited by Gilani, 2005). Different dimensions have been used to understand and examine characteristics of people from different cultures. The most commonly used dimension is that of individualism-collectivism (Hofstede et. al.,cited by Gilani, 2005).

This theory is also supported by Hui & Triandis, as cited by Gilani (2005) that people from individualistic cultures emphasize independence and self-sufficiency, belong to many in-groups, and are less likely to be dependent on any one of them. They will give top priority to their personal gain or loss and feel guilt rather than shame if they fail to achieve something. They do not interfere in their children's lives after a certain age and emphasize the development of self-sufficiency.

Factor 2 Intra-relational Factor

Human beings are innately social and are shaped by their experiences with others. There are multiple perspectives to understand this inherent motivation to interact with others. According to Maslow's hierarchy of needs, humans need to feel love (sexual/nonsexual) and acceptance from social groups (family, peer groups). In fact, the need to belong is so innately ingrained that it may be strong enough to overcome physiological and safety needs, such as children's attachment to abusive parents or staying in abusive romantic relationships. Such examples illustrate the extent to which the psychobiological drive to belong is entrenched (Scott, S. et. al., 2013).

Relationships are also important for their ability to help individuals develop a sense of self. The relational self is the part of an individual's self-concept that consists of the feelings and beliefs that one has regarding oneself that develops based on interactions with others. In other words, one's emotions and behaviors are shaped by prior relationships. Thus, relational self theory posits that prior and existing relationships influence one's emotions and behaviors in interactions with new individuals, particularly those individuals that remind him or her of others in his or her life. Studies have shown that exposure to someone who resembles a significant other activates specific self-beliefs, changing how one thinks about oneself in the moment more so than exposure to someone who does not resemble a significant other (Hinkley, et. al., 1996).

Factor 3 Socio-collective Factor

Collective identity as a process involves cognitive definitions about ends, means and the field of action; this process is given voice through a common language, and enacted through a set of rituals, practices, and cultural artifacts (Fominaya, C., 2010). For Melucci, collective identity refers to a network of active relationships and he stresses the importance of the emotional involvement of activists. It involves the ability to distinguish the (collective) self from the ‘other’ and to be recognized by those ‘others’. A social movement recognizes itself through a reflexive understanding of its relation to the context or environment in which it develops, including an awareness of the opportunities and constraints it faces in a given field of action. Conflict provides the basis for the consolidation of group identity and for solidarity, rather than shared interests. Collective identity establishes the limits of the actor in relation to the field: it regulates membership of individuals and defines the requisites for joining the movement.

McDonald (2002) goes even further, arguing that that collective identity is a conceptual liability, and that scholars should go beyond the collective identity paradigm and instead conceptualize collective action as ‘the public expression of self’. He interprets the autonomous activists’ rejection of representative politics and emphasis on individual expression as evidence that scholars need to ‘explore what may be an emerging paradigm of contemporary social movement, one constructed in terms of fluidarity rather than solidarity, and in terms of the ‘public experience of self rather than collective identity.

This study then proposed the Theory of Coexistence. The theory of coexistence is basically revolving around the idea that no one person lives by himself. Each one needs another in order to exist and survive. The other persons are actually with one another.

Furthermore, executives see active coexistence within the institution with the development or similar working together for the betterment of the institution. Many executives are willing to work in building a bridge to acceptance among all spiritual beliefs, ways of life and principles. They are willing to accept and embrace everyone differences.

This means that in an organization, a leader cannot perform his supervisory roles without his subordinates. Likewise, subordinates need leader to guide them in attaining their organizational goals. Moreover, an organization will be successful if there are collaborative efforts from the leaders and its subordinates.

Leadership is essentially the core and spirit of organizations. As the people in charge, they not only manage the organization's affairs but also deal with the general employees face to face. Entrusted with the task to communicate organizational goals, visions and ideas to employees, leaders are responsible for maintaining and implementing organizational rules and systems and even have the final say on promotion, retention and dismissal (Jhing-Zou, et. al., 2008).

Graen and Dansereau et al. cited by Jhing - Zou, P. (2008) first proposed the Leadership - Members Exchange Theory (LMXT) in 1972. LMX suggests that leader will take different approaches in dealing with subordinates, while subordinates may response in different way. Hence, different categories of relationship between leaders and subordinates may emerge.

It is a fact, that leaders will experience some negative responses, feedbacks and criticisms from their subordinates. However, leaders should take this positively for this well creates balance to improve his management, supervision and leadership.

Conclusion

Based on the findings of the study, the researcher hereby concludes that organizational performance was influenced by the behavioral identity of the persons leading the institution. Along this line, since all the top executives manifest collective identity, it could be said that collective identity predicts the performance of the HEI. The more favorable behavior manifested by the heads of institutions, the better performance there is. It was also concluded that there was no significant difference between the ratings of the respondents in their behavioral identity when grouped by gender, age, ethnicity and educational qualification. Behavior identity can be grouped together through analysis of behaviors of the heads of offices using the theory of coexistence for which this study proposes.

Recommendations

Based on the findings of the study and the conclusions drawn, the researcher hereby offers the following recommendations:

1. Members of the Board of Directors/ Regents for private and public institutions require chiefs and executives to complete their graduate and postgraduate education.
2. Heads of institution evaluate and monitor behavioral identities of executives.
3. Students utilize the theory proposed in this study and try accuracy through conducting research.

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Customer Relationship Management Practices (CRM) of Financial Institutions in Zamboanga del Norte

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Abstract

This study aimed to identify the management practices of financial institutions of 17 selected financial institutions in Zamboanga del Norte. The data collected were analyzed using the descriptive statistical tools, namely; frequency count, percentage, rank and mean. Results showed that most of their customers are individuals and corporate but the number of individual customers outnumber the number of corporate customers. Their main target for their Customer Relationship Management (CRM) undertakings is persons holding transactions in the bank in a long time. More than 60 percent of the banks under study utilized electronic CRM devices in establishing and maintaining relationships with customers. On the contrary, their channels utilized for CRM is face to face and phone links. There was no classification of data for individual and corporate consumers thus, CRM endeavors between these two types of consumers are almost similar. Most of the times, the banking institutions have contact with their consumers once in every fifteen days, except for a few who transact more often with the bank. Banking institutions reveal that they exhaust their available technology in attaining proper customer relationship management and that they feel satisfied with the outcomes of it since the customers also feel satisfied with their customer relationship management. Further, it is recommended that banking institutions afford a more advanced customer relationship management device such as CRM software so as to minimize time spent on it. On the other hand, channels should be more advanced for time minimization and expense minimization for the banks thereby attaining profit maximization in the end.

Keywords: CRM practices, management practices, customer retention, valuation, financial institutions

Introduction

Customer Relationship Management (CRM) practices becomes a focal point with financial institutions. With the massive birth of banks, CRM has been applied to be a strategic tool to win the market and a strong foundation to be globally competitive. However, business is not limited to winning the market, but, to hold the market for the longest time possible. Financial institutions must not only engage with its customers, rather, to get married with the customers. Customer retention is the next big challenge with the ever growing number of financial institutions sprouting all over the world. Not the least to mention, the ever changing customer preference due to available banks in an instant, offering the same services, which eventually would materialize the client's fill. Customer satisfaction nowadays is defined not anymore with the products or services surpassing expectations as defined by the financial institutions. Customer satisfaction is now as what is defined by the customers themselves, as filling in the need for the time being. This is the avenue where CRM practices takes over, to strengthen the customer satisfaction for the time being and to befall the power to retain the customers and improving customer value through building customer relationship. The purpose of CRM is the building of relationships in order to affect customer acquisition, retention, loyalty and profitability (Swift in Ngai, 2005). In recent years, management thinking has shifted from a focus on acquiring new customers to an understanding of the importance of retaining customers and the need to build up loyalty among these customers (Fitzgibbon & White, 2005) Thus, there is a need to dig deeper into the methods to maximize customer relationship which requires strong coordination between IT and marketing. CRM is driven by organizational strategy and technology. It is relationship-centered, and allows firms to align their business processes with their strategies and examining the possible tools in the CRM system to build customer loyalty and the firm's profits.

Objectives

To identify the customer relationship management practices Vis-à-vis customer retention and customer valuation in 17 different financial institutions Zamboanga del Norte, below are the objectives of the study:

1. To identify CRM strategies to improve satisfaction of each customer for retention and valuation;
2. To determine technical support to maintain customer relationship; and
3. To know the purpose of maintaining relationships with valued customers_ and customization of financial services.

Methodology

This study used descriptive__ research method. The data collected through formal standard questionnaires of Ali, Shohag, et.al (2012) was utilized as instruments intended for 17 different financial institutions in Zamboanga del Norte to determine the customers' relationship management (CRM) practices in customer retention and customer valuation. The data collected were analyzed using the descriptive statistical tools, namely; rank, frequency count, percentage and mean.

Findings

Figure 1. Profile on the Number of Financial Institutions Practicing CRM

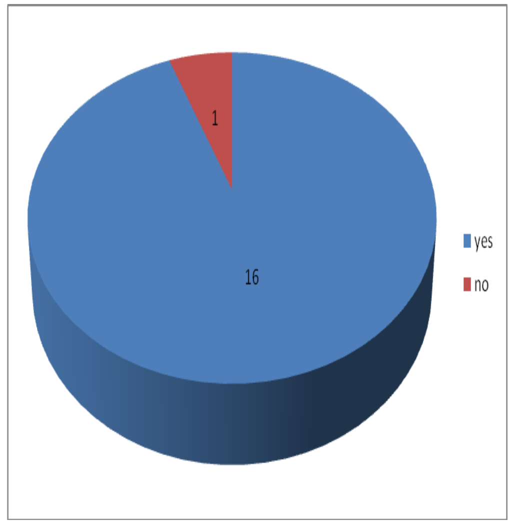


Figure 1 shows the profile of the number of banks practicing customer relationship management. The data on the table showed that out of the 17 rural banks under study, 16 or 94.12 percent were practicing customer relationship management while the remaining 1 or 5.88 percent did not. This goes to show that most of the banks at present are practicing customer relationship management. This implies that customer relationship management is important for the banks in order to retain or even increase their number of clients. Customer relationship management is a way of managing customers and gaining their trust in the institution. Relationship management is one aim of marketing management in order for business and other institutions to stay in business, otherwise, they vanish .

Table 1. Classification of CRM Customers

Categories	Score	Rank
Corporate	9	2
Consumer	15	1
Local Government and Private	1	4.5
Retailers	1	4.5
Deposit and Lending	1	4.5
Borrowers	1	4.5

Table 1 above shows the classification of customer relationship management customers. They are classified as corporate, consumers, government, retailers, depositors and borrowers. As shown on the table, most of the banks classify CRM with customers, the corporate environment, the local government, the depositors, the lenders or creditors and the borrowers. Evidently, customers are the most popular among the banks. They are the primary stakeholder of the bank that needs careful attention and they need to be taken-cared of by the banks. The next one is the corporate environment where the banks cater the needs of other organizations and lastly the LGUs, the retailers, borrowers and lenders with which most of the banks cannot cater those most of the times. Only very few banks attend to these customers due to the availability of products and services in the bank.

Table 2

Categories	Total Points	Rank
New Customers	35	2
Persons Receiving Banking Services only once	58	4
Persons Doing transactions for a long time	34	1
Persons holding positive impressions to the bank	46	3
Persons holding knowledge and can be treated as particular in decision making	71	5

Shown in table 2 are customer categories targeted as Valued Customers. Ranked first is “persons doing transactions for a long time”. The banks believed that they are the customers that need careful attention and these customers are those that have already established trust in the bank. Second in rank are the prospects or the new customers. They create possibilities of loyalty to the bank. Third in rank are the persons having positive impressions to the bank. They help market the bank’s reputation. Fourth in rank are the persons receiving one-time service and the last in rank are the persons holding knowledge about the bank who can be treated as partner in decision making.

Real customers are those customers that have already established a long time confidence in the bank. They are those customers that have invested not just money, effort but trust in the banking institution where they believe as one who can really satisfy their needs. On one hand, it is important to gain that trust from the customer. It is one factor of retaining oneself in the market. Increasing customers trust and relationship is a good avenue of gaining competitive advantage. Thus, the banks under study simply believe in establishing good relationship between them and their direct customers and continuously acquire new ones and gaining their trust.

Figure 2. CRM Devices Used to Maintain Customer Relationships

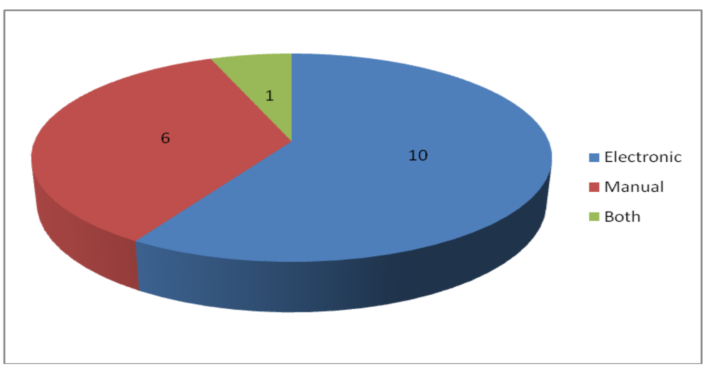


Figure 2 shows the CRM devices used to maintain customer relationship. As shown on the figure, 10 banks use electronic devices, 6 used manual devices and only 1 use both manual and electronic. This goes to show that a bigger portion of the banks have adopted the use of electronic devices in maintaining customer relationships. Building relationships with customers requires data on the customer. If data is to be used, it has to be clean and timely, and the impression is gained that organizations have extensive data on their customers. (Anon, 2002; Abbott, 2001:184).

It has been suggested that organizations are not ready for the implementation of CRM as their data is not good enough (Abbott, 2001:183).

In the Philippines today, looking at customer's baseline data in almost all of the businesses, none among them may be found to have a completely updated customer record. In a study conducted in Europe in the year 2000, none of the organizations had a completely updated data (Abott, 2001) which lead to an implication that businesses are not employing the most effective devices in maintaining customer data and eventually establishing a high grade level of customer relationship.

Table 3 presents the data on the channels used in building relationships with customers. As shown on the table, in the banks included in the study, the number one channel used is face to face. This could mean an ordinary way of establishing customer relationship. Phone links are also among the channels utilized in CRM as well as mails. Web electronic mails were identified as among the less utilized as of the present while using fax machines were also among these devices but was least utilized.

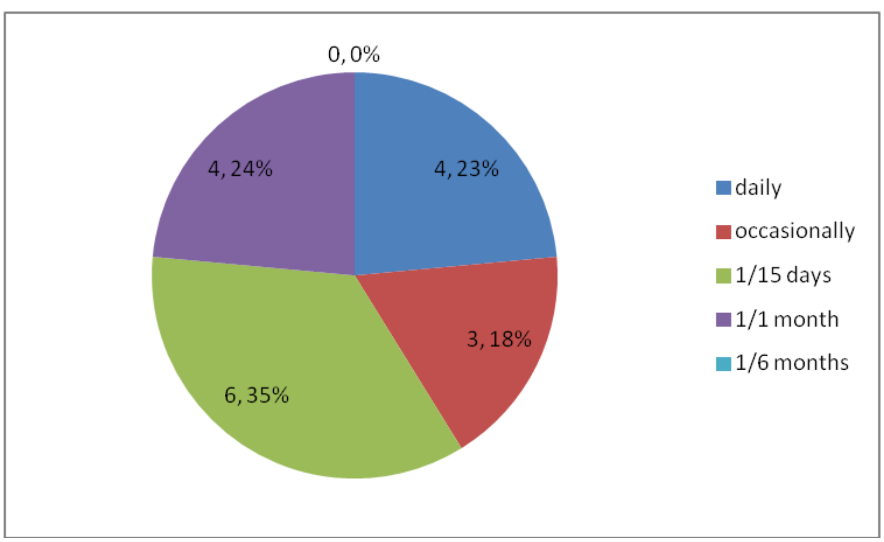
The data below shows that in most cases, the traditional way of maintaining customer relationship is still observed and utilized by the banks. A more advanced channel like utilizing the internet through the social media is not well utilized in the country. While some big banks are, most of the small ones are not utilizing the channel.

Table 3. Channels Utilized in Building Relationships with Customers

Categories	Score	Rank
Face to face	17	1st
Phone link	30	2nd
Mail	46	4th
Web and electronic mail	45	3rd
Fax	55	5th

Figure 3 shows frequency of contact with valued customers for maintaining relationship. As shown on the figure, 6 or 35% banks communicate to customer once in every 15 days, 4 or 24% banks communicate once in a month, 4 or 23% communicate daily and 3 or 18% banks communicate to customers occasionally. Most of the times, the banking institutions have contact with their consumers once in every fifteen days, except for a few who transact more often with the bank.

Figure 3. Frequency of Contact with Valued Customers for Maintaining Relationships



Presented in table 4 are the responses of the respondents as to whether they are using separate databases for corporate and general customers. Two (2) or 12 percent of the respondents said yes while the majority of 14 or 82 percent said no while one respondent did not answer the question. It could be noticed on the table that majority of the respondents in the banks included in the study signified that they have no separate databases for general and corporate customers. They only utilize one storage for their customers. Both corporate and general customers are lumped up together in one database.

Table 4. Separate Database for Corporate and General Customer

Responses	Frequency	Percent
Yes	2	12%
No	14	82%
No answer	1	6%
Total	17	100%

Presented in table 5 are the responses of the respondents as to the importance of identifying valued customers and their basic reasons. As to corporate customers, the main reason why the banks maintain records of them is basically for deposit purposes. Through deposits, banks acquire trust of the depositors and it will eventually increase their investing capacity to other banks and even in the stock market. Second in rank is loan amount that these corporate customers may get into. The higher the loan amount, the greater is the capacity of the bank to earn revenue from interest and other changes which will eventually turn out to be real profits in the future. Third in rank is credit information. Banks retain records of customers for reasons of acquiring credit information from them and to get a log on their monthly transaction records and for other purposes. Nevertheless, banks keep records of corporate clients mainly for legal reasons and for future decision making.

On the other hand, banks also keep and maintain individual client's record in the bank for reasons of loan – which is most likely popular, credit information – just in case the client would enter into a loan. Other reasons ranked third to fifth include deposits, transactions and other reasons which are both legal and proper.

Table 5. Importance for Identifying Valued Customers

Responses	Score	Rank
Corporate		
Deposit	23	1st
Credit Information	30	3rd
Monthly Transaction records	31	4th
Loan amount	28	2nd
Others	44	5th
Customer		
Deposit	35	3.5th
Credit Information	29	2nd
Monthly Transaction records	35	3.5th
Loan amount	25	1st
Others	49	5th

Table 6 presents the data on the level of technology used in Maintaining Customer Relationship. The table showed that for those banks with full automation, 5 of them utilized technology very extensively; 3 said moderately extensive; 1 said somewhat extensive and another 1 said not extensive. It could be said that in fifty percent of the banks in full automation, only fifty percent of them have fully utilized technology in maintaining customer relationship. The rest did not fully employ technology in tracking customers for customer relationship and maintenance.

Table 6. Extent of Utilization of Technology (database, phone link etc.) in Maintaining Relationships

Responses	Frequency	Percentage
Fully Automated		
Very Extensive	4	23.53%
Moderately Extensive	3	17.65%
Somewhat Extensive	1	5.88%
Not Extensive	1	5.88%
Manual		
Very Extensive	6	35.30%
Moderately Extensive	2	11.76%
Somewhat Extensive	-	-
Not Extensive		
Total	17	100%

Table 7 shows the reasons why customers were satisfied in the service given to them by the banks. The number one reason is that customers get prompt service from the banks where they transact business. Second in rank is that customers get an update information on their account anytime, thus customers do not worry much when they need information on their transactions. Other reasons of the customers were not specified except for the fact that they are confident with their frequent contact with representatives and that their conversations are kept.

The result could mean that the banks are always looking forward to customer satisfaction. The banks envisioned of giving the best service to their clients with the expected outcome of maintaining client satisfaction.

Table 7. Database for Customer Satisfaction

Responses	Score	Rank
Customers get updated account information anytime	29	2nd
Customers' get prompt service	23	1st
Conversation are recorded	58	5th
Frequency of contact by representatives are kept	41	4th
Others	38	3rd

Table 7 shows the reasons why customers were satisfied in the service given to them by the banks. The number one reason is that customers get prompt service from the banks where they transact business. Second in rank is that customers get an update information on their account anytime, thus customers do not worry much when they need information on their transactions. Other reasons of the customers were not specified except for the fact that they are confident with their frequent contact with representatives and that their conversations are kept.

The result could mean that the banks are always looking forward to customer satisfaction. The banks envisioned of giving the best service to their clients with the expected outcome of maintaining client satisfaction.

Table 8 presents the purpose of the banks in maintaining relationships with valued customers. It could be seen on the table that for both individual customers and corporate clients, the most important thing for the banks is maintaining the number of customers and eventually increasing their number some time. Second is utilizing the customers as opinion leaders. Other reasons include maintenance of profitability and retaining customers as well as eventually increasing their number at any given time.

It could be noticed that customers are the main focus of the banks because these customers are the key elements that would determine their sustainability to operate banking business at any given rate of time. Sustainability in the banking business is a huge question in recent times amidst ASEAN integration. Whoever and whichever among these banks remain are the only ones who have attained sustainability and customers are fundamental elements to such.

Table 8. **Purposes of Maintain Relationships with Valued Customers**

Responses	Score	Rank
Consumer	14	1st
For retaining customers	47	5th
To utilize valued customers as opinion leader	24	2nd
To maintain profitability	40	4th
For lowing cost	36	3rd
Corporate		
For retaining customers	14	1st
To utilize valued customers as opinion leader	45	5th
To maintain profitability	23	2nd
For lowing cost	34	3rd
Encouraging customers to increase banking activities	39	4th

Different activities were done by the banks in order to maintain relationships with their customers. These include inviting consumers to different occasions, mailing prospects, offering free credit card, calendars and etc., authorizing to participate in decision making, handling advice with care and rewarding for best performances. Among these activities, inviting customers to different occasions and rewarding them for their best performance were extensively utilized by the banks as a way of maintaining good relationships with their customers.

As to their corporate customers, banks extensively utilize rewarding best performances, handling advice with care and inviting these corporate customers to different occasions. This is ways of instilling the corporate customers their importance and infusing them their significance to the banks and the business in general.

Highly extensively utilized strategies on the other hand include mailing prospects, offering credit cards and the like, and inviting them to participate in consultations and some decision making matters. By so doing, corporate customers could articulate themselves to the banking business and ascribe to what the general decision making group has come up with.

Table 9. Extent of Maintaining Relationship with Customers

Responses	Mean	Rank
Customer		
Inviting to different occasion	2.75	Extensive
Mailing prospects, offering free credit card, calendar	2.00	Less Extensive
Authorizing to participate in decision making	2.00	Less Extensive
Handling advise with care	2.58	Less Extensive
Rewarding for best performance	3.00	Extensive
Corporate		
Inviting to different occasion	2.92	Extensive
Mailing prospects, offering free credit card, calendar	3.42	Highly Extensive
Authorizing to participate in decision making	3.42	Highly Extensive
Handling advise with care	2.83	Extensive
Rewarding for best performance	2.92	Extensive

Table 10 presents the attitude of the respondents towards maintaining a long term relationships with customers. As shown on the table, a great majority of the respondents have very positive attitude towards maintaining relationships with their customers. This means that maintaining long term customer relationship is important to them for purpose of attaining a lot of matters in the banking business like trust, increase in number of customers, and attaining a lucrative income in the future.

Table 10. Attitude towards Maintaining the Long Term Relationships with Customers

Responses	Frequency	Percentage
Strongly Agree	16	94%
Disagree		
Agree neither agree nor disagree	1	6%
Strongly disagree		
Total	17	100%

Conclusion

Based on the findings of the study, the researcher supports the concept of Ali, Shohag that customer relationship management or relationship marketing (CRM) system is a business strategy that uses information technology to provide the enterprise with a comprehensive, reliable and integrated view of its customer base so that all business processes and customer interaction help maintain andexpand mutually beneficial relationships.

There are a total of 17 financial institutions included in the study and most of their customers are individuals and corporate but the number of individual customers outnumbered the number of corporate customers. Their main target for their CRM undertakings are persons holding transactions in the bank.

More than 60 percent of the banks under study utilize electronic CRM devices in establishing and maintaining relationships with customers. 6 or 35% used manual devices and only 1 or 5.8 % used both manual and electronic device. Even some of them are using manual devices but they are still practicing standard customer relations. On the contrary, their channels utilized for CRM is face to face and phone links. There was no classification of data for individual and corporate consumers thus, CRM endeavors between these two types of consumers are almost similar. Most of the times, the banking institutions have contact with their consumers once in every fifteen days, except for a few who transact more often with the bank. Banking institutions reveal that they exhaust their available technology in attaining proper customer relationship management and that they feel satisfied with the outcomes of it since the customers also feel satisfied with their customer relationship management.

Banking institutions deemed customer relationship management is important in all aspects especially on the facets of maintaining the number of customers, acquiring more customers by increasing their number of maximizing profit

Recommendation

Banking institutions revealed that they exhaust their available technology in attaining proper customer relationship management and that they feel satisfied with the outcomes of it since the customers also feel satisfied with their customer relationship management. Further, it is recommended that banking institutions afford a more advanced customer relationship management device such as CRM software so as to minimize time spent on it . On the other hand, channels should be more advanced for time minimization and expense minimization for the banks thereby attaining profit maximization in the end.

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