

LASALLIAN RESEARCH FORUM
La Salle University
Ozamiz City

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Editor's Notes

Beginning this issue of the Lasallian Research Forum, the featured researchers will come from across disciplines. Hence, the Sept-Oct 2009 issue features those in the Social Science, Office Administration, Management, English Language, Physical Education, and Political Science.

The first article was penned by **Fernando D. Sumondong**, dean of the College of Arts and Sciences who bravely looked into child maltreatment within families in two selected high schools here in Ozamiz City. **Dr Sumondong's** findings showed that most of his respondents had experienced abuse be that physical (73.33%), psychological and emotional (69.25%). Nevertheless, 59% of the respondents declared they had always someone in the family to take care and protect them, and that their family was a source of strength and support.

Three faculty members of the College of Business Economics conducted studies dealing with deeper introspection about La Salle University students in their academic performance. Long-time research tandem **Teresita O. Dayondon** and **Melissa P. Abamonga** embarked on profiling the Office Administration students. They discovered that 70% of their respondents enrolled in Office Administration had difficulty using the English language in order to express themselves, comprehend stories, or solve problems. This finding explains the respondents' low classroom participation and performance. On the other hand, **Maria Nancy Quinco-Cadosales**, dean of the School of Graduate Studies and Continuing Education and who teaches undergraduate management courses found in her research entitled *Correlates of First Year Students' Academic Performance* that her respondents' academic performance was influenced by their teacher's

classroom management competency more than their self-perception, learning styles, teacher's motivating style, instructional strategies, and communication.

Ludabella Aurora C. Sanes, Physical Education (P.E.) and Music coordinator of La Salle University says that a student's attitude toward a particular school subject is shaped by his/her perception of the teacher or instructional setting. Veering away from research topic such as academic performance of students, **Dr Sanes** undertook identifying the levels of the students' attitudes towards P.E. One hundred and sixty-two P.E.2 students participated in this study.

Folse's (2008) assertion that *better communication—whether in speaking, listening, reading, or writing can be accomplished when learners have acquired more vocabulary* motivated **Marylene N. Tizon**, faculty member of the English department and coordinator of the La Salle University Speech Laboratory, to determine the ability levels of the first year students' in word vocabulary and contextualized vocabulary. She adapted and revised Anghay's (2007) mental exercises on word and contextualized vocabulary tests and administered them to her sampled respondents. The results showed a significant difference between the respondents' word vocabulary ability and contextualized vocabulary ability. Another faculty member in the English department, **Marjorie C. Engcoy** probed into out her English 1B students' strategies in answering essay type of test. She used Bauer-Ramazani's (2005) research instrument which focused on analyzing, organizing, and reviewing answers to the essay questions. Majority (92.5%) of her respondents declared that they read carefully the essay questions at least twice before answering the question, 52% took time deciding on the rhetorical strategy to use, 65% applied a topic sentence in organizing their answer and 85% re-read answers before turning in their papers.

As the teacher of Research Methods to political science students **Anna C. Bocar**, the College Most Creative and Innovative Teacher awardee in May 2005, knows and understands that some stages in any research project appear more difficult than others. Hence, she launched into investigating the most difficult item of all the problems encountered by college student-researchers enrolled in Research Methods that semester. As the main tool in gathering data, a researcher-made questionnaire featured open-ended sentences that were filled in. The survey led her to 7 items, pointing to “cooperation of respondents” as the top-most difficult.

Finally, despite the numerous difficulties encountered by LSU college faculty, they continue servicing the student populace through their research, with full understanding and comprehension that no amount, nor degree of research-related obstacles facing them is insurmountable with the help of the Divine Researcher.

CONGRATULATIONS, Researchers’.

Child Maltreatment within Families of First Year Students in Two Selected High Schools in Ozamiz City

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Abstract

This paper intended to investigate the proliferation of child maltreatment within families. First year students in two selected high schools were the respondents of the investigation. It is revealed that child maltreatment such as physical abuse, neglect and psychological and emotional abuse are happening within families.

1. Introduction

Gone are the days when children are considered properties of their parents or by the adults. Yes, the recent Philippine laws, policies and agreements of nations and states around the world in the United Nations make the widely known practice and belief as supposed to be over. Such notion wherein children are properties of the parents or by the adults must be ended for it resulted in some abuses. It has been practiced and believed, at least in the Philippine society, that whatever happens to children in their family household are categorically family matters only. That, parents have the right to discipline their children in various ways, from hard to injurious beating and spanking, from humiliating, degrading and insulting remarks and neglect. Some parents and other adults have sticks, tail of stingray, belts or twigs of guava tree used as instruments in spanking and beating the children to impose disciplinary measures. Some even resort to putting their child to a sack and hanging them with a smoking or burning bush underneath or kids are forced to kneel on corn kernels or mungo seeds or crystals of salt. Such practices are classified as corporal punishments which follow the

dictum “Spare the rod, spoil the child”. The practice was vehemently condemned by Dr. Jose Rizal for they degraded the human person and curtail the full development of the potentials and capabilities of the individuals (Zaide, 2002).

The United Nations adopted during its General Assembly on 20 November 1989 the Convention On The Rights Of The Child. In effect, the International Labour Conference adopted the Convention Concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour on June 17, 1999 and the World Health Organization published in 2006 a guide on preventing child maltreatment and in taking action and generating evidence and international society for prevention of Child Abuse and Neglect to combat any forms of child maltreatment in the world (Butchart & Harvey, 2006). Being member of United Nations, the Philippine Government enacted laws congruent to the said conventions and guidelines such as Republic Act Nos. 7610 and 7658, Special Protection of Filipino Children published through UNICEF and Republic Act No. 8369, An Act Establishing Family Courts to enforce the protection of children’s rights and welfare. Due to these developments, civil societies, government agencies and private institutions collaboratively advance the promotion of children’s rights and welfare and strongly denounce any forms of child abuse or maltreatment.

In the recent decade, reports, arrests and persecutions in courts regarding child abuse are mounting but unabated (Preda, 2008 and Prieto, 2007). Child abuse such as physical, emotional, psychological, neglect and sexual abuse have been reported in the different media outfits and in the Department of Social Welfare and Development. There are reports of raids and arrests to family members and establishments that employ abusive ways of treating children.

Despite the said developments, people and agencies involved in the advocacy, promotion and protection of children's rights and welfare admit that the statistics of reported cases of child maltreatment are just tip of the iceberg. Numerous cases have remained unreported due to ignorance, lack of budget, cultural and traditional practices of certain communities and naiveté of the law enforcers; thus these are unaccounted, letting the victims suffer without hope of getting justice. There are still families and communities in the Philippines who believe that inflicting physical and verbal harm are effective and essential in discipline. Some agencies and NGO's have controversies with some law enforcers because of lack of knowledge and cultural upbringing. Some law enforces do not fully implement the laws because for them some of the provisions in the Rights and Welfare of Children are not applicable in the Philippines (Artist Helping Children, 2009; Bala, A. R. 2000; Children's Rights Advocacy, 2009; Preda, 2001; Preda, 2008; Butchard & Harvey, 2006).

Hence, this research is conducted in order to help in propagating the culture of vigilance and social awareness regarding any forms of children's rights violations known as child maltreatment. This study particularly investigates forms of child maltreatment that are occurring within the family structure. It intends to help in lessening the gap between ignorance and awareness of child maltreatment so that advocacy, remedy, and prevention would be undertaken by all concern.

Review of Related Literature

All children have the right to health and a kind of life free from any forms of violence. Children or child in singular is a human being in between the stages from birth to puberty. He/She is generally referred as a minor or below the age of majority a child is also described based on relationship with the parents (as sibling) or adults who stand as guardians. In the context of the United Nations Convention on the Rights of the Child, a child refers to every human being below the age

of 18 years unless under the law applicable to the child, majority is attained earlier. Biologically speaking, a child is anyone who is in the developmental stage of childhood, between infancy and adulthood (Wikipedia, 2009). In the Philippines, legally, a child refers to any individual who are below 18 years of age. Those who are eighteen years of age and above belonged to the age of majority (Liwag, 2000 & Bala, 2000).

Conventionally, a child is an offspring of a couple, man and woman who are the parents. In normal circumstances, a man and woman get married and consequently procreate a child which transforms them into a family, known as the basic unit of the society. The family serves as the main link of the child to his/her society. It is where the child first gains experiences such as love, affection, kindness, sympathy, and the like. In the family the child is oriented with the culture of the group, its norms, goals, types of consensus, and sanctions. The parents, the first socializing agents of the child, influence the child's attitudes, norms, values, and standards of right and wrong. Oftentimes, doing what is socially accepted is rewarded while doing otherwise is punished (Kottak, 2009 and Panopio & Rolda, 2002). In the context of the Philippine society, the child's future behavior, attitudes, social sentiments, and standards of right and wrong are reflective of the kind of parents the child has. However, a Filipino child is usually not reared only by the parents. There are other adults who are relatives in the case of extended family or clan members living near to each other who contribute in the upbringing of the child. (Panopio and Rolda, 2002)

Socially, family is considered the simplest form of social organization. In the case of the nuclear family, the father, mother and child have specific roles and functions. The parents are expected to provide formal and informal education of the child. The latter includes socialization in accordance to the values and culture of the bigger society outside of the family. It is expected that the child will

internalize the culture and put into practice in the day-to-day activities. In effect, the child is oriented by the family through informal training regarding the values and culture of the society to make the child acceptable (Panopio and Rolda, 2002; Kottak, 2009).

The process of orientating the child takes a lot of effort on the part of the parents and of other adults in the family (in the case of extended family). Most families employ methods such as rewards and punishment method. A reward is given when the child performs what is acceptable and a punishment for doing otherwise as a form of discipline. Historically, Philippine society has its own process of disciplining children. Dr. Jose Rizal in one of his writings criticized the basic educational system of the friars during the Spanish period for it followed the dictum of “Spare the rod, Spoil the Child”, a dictum which believed in the use of corporal punishment in disciplining children. Rizal described in his writings that children were forced by the friars to lie in the desk or bench facing downwards and beaten by a slipper, belt, stick or a piece of wood. The friars justified that it was for purposes of imposing discipline (Zaide, 2002). Though the Philippine society had been set free from the clutches of the Spaniards in 1898, culturally the Filipinos are still haunted by the past that they too copied the ways of the Spaniards in forging discipline. The feudal relation between the people in authority and subordinates is still prevalent in the present society and very much alive in most of the Filipino families. There is still the feudal relation between the parents and the children. The parents are believed as people of authority and the children are there to follow. To generate obedience from the children, some parents used corporal punishment regardless of the age of the children. Generally, parents claim they do it to discipline the children so that they will become acceptable in the society. It is for the children’s sake they say. Sad to note that such claim is until now accepted by the majority Filipinos; which explains the lackluster law enforcement regarding child protection in the family setting especially when it is in the ambit of providing discipline to a child in which in reality it already

amounts to child maltreatment (Panopio & Rolda, 2002; Butchard & Harvey, 2006 and Preda, 2008).

There are also cases wherein a child is maltreated due to several reasons such as; the child is unwanted, the child becomes a burden or the parents are hooked on vices that the United Nation Convention on the Rights of the Child and its Optional Protocols has pronounced that children around the world are victims and witnesses of physical, sexual and emotional violence inside their very own homes and families. Moreover it is a global problem with a serious impact on the victims' physical and mental health, well-being and development throughout their lives – and, by extension, on society in general. Hence, it calls all governments, agencies and non-government organizations to institute laws, policies and programs that would pave the way for a clear prohibition of violence or child maltreatment within homes and families (Butchard & Harvey, 2006).

Child maltreatment is referred to as the ill-treatment, sexual abuse, neglect and negligent treatment of children, commercialization like trafficking or other forms of exploitation. Maltreatment of children occurs in various settings and the perpetrators could be parents and other family members; caregivers; friends; acquaintance; strangers; others in authority – such as teachers, soldiers, police officers and clergy; employers; health care workers or other children. Cases of child maltreatment perpetrated by parents, adults or caregivers within the family are the least visible forms of child maltreatment because they occur in the privacy of the domestic life but significantly prevalent in all societies (Butchard & Harvey, 2006). Incidents happening at the child's home or family are so difficult to be determined and accounted for as well as be given strategies of preventive measures because the perpetrators of the maltreatment are at the same time the source of nurture for the child. Despite the difficulty in giving exact numbers of children maltreated by parents and other family members, child maltreatment is recognized internationally as a serious public health,

human rights, legal and social issue (Butchard & Harvey, 2006; Liwag, 2000 and Bala, 2000).

Child maltreatment within homes and families is an international issue because the nature and severity of both the violence itself and its consequences can vary extremely widely. Extremely, child maltreatment sometimes leads to death. Physical injury itself has less severe effect in terms of damage to the child's well-being than the acute psychological and psychiatric consequences, and the long-term impact on the child's neurological, cognitive and emotional development and overall health. Studies revealed that victims of child maltreatment will likely become victims or perpetrators of child maltreatment as they grow older (Butchard & Harvey, 2006; Cohen & Watson, 2001, Bala, 2000 and Liwag, 2000).

Child maltreatment is distinguished into four types: physical abuse, sexual abuse, emotional and psychological abuse, and neglect. Physical abuse is defined as the intentional use of physical force against a child that results in or has a high likelihood of resulting in harm for the child's health, survival, development or dignity. This includes hitting, beating, kicking, shaking, biting, strangling, scalding, burning, poisoning and suffocating. According to (Butchard & Harvey, (2006); Cohen & Watson, (2001), Bala, 2000 and Liwag, (2000) physical violence against children in the family homes is perpetrated for the purpose of imposing discipline

Emotional and psychological abuse comprises both isolated incidents, as well as a pattern of failure over time on the part of a parent or caregiver to provide a developmentally appropriate and supportive environment. Acts in this category may have a high probability of damaging the child's physical or mental health, or its physical, mental, spiritual, moral or social development. Abuse of this type includes: the restriction of movement; patterns of belittling, blaming, threatening,

frightening, discriminating against or ridiculing; and other non-physical forms of rejection or hostile treatment (Butchard & Harvey, 2006).

Neglect is both isolated incidents as well as a pattern of failure over time on the part of the parent and other family member to provide for the development and well-being of a child particularly in health, education, emotional development; nutrition, shelter and safe living conditions. The parents of neglected children are not necessarily poor. They are equally financially well-off (Butchard & Harvey, 2006; Cohen & Watson, 2001, Bala, 2000 and Liwag, 2000).

Sexual abuse refers to the involvement of a child in a sexual activity with an adult or any person older or bigger, in which the child is exploited as sexual object for gratification of the older person's desires (CSWD, 2000).

Due to the recognized prevalence of child maltreatment in the whole world which happen within the very family the child belongs, all sectors and people from all walks of life are challenged to take part in the advocacy struggle of promoting, preventing and protecting all children from any forms of maltreatment.

Conceptual Framework

This study is based on the document of Butchart and Harvey (2006) on the *Report of the consultation on child abuse prevention, 29-31 March 1999. Geneva, World Health Organization, 1999* and *World Report on Violence and Health. Geneva, World Health Organization, 2002* which conceptualizes child maltreatment as all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power. However, this study focuses its investigation on determining the

prevalence of child maltreatment in terms of physical abuse, psychological and emotional abuse, and neglect among the selected first year students in two selected high schools in Ozamiz City.

Statement of the Problem

This study aims to investigate the prevalence of child maltreatment within the families in two selected high schools in Ozamiz City. Specifically, this study seeks to find answers to the following research questions:

1. Is child maltreatment within the family prevalent as experienced by selected first year students in these two selected high schools in terms of:
 - 1.1.1 Physical Abuse
 - 1.1.2 Neglect
 - 1.1.3 Psychological and Emotional Abuse

Significance of the Study

This study aims to help in lessening the existing gap in current data regarding the occurrence of child maltreatment within homes and families. This study establishes the importance of educational institutions, government agencies and non-government organizations in the collective action, in the advocacy of promoting, protecting and in preventing child maltreatment. Nevertheless, this study will benefit the students, school administrators, teachers, government agencies, non-government organizations, the families, and the society in general.

Students. This study will enlighten the students regarding the different forms of child maltreatment. They will become critical about their rights and welfare and be able to prevent becoming a victim of any forms of maltreatment within the family.

Teachers. This study is beneficial to the teachers in their teaching ministry. They can adjust accordingly their methods and strategies in the teaching-learning process to children with experiences of maltreatment. Moreover, the teachers can also integrate in their lessons the rights and welfare of the children and procedures on how to prevent any form of maltreatment.

School Administrators. This study will serve as salient data for school administrators regarding the prevalence of child maltreatment among students in Ozamiz City and consequently impose policies, activities and programs that gear towards promotion, protection and prevention of child maltreatment.

Government Agencies. Child maltreatment within family is not merely a domestic affair. Hence, promotion, protection and prevention of maltreatment must form part and parcel of the programs of the government since children are citizens of the state that deserve equal protection of the law. Government's active involvement is very important because children by their status are incapable of defending themselves from the onslaughts of the adults. Hence, the local government units and Department of Social Welfare and Development must be proactively involved in the advocacy.

Non-government Organizations. Due to the insufficiency of funds and personnel of the government agencies in fighting against child maltreatment and cultural adamant of the Philippines society on some forms of maltreatment, active involvement of the civil societies is imperative. Non-government organizations having advocacy against any forms of violence or maltreatment against children, like the

UNICEF, GITIB, Inc., Bantay Bata 163 can utilize the result of this study in their quest for advancing the rights and welfare of the children.

Philippine Society. This study will educate everyone regarding the prevalence of child maltreatment within the family. This will lead to a level of realization that some forms of socially and culturally accepted treatment of children are in reality forms of child maltreatment. Consequently, the culture of peace and harmony among parents and adults and children will reign within the family because respect and obedience are earned, not violently imposed.

Families. The result of the study will serve as wake up call to all members of the family in such a way that they will know as to what extent they will discipline their children and what would be the proper way of instituting discipline.

Scope and Limitation

The scope of the study is confined mainly to the 93 first year students in two selected high schools in Ozamiz City during the academic year 2008-2009.

Child maltreatment is limited to physical abuse, psychological and emotional abuse, and neglect experienced by the children within their families or homes. This study does not include sexual and child labor maltreatments and any forms of maltreatments experienced by the children outside their families or homes.

2. Methodology

This section presents the research design, the respondents of the study, data gathering instrument, data gathering procedure and statistical treatment of the data.

Research Design

This research used a descriptive research design involving description, recording, analysis, and interpretation of conditions experienced by the respondents at their respective homes or families. The respondents of the study were the 93 freshmen students of the two selected high schools. Names of schools were withheld for protection of respondents.

Research Instrument

To assess the prevalence of child maltreatment of selected first year students in Ozamiz City, the researcher utilized a part of the instrument **Adverse Childhood Experiences Study Questionnaires** (Felitti V.J. et al, 1998). This instrument was taken from the **“Preventing child maltreatment: a guide to taking action and generating evidence and International Society for Prevention of Child Abuse and Neglect”** from the WHO Library Cataloguing-in-Publication Data (Butchart & Harvey, 2006). The areas of the instrument that was used in this study were those involving physical abuse, psychological and emotional abuse and neglect.

Data Gathering Procedure

The researcher sought approval through a letter to the Vice-Principals to conduct the study and administer the survey questionnaire to their freshmen students.

The survey questionnaire was administered to the respondents by the researcher. Since the instrument was in English, the researcher translated it into vernacular and discussed the essence per item to the respondents. Moreover respondents raised some clarification regarding some of the items, the researcher responded accordingly.

Statistical Treatment of the Data

Analysis was made by the used of percentage distribution only.

3. Results and Discussions

This section presents the data gathered through tabulated form with corresponding interpretation and discussion of the data gathered.

Physical Abuse in the Family

Table 1 presents the data on the prevalence of physical abuse experienced by the respondents in their respective homes.

Table 1: Physical Abuse As Experienced by the Respondents in their Families

Items	Response	Number of Respondents	Percentage
1. How often were you spanked?	Never	3	3.22
	Once, Twice	25	26.88
	Sometimes	51	54.84
	Often	11	11.82
	Very Often	3	3.22
	Total	93	100
2. Actually pushed, grabbed, shove, slapped or throw something at you?	Never	31	33.33
	Once, Twice	35	37.63
	Sometimes	22	23.66
	Often	5	5.38
	Very Often	0	0
	Total	93	100
3. Hit you so hard that you had marks or were injured?	Never	41	44.09
	Once,	23	24.73

	Twice		
	Sometimes	22	23.66
	Often	3	3.22
	Very Often	4	4.30
	Total	93	100

Table 1 reveals that most of the respondents experienced spanking in their family. Majority claimed that they were sometimes spanked while 14 respondents (11 often and 3 very often) claimed that they were spanked often and very often in their respective families.

Majority of the respondents claimed that they experienced being pushed, grabbed, shoved, slapped or thrown at something in their respective families. Though 31 of the respondents claimed that they never experienced such abuse and nobody claimed of experiencing it very often, it is so disturbing that 22 claimed they experienced it sometimes and 5 often did.

Forty-one of the respondents claimed that they never experienced being hit so hard that they got marks or injuries. Majority experienced the abuse.

It is important to note that in indicator number 2, nobody claimed that they had *actually* been abused very often but four of the respondents claimed that very often they experienced abuse. It can be surmised that 4 respondents had experienced being hit so hard with marks and injuries very often by accident in their very own homes.

The data in Table 1 supports the claim of the advocates of the children’s rights protection that physical abuse is prevalent in the homes or families of children (Butchart & Harvey, 2006; Artists Helping Children, 2009; CSWD, 2000; Children’s Rights Advocate, 2009; Preda , 2001 & 2008 and Children’s Rights Advocacy, 2009). It is true in Ozamiz City corroborating the report of the City Social

Welfare and Development which claims that physical abuse are happening intentionally and accidentally in some families in Ozamiz City (Prieto, 2007). Therefore, the null hypothesis which claimed that child maltreatment particularly physical abuse not prevalent among families in Ozamiz City is rejected.

Neglect in the Family

Table 2 reveals the data on how prevalent neglect in the family is experienced by the respondents.

Table 2: Neglect As Experienced by the Respondents in their Families

Items	Response	Number of Respondents	Percentage
1. You did not have enough to eat.	Never True	53	56.99
	Rarely True	30	32.26
	Sometimes True	8	8.60
	Often True	2	2.15
	Very Often True	0	0
	Total	93	100
2. You had to wear dirty clothes.	Never True	74	79.57
	Rarely True	10	10.75
	Sometimes True	9	9.68
	Often True	0	0
	Very Often True	0	0
	Total	93	100
3. Your parents were too drunk or high on drugs to take care of the family.	Never True	79	84.95
	Rarely True	11	11.83
	Sometimes True	2	2.15
	Often True	1	1.07
	Very Often True	0	0

	Total	93	100
4. You know there is someone to take care of you and protect you.	Never True	10	10.75
	Rarely True	6	6.46
	Sometimes True	10	10.75
	Often True	8	8.60
	Very Often True	59	63.44
	Total	93	100
5. There was someone to take you to the doctor where you needed it.	Never True	8	8.60
	Rarely True	6	6.45
	Sometimes True	14	10.05
	Often True	21	22.58
	Very Often True	44	47.31
	Total	93	100
6. Your family was a source of strength and support.	Never True	4	4.30
	Rarely True	10	10.75
	Sometimes True	1	1.07
	Often True	20	21.51
	Very Often True	58	62.37
	Total	93	100

Table 2 reveals that majority (53) of the respondents did not experience not having enough to eat. It is also revealed that 74, a large majority of the respondents claimed that they never experienced a moment that they had to wear dirty clothes. However, it is still worth noting that 40 of the 93 respondents experienced not having enough to eat and 19 respondents experienced moments that they had to wear dirty clothes. This is probably due to poverty. Students in these two selected high schools are from the marginalized sector of the society in Ozamiz City. One high school caters to children of families of the urban poor while the other caters to the children who are working

during day time as well as working as house helpers (Quinco, 2008; BMSLS Vision-Mission, 2008 & NHS Vision-Mission, 2008).

Table 2 reveals that a large majority (79) claimed that they never experienced that their parents were too drunk or high on prohibitive drugs to take care of the family. However, it is worth noting that 14 respondents did. It is a positive information on the part of schools concerned that majority of the respondents' parents are hooked on drugs. Despite the fact that its menace is so prevalent in the city of Ozamiz as pointed out by the Philippine National Police, that majority of the criminal cases in Ozamiz are drug-related. Moreso, records in the Ozamiz City Jail indicate majority of the inmates face drug related cases (PNP, 2009 and OCJ, 2009). Children with parents who are hooked on drugs or drunkards are prone to different kinds of abuses such as physical, neglect, psychological, emotional and sexual abuse. Drug addiction and alcoholism affect the person's moods and behavior which disrupts family life and the drug addict or alcoholic person would likely become a violent person (Softlandingrecovery, 2009).

Table 2 reveals also that only a minority claimed **Never True** that there is someone who takes care and protects them (10 or 10.75%), that there is someone who will take them to the doctor when needed (8 or 8.60%) and that their respective families are sources of their strength and support (4 or 4.30%). Nevertheless, majority of the respondents believed and experienced that someone in their respective families take good care and protect them and that they will be brought to the hospital if necessary and on top it all, their families are there to support them. However, since we are dealing with human beings here, children with rights, a bold move should be done for the minority of the respondents who have experienced neglect from their parents and family members. It is a fact that children who experienced neglect will likely become a person with low self-esteem and will have difficulty in managing emotions (Butchart & Harvey, 2006).

Though majority of the respondents claimed that they never experienced *neglect* from their respective families, the claim of the minority would attest that neglect is indeed prevalent, however, not rampant. It has to be noted and be dealt with because if not, it might deteriorate the very fabric of our family system which takes pride of our culture of *close family ties*, a culture which everyone could attest that the family is a source of strength and protection (Panopio & Rolda, 2002 and Kottak, 2009).

Though not very rampant, Table 2 reveals that child maltreatment, particularly *neglect*, is prevalent. Therefore, the null hypothesis is rejected. Child maltreatment such as neglect is prevalent but not to a great extent.

Psychological and Emotional Abuse in the Family

Table 3 reveals the data on the prevalence of psychological and emotional abuse as experienced by the respondents.

Table 3: Psychological and Emotional Abuse As Experienced by the Respondents

Items	Response	Number of Respondents	Percentage
1. Someone in your family calls you names like “lazy” or “ugly”.	Never True	16	17.20
	Rarely True	43	46.24
	Sometimes True	24	25.81
	Often True	4	4.30
	Very Often True	6	6.45
	Total	93	100
2. Someone in your family insults you or puts you down?	Never True	32	34.41
	Once, Twice	28	30.11

	Sometimes	26	27.96
	Often	4	4.30
	Very Often	3	3.22
	Total	93	100
3. Someone in your family threatens to hit you or throw something at you but didn't do it?	Never True	17	18.28
	Once, Twice	35	37.63
	Sometimes	32	34.41
	Often	5	5.38
	Very Often	4	4.30
	Total	93	100
4. Someone in your family acts in a way that make you afraid that you might be physically hurt.	Never True	33	35.48
	Once, Twice	20	21.50
	Sometimes	28	30.11
	Often	5	5.38
	Very Often	7	7.53
	Total	93	100

Table 3 reveals that only minority of the respondents claimed **Never True** that they experienced being called things like lazy or ugly (16) and being insulted and humiliated (32). Majority claimed that they have experienced being called lazy or ugly, insulted and humiliated as a person. It is worth noting that 4 respondents claimed **often** and 6 **very often** of being called ugly and lazy while 4 respondents claimed **often** and 3 **very often** of being insulted and humiliated.

It is also revealed in Table 3 that only minority 17 respondents claimed **Never True** of being threatened to be thrown at with things and being threatened of being hurt physically (33). Majority of the respondents experienced threats of being hurt in their respective families. Nine respondents, 5 often and 4 very often, claimed of being threaten to be thrown with things, while 5 respondents claimed often and 7 very often afraid because someone in their family might hurt them.

The data supports the claim of the advocates and defenders of children's rights and welfare that psychological and emotional abuse is indeed prevalent (Butchart & Harvey, 2006; Life Writer, 2009; Children's Rights Advocacy, 2009). It is prevalent in Ozamiz City, thereby, rejecting further the null hypothesis of the study which states that; "There is no child maltreatment among families in Ozamiz City."

Final Analysis

The data gathered reveals that physical and emotional and psychological abuses are rampant among the families of Ozamiz City. However, neglect in the family is minimal. This implies that the children feel that they are not neglected despite their experience of physical, emotional and psychological abuses. Both respondents and their parents still believe that the so called abuses are just part of instilling discipline. This is congruent to the claim that some parents and adults are still culturally engulfed with the idea that physical and psychological and emotional abuse may be inflicted (Butchart & Harvey,, 2006) to make the children obedient and disciplined.

4. Summary, Conclusion, and Recommendations

This section presents the summary, findings, conclusion and recommendations of the study.

This study intended to find out whether a type of child maltreatment such as physical abuse, neglect and psychological and emotional abuse is prevalent among the selected families of Ozamiz City.

The respondents of the study were the freshmen students of two selected high schools in Ozamiz City, Misamis Occidental, Philippines. The students were sons and daughters of the urban poor and working class of Ozamiz City.

This study was seen as significant because it would enlighten the people of different sectors of Ozamiz City regarding the prevalence of child maltreatment. In effect actions will be taken by schools concern, government agencies and non-government organizations regarding the gravity of the problems of child maltreatment not only in Ozamiz City but also throughout the region, if not the country.

Findings

The study reveals the following findings:

1. Most of the freshmen students in this study have experienced *physical abuse* within their homes and families.
2. Only a minority of the first year students have experienced *neglect* within their homes and families.
3. Most of the first year students have experienced psychological and emotional abuse within their homes and families.
4. A few of the first year students of are experiencing often and very often experience physical abuse, neglect, and psychological and emotional abuse or maltreatment within their homes and families.
5. A few of the first year students experienced not having enough food to eat.
6. A few of the first year students have parents who are hooked on drugs and are drunkards.

Conclusion

Child maltreatment particularly physical abuse is prevalent in most of the families in these two selected schools well as, neglect, psychological and emotional abuse, too. Despite poverty which causes insufficient food for the families, addiction in drug and alcohol is rampant.

Recommendations

Based on the findings and conclusions of the study, the following are being recommended:

1. A similar study should be conducted with respondents from the different public and private secondary schools in Ozamiz City. Moreover, another study should be conducted on the effects of child maltreatment on academic performance, self confidence and managing emotions and subsequently on child maltreatment that will include sexual abuse and child labor within the family.
2. The administrators of said schools should set up an advocacy program that will disseminate the laws on children rights and welfare to the students and parents alike. Moreover, they should have activities for the parents of their students that stress the values of prevention of child abuse and maltreatment.
3. The faculty should start educating their students regarding their rights and welfare and to report to the authorities any forms of maltreatment they experience and witness.
4. The local government units and the City Social Welfare and Development Office of Ozamiz City should intensify its efforts

to prevent child maltreatment and to help prosecute the perpetrators.

5. The private sector or non-government organizations should help in setting up drop - in and rehabilitation centers for victims/survivors of child maltreatment.

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Correlates of First Year Students' Academic Performance in the College of Business and Economics

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Abstract

The study aims to determine the correlates of the first year students' academic performance in the College of Business and Economics, La Salle University for the first semester of the academic year 2008 – 2009. Findings revealed that the first year students had higher self-perception on achievement motivation and self-determination, are visual learners and their final grades fall under the 75 – 89 range. Further, the study found out that among the teacher's professional competencies, motivational competence is rated higher than subject-matter, use of instructional strategies, classroom management, and communication competencies. Among the correlates identified, it was found out the teacher's classroom management had a negative correlation to students' academic performance. With this, further studies are recommended to find other correlates to students' academic performance.

1. Introduction

Attribution theory (Weiner, 1980, 1992) is one of the most influential contemporary theories with implications for academic motivation. It incorporates behavior modification in the sense that it emphasizes the idea that learners are strongly motivated by the pleasant outcome of being able to feel good about themselves. It incorporates cognitive theory and self-efficacy theory in the sense that it emphasizes that learners' current self-perceptions will strongly influence the ways they will interpret the success or failure of their current efforts and hence, their future tendency to perform these same behaviors. Students attribute their successes or failures to factors that enable them to feel as

good as possible about themselves. In general, this means that when learners succeed at an academic task, they are likely to attribute this success to their own efforts or abilities. The basic principle of attribution theory as it applies to motivation is that a person's own perceptions or attributions for success or failure determine the amount of effort the person spends on an activity.

The attributions to self – perception included in this study are self-efficacy, self-determination, self-esteem, and achievement motivation. *Self-efficacy* (Bandura, 1998) is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes. Further, Bandura stresses that a strong sense of efficacy enhances human accomplishment and personal well-being in many ways. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep engrossment in activities. They set themselves challenging goals and maintain strong commitment to them. They heighten and sustain their efforts in the face of failure. They quickly recover their sense of efficacy after failures or setbacks. They attribute failure to insufficient effort or deficient knowledge and skills which are acquirable. They approach threatening situations with assurance that they can exercise control over them. Such an efficacious outlook produces personal accomplishments.

Self – determination as defined by Deci and Ryan (2002) is the capacity to manage one's own affairs, make one's own judgments, and provide for oneself *independence*, *self-reliance*, *self-sufficiency*. The

person has three psychological needs of self-determination, competence, and relatedness which explain most of the variance in terms of how needs motivate behavior and guide development. Self-determination theory is a general theory of human motivation concerned with the development and functioning of personality within social contexts. The theory focuses on the degree to which human behaviors are self-determined, the degree to which people endorse their actions at the highest level of reflection and engage in the actions with a full sense of choice.

Self-esteem reflects a [person's](#) overall evaluation or appraisal of his/her own worth (Crocker and Park, 2004). Self-esteem encompasses beliefs (for example, I am [competent/incompetent](#)”) and emotions (for example, [triumph/despair](#), [pride/shame](#)). Behavior may reflect self-esteem (for example, [assertiveness/timorousness](#), [confidence/caution](#)).

Motivation is the basic drive for all of one's actions. Motivation refers to the dynamics of one's behavior, which involves his / her needs, desires, and ambitions in life. Achievement motivation is based on reaching success and achieving all of one's aspirations in life. Achievement goals can affect the way a person performs a task and represent a desire to show competence (Harackiewicz, Barron, Carter, Lehto, & Elliot, 1997 in Rabidaeu, 2005). Motivation is important because it affects one's life everyday. All of one's behaviors, actions, thoughts, and beliefs are influenced by his/her inner drive to succeed. The influence of an individual's needs and desires both have a strong impact on the direction of their behavior. Motivation is based on one's emotions and achievement-related goals. There are different forms of motivation including extrinsic, intrinsic, physiological, and achievement motivation (Rabidaeu, 2005). *Achievement motivation* is the need for excellence for its own sake, without regard for any external rewards that one's accomplishments might bring. Individuals with high

achievement motivation seek out challenging tasks that they know they can accomplish with effort and persistence (Eccles et al., 1998 in Omrod, 2003). Productive individuals are able to focus energy, confidence, and concentration on achieving a goal (Sadker and Sadker, 2005). They tend to be motivated by challenging assignments, opportunities for second attempts, and corrective feedback. Studies have shown that students with high achievement motivation generally earn better grades and more likely to attribute their success to their own ability (Seng, 2003 in Cadosales, 2007). Achievement motives are said to have an indirect or distal influence, while achievement goals are said to have a direct or proximal influence on achievement-relevant outcomes (Elliot & McGregor, 1999 in Rabidaeu, 2005).

Students preferentially take in and process information in different ways: by seeing and hearing, reflecting and acting, reasoning logically and intuitively, analyzing and visualizing (Felder and Soloman, n.d.). The learning styles of the students influence their academic performance. *Learning styles* are diverse ways of learning, comprehending, and knowing (Sadker and Sadker, 2005). They further stress that students have preferred learning styles and that teaching to these preferred styles increase educational success. The most common three learning styles frequently mentioned in the literature, which are included in this study are visual, auditory, and kinesthetic.

Effective teachers possess certain characteristics like motivating personality with enthusiasm, warmth, humor, and credibility; and an orientation to success. Teachers need to be encouraging and supportive to their students. They require a professional demeanor that is businesslike, goal oriented, serious, deliberate, organized, and being adaptable, flexible, and knowledgeable (Cruickshank et al., 1999 in Lang and Evans, 2006). Moreover, Santrock (2006) has noted that effective teachers have good command of their subject matter and a

solid core of teaching skills. They have excellent instructional strategies supported by methods of goal setting, instructional planning, and classroom management (Manning and Bucher, 2003). They know how to motivate, communicate, and work effectively with students. They also understand how to use appropriate levels of technology in the classroom.

The researcher is alarmed by the academic performance of students in Management 1. A good number of first year students got a failing grade in every grading period as shown in Table 1. This made the researcher pose a question on her teaching competencies question also the entrance skills of the students in the majors that they are enrolled in. Hence, this research was conceptualized to look for possible reason(s) on the correlates that might have some effects on the academic performance of the first year students. Table 1 displays the grade distribution of the students in prelim, midterm, and semi-finals.

Table 1: The Distribution of Students' Grades

Grades	PRELIM		MIDTERM		SEMI-FINALS	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
97 – 100	1	1	-	-	1	1
94 – 96	-	-	2	2	6	8
91 – 93	1	1	3	4	3	4
88 – 90	4	5	7	9	10	13
85 – 87	4	5	6	8	11	14
82 – 84	4	5	12	16	4	5
80 – 81	15	20	8	10	9	12
75 – 79	22	29	25	33	22	29
70 – 74	26	34	14	18	11	14
TOTAL	77	100	77	100	77	100

(Source: LSU Grading System)

As noted in the Table, 26 students got a failing grade in prelim, 22 of them got a grade between 75 – 79. Although there was a decrease in the number of students who failed in midterm and semi-finals still majority of the students' grades fell in the range between 75 – 79.

The Problem

This study assesses the correlates of the first year students' academic performance in the College of Business and Economics, La Salle University, Ozamiz City during the first semester of the academic year 2008-2009. Furthermore, the study answers the following problems:

1. What is the profile of the first year students' self-perception and learning styles like:

- 1.1 self-perception

- 1.1.1 self-efficacy;

- 1.1.2 self-determination;

- 1.1.3 self-esteem; and

- 1.1.4 achievement motivation?

- 1.2 learning styles

- 1.2.1 auditory;

- 1.2.2 visual; and

- 1.2.3 kinesthetic?

2. What is the profile of the teacher's professional competencies in the following:

- 2.1 subject matter competence;

- 2.2 use of instructional strategies competence;
 - 2.3 classroom management competence;
 - 2.4 communication competence; and
 - 2.5 motivational competence?
3. What is the profile of the students' academic performance?
4. Is there a significant relationship between the correlates and the first year students' academic performance, namely:
- a. self-perception;
 - b. learning styles; and
 - c. teacher's professional competencies?

2. Methodology

The descriptive-correlational method of research was used in this study. It attempted to describe, correlate, analyze, and interpret data on the correlates of the students' academic performance.

The respondents of the study were the first year students in the College of Business and Economics and School of Hotel and Restaurant Management. These students were enrolled in the first semester of the academic year 2008 – 2009. Table 1 displays the distribution of respondents by major.

Table 1: Distribution of Respondents by Major

College of Business and Economics	Frequency	Percentage
Bachelor of Science in Business Accounting	26	34
<i>School of Hotel and Restaurant Management</i>		
Bachelor of Science in Hotel Management	12	16

<i>Table 1, continued</i>		
Hotel and Restaurant Management	38	49
Associate in Hotel and Restaurant Management	1	1
TOTAL	77	100

Sixty six percent of the respondents came from the School of Hotel and Restaurant Management. Forty nine percent of them are majoring in Hotel and Restaurant Management.

This study used researcher-made questionnaires to assess the self-perception of students and the professional competencies of the teacher. The questionnaire to assess the learning style of the students was adopted from Parsons (2003).

The questionnaire was pre-tested to randomly chosen students. The statistical software program Statistical Package for the Social Sciences (SPSS version 11) was used to establish the reliability of the questionnaire. The following Cronbach's alpha was obtained for the students' self – perception and the teacher's professional competencies as shown in Table 2.

Table 2: The Cronbach's alpha of the Students' Self – Perception and Teachers' Professional Competencies

Students' Self – Perception (.9444)	Cronbach's alpha
Self-efficacy	0.9051
Self-determination	0.8152
Self-esteem	0.8450
Achievement motivation	0.6714
Teacher's Professional Competencies	
Subject Matter Competence	0.6529
Use of Instructional Strategies Competence	0.7381
Classroom Management Competence	0.7771

<i>Table 2, continued</i>	
Communication Competence	0.7672
Motivational Competence	0.7770

The first year students were enrolled in Management 1 course for the first semester of the academic year 2008-2009. Only the teacher handling the course was evaluated in her professional competencies. The academic performance of the students was measured through their final grade in Management 1. The weighted mean was utilized in describing the correlates of the first year students' academic performance. The Pearson Product Moment Correlation was used to establish the correlation between correlates (except learning styles) and the students' academic performance with 5% level of significance. Chi square was employed to find the significant relationship between students' learning styles and their grade. The students' unedited comments were integrated to substantiate the analysis and interpretation. A Focused Group Discussion was also conducted among selected students.

Students were asked to rate of their self-perception and learning styles, and the professional competencies of their teacher. Their ratings on each item were analyzed using the following qualitative and quantitative descriptions.

Students' self – perception and learning styles

- 5 - Very true of me
- 4 - Generally true of me
- 3 - Moderately true of me
- 2 - Slightly true of me
- 1 - Not at all true of me

Teacher's Professional Competencies

5	-	Excellent
4	-	Very Good
3	-	Good
2	-	Fair
1	-	Poor

Students' final grades were also clustered according to:

95 – 100	-	Very High
90 – 94	-	High
85 – 89	-	Average
80 – 84	-	Low
75 – 79	-	Very Low
74 and below	-	Fail

3. Results and Discussion

This section presents, analyzes and interprets the data gathered on the correlates of the students' academic performance.

Students' Self-Perception. The students' self-perception is identified in terms of their self efficacy, determination, esteem, and achievement motivation. The indicators of self – perception are displayed in Table 3.

Table 3: Profile of Students' Self-Perception

Indicators	Mean	Verbal Description
Self-Efficacy		
1. I accept the competence feedback of my teachers.	4.01	Moderately true of me
2. I have mastery on challenging task.	3.80	Moderately true of me
<i>Table 3, continued</i>		

3. I set high but obtainable goals in doing a task.	3.80	Moderately true of me
4. I believe that there are benefits in performing a task.	4.56	Generally true of me
5. I find new strategies when I am not able to do a particular task.	3.81	Moderately true of me
GRAND MEAN	4.00	Moderately true of me
Self-Determination		
6. I make choices for the opportunities presented.	3.97	Moderately true of me
7. I have autonomy in choosing extracurricular activities to join.	4.09	Moderately true of me
8. I accept externally imposed constraints as opportunities to learn.	4.17	Moderately true of me
9. I am intrinsically motivated in performing a task.	4.29	Generally true of me
10. I positively accept my teachers' evaluation of my performance.	4.44	Generally true of me
GRAND MEAN	4.19	Moderately true of me
Self-Esteem		
11. I believe that I am worthy.	3.93	Moderately true of me
12. I have a positive self-image.	3.95	Moderately true of me
13. I can handle my emotions well.	4.11	Moderately true of me
14. I believe that I can achieve my academic goals.	4.08	Moderately true of me
15. I find solutions to my problems and cope with them.	4.33	Generally true of me
<i>Table 3, continued</i>		
GRAND MEAN	4.08	Moderately true of me
Achievement Motivation		

16. I initiate a new idea.	4.11	Moderately true of me
17. I accomplish my work without expecting any award.	4.26	Generally true of me
18. I always look ways on how to improve my work.	4.39	Generally true of me
19. I reflect on results of what I do.	4.23	Generally true of me
20. I finish my job within the deadline.	3.96	Moderately true of me
GRAND MEAN	4.19	Moderately true of me
OVER – ALL MEAN	4.11	Moderately true of me

Legend: 4.21 – 5.00 - Very true of me
3.41 – 4.20 - Generally true of me
2.61 – 3.40 - Moderately true of me
1.81 – 2.60 - Slightly true of me
1.00 – 1.80 - Not at all true of me

The students' believed that there are benefits in performing a task. This data implies that students learn in the activities assigned to them. The students also consider the competence feedback of their teachers. Moreover, the students positively accept their teacher's evaluation of their performance. Thus, they are more intrinsically motivated in performing tasks. When a person is governed with motives the better they can find solutions to their problems and cope with them. With this, students look for ways on how to improve their work even without expecting any award. Their accomplishments help them to reflect the results of what they do. As a whole, the students had moderate perception of their self. The summary of the students' self-perception is displayed in Figure 1.

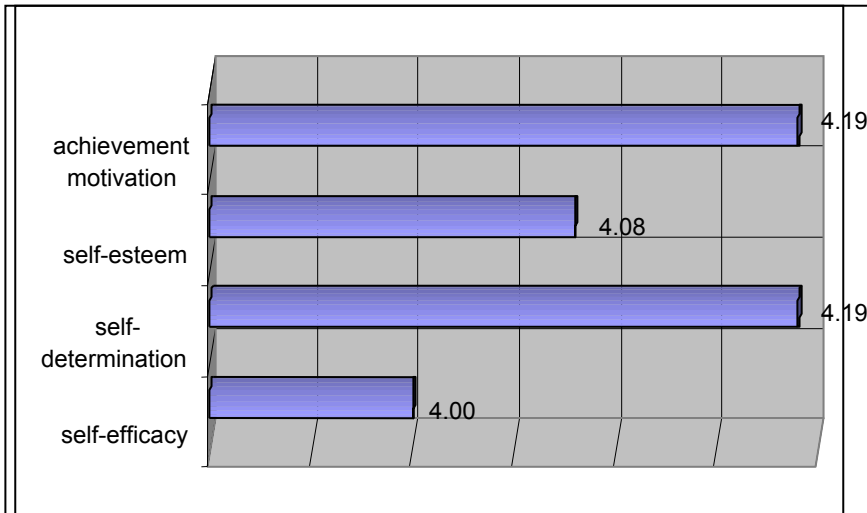


Figure 1. Summary of the Students' Self – Perception

As gleaned in the Figure, the students had moderate perception of their achievement motivation, self – determination, self-esteem and self-efficacy. Although moderately perceived, the first year students have higher perception on achievement motivation and self-determination over self – esteem and self – efficacy. The data indicates that students who are motivated to achieve are also determined to accomplish the tasks they are doing. Moreover, achievement motivation and self – determination are influenced by self – efficacy which is self – belief of accomplishing difficult tasks.

Students' Learning Styles. Auditor, visual, and kinesthetic are the learning styles. The indicators of learning styles are depicted in Table 4.

Table 4: Students' Learning Styles

Indicators	Mean	Verbal Description
------------	------	--------------------

Auditory		
1. While solving problems, I talk to myself or to a friend or hum a tune.	3.62	Generally true of me
2. During lectures in class, I can pay attention without looking at the instructor.	2.87	Moderately true of me
3. I remember material from class by repeating it orally myself.	3.50	Generally true of me
4. When learning something new, I like to listen to verbal explanations, records, or audio tapes.	3.93	Generally true of me
5. I prefer to use mnemonics (memory devices) to help me remember things from class.	3.35	Moderately true of me
6. I enjoy reading most when there is dialogue in the text.	3.59	Generally true of me
GRAND MEAN	3.48	Generally true of me
Visual		
7. While solving, I take an orderly methodical approach.	3.52	Generally true of me
8. During class lectures in class, I sit near the instructor and watch intently.	3.33	Moderately true of me
9. I remember class material by repeating it orally to myself.	3.44	Generally true of me
10. When learning something new, I prefer to see it demonstrated first.	4.09	Generally true of me
11. I find lighting to be most helpful when I study.	4.10	Generally true of me
12. I enjoy reading most when there is a great deal of descriptive imagery.	4.08	Generally true of me
GRAND MEAN	3.76	Generally true of me
Kinesthetic		

13. While solving problems, I prefer to move around.	2.90	Moderately true of me
14. During lectures in class, I take notes in my notebook.	4.09	Generally true of me
15. I remember material from class that allows me hands-on experiences.	3.82	Generally true of me
16. When learning something new, I like to try it out for myself.	4.04	Generally true of me
17. I prefer classes with project assignments.	3.90	Generally true of me
18. I enjoy reading stories with action scenes.	3.70	Generally true of me
GRAND MEAN	3.74	Generally true of me

(Adopted from: Parsons, Richard (2003). *Educational Psychology A Practitioner – Researcher Approach*. Canada: Thomson Learning, p. 176)

The data shows that the dominant learning style of the first year students was visual. They preferred their place of study well lighted when studying. This means learning something new, they prefer to see the lesson to be demonstrated first. That is why, when reflection papers and project papers are required of them, the teacher will have to demonstrate the mechanics on how to do it. The steps will have to be explained one by one. In this case, the students will enjoy reading most when there is a great deal of descriptive imagery. As observed, the first year students understood better the lesson if there were concept maps shown and important key words written on the board.

The second dominant learning style of the students was Kinesthetic. As observed, the first year students took notes during lectures. Their notes help them to visualize and remember the lesson

better. Thus, it is very important that the teacher provides synthesis of the lesson and allow students to copy the important points of the lesson.

Among the three learning styles, it is the auditory style that students had least rating. Although they like to listen to verbal explanations, records, or audio tapes when learning something new but they still prefer to read something along with the explanations. Thus, in the classroom, verbal explanations should be paired with some written words on the board or projected slides. Figure 2 discloses the summary of the students' learning styles.

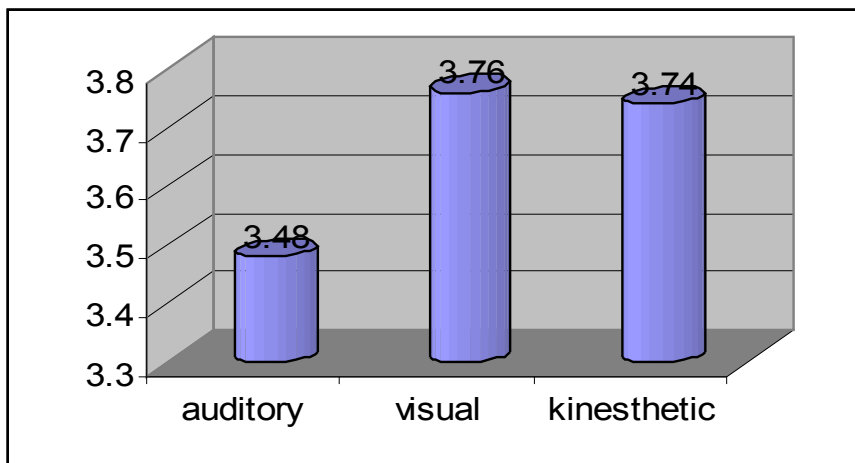


Figure 2. Summary of the Students' Learning Styles

As depicted in the Figure, typical LSU first year management students were visual. Their visual learning preference was dominant than being kinesthetic and auditory. The data reveals that the first year students in the College of Business and Economics preferred visual presentations of the lesson paired with activities that require movements and use of senses while learning. Although oral explanations are needed in learning, the first year students prefer written instructions for them to perform the activities. Similar findings

were revealed by Tabal (2008) who claims that almost half of the respondents of her study have visual learning style.

Teachers’ Professional Competencies. The teacher’s professional competencies are identified according to subject matter competence, use of instructional strategies competence, classroom management competence, communication competence, and motivational competence which are manifested in Table 5.

Table 5: Teacher’s Professional Competencies

Indicators	Mean	Verbal Description
Subject-Matter Competence		
possesses conceptual understanding of the lesson	4.66	Excellent
delivers the lesson with mastery	4.83	Excellent
asks thought provoking questions that challenges me to think deeply	4.59	Excellent
provides varied examples that will help me understand the lesson	4.69	Excellent
connects the lesson to our real-life experiences	4.74	Excellent
GRAND MEAN	4.70	Excellent
Use of Instructional Strategies Competence		
presents the lesson in an organized manner	4.57	Excellent
uses appropriate strategies that helps me understand the lesson easily	4.64	Excellent
utilizes relevant instructional materials that concretize the lesson	4.44	Excellent
prepares meaningful activities related to the lesson	4.44	Excellent
displays skills in the use of modern technology in the delivery of the lesson	4.30	Excellent
GRAND MEAN	4.52	Excellent
Classroom Management Competence		

establishes classroom rules and routines that maximizes my learning	4.36	Excellent
ensures that we are working together to accomplish the lesson's goals	4.51	Excellent
maintains a positive environment conducive for learning	4.57	Excellent
maintains order in the class	4.48	Excellent
starts and ends the class on time	4.77	Excellent
GRAND MEAN	4.54	Excellent
Communication Competence		
speaks at a moderate rate during discussion	4.79	Excellent
uses simple words that will help us understand the lesson easily	4.59	Excellent
listens attentively to our ideas	4.75	Excellent
observes our non-verbal gestures	4.11	Excellent
facilitates conflicting ideas constructively	4.39	Excellent
GRAND MEAN	4.53	Excellent
Motivational Competence		
understands our individual differences	4.77	Excellent
opens to suggestions in relation to the realization of the lesson	4.81	Excellent
provides opportunities for us to be self-motivated	4.76	Excellent
encourages us to express our ideas	4.81	Excellent
recognizes our learning/achievements	4.76	Excellent
GRAND MEAN	4.78	Excellent
OVER – ALL MEAN	4.61	Excellent

Legend:

4.21 – 5.00	-	Excellent
3.41 – 4.20	-	Very Good
2.61 – 3.40	-	Good
1.81 – 2.60	-	Fair
1.00 – 1.80	-	Poor

The first year students perceived that the subject - matter competence of the teacher was observed in her ability to deliver the lesson with mastery, connect the lesson their real – life experiences, and provide varied examples that will help them understand the lesson.

Further, the competence of the teacher to use instructional strategies was shown in appropriate strategies that help students understand the lesson clearly. The appropriate use of lecture method, collaborative activities, experiential learning, research – based instruction, and other instructional strategies were planned ahead by the teacher and made sure that these teaching strategies suit to the learning needs of the students.

Classroom management competence is observed when the teacher starts and ends the class on time. The first year students account the teacher’s time management. Starting the class on time means that the teacher readily prepares the necessary things for the class. Academic learning time is utilized all throughout the period. The lesson is budgeted for the intended time allotment. Moreover, classroom management is showed in the teacher’s skill to maintain a positive environment in a less tensed classroom. There is an open interaction between the teacher and students and among the students themselves. The teacher ensures that work together to accomplish the lesson’s goals.

The data reveals that the communication competence of the teacher was observed in her ability to speak at a moderate rate during the discussion. This means modulation of voice is proportionate with the number of students, size and ventilation of the room. The teacher must possess the art of oral communication that sustains students’ interest and active participation throughout the lesson. Communication competence is observed in the teacher’s listening skill and use of

simple words that help students to understand the lesson easily. In the teaching – learning process, the teacher and students continually exchange ideas. It is important that the teacher listens attentively to students’ ideas and addresses to their questions. More importantly, students give importance to teacher’s choice of simple academic words which help them to understand the lesson.

As displayed in the Table, the motivational competence was observed in the teacher’s encouragement for the students to express their ideas. These encouragements were shown in the teacher’s verbal and non-verbal cues that motivate students to share ideas. When ideas flow in the discussion of the lesson, suggestions arise in relation to the realization of the lesson. This is possible if the teacher facilitates. Along the way, the teacher understands the students’ individual differences. Figure 3 discloses the summary of the teacher’s professional competencies.

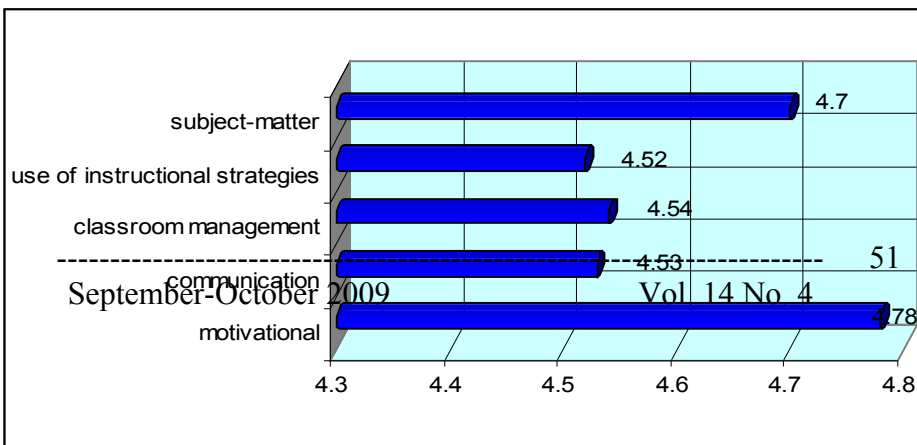


Figure 3. Summary of the Teacher's Professional Competencies

The Figure reveals that the teacher was rated higher in motivational and subject - matter competencies than the use of instructional strategies and classroom management and communication, respectively. The data further discloses that the teacher combines both the motivational as well as subject – matter competencies. It suggests therefore, that the teacher motivates the first year students to achieve high in Management 1 and at the same time, facilitates the lesson with mastery.

Students' Academic Achievement. The students' academic achievement is determined in their final grade in Management 1. Table 6 reveals the levels of the students' academic achievement.

Table 6: Students' Academic Achievement

Final Grades	Frequency	Percentage	Verbal Description
95 – 100	2	2	Very High
90 – 94	9	12	High
85 – 89	24	31	Average
80 – 84	19	25	Low

75 – 79	22	29	Very Low
74 and below	1	1	Fail
Total	77	100	

The Table discloses that students’ grades were distributed in 75 – 89 range. Compared to the students’ grades as disclosed in Table 1, grades in the final term appeared better. The student who obtained the failing grade incurred successive unexcused absences.

When the students who failed in prelim, midterm and semi-finals were asked for the reasons of their failing grades, they revealed that they had the difficulty in reaching the seventy percent passing rate in quizzes and exams. Further, they mentioned that they were not exposed to essay tests, reflection papers, project papers in high school. This also contributed to their failing grades. Although the same requirements were asked in the final term, they revealed that they had eventually learn how to organize their thoughts in essay tests, reflection papers and organize their project papers. Their way of studying was no longer on memorizing facts and figures as what they had learned in high school.

Correlation Between Students’ Self-Perception and Learning Styles, Teacher’s Professional Competencies and their Academic Performance.

The relationship between students’ self-perception and teacher’s professional competencies and the students’ academic performance is revealed in Table 7. Significant correlation is indicated by “*” sign after its correlation coefficient.

Table 7: Relationship Between Students' Self – Perception, Teacher's Professional Competencies and Students' Academic Performance

Correlations

	GRADE		
	Pearson Correlation	Sig. (2-tailed)	N
EFFICACY	.134	.245	77
DETERM	.052	.655	77
ESTEEM	-.068	.556	77
ACHIEVE	.054	.640	77
SBMATTER	-.046	.690	77
INSTRUCT	.001	.990	77
CLASS	-.278*	.014	77
COMMU	-.113	.330	77
MOT	-.078	.502	77
GRADE	1	.	77

*. Correlation is significant at the 0.05 level (2-tailed).

This study found a negative correlation between the teacher's classroom management competency and students' academic performance. This indicates that as the classroom management competency of the teacher decreases, the level of academic performance of the first year students increases. It implies further that the lesser the rating of the teacher in classroom management, the higher is the academic performance of the first year students. In reverse, the higher the rating of the teacher in classroom management, the lesser would be the grades of the students.

Employing the chi-square, the relationship between students' learning styles and their academic performance is depicted in Table 8.

Table 8: Relationship Between Students' Learning Styles and Their Academic Performance

Variables	Chi-Square Value	P-Value	Interpretation
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Learning Styles and Grades	3.285 ^a	0.350	Not Significant
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As revealed in the Table, there is no significant relationship between students' learning styles and their academic performance. This study supports the findings of Tabal (2008) that there is no significant relationship between students' learning styles and academic performance.

4. Summary, Conclusion, and Recommendations

The study aimed to determine the correlates of the first year students' academic performance in the College of Business and Economics for the first semester, academic year 2008 – 2009. There were seventy seven students taken as respondents of the study. From the data gathered, interpreted, and analyzed, the following findings showed: (1) the first year students had moderate self-perception in achievement motivation, self-determination, self-esteem, and self-efficacy, respectively; (2) a typical first year student in the College of Business and Economics was a visual learner; (3) the teacher was rated excellent in the following professional competencies, motivational, subject-matter, use of instructional strategies, classroom management, and communication, respectively; (4) the final grades of the students ranged from 75 – 89; (5) among the correlates of the first year students' academic performance, only the teacher's classroom competency had a negative relationship

Conclusion

Academic performance of the first year students is influenced by the teacher's classroom management competency more than their self-perception, learning styles, and teacher's subject-matter, use of instructional strategies, communication, and motivational competences.

Recommendations

Based on the findings and conclusion of the study, the following are recommended: (1) the guidance center should design enhancement activities for the first year students with regard to a deeper understanding of their self-perception and learning styles; (2) academic deans should include in their agenda the discussion on classroom management from time to time in order to check faculty's difficulty in managing the class; (3) the teaching – learning center should design training packages for the new faculty on the use of concept maps, graphs, and other visual presentations to facilitate student learning; and (4) a similar study should be conducted taking all the first year students from the eight colleges of La Salle University.

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Vocabulary Ability of BSN 1 Students of La Salle University

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Abstract

This study aims to determine the levels of the word vocabulary and contextualized vocabulary ability of 71 BSN students. The research instrument was a revised version of Anghay's (2007) mental exercises on word and a contextualized vocabulary test. The findings showed that students' word vocabulary ability was fair while their contextualized vocabulary was satisfactory.

1. Introduction

“Vocabulary is central to language and of critical importance to the typical language learner.”

Everyone increases her or his vocabulary daily. He/she learns of a new food, reads a new place name in the news, hears about a new disease, corrects his/ her pronunciation of a word or learns to use it more precisely. Indeed the range of a person's vocabulary is the best single index of his/ her mental development.

No matter how well the students learn grammar, no matter how successfully the sounds of second language (L2) are mastered, without words to express a wide range of meanings, communication in L2 just can not happen in any meaningful way. As Ming Wei (2007) claims inadequate vocabulary could lead to learner difficulties in language reception and production.

Mc Carthy (cited in Gu, 2003) stresses that vocabulary is a single, biggest component of any language, that without having ample vocabulary, one would have trouble in understanding the meaning that is conveyed to him/ her. Some students feel that they are not taught enough words in class, words they need when talking to people. (Anghay, 2007) They think that teachers are so keen on teaching grammar but that learning words come poor. This is true among the students in La Salle University, they feel that they focus more on the improvement of their communication skills as they engage in some communicative activities such as role plays, debate, talk shows, interpretative reading, advertising and many other related activities; yet, they can not express themselves correctly in English in some actual speaking performances/ situations. They recognize that words are essential and the lack of them leads to feelings of insecurity and frustration.

Moreover, for more than a decade of this researcher's teaching experience, she realized that at times, communication can be severely limited if students do not know specific word(s) since words are the basic unit of language form. Without sufficient vocabulary, students can not communicate effectively or express ideas correctly. Thus, in many cases, a lexical lapse can actually stop communication completely. Having a limited vocabulary is also a barrier that prevents students from learning a foreign or second language. If learners do not know how to expand their vocabulary, they gradually lose interest in learning. Therefore, learners need to acquire a solid and accurate command of English vocabulary which will allow them to communicate at the high level in reading, speaking, writing, etc. and for them to succeed in their competitive endeavors.

The above premise has encouraged the researcher to conduct a study on the vocabulary ability of BSN 1 Students of La Salle University, Ozamiz City.

Review of Related Literature and Studies

Since the mid- 1980's, vocabulary learning (VL) has been drawing attention from English as Second Language (ESL) researchers. Particularly, the 1990's witnessed a noticeable number of publications; vocabulary is now current focus in ESL pedagogy and research (Ming Wei 2007).

During the few decades of the 20th century, what appeared to be the first articulations of a language curriculum advocated the belief that the best way to teach a foreign language is through its vocabulary or lexis. This means teaching words and their meanings. Foreign language learning at that time was very limited in the sense that pupils would have few opportunities to communicate with the native speakers of the target language. International travel was then a luxury reserved only for the rich. So the primary purpose of foreign language teaching was to teach students the literature and culture of the target language. Thus, language teachers concentrated on teaching words that students would encounter in their reading (Tupas, 2007).

Word learning is indeed a complex task. Students realize the important role vocabulary acquisition plays in all aspects of their language learning, but few have really thought about what it means to learn vocabulary item (Courtright & Wesolek; 2001). To improve their second language proficiency, English language learners (ELL) need a solid knowledge of vocabulary. While basic level of vocabulary will allow learners to communicate some ideas to certain degree, better communication – whether in speaking/ listening or writing / reading – can be accomplished when learners have acquired more vocabulary (Folse, 2008).

At times, not knowing a specific word can severely limit communication. Second language learners certainly recognize that insufficient vocabulary is one of their biggest frustrations. In theory, mastering vocabulary should not be so different from learning any other component of a language, such as grammar, spelling or pronunciation. However, vocabulary is a special problem because there are multiple aspects of vocabulary knowledge that learners must master.

Snow (cited in Anghay, 2007) claims that it is rare for a high school or college students not to perceive vocabulary as an educational priority. While many students have enough basic vocabulary knowledge to find out what a word means, few possess an efficient and effective system for actually remembering the definitions. What they remember the next time they encounter the word is that they look this up once before, but they can no longer recollect the meaning. Some students take additional step of actually recording new words and their definitions, but fail to consider the context in which they first encounter the word and therefore rarely attempt to use the word in a meaningful application.

Learners forget words easily if they just master and memorize words which meanings were unfamiliar to them. (Zhilong 2000). Contexts can help explain the meanings of these unfamiliar words. Many professionals support the idea of inferring word meanings from contexts. Kruse (cited in Zhilong, 2000) has suggested introducing vocabulary items in such a way as to allow the students to infer or guess the meanings from the context or illustrations. Guessing word meanings from the context is possible; hence, contextual way of learning and expanding vocabulary are also possible.

Ming Wei (2007) claims that words are primarily taught through decontextualized activities in English classes. A considerable amount of instructional time is devoted to presenting, explaining and

delivering terms. However, merely giving students lists of words to learn strategies to improve their vocabulary learning does not result in effective learning despite the growing awareness on the part of learners of the importance of enhancing their communicative competence of the target language and the recognition that much larger vocabulary is needed to this end.

But learning words through context are a long term process during which word meanings are slowly accumulated through exposure and learning. Indeed, there is a need to focus instructional attention on words that students have encountered in rich contexts rather than from decontextualized words lists. Hence, Eryaud, et.al (2000) conclude that the importance of vocabulary of L2 students requires that teachers solidify their commitment to vocabulary building.

Eyraud, Giles, Koenig and Stoller (2000) enumerate three research findings of particular relevance to language classroom settings: First, research has demonstrated that vocabulary learning requires multiple exposures to new lexical items in various discourse context. Multiple exposures of varying intensities and in diverse contexts, are said to gradually lead to a large recognition vocabulary. Second, research has revealed that elaborated vocabulary learning occurs when students make meaningful connections between new and already familiar words. This expanded sense of new and known words allows for faster processing of semantically related words. Third, research has shown that context can be powerful influence on students' vocabulary growth.

Diamond and Gulohan (2006) emphasize one principle of effective vocabulary learning which is to provide multiple exposures to a word's meaning. For great improvement in vocabulary, students must see word more than once to place it firmly in their long memories and to see the word in different multiple contexts. In addition, curriculum wide commitment to vocabulary enrichment assists learners in

developing their language abilities. For most students and instructors, most vocabulary growth takes place through incidental learning, that is, through exposure to comprehensible language in reading, listening, discussions, bulletin board displays, videos and so forth. Through range of instructional activities, language students can actively and consciously expand vocabulary knowledge.

Zhilong (2000) deduces that teaching vocabulary is a very important task in teaching English. By using successful techniques to learn new vocabulary, students will find words easier to remember and will become more motivated in class. As Johari (2008) claims they need to understand not just what individual words mean but also which combinations of these words in sentences or paragraphs convey a meaningful message to the reader; thus expanding a learner's vocabulary by using context clues is way to reduce the need for consulting dictionaries. (Shilong 2009)

In the same vein, in her several years of teaching, Shu Ying (2001) finds that enabling students to derive meaning with the help of context clues is an effective approach to increase vocabulary and reading comprehension. Too much dictionary work can wipe out all interest in reading and even interfere with comprehension because readers become more concerned with individual words and less aware of the context which gives them meaning.

Folse (2008) believes that English language learners need to increase and enrich their vocabulary knowledge. Teachers should incorporate explicit vocabulary teaching supported by classroom activities that reinforce previously studied material. Such activities will help learners focus their attention on key vocabulary, require learners to retrieve the forms and meanings of the new words, and encourage learners to identify and develop a personalized inventory of strategies for vocabulary learning. The teachers must see to it that their goal to

help students be active vocabulary learners is achieved before and after the students leave the classrooms.

Courtright & Wesolck (2001) construe that teachers must spend time on vocabulary instead of dealing with it in passing, because for the students to learn a word they need more opportunities to see and use it. Teachers must give priorities in helping students understand how complex a task they are facing, giving them the tools to learn vocabulary effectively, and making them work with the words instead of simply going over fill-in – blank. All these can help learners develop more systematic and effective ways of learning vocabulary.

Theoretical Background

It is believed that learners will learn faster if they are taught words that occur frequently in texts or materials that they use. The assumption is that the best way to learn a language other than one's own is through the learning of words. This in turn enables learners to unpack the forms and meanings of the target language. In the classroom teachers and learners with a lexical approach to language learning do not analyze the target language but actually focus on the conceptual and meaningful potential of words, their relations with each other, and their grammar and pronunciation. Words occupy a central position, with the grammar and other functional aspects of language resolving around them. This is a linguistic view of second or foreign language teaching that focuses on the lexical aspect of language (Tupas, 2007).

Aside from the linguistic perspective of second language teaching as laid by Tupas, (2007) this study anchors the Contextual Vocabulary Acquisition (CVA) of Rapport as used by Anghay (2007) This stresses the active deliberate acquisition of the meaning of a word in a text by reasoning from context, where “ context “ includes: (1) the reader's internalization of the surrounding text, i.e. the readers' “

mental model “ of the word’s” textual context “ (or co – text : Brown & Yule 1983, citing Halliday; Haastrup 1991) integrated with (2) the readers’ prior knowledge including (a) the reader’s knowledge of language and (b) meaning hypotheses developed by reader from prior encounters with the word. Thus, the referents of new words can be verbally explained only in terms of old words. This can be done either explicitly, by presenting their definitions, or implicitly, by setting them in context of old words that effectively constrain their meanings.

The Conceptual Framework

Two variables are involved in this study as shown in Figure 1. the independent variables: the level of word vocabulary ability and the level of contextualized vocabulary ability of the students. The implications are the dependent variables.

As cited by Ming Wei (2007), Oxford and Scarcella categorize vocabulary learning activities into three types: decontextualized (e.g word lists, flashcards, dictionary- look up), partially contextualized (e.g. word grouping, word association/ elaboration, physical response) and fully contextualized (i. e. practicing the four language skills in authentic communication activities) which provides a more systematic and research – based approach to vocabulary instruction.

Contextual analysis involves inferring the meaning of an unfamiliar word by scrutinizing the text surrounding it.

The results / findings of the study can lead to the formulation of significant implications.

Figure 1 done in schematic diagram depicts the conceptual framework of the study.

Independent Variables

Dependent Variable

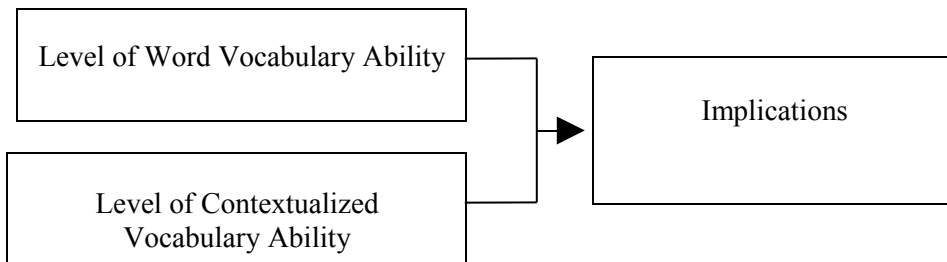


Figure 1. Conceptual Framework of the Study

Statement of the Problem

This study aims to determine the levels of the word vocabulary ability and contextualized vocabulary ability of the 71 BSN 1 students enrolled in English 1 during the first semester of the school year 2008 – 2009. Specifically, this study seeks to answer the following questions:

1. What is the level of the students' word vocabulary ability?
2. What is the level of the students' contextualized vocabulary ability?
3. Is there a significant difference between the students' word vocabulary ability and contextualized vocabulary ability?

Hypothesis

Below is the hypothesis of the study:

There is no significant difference between the students' word vocabulary ability and contextualized vocabulary ability.

The hypothesis is tested using the .05 level of significant difference.

Significance of the Study

Vocabulary is very important when students want to learn English, because students who have much vocabulary will understand and master English easily than any other students who do not. As such this study will specifically benefit the following:

1. The findings of this study will give the administrators the basis to organize a workable, efficient program for vocabulary development.
2. The results of this study will make the teachers more sensitive to the vocabulary difficulty of their students, thus providing them ample opportunity to build and improve their vocabulary. They can also develop successful vocabulary learning strategies/ activities that work well with the students.
3. This study will help the students to determine their vocabulary ability so that they can find and explore ways to improve their vocabulary knowledge.
4. Other researchers may consider this research relevant as it will give them a frame of reference for their other studies of vocabulary ability of students using other respondents of the other colleges.

Scope and Limitation

This study is confined only to the levels of the students' word vocabulary ability and their contextualized vocabulary ability.

The respondents are the 71 BSN English 1 students enrolled in the blocked sections 1 & 2 during the first semester of the school year 2008 – 2009.

The independent variable is limited to the level of the students' word vocabulary ability and the students' contextualized vocabulary ability.

The dependent variables are the implications derived from the findings.

2. Methodology

This section deals with the research methodology of the study which includes the research method used, the respondents of the study, sampling technique, the instruments used, scoring procedure, data collection technique and statistical treatment.

This study made use of quantitative analysis method. It aimed to determine the students' level of ability in word and contextualized vocabulary.

The respondents of the study were 71 students enrolled in the two blocked sections of English 1 (Study and Thinking Skills) in the first semester of the school year 2008-2009 in the College of Nursing.

The research instrument was the adapted and revised mental exercises on word and contextualized vocabulary tests of Anghay (2007). Both tests totaled 100; the word vocabulary test has 50 words with 4 choices for each; the contextualized test is composed of 50 words used in context using sentences with four choices for each.

After choosing the two blocked sections of English 1 namely: English 101 (10 -11 am MWF) and English 102 (1-2 pm MWF), a pre- test on word vocabulary was given on a Monday meeting and a post – test on contextualized vocabulary was administered the following Wednesday meeting. Both tests were conducted for the respective classes in 40 minutes.

The tests on word vocabulary and contextualized vocabulary consisted of 50 items. The following are the interpretations of the scores was as follows:

Scores	Verbal Interpretation
50 – 41	Excellent
40 – 31	Very Satisfactory
30 – 21	Satisfactory
20 – 11	Fair
10 – 0	Poor

The data gathered through the questionnaire were coded for statistical analysis to answer the research questions indicated above. EXCEL was used to determine the mean and the Statistical Package for the Social Sciences (SPSS, version 11.0) for statistical analysis.

The Paired Sample T-test was used to determine the significant difference between the word vocabulary ability and the contextualized vocabulary ability of the students.

3. Results and Discussion

This section deals with the percentage analysis and interpretation of the gathered data. The data found in this chapter are arranged according to specific problems treated in this study.

Table 1 shows the mean of the students' word vocabulary ability and their contextualized vocabulary ability and the interpretation for each.

Table 1

	Mean	Interpretation
Word Vocabulary Ability	19.577	Fair
Contextualized Vocabulary Ability	21.479	Satisfactory

As reflected in Table 1, the mean of students' word vocabulary ability is 19.577 interpreted as **fair**. This implies that the students' ability for word vocabulary is low, that students find it very hard to give the meanings of difficult words having only word choices and are unsure of the meanings of the words. This can be best supported with what Ming Wei (2007) has stressed that merely giving students lists of words to learn to improve their vocabulary learning does not result in effective learning. Thus, giving the meaning of words not used in context is often more difficult. Simply learning the definitions of a word without examples of where and when the word occurs does not help learners to fully understand its meaning.

As shown in Table 1, the students' contextualized vocabulary ability is satisfactory with the mean 21. 479. This indicates that the students' ability for contextualized vocabulary is average. This conveys that they can better infer / understand and give the meanings of words if used in contexts. Contexts can help explain the meanings of an unfamiliar word and can be a powerful influence on students'

vocabulary growth. Looking at the context in which the word appears seems to be the best way of learning vocabulary.

Table 3 below displays the significant difference between word vocabulary ability and contextualized vocabulary ability of the BSN 1 students.

Table 2: Paired Sample Test

	T - Value	P - Value	Decision	Interpretation
Word Vocabulary Ability/ Contextualized Vocabulary Ability	- 3. 70	0.000417	Reject Hypothesis	Significant

The Paired Sample T-test was used to find out if there is no significant difference between the students' word vocabulary ability and contextualized vocabulary ability. As indicated in Table 2, the T – value is – 3.70 and the P – value is 0.000417. Since the p-value is less than the level of significance of .05, the null hypothesis is therefore rejected. Hence, there is a significant difference.

The significant difference therefore testifies that there is a need to focus instructional attention on words that students have encountered in rich contexts rather than from decontextualized words lists. The contextual approach may be a reinforcement tool for students to use in reading and listening. Indeed, contextualized vocabulary learning invariably leads to superior retention.

Implications

One of the main concerns for the English language teachers is how to help the students deal with authentic academic texts which by its nature requires a fairly advanced level of language proficiency. By advanced level of proficiency, it is means, in fact, a good vocabulary size.

Several approaches can be adopted by teacher in order to develop students' vocabulary. Some explicit teaching of specific vocabulary items together with some kind of strategy training for improving and managing their learning with extensive reading of their original references in order to gain the required exposure to vocabulary items and build up word knowledge are needed. This then needs the collaboration of both language teachers and content teachers as content teachers can make students read their references and present the derived information in the classroom.

Students must be using their specialized and non-specialized vocabulary items productively in written and/or spoken forms in simulated occupational settings (training courses) and ultimately in their future occupational settings. Thus, the teachers should frequently use the specialized and non-specialized vocabulary items while presenting issues in students' field of study and ask students to use them in their theoretical and training courses. In this way, students feel responsible to learn these words as well as use them.

Furthermore, since learning words individually will not necessarily take care of other aspects of communicative competence, vocabulary knowledge, to be of real use, must become integrated into discourse. Pedagogically, it is important and feasible that teachers play a more active role in students' vocabulary learning by providing learners with systematic L2 vocabulary instruction, offering contextualized learning opportunities, helping students learn specific strategies for acquiring words, and showing students how to learn words outside of their L2 classes. The ultimate purpose is to encourage learner autonomy so that students can learn vocabulary wisely both inside and outside of class for more productive outcomes.

In addition, language teachers need to increase their

awareness of their students' strategy usage and needs in order to be able to facilitate their language learning process. They should teach students how to develop both breadth and depth of their vocabulary knowledge so that they, as autonomous learners, would be able to use their vocabulary knowledge both receptively and productively as the need arises. In other words, teachers and learners should aim for integration of knowledge-oriented and skill-oriented strategies. Language teachers, therefore, need to develop in learners an awareness of alternative vocabulary learning strategies that involve active processing of the target vocabulary and they need to make learners conscious of the need to develop an independent and structured approach to language learning, which has been shown to be most associated with vocabulary learning success.

4. Summary, Conclusion, and Recommendations

This study made use of quantitative analysis method. It aimed to determine the students' level of ability in word and contextualized vocabulary.

The respondents of the study were 71 students who enrolled in the two blocked sections of English 1 (Study and Thinking Skills) in the first semester of the school year 2008-2009.

The research instrument used in the study was the adapted and revised mental exercises on word and contextualized vocabulary tests of Anghay (2007). The two tests were composed of 50 items. The word vocabulary test has 50 words with 4 choices for each. The contextualized test is composed of 50 words used in context using sentences with four choices for each.

EXCEL was used to determine the mean and the Statistical Package for the Social Sciences (SPSS, version 11.0) was used for statistical analysis.

The Paired Sample T-test was used to determine the significant difference between the word vocabulary ability and the contextualized vocabulary ability of the students.

Findings

The gathered data were analyzed and the following were the findings:

1. The students' word vocabulary ability is **Fair** (with the mean 19.577).
2. The students' contextualized vocabulary ability is **Satisfactory** (with the mean 21.475).
3. There is a significant difference between the students' word vocabulary ability and contextualized vocabulary ability.

Conclusion

In this particular group of respondents, the use of words in contexts gives a significant edge to the students in determining the appropriate meanings over the use of words in isolation and that the teaching of vocabulary can be effectively performed by using words in contexts. Hence, to learn words in context and not in isolation is a better vocabulary learning strategy.

Recommendations

Based on the findings and conclusion, the following recommendations are presented:

1. The teachers must have vocabulary teaching (or learning) strategies that need to cover a wide range of strategies, as both de-contextual and contextual methods draw on different dimensions of vocabulary knowledge. They should also examine and integrate frameworks of vocabulary teaching and learning to understand what types of activities are best suited for enhancing their students' vocabulary ability.
2. The students should focus on discovering learning techniques or strategies which may help them to comprehend, learn, or retain new information.
3. Lessons or courses focusing on systematic training of skills should be introduced in order to raise students' awareness of the importance of using various vocabulary learning strategies.
4. More studies on students' vocabulary ability must be conducted using a greater number of respondents from the other colleges of the university.

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Students' Attitudes Towards Physical Education

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Abstract

The study aims to identify levels of the students' attitudes towards Physical Education. The respondents included one hundred and sixty- two Physical Education 2 students enrolled in the first semester of school year 2008-2009 in the seven colleges and one school of La Salle University. A researcher-constructed questionnaire was administered and data gathered were statistically treated using the Statistical Package for Social Sciences (SPSS 11). Furthermore, T-Test was used in finding out difference in attitude towards PE between the male and female respondents.

1. Introduction

Preparing our nation's children to meet the demands of the 21st century by acquiring the knowledge and skills needed to be successful and productive citizens has been the focal point of the recent educational reform movement in the Philippines. In 1995 the National Association for Sport and Physical Education (NASPE) defined a physically educated person as one who has the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. It is therefore important to understand students' attitudes and perceptions toward physical education since they will be future members of the workforce who will need to use their knowledge to maintain a healthy lifestyle.

Attitudes develop at an early age and can be changed based on situational contexts such as a particular teacher or the class environment (Ajzen, 2001). In other words, a student's attitude toward

a particular subject in school can be shaped by his/her perception of the teacher or instructional setting. Attitudes toward physical activity and perceptions about physical education classes are important to understand as they can influence an individual's decision to begin or to continue participation in an activity (Silverman and Subramaniam, 1999). Hence, the need to study the students' attitudes toward their physical education programs in LSU. This may be viewed as an attempt to combat the sedentary lifestyles plaguing many of our youth by providing knowledge and skills that will influence their decisions to pursue an active lifestyle.

Statement of the Problem

This study aims to know the respondents' attitude towards PE and to find out whether their gender affects their attitudes. Specifically, this study seeks to answer the following:

1. What is the gender of the respondents?
2. What is the students' level of attitude towards physical education?
3. Is there a significant difference in attitudes towards physical education between male and female respondents?

2. Methodology

The descriptive method was specifically used to reveal the respondents attitudes towards PE. The respondents of the study were the 168 PE 2 students during the second semester of the school year 2008-2009. The number of respondents under study was obtained using the Slovin's formula with .05 level of confidence. Stratified random sampling technique was used to pick the samples per class. This was employed to provide every student an equal chance to be included in the sample and that the result would more or less describe the real

characteristics of the population. Data were gathered using a researcher- made questionnaire. This instrument consists of 40 questions that inquired into the opinions of the students towards Physical Education. This set of instrument was presented to experts for validation and was also pre-tested to students who were not included in the sample with reliability index of (α).79 The following scale was used

- 1- SD means I strongly disagree
- 2- D means I disagree
- 3- U means I am undecided
- 4- A means I agree
- 5- SA means I strongly agree

Scoring Interpretation

4.21.5.0	Very Positive
3.41.4.20	Positive
2.61.3.40	Moderately Positive
1.81.2.60	Negative
1.0.1.80	Very Negative

Frequency distribution was used to reveal the respondents gender and weighted mean was used to measure the profile of the respondents' level of attitudes towards physical education. T-Test was utilized in finding out difference in attitude towards PE between the male and female respondents.

3. Results and Discussions

Respondents Gender

Gender refers to the social and psychological aspects of being a female or male. A gender role is a set of expectations that prescribes how female and male should act, feel and think. The distribution of the respondent's gender is shown in Figure 1.

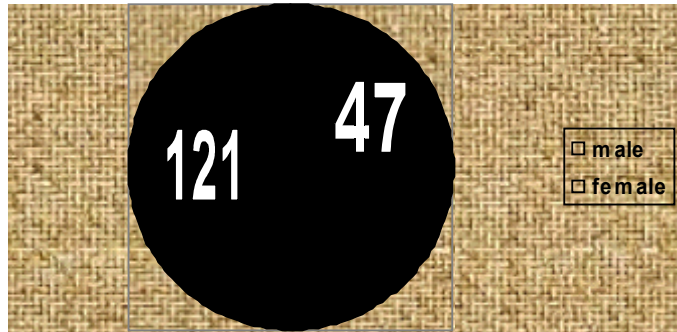


Figure 1. Respondents' Gender

As revealed in Figure 1, the majority of the respondents were female in all PE classes. This implies that there are more female than male students enrolled in PE classes La Salle University. This number reflects the general picture of the gender distribution in the entire university. This is because most of the programs offered by LSU are more inclined to the preferences of females. The school does not have maritime and a variety of engineering programs which most males prefer. On the other hand, Criminology students who are populated by males do not take Physical Education subjects because their curriculum is different from what is offered by the PE department. According to Standish (2005), in the planning of the physical education curriculum consideration should be given, on an equitable basis, to the needs and interests of both male and female, helping to build positive attitudes towards all activities.

Students' attitudes towards PE

There are several factors which influence student's attitudes towards Physical Education. Such factors include perceived competence, teacher, lack of challenge and provision of good facility and equipment (Lam, 2005). Table 1 presents the students' attitudes towards physical education.

Table 1: Students' Attitudes towards Physical Education

Indicators	Mean	Interpretation
1. My teacher shows concern to those students who can not perform the activities well.	4.26	Strongly Agree
2. Good friendship can be developed through participation in competitive sports and games.	4.25	Strongly Agree
3. I am satisfied with my PE class.	4.25	Strongly Agree
4. I believe that PE subject provides opportunities for learning.	4.22	Strongly Agree
5. I feel that PE improves my attentiveness in academic classes.	4.15	Agree
6. I like PE because it helps develop personal discipline	4.14	Agree
7. Regular physical activity offered in PE classes is a major pre-requisite to a satisfying life.	4.10	Agree
8. I enjoy PE because of the varied physical activities I can participate in.	4.00	Agree
9. My PE teacher has enthusiasm in teaching the subject.	4.00	Agree
10. I experience enjoyment in PE classes.	3.93	Agree
11. I am given the help I need by my PE teacher to improve my ability to play.	3.88	Agree
12. PE should remain in the curriculum because of its physical, mental, and emotional contribution to a person.	3.86	Agree
13. I can use my knowledge in PE when I finish my course.	3.83	Agree
14. I believe that PE will enrich my life.	3.81	Agree
15. The two hours a week of physical activity is not enough for my health.	3.75	Agree
16. I am interested in PE because I am naturally inclined to dancing.	3.75	Agree
<i>Table 1, continued</i>		

17. I like PE because it prevents me from hypo kinetic diseases.	3.75	Agree
18. I feel that PE is relevant to my degree.	3.69	Agree
19. PE provides situations for the formation of attitudes which will make me a better citizen.	3.66	Agree
20. Good teachers can do with limited facilities and equipment and still teach well.	3.66	Agree
21. My teacher in PE is easy to talk with.	3.62	Agree
22. As a student, being strong and highly fit is the most important thing in my life.	3.62	Agree
23. I like PE because it helps me to stay away from destructive habits.	3.62	Agree
24. I like PE subjects because I am good in ball games.	3.60	Agree
25. I dislike PE activities because I am forced to do activities that I hate most.	3.60	Agree
26. I hate to attend PE class because I do not want to exert too much effort.	3.60	Agree
27. Skill in active sports and games offered in PE classes is necessary for leading the fullest kind of life.	3.56	Agree
28. Most intellectual activities are just as refreshing as physical activities offered in PE course.	3.55	Agree
29. I like to attend PE classes even when I am wearing school uniform.	3.50	Agree
30. I prefer early morning schedules of PE activities that are strenuous.	3.44	Agree
31. My PE teacher embarrasses me when I make a mistake in executing the exercises.	3.42	Agree
32. I like PE because I am good in sports.	3.38	Undecided
33. I like to participate in PE because equipment and facilities are always new.	3.30	Undecided
34. I like to attend PE class even if it is held outside the arts center when there are important people, meetings or programs that would come up.	3.28	Undecided
35. I participate in the PE activities not because I like them, but because of the grade I expect to get from attending the course.	3.27	Undecided
36. PE provides nothing which would be of value to students after graduation.	3.24	Undecided

37. Because of the high cost of equipment and materials, a school can push through their PE program without the necessary equipment for the student's use.	3.22	Undecided
38. I feel that teachers in PE follow their personal feelings in grading their students.	2.21	Undecided
39. I feel that the time spent in doing PE activities could be more profitably spent in other ways.	3.10	Undecided
40. Anybody can handle PE activities such as exercises and games to have a healthy body without attending PE classes.	2.94	Undecided
Grand Mean	3.67	Agree

Table 1 shows that the respondents had a **positive attitude** towards physical education. With the mean rating of **3.67**, the respondents liked PE; however, they felt the lack of interest in some ways. It can be gleaned that the respondents have a very positive attitude towards the course because their PE teachers show concern to students who cannot perform the activities well and that their teachers are easy to talk with.

The students liked their teachers' enthusiasm that helped them improve their students' ability to play. The students also liked PE because they were able to establish good relationship through participation in varied activities that formed positive attitudes. Sports helps them learn lessons about discipline and teamwork, as well as develops their physical, mental and emotional well being.

The students were satisfied with their PE classes because they improved attentiveness in academic classes, prevented them from hypokinetic diseases and kept them away from destructive habits. Further, students liked PE because some were good in dance and sports. Through these, they were learning how to stay fit and improve their abilities. However, students rated the school's facilities and equipment limited. Because there were times that the students did activities outside

the Arts Center where they were exposed to the heat or rain. The students were also moderately positive in statements like they participate in PE activities because of the grade they expected from attending the course, they feel teachers followed their personal feelings in grading students, and that the time spent in doing PE activities could be more profitably spent in other ways. Moreover, they were moderately positive that anybody would handle PE activities such as exercises and games to have a healthy body. Majority of La Salle University students came from rural high schools or small private schools where their PEHM teachers were not BSPE graduates and they thought that anybody can teach Physical Education. It can be deduced that the respondents have already understood the importance of a healthy lifestyle that they continue to participate in physical activities even outside the PE class. Auweele (1999) says that students who choose not to take part in physical education report less positive attitudes toward physical education and are less pleased with the aspects of the program than students electing to participate.

Result on the Difference of Respondents' Attitude towards PE according to Gender

Table 2 presents the t –test result on the difference of respondents' attitude towards PE according to gender.

Table 2: T-Test Result on Respondents' Attitudes towards PE by Gender

Students' Attitude towards PE	t-test for Equality of Means			
	t-value	Sig.	Interpretation	decision
	1.520	.130	Fail to reject Ho	Not significant

* The mean difference is significant at .05 levels

Table 2 indicates that there is **no significant difference** in the respondents' attitude towards PE between the male and female respondents. This could mean that the respondents have the same very good attitude towards PE whether they are male or female. These students agreed that physical education has helped them prepare to become active, healthy adults and helps them build social skills as well as physical strength and coordination. The respondents felt that they were offered with an enjoyable and exciting environment in which they learned how to handle success and failure. This could also mean that they had experienced engagement, enjoyment, efforts, festivity and various events in physical education.

4. **Summary, Conclusion, and Recommendations**

The main thrust of this study was to identify the PE 2 students' level of attitudes towards physical education.

The one hundred and sixty eight PE 2 students enrolled in the second semester of school year 2008-2009. Stratified random sampling was used to pick the samples per class.

The descriptive-correlational type of research was used. The instrument was the Students' Attitudes towards Physical Education.

The statistical tools used in this study were frequency distribution, mean and weighted mean employing Microsoft Excel to provide the students' gender profile. Independent sample T-test was also used to determine difference in students' attitudes towards physical education.

The data gathered were analyzed and the findings were the following:

1. Majority of the respondents were female.
2. The PE 2 students had positive attitude towards physical education
3. There was no significant difference in the attitude towards physical education between the male and female respondents.

Conclusion

The PE students' positive attitude towards physical education is a good indicator that they will develop a healthy lifestyle not only in college life but through a lifetime.

Recommendation

PE teachers should give more physical activities that are of interest to the students to make them more active and participative so as bring out the best and improved performance. The department of Physical Education and Music must continue to enhance in its students the development of desirable attitude towards the PE program and must maintain among them a healthy lifestyle. Lastly, an intensive supervision must be done to PE classes to ensure maximum participation of students in physical activities.

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Difficulties Encountered by the Student - Researchers and The Effects on their Research Output, S.Y. 2008-2009

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Abstract

This study is conducted to investigate the most difficult item student-researchers of Political Science 8 in La Salle University encountered when they conducted their research study during the first semester of the school year 2008-2009. The descriptive survey method was utilized in this study. The researcher – made instruments consisted of open - ended questions administered to the 14 students officially enrolled in subject Political Science 8. The study showed that the cooperation of respondents outside the academic institution is very crucial problem for student researchers. To some extent, students felt that personal problems like time and stress management disturbed their concentration. 66% of the respondents found it difficult to finish their research.

1. Introduction

Research is a purposeful, precise and systematic search for new knowledge, skills, attitudes and values, or for the re-interpretation of existing knowledge, skills, attitudes and values. Researchers' task is to make use of the existing data to find results whether this fact is also true to other environment.

In conducting research, researchers must be cautious. They must allocate plenty time to complete each activity. They must be conscientious and need to work in the library for a certain number of hours each week. They need to add some more hours, weeks before the scheduled deadline because there are some things that take more time than what is planned, and there are some stages in research work that is

more difficult than what the researchers expect. In short, there are unexpected difficulties and problems (Trimmer, 1992) and they may lead to academic failures. Hence, this study is conducted to investigate the most difficult item of all the problems that the student-researchers of Political Science 8 in La Salle University encountered during the first semester of the school year 2008-2009.

According to Logan (n.d.), any time personal problems could occupy some of the cognitive capacity and interfere academic pursuits. Occasionally, the best solution to a problem depends on what causes it, in which case, one has to discover why the problem arises. But in most cases, the best approach is simply to deal with the problem.

Most of the time research work is found to be tedious and very tiring work to do, however, teachers and students can not get away from this work because most often this is an academic requirement.

There are several items which are considered by the student – researchers in La Salle University as problems in the conduct of their research. The researcher wants to determine what item or items are felt by them as the most difficult.

Reports from the University of Cincinnati (2001) state some common reasons why college students experience academic problems. Some students do not have a clear vision regarding their reason for being in college. Perhaps, they are there at their parent's insistence while not feeling that they are doing what they really want to do with their life. Sometimes courses and majors are chosen to please others, but have little or no relationship to the student's true interest.

Similarly, in doing a research one must have the interest of doing it. It is a very laborious task. A research study cannot be completed when there are no respondents. Respondents are the ones to give their perception and answers on the issues in the study. At this

point the researcher must have built a friendly relationship with the respondents for the success of the study. But there might be a problem in relating with others.

In the words of Horowitz, Rosenberg, & Bartholomew (as cited in Locke, 2005), interpersonal problems are recurring difficulties in relating to others. Locke (2005) points out that interpersonal problem may be related to expectations for how others will act. It may be related to how sensitive or insensitive people are to the reactions of others. Finally, interpersonal problems may be related to expectations for the self.

Research work requires time. It is rewarding when the goal to finish it is attained on the target date. A researcher needs to manage time properly. In an on line article, time management is defined as the process of deciding what needs to be done and developing a plan and/or timeframe for getting it done. Time management is about establishing routines, setting goals, and understanding priorities.

Dombeck and Wells-Moran (2006) claim that time management skills boil down to awareness, organization and commitment. One needs to become aware of and record everything he is doing so that important things get done on time. One also needs to commit to keep a schedule, and not wandering off when something more momentarily interesting occurs. They emphasized that time management and organization skills are applicable to a wide range of life tasks one might decide to take on. As it will benefit the person broadly in what ever he/she might do.

Some students work at part-time jobs and/or are engaged in time consuming extra-curricular activities at the university. The demands of academic assignments almost require students to have the time management skills of a successful busy business executive. Unfortunately, not many students know adequate time management.

In some extent, personal problems may disturb students' concentration. Logan (n.d.) says that there are two classes of solutions to personal problems: change the environment or change your behavior. As a rule, the environment is less susceptible to change and hence problem solution usually requires behavior modification.

The University of Cincinnati (2001) observes that undiagnosed and untreated major emotional issues such as loss, depression, and anxiety may cause students to feel inadequate or result in serious academic difficulties and failure.

Statement of the Problem

This study is conducted to investigate the difficulties encountered by student-researchers. Specifically, it aims to answer the following:

1. What is the most difficult problems the student-researchers encountered?
2. What is the effect of these difficulties on the required research output?

Significance of the Study

Any investigation made is done for some reasons. The results of this study significantly benefit the following group of people:

Students. The Political Science students are the primary group that will benefit the results of this study. This will help them determine the difficulties in conducting a research.

College of Arts and Sciences Administrators. They will gain insights and will be able to develop educational strategies to lighten the problems that the student-researchers encounter in their research work.

Faculty Members. Through this study the teachers will become aware of the help they can extend to the student-researchers whom in turn will feel that research work a fruitful endeavor.

Researcher. This study enlightens the mind of the researcher and enrich her understanding of students' behavior while they are in the process of conducting their research.

Future Researchers. This study maybe of great help to them for further study.

2. Methodology

This study was a descriptive survey that used a researcher-made instrument as basis the main tool for gathering data. The open ended question was administered to the 14 students who were officially enrolled in the subject Political Science 8 with the descriptive title Research Methods for political science students in La Salle University. The gathered data were tallied. The measurements of the degree on what were the most difficult of all the problems that the student-researchers encountered are through qualitative scale. The researcher set hypothetical range for purposes of interpretation of the answers of the respondents.

Table 1: Degree of Measurements of the Respondents Answers

Qualitative Scale	Percentage of Responses	Hypothetical Range	Interpretation
			Item is
Majority	more than 50% and beyond	8 to 14	Very Difficult
Most	50% and not less than 25 %	4 to 7	Moderately Difficult
Lesser	less than 25%	1 to 3	Less Difficult

3. Results and Discussion

The data pertained to the difficulties encountered by the student-researchers of Political Science 8 in La Salle University, Ozamiz City.

Difficulties of the Student-Researchers

The Table below shows the 20 items considered by the student-researcher as difficult.

Table 2: Frequency Table of the Difficulties Encountered by the Student-Researchers

Items	Frequency	Percentage
1.Cooperation of respondents	14	1.00
2. Time management	12	.85
3. Stress management	11	.78
4. Identification of researchable issue and construction of research title	11	.78
5. Financial problem	9	.64
6. Constructions of interpretation, analysis, findings, conclusions and recommendation	9	.64
7. Formatting	8	.57

8. Tallying	7	.50
<i>Table 2, continued</i>		
9. Cooperation between members	7	.50
10. Statistical tool to use	5	.35
11. Choice of related studies/theories as bases to support the study	4	.28
12. Researcher made questionnaire formulation	3	.21
13. Contradicting ideas/ narrow mindedness/conflict in the organization of thoughts between research partners	3	.21
14. Patience of the researcher	2	.14
15. Drive/intention to finish; feeling to quit	2	.14
16. Limited period in doing the research	2	.14
17. Negligence in the application of corrections which cause re-printing	2	.14
18. Conflicting interpretations between the student-researcher and the teacher-adviser	1	.07
19. Inexperienced researcher	1	.07
20. Patience of the teacher-adviser	1	.07

As shown on the Table above, 100% of the student-researchers found difficulty in item no. 1 which refers to the chosen respondents of the study they conducted. The administration of questionnaire and retrieval of the same is a means of gathering the data; however, visibility and availability of the respondents found to be very difficult for the student-researchers. It was very hard for them to approach unfamiliar respondents and convince the latter to answer the survey questionnaire. This item was followed by the time management problem as majority of the respondents found difficulty in their time and stress management. The identification of the researchable issue and construction of research title, financial problem, constructions of interpretation, analysis, findings, conclusion and recommendations which are research based, and formatting were another areas which the majority of the student-researchers found as problems in the conduct of their study. This means that these items are found to be very difficult problems.

In addition, tallying, cooperation between members, to decide what statistical tools to use, choice of related studies or theories as bases to support the study were found by most of the respondents as moderately difficult.

While lesser number of respondents 3 found the questionnaire formulation for researcher - made questionnaire, contradicting ideas, narrow mindedness, conflict in the organization of thoughts between research partners, patience of the researcher, drive or intention to finish; feeling to quit, limited period in doing the research, negligence in the application of corrections which cause re-printing, conflicting interpretations between the student- researcher and the teacher-adviser, inexperienced researcher, patience of the teacher-adviser as less difficult among the problems of the student-researchers. The frequency shows that very few respondents considered these as problems.

Table 3: Analysis Pertaining to the Degree of Difficulties Encountered by the Student-Researchers

Items	Hypothetical Range	Percentage of Responses	Qualitative Scale	Interpretation
Nos. 1 to 7				
1. Cooperation of respondents 2. Time management 3. Stress management 4. Identification of researchable issue and construction of research title 5. Financial problem 6. Constructions of interpretation, analysis, findings, conclusions and recommendation 7. Formatting	8 to 14	more than 50% and beyond	Majority	Very Difficult
Nos. 8 to 11				
8. Tallying 9. Cooperation between members 10. Statistical tool to use 11. Choice of related studies/theories as bases to support the study	4 to 7	50% and not less than 25 %	Most	Moderately Difficult
Nos. 12 to 20				
12. Researcher made questionnaire formulation 13. Contradicting ideas, narrow mindedness, conflict in the organization of thoughts between research partners 14. Patience of the researcher 15. Driver or intention to finish, feeling to quit 16. Limited period in doing the research 17. Negligence in the application of corrections which cause re-printing 18. Conflicting	1 to 3	less than 25%	Lesser	Less Difficult
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The Table above shows that majority of student-researchers found the seven (7) items to be very difficult, however, item no. 1 which is choosing of respondents is the most difficult one. This can be traced back to Table 2. This affirms Locke's (2005) who states people might be sensitive or insensitive to other people. For the student-researchers the retrieval of the questionnaires is very significant for them but they cannot force the respondents when they do not feel like accomplishing the questionnaire at all.

The item time management was considered by the student-researchers as the next most difficult as shown in Table 2. To know adequate time management is more beneficial than to those who do not. According to Dombeck and Wells-Moran (2006) time management is applicable to a wide range of life tasks one might decide to take on. Important things get done on time when there is proper time management. This can be done personally by the student- researchers.

Two (2) of the seven (7) items that are considered very difficult are stress management and financial problems which can be managed also personally while the other three (3) includes the identification of the researchable issue and construction of research title, constructions of interpretation, analysis, findings, conclusion and recommendations, and formatting are research based items.

Considered moderately difficult are tallying, to decide what statistical tools to use (academic in nature) and cooperation between members, choice of related studies or theories considered personal on the part of the researchers.

Nine or 45% of the 20 items considered by less than 25% of the respondents of this study as less difficult. This signifies that lesser number of respondents considered them as a problem. There were only two (2) of the nine (9) items that is more academics. These are the questionnaire formulation for researcher made questionnaire, and

limited period in doing the research. The seven (7) of the nine (9) items involved personal control and practices like: contradicting ideas, narrow mindedness, conflict in the organization of thoughts between research partners, patience of the researcher, drive or intention to finish; feeling to quit, negligence in the application of corrections which cause re-printing, conflicting interpretations between the student- researcher and the teacher-adviser, inexperienced researcher, patience of the teacher-adviser. These difficulties are more personal in nature. This explains the words of Logan which state that any time personal problems occupy some of the cognitive capacity they interfere academic pursuits (n.d.).

4. Summary, Conclusion, and Recommendations

This study pertained to difficulties encountered by student-researchers. Findings show that the most difficult item for the students to get the cooperation of respondents. The 100% of the student-researchers found the retrieval of their questionnaires very difficult.

Students officially enrolled in Research Methods course were divided into groups. There were 2 or 3 members in a group which resulted in six (6) groups. There were only four (4) or equivalent to 2 groups out of 6 able to finish and submitted their required research output on time. Statistically, only 33% of the respondents successfully met the required research output. This means that the 66% found it difficult to finish their research.

Conclusion

In the light of this study the researcher concludes that the learning which the student-researchers got from their class discussions and applied in the conduct of their research work is not the very reasons

that result in serious academic difficulties and failures. The cooperation of the chosen respondents beyond the academic institution is a very crucial problem. To some extent students felt also that personal problems like time and stress management may disturb their concentration.

Recommendations

The following recommendations are advanced.

1. That student-researchers establish friendly relation with their prospected subjects or respondents.
2. That time management topic be included in the discussion of the subject for the students to be more aware that time management is about establishing routines, setting goals, and understanding priorities.
3. That the subject research method be offered in two semesters instead of one semester to give the student-researchers reasonable time to finish their required research output.
4. That the Dean of College of Arts and Sciences initiate the inclusion of the research courses to all programs offered for the students' basic knowledge about research work.

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Profile of Office Administration Students Enrolled in Stenography for S.Y. 2008-2009

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Abstract

The study profiled the students enrolled in Office Administration program in terms of intelligent quotient, study habits, and attitudes. The results showed that 70% of the respondents had difficulty in verbal skills such as in reasoning and problem solving, which must be the cause for their tardiness in completing academic requirements. Moreover, majority (90%) showed low study attitude, 85% had low study orientation both of which expectedly manifested in their lackadaisical performance.

1. Introduction

Stenography is defined as the process of writing shorthand. It is a system of rapid handwriting employing symbols to represent words, phrases, and letters. Stenography comprises skills in shorthand, transcription and typewriting. It is indispensable in business, profession, vocation and administration---wherever it is desirable to have a quick and verbatim record of the spoken words. (Gregg Shorthand, 2nd Edition)

Students of La Salle University who are enrolled in Bachelor of Science in Office Administration and Associate in Office Administration take up stenography course as part of their curriculum.

Office Administration students are expected to excel in stenography or get good grades in stenography so that they could get good job in big companies. Furthermore, students who are good in stenography will have a bigger chance to become court stenographer.

This course is included in the curriculum as many students have the aptitude toward this particular area. Besides, its knowledge provides early employment opportunities. It is expected that the learners, after getting training in this field, not face difficulty in getting suitable jobs.

Background of the Study

A previous study conducted by these researchers on the performance of Office Administration student trainees found that the trainors assessed the trainees' performance in stenography as poor. This assessment of the trainors was proven true and correct as perceived by the teacher in stenography who was also one of the researchers. She commented that most of the students who took up stenography had low grade in this subject.

In the light of that finding, the researchers proposed a follow-up study looking into the profile of the Office Administration students who enrolled in stenography for SY 2008-2009.

Statement of the Problem

This present study seeks to describe the profile of Office Administration students in terms of:

1. Intelligence Quotient
2. Study habits and attitudes
 - 2.1 Delay Avoidance
 - 2.2 Work Methods
 - 2.3 Study habits
 - 2.4 Teacher Approval
 - 2.5 Education Acceptance
 - 2.6 Study Attitudes
 - 2.7 Study Orientation

This study is significant for several reasons: Firstly, to help the teacher in stenography understand the kind of students that she/he has. Secondly, to aid the teacher to find strategy and methods that suit students' mental capabilities. Furthermore, this study would give the College of Business and Economics an idea of how to improve the curriculum in stenography considering the students' mental capacity, study habits and attitudes.

2. Methodology

This research used the descriptive method to describe the profile of the Office Administration students in terms of their intelligence quotient, study habits and attitudes.

The instruments used were the standardized questionnaires found at the testing center of La Salle University in describing the study habits and attitudes of the twenty (20) third year & fourth year students in stenography for school year 2008-2009.

The intelligent quotient of the students was taken from the record of the Testing Director at the testing center of La Salle University.

The data gathered were tabulated, organized, and computed for significant values in describing the Profile of Office Administration in terms of intelligence quotient, study habits and attitudes.

Range of Rating and Its Verbal Interpretation for Intelligence Quotient

Range	Verbal Description	Interpretation
128 – 120	Superior High	
119 – 112	Above Average	You can easily comprehend verbal concepts presented in words figures and shapes such as series, classification, matrices and conditions. However, you have the tendency to be bored when the assigned task is too familiar and routine.
111 – 88	Average	You can comprehend verbal concepts presented in words, figures and shapes such as series, classifications, matrices and conditions. You can perform task that requires such ability
87 – 72	Below Average & Low	You may have difficulty in using language in order to express yourself, comprehend stories or in reasoning and problem solving that employs verbal skills.

Range of Rating and its Verbal description and Interpretation for Study Habits and Attitudes in terms of:

- 1.1. Delay Avoidance*
- 1.2. Work Methods*
- 1.3. Study Habits*

- 1.4. *Teacher Approval*
- 1.5. *Education Acceptance*
- 1.6. *Study Attitudes*
- 1.7. *Study Orientation*

Range	Verbal Description	Interpretation on <i>Delay Avoidance</i>
99- 80 75 – 30 25 – 01	High Average Low	Your promptness in completing academic assignments, lack of procrastination, and freedom from wasteful delay and distraction.

Range	Verbal Description	Interpretation on <i>Work Methods</i>
99- 80 75 – 30 25 – 01	High Average Low	Your use of effective study procedures, efficiency in doing academic assignments, and how-to study skills.

Range	Verbal Description	Interpretation on <i>Teacher Approval</i>
99- 80 75 – 30 25 – 01	High Average Low	Your opinion of teachers and their classroom behavior and methods.

Range	Verbal Description	Interpretation on <i>Education Acceptance</i>
99- 80 75 – 30 25 – 01	High Average Low	Your approval of educational objectives, practices and requirements.

Range	Verbal	Interpretation on <i>Study Habits</i>
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	Description	
99- 80 75 – 30 25 – 01	High Average Low	Combines the scores on the DA and WM scales to provide a measure of academic behavior.
Range	Verbal Description	Interpretation on <i>Study Attitudes</i>
99- 80 75 – 30 25 – 01	High Average Low	Combines the scores on the TA and EA scales to provide a measure of scholastic beliefs.
Range	Verbal Description	Interpretation on <i>Study Orientation</i>
99- 80 75 – 30 25 – 01	High Average Low	Combines the scores on SH and SA scales to provide an overall measure of study habits and attitudes.

3. Results and Discussion

The data presented are arranged according to the specific problems considered in this study. Below are the Tables and the corresponding analysis and interpretation.

Table 1 shows the profile of the students' intelligence quotient of the selected third year and fourth year office administration students. As we all know Intelligence refers to the ability on how one learns well, how long one remembers ideas and the ability to understand ideas and use of these ideas in real life situations (www.personal-growth.com)

Table 1: Students' Intelligence Quotient

I.Q Range	Verbal Description	Frequency	Percentage
128	Superior		
119-112	Above Average		
111-88	Average	3	15%

87- 72	Below Average	14	70%
71 below	Low	3	15%

Table 1 reveals that 70% of the selected third year and fourth year Office Administrations students have an I.Q of below average which means that more than majority of them have difficulty in using language in order to express themselves, comprehend stories or in reasoning and problem solving that employs verbal skills.

Table 2 reflects the profile of the students’ study habits and attitudes. It is also described as attitude about what we see lies ahead of us will determine how much effort and commitment we will put in. A person’s mental outlook is shaped by influence and association. Models of the world shape how we view things or events. The people we associate with have an effect on the person we become. If we want to have the right outlook, we need to go where it exists. (personaldevelopment.suite.101.com)

Table 2

Profile of the Students’ Study Habits and Attitudes in Terms of:

Table 2.1: Delay Avoidance

Range	Verbal Description	Frequency	Percentage
99-80	High		
75-30	Average	7	35%
25-1	Low	13	65%

As reflected in Table 2.1 13 respondents were low in delay avoidance which implies that more than majority of them are not prompt in completing academic assignments, tend to procrastinate and are not time conscious.

Table 2.2: Work Methods

Range	Verbal Description	Frequency	Percentage
99-80	High		
75-30	Average	10	50%
25-1	Low	10	50%

Table 2.2 presents that 50% of the respondents had a verbal description of average in work methods. It means that they have an average description in terms of effective study procedures, efficiency in doing academic assignments, and skill in studying.

However, Table 2.2 also shows that 50% of them had a verbal description of low in work methods. This means that half of the respondents have a low description in terms of effective study procedures, efficient in doing academic assignments, and skill in studying.

Table 2.3: Study Habits

Range	Verbal Description	Frequency	Percentage
99-80	High		
75-30	Average	9	45%
25-1	Low	11	55%

Table 2.3 shows 55% of the respondents are low in study habit. This denotes that their measure of the academic behavior is low; low in classroom participation and performance.

Table 2.4: Teacher Approval

Range	Verbal Description	Frequency	Percentage
99-80	High		
75-30	Average		
25-1	Low	20	100%

It is shown in Table 2.4, that 100% of the respondents had low teacher approval. This means that all of them have low opinion of teachers' classroom behavior and methods of teaching.

Table 2.5: Education Acceptance

Range	Verbal Description	Frequency	Percentage
99-80	High		
75-30	Average	4	20%
25-1	Low	16	80%

Table 2.5 reveals that 80% of the respondents had low in education acceptance which connotes that more than majority of them have low approval of educational objectives, practices and requirements in school.

Table 2.6: Profile on Students' Study Attitudes

Range	Verbal Description	Frequency	Percentage
99-80	High		
75-30	Average	2	10%
25-1	Low	18	90%

Table 2.6 shows that 90% of the respondents show low study attitude which manifests that almost all of them had low measure of scholastic beliefs. This means that students do not worry about academic grades and high performance in school.

Table 2.7: Study Orientation

Range	Verbal Description	Frequency	Percentage
99-80	High		
75-30	Average	3	15%
25-1	Low	17	85%

Table 2.7 shows that 85% of the respondents had low study orientation. This signifies that almost all of them have low measure of study habits and attitudes.

The results show that majority of the respondents have below average I.Q, not prompt in completing academic assignments, low in work methods, low approval of subjects requirements in school.

Moreover, the respondents do not worry about their academic grades and performance in school. The results of the study indicates that the profile of the students' study habits and attitude are perceived low in delay avoidance, work methods, teacher approval, education acceptance, study habits, study attitudes and study orientation.

Conclusion

The respondents of the study have below average intelligent quotient that results in having difficulty using language to express themselves. Thus, their poor school performance is partly due to poor study habits and orientation.

Recommendations

Below are the recommendations of the researchers to the teachers and to the College of Business & Economics administrators:

1. Require and encourage students to read more books , magazines and other reading materials to improve their mental ability as stenography requires good communication skills especially in written communication.
2. Encourage students to attend session on improving study habits and attitudes conducted by the Guidance Center of La Salle University.
3. Give students intensive assignments in stenography reading book and transcription of the materials so that they will be encouraged to read and analyze.
4. Include in the college activity during its College Week a contest in stenography so that students feel that this skill is recognized and that they are encouraged to exert effort to excel.

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English 1b Students' Strategies in Answering Essay Questions

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Abstract

This descriptive type of research study aimed to determine the English 10 students' strategies in answering essay questions. Majority of the 40 respondents' students analyzed the questions by reading the question carefully, deciding on the necessary rhetorical devices to be used, and understanding the main verb in the question. Moreover, they organized their answer by deciding on how many paragraphs to use, answering with a topic sentence and supporting it with supporting details, making use of indentions, using of punctuations, and writing a conclusion.

Lastly, they reviewed their answer by reading their answer again, checking if the main ideas were included and checking for grammar, spelling and punctuation.

1. Introduction

Assessment is a general term that includes the full range of procedures used to gain information about the student learning and the formation of value judgments concerning learning progress. In particular, the test which is a type of assessment consists of a set of questions administered during a fixed period of time under reasonably comparable conditions for all students (Linn and Gronlund, 1995).

One of the types of test administered by educators is essay. According to Stalnaker (1951) as cited by Reiner and Bothell (2002), essay question is a test item which requires a response composed by the learner, usually in the form of one or more sentences, of a nature that no single response or pattern of responses can be listed as correct and the accuracy and quality of which can be judged objectively by one skilled or informed in the subject. This type of test is different from other tests because it requires more systematic and in-depth thinking with regard to the subject matter. It likewise provides an effective way of assessing complex learning outcomes that cannot be effectively assessed by other commonly used paper-and-pencil assessment procedures. Further, this type of test demonstrates reasoning and thinking skills which gives teachers the opportunity to detect problems students may have with their reasoning process. Finally, the constructed response will enhance the learners' abilities to practice polished writing.

On the other hand, Ebel and Frisbie (1986) point out that the practice that essay tests give in writing may be practice in bad writing—hasty, ill considered and unpolished. Most educators in the university identify this as a problem displayed by students during quizzes or

examinations. Students get low scores most of the time because of the last type of test in the examination, the essay type.

According to Fischer (2002); Bauer-Ramazani (2005); Nash-Smith (2008), in answering essay questions, an individual has to follow certain set of steps in order to achieve a comprehensive essay answer or composition. First, the individual has to analyze the question thoroughly. This is done through reading the question at least two to three times, encircling the main verb, and deciding on the necessary rhetorical strategy for answering the question. Second, the individual has to organize the answer by deciding whether there is a need to write a one-paragraph composition or a multi-paragraph composition, writing a brief outline of all the points to be included in the answer, using a topic sentence, supporting the topic sentence with examples or reasons, using of indentions, making use of transitional devices for logical organization, using of punctuations properly, and writing a conclusion. Lastly, in reviewing, the individual has to review the text written through reading it again, checking if all the main and important ideas are included, and checking the grammar, spelling and punctuations.

In this regard, it is the objective of this study to find out if students have a certain strategy in answering the said type of test.

Conceptual Framework

Essay questions have been a stable fixture of teacher assessment activity for decades. Despite the shifts in assessment theory, the essay item format remains a credible and fundamental tool for assessing student achievement. Its purposes are to assess learner's understanding of subject matter content, learner's abilities to reason with their knowledge of a subject matter, and learner's ability to practice polished writing.

This paper is a 3-part study on the learner's analysis of the essay question, organization and reviewing of the answer to the essay question. This study seeks to explore college students' strategies in answering essay questions and to update teachers' awareness of their strategies. It is designed to explain how students answer the essay test.

Statement of the Problem

This study aims to identify the students' strategies in answering essay questions. Specifically, it attempts to find how students analyze, organize and review their answer to the essay question.

Significance of the Study

The result of the study may help the students to evaluate their strategy in answering essay tests. In addition, it may help the teachers to design or plan for an appropriate strategy to facilitate comprehensive essay answers.

Scope and Limitation

The foremost concern of this study is to find out the students' technique of answering essay questions. The researcher opted to use two sections of English 1b students as respondents of the said project since. From the two sections, 20 students from each class were selected disregarding their gender and course.

2. Methodology

The data and information discussed in this paper were gathered through the use of simple descriptive research method. It was conducted at La Salle University.

Of the 71 students from the two sections of English 1b for the second semester SY 2008-2009 in La Salle University, only 40 students—20 from English 1b01 and another 20 students from English 1b02—were taken as samples, using cluster sampling. Students were chosen regardless of their course and age.

The research instrument used in the study was based on the study of Bauer-Ramazani (2005). The questionnaire focused on the following parts: analyzing the essay question, organizing and reviewing the answer of the essay question.

The test was administered personally by the researcher to ensure uniformity of instructions and also to explain the purpose of the study. Retrieval of the questionnaire was done on the same day when the questionnaires were distributed.

The data collected was tested using the percentage distribution.

3. Results and Discussion

Set A: Analyzing the Question

Table 1: Reading the Question Carefully

Analysis (Item 1)	No. of Respondents who checked the item	Percentage	No. of Respondents who did not check the item	Percentage	Total
I read the question very carefully at least two or three times.	37	92.5	3	7.5	40
					100

Table 1 shows that majority (92.75%) of the respondents read the question carefully at least two or three times. On the other hand, 7.5% of them (3) preferred reading it once only. Apparently, this way of analyzing an essay item helps students identify what the question is about and how should it be answered.

Table 2: Encircling the Verb

Analysis (Item 2)	No. of Respondents who checked the item	Percentage	No. of Respondents who did not check the item	Percentage	Total
I encircle the main verb (action verb or imperative) in the question.	5	12.5	35	87.5	40
					100

Table 2 shows that a big percentage (87.5%) of the respondents opted not to encircle the main verb in analyzing the question compared to the number of respondents who opted not to do so. However, identifying the main verb of the question helps an individual to have a focus in answering. It should also be remembered that coherence with the question is essential when answering a question.

Table 3: Deciding on Rhetorical Devices to be Used

Analysis (Item 3)	No. of Respondents who checked the item	Percentage	No. of Respondents who did not check the item	Percentage	Total
I decide on the necessary rhetorical strategy in answering the question (cause-	21	52.5	19	47.5	40
					100

effect, comparison-contrast, definition, classification, or problem-solving).					
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Table 3 shows that 52.5% of the respondents took time to decide on rhetorical strategy to use in answering the question. This way of analyzing is interrelated to that of the previous item. After identifying the main verb, one must decide on a certain method on how to develop one’s ideas in a composition.

Table 4: Making Sure What Type of Answer is asked

Analysis (Item 4)	No. of Respondents who checked the item	Percentage	No. of Respondents who did not check the item	Percentage	Total
I make sure I understand what type of answer the main verb calls for (a summary, details, a diagram, an analysis, or an evaluation).	25	62.5	15	37.5	40
					100

Table 4 shows that 62.5% of the respondents made sure they understood the type of answer the main verb calls for. This has been one of the observed problems by most educators. This likewise affects the coherence of the student’s answer with the question. Most of the time, teachers give a big credit in this area.

Table 5: Encircling or Jotting Down Keywords

Analysis (Item 5)	No. of Respondents who checked the item	Percentage	No. of Respondents who did not check the item	Percentage	Total
I encircle or jot down keywords found in the question.	20	50	20	50	40
					100

Table 5 shows that 50% of the respondents encircled or jot down keywords found in the question but the other 50% did not. The keywords help an individual establish a ground outline for the answer of the question. By this, the student is able to have control of the flow and organization of the idea in the answer.

Set B: Organizing the Answer of the Question

Table 6: Deciding the Number of Paragraphs to be used

Organization (Item 1)	No. of Respondents who checked the item	Percentage	No. of Respondents who did not check the item	Percentage	Total
I decide if I need to write a 1-paragraph or a multi-paragraph answer.	22	55	18	45	40
					100

Table 6 displays that 55% of the respondents decide as to how many paragraph they would like to have to hold their answer. This means that a good number of students consider the length of their answer to the question. In addition, the number of paragraphs to be used in the answer helps provide efficient and substantial answer to the question.

Table 7: Writing a Brief Outline

Organization (Item 2)	No. of Respondents who checked the item	Percentage	No. of Respondents who did not check the item	Percentage	Total
I write a brief outline of all the points I want to mention in my answer.	23	57.5	17	42.5	40
					100

Table 7 presents that 57.5% of the respondents did consider outlining. This means that aside from the length, they are also concern about the content. Basically, the brief outline helps one be guided as regards to the flow of the idea. Moreover, in doing so, important ideas that should be included will not be left out and their relationship with each other (Lucas, 2001)

Table 8: Organizing the Answer through Using of a Topic Sentence

Organization (Item 3)	No. of Respondents who checked the item	Percentage	No. of Respondents who did not check the item	Percentage	Total
I answer the question with a topic sentence	26	65	14	35	40
					100

Table 8 projects that 65% of the respondents made use of a topic sentence in answering the question. This means that the respondents implore the very basic step in writing a paragraph, which is to start with a topic sentence. Further, the topic sentence serves as the summary of the whole paragraph. Basically, it functions as the main idea of the paragraph (Elsbree, et. al., 1981 as cited by Saymo, 2004).

Table 9: Making Us of Indentions

Organization (Item 4)	No. of Respondents who checked the item	Percentage	No. of Respondents who did not check the item	Percentage	Total
I make use of indention(s) in my paragraph(s).	25	62.5	15	37.5	40
					100

Table 9 shows that 62.5% of the respondents made use of indentions in their answers. However, 37.5% of them don't make use of indentions at all. This means that a good number of them consider the proper partition and presentation of their ideas. This observance of the general rule in academic writing would help one identify and separate ideas from those of great importance to those of less importance. Again, this would manifest the individual's control of the answer.

Table 10: Supporting the Topic Sentence with Supporting Details

Organization (Item 5)	No. of Respondents who checked the item	Percentage	No. of Respondents who did not check the item	Percentage	Total
I support the topic sentence with reasons or examples.	31	77.5	9	22.5	40
					100

It is clear in this Table that 77.5% of the respondents gave support to their topic sentence with reasons or examples. On the other hand, only 22.5 percent of them did not do so. Comparing the figures to those in Table 8, it seems that a great number of respondents focus more on the supporting details rather than on the topic sentence which is supposed to be their basis in coming up with necessary.

Table 11: Use of Transitional Devices

Organization (Item 6)	No. of Respondents who checked the item	Percentage	No. of Respondents who did not check the item	Percentage	Total
I make use of transitional devices for logical organization.	11	27.5	29	72.5	40
					100

It is clear in this Table that not a good number of the respondents made use of the transitional devices. They could be of three forms; a conjunction, a preposition, or a pronoun. These transitional devices help to establish fluency of the flow of ideas in a certain composition. It is likewise important to achieve coherence and unity of ideas, further, emphasis.

Table 12: Use of Punctuations

Organization (Item 7)	No. of Respondents who checked the item	Percentage	No. of Respondents who did not check the item	Percentage	Total
I practice the proper use of punctuations in my answer.	31	77.5	9	22.5	40
					100

Table 12 shows that majority (77.5%) of the respondents practice the proper use of punctuations in their answers. Like that of the indentation, it also enables one to separate one interrelated idea from the other. This helps the individual to organize his/her idea orderly.

Table 13: Writing a Conclusion

Organization (Item 8)	No. of Respondents	Percentage	No. of Respondents who did not check the item	Percentage	Total
I write a conclusion.	30	75	10	25	40 100

Table 13 presents that majority (75%) of the respondents wrote a conclusion in their answer to the essay question while 25% of them didn't write one. This means that the respondents do not know how to properly end their answer. As Saymo (2004) declares writing, "a conclusion simply means bringing its theme to a unified harmonious resolution, giving the reader a sense of finality".

Set C: Reviewing the Answer to the Question

Table 14: Reading the Answer Over Again

Review (Item 1)	No. of Respondents who checked the item	Percentage	No. of Respondents who did not check the item	Percentage	Total
I read over my answer again.	34	85	6	15	40 100

Table 14 shows that majority (85%) of the respondents read their answer over again. On the other hand, only 15% of them did not take time to read it again. According to one of the respondents who exclaimed while answering, “I could not read my answer again because of the time limit given by our instructor.”

Table 15: Checking of Main Ideas Included

Review (Item 2)	No. of Respondents who checked the item	Percentage	No. of Respondents who did not check the item	Percentage	Total
I check if all the main ideas have been included.	27	67.5	13	32.5	40
					100

Table 15 shows that 67.5% of them checked if the main ideas they wanted to include in their answer had been included while 32.5% (13) do not check anymore. This result is buttressed by Ebel and Frisbie (1986) who claims that essays may bring bad writing since it is done hastily and sentences are ill-polished.

Table 16: Checking for Grammar, Spelling and Punctuation

Review (Item 3)	No. of Respondents who checked the item	Percentage	No. of Respondents who did not check the item	Percentage	Total
I check my answer for grammar, spelling, and punctuation.	34	85	6	15	40
					100

Table 16 shows that majority (85%) of the respondents checked their grammar, spelling, and punctuation. This means that majority of them is concerned with how their answers would look like, how their answer sound like, and what their answers would mean. On the other hand, 15% of them disregarded this way of reviewing their answer.

Conclusion

Based on the findings of the study, the researcher has come up with the following conclusions:

In answering essay questions respondents go through the process of analyzing and deciding on the rhetorical strategies to best their paragraphs, not forgetting the mechanics of the language.

Recommendations

Based on the findings and conclusions, the following recommendations are made:

1. English teachers should reiterate the importance of the writing process to the students. This will help them practice and develop their writing and organizing skill.
2. Teachers should take time to:
 - 2.1. review basic grammar to students reminding them of the basic rule in S-V agreement.
 - 2.2. limit the number of questions to 2-3, especially if there are other types of examination that would take time answering.
 - 2.3. remind students the use of transitional devices for logical organization of ideas.
 - 2.4. teach students how to properly answer essay questions.
3. A further in depth study on student composition be made.

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Survey form

English Students' Strategies in Answering an Essay Test

Directions: Check the item that applies to you in answering an essay test.

Analysis	<ol style="list-style-type: none"> 1. I read the question very carefully at least two or three times. 2. I encircle the main verb (action verb or imperative) in the question. 3. I decide on the necessary rhetorical strategy in answering the question (cause-effect, comparison-contrast, definition, classification, or problem-solution). 4. I make sure I understand what type of answer the main verb calls for (a summary, details, a diagram, an analysis, or an evaluation). 5. I encircle or jot down keywords found in the question. 	<hr/> <hr/> <hr/> <hr/> <hr/>
Organization	<ol style="list-style-type: none"> 6. I decide if I need to write a 1-paragraph or a multi-paragraph answer. 7. I write a brief outline of all the points I want to mention in my answer. 8. I answer the question with a topic sentence. 9. I make use of indention(s) in my paragraph(s). 10. I support the topic sentence with reasons or examples. 11. I make use of transitional devices for logical organization. 12. I implore the proper use of punctuations in my answer. 13. I write a conclusion. 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Review	<ol style="list-style-type: none"> 14. I read over my answer again. 15. I check if all the main ideas have been included. 16. I check my answer for grammar and punctuation. 	<hr/> <hr/> <hr/>

Writing Process

A. Pre-Writing

1. Brainstorming

The use of graphic organizers is advisable in this part. In addition, a previous knowledge would also be helpful to gather useful information/ideas to be included.

2. Narrowing of the topic

After brainstorming, be able to select the most relevant idea that you think is essential for the article. (Reminder: Accept what is useful and reject what is not.)

3. Identifying of Rhetorical Device to be used (cause-effect, general-specific, comparison-contrast, etc.)

Identifying the rhetorical device to be used is essential for it holds the flow of the ideas in the paragraph. Moreover, the tip on the graphic organizers could help one be able to identify what method of development be used.

B. Actual Writing

1. Making of Brief Outline

Making the brief outline will give you a little guide with regard to the flow of the ideas. Likewise, it also would help you identify which part should you give more emphasis or elaborate further.

2. Filling out of the Outline/Discussing the topics involved

After developing the outline, start filling it out with the necessary supporting details (reasons with examples). Discuss thoroughly the parts which should be given much emphasis.

3. CUE System (Coherence, Unity, and Emphasis)

Make sure that you observe the CUE System in writing. The system will help identify whether the paragraph is a good one or not.

Coherence is the continuity within and between paragraphs. To attain this, consider first the arrangement of sentences in logical order and second, the use of special devices. Unity, on the other hand, is evident when each of the sentences in the paragraph pertains to one central idea. Lastly, emphasis projects how the important ideas are made to stand. If the writer has written a unified and coherent paragraph, the writer will produce more pointed and emphatic ones. (Saymo, 2004)

C. Post-Writing

1. Checking of grammar, spelling and punctuation

After being able to write the whole article, take time to read it again. By doing so, the grammar, spelling and punctuation will be checked. The importance of this is to give your article a comprehensive grasp of the topic discussed.

2. Checking of the main ideas included (Base the checking from the outline or schematic diagram made during the pre-writing process).

The outline or the schematic diagram will help the writer check whether the important ideas are included. Moreover, the additional ideas that might come will be placed properly where they should be placed.

How to Answer Essay Questions (Useful Tips for Students)

A. Analyze the Questions

- a. Read the question(s) very carefully at least 2 or 3 times.
- b. Identify the main verb in the question. It helps in being in track with the question's tense and sense.
- c. Make sure the task is surely understood (make a diagram, summary, details, an analysis, an evaluation, etc.)

B. Organize the Answer to the Question

- a. Restate the question and answer it with a topic sentence (for a 1-paragraph answer) or a thesis statement (for a multi-paragraph answer).
- b. Answer the question according to general rules of academic writing. Use indentions; begin each paragraph with a topic sentence; support the topic sentence(s) with reasons, explanations, and/or examples; use transitional devices to show logical organization; write a conclusion; use correct pronunciation throughout.

(Use transitional devices and expressions all throughout the article. This shows logical organization of ideas. Moreover, it is also preferred by teachers for this will tell them that you are controlling the flow and organization of the essay.)

C. Review the Answer of the Question

- a. Read your article or answer again.
- b. Check if all the ideas you want to include are included.
- c. Check for your grammar, spelling, and punctuation.

Based on the study of Laurie Fischer (2002) and Christina Bauer-Ramazani (2005)

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