LASALLIAN RESEARCH FORUM
La Salle University
Ozamiz City

June-July 2010 Vol. 15 No. 1

Editor's Notes

The Teaching Art and Skill of LSU-IS Teachers and

Students' Academic Performance

Flordelis J. Ejercito, PhD
Vice-Chancellor for RDEL

Abstract

Teaching is indeed a challenging task. Teachers play different roles to cater to varied needs of the learners. With this, the study aimed at finding out the teacher factors that significantly affect the academic performance of the students at La Salle University Integrated School. Two hundred ninety-eight students from Grades 8, 9, and 10 enrolled during the School Year 2009-2010 were asked to evaluate their teachers. The correlational method of research was employed. Researcher-made questionnaires were submitted to experts for correction and were pre-tested before use. This present study found out that teachers' teaching artistry and teaching skills do not correlate with students' academic performance.

1. Introduction

Teachers play a very important role in the teaching-learning process. Their person as an educator made a significant impact in the total development of the learners. As Saint John Baptist De La Salle advocated, teachers teach minds, touch hearts, and transform lives. With this, the role of the teachers in the classroom is multi-faceted and dynamic.

The research of Gage, Berliner, Porter, and Brophy (cited in Lumanta, 2008) emphasized the importance of the teacher in providing a climate conducive to learning. Further, the teacher is considered the most important variable in the learners' educational environment for he/she motivates, guides, and directs the learners' quest for knowledge. Since acquisition of knowledge on the part of the pupils takes place in an educational environment conducive to

learning, the components of effective teaching must be present (Zulueta, 2006).

Following the process of qualitative analysis, two domains emerge as the components of teaching expertise. These are effective teaching and responsible teaching. Effective teaching refers to instructional practices and behaviors that lead to the attainment of educational objectives which promote academic achievement, while responsible teaching refers to the development of desirable attitudes and values among the students which include guiding them towards assuming personal responsibility for learning, there can be no expert teaching. Expert teaching is concerned with the holistic development of the learner (Reyes, 2003). It is therefore essential that teachers possess both components of teaching to be effective in the classroom. In the present study, two teaching components are examined, namely: teaching artistry and teaching skills.

Rubin (2000) observed that teaching is an art, in that it involves processes and procedures that are complex that is impossible to reduce them to systematic investigation or formulation. Flinders (1989), in an analysis of teaching behaviors, suggest that a number of the types of behaviors enacted reflect the ***true artistry of teaching***, such as employing communication that goes beyond speaking and writing. Teachers communicate through body language, the use of space, voice intonation, and eye contact-all ways of making subtle impact on the child and conveying a message of caring the students (Flinders, 1989). Furthermore, teachers demonstrate sensitivity to student's needs and a capacity to adapt to the emotional context of the classroom. The research of Pintrich & Schunk (2002) suggests that students should learn to set personal goals that are moderately difficult. However, this same "science" fails to direct on how to approach the process or even how to know what is moderately difficult. The teacher as artist is

able to apply the research sensitively and critically with an eye to the unique and diverse needs and abilities of each student. Finally, the teacher, as artist, often employs humor, individual contact, and opportunities for recognition and empowerment of students by means of building cooperation.

This artistry is dramatically presented every day in the teachers' classrooms. The effective teacher has the knack of simply knowing when to close the space between himself and a resistant student as a method of management. This teacher knows how to change the tone and inflection of his voice to gain the attention of the class. Also, he certainly will demonstrate sensitivity and awareness of his students and their emotional needs, often making adjustments to class routines and requirements in response to the needs. This effective classroom teacher is certainly an artist. His skillful humor, individual contact, and recognition and ongoing empowerment fit the definition highlighted by Flinders (1989).

Teaching as an art signifies that the teacher expresses her emotions and communicates her feelings through her teaching chores. In this light, teaching is a conglomeration of ones talent, skill and expertise in reaching out and enriching the children's lives. It aims to achieve an enjoyable and fruitful learning deepening on the teacher's attributes, craft and finesses in developing their knowledge base, simultaneous with positive attitudes and values. A skillful teacher exudes a caring, compassionate and creative approach that makes teaching a masterful act of touching the children's hearts and minds (Salandanan, 2005).

Teaching is mainly a creative expression of one's intellectual and emotional qualities that are essential in promoting learning. The prototype attitudes and values that teachers model in their teaching create conducive atmosphere for the development of

the same learning among their students. Teaching serves as their way of reaching out to the minds and hearts of the young, thus helps raise upright and passionate citizens. Their innate ability in mirroring outstanding emotions of compassion and caring easily generates the students' resolve in continuing their search for more knowledge despite obstacles along the way. With their enthusiasm and perseverance, students become challenged and inspired to do their best. Creative means of solving learning difficulties and ministering to their individual needs and interest make teaching truly a selfless and magnanimous calling.

Like most human endeavors, teaching has aspects that cannot be codified or guided by scientific knowledge alone but instead depend on a complex set on individual judgments based on personal experiences. Nathaniel Gage (1984) of Stanford University, one of the United States' foremost educational researchers, some years ago described the art of teaching as:

> *an instrumental or practical art, not a fine art aimed at creating beauty of its own sake. As an instrumental art, teaching is something that departs from recipes, formulas, or algorithms. It requires improvisation, spontaneity, the handling of the hosts of considerations of form, style, pace, rhythm, and appropriateness in ways so complex that even computers must, in principle, fall behind, just as they cannot achieve what a mother does with her five-year-old or what a lover says at any given moment to his or her beloved (p.6)*

Notice some of the words chosen by Gage to describe the art of teaching *spontaneity, pace, rhythm.* These words describe aspects of teaching that research cannot measure very well but that are nonetheless important characteristics of best practice and are contained in the wisdom of experienced and expert teachers. This shows the complexity of teaching-the dilemma faced by teachers

and the artistic choices that effective teachers make as they perform their daily work. It also presents an integrated view of teaching as science and as art, and emphasizes that what a teacher knows about teaching does not translate into any prescriptions or simple recipes.

Taking as an art, teaching involves humans and emotions. It puts premium on the personal qualities that teachers, parents and student share to bring out the joy of learning (Salandanan, 2007). In the present study, these personal qualities refer to the teachers' teaching artistry which includes body language and gesture, voice intonation, eye contact, humor, and friendliness (sensitivity and consideration).

On the other hand, how scientific can a teacher be in his or her approach to teaching? Both science and the art of skillful, experienced practice play important roles in a teacher's success (Arends, 2004; Freiberg & Driscoll, 2005; Johnson & other, 2002 in Santrock, 2006). As Strahan (in Jacobsen, Eggen, and Kauchak, 2002) stressed that pedagogical knowledge is the acquisition of teaching skills that are observed in the teachers' ability to use knowledge in strategic ways to bring about student learning. These pedagogical practices were anchored in the teachers' desire, determination, and dedication to improve the students' schooling experiences and achievement (Howard, in Cadosales, 2004).

Santrock (2006) emphasized 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. They know how to motivate, communicate, and work effectively with students with diverse backgrounds. They also use appropriate levels of technology in the classroom. In the present study, the teachers' teaching skills include subject matter competence, instructional strategies, classroom management,

communication, motivation, and evaluation and remediation procedure.

The review of these related literatures and studies presented by local and foreign authors provided the basis for the conceptualization of this present study.

The Problem

The study was conducted to determine the teaching components or qualities possessed by the teachers of the Integrated School of La Salle University and their relationship with students' academic performance. Specifically, the following questions were answered:

1. What is the profile of the teachers in terms of:

    1.1 teaching artistry

    1.2. teaching skills
        1.2.1 subject matter competence
        1.2.2 instructional strategies
        1.2.3 classroom management
        1.2.4 communication
        1.2.5 motivation
        1.2.6 evaluation and remediation procedure

2. What are the best characteristics of the teachers according to the students?

3. What are the worst characteristics of the teachers according to the students?

4. What are the levels of the students' academic performance?

5. Is there a significant relationship between the teachers' teaching artistry and skills and the students' academic performance?

There is no significant relationship between teachers' teaching artistry and skills and the students' academic performance**.**

Scope and Limitation

The present study was conducted in the Integrated School of La Salle University, Ozamiz City after their second grading period SY 2009-2010. It focused only on the two components of teaching, namely: teaching artistry and teaching skills as the independent variables. The two hundred ninety-eight students from Grades 8, 9, and 10 enrolled during the School Year 2009-2010 evaluated their teachers' teaching artistry and teaching skills. Only one class was asked to rate one teacher.

Furthermore, the study was limited to only one dependent variable which is the students' academic performance. This was measured using the second grading grades of the students given by the teachers who were evaluated by the student-respondents.

2. Methodology

This study made use of descriptive-correlational design. It described, analyzed, correlated, and interpreted data regarding the influence of teachers' teaching artistry and skills to their students' academic performance.

The questionnaires on teaching as an art and skill were researcher-made. These were submitted to experts for correction and were pre-tested before being used. The questionnaires were

highly reliable with the following Cronbach alpha reliability scores: teaching artistry (0.965), subject-matter competence (0.849), instructional strategies (0.901), classroom management skills (0.893), motivational skills (0.892), communication skills (0.897), and evaluation and remediation practices (0.802).

Percentage distribution, weighted means, and Pearson r were used in analyzing the data gathered in this study. The respondents of the study were the 298 students who were enrolled during the School Year 2009 – 2010 at the Integrated School, La Salle University, Ozamiz City.

3. Results and Discussion

TEACHERS' TEACHING ARTISTRY

Teachers' teaching artistry refers to the artistic qualities of LSU's Integrated School teachers. These are the teachers' personal qualities that bring out the joy of learning (Salandanan, 2007). As Flinders (1989) emphasized, there are types of teachers' behaviors that reflect the true artistry of teaching such as employing communication that goes beyond verbal and non-verbal enactments. On the same vein, Stronge (2002) identified caring, fairness, effective student interactions, enthusiasm, attitude, and reflection to be personal qualities of effective teachers. Table 1 shows the artistic/personal qualities of teachers as rated by the students.

Table 1: Teachers' Artistic / Personal Qualities

Artistic / Personal Qualities	**Mean**	**Verbal Interpretation**
1. maintains eye contact with the students	4.45	Highly Evident
2. has well-modulated voice	4.39	Highly Evident
3. shows interest and enthusiasm in the lesson with his/her voice and gestures	4.29	Highly Evident
4. accepts students' ideas and corrects them nicely when they are wrong	4.27	Highly Evident
5. teaches with life and enthusiasm	4.26	Highly Evident
6. uses appropriate gestures and facial expressions to explain his/her point of view or to emphasize a point	4.25	Highly Evident
7. varies facial expressions	4.22	Highly Evident
8. shows friendliness and approachability	4.21	Highly Evident
9. helps students answer the questions through his/her art of questioning	4.16	Moderately Evident
10. shows patience	4.10	Moderately Evident
11. shows appropriate gestures when the students say/give the right answer	4.06	Moderately Evident
12. uses classroom humor to make students feel at ease and enjoy learning	4.04	Moderately Evident
13. has forceful but non-threatening voice	4.02	Moderately Evident
14. calls students by their first names	4.00	Moderately Evident
15. has very expressive eyes that convey different messages	3.99	Moderately Evident
16. varies method/style of teaching according to the students' individual needs and interest	3.92	Moderately Evident
17. uses creative ways in presenting and discussing the lessons	3.90	Moderately Evident
18. shows gestures and dramatic actions that inspire the students	3.84	Moderately Evident
Grand Mean	**4.13**	**Moderately Evident**

Legend: 4.21 – 5.00 - Highly Evident
3.41 - 4.20 - Moderately Evident
2.61 - 3.40 - Evident
1.81 - 2.60 - Seldom Evident
1.00 - 1.80 - Not Evident

It can be noted in the Table that students rated ***highly evident*** the following teachers' artistic qualities: maintaining eye contact with them, having well-modulated voice, and showing interest and enthusiasm in the lesson with his/her voice and gestures. These artistic qualities of the teacher call for the exercise of talent such as creativity and resourcefulness to deal skillfully and promptly with new situations and difficulties (Zulueta and Guimbatan, 2002:1)

TEACHERS TEACHING SKILLS

Teachers' teaching skills refer to effective classroom teaching in terms of ability to convey the competence in subject matter and confidence in one's ability to teach, help students understand the general principles and concepts underlying a particular lesson, explain both basic and difficult concepts clearly, ask good questions, use of pedagogy, use of common instructional aids, provide feedback to students, and foster an effective learning environment including showing respect for the student, encouraging their intellectual growth and providing a role model for scholarship and intellectual vigor (Teaching Skills, n.d.) Moreover, Stronge (2002) cited that professional qualities of effective teachers include organization, classroom management, implementing instruction, and monitoring student progress. In this study, the teachers' professional qualities include the following teaching skills like subject matter competence, instructional strategies employed, classroom management skills, motivational skills, communication skills, and evaluation and remediation practices.

The teachers' subject matter competence is observed in his/her knowledge of the subject he/she teaches (NASSP, 1997 in Santrock, 2006:8). Table 2 displays the teachers' subject matter competence.

Table 2: Teachers' Subject Matter Competence

Subject Matter Competence	**Mean**	**Verbal Interpretation**
1. knows well the subject he/she teaches	4.74	Highly Evident
2. explains or discusses the lesson clearly	4.41	Highly Evident
3. relates lessons to practical or contemporary manner so that students can find them easy to understand	4.25	Highly Evident
4. presents lessons in a well-organized manner so that students can find them easy to understand	4.22	Highly Evident
5. relates the subject matter to other disciplines	4.11	Moderately Evident
6. cites up-to-date information related to the lesson	4.10	Moderately Evident
Grand Mean	**4.30**	**Highly Evident**

Students rated their teacher's knowledge of the subject he/she teaches, explaining the lessons clearly, and relating lessons to practical or contemporary manner so that students can find them easy to understand ***highly evident***. The students' rating of their teachers implies that their teachers have a thorough knowledge of the subject they are teaching; thus, they can discuss the lessons well for students to easily understand. Santrock (2006:8) cited that teachers' subject matter competence includes knowledge about organizing ideas, connections among ideas, ways of thinking and arguing, and the ability to carry ideas from one discipline to another.

Effective teaching would always require systematic instructional procedures to facilitate better learning among the students. Teachers are expected to employ instructional procedures that would maximize students' participation and strategies that would make lessons interesting, understandable and meaningful (Gulane, 2008:31). The use of instructional strategies helps students to learn effectively (Omrod in Cadosales, 2008).

Teachers' ability to find appropriate learning activities requires a great deal of care and skill (Emmer, Evertson, & Worsham in Cadosales, 2008). Table 3 depicts teachers' instructional strategies.

Table 3: Teachers' Instructional Strategies

Instructional Strategies	Mean	Verbal Interpretation
1. utilizes instructional time productively that is, he/she uses the period entirely for the lesson to discuss topics related to the lessons	4.30	Highly Evident
2. has ability to discuss lessons simply and clearly	4.26	Highly Evident
3. asks good questions to develop students' critical thinking	4.24	Highly Evident
4. makes classroom activities learner-centered and encourages students' participation	4.14	Moderately Evident
5. uses board work, examples, illustrations, PowerPoint presentations, and other teaching aids to make the lessons clear	4.03	Moderately Evident
6. uses various techniques/approaches to make the lesson as interesting as possible	4.00	Moderately Evident
7. uses a variety of teaching aids and instructional materials skillfully	3.77	Moderately Evident
Grand Mean	4.11	Moderately Evident

Teachers utilize instructional time productively, discuss lessons simply and clearly, and ask good questions to develop students' critical thinking as shown in the ***highly evident*** rating of the students. However, there is a need for the teachers to use a variety of teaching aids and instructional materials skillfully, use various techniques/ approaches to make the lessons as interesting as possible, and use board work, examples, illustrations, PowerPoint presentations, and other teaching aids to make the lessons clear.

Discipline refers to the order in the classroom for student learning to occur effectively (Zulueta & Guimbatan, 2002:37). Classroom management is used to highlight all of those positive behaviors and decisions a teacher makes to facilitate the learning process of their students. It refers to all of those activities necessary to create and maintain an orderly learning environment (Seng, 2003: 342). As Lardizabal (in Gulane, 2008) stressed that good classroom management establishes an atmosphere which permits activities to be carried on efficiently and economically. Thus, it ensures the wise use of the teachers' and the pupils' time, efforts and energies. Table 4 shows the teachers' classroom management skills.

Table 4: Teachers' Classroom Management Skills

Classroom Management Skills	Mean	Verbal Interpretation
1. maintains order and discipline in class	4.64	Highly Evident
2. demonstrates firmness/strictness and consistency; strict but reasonable in disciplining students	4.43	Highly Evident
3. routinizes class activities efficiently such as entering and leaving the room, checking of attendance, passing of papers, distribution of learning materials	4.24	Highly Evident
4. supervises the students when group activities are given	4.21	Highly Evident
5. gives attention to ventilation, cleanliness and orderliness of the classroom	4.21	Highly Evident
6. imposes routine activities like arranging the chairs properly, picking up pieces of papers and cleaning the board before leaving the classroom	4.18	Moderately Evident
7. establishes and maintains a favorable classroom climate conducive to learning	3.99	Moderately Evident
Grand Mean	4.27	Highly Evident

It is ***highly evident*** that teachers maintain order and discipline in class, demonstrate firmness/strictness and consistency, routinize class activities efficiently according to students and they are strict but reasonable in disciplining students . Zulueta and Guimbatan (2002:37) stated that order is needed in the classroom to facilitate the teaching-learning process. The establishment and enforcement of routines and rules help keep order and discipline in the class (Seng, 2003:343). This is concurred by Woolfolk (in Gulane, 2008) who stated that the purpose of classroom management is the preparation of the classroom as an effective learning environment where students are effectively engaged in worthwhile learning activities.

Effective teachers motivate students to become self-motivated to learn (Alderman & Stipek in Santrock, 2006:9). Table 5 depicts teachers' motivational skills.

Table 5: Teachers' Motivational Skills

Motivational Skills	Mean	Verbal Interpretation
1. encourages students to work harder	4.44	Highly Evident
2. gives students challenging learning tasks, assignments and problems	4.37	Highly Evident
3. informs students of the results of the written test and assignment within reasonable time	4.29	Highly Evident
4. encourages students to participate in the class	4.25	Highly Evident
5. commends efforts and praises students for work well done	4.24	Highly Evident
6. helps students feel that they are important members of the class/school	4.04	Moderately Evident
Grand Mean	4.27	Highly Evident

Students perceived that their teachers encourage them to work harder, give them challenging learning tasks, assignments and problems, inform them of the results of the written test and

assignment with reasonable time as manifested in their ***highly evident*** rating. It is highly evident that students worked harder to accomplish certain tasks even if they feel that their importance in the class or school is only moderately evident.

Communication skills are skills in speaking, listening, overcoming barriers to verbal communication, tuning in to students' nonverbal communication, and constructively resolving conflicts (Santrock, 2006:9). Skills in communication involves communicating in English fluently, pronouncing words correctly, using appropriate gestures, varying facial expressions, and modulating voice for effective delivery of the lessons (Gulane, 2008:35). Table 6 displays the teachers' communication skills.

Table 6: Teachers' Communication skills

Communication Skills	Mean	Verbal Interpretation
1. pronounces the words correctly and properly	4.45	Highly Evident
2. has good command of the medium of instruction, English and Filipino	4.42	Highly Evident
3. speaks and writes clearly and logically	4.35	Highly Evident
4. uses words appropriate to the level of the pupils	4.33	Highly Evident
5. pays attention to students' verbal and non-verbal messages	4.18	Moderately Evident
6. communicates non-verbally to show approval such as smiling, nodding or disapproval such as frowning	4.15	Moderately Evident
Grand Mean	4.31	Highly Evident

The teachers' ability to pronounce the words correctly and properly, their good command of the medium of instruction, and their ability to speak and write clearly and logically are ***highly evident*** according to the students. However, their ability to communicate non-verbally to show approval and pay attention to

students' verbal and non-verbal messages was rated as moderately evident only.

Evaluation is the process by which teachers make specific judgments about student knowledge, performance, or attributes (Seng, 2003:476). Remediation practices are designed activities prepared by the teacher to help students cope with their academic difficulties. As Clark and Walsh (n.d.) mentioned that a teacher is someone who orchestrates learning activities and mediates the social climate while diagnosing and remediating student performance. Table 7 shows the teachers' evaluation and remediation practices.

Table 7: Teachers' Evaluation and Remediation Practices

Evaluation and Remediation Practices	Mean	Verbal Interpretation
1. gives adequate number of quizzes and other types of tests in a grading period	4.30	Highly Evident
2. constructs questions that cover the topics which have been discussed in class	4.25	Highly Evident
3. returns promptly to students results of quizzes, tests, assignments, projects and other forms of evaluation	4.22	Highly Evident
4. discusses the lessons again when students do not fully understand	4.06	Moderately Evident
5. gives grade not later than two weeks after the examination	4.02	Moderately Evident
6. uses other evaluation instruments (e.g. portfolio, checklists, performance tasks, etc.) to evaluate students' progress	3.69	Moderately Evident
7. conducts remedial classes for those who had a difficulty understanding the lesson	3.51	Moderately Evident
Grand Mean	4.01	Moderately Evident

It is ***highly evident*** that teachers give adequate number of quizzes and other types of test in a grading period, construct

questions that cover the topics, and return promptly to students the results of their quizzes, tests, assignments, projects. However, the Table revealed that teachers do not always conduct remedial classes for those who had a difficulty understanding the lesson.

Figure 1 shows the summary of the teachers' teaching skills.

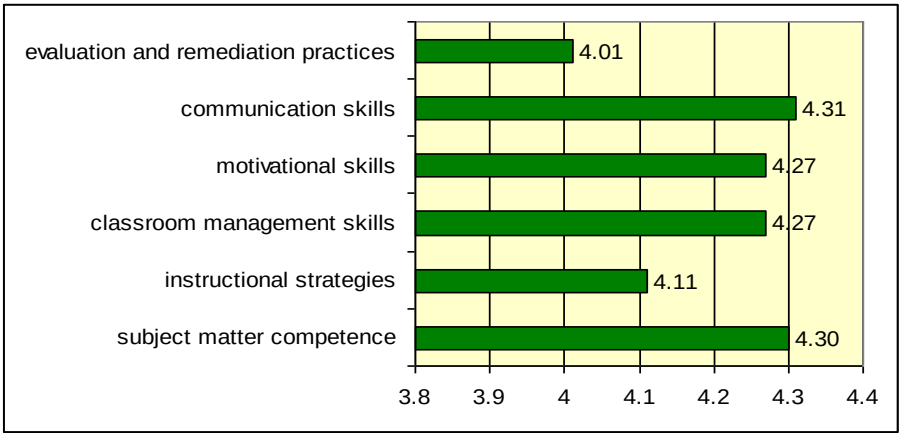

Figure 1. Summary of Teachers' Teaching Skills

As displayed in the Figure, out of six teaching skills, four were perceived as ***highly evident*** by the students. These are teachers' communication skills, subject matter competence, motivational skills and classroom management skills. This finding indicates that students believed that their teachers possess good communication skills which are needed in the conduct of teaching. The teachers are also competent in the subject they are teaching. Subject matter competence is shown in the teachers' knowledge of the subject and ability to discuss the lessons clearly. The motivational skills of the students are observed in the way they encourage the students to work harder to accomplish the learning tasks, assignments, and problems. Furthermore, it is highly evident

that teachers are able to manage their class. On the other hand, the teachers need to enhance more their instructional strategies skills and evaluation and remediation practices as shown in their low rating of 4.11 and 4.01, respectively.

Figure 2 reveals the summary of teachers' teaching artistry and skills.

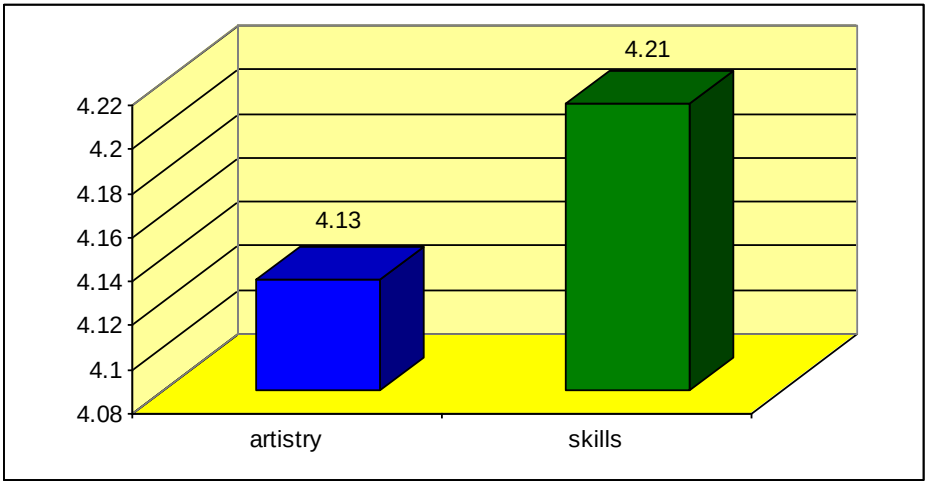

Figure 2. Summary of Teachers' Teaching Artistry and Skills

It can be noted in the Figure that teachers have **highly evident** teaching skills compared to their teaching artistry. The result implies that teachers had developed their teaching skills more than their teaching artistry. They had the skills in teaching but they need to enhance more their personal touch in teaching.

BEST CHARACTERISTICS OF TEACHERS

Two hundred ninety-eight students cited the common best characteristics of their teachers. They like teachers who have a sense of humor, have the knowledge of their subjects, make the class interesting, explain things clearly, and treat students fairly. Moreover, the students pointed out that they like teachers who are approachable and enthusiastic, and also laugh with students jokes and maintain proper organization especially during quizzes and accept late projects.

WORST CHARACTERISTICS OF TEACHERS

The students expressed that the worst characteristics of their teachers were expecting too much from them, giving dull boring class, showing lack of control, explaining things not clearly, and showing favoritism toward students. Moreover, they cited that the worst characteristics of their teachers include getting mad easily without reason, being impatient, inconsiderate, moody and not eloquent/good in English, embarrassing the students in front of the class, insulting students and giving annoying jokes.

LEVELS OF STUDENTS' ACADEMIC PERFORMANCE

Students' academic performance refers to the grades that the students got in a certain subject. Muir (in Diaz, 2007:55) mentioned that grade is a predictor of academic success. Table 8 shows the level of the students' academic performance.

Table 8 exemplifies that students' grades were on the extremes. A big number (39%) of the students got low grades and many (32%) had high grades. But the overall picture of the students proved to be ***average*** in their academic performance as shown in their mean grade of 83. This finding reveals that much

can still be done in the area of instruction to improve students' academic performance.

Table 8: Level of Students' Academic Performance

Range	Verbal Description	Frequency	Percent
93 – 98	Very High	23	8
87 – 92	High	73	24
81 – 86	Average	87	29
75 – 80	Low	94	32
65 – 74	Very Low	21	7
Total		298	100

Mean Grade: 83 (Average)

RELATIONSHIP BETWEEN TEACHING ARTISTRY AND SKILLS AND STUDENTS' ACADEMIC PERFORMANCE

Is there a relationship between teaching and students' academic performance? Research consistently shows that teachers have the greatest potential to influence children's education. "The major research finding is that student achievement is related to teacher competence in teaching," note Kemp and Hall (1992, p. 4).

Table 9 shows the relationship between the teachers' teaching artistry and skills and students' academic performance.

Table 9: Correlation Result Between Teaching Artistry and Skills and Students' Academic Performance

Variables	Correlation Coefficient	Decision
Teaching Artistry and Skills and Students' Academic Achievement	.091	Not Significant

The Table disclosed that teaching artistry and skills do not significantly affect the academic performance of the students. The study of Bantaya, et. al (2008) also disclosed similar finding. They

found out that professional qualities of the teachers are not related to the motivation of their students to study. These findings were supported by the paper of Nabeshima in 2003. His research seek to advance our understanding of the determinants of student achievement among East Asian economies utilizing the TIMSS-R data set. The result of his study showed that there is no consistent relationship between the performance of students and school resources or teacher autonomy, both of which are often advocated in the discussion of education reform. However, he added, the results indicate that the most consistent factors affecting student performance are characteristics associated with students (innate abilities and home resources). Hence, it can be deduced that there are other factors that affect students' academic performance.

4. Summary of Findings, Conclusion, and Recommendations

Summary

The study aimed at finding out the teacher factors that significantly affect the academic performance of the students at La Salle University Integrated School. There were 298 students from Grades 8, 9 and 10 enrolled during the school year 2009 – 2010.

The descriptive-correlational method of research was employed. Researcher-made questionnaires were utilized. The questionnaires on teaching as an art and skill were submitted to experts for correction and were pre-tested before being used. The statistical procedures used in this study were percentage distribution, weighted means and Pearson r.

Findings

This present study found out that the teachers of La Salle University Integrated School had a moderately evident teaching artistry and highly evident teaching skills. Four out of six teaching skills-communication skills, subject-matter competence, motivational skills, and classroom management skills - of the IS teachers were rated highly evident. However, their instructional strategies, and evaluation and remediation practices were only moderately evident.

This study also found out that the teachers' teaching artistry and skills do not correlate with students' academic achievement. Then, it can be deduced that there are other factors that would significantly affect students' academic achievement which this present study failed to include.

Conclusion

Teaching artistry and skills are needed for a teacher to bring about effective teaching. However, teachers' teaching artistry and skills are not the only factors that can affect students' academic performance.

Recommendations

Based on the findings of the present study, it is recommended that enhancement programs will be designed to enhance teachers' teaching artistry and skills especially in the area of appropriate use of instructional strategies, and evaluation and remediation practices. Further, other factors that might have significant relationship with students' academic achievement should be investigated.

List of References

Cadosales, M.Q (2004). "The BEED student teaching program of teacher education institutions in Ozamiz City: proposed competency enhancement training packages". *Unpublished PhD Dissertation,* University of San Carlos, Cebu City, Philippines.

_____ (2008). Teachers' Use of Instructional Strategies: Basis for A Mentoring Program. *Unpublished research work.*

Clark, J. C and Walsh J. (n.d.). Elements of a Model of Effective Teachers Retrived: November 13, 2009 from World Wide Web http://www.aare.edu.au/02pap/wal02220.htm

Gage, N. (1984) *Educational Psychology*. Fourth Edition. Boston: Houghton Mifflin Company

Gulane, E. T. *(2008)* Instructional Difficulties of ICC-La Salle Student-Teachers and Modes of Intervention. *Lasallian Research Forum Vol. 12 No. 1*

Jacobsen, D., Eggen, P. and Kauchak, D. (2002). *Methods for Teaching: Promoting Student Learning* Sixth Edition. New Jersey: Upper Saddle River.

Lumanta, H. B. (2008). Mathematics performance of the grade six pupils in Zamboanga del Sur division: basis for mathematics development training program. *Graduate School Research Journal Vol. 2, No. 1*, First Semester, SY 2008-2009

Nabeshima, K. (2003). Raising the Quality of Secondary Education in East Asia. *World Bank Policy Research Working Paper* 3140,

Omrod, J. E. (2003). *Educational psychology: developing learners* (4th Ed). New Jersey: Merrill Prentice Hall.

Pintrich, P.R., & Schunk, D.H. (2002). *Motivation in education* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Reyes, F. C. (2002). Unveiling teaching expertise: a showcase of sixty-nine outstanding teachers in the Philippines. Manila: De La Salle University Press, Inc.

Rubin, K.H. (2000). *Educational Psychology* Second Edition. Boston: McGraw Hill.

Salandanan, G. G. (2005). *Elements of Good Teaching*. Quezon City. Lorimar Publishing.

Santrock, J. W. (2006). *Educational Psychological* Second Edition. Boston: McGraw Hill.

Seng, T. (2003). *Educational psychology: a practitioner-researcher approach.* Australia:Thomson.

Stronge, J. (2002). *Qualities of Effective Teachers. Association for Supervision and Curriculum Development*, Alexandria, Virginia.

Teaching Skills (n.d.) Retrieved: November 13, 2009 from World Wide Web http://www.the-aps.org/careers/careers1/Postdoc/pteach.htm

Zulueta, F. M. (2006). *Principles and methods of teaching.* Metro Manila: National Book Store.

Zulueta, F M. and Guimbatan, K.L. (2002). *Teaching strategies and educational alternatives.* Quezon City: Academic Publishing Corporation.

Assessment of Teachers' Instructional and Other Development Needs at Philippine Integrated School: A Framework for Faculty Development Program

Maria Nancy Quinco-Cadosales
College of Education

This paper was presented in the International Conference on Higher Education Research: Utilization, Experience and Discovery on April 30, 2010

Abstract

Teaching is a dynamic activity which requires teachers' intellectual, emotional, moral, social, and instructional competencies. Thus, this present study assessed the instructional needs of the teachers in Philippine Integrated School for the School Year 2009 – 2010. Based on the perceived needs of the teachers, a framework for faculty development program was proposed. This study involved the 56 teachers of Philippine Integrated School, Marawi City for the academic year 2009-2010. Data were gathered through the use of a researcher-made questionnaire which was submitted to the experts for face validity. Frequency and percentage distribution were used to establish the teachers' profile. The findings of the study revealed the various professional needs of the teachers in terms of classroom methods, assessment, instructional technology, dealing with students, classroom management techniques, and dealing with professional issues. The teachers also perceived that the students need formation programs such as recollection, retreat, and leadership trainings.

1. Introduction

Assessment determines the strengths and identifies improvement areas (Model for Need Assessment, 2005). These improvement areas are addressed through designing enrichment activities that are truly mentor teachers' weaknesses. In this present study, the teachers' instructional needs are assessed and become the basis for the enrichment activities. Thus, the end goal of this

research endeavor is to design teachers' professional development program.

Professional development refers to the development of a person in his/her professional role. Teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his/her teaching systematically (Glatthorn, 1995). Professional development of teachers is a long-term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession (Cochran-Smith and Lytle, 2001; Walling and Lewis, 2000). Teachers' professional preparation and development have a large impact on defining teachers' goals for their students and these goals in turn affect the teachers' behavior in the classrooms (Young, 2001) and the higher levels of student achievement (National Commission on Teaching and America's Future, 1997). Teachers who are professionals demonstrate attitudes and behaviors that indicate concern for their growth as teachers (Knoll in Garganera, 2008).

Reimers (2003) emphasizes that good teaching methods have a significant positive impact on how and what students learn. With this, Ajayi (2005) evaluates the appropriateness of instructional practices of teachers to meet their own needs and interests such as their unique ways of teaching and classroom management styles. In helping students to understand diverse perspectives and texts and to develop the ability to communicate ideas, the most effective teachers use knowledge about students' backgrounds and cognitive development to inform their choices of instructional strategies and materials. The instructional design must provide challenging and varied opportunities for students to develop as readers, writers, and thinkers. The focus is on students' responses to texts as they make connections, explore themes, and expand their knowledge of self and the world. The role of the

teacher is to support students as they actively construct meaning and build collective and individual understanding (Instructional Design, 2008).

The teachers' development program make them productive as a result of using appropriate technical skills and abilities in communicating, making better decisions, and influencing others (Medina in Cadosales, 2008:67). Thus, there is improvement in the employees' quality and quantity of productivity, effectiveness in the present job, more favorable attitudes, loyalty and cooperation will help the organization respond to the dynamic market conditions and changing customer demands (Corpuz, in Cadosales, 2008:67).

Influenced by the literatures cited, this study hoped to assess the teachers' instructional and other development needs and students' formation needs at Philippine Integrated School. The weaknesses being identified were the bases for a framework for enrichment activities for the School Year 2009 – 2010.

The Problem

This study assessed the teachers' instructional needs and students' formation needs of Philippine Integrated School, Marawi City for the academic year 2009-2010. A framework for faculty development program was designed based on the findings of the study. Furthermore, the study sought to answer the following problems:

1. What are the teachers' profile in terms of:
    1.1 demographic profile
    1.2 graduate and post graduate studies
    1.3 professional development topics

2. What formation activities are needed by the students as perceived by the teachers?

3. What framework for development program may be designed for the teachers?

2. Methodology

The descriptive method of research was used in this study. It attempted to describe, analyze, and interpret data concerning the teachers' instructional and other development needs as well as students' formation activities at Philippine Integrated School, Marawi City for the academic year 2009-2010. The study also sought to design a framework for enhancement activities.

The respondents were the 56 teachers of the Philippine Integrated School, Marawi City. Data were gathered through the use of a researcher-made questionnaire which was submitted to the experts for face validity. Frequency and percentage distribution were used to establish the respondents' profile.

3. Results and Discussion

This section presents, analyzes and interprets the data gathered on the instructional and other development needs of teachers and students at Philippine Integrated School, Marawi City for the academic year 2009-2010.

Teachers' Demographic Profile

The teachers' demographic profile was described according to their gender and department as shown in Table 1.

As shown in the data, the Philippine Integrated School is dominated with female than male teachers. A good number of these teachers are in the High School department.

Table 1: Demographic Profile

Gender	Frequency	Percentage
Male	3	5
Female	53	95
Total	**56**	**100**
Department		
Pre-school	10	18
Elementary	18	32
High School	21	38
Arabic	1	1
No Response	6	11
Total	**56**	**100**

Interest in Graduate and Post Graduate Studies

The Philippine Integrated Science teachers are interested to enroll in graduate and post graduate studies. Table 2 displays the graduate programs that teachers wanted to enroll.

Table 2: Interest in Graduate and Post Graduate Programs

Interest to Enroll	Frequency	Percentage
Yes	53	95
No	1	1
No Response	2	4
Total	56	100
Discipline to Enroll		
PhD	8	12
MAEd (with thesis)	(45)	65
Biology	4	
Chemistry		

Table 2, continued		
Educational Management	10	
English	12	
Guidance and Counseling	9	
Filipino	2	
Mathematics	5	
Physics		
Physical Education	1	
Science	2	
MEd (non-thesis)	(16)	23
Biology	1	
Chemistry		
Educational Management	1	
English	7	
Guidance and Counseling	1	
Filipino	2	
Mathematics	2	
Physics		
Physical Education		
Science	2	

Ninety-five percent of the teachers are interested to enroll in Graduate Studies. Sixty-five percent of them want to enroll in Master of Arts in Education. Most of them would like to major in English, Educational Management, and Guidance and Counseling.

Professional Development Topics

Professional development refers to activities to enhance professional career growth. Such activities may include individual development, continuing education, and in-service education (Educational Resources Information Center (ERIC) database, n.d.). Fullan (1991) expands the definition to include the sum total of formal and informal learning experiences throughout one's career from pre-service teacher education to retirement. Grant (n.d.) says that professional development goes beyond the term 'training' with

its implications of learning skills, and encompasses a definition that includes formal and informal means of helping teachers not only learn new skills but also develop new insights into pedagogy and their own practice, and explore new or advanced understandings of content and resources. In this present study, the professional development topics that Philippine Integrated School teachers want in their enrichment activities include classroom methods, assessment, instructional technology, students, classroom management techniques, professional issues, and content. Table 3 depicts teachers' needs in terms of classroom methods.

Table 3: Classroom Methods

Topics	Frequency
Explaining effectively	41
Using games and simulations	37
Stimulating higher order thinking skills	37
Active learning in large and small classes	34
Working in groups/ teamwork	31
Use of humor in the classroom	30
Problem-based learning/Strategies	30
Collaborative learning	29
Discovery-based learning	29
Challenging students' misconceptions	28
Academic freedom and its implications for teaching	28
Constructivist approaches to teaching	27
Promoting/supporting integrative learning	27
Integrating community service learning into your teaching	26
Facilitating discussions	24
Experiential learning	22
Team teaching	21
Teaching in laboratory settings	18

In terms of classroom methods, the teachers wanted to avail of enrichment programs in effective explanations, using games and simulations, higher order thinking skills, active learning in large and small classes, working in groups / teamwork.

Assessment provides important information to both the learner and teacher at all stages of the learning process. Effective learning takes place when learners feel challenged to work towards appropriately high goals. Assessment of the learner's cognitive strengths and weaknesses is important for the selection of instructional materials. Ongoing assessment of the learner's understanding of the curricular material can provide valuable feedback to both learners and teachers about progress toward the learning goals. Performance assessments can provide other sources of information about the attainment of learning outcomes. Self-assessments of learning progress can also improve students self appraisal skills and enhance motivation and self-directed learning (Learner-Centered Psychological Principles, n.d.).

Table 4 manifests teachers' need for enrichment activities in terms of assessment.

Table 4: Assessment

Topics	Frequency
Classroom assessment techniques/ formative assessments	40
Writing effective objective tests	33
Effective Grading	32
Developing rubrics for grading assignments and projects	28
Performance assessments (service learning, projects, presentations)	28
Writing effective essay exams	24
Program Evaluation	23
Grading group work	22
Use and evaluation of portfolios	21

Teachers' assessment needs are in the areas of classroom assessment techniques/ formative assessments, writing effective objective tests, effective grading, developing rubrics for grading

assignments and projects, and performance assessments (service learning, projects, and presentations).

Grant (n.d.) says that professional development includes support for teachers as they encounter the challenges that come with putting into practice their evolving understandings about the use of technology to support inquiry-based learning. Current technologies offer resources to meet these challenges and provide teachers with a cluster of supports that help them continue to grow in their professional skills, understandings, and interests. The instructional technology enrichment activities needed by teachers are shown in Table 5.

Table 5: Instructional Technology

Topics	**Frequency**
Integrating instructional technology in teaching	45
Making multi media presentations	34
Using the Internet for instructional purposes	32

As shown in the data, the Philippine Integrated School teachers needed enrichment activities on how to integrate instructional technology in teaching, present the lesson using the multi media, and use the internet for instructional purposes.

Learning in schools emphasizes the use of intentional processes that students can use to construct meaning from information, experiences, and their own thoughts and beliefs. Successful learners are active, goal-directed, self-regulating, and they assume personal responsibility for contributing to their own learning. Table 6 shows the teachers' need for enrichment activities that concern to understanding the students in the class.

The data revealed that the Philippine Integrated School teachers need enrichment activities on how to motivate the students,

teach students on how to learn, identify the multiple intelligences of the students, follow up the cognitive development of students, and differentiate the learning styles of students and their implications for lesson preparations.

Table 6: Professional Development Topics on Students

Topics	**Frequency**
Motivating students	46
Teaching students how to learn	41
Multiple Intelligences	36
Cognitive development of students	35
Students' learning styles and their implications for the classroom	32
Effective faculty advising	28
Emotional Intelligence	26
How people learn: implications of brain research for teaching	25
Building productive relationships with your students	25

One characteristic trait of an effective teacher is the ability to manage resources to facilitate learning (Corpuz & Salandanan, (2003: 16). Management is an integral part of the leader's role in the learning environment. The teachers are responsible for managing their own classrooms. In the context of learning, to manage would mean to direct, guide, control and cope with. Managing the classroom is part of a teachers' instructional task (Salandanan, 2005:34). Table 7 depicts the teachers' professional needs on classroom management techniques.

Table 7: Classroom Management Techniques

Topics	**Frequency**
Dealing with difficult students	45
Approaches in Classroom Management	40
Managing the Classroom	39
Facilitating Learning	37
Encouraging academic integrity	37
Managing difficult discussions	25
Civility in the classroom and beyond	19

The classroom management difficulties of the teachers were more on dealing with difficult students, approaches in classroom management, managing the classroom, facilitating learning, and encouraging academic integrity.

Continuing professional growth and development refers to efforts of competent professionals to grow beyond what are basic and routine such as to gain insights into their teaching, refine their skills and assume new roles and responsibilities (Salandanan, 2005:116). But there are professional issues of teachers which pertain to problems inherent in the role of the teacher on issues affecting life in the classroom. Table 7 displays the teachers' professional needs on professional issues.

Table 8: Professional Issues

Topics	**Frequency**
Evaluating teaching	38
Identifying and maximizing your teaching style	37
Conducting seminars/workshops	34
Conducting peer evaluations of teachers	29
Sustaining your passion for teaching (for mid-career and senior faculty)	24
Conducting effective faculty and committee meetings	23
Developing a teaching portfolio	21
Maximizing mentoring relationship with colleagues	20

It can be noted in the Table that teachers want to avail of enrichment activities that focus on evaluating teaching, identifying and maximizing one's teaching style, conducting seminars/workshops, and conducting peer evaluations of teachers.

Formation Activities for Students

The teachers in Philippine Integrated School perceived that the students need formation activities. There is a need to design a

one-day retreat / recollection preferably held outside the school as well as leadership training seminar-workshops. Teachers also perceived that students need field trips to supplement the lessons taken in class.

Framework for the Teachers' Development Program

Staff development focuses upon personal and professional growth where the emphases are on attitudes, competencies and knowledge that enhance learning, program effectiveness, and professional adequacy (Bishop, in Oliva and Pawlas, 2001:53). The main purpose for enhancement activities embedded in the faculty development program is for enrichment with a major emphasis on the utilization of activities that help teachers improve instruction/teaching skills (Cadosales, 2009:19). In this present study, staff development refers to the development program for the teachers in Philippine Integrated School. It aims to propose enrichment activities that would hopefully enhance their professional needs as revealed in the assessment. Figure 2 displays the radial diagram showing the framework of the faculty development program.

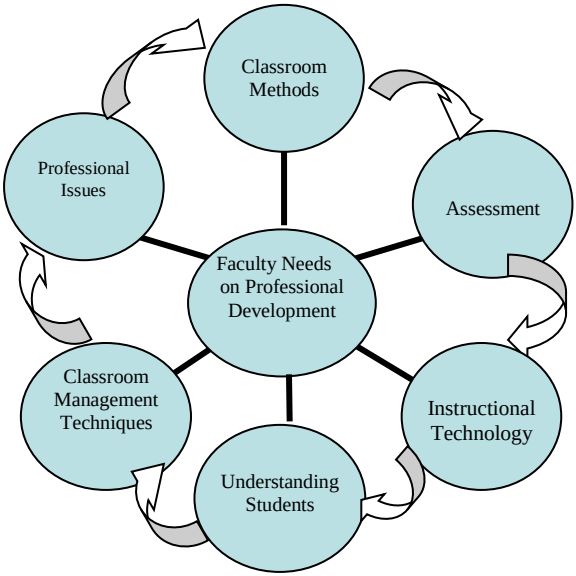

Figure 2. Framework for the Faculty Development Program of Philippine Integrated School

The first three with the highest frequency were perceived by the teachers as the most needed topics in the seminar. The suggested topics for seminar–workshops are displayed in Table 9.

Table 9: Topics for the Seminar-Workshop

Professional Development Topics	Specific Topics
Classroom Methods	Effective explanations
	Using games and simulations
	Higher Order Thinking Skills
Assessment	Classroom assessment techniques/ formative assessments
	Writing effective objective tests
	Effective Grading
Instructional Technology	Integrating instructional technology in teaching
	Multi media presentation

	Using the Internet for instructional purposes
Understanding Students	Motivating students
	Teaching students how to learn
	Multiple Intelligences
Classroom Management Techniques	Dealing with difficult students
	Approaches in Classroom Management
	Managing the Classroom
Professional Issues	Evaluating teaching
	Identifying and maximizing your teaching style
	Conducting seminars/workshops

As revealed by the teachers in Philippine Integrated School, availing enrichment activities about the topics displayed in Table 9 assure them of improving their teaching competencies. Further, they cited that they also need retreats and recollection, field trips, film showing, and trainings on how to integrate new technologies in teaching. These topics must be handled by experts in the field.

4. Summary of Findings, Conclusion, and Recommendations

Summary

The teachers in Philippine Integrated School are dominated with women. A good number of these teachers are teaching in the High School Department. Ninety-five percent of them are interested to enroll in Master of Arts in Education majors in English, Educational Management, and Guidance and Counseling. The teachers divulged various professional needs in terms of classroom methods, assessment, instructional technology, dealing with students, classroom management techniques, and dealing with professional issues. Based on the findings of the study, a framework for development programs both for teachers and students are

proposed. Further, the teachers perceived that students need formation activities like retreats, recollections, and leadership training seminars.

Conclusion

Teaching is a dynamic endeavor. Teaching a combination of Christian and Muslim students is a challenging work. The teachers need to be competent in understanding the diverse needs of the students. However, the teachers in Philippine Integrated School need to enhance themselves in various teaching competencies for them to sustain in the teaching field.

Recommendations

1. The administration should annually assess the teachers' professional needs as bases of a faculty development plan.
2. Both faculty and administration should have a collaborative effort to formulate a comprehensive and continuing Three-year Faculty Development Program.
3. A development plan for students should also be formulated.
4. Seminar-workshops must be conducted to enhance the faculty's teaching competencies.
5. Further study may be conducted on the teaching skills of Philippine Integrated School teachers.

List of References

Ajayi, L. (2005). Teachers' needs and predesigned instructional practices: an analysis of a reading/language arts course book for a second grade class Retrieved: September 5, 2009 from World Wide Web http://www.highbeam.com/doc/1G1-142874178.html

Cadosales, M.Q. (2009). Clinical instructors' teaching performance: a framework for enhancement activities. Lasallian *Research Forum* Vol. 13, No. 7, February 2009, La Salle University, Ozamiz City

_____ (2008). Academic administrators' performance: proposed enhancement activities. *Lasallian Research Forum* Vol. 13, No. 1, June – July 2008

Cochran-Smith, M. and Lytle, S.L. (2001*). "Beyond certainty: taking an inquiry stance on practice". In: Lieberman, A. and L. Miller (Eds). Teachers caught in the action: professional development that matters.* New York: Teachers College Press.

Corpuz, B. B. PhD and Salandanan, G.G. PhD (2003), *Principles and strategies of teaching.* Metro Manila: Lorimar Publishing Company Inc.

Educational Resources Information Center (ERIC) database (n.d.). Professional development for teachers Retrieved: September 11, 2009 from World Wide Web http://www.ncrel.org/sdrs/areas/issues/educatrs/profdevl/pd2prof.htm

Fullan, M., with Steigelbauer, S. (l991). *The new meaning of educational change* (2nd ed.). New York: Teachers College Press.

Garganera, C.P. (2008). School effectiveness of Philippine science high school – central Mindanao campus: basis for a development plan. *Unpublished Dissertation.* La Salle Uninversity, Ozamiz City, Philippines

Glattorn, A. (1995). "Teacher development". In: Anderson, L. (Ed.), *International encyclopedia of teaching and teacher education* (second edition). London: Pergamon Press.

Grant, C. M. (n.d.). Professional development in a technological age: New definitions, old challenges, new resources [Online]. Retrieved: September 11, 2009 From World Wide Web http://ra.terc.edu/publications/TERC_pubs/tech/infusion/prof_dev/prof_dev_frame.html

Instructional Design (2008) Retrieved: September 5, 2009 from World Wide Web http://www.sde.ct.gov/sde/cwp/view.asp?a=2609&q=319320

Learner-Centered Psychological Principles (n.d.). Retrieved: September 11, 2009 from World Wide Web http://www.kms.aim.edu.ph/learncom/dandizon/index_files/..%5CLearnCen.

Model Needs Assessment (2007) Retrieved: September 5, 2009 from World Wide Web http://www.em.doe.gov/PDFs/transPDFs/Model_Needs_Assessment.pdf

National Commission on Teaching and America's Future (1997)

Salandanan, G. G. PhD (2005). *Teaching and the teacher*. Metro Manila: Lorimar Publishing Company Inc.

Oliva, P. S. and. Pawlas, G. E. (2001*). Supervision for Today's Schools.* New York: John Wiley and Sons.

Reimers, E. V. (2003). Teacher professional development: an international review of the literature. UNESCO: International Institute for Educational Planning Retrieved: September 11, 2009 from World Wide Web http://unesdoc.unesco.org/images/0013/001330/133010e.pdf

Walling, A. and Lewis, M. (2000). "Development of professional identity among professional development school pre-service teachers: longitudinal and comparative analysis". *In: Action in Teacher Education*, 22(2A), 63-72.

Young, P. (2001). "Districts and state policy influences on professional development and school capacity". In*: Educational Policy,* 15(2), 278-301.

Philosophical Orientation on Education of College Faculty in LSU

Emma O. Suana
Vice-Chancellor for Academics

Abstract

This study aimed at finding out what educational philosophy is being espoused by majority of the college teachers of La Salle University and what educational philosophy is being upheld by each college or school. Ninety-two (92) college faculty from different colleges and school served as respondents of this study. The descriptive method of research was employed. Survey questionnaire on educational philosophy inventory with Cronbach's alpha of 0.829 received by the researcher as part of the kit and handouts during the First Learning Leaders Congress last May 2009 was utilized. The statistical procedure that was used in the study was only percentage distribution. Findings revealed that majority of the CAS faculty are upholding the progressivism and eclectic philosophies of education. The Accounting teachers and majority of the Computer Studies, Education, and Hospitality Management teachers espouse the progressivism school of thought. Most of the Business and Economics, Engineering, and Nursing faculty members are eclectics who do not subscribe to one particular philosophy. Aside from being eclectic, the Nursing teachers are also equally essentialists, behaviorists, and progressivists. The educational philosophy being espoused by the majority of the faculty in the entire college unit is progressivism. Both probationary and permanent teachers uphold the progressivism philosophy of education which implies that they are more child-centered in their approach to teaching and they require their students to really be actively engaged in the learning process. Their way of teaching focuses more in developing students' creativity, imagination, analysis and critical thinking.

I. Introduction

Education is a powerful tool for social transformation. The quality of the outputs of education is dependent on the teacher's ability to facilitate students' learning and to create a classroom

atmosphere where students can freely interact with their teachers and classmates. Teachers are greatly responsible for the total development of their students. Teacher's teaching effectiveness is attributed to a variety of factors such as desirable personal attributes, teaching experience, continued professional growth and development, and external encouragement and support (Reyes, 2002). Effective teachers possess the following attributes: enthusiasm, perseverance, patience, understanding, love, and concern in dealing with students. Moreover, they have good judgment and sense of humor, and they are flexible in implementing different teaching methodologies (Thompson, S., Greer, J. & Greer, B, n.d.).

Enough teaching experience makes one an expert teacher as the saying goes "Experience is the best teacher." The length of service in the teaching arena together with the experiences encountered by the teacher and his/her continuing professional growth greatly contributes in his/her becoming expert in the teaching profession. However, according to Berliner (in Reyes, 2002) teaching expertise may be gained at an early stage of one's profession especially to those who are called and born to be teachers. Teacher's nice experiences such as having competent, encouraging and supportive administrators, colleagues and friends are some additional factors that give him/her inspiration for successful teaching, together with the ever supportive family members who understand the demanding work of a teacher.

Teaching consists of behaviors practiced by the teacher to facilitate the student's learning and development. These behaviors follow a pattern or model depending on the teacher's philosophical assumptions or educational philosophies (Gines, A. et al, 2001). These educational philosophies serve to clarify, direct, and unify ateacher's efforts towards what he/she believes are the goals of education. Furthermore, these guide and influence the teacher's

choice of curricular content and design, instructional plans, and interactions with students. As Tuibeo (2005) said, "depending on the philosophical assumptions of those who control its instrumentalities, education can either be for people's genuine enlightenment and liberation or for their perversion and domestication."

Teachers have different educational philosophies. The differences in their educational philosophies become evident in their choice of teaching strategies and methodologies as well as their behavior towards students which might lead to differences in learning (Wiles & Bondi, 1994 in Reyes, 2002). It is in this light that the researcher becomes interested to conduct the study to determine what educational philosophy is being upheld by the faculty members in each college of La Salle University (LSU) and to determine whether the probationary teachers have different educational philosophy from that of seasoned or permanent teachers.

Setting of the study

La Salle University, Ozamiz City is the only Catholic educational institution in Ozamiz City. Formerly Immaculate Conception College, it was founded in 1929 under the direction of the missionary sisters of St. Columban until May 1994. In June 1994, the management and ownership was turned over to the De La Salle Brothers of the Philippine District. LSU offers elementary, secondary, and tertiary education. LSU also offers graduate programs like Master of Education major in English, Filipino, Mathematics, Science, and Social Studies, Master of Arts in Education, Doctor of Philosophy in Education and the Ph. D. Executive Program. The College Unit is composed of seven (7) colleges and one (1) school namely: College of Arts and Sciences (CAS), College of Education (CED), College of Business and

Economics (CBE), College of Accountancy (COA), College of Engineering (COE), College of Computer Studies (CCS), College of Nursing (CON) and School of Hospitality Management (SHM).

As one of the universities in Ozamiz City, LSU will continually offer quality education through improved instruction, reach out to the neighboring depressed areas through its community extension programs, and to be a reservoir of new knowledge and ideas through its research outputs.

Review of Related Literature and Studies

This section presents a review of some related literature and studies done by local and foreign authors. This includes a survey on educational philosophies that teachers commonly espoused. This review ultimately aims to serve as a basis for the development of a framework by which this study is pursued.

The personal beliefs, assumptions, and convictions concerning the role of the teacher, the role of the learner, the goal of schooling, the ideal curriculum content, and the best means of inducing learning constitute the educational philosophy of a teacher (Reyes, 2002). The different educational philosophies considered in this study are perennialism, essentialism, behaviorism, progressivism, and existentialism.

Perennialism

It is an educational philosophy which views students as receivers of the unchanging knowledge of the universe. The teaching of the schools adhering to this conservative point of view is focused on intellectual and moral standards. The core of the curriculum is essential knowledge and skills and academic rigor. Since perennial means "everlasting," the focus is to teach ideas that

are everlasting, and to seek enduring truths which are constant and not changing (Maya, n.d.). From the perennialist's perspective, the approach to teaching must subject-matter centered and that education requires the mastery of content. Thus, drill, repetition and memorization are vital in the learning process for students to gain mastery.

This perennial approach of education has been influenced by Mortimer Adler, Professor of Philosophy at Columbia University, who designed *the Paideia Proposal* or the "Great Book Program" in 1946. For Adler, the three different types of knowledge that children must acquire are organized knowledge, intellectual skills, and understanding of ideas and values. Each of these types of knowledge must be taught differently. Lectures should be applied in teaching organized or factual knowledge. To teach some intellectual skills, coaching and supervised practice is deemed appropriate while questioning technique or guided discovery should be used when teaching understanding of ideas and values (Farrand, n.d.). Robert Hutchins supported this school of thought as he implemented the use of Adler's "Great Books". Both of them thought that all students should be taught with the same information and that teachers initiate discussions to help the students question the validity of the topics.

Perennialists consider themselves as authority figures in the classroom that transmit and interpret knowledge because they believe that education is the process of transmitting this unchanging knowledge from generation to generation (Bago, 2001). The perennialist teachers think that they are responsible for the education and intellectual growth of their students. They believe that there is a common core of knowledge that needs to be transmitted to students in an organized, closely controlled way. In the nationwide research conducted by Reyes in 2002 showcasing the sixty-nine (69) outstanding teachers from 28 private and 12

state universities distributed in 12 regions of the country, twelve out of sixty-nine teachers (17 %) are perennialists. Moreover, they are more structured in their teaching and espouse the teacher-centered approaches.

Essentialism

Essentialism is another philosophy of education which was originally popularized in the 1930s by the American educator William Bagley (1874-1946). Essentialism refers to the "traditional" or "Back to the Basics" approach to education. It is so named because it strives to instill students with the "essentials" of academic knowledge and character development. The philosophy itself, however, had been the dominant approach to education in America from the beginnings of American history. Early in the twentieth century, essentialism was criticized as being too rigid in bringing out the best in the students in preparation for their adult and professional life (Bagley, n.d.).

Educators of the essentialism approach teach the basic skills of math, natural science, history, foreign language and literature. Essentialists urge that the most essential or basic academic skills and knowledge be taught to all students. With this, teachers are expected to be experts of their own fields. Besides, they are also responsible for installing moral values that will help students become model citizens. Essentialists believe that teachers should instill virtues such as respect for authority, perseverance, fidelity to duty, consideration for others, and practicality (Wikipedia, 2009).

According to Bago (2002), the essentialists believe that the primary aim of schooling is to teach the young the essentials they need to live well in the modern world and to make them competent enough as they demonstrate essential knowledge and skills. In addition, they prepare their students to be more productive,

contributing members of society. With this, the focus in the teaching-learning process is the performance of tasks the teachers give to their students.

Schools that use the essentialism philosophy encourage academic competition. The classroom setting is very rigid and disciplined. Students are rated academically by testing. Both the teacher and the administrators decide what is best for the student. The students are taught factual information and required to master a body of information and basic techniques, gradually moving from less to more complex skills and detailed knowledge. Moreover, students must learn the basic skills that will make them competent in the workforce and up-to-date on the most recent advances in their field (Scott & Sarkees_Wircenski in Foshee, n.d.).

Behaviorism

John B. Watson, an American psychologist, is known as the founder of the behavioral movement. His belief was that "any human being can be reprogrammed to acquire any skill." This theory was supported by the experiments of both Ivan Pavlov and B.F. Skinner. Pavlov trained dogs to respond to different stimuli. Skinner fabricated a learning machine that would use operant conditioning to train students to learn. Through experimentation, these psychologists realized that they could both recondition and condition the responses of their subjects and that human beings react to stimuli in the same way. Like Watson, Skinner denied that the mind or feelings play any part in determining behavior. Instead, the person's experience of reinforcement determines his/her behavior. However, Skinner rejected Watson's almost exclusive emphasis on reflexes and conditioning. For him, people respond to their environment but they also operate on the environment to produce certain consequences (DeMar, 1989).

According to a pure behaviorist, a person is being shaped entirely by his/her outside environment. This means, human nature is neither good nor bad, but merely the product of one's surroundings. His being good or bad is the end-product of his/her interactions with the environment and the objects or people that surround him/her. His or her thoughts, feelings, and behavior are changed when his/her environment is altered (ksuweb.kennesaw, n.d.).

Educators upholding this educational philosophy believe that they can teach their students by reprogramming them. It is possible to alter students' behavior by reconditioning them. This may be done by taking the negative stimuli away from the student. In other words, the student can be conditioned to learn or perform anything taught to them. This can be done by using rewards for an appropriate response. By controlling rewards and punishments, one can shape the behavior of another person. This method is used in school quite often for behavioral modifications, and motivating children of special needs. For example, the student may not earn a point for that day if they use an inappropriate manner. On the other hand a teacher may reward the class with stickers for doing a good job. Positive reinforcement like verbal praises or rewards should be provided to encourage the student to do the same the next day. To discourage or stop certain behaviors, negative reinforcements or punishments need to be utilized (WikED, 2009).

Progressivism

The progressive education movement was promoted by John Dewey who founded the famous Laboratory School in 1896, while a professor at the University of Chicago. Being used as a testing ground for Dewey's educational ideas, children in this school were taught by doing. For Dewey, teaching the students the essentials wasn't the only way to educate and that book learning was no

substitute for actually doing things. He realized that not every student could learn by the same approach. Moreover, he explained that a person's life is made different by the experience he has had as s/he modifies his/her relationship with his/her environment. For this, education is considered a rebuilding of experience, an opportunity to apply past experiences in new ways and that knowledge is basically acquired and expanded as the person applies his/her previous experiences to solving new, meaningful problems (ksuweb.kennesaw, n.d.).

Progressivists believe that students learn best when they are actively engaged in activities that have meaning for them. From this perspective, teachers need to plan lessons and prepare activities that would develop their critical and logical thinking as well as their imagination and creativity. Besides, teachers should enrich their curricula to consider the experiences, interests, and abilities of students so that education will be made more relevant and responsive to the learners' needs. Aside from reading textbooks, the students must learn by doing. This can be done in a form of fieldtrips during which students can interact with nature or society. Moreover, students are encouraged to interact with one another and to develop social virtues such as cooperation and tolerance for different points of view (Thomas, 2003)

Progressivism is the first educational philosophy that takes into consideration the three primary learning styles namely: auditory, visual and kinesthetic. Students learn best in different and unique ways. With this, classroom activities must be carefully chosen so as to cater to the individual learning style preference of the students. These activities may include thought provoking games, the use of books, manipulative objects, pictures, projected and non-projected visuals, audio-video instructional materials, experimentation and social interaction between the students as well as activities conducted outside of the classroom for educational

purposes. Since this philosophy considers the uniqueness of every individual, it is suitable for the diverse population of students that attend today's schools (Maya, n.d.)

The progressivists are also called humanists who view education as human development that starts from the needs and interests of the learners (Bago, 2001). Progressivism focuses on activities and experiences, group learning, and problem-solving (Scott & Sarkees_Wircenski in Foshee, n.d.). This philosophy views teachers as students' guide into knowledge of how to solve problems and how to think critically. As guide on the side of the students, education must be based on the interest and freedom of the students. Students are encouraged to work within programs that interest them but are real job skills in preparation for their real world of work. While guiding the students the teacher should also be well-informed in the topic and be a source and master of their field.

Our world today is no longer the same with the world in the past. We have new problems which require new solutions, and therefore, the curriculum must be made to adjust and be responsive to any historical changes (Tuibeo, 2005). The curriculum should be made dynamic so as to consider the learners and the present needs of society. According to the study of Reyes (2002), the majority (81.1%) of the expert teachers uphold the modern or progressive educational philosophies. They view themselves as guides, consultants, or facilitators of learning who provide opportunities for students' active engagement in the learning process.

Existentialism

The existentialism philosophy, being applied in a school environment, is notably attributed by A.S. Neill who authored the Summerhill theory which states that when a child has played

enough he will start to work and face difficulties and that the pupil has the ability to do good job even when it involves a lot of unpleasant work. This existentialism movement gained support from Jean Paul Sarte, Soren Kierkegaard, and Friedrich Nietzsche who contributed to the belief that it was "not just the mind that needed to be educated, but the whole person" (ksuweb.kennesaw, n.d.)

According to Reyes (2002), existentialism is the most unstructured, flexible, and modern educational philosophy. It focuses neither on spiritual and moral truths, nor on abstract ideas and societal problems, but on the learner. Specifically, it nurtured the creativity, and individuality of the students rather than copying and imitating established models. Thus, the teachers serve as facilitators who assist students define their own essence by exposing them to various paths they may take in life and creating an environment in which they may freely choose their own preferred way of learning new things.

For existentialist, schools exist to facilitate students' growth toward self-awareness. For this purpose, the curriculum is made in a way that students are given a wide variety of options from which to choose. Vocational courses are offered to teach the students about themselves rather than to prepare them for a future occupation. Unleashing their creativity and self-expression, students are allowed to take up the subject of their choice, learn method, and work at their own pace. This educational philosophy promotes the individualized guided education which implies that learning is self-paced, self directed, and includes a great deal of individual contact with the teacher, who relates to each student openly and honestly (Maya, n.d.).

According to Wiles and Bondi (in Reyes, 2002), there are some educators who do not subscribe to one particular philosophy.

They are eclectics who may shift roles from being guide on the side of the students to facilitate the learning process to sage on the stage and who transmit and interpret knowledge. The study of Reyes (2002) reveals that twelve of the teacher respondents (17%) espouse an eclectic philosophy of education. These eclectic teachers cover some topics that are relatively stable over time and at the same time include new materials or developments in their teaching field.

The review of these related literature and studies presented by local and foreign authors provided the basis for the conceptualization of this present study.

The Problem

The study aimed to identify the educational philosophy espoused by most of the faculty in the different colleges of La Salle University in the second semester of school year 2009-2010. Specifically, the following questions were answered:

1. What educational philosophy is being espoused by most faculty in every college or school?
2. What educational philosophy is being espoused by the majority of the faculty in the entire college unit?
3. Is the educational philosophy of the probationary teachers different from that of seasoned teachers?

Scope and Limitation

This study dealt primarily on the identification of educational philosophy being upheld by most of the faculty in every college or school and by the majority of the faculty in the entire college unit in the second semester of school year 2009-2010. The data were obtained based on the questionnaire distributed to all college faculty.

Significance of the Study

The results of the study will provide valuable information to the following groups of people in the education milieu:

School Administrators. The result of the study may help the school administrators in designing some in-service training of the college faculty to make them become better and more effective facilitators of learning.

College Faculty. This study may provide teachers insights as to their beliefs and views about education, teaching, and learning, and the influence these beliefs would have on their choice of teaching strategies and techniques and way of handling the students.

Students. The result may help them gain deeper and better understanding why teachers have different ways of teaching and handling students in class.

Researchers. Findings of this study may be used as springboard for future researchers conducting a similar study.

2. Methodology

The descriptive research method was used in the study. It described, analyzed, and interpreted data on the educational philosophy of the college faculty both probationary and permanent in the second semester of school year 2009-2010.

The questionnaire used by the researcher was the educational philosophy inventory given to her as part of the handouts during the First Learning Leaders Congress, a seminar-

workshop initiated by the De La Salle Philippines (DLSP) Incorporated in addressing the strategic intent of raising further the quality of Lasallian education. This instrument is highly reliable with a Cronbach alpha of 0.829.

Percentage distribution was used in this study to determine how many are adopting each of the educational philosophies. The respondents of this study were the 92 college faculty who returned the survey questionnaire from the different colleges or school.

Table 1 presents the number of faculty who returned the survey questionnaire by college or school.

Table 1: Number of Faculty by College or School

College/School	Number	Percent
CAS	46	50
CBE	5	5
COA	2	2
CCS	7	8
CED	5	5
COE	8	9
CON	14	16
SHM	5	5
Total	***92***	***100***

3. Results and Discussion

Educational Philosophy of Teachers by College

According to Bago, (2001) philosophy serves as a screen for choosing educational objectives and guides the teachers in the selection of learning methods and classroom strategies. Gonzalez, FSC (in Bago, 2001) described philosophy of education as underlying assumptions about the nature of human beings, their

values and beliefs, and behaviors which would likely influence their ways and the contents of learning. The personal beliefs, assumptions, and convictions concerning the role of the teacher, the role of the learner, the primary aim of schooling, the ideal curriculum content, and the best means of inducing learning constitute the educational philosophy of a teacher (Reyes, 2002). The different educational philosophies considered in this study are perennialism, essentialism, behaviorism, progressivism, and existentialism. Table 2 shows the educational philosophy of teachers in the different colleges of LSU.

Table 2 reveals that majority of the CAS faculty are upholding the progressivism and eclectic philosophies of education. The Accounting teachers espouse the progressivism school of thought. The majority of the Computer Studies, Education, and Hospitality Management teachers do also uphold the progressivism philosophy. These teachers believe that schools exist for societal improvement and thus, school programs should focus on social problems and issues. Moreover, they consider change as an ever-present process and teaching by subject area as the most effective approach. They promote the educational principle of learning by doing. Thus, they design their lesson plans in a way that require students to be actively engaged in learning activities which would develop students' critical and logical thinking as well as their imagination and creativity. Moreover, students are encouraged to interact with one another and to develop social virtues such as cooperation and tolerance for different points of view (Thomas, 2003). In teaching the students, they take into consideration the three primary learning styles namely: auditory, visual and kinesthetic for they believe that students learn in different and unique ways. Since every student is unique the teachers need to vary their activities to include thought provoking games, the use of books, manipulative objects, pictures, projected and non-projected

Table 2: Educational Philosophy of LSU Faculty by College or School

Educational Philosophy / COLLEGE	Perennialism		Essentialism		Behaviorism		Progressivism		Existentialism		Eclectic		TOTAL	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
CAS	0	0	8	17.4	5	10.9	16	34.8	1	2.1	16	34.8	46	100
CBE	0	0	0	0	0	0	1	25	1	25	2	50	4	100
COA	0	0	0	0	0	0	3	100	0	0	0	0	3	100
CCS	1	14.3	1	14.3	0	0	3	42.8	0	0	2	28.6	7	100
CED	0	0	0	0	1	20	3	60	0	0	1	20	5	100
COE	1	12.5	2	25	0	0	2	25	0	0	3	37.5	8	100
CON	0	0	3	21.4	3	21.4	3	21.4	2	14.4	3	21.4	14	100
SHM	1	20	0	0	0	0	2	40	1	20	1	20	5	100
Total	3	3.3	14	15.2	9	9.8	33	35.9	5	5.4	28	30.4	92	100

visuals, audio-video instructional materials, and experimentation and social interaction between the students as well as activities conducted outside of the classroom for educational purposes (Maya, n.d.).

Most of the Business and Economics, Engineering, and Nursing faculty members are eclectics. They are those who do not subscribe to one particular philosophy. According to Wiles and Bondi (in Reyes, 2002), these teachers may shift roles from being guide on the side of the students to facilitate the learning process to sage on the stage who transmit and interpret knowledge. These eclectic teachers cover some topics that are relatively stable over time and at the same time include new materials or developments in their teaching field.

Aside from being eclectic, the Nursing teachers are also equally essentialists, behaviorists, and progressivists. As essentialists, they are responsible for installing moral values that will help each student become an ideal citizen. The students are taught all factual information and no vocational skills (Maya, n.d.). Having the strong authority in the classroom, the essentialist teachers interpret knowledge. Thus, lecture-discussion is the best teaching technique and drill is the key to process skills. For the behaviorists, knowledge is gained primarily through the senses. Teaching is centered around planned activities and truths are best taught through them. Demonstration and recitation are essential components for learning. Teachers provide rewards to reinforce certain behavior. Punishments as well are used to deter or stop certain behavior.

As seen also in the Table above, progressivism was the dominant educational philosophy being espoused by majority of the teachers in the College Unit. Thirty-three out of ninety-two (35.9%) college faculty uphold this modern philosophy.

Table 3 presents the educational philosophy of the probationary teachers as well as the educational philosophy being subscribed by the permanent or seasoned ones.

Table 3: Educational Philosophy of Teachers by Employment Status

	Probationary Teachers		Permanent Teachers	
	Number	Percent	Number	Percent
Perennialism	2	3.6	1	2.7
Essentialism	12	21.8	2	5.4
Behaviorism	6	10.9	3	8.1
Progressivism	18	32.7	15	40.5
Existentialism	3	5.5	2	5.4
Eclectic	14	25.5	14	37.9
TOTAL	55	100	37	100

The Table showed that the majority of the college faculty members are still on their probationary period. Fifty-five out of ninety-two (59.8%) have teaching experience in the college for less than three years. Even if they have less teaching experience, they espouse the same educational philosophy with the permanent or seasoned teachers. Both probationary and permanent teachers uphold the progressivism philosophy. Their being the same in terms of educational thought may be attributed to the fact that schools nowadays are promoting the modern educational philosophy. Seminar-workshops adhering to this modern philosophy are given to teachers to improve their classroom performance. Perhaps the probationary teachers have been modeled by their progressivist mentors in their college days.

4. Summary of Findings, Conclusion, and Recommendations

Summary

The study aimed at finding out what educational philosophy is being espoused by majority of the college teachers of La Salle University and what educational philosophy is being upheld by each college or school. Ninety-two (92) college faculty from different colleges and school served as respondents of this study.

The descriptive method of research was employed. Survey questionnaire on educational philosophy inventory received by the researcher as part of the kit and handouts during the First Learning Leaders Congress last May 2009 was utilized. The statistical procedure that was used in the study was only percentage distribution.

Findings

The data gathered were analyzed, and the findings were presented in Tables based on the order of the problems.

1. The majority of the CAS faculty are upholding the progressivism and eclectic philosophies of education.
2. The Accounting teachers espouse the progressivism school of thought. The majority of the Computer Studies, Education, and Hospitality Management teachers do also uphold the progressivism philosophy.
3. Most of the Business and Economics, Engineering, and Nursing faculty members are eclectics who do not subscribe to one particular philosophy.
4. Aside from being eclectic, the Nursing teachers are also equally essentialists, behaviorists, and progressivists.

5. The educational philosophy being espoused by the majority of the faculty in the entire college unit is progressivism.
6. The educational philosophy of the probationary teachers is not different from that of permanent or seasoned teachers. Both of them uphold the progressivism school of thought.

Conclusion

Based on the findings, the following conclusion is drawn:

Teachers have their own educational philosophies which more or less guide and direct them as to what they should do and how they should do it in the class. This means that their manner of preparing their lessons and activities up to the implementation of their lesson plans as well as the kind of assessment they give to students in evaluating their progress are hereby influenced by the kind of educational philosophies they adhere or uphold. Nowadays, college teachers espouse the progressivism philosophy which implies that they are more child-centered in their approach to teaching and they require their students to really be actively engaged in the learning process. Their way of teaching focuses more in developing students' creativity, imagination, analysis and critical thinking.

Recommendations

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

1. Individual college teachers must be informed as to what educational philosophy or philosophies they are espousing. This may be done sometime in Summer or June 2010. The implications of the particular philosophy

they uphold into their teaching practices may be discussed together with the strengths and weaknesses of the teachers as revealed in the annual evaluation of his/her teaching performance.

2. An in-service training for teachers must be designed considering their educational philosophy being espoused. Like for example, a seminar-workshop on how to develop students' critical thinking may be given to the perennialist, essentialist, and behaviorist teachers.
3. A similar study may be conducted but will include the best practices that teachers do in their respective classes.

List of References

Bagle**y,** W. (n.d.). Essentialism. Retrieved: February 2, 2010 from World Wide Web http://edweb.fdu.edu/anyfile/RobinsonT/Essentialism.ppt.

Bago, A. L. (2001). *Curriculum development: the Philippine experience*. Manila: De La Salle University Press, Inc.

DeMar, G. (1989). Behaviorism. Retrieved: February 26, 2010 from World Wide Web http://www.forerunner.com/forerunner/X0497_DeMar_-_Behaviorism.html.

Educational Essentialism.(2009). Retrieved: February 26, 2010 from World Wide Web http://en.wikipedia.org/wiki/Educational_essentialism.

Farrand, M. (n.d.). Mortimer Adler Personal Biography. Retrieved: February 24, 2010. from World Wide Web http://www2.selu.edu/Academics/Faculty/nadams/educ692/Adler.html.

Foshee, M. (n.d.). My Personal Philosophy of Career and Technical Education. Retrieved: February 12, 2010 from World Wide Web http://www.auburn.edu/~mpf0001/ISTE5/myphilosophy.pdf

Gines, A. C. et.al.(2001). *Educational Psyhology*. Rex Bookstore, Inc. Quezon City, Philippines

Major Educational Philosophies (n.d.). Retrieved: February 26, 2010 from World Wide Web http://ksuweb.kennesaw.edu/~nparis/educ7700/EDUCATIONAL%20PHILOSOPHIES%20(Major)_.doc

Maya, B.(n.d.) The Five Key Educational Philosophies. Retrieved: February 16, 2010 from World Wide Web http://www.helium.com/items/424989-the-five-key-educational-philosophies..

Reyes, F. C. (2002). *Unveiling teaching expertise: a showcase of sixty-nine outstanding teachers in the Philippines*. Manila: De La Salle University Press, Inc.

Thompson, S., Greer, J. & Greer, B. (n.d.) Highly Qualified for Successful Teaching: Characteristics Every Teacher Should Possess. Retrieved: February 20, 2010 from World Wide Web http://www.usca.edu/essays/vol102004/thompson.pdf.

Tuibeo, A. (2005). *Philosophy of Education* A new Perspective. Grandwater Publications. Makati City, Philippines

WikEd (2009). Behaviorism. Retrieved: February 22, 2010 from World Wide Web http://wik.ed.uiuc.edu/index.php/Behaviorism.

Standridge, M. (2002). Behaviorism. In M. Orey (Ed.), Emerging perspectives on learning, teaching, and technology. Retrieved: February 19, 2010 from World Wide Web http://projects.coe.uga.edu/epltt/index.php?title=Behaviorism#Contracts.2C_Consequences.2C_Reinforcement.2C_and_Extinction:.

Thomas,N. (2003). My Philosophy of Education. Retrieved: February 26, 2010 from World Wide Web http://www.sru.edu/pages/7407.asp.

LSU College of Computer Studies Students Computer Programmer Aptitude Battery Test (CPABT): Basis for Enhancement Activities

Erbeth Gerald T. Delvo
College of Computer Studies

Abstract

The study identified the levels of the College of Computer studies BSCS and BSIT students aptitude based on the Computer Programmer Aptitude Battery (CPAB) Test results administered by the Director of Admission and Testing last September 2009. The results of the study showed that the students had a "Low" rating in Verbal Meaning and Diagramming tests and an "Average" rating in Reasoning, Letter Series and Number Ability tests. With this, The Curriculum Pacing Guide of the Professional courses must be redesigned to cater the skills needed in the IT related professions. Varied classroom activities, teaching strategies and methodologies are suggested to further enhance students skills needed for a programmer and systems analysts profession

I. Introduction

Competition in a work place exists from simple clerical position up to complex and tedious work to be in place. Learning is an essential component of any career in today's professional work place. Old skills may even eliminate due to changes in the market, technology and work processes thereby, the need of developing a new one to be in most priority by universities (Lee, et. al, 2004) Performance standards are becoming more complex and demanding (Ilgen & Pulakos, 1997)

Information Technology (IT) Professionals must possess various skills like technical and business skills for them to be more competitive. The technical skills are needed to enable them to work well with computers and the needs to create systems. Business

skills are also much required for them to apply technical knowledge to solve business problems, and help companies to succeed competition (Lee & Chang, 2006) Moreover, IT professionals should possess good interpersonal skills for them to work effectively with other computer users (Earl & Skyne, 1992). In this perspective, IT Professionals or people wanting to engage in line with Information Technology should be skilled and be prepared for the job. Most of the companies' number one recruitment of employees is often based on the kind of technical and non-technical skills can a candidate for the job possesses and the job seeker 's aptitudes.

Information technology practitioners, enthusiasts and students should prepare themselves in the wide competition they are going to face after graduation or in preparing themselves to get the right career suited for the degree earned in school. They should develop within themselves both technical and non technical skills. One should understand the importance of having well round skills as most of the companies are looking for. Monitoring skill requirements is also important to students because it would assist them to identify the relevant skills and help them to maintain competitiveness in their chosen field and make them highly employable.

The increasing competition among schools offering Information and Communication Technology Programs like Bachelor of Science in Computer Science and Bachelor of Science in Information Technology should consider the above skills mentioned to have graduates who are more competitive and highly employable. These skills should be developed at early stage to prepare students to the combat after graduation. College and universities should make curriculum that gives opportunities to their students to develop and acquire skills needed for their chosen career.

Thus, La Salle University, Ozamiz City with its effort to maintain a competitive position and a status quo of giving a high standard of educational service strives itself to produce graduates with the right skills needed for the job after graduation. It is therefore the aim of this study to examine closely the BSIT and BSCS students' performance results in their Computer Programmer Aptitude Battery Test to further enhance BSCS and BSIT Professional Courses Curriculum Pacing Guide, thereby preparing students with the skills needed in the programming and systems analyzing profession.

Review of Related Literature

Learning styles are various ways of learning that involves educating methods to an individual. Methods like interacting with, taking in, and processing stimuli or information are the most people favor. (en.wikipedia.org, n.d.). With this statements, the researcher believes that students may have learning at its best if the curriculum they have followed suites their needs thereby preparing themselves to work they pursue after graduation. Different learning styles enable students to discover their innate skills and aptitudes and through proper orientation and enhancement activities, they help them to be more productive individuals.

Business and other non-technical needs should be understood by IT Professionals. It is very useful to know the skills needed by companies so that educators can impart the right knowledge to their students. (Lee & Chang, 2006) The gap between industry expectations and academic preparation will be minimized when skill requirements are monitored (Trauth et al., 1993). Preparing students in order to meet the specific requirements needed for the job and to create specific career paths for students enrolling BSCS and BSIT programs is also the target of this study.

A curriculum refers to a distinct and prearranged course of study, which students must complete in order to attain a level of education. Colleges and universities, have their own detailed courses to obtain a degree or certification in a certain field. Students should have to complete the required general education courses before taking into a specialization course. Thus, curriculum is individualized to the person's expertise and may mean not obtaining a degree if one cannot follow (Ellis-Christensen, 2003)

The curriculum of a course is one of the bases to prepare students in their chosen field of expertise and enhance their skills, talents and aptitude needed for a job. The right curriculum content that geared towards student total development is highly needed to be observed and engineered. It is on these ideas that this study aims to revise and redesign BSCS and BSIT professional courses curriculum pacing guide to meet the standards of the companies and to have students' specialized skills in programming and systems analyzing.

Educational Assessment is the process of documenting knowledge, skills, attitudes and beliefs of a learner. It focuses on the individual, the community, the university or the entire educational system. Theoretical studies or empirical studies in nature that assess aptitude and preparation of the learner, learner motivation and learning styles, achievement and satisfaction in different educational contexts are the measurable standards and benchmarks to address the issue, (en.wikipedia.org, n.d.). By assessment therefore, the researcher believes he can get the right information or the level and capacity of students as bases in designing a specialized activities suited for a specific field.

The programming profession can be measured by the individuals Aptitude Test and potentials. Technology oriented peoples are evaluated for their logical ability and skills to interpret specifications and documentations. The level of logical skills,

precision and reasoning determines the scores in programmer aptitude battery (www.personality-and-aptitude-career-tests.com, 2004) It is on this concept that the researcher believes that assessing student's skills and aptitudes helps determine educators the right teaching strategies, methodologies and classroom activities. The results of aptitudes will be the bases on forming activities that will enhance and/ or use their respective skills and aptitude levels.

The Problem

The purpose of this study was to assess the Third and Fourth Year BSCS and BSIT students of La Salle University, Ozamiz City of the 2009-2010 academic year. It further sought to answer the following problems:

1. What is the level of the BSIT and BSCS third and fourth year students' skills and aptitudes in;
    a. Verbal Meaning
    b. Reasoning
    c. Letter Series
    d. Number Ability and
    e. Diagramming

2. What enhancement activities, instructional teaching strategy and methodology be used to enhance the level of the BSIT and BSCS Programming Aptitude to be incorporated in the curriculum pacing guide content?

Conceptual Framework

An aptitude is may be a physical or mental that is innate, acquired or learned or developed component of a competency to do a work at a certain level. (en.wikipedia.org, n.d.) Aptitudes are

generally tested in the form of an aptitude battery which tests a large number of aptitudes at one time with a series of small tests for each aptitude. Aptitude batteries may lean toward innate aptitudes or learned skills and are often useful in selecting a career.

A syllabus or commonly known as Curriculum Pacing Guide (CPG) in La Salle University is an outline and summary of topics to be covered in an education or training course. It is prepared by the professors or faculty who supervise and have controls of the course quality. In addition, a CPG contains specific information about the course, an outline of what will be covered in the course; competency a student could get; the grading policy for the course; specific classroom rules; classroom activities, teaching strategies and course requirements

The syllabus serves a lot of purposes for both students and teachers. It ensures a fair and impartial understanding between the instructor and students. Policies related to the course, setting the right competency to be learned, classroom behaviors and the required effort of students to be put into the course will be known ahead. It also provides a clear direction of the instructor's teaching philosophy to the students, and providing students a marketing angle of the course whether the subject fits them or not or attractive (en.wikipedia.org, n.d.)

In order to develop a good Curriculum Pacing Guide, the student aptitudes should be determined to design various classroom activities and to determine the level of students' readiness and field of specialization geared to holistic development required as a programmer and systems analysts. Figure 1 shows the conceptual framework of the study.

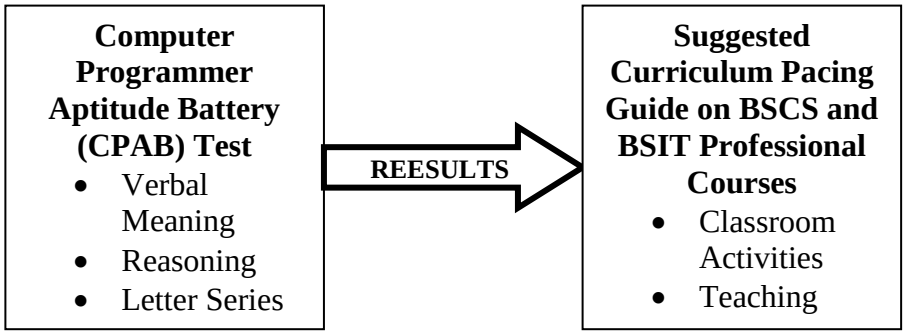

Figure 1.Conceptual Framework Diagram

2. Methodology

The study used descriptive research design. It merely described the respondents' aptitude for computer programmer and systems analysts. All Bachelor of Science in Computer Science (BSCS) and Bachelor of Science in Information Technology (BSIT) third and fourth year students who enrolled in the first semester of 2009 – 2010 were the respondents and were required to take the test. Forty seven (47) third and fourth year BSCS students and Fifty Four (54) third and fourth year BSIT students took the test in September 2009. A total of one hundred one (101) BSCS and BSIT students were the respondents. The students took the tests in five separate time tests specified in each skills and aptitudes.

The primary tool used in this study was the Computer Programmer Aptitude Battery (CPAB) Test administered by the Director on Admission and Testing of La Salle University, Ozamiz City.

Computer Programmer Aptitude Battery (CPAB) was developed by Jean Maier Palormo of Science Research Associates,

Inc. It aids managers of data processing centers and personnel directors in selecting persons with the aptitudes for computer programmer and systems analysts positions. It comprises five separately time tests, measuring skills and aptitudes (Palormo, 1964)

Verbal Meaning. (38 items – 8 minutes). A test of communications skills; vocabulary commonly used in mathematical, business and systems engineering literature.

Reasoning. (24 items – 20 minutes). A test of ability to translate ideas and operations from word problems into mathematical notations.

Letter Series (26 items – 10 minutes). A test of abstract reasoning ability, finding a pattern in the given series of letters.

Number Ability (28 items – 6 minutes). A test of facility in using numbers; ability to estimate quickly reasonable answers to computations.

Diagramming (35 items – 35 minutes). A test of ability to analyze a problem and order the steps for solution in a logical sequence.

Data on CPAB of respondents were taken from the office of the University's Director for Admission and Testing. Percentage was used to disclose findings and analysis from the data gathered. The data used and presented in this paper were taken from the results of CPAB.

Significance of the Study

The study is significant to the following entities.

Students. The study may be beneficial to students since it enables them to be prepared and be armed with the right skills needed for their chosen profession as programmers or systems analysts.

BSCS and BSIT Professors. The study may guide professors to the right classroom activities to apply in their classes to integrate in the Curriculum Pacing guide of the courses. It also helps them to prepare varied teaching strategies to fully develop students learning capabilities.

Administrators. The study may serve as their basis to consider faculty development programs that focus on developing and enhancing students' skills and abilities.

3. Results and Discussions

This section presents, analyzes and interprets the data gathered on the Computer Programmer Aptitude Battery Test. The result for every skill and aptitude is presented in Tables.

Table 1: Students' Aptitudes in Verbal Meaning

Descriptive Rating	BSCS (f)	Percentage	BSIT (f)	Percentage	TOTAL	Percentage
Low	28	60%	26	48%	54	53%
Average	19	40%	28	52%	47	47%
High	0	0%	0	0%	0	0%
Total	47	100%	54	100%	101	100%

Table 1 showed the result of Verbal Meaning skills and aptitude of both BSCS and BSIT students. It showed that 26 respondents or 52 % of BSIT students got rating of "Average" and 28 respondents or 60 % of the BSCS students got a rating of

"Low". This implies that most of the BSIT students have a good communication skill and they can easily understand vocabularies related to information technology field (business, mathematical and system engineering).

Generally, the Table showed also that a total number of 54 or 53% out of 101 respondents got a rating of "Low". This implies that the College of Computer Studies is in need to further enhance the verbal abilities of its students. The ability to read specifications needed for a programmer to translate actual system design into codes will be now easily understood and the parameters given and specified are strictly followed and finally implemented.

Table 2: Students' Aptitude in Reasoning

Descriptive Rating	BSCS (f)	Percentage	BSIT (f)	Percentage	TOTAL	Percentage
Low	18	38%	21	39%	39	39%
Average	29	62%	33	61%	62	61%
High	0	0%	0	0%	0	0%
Total	47	100%	54	100%	101	100%

As shown in Table 2, in terms of reasoning skills 29 BSCS respondents or 62% and 33 BSIT respondents or 61%, got a rating of "Average". This implies that the students have the ability to translate ideas from word problems into mathematical notations.

Furthermore, it can also be attributed that BSCS and BSIT programs need reasoning skills to formulate technological expressions and logic; thus it is a nature of students enrolled in the following courses to have a reasoning skills. An average rating in reasoning is a good start to formally enter to the field of programming and systems analyzing. This will help students to grasp lessons easily and to understand system and programming

projects directly. Additionally, it helps the students to consider the choices available within the program in terms of direction and the application that should be done at the particular moment.

Table 3: Students' Aptitude in Letter Series

Descriptive Rating	BSCS (f)	Percentage	BSIT (f)	Percentage	TOTAL	Percentage
Low	9	19%	10	19%	19	19%
Average	31	66%	38	70%	69	68%
High	7	15%	6	11%	13	13%
Total	47	100%	54	100%	101	100%

Table 3 showed the Letter Series Test results. It showed the abstract reasoning ability and finding a pattern in a given series of letters results by the CCS students. It can be seen in the above Table that 31 BSCS or 66% and 38 BSIT or 70% student respondents got a rating of "Average". This implies that the students enrolled in the following programs have the ability to make and read abstract reasoning and they can find a pattern in a series.

Furthermore, it can also be drawn that 15% of the BSCS and 11% of the BSIT a total of 13% CCS students had a rating of "High". It means that these students are imaginative and they can understand directly intangible objects and situations and can formulate conclusions from them. In actual programming and system analyzing, it is hard to extract the role of a programmer or systems analysts from coding and then see the "big picture". All programming ultimately serves a larger purpose where the application is going to help a customer or client in some way; thus getting the abstract picture of what the project looks like could, is very important to further see the bigger picture on what to be done.

Table 4: Students' Aptitude in Number Ability

Descriptive Rating	BSCS (f)	Percentage	BSIT (f)	Percentage	TOTAL	Percentage
Low	7	15%	13	24%	20	20%
Average	33	70%	38	70%	71	70%
High	7	15%	3	6%	10	10%
Total	47	100%	54	100%	101	100%

Numbers are the basic data used by programmers and systems analysts. It is the raw materials to which processes are done to come up an output. Table 4 showed the Number ability of the College of Computer Studies BSCS and BSIT students. It showed that 71 or 70% of the BSCS and BSIT respondents got a rating of "Average" in the Number Ability test. It means that the BSCS and BSIT respondents are good in using numbers. They have the ability to estimate quickly reasonable answers to computations.

In addition, the Table also revealed that 7 or 15% of the BSCS and 3 or 6% of the BSIT and a total of 10 or 10% of the respondents had a rating of "High". It can be denoted that 10% of the CCS students can play with numerical values and can make use of it to estimate and compute.

Table 5: Students' Aptitude in Diagramming

Descriptive Rating	BSCS (f)	Percentage	BSIT (f)	Percentage	TOTAL	Percentage
Low	30	64%	38	70%	68	67%
Average	17	36%	16	30%	33	33%
High	0	0%	0	0%	0	0%
Total	47	100%	54	100%	101	100%

Solutions to problems can be represented in many different ways just to aid understanding of this solution. One of the most graphical ways of writing solutions is through the use of diagrams. The use of diagrams is very much workable to understand the design and to represents an entire project design.

Table 5 showed that 30 of the BSCS or 64% and 38 of the BSIT or 70% respondents had a rating of "Low". It implies that 67% of the respondents are not good in analyzing a problem and order the steps for solution in a logical sequence. Moreover, it can also be denoted that the use of diagram in order to draw solutions and representation of work to be done is very important; the use of different graphical tools or diagramming tools should also be used in all professional courses exercises. Aside from the use of numerical values, it is also helpful to translate the processes into logical sequence in order for the students to get a step by step process in solving problems and in analyzing problems with graphical representations.

Table 6: Students' Aptitude in Consolidated Results among BSCS Students

Descriptive Rating	Verbal Meaning		Reasoning		Letter Series		Number Ability		Diagramming	
	BS CS (f)	%	BS CS (f)	%	BS CS (f)	%	BS CS (f)	%	BS CS (f)	%
Low	28	60%	18	38 %	9	19 %	7	15%	30	64%
Average	19	40%	29	62 %	31	66 %	33	70%	17	36%
High	0	0%	0	0%	7	15 %	7	15%	0	0%
Total	47	100 %	47	100 %	47	100 %	47	100 %	47	100%

Table 7: Students' Aptitude in Consolidated Results among BSIT Students

Descriptive Rating	Verbal Meaning		Reasoning		Letter Series		Number Ability		Diagramming	
	BS IT (f)	%	BS IT (f)	%	BS IT (f)	%	BS IT (f)	%	BS IT (f)	%
Low	26	48%	21	39%	10	19%	13	24%	38	70%
Average	28	52%	33	61%	38	70%	38	70%	16	30%
High	0	0%	0	0%	6	11%	3	6%	0	0%
Total	54	100%	54	100%	54	100%	54	100%	54	100%

Table 6 and Table 7 depicted the consolidated results of CPAB five skills and aptitudes timed tests of the CCS students enrolled in BSCS and BSIT Programs. Although most of the BSIT students got an average rating in Verbal Meaning, it can be drawn that the College of Computer Studies should make programs related to enhance verbal meaning for all students enrolled in both BSIT and BSCS degree programs. The college should impart more activities that develop verbal meaning abilities, practice the use of terminologies especially in the professional courses and introduce more system engineering literature problems for the students to be more familiar of the terms used and details for each literature.

Moreover the presentation of lessons in professional courses should give emphasis on the technical terms related to the field of information technology, giving a clear details of the literature used in a certain example that relate itself to real situation or object for easy identification and association. It can also be suggested that the used of mathematical expressions or conditions can help in the adaptation of the words to be used.

The College of Computer Studies basically strives to be the leading source of information technology graduates who are

capable to make programs and system analyses. To continue in its vision and to hold on with its excellence, the college should further integrate more reasoning activities in all professional courses of BSCS and BSIT Programs. Reasoning activities like an introduction of "what if" questions, case analysis and more complex word problems that will be translated by the students into mathematical notations or representations should be integrated.

According to Campbell, Connie in her article entitled Symbolic Logic in a Proofs Course: Finding the Right Balance, Abstract reasoning plays a critical role in the programming and system analyzing hereby providing students with the clear view of the fundamental skills necessary for developing logical arguments. (Campbell, 2005), It is implied that, providing and giving students the chances to make things impossible possible will be the best activity suited to enhance their abstract reasoning. Although the BSCS and BSIT students, both got "Average" rating, it is highly suggested to further hone such skills by letting students think all the things they thought impossible, guiding and giving them the possibility of getting what they want through determining the benefits, advantages, disadvantages and forecasts scenarios once the project are implemented.

Computation is one of the preliminary tasks done by most programmer and systems analysts. The results of computations enable programmers and systems analysts to work with data at hand with full speed to get the right output for a given process from data input. Table 6 and 7 showed that both BSCS and BSIT students need the Number ability to handle all jobs to be done. Thus, activities that will enhance the number ability of students should also be kept into consideration. Even though the Table showed that 10 % of the students of the College of Computer Studies had already a "High" rating, it can also be noted that there are 20% of the respondents who were rated "Low"

Working with numbers is not an easy thing; thus familiarization of the use of numbers and ability to make use of numbers, more computational problem exercises and estimation problems as examples of the lessons will be best instructional strategies to be used for professional courses that deal mostly with numbers and their uses.

The use of diagrams to analyze problems and order the steps for solutions in a logical sequence is a very good methodology to represent the data, processes and outputs of a system. Thus, the need to further enhance student's ability in diagramming must be taken into consideration by the College of Computer Studies. As reflected in the Table, it means that data representations in graphical format, training students to translate worded problems and/or solutions into diagrams can help improve students abilities in diagramming and solving solution in different ways and methods. A clear view of what a program and a system looks like could also be drawn if high diagramming skill is used.

Table 8: CPAB Test Results of BSCS and BSIT Students

Skills/Aptitude	Remarks
Verbal Meaning	Low
Reasoning	Average
Letter Series	Average
Number Ability	Average
Diagramming	Low

Table 8 showed the summary of findings as to the level of BSCS and BSIT students on Verbal Meaning, Reasoning, Letter Series, Number Ability and Diagramming.

4. Summary of Findings, Conclusion and Recommendations

Summary

Programming is considered to be an art and at the same time a science. It is an art because there is no standard way to interpret a problem and solve it using a standard form of programming procedures and styles. (Go, 1998). Therefore, to prepare students in the programming arena and in the systems analyzing field of information technology, it is required that in all aspects of skills required, one should have a good rating, enough to start and later on should be enhanced to be more competitive and excel in the chosen field.

Findings

The findings of the study are the following:

1. Most of the BSCS and BSIT students have average reasoning aptitude skills.
2. Majority of the BSCS and BSIT students have an average letter series aptitude skill and number ability aptitude skill.
3. More than half of BSCS and BSIT students have a low verbal meaning aptitude skills
4. Majority of the BSCS and BSIT students have low diagramming aptitude skills.
5. The students need to further understand and make use of diagrams as one way of translating ideas into operations.
6. The students need to be well versed in the definition and use of technical terms used in the technology field.
7. Varied teaching strategies and classroom activities should be used by teachers in order for the students to enhance and get the right skills needed for the course.

8. There is a need for the teachers to plan the right teaching strategies and classroom activities and incorporating them into the curriculum pacing guide of a particular course.

Conclusion

Based on the findings and data presented, the data showed that the students of the College of Computer Studies who are taking up BSCS and BSIT Programs are not good in Verbal Meaning and Diagramming ability even though the student respondents are already in their junior and senior years. Reasoning, Letter Series and Number ability were rated "Average"; thus the three skills and aptitude should further be enhanced in order to get the college target to be excellent in all aspects of the degree programs offered.

The Curriculum Pacing Guide of the Professional courses of BSCS and BSIT Programs of the College of Computer Studies, La Salle University must be redesigned to cater the skills needed in the IT related professions. The CPG should integrate activities that will help enhance students' aptitudes that are in "Low" ratings as the priority to take into considerations. The college should look into varied teaching styles, instructional strategy and methodology to be used and incorporated in all BSCS and BSIT professional courses. In order to fully develop the other skills that rated "Average", presentation of lessons, exercises, case analysis and other classroom activities and collaborative learning should also be introduced to all professional courses of the two degree programs. Furthermore constant monitoring of the assessment of students aptitude is also highly recommended in order to keep track with the desired skills if they are already met or need more improvement or formulation of activities.

Recommendations

Based on the findings, it is recommended that:

1. Faculty handling freshmen students should start using varied classroom activities that hone students' verbal meaning, reasoning, letter series, number ability and diagramming. Continuous use of these activities and constant practice make students to be more oriented to the job they are going to do after graduation.
2. All professional courses curriculum pacing guide should reflect the necessary graduate attributes needed to become programmers and systems analysts.
3. Lessen the number of frequency in the use of calculators in all courses to stimulate natural numerical, logical and mathematical abilities of students.
4. Faculty should further abreast and update themselves with the latest technologies through seminars, forum, educational development and continuing education.
5. Continuous update of resources used and best practices of the College in terms of teaching strategy and methodology should be banked as references for co-faculty to handle the same and related courses in the future.
6. The Match between students' natural aptitudes and the required skills for BSCS and BSIT programs should also be taken into consideration for admission to the college.
7. Another investigation should be done to see whether students' natural skills, teaching strategies used by faculty and the availability of resources could produce competent programmer and systems analysts.

Rationale

Based on the findings of the study, the students of the College of Computer Studies who are taking up BSCS and BSIT Programs need to enhance their Verbal Meaning, Reasoning, Letter Series, Number ability and Diagramming skills even though these students are already in their junior and senior years. For the purpose of improving the quality of graduates in the College of Computer Studies BSCS and BSIT programs, varied activities should be observed and be implemented in all professional courses and must be embedded in the curriculum as the key activities to be used. These activities will show the students innate skills, capabilities and talents ; therefore enhancing them. Thus, required competency for students of the two programs to graduate will be achieved thereby preparing them in the professional world. The proposed enhancement activities also enable both students and instructors to be well prepared with classroom activities. Students innate skills will be hasten, preparations of the material needed will be looked ahead and the schedules for each activity will be updated. In the part of the teacher, it gives them the right knowledge to impart to the students. Furthermore, it helps faculty to prepare lessons, exercises and right assessment for the activities.

The following teaching strategies/methodology and activities are best suggested to introduce into classroom instruction of the following professional courses.

Courses	Suggested Strategies/ Methodology and Activities
IT Fundamentals Course	* Diagramming (flowcharting) * Program tracing * Panel Forum/ Discussion * Programmed Instruction * Mathematical and Worded problem Solving

	* Technical Papers/ Case Presentations
Programming/ Software Engineering Courses	* Diagramming (CASE tools and design tools) * Program Tracing * Simulation * Case Study Method * Workshop and Proving activities * Worded problems Solving
System Designing, Analysis and Management Courses	* Case Study Method (Software paradigms) * Simulation * Workshop and Proving Activities * Diagramming (Design tools) * Seminars and Field Trips * Panel Forum/ Discussion * Technical Papers/ case Presentations
Computer Operations, Architecture and Hardware related Courses	* Case study method * Simulations * Seminar and Field Trips * Workshop

List of References

Aptitude (n.d.) Retrieved October 2009 From World Wide Web: http://en.wikipedia.org/wiki/ Educational_assessment

Boon, L. Chang, P. (2006). *Information Technology Professionals' Skill Requirements in Hongkong, Contemporary Management Research*, University of Macau, Macau.

Campbell, C. M.(2005), *Symbolic Logic in a Proofs Course: Finding the Right Balance. Preliminary Reports.*

Educational Assessment. (n.d.) Retrieved October 2009 From: http://en.wikipedia.org/wiki/ Educational_assessment

Ellis-Christensen, T. (2003), What is Curriculum? Retrieved From: http://www.wisegeek.com/what-is-curriculum.htm

Go, Roland,(1998) *Introduction to Computer Programming with C, Learning to Use a Powerful Tool,* Strong waters Publishing.

Ilgen, D.R. & Pulakos, E.D. (1997), *The Changing Nature of Work Performance: Implications for Staffing, Personal Actions and Development, S*an Francisco: Jossey-Bass.

Learning Styles. (n.d) Retrieved October 2009 From: http://en.wikipedia.org/wiki/Learning_styles

Lee, S. et. al (2004). *The Relationship Between Information Technology Professionals' Skill Requirements and Career Stage in the E-Commerce Era: An Empirical Study*, Hershey PA, USA: IDEA Group Publishing.

Palormo, J. (1964), *Computer Programmer Aptitude Battery,* Chicago Illinois. Science Research Associates, Inc.,

Programmer Aptitude Test_(2004) Retrieved October 2009 From: www.personality-and-aptitude-career-tests.com.

Syllabus. (n.d) Retrieved January 2010 From: http://en.wikipedia.org/wiki/Syllabus

Trauth, E.M., Farwell, D.W. & Lee, D. (1993*) The IS Expectation Gap: Industry Expectations versus Academic Preparation. MIS Quarterly* .

Bachelor of Science in Office Administration Students' Perception of Their Competencies: Basis for Curriculum Enrichment

Ma. Melisa P. Abamonga
Teresita O. Dayondon
College of Business and Economics

Abstract

This study was conducted to determine students' perception of their competencies as basis for curriculum enrichment. The respondents were the eight BSOA fourth year students and the eight third year students. The research instrument used was a questionnaire formulated by the researcher. Competencies were measured based on CHED competency standard for the BSOA course. The descriptive method was used to describe the perception of the students. The results showed that the fourth year students' perception of the competencies presented was highly developed except on the skill in encoding with accuracy and speed and skill in dictation with speed and accuracy which were only rated moderately developed. On the other hand, the third year students perceived their competencies to be moderately developed. It is concluded that they are still learning, developing and improving while in school to make them highly developed after graduation.

1. Introduction

The researchers heard over the radio and watched in the television that thousands of people who graduated from college have no job at all. This might be the cause of no vacancies from any of the establishments or it could be from the fact that students lack the competencies or employability skills that they require.

Employers have indicated that students are often not prepared for the workplace and they call on universities to

produce more employable graduates (Barrie, 2006; Kember & Leung, 2005) by providing transferable skills that can be taken into the workplace (Smith, Clegg, Lawrence & Todd, 2007). Student' subject matter knowledge is usually satisfactory (Crebert, Bates, Bell, Patrick & Cragnolini, 2004; Hind, Moss & McKellan, 2007) but by improving and developing their competencies such as interpersonal skills, teamwork, communication, technical skills and values will be added to their intellectual capabilities making them more employable (Hind et al, 2007; Maher & Graves, 2007).

The government and Educational institutions should be critical in program offerings and questions if they are nurturing the appropriate competencies and consider how best to ensure these are developed (Kember & Leung, 2005).

What is competency? It is referred to the capability, ability, skill expertise and proficiency that is necessary in any field of work and one of the most important elements in undergraduate program (Bath, Smith, Stein & Swann, 2004) and is the responsibility of higher educationalist to incorporate as part of their teaching and learning (Hind et al., 2007)

In the BSOA program, the Commission on Higher Education sets competency standards so as making the BSOA graduates possess the necessary skills and become proficient enough in the field of secretarial. It is therefore necessary for Educational institutions such as La Salle University that offers this course to review and examine if these competencies set by CHED are integrated in the curriculum.

Since the researchers are the faculty of this program it is therefore necessary for them to ensure if these competencies are

really integrated and included in their teaching. Whether or not these competencies are developed among students can be assessed by knowing the students' insights and feelings.

Research Objective

This research sought to investigate the level of the BSOA students' perception on the competencies in terms of the following:

1. Use of computer productively.
2. Encode at the rate of 30 words a minute with a maximum of one error per minute.
3. Take dictation at the rate of least 40-50 words a minute and transcribe with 98% accuracy.
4. Assume responsibility without direct supervision
5. Think critically, correctly and logically.
6. Make intelligent decisions within the scope of assigned authority.
7. Speak, listen, and write effectively.
8. File using manual or electronic filing system.
9. Operate and use modern office technologies with proficiency.
10. Organize all tasks and manage time, information and other resources skillfully.
11. Demonstrate acceptable human relations skills as they relate to people with divers culture.
12. Equip with skills to pursue lifelong learning and keep abreast with the development within the field.
13. Work with maximum flexibility in multi-tasking environment.

Significance of the Study

This study is important in order to help the school ascertain that students enrolled in the BSOA program are equipped with the necessary employability skills and competencies when they graduate. Therefore, graduates are assured that they can really find a job after graduation.

Furthermore, this study may give the administrators knowledge on what to improve in the curriculum under the BSOA program based on the CHED competency standard.

2. Methodology

This research used the descriptive method to describe the BSOA students' perception of their competencies. The respondents of this study were the eight fourth year students who graduated in March, SY 2009-2010 and four of the other respondents were fourth year who graduated in October 2010. The researchers also used eight third year students as respondents of the study.

The tool used in gathering the data was a questionnaire formulated by the researchers. The assessed competencies were those identified by the Commission on Higher Education for the BSOA Program. The following scale with its interpretation was used to determine the perception of students.

4- Highly develop – when the competency is 80% to 99% developed.
3- Moderately develop – when the competency is 50% to 79% developed.
2- Fairly develop – when the competency is 49% below developed.

1 – Not develop – when the competency is not developed.

The researchers personally approached, distributed and explained to the respondents the items in the questionnaire.

The data gathered were tabulated, organized and computed for significant value in describing the students' perceptions of their competencies as graduates and graduating students of BSOA program.

3. Results and Discussion

This section presents the tables that contains the data gathered on the BSOA students' perception on their competencies with corresponding analysis and interpretations.

Computer Literacy is considered to be a very important skill to possess. Employers want their workers to have basic computer skills because their company becomes ever more dependent on computers. Many companies try to use computers to help run their company faster and cheaper. (Gatewaysol.com) Table 1 shows the respondents' perception of the respondents' competency in computer.

Table 1: Use of Computer Productively

Respondents	Highly Develop		Moderately Develop		Fairly Develop		Not Develop		Total Respondents
	SR	%	SR	%	SR	%	SR	%	
Fourth Year	8	67%	4	33%					12

Third Year	3	38%	5	62%					8

Table 1 reflected that eight or 67% of the fourth year students perceived that they highly developed and four (4) or 33% of them perceived they moderately developed the competency of using the computer productively while five (5) or 62% of the third year students perceived that they only moderately developed and three (3) or 38% highly developed their competency of using the computer productively. This means that majority of the fourth year students perceived that their skill in using computer productively is 80% to 90% developed while majority of the third year students perceived that their competency is 50% to 79% developed.

Table 1 further revealed that majority of the fourth year perceived that they can manipulate the computer and can productively use it when they are already at work. Furthermore, it also showed that majority of the third year respondents perceived that their computer skill needs to be more developed for them to be proficient on it.

In today's society people who have good typing ability or knowledge in keyboarding have an edge over those who can simply "finger pecks" at the keyboard. The knowledge on this is the key to getting a great job in most companies. (Pineda 1986) Table 2reveals the respondents' perception of the skill in encoding documents at the rate of at least 30 words a minute with a maximum of one error per minute.

Table 2: Encode at the Rate of at least 30 words a minute with a maximum of one error per minute.

Resp	Highly Develop	Moderately Develop	Fairly Develop	Not Develop	Total Respondents

	SR	%	SR	%	SR	%	SR	%	
Fourth Year	2	17%	10	83%					12
Third Year			5	62%	3	38%			8

In Table 2, it was revealed that ten (10) or 83% of the fourth year students perceived that they were only moderately developed and two (2) or 17% of them perceived they highly developed the competency of encoding at the rate of at least 30 words a minute with a maximum of one error per minute; whereas five or 62% third year students perceived they were also as moderately developed and three (3) or 38% perceived they were fairly developed. It means then that majority of the fourth year perceived that they have 50% to 79% developed the competency to encode at the rate of at least 30 words a minute with a maximum of one error per minute and majority of the third year respondents also perceived they only 49% below developed the competency.

Still in Table 2 it further showed that majority of the fourth year and third year respondents were less competent in encoding and their speed and accuracy was moderately developed. The results of the study must be given attention by the faculty of the said program in as much as a future secretary is expected to encode documents with accuracy and speed.

One of the functions of a secretary is to take down minutes of meeting. Aside from this a future graduate of Office Administration can also be hired as stenographer in court. Thus, they are expected to be proficient in this skill. Table 3 shows student respondents perception of this competency.

Table 3: Take Dictation at the Rate of at least 40-50 Words a Minute and Transcribe with 98% Accuracy.

Respon-dents	Highly Develop		Moderately Develop		Fairly Develop		Not Develop		Total Respondents
	SR	%	SR	%	SR	%	SR	%	
Fourth Year	1	8%	10	83%	1	8%			12
Table 3, continued									
Third Year			4	50%	3	38%	1	12%	8

Table 3 depicted that ten (10) or 83% of the respondents perceived the competency in taking dictation at the rate of at least 40-50 words a minute and transcribe with 98% accuracy was only moderately developed and one (1) or 8% perceived highly developed and fairly developed respectively. Meanwhile, four (4) or 50% of the third year respondents perceived the competency as moderately developed, three (3) or 38% of them perceived fairly developed and one (1) or 12% perceived not developed. This means that majority of both the fourth year and third year respondents perceived the competency in taking dictation at the rate of at least 40-50 words a minute and transcribe with 98% accuracy were 50% to 79% developed only.

Still in Table 3, it further reflected that majority of both respondents perceived that their competency was moderately developed that would also mean that they were less proficient in stenography.

Table 4: Assume Responsibility without Direct Supervision

Respondents	Highly Develop		Moderately Develop		Fairly Develop		Not Develop		Total Respondents
	SR	%	SR	%	SR	%	SR	%	
Fourth Year	9	75%	3	25%					12
Third Year	3	38%	5	62%					8

Most managers expect so much from their secretaries. To them, a secretary should assume responsibility without direct supervision and endowed with initiative. Table 4 depicts the students' respondents in the competency to assume responsibility without direct supervision.

Table 4 showed that nine (9) or 75% and three (3) or 25% of the fourth year respondents perceived that they highly developed the competency to assume responsibility without direct supervision while five (5) or 62% of the third year respondents perceived they moderately developed and three (3) or 38% of them perceived to be highly developed. This means that the perception of majority of the fourth year students was 80% to 99% developed in assuming responsibility without direct supervision while the perception of the majority of the third year was 50% to 79% developed in the same competency presented.

The results in Table 4 would tell us that majority of the fourth year respondents perceived that they can be depended upon in the task given to them without boss direct supervision because they perceived that it is their responsibility and that they are also accountable to it while majority of the third year perceived that they

still need additional knowledge in clerical procedures for them to work without direct supervision from their boss.

One of the qualities that a boss expects from her secretary is mental alertness that is she knows how to think critically, correctly and logically. Table 5 below reveals the perception of students' respondents on the competency on how to think critically, correctly and logically.

Table 5: Think Critically, Correctly and Logically

Respondents	Highly Develop		Moderately Develop		Fairly Develop		Not Develop		Total Respondents
	SR	%	SR	%	SR	%	SR	%	
Fourth Year	8	67%	4	33%					12
Third Year			5	62%	3	38%			8

Table 5 depicted that eight or 67% of the fourth year respondents perceived they highly developed and four (4) or 33% perceived they moderately developed the competency to think critically, correctly and logically, while five or 62% of the third year respondents perceived they moderately developed and three (3) or 38% fairly developed the competency to think critically, correctly and logically. This means that majority of the fourth year believed that the competency to think critically, correctly and logically was 80% to 99% developed whereas the third year respondents perceived that they were only 50% to 79% developed.

Furthermore, Table 5 reflected that majority of the fourth year perceived that they are mentally alert and that they could think critically, correctly and logically. On the other hand, majority of the third year respondents perceived that they need to develop more to enhance their mental alertness so that they can think critically, correctly and logically.

Although a secretary is expected to work using her initiative and exercise judgment and she will act as an extension of the boss, she is expected to work within the scope of assigned authority. Table 6 reflects the students' perception of the competency to make intelligent decisions with the scope of assigned authority.

Table 6: Make Intelligent Decisions within the Scope of Assigned Authority.

Respondents	Highly Develop		Moderately Develop		Fairly Develop		Not Develop		Total Respondents
	SR	%	SR	%	SR	%	SR	%	
Fourth Year	8	67%	4	33%					12
Third Year			6	62%	3	38%			8

Table 6 revealed that eight or 67% of the fourth student respondents perceived that they highly developed, while four or (33%) moderately developed the competency to make intelligent decision within the scope of assigned authority whereas six or 62% of the third year respondents perceived that they were moderately developed only and three or 38% perceived that the said competency was fairly developed. The results give the idea then that majority of the fourth year respondents perceived that the competency was 80 to 99% developed while majority of the third year respondents perceived that they only 50% to 79% developed.

This further tells us that majority of the fourth year perceived that their authority has limits and that mental alertness must be present so as they will not go beyond the scope of authority that is assigned and given to them while the third year respondents perceived that the competency is less developed.

A secretary is expected to have communication skills in as much as she deals with documents, writes minutes of meeting, takes dictation of the boss and entertains people. Table 7 deals with students' perception on speaking, listening and writing effectively.

Table 7: Speak, Listen and Write Effectively

Respondents	Highly Develop		Moderately Develop		Fairly Develop		Not Develop		Total Respondents
	SR	%	SR	%	SR	%	SR	%	
Fourth Year	9	75%	4	25%					12
Third Year			8	100%					8

Table 7 reflected that nine (9) or 75% of the fourth year respondents perceived they highly developed and four (4) or 25% of them perceived they moderately developed the competency to speak, listen and write effectively while eight or 100% of the third year respondents perceived that they moderately developed the competency. The result means that majority of the fourth year respondents perceived the competency to speak, listen and write effectively were 80% to 99% developed while all of the third year respondents perceived that they 50 % to 79% only developed.

Furthermore, Table 7 showed that majority of the fourth year respondents perceived that their communication skills such as speaking, listening and writing were highly developed therefore they can do tasks that require these skills. On the other hand, all of the third year respondents perceived their communication skills were moderately developed. That, they cannot be depended upon in work that requires speaking, listening and writing skills.

One of the functions of a secretary is to file documents either manual or electronic. Filing is the most important job of a secretary. If this job is inappropriately done, it brings havoc to the whole operation. Table 8 shows the students' perception of their skill in filing using manual or electronic system.

Table 8: File Using Manual or Electronic System

Respondents	Highly Develop		Moderately Develop		Fairly Develop		Not Develop		Total Respondents
	SR	%	SR	%	SR	%	SR	%	
Fourth Year	10	83%	2	17%					12
Third Year	2	25%	4	50%	1	12.5 %	1	12.5 %	8

Table 8 showed that ten or 83% or the fourth year respondents were rated highly developed and two (2) or 17% of them fairly developed the competency to file using manual or electronic system while four or 50% of the third year respondents were moderately developed, two (2) or 25% of them were highly developed, one (1) or 12.5% perceived fairly developed and one (1) or 12.5% perceived not developed the said competency. The result means that the majority of the fourth year respondents were 80% to 99% developed in the competency to file using manual or electronic

system while majority of the third year respondents perceived they 50% to 79% developed the said competency.

It showed then that majority of the fourth year respondents perceived they highly developed the skill in filing. Their perception would tell us that majority of the fourth year can manage records and know how to file. However majority of the third year respondents perceived that their filing skill is still less developed and perceived they cannot confidently manage records appropriately.

A secretary will not only deal with one technology. Rather, she is expected to be knowledgeable and proficient in using various office technologies such as computer, fax machine and reprographics machine and the like. (De Guzman). Table 9 shows the student respondents perception in the knowledge to operate and use modern office technologies with proficiency.

Table 9: Operate and Use Modern Office Technologies with Proficiency

Respondents	Highly Develop		Moderately Develop		Fairly Develop		Not Develop		Total Respondents
	SR	%	SR	%	SR	%	SR	%	
Fourth Year	8	67 %	4	33%					12
Third Year	1	12 %	4	50%	3	38%			8

Table 9 reflected that eight or 67% of the fourth year respondents perceived that they were highly developed and four or 4% of them perceived that they moderately developed the competency to operate and use modern office technologies with proficiency while the four or 50% third year respondents

moderately developed and three or 38% fairly developed the said competency. This means that the perception of the majority of the fourth year was 80% to 99% developed in the skill to operate and use modern office technologies with proficiency whereas the third year respondents perceived that the competency was only 50% to 79% developed.

Table 9 also reflected that majority of the fourth year respondents could manipulate and proficiently use modern technologies while majority of the third year had less knowledge on how to manipulate modern office technologies.

Organization of tasks, time and information management and resources are indispensable job of a secretary. Table 10 reflects the students' perception to organize all tasks & manage time, information and other resources skillfully.

Table 10: Organize all Tasks & Manage Time, Information & other Resources Skillfully.

Respondents	Highly Develop		Moderately Develop		Fairly Develop		Not Develop		Total Respondents
	SR	%	SR	%	SR	%	SR	%	
Fourth Year	10	83%	2	17 %					12
Third Year	1	12%	3	38 %	4	50 %			8

Table 10 showed that ten (10) or 83% of the fourth year student respondents were rated highly developed and two or (2%) of them moderately developed the competency to organize all tasks and manage time, information and other resources skillfully whereas four (4) or 50% of the third year student respondents

perceived they fairly developed and three or (38%) of the respondents moderately developed the said competency presented. The result means that majority of the fourth year respondents 80% to 99% developed the competency to organize tasks and manage time, information and other resources skillfully while majority of the third year student respondents were only 49% below developed.

One of the secretary's functions is to relate and communicate with people either in public or with the colleague. With this, a secretary must posses acceptable human relations skills so as to establish and maintain good public relations on behalf of the organization. Table 11 reflects students' perception on the competency to demonstrate acceptable human relations skills as they relate to people wit diverse culture.

Table 11: Demonstrate Acceptable Human Relations Skills as they Relate People with Diverse Culture

Respondents	Highly Develop		Moderately Develop		Fairly Develop		Not Develop		Total Respondents
	SR	%	SR	%	SR	%	SR	%	
Fourth Year	9	75%	3	25%					12
Third Year	2	25%	4	50%	2	25%			8

Table 11 revealed that nine (9) or 75% of the fourth year respondents were rated highly developed and three (25%) moderately developed the competency to demonstrate acceptable human relations skills as they relate to people with diverse culture while four (4) or 50% of the third year respondents perceived that they were moderately developed, two or 25% were highly developed and two (25%) fairly developed the said competency.

Table 11 showed the results that majority of the fourth year perceived that they have 80% to 99% developed the competency to demonstrate acceptable human relations skills as they relate to people with diverse culture while majority of the third year respondents 50% to 79% developed the competency.

Table 11 showed then that majority of the fourth year perceived that they were proficient in dealing with the public and colleague while majority of the third year perceived they need to learn more the principles of public relations to enhance and improve the competency.

A secretary should not stagnate and contented of the knowledge that she learns in school. Rather she should keep abreast with the development within the field. Table 12 reflects the students' perception of the competency to equip with skills to pursue lifelong learning and keep abreast with the development within the field.

Table 12: Equip with Skills to Pursue Lifelong Learning and Keep Abreast with the Development within the Field.

Respondents	Highly Develop		Moderately Develop		Fairly Develop		Not Develop		Total Respondents
	SR	%	SR	%	SR	%	SR	%	
Fourth Year	8	67%	4	33%					12
Third Year	2	25%	4	50%	2	25%			8

It is shown in Table 12 that eight (8) or 67% of the fourth year student respondents perceived they highly developed and four or (33%) of third year moderately developed the competency to equip with skills to pursue lifelong learning and keep abreast with the development within the field while four (4) or 50% of the third year student respondents perceived they were moderately developed, two (25%) perceived highly developed and two or (25%) fairly developed the competency presented. This means then that majority of the fourth year respondents perceived that they 80% to 99% developed the competency to equip with skills to pursue lifelong learning and keep abreast with the development within the field. Whereas the third year student respondents perceived they only 50% to 79% developed the competency.

This means that majority of the fourth year perceived that they were equipped with the necessary skills that prepare them for a lifelong learning and they are willing to learn and will keep themselves updated for whatever developments that is in their field. On the other hand, majority of the third year respondents perceived that they were fully equipped with necessary skills.

Most companies nowadays follow the multi-tasking procedure. This procedure is beneficial not only to the company but to the employee as well. It is one way of training and enhancing potentials. Table 13 reflects how students' respondents respond to the competency to work with maximum flexibility in multi-tasking environment.

Table 13: Work with Maximum Flexibility in Multi-Taski8ng Environment

Respondents	Highly Develop		Moderately Develop		Fairly Develop		Not Develop		Total Respondents
	SR	%	SR	%	SR	%	SR	%	

Fourth Year	8	67%	4	33%					12
Third Year	1	12%	4	50%	3	38%			8

Table 13 reflected that eight (8) or 67% of the fourth year respondents perceived they highly developed the competency to work with maximum flexibility in multi-tasking environment while four or 50% of the third year student respondents perceived they moderately developed the competency. This means that majority of the fourth year respondents perceived they 80% to 99% developed the said competency while majority of the third year respondents have perceived that the competency was 50% to 79% developed.

Table 13 reflected that majority of the fourth year respondents are flexible and are willing to do multi tasking within the organization.

4. Summary of Findings, Conclusion and Recommendations

Summary

This study aimed to determine the perception of the BSOA students on the competencies being set by the Commission on Higher Education so as to ensure if these competencies are developed and to assure employability of the students after graduation. Enhancing their skills, competencies, personal attributes, enthusiasm, self-confidence and knowledge that are needed in the work place, makes graduates more employable and likely to be successful in their chosen careers, which benefit themselves, the workforce, the community and the economy. During this time, through the guidance of the mentor the students

will learn to work with people, develop communication skills and learn how to get things done (Pratt, n.d).

Findings

The study reveals the following findings:

1. Most of the fourth year students in this study perceived they have **highly developed** the following competencies:

    a. Use of computer productively.
    b. Assuming responsibility without direct supervision
    c. Think critically, correctly and logically
    d. Make intelligent decisions within the scope of assigned authority.
    e. Speak, listen and write effectively.
    f. File using manual or electronic filing system.
    g. Operate and use of modern office technologies.
    h. Organize tasks and manage time, information and resources skillfully
    i. Demonstrate acceptable, human relations skills as they relate to people with diverse culture.
    j. Equip with skills to pursue lifelong learning and keep abreast with the development within the field.
    k. Work with maximum flexibility in multi-tasking environment.

2. Majority of the fourth year respondents perceived they have only **moderately developed** the following competencies:

    a. Encode at the rate of 30 words a minute with a maximum of one error per minute.
    b. Take dictation at the rate of at least 40-50 words a minute and transcribe with 98% accuracy.

3. Majority of the third year respondents perceived they have only moderately developed the competencies that were perceived highly developed by most of the fourth year respondents.

4. Majority of the third year perceived they have **fairly developed** the competencies that were perceived moderately developed by the fourth year respondents.

Conclusion

Based on the results of the study, it can be concluded that:

With the fourth year perceptions, the researchers concluded that the students possess the employability skills that most companies require and that they are prepared to work. However, their perceptions reveal that they are less competent in dictation and transcriptions as well as keyboarding skill.

Based also on the results it is concluded that the third year respondents perceived they moderately developed the competencies that were rated highly developed by the fourth year respondents and perceived fairly developed the competencies that were moderately developed by the fourth year respondents. Thus, it is further concluded that respondents are not yet prepared for the workplace because the competencies needed for employability are less developed.

Recommendation

It is therefore recommended that:

The administration and faculty of the BSOA program should focus on the competency presented that are rated moderately develop, fairly develop and not develop to be highly developed by the students after graduation.

There should be a year end evaluation of students' perceptions if employability skills of the program are fully implemented and inculcated to them after graduation. With these, the administration, faculty and students are assured of the graduates' employability.

It is also recommended that there should be a yearly examination of the BSOA curriculum and inquiries from CHED of the updated skills required of the students after finishing the BSOA program. This should be done by the Program Head of the said program.

The program head should monitor the curriculum so that those rated moderately and fairly developed competencies be given attention for them to be highly developed by the students

List of References:

Barrie, S.C. (2006). Understanding what we mean by the generic attributes of graduates. *Higher Education*, 51, 215-241.

Bath, D., Smith, C., Stein, C. & Swann, R. (2004). Beyond mapping and embedding graduate attributes: bringing together quality assurance and action learning to create a validated and living curriculum. *Higher Education Research & Development*, 23(3), 313-328.

Crebert, G., Bates, M., Bell, B., Patrick, C.J. & Cragnolini, V. (2004). Ivory Tower to Concrete Jungle Revisited. *Journal of Education and Work*, 17(1), 47-70.

Gatewaysol.com

General Education from Commission on Higher Education

Hind, D., Moss, S. & McKellan, S. (2007). Innovative Assessment Strategies for developing Employability Skills in the Tourism and Entertainment Management Curriculum at Leeds Metropolitan University. *Paper presented at the 2007 EuroCHRIE Conference*, Leeds, UK.

Kember, D. & Leung, D. (2005). The Influence of the Teaching and Learning Environment on the Development of Generic Capabilities needed for a Knowledge-based Society. *Learning Environments Research*, 8, 245-266.

Maher, A. & Graves, S. (2007). Making students more employable: can higher education deliver? *Paper presented at the 2007 EuroCHRIE Conference*, Leeds, UK.

Pineda, D. (1986). *Basic Keyboarding. Typing for Business: A Basis Course.* Metro Manila National Bookstore.

The Secretary for the Corporate World by Dionisia De Guzman, Ph.D.

Smith, K., Clegg, S., Lawrence, E. & Todd, M.J. (2007). The challenges of reflection: students learning from work placements. *Innovations in Education and teaching International*, 44(2), 131-141.

Yorke, M. & Harvey, L. (2002). Graduate Attributes and Their Development. New Directions for Institutional Research, 128, 41-58.

Achievement Levels of the Br. Martin Simpson Laboratory School Students: Basis in Designing Development Programs

Wenny M. Caseros
College of Education

Abstract

This research was conducted to find out the achievement level of the BMSLS students as basis in designing development programs. This is important to improve the quality of instruction that the school offers to its clientele. The findings revealed that that majority of the respondents had low to very low mastery of English, Reading and Mathematics. Thus, it is recommended that the proposed development programs be implemented.

1. Introduction

The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. Parents desire that their children climb the ladder of performance to as high level as possible. This desire for a high level of achievement puts a lot of pressure on students, teachers, schools, and, in general, the educational system itself. In fact, it appears as if the whole system of education revolves around the academic achievement of students, though various other outcomes are also expected from the system. Thus a lot of time and effort of the schools are used for helping students to achieve better in their scholastic endeavors (Padma, 1986).

The Br. Martin Simpson Laboratory School (BMSLS), in its birthing stage is also in its quest for improving school learning and students' performances. But how can it effectively bring about

student learning and improve students' performances? To answer the question, the school has to consider the methods and materials of instruction as well as the role of assessment in the instructional process (Gronlund, 1998). It is really a fact that children's scholastic achievement is attributed by various factors. Thus, the researcher felt the need to first conduct an assessment of the present scholastic achievement of the students. This assessment will determine what the students have learned or the skills they have mastered in a grade-level material. The assessment of the students' achievement in the various learning areas will serve as a benchmark in designing development programs which can improve and enhance their learning experiences and eventually raise their level of achievement in school.

Related Literature

Students' achievement in school refers to his/her accomplishment of all the required learning outcomes in a given grade level, usually through planned instruction. This accomplishment is measured through an achievement test. Achievement test measures what a student has learned or the skills the student has mastered (Santrock, 2008). It has also taken on an additional role of assessing proficiency of students. Proficiency is defined as the amount of grade-appropriate knowledge and skills a student has acquired up to the point of testing (Hummel & Huitt, 1997). They further espoused that better teaching practices are expected to increase the amount learned in a school year, and therefore to increase achievement scores, and yield more proficient students than before. Achievement is not only important for a student's academic career, but is also a crucial indicator of effective schooling.

Achievement test scores are often used in an educational system to determine what level of instruction for which a student is

prepared. High achievement scores usually indicate a mastery of grade-level material, and the readiness for advanced instruction. Low achievement scores can indicate the need for remediation or repeating a course grade. Achievement tests are used to determine a student's academic strengths and weaknesses. Achievement scores tell whether or not a child has the severe difference in ability and performance that indicates a learning disability diagnosis. These scores also provide important information to help develop the child's individual education program. Achievement testing can also play a role in an alternative means of diagnosis called response to intervention (Gronlund, 1998).

Statement of the Problem

This study aimed to determine the levels of achievement of the BMSLS students. The results would be used as basis in designing development programs to enhance students' performances.

Specifically, the study sought answers to the following questions:

1. What are the levels of achievement of the BMSLS students in the following subject areas?

- English Language
- Reading
- Mathematics

2. What are the strengths and weaknesses of the respondents in the content areas of English, Reading and Mathematics?

3. What program may be developed to raise the achievement level of the students based from the findings of this study?

Significance of the Study

Students' achievement is deemed an important variable in determining student's success or failure in school. Thus, any research that focuses on students' achievement is significant, especially if it provides an empirical base that can guide policy actions in improving learning.

The importance of this study lies on the following grounds;

First, to improve the quality of instruction. The strengths and weaknesses of the students identified in this study can be utilized as basis for curriculum alignment, instructional planning to improve and enhance the learning experiences of the students and to design remedial measures to those who showed marked deficiencies in the different learning areas.

Second, to motivate the students to work toward the instructional objectives. Feedback of the results can help students gain insights into what they can do well, the misconceptions that need correction, and the degree of skill they have in various areas. Their awareness to all of these can stimulate them to direct their efforts toward the improvement of their performance.

Third, to communicate to parents the performance of their children with respect to their interest, motivation and involvement in the school work.

Lastly, to fill the need for more researches on students' scholastic achievement particularly on its determinants.

2. Methodology

Research Design

This study used the descriptive method of research. It presented, analyzed and interpreted data concerning the levels of achievement of the Br. Martin Simpson Laboratory School students in the areas of English Language, Reading and Mathematics.

Respondents

The respondents of this study were the one hundred sixty-three (163) Grade 1 to Grade 5 students of BMSLS for school year 2008-2009. There was no Grade 6 since the Elementary Education program was not yet complete at that time. Table 1 shows the distribution of the respondents.

Table 1: Distribution of the Respondents as to Grade Levels

Grade Levels	No. of Students	Percentage
Grade 1	42	25.77
Grade 2	36	22.09
Grade 3	30	18.40
Grade 4	24	14.72
Grade 5	31	19.02
Total	163	100

Instrument

The researcher used the De La Salle Supervised Schools' Achievement Tests in Language, Reading and Mathematics. The items in the tests were constructed by the expert teachers of the De La Salle Supervised Schools. These materials have been used for a

number of years already. Each subject area has a test booklet. Language and Reading booklets contain 100 items each, while Mathematics contains 80 items. Each grade level had to answer the same number of items. The test was under time pressure. To ensure the reliability of the results, two teachers were assigned in each grade level. One acted as the examiner and the other one was the proctor. Teachers were not assigned in the grade they were teaching.

The achievement or mastery level per subject area is determined using the percentage. The percentages are interpreted as follows:

Percentage	Descriptions	Abbreviation
86 – 100	Mastered	M
69 – 85	Moving Towards Mastery	MTM
52 – 68	Average Mastery	AM
35 – 51	Low Mastery	LM
18 – 34	Very Low Mastery	VLM
0 - 17	No Mastery	NM

Statistical Treatment

Frequency and Percentage Distribution were used to show the levels of achievement of the respondents.

Mean Percentage was used to get the mean percentage of the respondents who answered the items correctly.

3. Results and Discussion

This section presents, analyzes and interprets the gathered data about the respondents.

Respondents' Levels of Achievement

Achievement refers to the students' accomplishment of the desired learning outcomes (Santrock, 2008). This indicates student's mastery of the knowledge and skills of a grade-level material. Table 2 presents the respondents levels of achievement in English Language.

Table 2: Respondents' Levels of Achievement in Language

Levels	Descriptions	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Total	
		f	%	f	%	f	%	f	%	f	%	f	%
86-100	M	1	2.38									1	0.61
69-85	MTM	1	2.38			1	3.33	9				2	1.23
52-68	AM	1	2.38	6	16.67	8	26.67	14	37.50	15	48.39	39	23.93
35-51	LM	23	54.76	18	50.00	19	63.33	1	58.33	16	51.61	90	55.21
18-34	VLM	16	38.10	12	33.33	2	6.67		4.17			31	19.02
0-17	NM												
Total		42	100	36	100	30	100	24	100	31	100	163	100

The data showed that majority of the respondents (74.23%) had low to very low mastery of the content areas in Language. Among the grade levels, only the grade 5 class had the most number of students (48.39%) followed by grade 4 (37.50%) who attained average mastery. The primary grades had the least number

particularly grade 1 in which only 7.14% had reached the average mastery to mastery levels. This means that a good number of the students were not able to retain the knowledge and skills they had learned in Language. In general, the respondents have marked deficiencies in Language.

Table 3 reveals the respondents' levels of achievement in Reading.

Table 3: Respondents' Levels of Achievement in Reading

Levels	Descriptions	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Total	
		f	%	f	%	f	%	f	%	f	%	f	%
86-100	M	1	2.38	1	2.78							2	1.23
69-85	MTM	10	23.82	8	22.22	1	3.33	2	8.34	3	9.68	24	14.72
52-68	AM	15	35.71	8	22.22	10	33.33	11	45.83	12	38.71	56	34.36
35-51	LM	15	35.71	13	36.11	16	53.34	11	45.83	12	38.71	67	41.10
18-34	VLM	1	2.38	6	16.67	3	10.00			4	12.90	14	8.59
0-17	NM												
Total		42	100	36	100	30	100	24	100	31	100	163	100

It can be observed that more than half (50.31%) of the respondents had attained average mastery to mastery levels of the content areas in Reading. However, almost half 49.69% had low to very low mastery. This goes to show that more than half of the students had a good grasp of the Reading lessons while almost half also had still greater deficiencies in understanding and retaining the specified content areas. On the other hand, the mastery level attained by the respondents in Reading is quite better compared with that of Language. This finding could be due to the reason that students have Reading books unlike in Language which could

greatly aid them in their study. It can also be that our Reading lessons are aligned with the areas measured in the test.

The respondents' achievement level in Mathematics is presented in Table 4.

Table 4: Respondents' Levels of Achievement in Mathematics

Levels	Descriptions	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Total	
		f	%	f	%	f	%	f	%	f	%	f	%
86-100	M												
69-85	MTM	2	4.76			1	3.33			2	6.45	5	3.07
52-68	AM	6	14.29	4	11.11	3	10.00	6	25.00	8	25.81	27	16.56
35-51	LM	21	50.00	14	38.89	18	60.00	11	45.83	16	51.61	80	49.08
18-34	VLM	13	30.95	18	50.00	8	26.67	7	29.17	5	16.13	51	31.29
0-17	NM												
Total		42	100	36	100	30	100	24	100	31	100	163	100

The data revealed that majority of the respondents (80.37%) had low to very low mastery in Mathematics. This implies that the respondents did poorly in Mathematics. It can be noted that the higher grade levels, grade 5 and 4 had higher percentage of students who reached the average mastery and moving towards mastery levels. Similar with the Language result, the primary levels had lower number of students who attained the average mastery level.

The summary of the respondents' achievement level in Language, Reading and Mathematics is shown in Table 5.

Table 5: Summary of the Respondents' Achievement Level

Levels	Descriptions	Language		Reading		Mathematics	
		f	%	f	%	f	%
86-100	M	1	0.61	2	1.23	0	0
69-85	MTM	2	1.23	24	14.72	5	3.07
52-68	AM	39	23.93	56	34.36	27	16.56
35-51	LM	90	55.21	67	41.10	80	49.08
18-34	VLM	31	19.02	14	8.59	51	31.29
0-17	NM	0	0	0	0	0	0
Total		163	100	163	100	163	100

It can be noted from the summary that the students were quite good in Reading. It is in this subject only where more than half (50.31%) of the respondents had average or above average mastery of the content areas in Reading. However, it is sad to note that majority of the respondents especially in Language (74.23) and in Mathematics (80.37) had low to very low mastery. The low level of achievement of the respondents can be attributed by the following factors; the teachers, for they are all new in the field, the curriculum might have not aligned in the content areas tested, lack of textbooks for students don't have books in Language, or it could be student factor. These findings imply that the school must have to exert more effort to raise the students' levels of achievement.

Profile of the Respondents in Terms of their Strengths and Weaknesses of the Content Areas in Language, Reading and Mathematics

The respondents' strengths and weaknesses are identified by getting the mean percentage of their answers in each content area.

Table 6 presents the mean percentage of the respondents who answered the content areas in Language correctly.

Table 6: Mean Percentage of the Respondents who Answered the Content Areas in Language Correctly

Language 1 Content Areas	No. of items	%	Description	Language 2 Content Areas	No. of items	%	Description
Prepositions	12	44.81	LM	Forming Sentences	5	54.00	AM
Pronouns	20	41.00	LM	Adjectives Prepositions	5	50.50	LM
Nouns	16	39.17	LM	Adverbs	5	43.00	LM
Capitalization	8	35.56	LM	Pronouns	15	42.67	LM
Verbs	34	34.12	VLM	Capitalization	5	42.50	LM
Adjectives	5	32.89	VLM	Nouns	9	40.83	LM
Punctuation	5	30.67	VLM	Punctuation	5	39.00	LM
				Verbs	51	38.82	LM
Language 3 Content Areas	No. of items	%	Description	Language 4 Content Areas	No. of items	%	Description
Letter Writing	5	74.84	MTM	Forming Sentences	4	67.31	AM

Adverbs	5	55.48	AM	Pronouns	9	61.97	AM
Adjectives	13	51.61	AM	Letter Writing	7	59.34	AM
Nouns	22	51.17	LM	Nouns	19	54.05	AM
Pronouns	5	46.50	LM	Adverbs	8	51.92	AM
Punctuation	6	44.09	LM	Punctuation	4	51.92	AM
Paragraph Writing	2	41.94	LM	Adjectives	15	46.92	LM
Verbs	37	39.46	LM	Capitalization	3	42.31	LM
Capitalization	5	32.90	VLM	Verbs	31	41.44	LM

Language 5 Content Areas	No. of items	%	Description
Letter Writing	10	88.17	M
Capitalization	3	67.71	AM
Punctuation	5	54.38	AM
Pronouns	7	52.68	AM
Adjectives	18	48.61	LM
Verbs	27	44.56	LM
Prepositions Conjunctions	15	43.47	LM
Nouns	15	39.79	LM

The above data disclosed that the respondents were good in the content areas where they showed average and moving towards mastery or complete mastery. Among the contents, they were good in letter writing. This may be because this topic is taught during the

last quarter of the school year. Thus, this lesson is still fresh in their minds. On the other hand, the respondents were weak in the content areas where they showed low to very low mastery. The respondents in all grade levels were consistently weak in understanding lessons about verbs. This finding signifies that the English teachers in all grade levels should look into this area.

It can be noted also that Grade 4 and Grade 5 students showed average mastery in most of the content areas unlike the primary students who consistently performed low in almost all of the areas tested in Language.

The mean percentage of the respondents who answered the content areas in Reading correctly is shown in Table 7.

Table 7: Mean Percentage of the Respondents who Answered the Content Areas in Reading Correctly

Reading 1 Content Areas	No. of items	%	Description
Word Perception Skills (Phonetic and Structural analysis, Picture and Content Clues, Synonyms, Antonyms and Homonyms	52	60.16	AM
Comprehension Skills (Word, Phrase and Sentence Comprehension, Getting the main idea, Noting details, Predicting outcomes, Sequencing events, Making Inferences, Making conclusions, Evaluating outcomes	38	55.90	AM
Study Skills (Alphabetizing)	10	43.72	LM
Reading 2 Content Areas	No. of items	%	Description
Comprehension Skills (Noting details, Predicting outcomes, Sequencing events, Making Inferences, Making conclusions, Evaluating statements, Identifying key sentences, and Supplying titles	32	49.36	LM
Word Perception Skills (Phonetic *like initial/final*			

vowels/diphthongs-vowel/consonant/digraphs-rhyming words and Structural analysis *like contraction-syllabication-compound words*, Context Clues, Synonyms, Antonyms and Homonyms	61	48.30	LM
Study Skills (Alphabetizing and Parts of the Book)	7	47.38	LM
Reading 3 Content Areas	No. of items	%	Description
Vocabulary Skills (Phonetic and structural analysis, Word meaning)	50	44.55	LM
Study Skills (Alphabetizing, Parts of the Book, Reading Graph)	10	43.75	LM
Comprehension Skills (Sentence, Paragraph and Story Comprehension)	36	43.36	LM
Literary Appreciation (Figurative Language)	4	42.97	LM
Reading 4 Content Areas	No. of items	%	Description
Vocabulary Skills (Word analysis - *Phonetic and structural*, Word meaning- *context clues, synonyms, antonyms, homonyms, multiple meanings*)	40	54.93	AM
Study Skills (Guide Words, Parts of the Book, Reading Graph)	15	48.89	LM
Comprehension Skills (Making Inferences/ Drawing Conclusions, Cause-Effect Relationship, Classifying and organizing ideas, Key Sentence, and Story Comprehension)	39	46.29	LM
Literary Appreciation (Figurative Language and Literary Form)	6	39.58	LM
Reading 5 Content Areas	No. of items	%	Description
Vocabulary Skills (Word meaning and structural analysis)	30	51.14	LM

Comprehension Skills (Evaluating statements, Predicting outcomes and making conclusions, Getting the main idea, Story Comprehension, Classifying/ Organizing ideas and Outlining)	43	48.36	LM
Literary Appreciation (Figurative Language and Literary Forms)	10	43.55	LM
Study Skills (Guide words, Parts of the Book, Card Catalogue) and Table)	17	37.62	LM

The data in Table 7 revealed that the respondents were weak in almost all of the areas. Their achievement level in Reading was below 52% which means low mastery. This achievement level was also lower compared with the school's standard passing percentage which is 60%.

Table 8 reveals the mean percentage of the respondents who answered the content areas in Mathematics correctly.

Table 8: Mean Percentage of the Respondents who Answered the Content Areas in Mathematics Correctly

Mathematics 1 Content Areas	No. of items	%	Description
Fractions	4	60.23	AM
Geometry/ Measurements/ Statistics	12	59.47	AM
Fundamental Operations (Whole Numbers)	26	54.98	AM
Numbers and Numeration	20	52.50	AM
Word Problems	8	47.44	LM
Fundamental Operations (Money/Decimals)	10	42.61	LM
Mathematics 2 Content Areas	No. of items	%	Description
Geometry/ Measurements/ Statistics	9	50.95	LM
Fractions	4	48.78	LM
Fundamental Operations (Money/Decimals)	11	44.51	LM
Fundamental Operations (Whole Numbers)	20	41.59	LM
Numbers and Numeration	20	40.98	LM

Word Problems (Geometry/ Measurements/ Statistics)	3	36.59	LM
Word Problems (Whole Numbers)	10	31.46	VLM
Word Problems (Money and Decimals)	3	28.46	VLM
Mathematics 3 Content Areas	No. of items	%	Description
Fractions	7	70.00	MTM
Fundamental Operations (Whole Numbers)	25	67.23	AM
Numbers and Numeration	20	59.03	AM
Fundamental Operations (Money/Decimals)	8	56.05	AM
Word Problems (Whole Numbers)	3	36.56	LM
Word Problems (Money and Decimals)	5	31.61	VLM
Word Problems (Geometry/ Measurements/ Statistics)	7	28.57	VLM
Geometry/ Measurements/ Statistics	5	23.23	VLM
Mathematics 4 Content Areas	No. of items	%	Description
Ratio/Proportion/Percent	5	70.00	MTM
Fundamental Operations (Whole Numbers)	25	60.77	AM
Numbers and Numeration	15	57.44	AM
Word Problems (Money and Decimals)	5	56.92	AM
Word Problems (Whole Numbers)	4	47.12	LM
Fractions	7	45.77	LM
Geometry/ Measurements/ Statistics	5	45.38	LM
Fundamental Operations (Money/Decimals)	8	42.70	LM
Word Problems (Geometry/ Measurements/ Statistics)	6	31.41	VLM
Mathematics 5 Content Areas	No. of items	%	Description
Fundamental Operations (Whole Numbers)	10	69.53	MTM
Fundamental Operations (Decimals)	8	65.23	AM
Numbers and Numeration	10	65.00	AM
Word Problems (Whole Numbers)	10	60.63	AM
Word Problems (Fractions)	2	51.56	AM
Word Problems (Geometry/ Measurements/ Statistics)	10	49.06	LM

Word Problems (Ratio/Proportion/Percent)	10	46.88	LM
Word Problems (Money and Decimals)	2	37.50	LM
Fractions	8	33.98	VLM

The strengths of the respondents in Mathematics are shown in the contents with the mean percentage of at least 52% which means average mastery. Their strong points are manifested particularly in their knowledge and skills about numbers and numerations and the fundamental operations involving whole numbers. Grades 1 and 3 students also showed good mastery on fractions while Grade 4 excelled in their ability on ratio/proportion and percent.

As observed, the difficulties of most of the respondents centered on their ability to solve word problems and in the fundamental operations involving money and decimals. This finding is consistent with their performance in English Language and Reading. Since the respondents were not doing well in English, they also had difficulties in understanding and analyzing word problems in Mathematics. Very evident also that Grade 4 and 5 students were weak on lessons in fractions. This could be due to the fact that lessons on fractions in the higher grades are more complicated than in the lower grades. Among the grade levels, Grade 2 respondents had low to very low mastery in all of the areas.

4. Summary of Findings, Conclusions and Recommendations

Findings

Majority of the respondents (74.23%) had low to very low mastery in Language.

More than half of the respondents (50.31%) had attained average mastery to mastery levels in Reading.

Majority of the respondents (80.37%) had low to very low mastery in Mathematics.

The respondents were weak or had marked deficiencies in most of the content areas in Language, Reading and Mathematics.

Conclusion

The majority of the Br. Martin Simpson Laboratory School students have not attained the desirable levels of academic achievement. Thus, these students need an intensive and a more innovative way of teaching.

Recommendations

To raise the achievement level of the students, it is necessary that the school's curriculum be thoroughly checked and reviewed to ensure that the contents, objectives, learning activities, and the system of evaluation meet the required standards.

The faculty, being the key factor in creating the learning experiences of the students, be further trained in instructional planning and in designing learning activities that can promote enduring understanding and lifelong learning.

That, remediation activities be created to help students with marked deficiencies in any of the subject areas.

There is also a need for the academic administrators to intensify classroom supervision to ensure that the planned activities are materialized.

Also, a study on the determinants of the students' scholastic achievement be conducted.

DEVELOPMENT PROGRAMS TO ENHANCE THE ACHIEVEMENT LEVEL OF THE BR. MARTIN SIMPSON LABORATORY SCHOOL STUDENTS

PROGRAMS	TIME FRAME	PERSON RESPONSIBLE	RESOURCES
I. Curriculum Alignment DELASSSAT APSA/ IS DepEd Requirements School's standards	April 12-30, 2010	Principal VP/Teachers	
II. Seminar Workshops for Teachers on the following. Art of Questioning Collaborative Activities Use of Graphic Organizers Activities for Enduring Understanding Assessment of Students' Performance	TBA IS Fac. Dev. will be considered May 17-28, 2010	Principal IS VP Acad. VP/Teachers	Faculty Development Fund
III. Instructional Planning Lesson Planning Workshop using the 3 Is (Introduction, Interaction, Integration) daily 10 minute review/drill across all learning areas vocabulary, spelling and writing development –all learning areas	May 3-14, 2010	VP/Teachers	Faculty Development Fund

Preparation of Instructional Materials with emphasis on the use of technology in the classroom			
IV. Reading Enhancement Program No Child is left Behind- every student should be able to read in every session, in every subject in each day of the year Guided Oral Reading- each adviser should schedule a pupil a day for oral reading.	Whole year round	Teachers/Student Teachers	
V. Language Enhancement Program Intensifying the English Speaking Policy Staging Performances- Reading and Language classes should culminate every quarter or semester with a Talent Show manifesting their learnings within that term. Students will run the activity with the teacher's guidance.	Every quarter or semester	Teachers/Students	
VI. Remedial Instruction Students with deficiencies will be identified and be given remediation based on their needs	4:00-5:00 daily	Teachers/Student Teachers	
VII. Intensifying Classroom Supervision Two informal and 1 formal classroom visit every quarter to be	Every Quarter Specific dates are to be arranged.	Principal Vice Principal	

followed with post conference			
VIII. Special Trainings to Selected Students Journalism – Selected students from the Top 5 of Grade 6 to Grade 9 Math Challenge- Selected students from the Top 5 of Grade 1 to Grade 9	Whole year round-to start summer 2010	Mrs. Elsie Dajao Ms. Jesarah Bihag Dr. Emma Suana BMSLS Math teachers	Student Development Fund

List of References

Gronlund, N. (1998). *Assessment of Student Achievemen*t. USA: Allyn and Bacon.

Hummel and Huitt. (1997). Effective School Achievement Reform. Retrieved: March 27, 2010 from World Wide Web http://chiron.valdosta.edu/whuitt/files/school_reform.htm

Padma, M.S. (1986). Research in Correlate of Achievement: A Trend Report. Retrieved: March 27, 2010 from World Wide Web http://www.education.nic.in/cd50years/g/Z/91/.htm

Santrock, J. (2008*). Educational Psychology*. New York: McGraw-Hill Companies, Inc.

About the Authors

Dr. Flordelis J. Ejercito is the Vice-Chancellor for Research, Development, Extension and Linkages in La Salle University, Ozamiz City since SY 2007-2008. She is a graduate of Bachelor of Science in Secondary Education in 1978, Master of Arts in Education in 1992 and Doctor of Philosophy in Education in 2000 at La Salle University. She served as the Vice President for Academics from June 2004 to May 2007, College Dean from June 2000 to May 2003, and Dean of School of Arts and Sciences from June 1998.

Dr. Maria Nancy Quinco-Cadosales is an Associate Professor at La Salle University, Ozamiz City. She finished her Bachelor in Elementary Education with Mathematics as her area of specialization at Immaculate Conception College – La Salle in March 1992. She earned her Master of Arts in School Counseling at De La Salle University, Manila in June 1998, Master of Arts in Education at ICC-La Salle in March 2000, and Doctor of Philosophy in Education at University of San Carlos, Cebu City in May 2004. She had presented three researches during the 2nd National Research Conference on Education, Business and Management at Davao City last November 26-28, 2008. Another research was presented in the International Conference on Higher Education Research: Utilization, Experience and Discovery in the University of Northern Philippines, Heritage City of Vigan, Ilocos Sur on April 28 – May 1, 2010. She was awarded Outstanding Academic Administrator for three

consecutive School Years, 2007 – 2010 and Best Research for School Year 2008 – 2009. She is a Board Member of the Council of Deans of Graduate Schools and Philippine Association of Graduate Education, Region 10. Presently, she serves as Dean, College of Education and Graduate Studies, LSU, Ozamiz City.

Dr. Emma O. Suana is presently the Vice-Chancellor for Academics at La Salle University. She earned her Doctor of Philosophy in Education major in Educational Management in March 2008 with her dissertation entitled "Affective Behavior Dimension and Achievement of Students in Six Colleges of LSU: Basis for Holistic Student Development Program", Master in Education major in Mathematics at Immaculate Conception College-La Salle in October 2002 with her thesis entitled "Performance of College Algebra Students: Basis for Proposed Mathematics Modules" and Master in Teaching Mathematics at Immaculate Conception College-La Salle in October 1997.

Mr. Erbeth Gerald Delvo is a graduate of Bachelor of Science in Computer Science at LSU. He finished his Master in Science Teaching – Computer Science at University of Cebu, Cebu City. He has been with LSU for number of years teaching ICT courses and handling administrative professions related to his degree earned and expertise. He is the former Vice Dean of Student Affairs and currently the Program Head of the Bachelor of Science in Information Technology Program of the College of Computer Studies and, La Salle University, Ozamiz City.

Maria Melissa P. Abamonga is a graduate of Bachelor of Science in Secretarial Administration Major in Office Management. She finished her Master in Business

Administration at ICC – La Salle. Currently, she is a faculty of the College of Business and Economics, La Salle University (LSU), Ozamiz City.

Teresita O. Dayondon is a graduate of Bachelor of Science in Secretarial Administration at University of San Carlos, Cebu City. She finished her Master in Business Administration at La Salle University, Ozamiz City. Currently, she is a faculty of the College of Business and Economics, La Salle University (LSU), Ozamiz City

Dr. Wenny M. Caseros is a graduate of Bachelor of Elementary Education at La Salle University formerly Immaculate Concepcion College-Lasalle in 1991 as Cum Laude. She earned her Master in Education Major in Educational Management in 2002 and Doctor of Philosophy in Education in 2007 at La Salle University. She is currently the Principal of Bro. Martin Simpson Laboratory in La Salle University.