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Editor's Notes

Feasibility and Desirability of an Agri-Aqua Tech Secondary Laboratory School in Binuni, Bacolod, Lanao del Norte

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Abstract

The university envisions to give a formal education to the residents surrounding the property of the De La Salle Brothers in Binuni, Bacolod, Lanao del Norte. This study is conducted in order to determine whether the cost-benefit of putting up of the necessary infrastructures and workforce for the establishment of the school be more financially and socially beneficial.

The study conducted was a field study wherein households were personally visited to field a custom-made questionnaire. The study showed that 100% of the respondents are really interested to have their children attend a La Sallian education given the privilege to do so. 60% of the respondents are financially incapable to send children to private schools who charges tuition higher than P100.00 a month. This tuition fee alone cannot support the operation of the school, thus the researcher highly recommends that scholarship grants be sourced outside to make sure that the student beneficiaries of this project would be able to finish the program from first year to fourth year.

Introduction

La Salle University envisions to provide, in the words of St. John Baptist de La Salle, a human and Christian education to the young, especially the poor and has for its mission the pursuit of an excellent and socially relevant education centered on the young, poor, and the youth-at-risk. It is in this light that the university is contemplating on opening a satellite unit of the Brother Martin Simpson Laboratory School (BMSLS) – High School Department in the Binuni Property owned by the De La Salle Brothers (DLSB) of the

Philippine District located at Binuni, Bacolod, Lanao del Norte. In a previous study conducted by this researcher regarding the Binuni property, one of the recommendations made was to further study the possibility of offering technical-vocational programs for the immediate community surrounding the property. The university envisions to give a formal education instead of a non-formal one. Through the initiative of the university president, a high school level of education is being conceptualized to be established in the property. This study is conducted in order to determine whether the cost-benefit of putting up of the necessary infrastructures and workforce for the establishment of the school be more financially and socially beneficial.

Project Background

Bacolod is a 5th class municipality in the province of Lanao del Norte, Philippines. According to the 2007 census, it has a population of 19,872 individuals. Bacolod is politically subdivided into 16 barangays. Binuni is the fourth of its barangay with 7 puroks and has a population of 1,838.

The barangay has basically an agri-based economy blessed with rainfall distributed throughout the year and whose location is in the outside fringes of the typhoon belt. These are the factors that allow production of variety of food and commercial crops. The major product of the barangay is coconut, intercropped with various high valued crops like corn, bananas, camote, cassava, pineapple and many others. On the coastal area of the barangay further to the sea, the people are blessed with a vast area where aquamarine products abound.

The proposed laboratory school would be a satellite unit of an already existing Brother Martin Simpson Laboratory School located at the Heritage Campus of La Salle University-Ozamiz. This satellite unit will be located at the Binuni property of the DLSB of the Philippine District. Since this school is a satellite unit, then the management and

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supervision of the school will be directly under the current Vice-Principal for the BMSLS which means that the satellite unit will still be under the current system of the Integrated School of La Salle University. The personnel volunteers as well as the student interns will be sourced directly from the College of Education; thus, this endeavor will be done in close collaboration with the latter college headed by its Dean.

Management Feasibility

The manpower requirements of the proposed project will include the following:
Academic Coordinator

The Academic Coordinator is appointed by the President and assists the Vice-Principal for BMSLS in managing the academic and instruction program of the Unit. He/She also assists in supervising and coordinating the teachers in his/her subject area.

Functions:

- Coordinates the development, planning, supervision and implementation of the curriculum and syllabus in his/her Department;

- Recommends programs, teaching strategies and procedures to the subject teachers;

- Assists the Vice Principal for Academics to assign substitute teachers for absent teachers;

- Assists subject teachers in the areas of instruction and classroom management;

- Conducts periodic lesson observations to evaluate classroom instruction and classroom management;

- Checks CPGs or curriculum pacing guide, TOS, tests questions, test questions, grading sheets, item analysis and mid-quarter sheets;

- Plans and organizes faculty development programs for teachers in his/her department;

- Conducts regular meetings with teachers in his/her department;
- Ensures the punctual submission of reports, lesson programs, grades and other documents of the faculty.

- Coordinates and cooperates with the administration whenever his/her expertise is needed.

Teachers/Class Advisers

Subject teachers will be hired to take care of the basic learning areas of the secondary education. These learning areas are Filipino, English, Science, Mathematics and Makabayan. The teachers are given the prerogative on how to deliver the lessons to ensure that the students' learn.

Teachers develop schemes of work and plan lessons in line with the university's objectives. They encourage, monitor and record the progress of individual pupils, and devise and adapt resources to suit their students' needs. Secondary school teachers must also keep up to date with developments in their subject area, new resources and methods.

The typical work activities include:

- marking work, giving appropriate feedback and maintaining records of pupils' progress and development;

- planning, preparing and delivering lessons to a range of classes;

- researching new topic areas and maintaining up-to-date subject knowledge;

- devising and writing new curriculum materials;

- selecting and using a range of different learning resources and equipment;

- managing pupil behaviour in the classroom and on school premises, and applying appropriate and effective measures in cases of misbehaviour;

- participating in and organizing extracurricular activities;

- undergoing regular observations and participating in regular in-service training as part of continuing professional development.

Security Guard

The security guard is tasked to do the following functions:

1. Guard, patrol, or monitor premises to prevent theft, violence, or infractions of rules.

2. Answer alarms and investigate disturbances.

3. Monitor and authorize entrance and departure of employees, visitors, and other persons to guard against theft and maintain security of premises.

4. Write reports of daily activities and irregularities, such as equipment or property damage, theft, presence of unauthorized persons, or unusual occurrences.

5. Call police or fire departments in cases of emergency, such as fire or presence of unauthorized persons.
6. Circulate among visitors, patrons, and employees to preserve order and protect property.

Management Proposals

The proposed satellite unit of the BMSLS would be tentatively hiring three secondary school teachers for the two secondary levels that would be opened. One would act as the Academic Coordinator and the two would each take the responsibility of being the adviser of each level. In the succeeding years where higher levels would be opened, one school teacher will be hired for each level opened.

Market Study

Market Description

The primary market concentration of this project would be the immediate community surrounding the property of the DLSB Philippine District. Some of them are the relocated households from the property bought by the District. Secondary market would be the deserving children of the less privileged families in the barangay Binuni.

To be eligible for the admission to the BMSLS, the average income of the family for the year should not exceed sixty thousand pesos (P60, 000.00) and should be bona fide residents of Binuni, Bacolod, Lanao del Norte.

A survey was conducted to determine the market desirability of the proposed project and to determine the desired contribution of the parents of the prospective clientele. Purposive sampling selection was conducted since the market being targeted was already identified to be the less privileged families of the barangay who could not afford to send their children to a private institution due to financial difficulties.

The result of the survey revealed that fifty-two percent (52%) of the respondent families would like to send their children to a private institution for the latter's high school education. During the interview with the families, it came out that they would prefer private institutions over public ones because they can be assured of the quality of the education that their children would be getting. Given the opportunity and privilege, they would rather have a private high school education for their children. The forty-eight percent (48%) would prefer to send their children to public schools. They preferred public schools for they would be assured to continuously send their children to school until completion of the program for they have to pay very minimal voluntary contributions only.

In the event that La Salle University starts a high school program in Binuni, one hundred percent (100%) of the respondents responded positively that they would really wish to avail of a Lasallian education. Given the chance, they would prefer a Lasallian education for they believe that quality education is given by La Salle University. The other reason for the positive response is that, the location of the school to be put up is very near their residences, thus sending their children to the institution would mean that they would be able to save on the transportation costs.

The results of the survey also showed that majority of the families surrounding the property derive their income from farming and from the produce of the sea. The income bracket of the majority of the families is around two hundred pesos (PhP200.00) to three hundred pesos (PhP300.00) a day. Thus, majority of them, sixty percent (60%), said that they can only afford a monthly contribution of one hundred pesos (PhP100.00) as tuition for the schooling of their children in the proposed laboratory school. There is also a good number, thirty-six percent (36%), of the respondents affirmed that they can still send their children to the laboratory school even with a monthly contribution of two hundred pesos (PhP200.00); and a minimal four percent (4%) said that with a one hundred and fifty pesos (PhP150.00) monthly contribution, they would be able to afford to send their children to the proposed laboratory school.

Supply

The municipality of Bacolod, Lanao del Norte has two national high schools and two private education institutions that offer high school education.

The following are the national high schools with their corresponding location:

1. Binuni-Demologan Barangay High School --- Binuni-Demologan, Bacolod, Lanao del Norte.

   This national high school is located 400 meters along the highway from the vicinity of the proposed school to be opened since this is located at the border of the two adjacent barangay. Then from the highway to the public school is 150 meters.

The current population of the school is from 400 to 500 students. They have a total of 10 classes from first year to fourth year high school with an average of 40 to 60 students. The school being a government owned institution does not charge any tuition fees but collects very minimal contributions to handle miscellaneous expenses of the school and the parents' monthly contribution. The usual amount collected would depend on the year level of the students. The amount ranges from P700 to P800 a year or an average of P70 – P80 per month.

2. Liangan East Barangay National High School --- Liangan East, Bacolod, Lanao del Norte
This national high school is located a bit far from the proposed vicinity of the laboratory school. The students have to pay P7.00 motor cycle fare to get to the school.

The following are the private schools with their corresponding location:

1. Santo Niño High School --- Poblacion, Bacolod, Lanao del Norte

This institution was established in 1959 by the Columban Fathers and later was turned over to the Diocese of Iligan. This school is located 2 kilometers along the highway from the proposed BMSLS in Binuni. Then from the highway going inside is 100 meters to reach the premises of the St. Niño High School.

The school currently has 425 high school students with about 50 to 60 students in each class. The current tuition fees being charged by the school vary on each year level. The charges are: P150 per month for freshmen; P155 per month for

sophomores; P175 per month for juniors; and P195 per month for seniors excluding the book rental charges of P100 per book. To sustain the operation of the school, they rely mainly on the subsidy given by the government through the ESC scholarships of P5, 000 per student per year. Currently, they are getting 275 slots in ESC scholarships.

Majority of their students come from barangay Rupagan, Liangan, Esperanza and Poblacion and the municipality of Maigo, Lanao del Norte. They get a very minimal number of students from Binuni. In a given school year, the number of students coming from the barangay ranges from 4-7 students only. According to the school principal, students from Binuni prefer to go to the public school since they could not afford the tuition fees as well as the book charges and the transportation costs.

2. Laubach Institute --- Pob., Bacolod, Lanao del Norte

This school was established in 1948 by the family of the Bernales. Today, this is being managed by the son of the founder, Dr. Teddy A. Bernales, Sr. He serves as the director of the institution while his wife serves as the principal of the school. The school is located 2 kilometers from the vicinity of the proposed BMSLS in Binuni. The Laubach Institute is situated along the highway.

The current population of the school is around 500 to 600 high school students distributed among 3 sections for the first year to third year and 2 sections for the fourth year with an average of 50-60 students per class. The tuition fee charged for each student is P6, 000.00 per school year payable in 10 months. The school also gets a good number of scholars under the ESC. Those that would be under the ESC program will only

be charged the remaining balance of the required tuition of P1,000 per school year payable in 10 installments of P100 per month. Aside from the tuition fees, students are also required to pay an entrance fee of P530.00 and book rentals of P20.00 per book.

According to the Director of the school, they do not have many students coming from Binuni, Bacolod, Lanao del Norte because the residents of the place are so financially handicapped that even if they would be able to avail of the ESC scholarship, the daily expenses of transportation alone would be burdensome. Students diligent enough walk the distance to school still face paying the entrance fee, monthly tuition of P100, and other necessary school expenses such as uniform, projects and the like. Thus, he concluded that students coming from Binuni would opt to study in the nearby public school.

Management Proposals

The proposed BMSLS satellite unit would not be in direct competition to the two existing private institutions which also offer secondary education to the municipality of Bacolod because the market of the BMSLS satellite unit is restricted to the high school teens of the Barangay of Binuni, Bacolod, Lanao del Norte. The composition of the population of the two private schools comes from the other barangays of Bacolod other than the aforementioned barangay.

The tuition fee of the proposed project should not be more than P100.00 per month and that book rentals be excluded from collections from the students. Charging a total of more than P100.00 per month from the students would mean that the students' families can no longer afford the sending of their children to the proposed project school.

Technical Study

A. Program to be offered

The proposed project aims to offer a formal four year high school education with an agri-aqua technology curriculum to the immediate community of the barangay Binuni. An agri-aqua tech secondary program would jibe well with the current agribusiness degree program of the university.

B. Current Situation and Renovations

The property is a typical coconut farm with perennial trees planted in different areas. It is currently being developed as an extension farm of the program BSC-Agribusiness of the College of Business and Economics.

The road leading to the property from the national highway is partly cemented for a small portion and a long portion representing a human trail. When it rains, the trail becomes muddy and hard to traverse. For the easy access of students coming from and going to the property during school days, especially on rainy seasons, the road should be improved even with just gravel filling.

The current structure that could be utilized as a school building can be renovated and improved at a total cost estimate of PhP550, 520.55. It can be subdivided into four classrooms and an administrative office in the ground floor with the second floor serving as faculty room, science and computer labs and library.

Laboratory equipment and facilities for science, physical fitness and the agri-aqua courses should be in place so students would get the maximum learning they can get out of the courses by doing hands-on experiences.

The current coconut dryer that is located in front of the proposed building for the laboratory school should be transferred to another location. This is to ensure that the students don't venture in the place out of curiosity that might lead to accidents. This would also ensure that the facade of the new building would not be overshadowed by the coconut dryer that is in front of it.

An area should be allocated for clearing and development into playing areas. This is to provide a recreation and fitness area for the students to be used in curricular and extra-curricular activities of the students.

An outhouse should be constructed to serve as the security guard's post while monitoring the safety and security of the place.

C. Admission Policies

The incoming students are required to undergo the following stages for admission to the laboratory school:

1. Take the psychological and entrance test at the Administrator's Office. The entering students should have a weighted average rating in the entrance test.

2. Submission of the following requirements:
   a. Birth Certificate (photocopy only)
   b. BIR certificate of Tax Exemption or Income Tax Return (W-2)
   c. Barangay Certification of Indigence
   d. Local Map (sketch) of residence
   e. Electric Bills for the months January to April prior the school year (maximum of PhP500.00 per month)

  f. If with no electric bills, affidavit of non-consumption of electricity

  g. List of household appliances used in residence

  h. 2x2 picture (2 pcs.)

 3. Home visitation

D. Curriculum and Class Size

   The following curriculum is proposed for the different year levels of the laboratory school which ensures the basic prescribed learning areas of the Department of Education.

Table 1: Basic Learning Areas for Basic Education

Year Level	Learning Area 1	Learning Area 2	Learning Area 3	Learning Area 4	Learning Area 5
First Year	Filipino	English	Integrated Science	Elem. Algebra	Makabayan
Second Year	Filipino	English	Biology	Intermediate Algebra	Makabayan
Third Year	Filipino	English	Chemistry	Geometry	Makabayan
Fourth Year	Filipino	English	Physics	Trigonometry & Advanced Algebra	Makabayan

Table 2. Daily time (in minutes) Allotment for Each Learning Area

Learning Areas	Possible Daily Time Allotment			
	1st Year	2nd Year	3rd Year	4th Year
Filipino	60	60	60	60
English	60	60	60	60
Mathematics	60	60	60	60
Science & Tech	60	60	60	60
MAKABAYAN	120			
*Social Studies	60 (Phil. History)	60 (Asian Studies)	60 (World History)	60 (Economics)
Total Minutes Daily	300 (minimum) – 480 (maximum) minutes per day			

In the Makabayan Learning Area, agriculture and aquaculture with technology subjects will be integrated to make the program of the proposed school into an agri-aqua technology curriculum. The following subject descriptions for each year level will be integrated:

a. Level 1   -   Fishery Arts I (Basic Agriculture)

This involves the study of various techniques in growing/culturing marine, brackish water and freshwater species of aquatic organisms. (i.e. in pond culture, fish cage, fish pen, integrated rice fish culture, seaweeds and oyster culture)

b. Level II   -   Agri Arts II (Basic Gardening/Crop Production)

This is a study of different cultural practices, botanical characteristics harvesting and processing, including marketing of vegetables and other crops carried on as business, as important factor to improve the quality of life of the community. Other concepts and principles of soils in relation to plant growth, techniques in improving the agricultural practices, fertilization and crop protection will also be taken up.

c. Level III   -   Agri Arts III (Animal Production)

This subject includes programs of growing hogs and poultry animals considering the components of profitability, productivity and sustainability as the primary concern in every agricultural and rural development efforts but also apply the production approaches, concepts and principles into truly agribusiness and entrepreneurial opportunities.

d. Level IV   -   Agri Arts IV (Livestock Production)

This is a study of the cultural practices in growing, fattening and milking ruminant animals, i.e. cattle, goat, sheep and carabao. It will also cover important aspects of animal sciences such as physiology, morphology, pest and diseases, genetics, husbandry and breeding management.

The favorable class size for each year level is set at thirty (30) students but can be extended to a maximum of forty (40) students. This number would maximize the learning potentials of each student.

E. Property, Plant and Equipment

The following facilities and equipment are needed for the successful operation of the laboratory school.
A. Land
B. Building – classrooms, offices, clinic, library, laboratories
C. Office Fixtures – computer and printer, tables and chairs
D. Classroom fixtures – blackboards, armchairs
E. Laboratory equipment and supplies
F. Clinic Fixtures
G. Library fixtures and books

The above necessities may be sourced internally from the university or externally from other donors except for the renovation and improvement of the building that would be used for classrooms, offices, clinic, library and laboratories.

F. Utilities

The laboratory school would need the services of utility companies who would provide the electricity, water and telecommunication.

G. Materials Requirements

The following are needed for the operation of the laboratory school.
   a. Textbooks
   b. Classroom Supplies
   c. Office Supplies
   d. Laboratory Supplies

H. Manpower Salaries and Benefits
   1. Honorarium
      The year level volunteer teachers will receive an honorarium of three thousand five hundred pesos (PhP3, 500.00) a month.

      The academic administrator will receive an additional honorarium of one thousand five hundred pesos (PhP1, 500.00) a month.

   2. Benefits

      The year level teachers will be given a 13th month pay every December of each school year. They will also enjoy *100% free in tuition and fees* for their masteral degree that they will take up at La Salle University. They will be allowed to stay at the homestead in the Binuni property during their teaching days and in the dorm facilities of the university during their study days for their masteral program free of charge.

Financial Study

1. **Total Project Cost**
         Fixed Assets
         Building – classrooms
                  550,520.55

Facilities and implements - clinic, laboratories, library
500,000.00
TOTAL FIXED COST
P1, 050,520.55

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Operating Costs (2 year levels for one school year)
Honorarium
120,000.00
13th month pay
10,500.00
Supplies and other Operating Expenses
18,000.00
Repairs and maintenance
15,000.00
School Activities
1,000.00
Student Activities
7,500.00
TOTAL OPERATING COSTS
P172, 000.00

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2. **Assumptions**

a. In getting the operating costs, the approved budget of the night high school was used as the basis for making the projections.

b. In costing the fixed assets, the estimates are based on conservative assumptions based on existing prices.

c. Only 2 year levels will be simultaneously opened at the start of operations and 1 year level will be added per school year.

d. Teaching honorarium is PhP3, 500.00 per month and academic honorarium is PhP1, 500.00 per month.

e. Monthly contributions will be PhP100.00, the most affordable contribution mentioned by the community during the survey.

f. Full capacity of the classrooms is assumed to be filled due to the positiveness of response given by the respondents.

g. The school needs to apply for ESC funding. If granted, each student gets P5, 000.00 as government subsidy. This translates to P200, 000.00 at P5, 000 each student (40 students).

3. Revenue Collection
 Monthly Contributions (PhP100.00 x 10 months x 80 pax)   P80, 000.00

Conclusions

The result of the study showed the following generalization:

1. Fifty-two percent (52%) of the respondent families would like to send their children to a private high school institution given the chance and privilege.

2. One hundred percent (100%) of the respondents answered positively regarding their intention of sending their children to the laboratory school that La Salle University will be opening in the Binuni property.

3. Sixty percent (60%) of the respondents answered that the monthly contribution that they could afford to pay in order to be able to avail of a private institution is one hundred pesos (PhP100.00). Thirty six percent (36%) answered that they could afford a two hundred pesos (PhP200.00)

4. Two private institutions offer high school education which are approximately 2 kilometers from the proposed BMSLS unit and they charge a tuition fee of a range of P100.00 to P195.00 per month excluding book charges and other charges.

5. Renovations on the existing structures need to be done to facilitate the opening of the laboratory school.

6. New structures should be constructed for the living area of the volunteer teachers and intern students.

7. The road leading to the property becomes muddy during rainy seasons making it difficult to traverse by both people and vehicles.

8. Three volunteer teachers should be sourced from the College of Education to man the proposed laboratory school for the opening of two year levels.

9. Agri-aqua curriculum be imbedded in the curriculum of the proposed secondary education in order for the students to be able to maximize available local resources and for them to develop an appreciation for an agricultural program which may lead them to take up agriculture or related programs in college, when given the chance.

10. Operating costs total P172, 000.00 per school year while revenue from collections will only be P80, 000.00. There is a need to tap ESC funding to provide at most P200, 000.00 yearly.

Recommendations

The researcher would like to make the following recommendations:

1. A monthly contribution of PhP100.00 be implemented exclusive of books.

2. Books should be sourced out in order for the students to avail of the use of books free of charge since they can no longer afford to pay additional charges to the tuition fees.

3. The feasibility of the school, ESC scholarships for each student in the laboratory school should be applied for. This would mean an additional of PhP5, 000.00 of cash inflow per granted student. With a minimal 20 students being supported on scholarships, this would mean that the normal yearly operating costs of the school will already be covered.

4. An information marketing campaign regarding the opening of the proposed laboratory school be conducted to inform the public that there would be a school in the property.

5. Volunteer teachers should be sourced now from the College of Education. To ensure that they would stay with the school additional benefits be given to them in the form of free lodging during their stay in Binuni and when they are here in Ozamiz City for their masteral program; free tuition and fees for their masteral degrees; and 13th month pay equal to one month honorarium.

6. The road leading to the property be made passable. This can be done with the leveling of the road using a grader and filling it with crushed stones or gravel.

7. The existing building be renovated to facilitate the use of the latter for the needs of the school and an employee housing unit be constructed for the accommodation of the volunteer teachers.

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College Faculty's Skills in Facilitating Student Learning: A Framework for Faculty Enhancement

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Abstract

Academic improvement of students somehow is attributed to the teachers' instructional planning and skills in facilitating learning. It is therefore the main aim of this present study to describe the college faculty's skills in facilitating student learning among the seven colleges and one school at La Salle University, Ozamiz City, Philippines. Included in the study were eighty-one college teachers across colleges. The descriptive-evaluative method of research was employed. Based on the findings of the study, a framework for faculty enhancement was proposed.

1. Introduction

Galileo once said that *"You cannot teach a man anything. You can only help him discover it in himself."* With this, the teacher's primary responsibility is to design and deliver a lesson, ask questions, restate important information, ask for clarification, provide examples, check for students' understanding of the task at hand, and model the students ways to apply the content (Villa, Thousand, and Nevin (2004). The teacher's most fundamental role is to facilitate learning in ways to allow individual students to learn in their own individualistic ways (Rice, 2007)

Teaching is not a stand-alone exercise. It has to be thought of in more holistic terms as a mediated transaction involving: the learner; the teacher; what is to be learnt; and the learning environment. In facilitating student learning, the teacher needs to master the subject

matter. A good teacher keeps abreast of his/her subject, and this is where research and teaching can be mutually enhancing. The teacher's role is to facilitate learning by such means as: logical sequencing of content; providing structure and a conceptual framework; directing students' attention to objectives; encouraging them to relate information to their own experiences and pre-knowledge to promote understanding and long-term retention; posing questions and problems, which may be the single most important tool in facilitating learning; and an effective teacher encourages questions and asks the right ones (Pan, 2008). Further, she said students engage productively in their own learning. They need to be competent learners with the requisite skills like skills in thinking, reading, writing, presentation, note-taking, writing examinations and time management.

A focus on learning and the application of learning means that the practice of teaching requires a more learner-centered, flexible and meaningful approach to designing learning and assessment strategies and activities (Westberg, and Jason, in O'Neil, and McMahon, 2005). Effective teaching is not just a matter of handing out information and reinforcements; it is the more complex process of facilitating learners in constructing meaning to themselves. Teachers, therefore, need to take into account learners' cognitive processes—how information is received, processed, encoded or lost—so as to adopt their teaching accordingly (Pan, 2008).

Learning is a voluntary activity, and each learner comes to learning with their own understanding, values, assumptions, learning preferences and motivations. Knowledge, understanding and skills are negotiated and developed in a social setting – through interacting with peers, information, teachers, and the broader community. Teaching and learning practices that provide opportunities for social learning; that place learning in relevant and meaningful contexts; that provide supportive learning environments; and that value and recognize

diversity provide for dynamic engagement and deeper learning (O'Neil, and McMahon, 2005).

Collaborative learning occurs as a result of interaction between learners who are engaged in a common task. As with problem-based learning, learning is focused on tasks and learner decision making. Collaborative learning, or cooperative learning, emphasizes the social nature of learning and focuses on the development of transferable learning skills, work skills and life skills (O'Neil, and McMahon, 2005).

These literatures serve as the foundation in evaluating the college faculty's skills in facilitating student learning.

The Problem

This study evaluates the college probationary faculty's skills in facilitating student learning. These faculty come from the seven colleges and one school of La Salle University, Ozamiz City namely, Accountancy, Arts and Science, Business and Economics, Computer Studies, Education, Engineering, as rated by the students for the first semester of the academic year 2008-2009. A framework for faculty enhancement will be designed based on the findings of the study. Furthermore, the study seeks to answer the following problems:

1. What is the profile of the college faculty's skills in facilitating student learning when grouped according to college?

2. What faculty enhancement may be designed to enhance the faculty's skills in facilitating student learning?

2. Methodology

The descriptive-evaluative method of research was used in this study. It attempted to describe, analyze, and interpret data concerning the college faculty skills in facilitating student learning and sought to design a framework for faculty enhancement.

There were eighty one (81) college faculty included in this study as shown in Table 1.They represented the seven (7) colleges and one (1) school of La Salle University, Ozamiz City.

Table1. The Distribution of the College Faculty

College/School	Number of Faculty	Percent
College of Accountancy	8	10
College of Arts & Sciences	30	37
College of Business and Economics	7	9
College of Computer Studies	7	9
College of Education	9	11
College of Engineering	6	7
College of Nursing	8	10
School of Hotel Management	6	7
Total	**81**	**100**

This study used the students' evaluation of the college faculty secured from the Office of the Institutional Planning and Evaluation. The evaluation of the faculty's skills in facilitating student learning was based on the students' rating covering the first semester of the academic year 2008-2009. Faculty who were evaluated in the first semester was included in this study. The weighted mean was utilized in describing the faculty's skills in facilitating student learning. To substantiate the analysis and interpretation, the students' unedited comments were integrated.

3. Results and Discussion

This section presents, analyzes and interprets the data gathered on the college probationary faculty skills in facilitating student learning. Table 2 shows the indicators for college faculty's skills in facilitating learning.

Table 2.College Faculty's Skills in Facilitating Learning

Indicators	COA	CAS	CBE	CCS	CED	COE	CON	SHM	Grand Mean
Teacher's voice is loud and clear.	4.19	4.40	4.29	4.49	4.60	4.55	3.99	4.51	**4.38**
Teacher conducts review/drills of previous lessons to help students gain mastery.	4.06	4.37	4.31	4.27	4.51	4.53	4.14	4.28	**4.31**
Teacher has mastery of the subject matter/topics he/she teaches.	4.41	4.58	4.31	4.43	4.82	4.59	4.32	4.60	**4.51**
Teacher asks good questions to develop critical thinking.	4.17	4.45	4.35	4.30	4.74	4.46	4.39	4.35	**4.40**
Teacher encourages students to ask good questions and	4.10	4.41	4.32	4.23	4.65	4.47	4.13	4.27	**4.32**

to participate actively in class discussions.									
Teacher conducts lessons in an active and dynamic manner but slows down when necessary for the students' understanding.	4.01	4.34	4.20	4.29	4.64	4.51	3.99	4.21	**4.27**
Teacher develops lessons in a clear and organized manner.	4.04	4.39	4.32	4.21	4.69	4.54	4.11	4.35	**4.33**
Teacher explains lessons clearly using examples, demonstrations, illustrations, and etc.	4.06	4.46	4.30	4.32	4.67	4.50	4.17	4.39	**4.36**
Teacher uses a variety of teaching techniques and strategies to make the lessons interesting and challenging.	3.78	4.24	4.12	4.20	4.38	4.42	4.00	4.18	**4.17**
Teacher uses instructional									

materials and audio-visual aids in order to make the lesson interesting, appealing, and challenging.	3.47	4.10	4.02	4.02	4.07	4.16	4.04	4.14	**4.00**
Teacher integrates values to promote good moral character, social responsibilities and Christian, Lasallian and Filipino values in students.	3.89	4.39	4.27	4.24	4.64	4.34	4.21	4.19	**4.27**
Teacher praises and gives encouragement to students to deepen their motivation for learning and higher academic achievement.	4.01	4.36	4.29	4.24	4.64	4.41	4.28	4.31	**4.32**
Teacher discusses how lessons can be applied to practical life situations and to student's life	4.18	4.45	4.32	4.26	4.71	4.48	4.37	4.32	**4.40**

	COA	CAS	CBE	CCS	CED	COE	CON	SHM	
experiences.									
The teacher utilizes instructional time productively that is, he/she uses the period entirely for the lesson or discusses topics related to the lesson.	4.18	4.47	4.22	4.30	4.69	4.51	4.33	4.32	**4.38**
Teacher shows evidences that he/she is up to date with new/latest development in his/her field.	4.18	4.39	4.21	4.31	4.61	4.39	4.34	4.23	**4.33**
GRAND MEAN	**4.05**	**4.39**	**4.26**	**4.27**	**4.80**	**4.46**	**4.19**	**4.31**	**4.32**

Legend: COA - College of Accountancy 4.70 - 5.00 - Outstanding
CAS - College of Arts & Sciences 4.10 - 4.69 - Very Satisfactory
CBE - College of Business and Economics 3.50 - 4.09 - Satisfactor
CCS - College of Computer Studies 2.90 - 3.49 - Fair
CED - College of Education 1.00 - 2.89 - Poor
COE - College of Engineering
CON - College of Nursing
SHM - School of Hotel Management

Helping students learn subject matter involves more than the delivery of facts and information. The goal of teaching is to assist students in developing intellectual resources to enable them to participate in, not merely to know about, the major domains of human thought and inquiry. These include the past and its relation to the present; the natural world; the ideas, beliefs, and values of our own and

other peoples; the dimensions of space and quantity; aesthetics and representation; and so on. Understanding entails being able to use intellectual ideas and skills as tools to gain control over everyday, real-world problems (Ball and McDiarmid).
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The indicator on teacher has mastery of the subject/topics he/she teaches were rated very satisfactorily by the students from the six colleges and SHM. It can be noted that the CED faculty were rated outstanding by the students.

Different types of questions tend to prompt different kinds of answers, and hence different kinds of learning (Brualdi, 2002). The indicator on teacher asks good questions to develop critical thinking was rated very satisfactorily by the students from the six colleges and the SHM. It can be noted that the College of Education teachers were rated outstanding by the students on the above-stated indicator.

The indicator on teacher encourages students to ask good questions and to participate actively in class discussions were rated very satisfactorily by the students from all the seven colleges and the SHM.

The indicator on teacher discusses how lessons can be applied to practical life situations and to student's life experience were rated by the students from the six colleges and the SHM very satisfactorily. It can be noted that the College of Education teachers were rated outstanding by the students.

Among the characteristics of a good teacher/lecturer is he/she can be heard clearly. The indicator on teacher's voice is loud and clear was rated very satisfactorily by the students from the six colleges and the SHM. However, the CON teachers were rated satisfactory. The students commented that their teachers have low voices, that their voices are not clear, and that their voices are not loud enough to be

heard by the students seated at the back, The students also commented that the teacher/s need a microphone, that the teacher should make his/her voice louder, and to slow down so the students can understand him/her.

The indicator on the teacher utilizes instructional time productively that is, he/she uses the period entirely for the lesson or discussion topics related to the lesson was rated very satisfactorily by the students of all colleges and SHM.

The indicator on teacher uses a variety of teaching techniques and strategies to make the lessons interesting and challenging was rated very satisfactorily by the students from the five colleges and the SHM. On the other hand, the teachers from the COA and the CON were rated satisfactory by the students.

The indicators on the teacher develops lessons in a clear and organized manner and the teacher explains lessons clearly using examples, demonstrations, illustrations, and etc. were rated by the students of the six colleges and SHM very satisfactorily. However, the teachers from the COA were rated by the students satisfactory on both indicators.

The indicator on teacher shows evidences that he/she is up to date with new/latest development in his/her field were rated very satisfactorily by the students from all seven colleges and the SHM.

The indicator on teacher praises and gives encouragement to students to deepen their motivation for learning and higher academic achievement was rated very satisfactorily by the students from the six colleges and the SHM. On the other hand, the COA teachers were rated satisfactory.

The indicator on teacher conducts review/drills of previous lessons to help students gain mastery was rated very satisfactorily by the students from the six colleges and the SHM. On the other hand, the COA teachers were rated satisfactory.

As noted in Table 2, the indicator on teacher conducts lessons in an active and dynamic manner but slows down when necessary for the students' understanding were rated very satisfactorily by the students from the five colleges and the SHM. However, the teachers from the COA and the CON were rated satisfactory by the students.

The indicator on teacher integrates values to promote good moral character, social responsibilities and Christian, Lasallian and Filipino values in students were rated very satisfactorily by the students from the six colleges and SHM. On the other hand, the faculty of the COA ware rated satisfactorily by the students.

The indicator on teacher uses instructional materials and audio-visual aids in order to make the lesson interesting, appealing, and challenging were rated very satisfactorily by the students from the CAS, COE, and SHM; while the teachers from the CBE, CCS, CED, and CON were rated satisfactorily. However, the teachers from the COA were rated fair by the students.

As a whole, the present study is able to identify the strengths and weaknesses of the college faculty's skills in facilitating learning. Table 3 depicts the weak areas identified. In this present study, the researchers decided that indicators with a mean rating of 4.17 and below will be the basis for the faculty enhancement program.

Table 3. Proposed Faculty Enhancement Activities

College	Weak Area Identified	Mean Rating	Proposed Seminar

COA, CON	Teacher conducts review/drills of previous lessons to help students gain mastery.	4.10	Designing Reviews/Drills
	Teacher encourages students to ask good questions and to participate actively in class discussions.	4.12	Art of Questioning
	Teacher conducts lessons in an active and dynamic manner but slows down when necessary for the students' understanding.	3.96	Instructional Strategies
	Teacher develops lessons in a clear and organized manner.	4.08	Organization of Lessons
	Teacher explains lessons clearly using examples, demonstrations, illustrations, and etc	4.12	The Use of Concept Maps in Teaching
COA, CBE, CON	Teacher uses a variety of teaching techniques and strategies to make the lessons interesting and challenging.	3.97	Current Teaching Strategies and Approaches in Tertiary Teaching
COA	Teacher integrates values to promote good moral character, social responsibilities and Christian, Lasallian and Filipino values	3.89	Values Integration

	in students.		
	Teacher praises and gives encouragement to students to deepen their motivation for learning and higher academic achievement.	4.01	The Use of Verbal Reinforcements
All colleges	Teacher uses instructional materials and audio-visual aids in order to make the lesson interesting, appealing, and challenging.	4.00	The Use of Multi-Media in Teaching

4. Summary, Conclusion, and Recommendations

Summary of Findings

The present study reveals that the faculty across the seven colleges and one school show very satisfactory mastery of the topics they teachers. This finding reveals that they have expertise is the field that they teach. Moreover, the findings reveal that the students rated the college faculty very satisfactory in the way the faculty asks good questions that develop their critical thinking, discusses how lesson can be applied to their practical life situation and experiences, utilizes instructional time productively, and teach clearly with a loud voice enough to hear by everyone. However, there is a need for enhancement trainings and seminars for the college faculty especially in the areas of using a variety of teaching techniques and strategies to make the lessons more interesting and challenging, and using instructional materials and audio-visual aids. When the faculty were grouped according to colleges, it was found out that the College of Education

was the only college whose faculty were rated outstanding (4.80) by the students. While the College of Accountancy got the lowest rating of satisfactory (4.05)

Conclusion

The university has laid out various seminar-workshops to enhance the teaching skills of the college faculty. Nevertheless, the findings show that there is a need to strengthen these development programs specifically in the areas of teaching strategies, instructional materials and multi-media.

Recommendations

The university's Teaching Learning Center designs seminar-workshops to address the weak areas identified. Constant monitoring by the department heads and college should be strengthened. Feedbacking should be frequently done by the instructional supervisors and faculty.

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The Performance of the Sophomore Students in Proving Statements in Geometry: Proposed Learning Strategies

Karen Joy C. Sta. Rita
Integrated School

Abstract

Problem and Its Background

1. Introduction

Mathematical reasoning is the critical skill that enables a student to make use of all other mathematical skills such as learning how to evaluate situations, select problem-solving strategies, draw logical conclusions, develop and describe solutions, and recognize how those solutions can be applied. Mathematical reasoners are able to reflect on solutions to problems and determine whether or not they make sense. They appreciate the pervasive use and power of reasoning as a part of mathematics (New Jersey Mathematics Curriculum Framework, 1996).

Proof is widely acknowledged to be one of the most difficult topics in the mathematics curriculum. In most instances, it requires a genuine understanding of a problem, logical reasoning, the application of relevant, and at times, substantial mathematical knowledge and the desire to find a solution. Most of these qualities are not to be found in the average student! (Geometry and Proof at Year 10, 2005)**.** Perhaps

not every student will have the capacity to fully understand proof, but it is extremely important that an attempt is made to encourage every student to partake in the process of questioning, reasoning and problem solving that is associated with proof. "In any branch of mathematics pupils should have opportunities to think imaginatively, to make conjectures, to generalize, to abstract, to ask and answer their own questions." (The Mathematics Curriculum, 1977, p16)

The LSU-IS offers basic geometry to grade 8 students. The highlight of every topic discussed is proving. The students are taught how to organize proof in a given statement using definitions, postulates, and theorems. The problem as, generally observed is most students will just memorize theorems and their proofs, using and applying them to answer questions, but have very little understanding of proof itself. Most of them do not even know how to organize their proof in logical way. Higgins (2005) emphasized the importance of proof. According to him, proof offers the opportunity to incorporate all of these. Very often, without any real understanding, mathematics can seem like a series of tricks or convenient tactics which apparently offer no reason as to why they should work; learn the formula, apply the rule, substitute numbers and get the answer. This demonstrates little understanding and yet this is the system in place in many classrooms today. This method of 'learning' is encouraged, demanded almost, by the time constraints of the curriculum and the nature of the national assessment structure in place. Some math teachers have stated that proving must be taught to college students not to high school because of its difficulty. Arguably though, it is much better that as early as possible students must be exposed to the process. By exposing students to proof, we give them an insight into why and how mathematics works, but more than this, we encourage them to question, to think, to logically reason and offer them a systematic technique which can be applied to any number of problems. Though making proof is difficult to grade 8 students, they experience proving.

Significance of the Study

With the following reasons: (1) improving the critical thinking of my students; (2) identifying the student's difficulty in the process of proving; and (3) helping math teachers design motivating strategies on how to present and facilitate the proving process, this study about the performance of the sophomore students in proving statements in geometry is conceived.

Review of Related Literature

Essentially, the National Council of Teachers of Mathematics wants all students to be able to think "geometrically," which in turn will help these students better develop their mathematics skills. The NCTM wants students in all grades to understand that geometry is more than learning definitions and proofs, but rather, it is a discipline that describes relationships and involves a high level of reasoning skill. Teachers hope to teach students spatial visualization skills and also to help them develop careful reasoning and proof, which is the main focus of the standard.

It is not any secret that high school geometry with its formal (two-column) proofs is considered hard and very detached from practical life. Many teachers in both private and public schools have tried different teaching methods and programs to make students understand this formal geometry, sometimes with success and sometimes not. Since high school geometry is typically the first time that a student encounters a formal proof, this can obviously present some difficulties. It can also lead kids to think that two-column proof is the only kind of proof there is - yet that form of proof is almost never used by practicing mathematicians. (http://www.homeschoolmath.net/teaching/geometry.php, *High school geometry: why is it so difficult?*) It could be easier, if children encountered informal 'proofs' in earlier school years, and were required to justify their statements and reasoning. This of course would not be

on such formal level as it is in high school, but simply a mindset of teaching mathematics where mathematical statements and truths are justified, there are explanations of where things come from, why something works - and the child also is asked to provide explanations and justifications.

There is a widespread agreement that students have difficulties with constructing proofs (Senk, S. L., 1982; Chazan, D. & Lehrer, R. (Eds.), 1998; English, L. D. (Ed.), 1997; Weber, K. 2001). A great deal of educational research investigating students' proving abilities were conducted. Much of the research on proof has examined both the valid and invalid proofs. More recently, some researchers have paid less attention to the proofs that students produce and have focused instead on the processes that students use to create those proofs (Graves, B., & Zack, V., 1997;Artzt, A., & Yoloz-Femia, S., 1999;Weber, K., 2003). The traditional view of proof has been and still is, largely determined by a kind of philosophical rationalism, namely, that the formalist view that mathematics in general is absolutely precise, rigorous and certain. Although this rationalistic view has been strongly challenged in recent years by the fallibilist views of, for example, Lakatos (1976), Davis and Hersh (1986), and Ernest (1991), it is probably still held by the vast majority of mathematics teachers and mathematicians. The function or purpose of proof is seen as only that of the verification of the correctness of the mathematical statements (Chazan, D. & Lehrer, R. (eds), 1998).

Mathematical reasoning is the glue that binds together all other mathematical skills. By using inductive and deductive reasoning as they learn mathematical concepts and solve mathematical problems, students come to recognize the extent to which reasoning applies to mathematics and to their world.

Reasoning is fundamental to the knowing and doing of mathematics. Conjecturing and demonstrating the logical validity of

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conjectures are the essence of the creative act of *doing* mathematics. To give more students access to mathematics as a powerful way of making sense of the world, it is essential that an emphasis on reasoning pervade all mathematical activity. In order to become confident, self-reliant mathematical thinkers, students need to develop the capability to confront a mathematical problem, persevere in its solution, and evaluate and justify their results (New Jersey Mathematics Curriculum Framework, 1996).

Statement of the Problem

Generally, the study aims to help future geometry teachers on assessing their students in teaching the process of organizing proofs. The aim of this study is also to describe and investigate the proving processes that students produce. The result could also be a guide of teachers in formulating effective strategies that would help the learners to understand more of the concept. Specifically, the study aims to answer the following questions:

1) What are the difficulties of students in proving statements in geometry?

2) What is the student's level of performance in proving statements in geometry?

Scope and Limitation

The study is conducted in La Salle University Integrated School in Ozamiz City in the third week of January. The researchers use all grade 8 students because their basic math subject is geometry.

Conceptual Framework

The framework illustrated below is used in the study. It involves 4 processes; (1) understanding the given statement, (2) restating the statement, (3) illustrating the statement, and (4) making the proof. When the participants received the statement, they need to understand it first for them to recall the necessary information needed in making the proof. Then for them to make the illustration easier, they need to restate the statement into "if-then" form then follows the illustration. Then, the group helps one another to organize the proof of the statement. Upon organizing the proof, the participants may go back to the first, second, and third processes.

Understanding the Statement

Restating the Statement into if-then form

Making Organized Proof

Illustrating the Statement
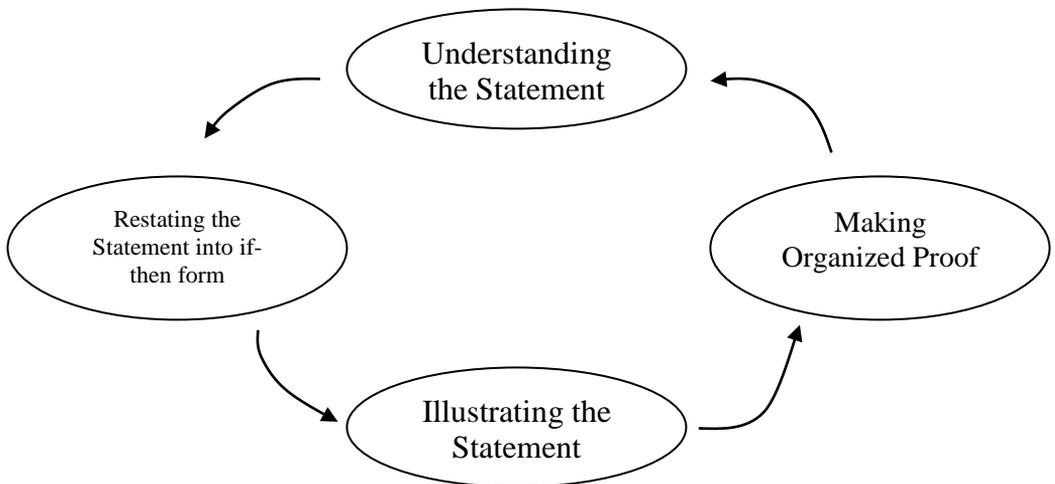
2. Methodology

Research Design

The study is a qualitative research. It used solution sheets in gathering the data needed. Students proved statements. They used definitions, postulates, and theorems in proving. The performance of the students in proving statements was identified basically from the product of their works. Results were thoroughly examined. The student's answers were given credit following a rubric about grading a proof. The rubric is presented below.

There were 4 statements to be answered in one week, one at a day. Each statement was answered in 40 minutes. There was a 20-minute review to be conducted before the students proved the statement. The class was divided into 6 small groups. The proving was done by group. Each member of the group helped one another in contributing ideas/opinions on how to prove the given statement. After a week of gathering data, a follow-up group interview was conducted in order to determine the student's difficulty in proving. All data were gathered in one week.

Research Instruments

There were 4 statements to be proven. The statements were more on triangle congruence and quadrilaterals. These topics were chosen because among the topics, these were the ones that had long coverage. The statements are as follows:

1)   The median of an equilateral triangle is also an altitude.

2)   The angle bisector of the vertex angle of an isosceles triangle is also the median to the base.

3)   The altitude to the base of an isosceles triangle divides the triangle into two congruent triangles.

4)   Prove that the diagonals of a rectangle are congruent.

Below is the scoring rubric used to evaluate the student's performance on making proofs.

Summative Assessment in Math 572
Rubric for Grading Proofs

Statement of the Problem (5 points)

0-2	3-4	5
Incorrect statement of problem. May miss half of an "if and only if" or misinterpret what is given or what is to be shown. Might just recopy problem rather than give a precise restatement.	Correct but incomplete statement of the problem. Doesn't include a statement of either the given or the "to show" or fails to connect them to the diagram.	Correct statement with a labeled diagram and the given and to show stated in terms of the diagram.

Note that an improperly drawn diagram may fall into either the first or second category, depending upon the extent of the error.

Correctness of Proof (15 points)

0-1	2-5	6-9	10-14	15
Mainly incorrect consequences improperly deduced from the given. Little or no sense of	Unconnected, mostly true statements properly deduced from the given. Listing facts without a sense	Statements linked into a reasonable (though perhaps misguided) attempt to prove the	A correct approach to proving the theorem is attempted. Some statements may	A correct and complete proof is given. Some irrelevant information may be included since the time limit

how to prove the result.	of how to link them to get a correct proof. May just jump to the conclusion without justification.	theorem. The proof may be left incomplete or may depend upon a major unjustified leap.	be unjustified or improperly justified, but errors are minor and could be fixed given time to polish the proof.	precludes polishing up the presentation.

The rubric was categorized into two areas. The first area was *Statement of the Problem* which given 5 points. It was in this process that this researcher would find the ability of the students in restating the statement, making illustration, and identifying the given and the problem from the statement. The following was the student's level of performance in restating the problem:

Category	Score
Excellent	5
Satisfactory	3 - 4
Poor	0 - 2

The second was *Correctness of Proof* which was given 15 points. It was in this process that this researcher saw how organized the students were in making the proof. And, the researcher would also like to find out if the proof was logically made. The performance of the students was identified based on the total score they had gained. The total score was 20 points in all, 5 points from the process of stating the problem and 15 points from the process of organizing the proof.

Category	Score
Excellent	15
Very Satisfactory	10 - 14
Satisfactory	6 - 9
Fair	2 – 5
Poor	0 - 1

3. Results and Discussion

Below are the tables showing the performance of the students in proving statements in geometry.

Table 1: Average Performance of Each Section in Proving Statements in Problem 1

Problem 1			
Grade 8 - St. John			
Gr.	Statement of Problem (5)	Verbal Interpretation	Correctness of Proof (15)	Verbal Interpretation
A	3	Satisfactory	1	Poor
B	5	Excellent	2	Fair
C	3	Satisfactory	1	Poor
D	2	Poor	1	Poor
E	1	Poor	1	Poor
F	3	Satisfactory	1	Poor
Ave.	2.8	Satisfactory	1.2	Poor
Grade 8 - St. Luke			
Gr.	Statement of Problem (5)	Verbal Interpretation	Correctness of Proof (15)	Verbal Interpretation
A	4	Satisfactory	14	Very Satisfactory
B	5	Excellent	15	Excellent
C	5	Excellent	15	Excellent

Table 1, continued				
D	5	Excellent	10	Very Satisfactory
E	5	Excellent	5	Fair
F	5	Excellent	5	Fair
Ave.	4.8	Excellent	10.6	Very Satisfactory

Grade 8 - St. Mark

Gr.	Statement of Problem (5)	Verbal Interpretation	Correctness of Proof (15)	Verbal Interpretation
A	3	Satisfactory	2	Fair
B	1	Poor	0	Poor
C	2	Poor	4	Fair
D	2	Poor	1	Poor
E	3	Satisfactory	2	Fair
F	5	Excellent	4	Fair
Ave.	2.6	Satisfactory	2.2	Fair

Grade 8 - St. Matthew

Gr.	Statement of Problem (5)	Verbal Interpretation	Correctness of Proof (15)	Verbal Interpretation
A	2	Poor	1	Poor
B	1	Poor	0	Poor
C	5	Excellent	1	Poor
D	5	Excellent	1	Poor
E	5	Excellent	1	Poor
F	1	Poor	1	Poor
Ave.	3.2	Satisfactory	0.8	Poor

In Problem 1, most of the groups in all sections showed good performance in the statement of problem process. The 3 sections (heterogeneous classes) showed correct but incomplete statement of the problem. It is section St. Luke (homogenous class) who showed correct statement with correct labeled diagram. Similarly, in correctness of

proof process, only the homogenous class showed very good performance though there were 2 groups who did not connect statements properly but the rest of the groups showed excellent works.

Table 2: Average Performance of Each Section in Proving Statements in Problem 2

Gr.	Statement of Problem (5)	Verbal Interpretation	Correctness of Proof (15)	Verbal Interpretation
Problem 2				
Grade 8 - St. John				
A	2	Poor	5	Fair
B	4	Satisfactory	15	Excellent
C	4	Satisfactory	5	Fair
D	1	Poor	0	Poor
E	5	Excellent	5	Fair
F	3	Satisfactory	5	Fair
Ave.	3.2	Satisfactory	5.8	Satisfactory
Grade 8 - St. Luke				
A	5	Excellent	14	Very Satisfactory
B	5	Excellent	5	Fair
C	5	Excellent	14	Very Satisfactory
D	5	Excellent	14	Very Satisfactory
E	5	Excellent	15	Excellent
F	5	Excellent	15	Excellent
Ave.	5	Excellent	12.8	Very Satisfactory
Grade 8 - St. Mark				
A	3	Satisfactory	5	Fair
B	2	Poor	1	Poor

Table 2, continued				
C	5	Excellent	15	Excellent
D	4	Satisfactory	9	Satisfactory
E	5	Excellent	11	Very Satisfactory
F	4	Satisfactory	14	Very Satisfactory
Ave.	3.8	Satisfactory	9.2	Satisfactory
Grade 8 - St. Matthew				
Gr.	Statement of	Verbal	Correctness	Verbal
	Problem (5)	Interpretation	of Proof (15)	Interpretation
A	3	Satisfactory	1	Poor
B	4	Satisfactory	14	Very Satisfactory
C	2	Poor	10	Very Satisfactory
D	5	Excellent	14	Very Satisfactory
E	2	Poor	9	Satisfactory
F	3	Satisfactory	12	Very Satisfactory
Ave.	3.2	Satisfactory	10	Very Satisfactory

In Problem 2, almost all the groups in all sections were able to restate the statements correctly with correct given. All the groups in St. Luke were excellent and the rest of the groups in the 3 sections got an average rating of 3.2. It is satisfactory because some groups were not able to linked their diagram to the given. Others added unnecessary given and some also were not able to identify the unknown in the problem. But many of the groups got the correct answers.

In organizing the proof, there was only 1 group in St. John who got a rating of 15 which is excellent. The rest of the groups are not able to make it. The proof of St. Luke and St. Matthew were very satisfactory while St. Mark was satisfactory. Only two groups in St. Mark were not able to organize the proof properly.

Table 3: Average Performance of Each Section in Proving Statements in Problem 3

Gr.	Statement of Problem (5)	Verbal Interpretation	Correctness of Proof (15)	Verbal Interpretation
Problem 3				
Grade 8 - St. John				
A	5	Excellent	5	Fair
B	2	Poor	5	Fair
C	3	Satisfactory	9	Satisfactory
D	3	Satisfactory	4	Fair
E	4	Satisfactory	4	Fair
F	4	Satisfactory	4	Fair
Ave.	3.5	Satisfactory	5.1	Fair
Grade 8 - St. Luke				
A	5	Excellent	15	Excellent
B	5	Excellent	15	Excellent
C	4	Satisfactory	13	Very Satisfactory
D	5	Excellent	13	Very Satisfactory
E	5	Excellent	9	Satisfactory
F	3	Satisfactory	9	Satisfactory
Ave.	4.5	Excellent	12.3	Very Satisfactory
Grade 8 - St. Mark				
A	5	Excellent	5	Fair
B	3	Satisfactory	5	Fair
C	5	Excellent	9	Satisfactory

Table 3, continued				
D	3	Satisfactory	10	Very Satisfactory
E	5	Excellent	5	Fair
F	5	Excellent	9	Satisfactory
Ave.	4.3	Satisfactory	7.2	Satisfactory

Grade 8 - St. Matthew

Gr.	Statement of Problem (5)	Verbal Interpretation	Correctness of Proof (15)	Verbal Interpretation
A	2	Poor	1	Poor
B	5	Excellent	5	Fair
C	2	Poor	5	Fair
D	2	Poor	1	Poor
E	5	Excellent	5	Fair
F	3	Satisfactory	5	Fair
Ave.	3.2	Satisfactory	3.7	Fair

In Problem 3, only St. Luke got an average rating of 5 that is excellent in the statement of the problem process. The works of the rest were satisfactory. Only St. Matthew experienced burden in the process of statement of the problem since 3 from the 6 groups got a rating of poor.

In the correctness of proof process, it was St. Luke again who showed good performance in organizing the proof. The works of St. John and St. Matthew were fair. All of the groups listed facts without a sense of how to link them to get a correct proof and just jump to the conclusion without justification.

Table 4: Average Performance of Each Section in Proving
Statements in Problem 4

Problem 4				
Grade 8 - St. John				
Gr.	Statement of	Verbal	Correctness	Verbal
	Problem (5)	Interpretation	of Proof (15)	Interpretation
A	2	Poor	1	Poor
B	2	Poor	1	Poor
C	5	Excellent	1	Poor
D	2	Poor	1	Poor
E	5	Excellent	2	Fair
F	5	Excellent	2	Fair
Ave.	3.5	Satisfactory	1.3	Poor
Grade 8 - St. Luke				
Gr.	Statement of	Verbal	Correctness	Verbal
	Problem (5)	Interpretation	of Proof (15)	Interpretation
A	5	Excellent	14	Very Satisfactory
B	4	Satisfactory	15	Excellent
C	5	Excellent	15	Excellent
D	5	Excellent	14	Very Satisfactory
E	5	Excellent	15	Excellent
F	4	Satisfactory	13	Very Satisfactory
Ave.	4.7	Excellent	14.3	Very Satisfactory
Grade 8 - St. Mark				
Gr.	Statement of	Verbal	Correctness	Verbal
	Problem (5)	Interpretation	of Proof (15)	Interpretation
A	5	Excellent	1	Poor
B	2	Poor	1	Poor
C	5	Excellent	13	Very Satisfactory

Table 4, continued				
D	5	Excellent	15	Excellent
E	3	Satisfactory	1	Poor
F	3	Satisfactory	13	Very Satisfactory
Ave.	3.8	Satisfactory	7.3	Satisfactory

		Grade 8 - St. Matthew		
Gr.	Statement of	Verbal	Correctness	Verbal
	Problem (5)	Interpretation	of Proof (15)	Interpretation
A	2	Poor	1	Poor
B	2	Poor	2	Fair
C	5	Excellent	1	Poor
D	4	Satisfactory	1	Poor
E	4	Satisfactory	9	Satisfactory
F	3	Satisfactory	9	Satisfactory
Ave.	3.3	Satisfactory	3.8	Fair

In Problem 4, it is evident enough that St. Luke is very good in the process of stating the problem. It had an average rating of 5, excellent. In St. John though 3 groups were excellent but the other 3 were poor in performance. Other groups had difficulty in identifying the given and the unknown since they were not able to restate the problem correctly into if-then form.

In organizing the proof, heterogeneous classes were not able to come up with a correct proof since they had already committed mistakes along the process of stating the problem. But as showed in the table, St. Luke class got an average rating of 14.3 which is a very satisfactory. A correct and complete proof is given.

Table 5: Average Performance of all Grade 8 Students in Every Problem

Sections	Statement of Problems Average Rating	Verbal Interpretation	Correctness of Proof Average Rating	Verbal Interpretation
Problem 1				
St. John	2.8	Satisfactory	1.2	Poor
St. Luke	4.8	Excellent	10.6	Very Satisfactory
St. Mark	2.6	Satisfactory	2.2	Fair
St. Matthew	3.2	Satisfactory	0.8	Poor
Average	3.4	Satisfactory	2.5	Fair
Problem 2				
St. John	3.2	Satisfactory	5.8	Satisfactory
St. Luke	5	Excellent	12.8	Very Satisfactory
St. Mark	3.8	Satisfactory	9.2	Satisfactory
St. Matthew	3.2	Satisfactory	10	Very Satisfactory
Average	3.8	Satisfactory	9.5	Very Satisfactory
Problem 3				
St. John	3.5	Satisfactory	5.5	Satisfactory
St. Luke	4.5	Excellent	12.3	Very Satisfactory
St. Mark	4.3	Satisfactory	7.2	Satisfactory
St. Matthew	3.2	Satisfactory	3.7	Fair

		Problem 4		
Table 5, continued				
Average	3.9	Satisfactory	7.2	Satisfactory
Problem 4				
Sections	**Statement of Problems**	**Verbal Interpretation**	**Correctness of Proof**	**Verbal Interpretation**
	Average Rating		Average Rating	
St. John	3.5	Satisfactory	1.3	Poor
St. Luke	4.7	Excellent	14.3	Very Satisfactory
St. Mark	3.8	Satisfactory	7.3	Satisfactory
St. Matthew	3.3	Satisfactory	3.8	Fair
Average	3.8	Satisfactory	6.7	Satisfactory

As we take a look of the performance of all students in every problem, problem 2 seemed to be the easiest problem for them. In the process of stating the problem, they got an average rating of 3.8 which is a satisfactory and an average rating of 9.5 in organizing the proof which is very satisfactory.

The problem that is for them the most difficult is obviously problem 1. Though their works in the process of stating the problem is satisfactory, their proof was fair. Most of the groups were not able to organize the proof properly.

The problems which are for them average are problems 3 and 4. In problem 3, they got a rating of 3.9 in the process of stating the problems and 7.2 in organizing the proof which both are satisfactory. In problem 4, they got a rating of 3.8 in the process of stating the problems and 6.7 in organizing the proof which both are also satisfactory.

The next table identifies the average performance of all grade 8 students in proving statement in geometry in all the 4 given problems.

Table 6: Average Performance of all Grade 8
Students in All Problems

Problem	Statement of Problems General Average	Verbal Interpretation	Correctness of Proof General Average	Verbal Interpretation
Problem 1	3.4	Satisfactory	2.5	Fair
Problem 2	3.8	Satisfactory	9.5	Very Satisfactory
Problem 3	3.9	Satisfactory	7.2	Satisfactory
Problem 4	3.8	Satisfactory	6.7	Satisfactory
Over-all Rating	**3.8**	**Satisfactory**	**6.5**	**Satisfactory**

As showed in the table, generally, the grade 8 students belong to a satisfactory category in both stating the problem and organizing a proof in a given statement. In the process of stating the problem, satisfactory category is a category which describes students who formulated correct but incomplete statement of the problem. It doesn't include a statement of either the given or the "to show" or fails to connect them to the diagram. Most of the grade 8 students, do not know how to link the statement of the problem to the illustration. Though some of them know how to do it specially the students that are coming from the homogeneous class but most of them experienced difficulty along the process.

In the process of stating the problem, satisfactory category is a category which describes students who linked statements into a reasonable (though perhaps misguided) attempt to prove the statement. The proof may be left incomplete or may depend upon a major unjustified leap. Though there were some students particularly from the homogeneous class who know and very familiar with the process, but

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most of the grade 8 students do not know the correct process of organizing the proof of the given statement.

Below are the answers of the students from the conducted interview. The interview was composed of the following questions:

1) Along the process of proving, which part is for you the most difficult, the (a) statement of the problem or the (b) organizing of the proof?

2) If your answer is (a), in what particular part did you experience difficulty?

3) If your answer is (b), in what particular part did you experience difficulty?

Common answers for those who chooses _a_ as the most difficult part.	Common answers for those who chooses _b_ as the most difficult part
"maglisud ko ug restate sa problems into if-them form…"	"after I used the given, I do not know how to proceed…"
" I have difficulty in making a diagram based from the statement…"	"I have difficulty on what statement will follow after the other…"
"I usually got mistakes in identifying the unknown from the restated statement…"	"..maglisud ko sa reason nga mo correspond sa akoa statement ma'am.."
"Lisud dyud ang paghimo ug diagram ma'am kay kung masayop ka paghimo sa diagram, masayop man pud ka sa given…"	"..I always forgot the basic concept ma'am. Wala ko ka memorize sa tanan nga theorems."
"Ang pag identify sa given ug unknown sa problem ma'am..	"..Familiar man ko sa mga postulates and theorems ma'am, the problem dyud is dili ko kabalo mo organize sa akong nga statements."
	"..I do not like the proving at all… for me, it is a headache…"
	"..Making a proof for me ma'am is very interesting and challenging though lisud ang process but I like it when I'm

	challenged…"
	"..Lisud kaayo paghimo ug statements ma'am. Maglisud dyud ko padayon. Taman rako sa given…"
	"Dili ko familiar sa mga theorems ma'am dali ra kaayo ko ma mental block…"
	"Lisud mag analyze sa part nga I prove coz you need to examine the whole figure and recall the different postulates and everything."

4. Conclusion and Recommendations

Conclusion

Based on the results of the student's responses, the following are the conclusions drawn from the grade 8 students of La Salle University Integrated School, S.Y. 2007-2008:

1) The performance of the grade 8 students in proving statements in geometry belongs to a satisfactory category in both stating the problem and organizing a proof in a given statement.

Problem	Statement of Problems General Average	Verbal Interpretation	Correctness of Proof General Average	Verbal Interpretation
Problem 1	3.4	Satisfactory	2.5	Fair
Problem 2	3.8	Satisfactory	9.5	Very Satisfactory
Problem 3	3.9	Satisfactory	7.2	Satisfactory
Problem 4	3.8	Satisfactory	6.7	Satisfactory

Over-all Rating	3.8	Satisfactory	6.5	Satisfactory

2) The instrument used reflected two results; their performance in stating the problem and their performance in organizing the proof. From the result of the interview and from their solution sheets, it was found out that they had undergone difficulties in both processes, (a) Statement of the Problem, and (b) Correctness of Proof, but there were few also who were good. In the first process, *Statement of the Problem*, the following are found:

    a) The homogenous class was excellent in the process of stating the problem.

    b) Many from the heterogeneous classes were not good in restating the statement into if-then form which follows difficulty in identifying both the given and the problem to be proven.

    c) Few from the grade 8 students were not good in illustrating the statement into figures.

In the second process, *Correctness of Proof*, the following are found:

    a) Majority among the 6 groups of the homogenous class were good in organizing the proof but there are few who committed minimal errors along the process. Generally, they were very good.

    b) Many from the heterogeneous classes did not know what statement will follow after the other statement. They were not good in organizing the proof. Others escaped important

statement then jump to a conclusion which no basis at all. In short, they lack analysis.

   c) Some of the grade 8 students failed to supply correct reasons from the statements they had made. From the interview, they said that they forgot the basic concepts (definitions, postulates, and theorems).

Recommendation

In the light of the above conclusions, the following are recommended:

1) *Most of the students were not good in restating the statement into if-then form which follows difficulty in identifying both the given and the problem to be proven and few were not good in illustrating the statement into figures.* In this result, it is recommended that future geometry teacher should allot more time in teaching how to restate statements to if-then form and teach them how to illustrate the restated one. Because in proving statements, if students are very good in restating it to if-then form, then it would be very easy for them to identify the given and the problem to be proven.

2) *Many from the heterogeneous classes did not know what statement will follow after the other statement. They were not good in organizing the proof. Others escaped important statement then jump to a conclusion which no basis at all. Others said that proving is a headache. Some of the grade 8 students failed to supply correct reasons from the statements they had made. From the interview, they said that they forgot the basic concepts.* With this regard, it is recommended that future geometry teachers focus more on the teaching the process not into the number of varied exercises that given to the students. They do jump to wrong conclusion

because they were not able to fully understand the process in proving. Along the process of teaching the proof, the strategy applied by Sherlock Holmes, in writing proof is recommended. Sherlock Holmes's **backward reasoning**, as cited from the article of Gole (2005) is an effective strategy for searching existing knowledge and completing more challenging geometric proofs. Below is the conversation done by Gole (2005) as he coached a geometry student on how to write a proof of a certain problem.

Given: $\overline{BC} \cong \overline{CD}$; $\overline{AC} \perp \overline{BD}$
Prove: $\overline{AB} \cong \overline{AD}$
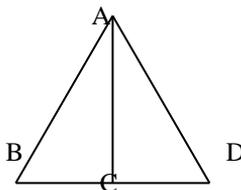
Student: How do I solve this problem? How do I prove that $\overline{AB} \cong \overline{AD}$?
Coach: Maybe we cal solve it by *thinking backward*.
Student: What do you mean by *thinking backward*?
Coach: I mean starting at the end and working your way to the beginning. Ask yourself what step comes before this one?
Student: How can I do that?
Coach: Well. For the openers, let's look at the end point.

Student: You mean that $\overline{AB} \cong \overline{AD}$?

Coach: Right. What methods do we have to prove that $\overline{AB} \cong \overline{AD}$?
Student: Well, if triangle ABC was an isosceles triangle, the sides would be equal.
Coach: Do we have enough information to establish that triangle ABC is isosceles?
Student: No.
Coach: Well what other method do we have:?

Student: If triangle BAC and triangle DAC were congruent, we could show that $\overline{AB} \cong \overline{AD}$.
Coach: How could we establish that the triangle were congruent?
Student: SSS, ASA, SAS
Coach: Looking at the given information, does one of these methods seem more fruitful? What do we have to work with here?
Student: Well, the givens tell us that we have a side and an angle that are congruent.
Coach: What else do we need to establish congruency?
Student: Angle B is congruent to angle D or that mother pair of sides are congruent.
Coach: What might this rule out?

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Student: SSS
Coach: Can we establish that angle B is congruent to angle D?
Student: No.
Coach: What does this leave?
Student: Side AC is common to both triangles. This given as SAS.
(Then both write out the proof)

As Sherlock Holmes observes, backward thinking skills are neither inborn nor widespread.

A teacher's help is essential in mentoring these skills, that is, offering guided practice with enough appropriate examples over time. Learning such skills can result in both general and practical rewards to students. One important payoff is general confidence in searching for solutions to unfamiliar and possibly overwhelming problems by learning how to limit options.

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Interest and Competence on Entrepreneurship of Business Students of La Salle University

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Abstract

This study determined the level of interests and competence in entrepreneurship of Business students of LSU. The respondents of this study were limited to fifty 4th year business education students enrolled in the 2nd semester, 2008-2009 and were done with courses which requires conducting a feasibility study. The result of the study revealed that students' interest in entrepreneurship is highly related with their competencies.

1. Introduction

The role of entrepreneurship in the economic development has been stressed by many economic specialists and business experts. Entrepreneurship is more than just initiating and finding capital investment to start a business. It involves specific skills which are necessary to business success. Conception (in Monta, 2000), claims that the progress of a nation depends so much on the strengths of entrepreneurial forces, which implies that there is a need to offer courses on business and maintain their linkages within and outside the country to attract businessmen.

Hisrich (1986), remarked that at present times people are experiencing the age of entrepreneurs with entrepreneurship endorsed by educational institutions, government units and corporations. In our country, the government and industrial institutions have taken also an interest in promoting the growth and development of entrepreneurship skills among students. The lucrative benefits derived from the business

ventures are considered motivating factors that encouraged students to get a degree in business sot that they may be able to operate their own business in the future. On one hand, Hisrish and Peters (1991) comment that entrepreneurship necessitates managerial skills, marketing capabilities, positive outlook in business and financial management skills. Therefore, if one has to venture into business he must have the competence in running a business. Competence in entrepreneurship is a state of being adequately or well qualified to perform business activities. These includes selling, marketing, and promoting a product or service

La Salle University is one of the higher educational institutions in Region X that offers degree programs related with business. However, as observed, only a handful of graduates in business related degrees go into business while majority prefer employment. Hence, this study is conceived to look into the level of interest & competence in entrepreneurship of business students of La Salle University

The Problem

The purpose of this study is to determine the level of interest and competence on entrepreneurship of business students in La Salle University. Specifically, it seeks to answer the following problems;

1. What is the level of business students' interest in entrepreneurship?
2. What is the level of entrepreneurial competencies of the business students in terms of:
time management
marketing skills
financial management skills
business related values

3. Is there a significant relationship between the students' interest towards Entrepreneurship and their entrepreneurial competencies in terms of:

    time management
    marketing skills
    financial management skills
    technical skills
    business related values

4. What program of activities maybe designed to enhance the Business students' entrepreneurial competencies?

Significance of the Study

The study will be beneficial to the following;

1. Business Education Students
    -   Exposing the students to the findings of the study will make them aware of their weaknesses and with proper motivation of the faculty members, the students will be able to formulate plans to improve their business competencies.

2. Faculty members
    -   It will help broaden the skills and knowledge of the faculty members as to what aspects of teaching are appropriate and adequate in developing the students as far as the contents of the business courses are concerned. Moreover, the faculty members will be encouraged to revisit and enrich their syllabi by drawing experiences of entrepreneurs who are engaged in small and large scale business in the community.

3. Administrators
    -   The results will serve as baseline data for school administrators to conduct an in-depth study focusing on

other educational factors that have direct bearing to the students' entrepreneurial competencies.

Scope and Limitation

The respondents of the study will be limited to fifty 4th year students in business education who are currently enrolled in the second semester, 2008-2009 and were done with courses which requires conducting a feasibility study. The entrepreneurial competencies will be measured in terms of time management, marketing skills, business related values and financial management skills.

2. Methodology

The study used the descriptive research method to determine the entrepreneurial competencies of the business students of La Salle University. It gathered data through a standardized questionnaire adopted from SERDEF, Fajardo and Sanchez,, 1998. Weighted Mean and Simple percentage will be used in determining the entrepreneurial competencies.

3. Results & Discussion

Entrepreneurship has something to do one's activity with the objective to develop innovative products & services to generate solution to emerging needs in the market place. Laya(1987) commented that exposing the students to business related degrees makes them knowledgeable about the skills necessary to operate a business. Eventually these will lead them to evaluate their entrepreneurial inclination/interest and potentials.

Indicators of good business students' interest in entrepreneurship is shown below:

Table 1: Level of Business Students' Interest in Entrepreneurship

E. Business Interest	Low		Moderate		High	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
E1.Identify business opportunities before investing in a certain business	2	2.8	23	31.9	47	65.3
E2. Determines available resources that can be used for business opportunities	1	1.4	22	30.6	49	68.1
E3. Selects entrepreneurial undertakings, a task that requires creative thought, resourcefulness, imagination & analytical work	5	6.9	34	47.2	33	45.8
E4. In proposing business venture, you always consider the chances of success or	1	1.4	35	48.6	36	50

failure of a business before investing on it.						
E5. Believes in the possibility of change (optimistic)	1	1.4	28	38.9	43	59.7
E6. Flexible and receptive to change	1	1.4	27	37.5	44	61.1
E7. Accomplish things through initiative & resourcefulness	4	5.6	28	38.9	40	55.6
E8. Reads technical & business journals to keep you up to date with business opportunities	14	19.4	38	52.8	20	27.8
E9. Like to take risk after calculating the chances of success	5	6.9	41	56.9	26	36.1
E10. Exhibits specific attitude towards work such as: Persistence, drive, perseverance & determination.	27	37.5	20	27.8	25	34.7
Modal Score: **3 (High)**						

Revealed in Table 1 is that La Salle University's business students' level of interest in entrepreneurship is HIGH with a modal score of 3. The result implies that students who took up business related courses such as Bachelor of Science in Business Administration, Accountancy, Office Management and Bachelor of Science in Marketing have a strong inclination or interesting entrepreneurship.

Table 2 shows indicators of the level of competence in time management.

Table 2: Level of Business Students' Competence in
Time Management

A. Time Management	Low		Moderate		High	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
A1. Considers appropriate time to start a business of your own.	4	5.6	31	43.1	37	51.4
A2. Willing to work longer hours in a certain task	0	0	29	40.3	43	59.7
A3. Reflects regularly in the way time is spent	5	6.9	41	56.9	26	36.1
A4. Works according to an organized schedule from day to day	3	4.2	31	43.1	38	52.8
A5. Knows what you want to get done so that you will Not be	4	5.6	35	48.6	33	45.8

tempted to waste your time					
A6. finishes the work on or before the deadline	1	1.4	41	56.9	30	41.7
A7. Makes realistic the programmed work according to time & date	5	7.0	43	59.7	24	33.3
A8. Spends willingly more time for business beyond the regular routine schedule	13	18.1	44	61.1	15	20.8
A9. Spends leisure time by reading informative business Journals/magazines	25	34.8	33	45.8	14	19.4
A10. Believes that spending a long time for an important task is essential in order to succeed	1	1.4	18	25.0	53	73.6
Modal Score: 2 (**Moderate**)						

The result shows that as far as level competence in time management, La Salle University business students' need a bit of improvement & deeper commitment in doing their task as the modal score is 2 with verbal description of moderate.

As shown in Table 2, business students' level of competence in time management has to be improved in order to spend it productivity. Competence in time management encompasses a combination of knowledge, skills and behavior utilized to improve performance in ones' business endeavor. If one has to engaged himself in a business venture, time management is central in order to succeed. (Lynons, 2002)

Table 3 reflects indicators of level of La Salle University business students' competence in marketing skills. Marketing Skills often referred to as students skills manifested in product planning, selling and pricing. It an activity that students undertake to asses needs, measure their extent and intensity and determine whether a profitable opportunity exists. (Bridal, 2004)

Table 3: Level of Business Students' Competence in Marketing Skills

B. Marketing Skills	Low		Moderate		High	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
B1. Ability to determine factor affecting the market demands	5	7.0	37	51.4	30	41.7
B2. Ability to understand the people you would like to serve	2	2.8	29	40.3	41	56.9
B3. Ability to determine who are the costumers for the products or services that	1	1.4	26	36.1	45	62.5

will be offered					
B4. Ability to identify customer task and preferences	7	9.7	29	40.3	36	50.0
B5. Ability to create or develop products needed by the customers	9	12.5	40	55.6	23	31.9
B6. Knowledge in pricing analysis for customer satisfaction	7	9.7	34	47.2	31	43.1
B7. Ability to direct market related activities like selling And buying	5	7.3	38	52.8	28	38.9
B8. Ability to asses market environment using strategies & monitoring instruments	11	15.3	45	62.5	16	22.2
B9. Can determine cost-benefits analysis of a certain marketing strategy to be applied	11	15.3	43	59.7	18	25.0
B10. Can choose	7	9.7	39	54.2	26	36.1

appropriate marketing strategy for a particular type of business						

Modal Score: **2 (Moderate)**

As can be gleaned from Table 3, the level of competence of business students' in marketing skill is moderate only with a Modal score of 2. This implies that business students' ability to direct market related activities like selling and buying, and knowledge in pricing for customer satisfaction is not adequate yet to meet the demands in operating a business. They need to be educated that good marketing skill has become an increasingly vital ingredient for business success. Smith,(2005) postulated that good marketing skill increase the likelihood that the entrepreneur will bring the entity through difficult development stages to ultimate success whereby individual groups obtain that they need and want through creating and exchanging product and value with others.

Financial Management skill is a business function where financial matters are being handled. Baghai et al. (1991), opined that in order to turn the different business skills into sustained growth, the company must posses additional or expanded capabilities which include financial management skills

Table 4: Level of Business Students' Competence in
Financial Management Skills

C. Financial Management Skills	Low		Moderate		High	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
C1. Knows how to maintain records of all transactions for the enterprise.	5	6.9	26	36.1	41	56.9
C2. Can prepare the basic financial statements.	6	8.3	32	44.4	34	47.2

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C3. Knows how to interpret financial statements.	10	13.9	38	52.8	24	33.3
C4. Knowledge in determining credit requirements from suppliers.	9	12.5	35	48.6	28	38.9
C5. Knowledge how to source funds for business.	4	5.6	42	58.3	26	36.1
C6. Knowledge in income & expenditure analysis.	8	11.1	48	66.7	16	22.2
C7. Knowledge in the best method in building wealth.	44	61.1	19	26.4	9	12.5
C8. Knowledge in financial predictions & income generation.	8	11.1	48	66.7	16	22.2
C9. Knowledge in financial estimates & business requirements.	14	19.4	38	52.8	20	27.8
C10. Knowledge to make an amount of equity capital to put a risk in business	14	19.4	52	72.2	6	8.3
Modal Score: **1 (Low)**						

Table 4 revealed that where level of competence in financial management skills is concerned, La Salle University's business students' has a long rating with a modal score of 1. The result implies that there is really a need for these students to give more importance and strengthen their skills along financial management so that they will be able to manage their finances given the chance to operate their own business in the future. In the point of pedagogy,(Schallenkamp & Eichholz, 2005) the teacher teaching courses in entrepreneurship should have the necessary skills in the field thus prepares lessons that develop the skills of the students in their field of specialization They must be able to provide classroom activities that will help students develop and enhance their entrepreneurial skills. Furthermore, the teacher should also use varied teaching strategies, evaluation materials and instructional media.

Another entrepreneurial skill that is being looked into this study is on business related-values. Values affect work because it affects the

persons' view of what is right and wrong. Indicators of this competence are shown below.

Table 5: Level of Business Students' Competence in
Business Related-Value

D. Business-Related Values		Low		Moderate		High	
		Frequency	Percent	Frequency	Percent	Frequency	Percent
D1.	Attain success through hard labor.	2	2.8	14	19.4	56	77.8
D2.	Learns to improve yourself by your own failures.	0	0	17	23.6	55	76.4
D3.	Despite setbacks & mistakes you are still willing to start all over again.	2	2.8	22	30.6	48	66.7
D4.	Considers the interest of all members of the society in formulating business policy.	1	1.4	38	52.8	33	45.8
D5.	Prefers to implement new ideas.	2	2.8	36	50	34	47.2
D6.	Keeps on learning & growing personally & professionally.	0	0	22	30.6	50	69.4
D7.	Rises to challenge & transfers problems into opportunities. (risk-takers)	6	8.3	35	48.6	31	43.1
D8.	Has a strong sense of pride in the workmanship of his product (industrious).	4	5.6	43	59.7	25	34.7
D9.	Has a sense of perseverance & spirit of initiative (creativeness).	3	4.2	25	34.7	44	61.1
D10.	Learn how to work with others from the different fields, conscious that with their help, effectiveness be multiplied (helpful)	24	33.4	10	13.9	38	52.8
Modal Score: 3 (High)							

Table 5 shows the level of competence of La Salle University business students' in terms of business related-values. One of the business related values is work commitment. How individual thinks,

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fells and behaves with regard to work and place or work forms an important attitude among businessmen. (Ivancevich,1998).As reflected in the data, business students of La Salle University exhibit HIGH level of competence in business related-values with a modal score of 3.The result implies that business students have high regard with doing things right whish is vital if one has to engage in business. Shared values within the organization can provide the foundation for cooperative

F. Technical Skills	Low	Moderate	High

efforts   towards   achieving   organizational   goals. (http://www.eudoramail).

Table 6 reflects level of business students' competence in technical skills. Shermerhon,(2005) describes technical skills as the ability to use special to use special proficiency or expertise to perform certain tasks. Rating of La Salle university business students' in technical skills is HIGH, with a modal score of 3. This means that the respondents manifest their ability to use specific knowledge, techniques and resources in performing business activities.

Table 6: Level of Business Students' Competence in

		Frequency	Percent	Frequency	Percent	Frequency	Percent
F1.	Initiate team building for greater involvement and efficiency.	2	2.8	26	36.1	44	61.1
F2.	Share expertise or acceptable instructional procedures to improve individual or group output or performance.	1	1.4	32	44.4	39	54.2
F3.	Use modern technology such as computer to facilitate work accomplishment.	2	2.8	23	31.9	47	65.3
F4.	Orient and discuss with peers/members appropriate methods and techniques in carrying responsibilities related to his/her function.	1	1.4	26	36.1	45	62.5
F5.	Manage extra-curricular activities based on the organizational objectives or school projects based on approved plans.	4	5.6	34	47.2	34	47.2
F6.	Orienting members/staff on appropriate procedure.	3	4.2	30	41.7	39	54.2
F7.	Plan & allocate resources consistent with the plan & goals.	0	0	22	30.6	50	69.4
F8.	Coordinate the different committees or work groups.	2	2.8	31	43.1	39	54.2
F9.	Monitor performance through supervision, reports or other strategies.	3	4.2	24	33.3	45	62.5
F10.	Create a positive work environment for the organization.	0	0	16	22.2	56	77.8
Modal Score: 3 (High)							

Technical Skills

Table 7 revealed the significant relationship between interest and entrepreneurial competencies of La Salle University business students. In the correlation matrix, data from the table 7 indicates, that the business students' interest in entrepreneurship is highly related with

their level of competencies. This means that as the level of interest gets higher, the level of competencies also tends to get high.

Table 7: Significant Relationship between Interests and Entrepreneurial Competencies

		E	A	B	C	D	F
E	Correlation Coefficient	1.000					
	p - value	.					
A	Correlation Coefficient	.380(**)	1.000				
	p - value	.000	.				
B	Correlation Coefficient	.332(**)	.532(**)	1.000			
	p - value	.000	.000	.			
C	Correlation Coefficient	.322(**)	.425(**)	.467(**)	1.000		
	p - value	.000	.000	.000	.		
D	Correlation Coefficient	.575(**)	.430(**)	.331(**)	.314(**)	1.000	
	p - value	.000	.000	.000	.000	.	
E	Correlation Coefficient	.482(**)	.417(**)	.363(**)	.313(**)	.405(**)	1.000
	p - value	.000	.000	.000	.000	.000	

** Correlation is significant at the $p < 0.01$ level.

4. Conclusions and Recommendations

Conclusions

From the findings revealed in the study, the following were generated:
1. Business students have high level of interest in entrepreneurship.

2. High level of competence is also revealed in the areas of business related-values and technical skills

3. Business students have moderate level of competence in time management as well as in marketing skills.

4. Business students have low level of competence in financial management skills.

5. Students' interest in entrepreneurship is highly related with their level of competences.

Recommendations

1. In order for the colleges of business and economics and accountancy of La Salle University, produce graduates who are good in time management skills, marketing and financial management skills, the faculty with thee Dean should revisit the curricula to make necessary updating to suit to the needs of the time where business activities is concern.

2. Teachers handling major courses in the entrepreneurship should have the skills in the field and must be able to provide classroom activities that will help students develop and enhance their entrepreneurial skills.

3. Maintain and intensify the actualization of the students' feasibility study that is to produce/make products and conduct the actual selling in the outside the school campus so that business students will have the hands-on experience in selling and promote their own produced products.

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Self-Regulatory Skills of the 2nd Year BSN Students in La Salle University: Basis for Enrichment Program

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Abstract

Lack of self-regulatory skills appears to be a potential identification for students to fail from their class activities. Educators should help the students to value learning skills. Students should have to be more responsible on managing their own learning to become more strategic and productive learners. They can be more aware only of the strong and weak points in their self-regulations can have a constructive feedback after their self evaluations. The descriptive survey was the main method utilized in this study. The substantial numbers of samples are purposively selected to employ the processes of collecting the data. As manifested by the self evaluation of 2nd year nursing students, among the six self regulatory skills five of them namely : metacognition, self concept, self monitoring, strategy formation and volition control are practiced by the respondents at majority of the time, however it was found that metacognition was seen above these five skills with 3.14 factor average. The investigation also revealed that as regard to motivation the respondents' practiced this attitude in a few times only.

1. Introduction

Rationale of the Study

Self-regulation is an important topic in the study of social cognition, which is distinguished from non-social cognition by its focus on the interaction between social and cognitive variables, Higgins (2000). Within theories of social cognition, self-regulation is widely seen as a systematic process of human thought and behavior that involves setting personal goals and steering oneself toward the achievement of those goals (Bryant, 2006).

To provide appropriate learning environments and valid assessment instruments to monitor students' ability to self-regulate, and how to improve them is not an easy task for tertiary educators in La Salle University.

The important task now of the educational institution is to help the students to achieve this goal and motivate them to manage their own learning to become more productive learners. Some experts argue that academic achievements of students are limited. Teachers are great factors in this endeavor. A good teacher must have to do some acts that the students will interact in the highest to the highest level in the day to day class discussions. In this point the teachers play big part to help the students locate their strengths and deficiencies. This can be effectively done through a valid assessment to uplift the students' self-regulated learning. Loomis (2000) contends that it is hardly surprising that there is a high dropout rate for students with poor study skills.

Lack of self-regulatory skills appears to be a potential identification for students to fail from their class activities. Educators should help the students to value learning skills while students should have to be more responsible on managing their own learning to become more strategic learners. They can be more aware only of their strong and weak points in their self-regulations can have a constructive feedback; hence, this study is conducted. This intends to examine the extent of self-regulation skills of the second year nursing students in La Salle University to be utilized at the bases for enrichment programs.

Theoretical Background

The promotion of the development of the students' skills pressures tertiary educational institutions, however, self-motivation will enable the learners to acquire more knowledge and continuous upgrading of their skills will help them to become more successful in their academic activities.

Biggs (1999) argues (as cited by McMahon & Luca) that there are certain limits to what certain students can achieve, and these are beyond the teacher's control, however good teaching practice can narrow this gap "good teaching is getting most students to use higher order cognitive level processes that the more academic students use spontaneously."

This study anchored on the role of both cognitive and affective aspects of self-regulation. Self-regulation is viewed here as the intersection of self-awareness at both a rational and emotional level.

According to Boekaerts (1997) as cited by McMahon & Luca (n.d.), a number of models have been developed to explain the processes that underpin self-regulated learning.

Garcia and Pintrich (1994), articulate self-regulation in terms of knowledge and beliefs, strategies used, and outcomes. Each of these is moderated by motivational and cognitive components such as personal beliefs and conceptual knowledge, motivational and cognitive strategies, and quantity and quality of effort. Common to both models is an integration of both affective and cognitive issues. Neither motivational nor cognitive models alone can fully describe the various aspects of student academic learning, yet the two types of models are complementary due to the respective strengths and weaknesses of motivational and cognitive models, as cited by McMahon & Luca (n.d.) .

Furthermore, in the study conducted by McMahon & Luca (n.d.), according to Schunk & Zimmerman (1994) self-regulation is somewhat easier to define than understand. It has been described as 'the process whereby students activate and sustain cognitions, behaviors, and affects, which are systematically oriented toward attainment of their goals' (p. 171).

It emphasizes students' reliance on their own internal resources to govern their learning, but these resources are not easy to delineate. Self-regulated behavior is an end process, dependent upon the affects and cognitions that precede it. These are to a certain extent inaccessible, since they are internally constructed and not always explicitly articulated by individuals. Also, the notion of self-regulation is prone to multiple interpretations based upon educational philosophy (McMahon & Luca (n.d.). Self-awareness appears to be key in the development of self-regulatory strategies.

Metacognition can be defined as "knowledge and beliefs about thinking and the factors affecting thinking" which regulate "the articulation of strategy and knowledge" (Pressley, Van Etten, Yokoi, Freebern & Van Meter, 1998, p. 347) as cited by McMahon & Luca (n.d.). As such it is a necessary precursor to self-regulation.

Brooks (1997) as cited by McMahon & Luca (n.d.) explained that self concept was learned when one considers that students who do not see themselves as 'smart' or able enough often adopt self-handicapping strategies or overcompensate with effort. The centrality of self-concept to self-regulation is immediately apparent. The above items identify issues of self-awareness at an affective rather than cognitive level. Fear of failure and a general lack of confidence can breed intellectual defensiveness which can in turn hinder the development of self regulatory skills. Self monitoring is a process that is dependent upon a level of metacognition since it involves students actively assessing their own performance.

According to Zimmerman (1989), as cited by McMahon & Luca (n.d.) the ability to monitor one's own performance, plan, and compare with others, are key underpinning processes to the development of self-regulatory strategies. Motivation results from the actualization of self concept, and the ability to maintain it is one of the main tenets of self-regulation. The difficulty in sustaining interest in

learning can often be attributed to poor self concept. The weak attitude towards a learning situation is manifested. Therefore, students with poor motivation will articulate a preference for other activities, and reluctance to approach problems which may prove to be too challenging. Strategy formation is a cognitive learning strategies include rehearsal, elaboration, and organizational strategies, as well as memorization through clustering, imagery, use of mnemonics and so on, Weinstein & Mayer (1986) as cited by McMahon & Luca (n.d.). As well as making sketches, and visualizing practical applications, deeper cognitive processes (such as transformation - the creation of something new out of existing information) are more successful than ones which engage in knowledge as a static entity, such as rehearsal , Risemberg (1996) cited by McMahon & Luca (n.d.). Strategy formation must come from the user rather than be dictated by the curriculum. If a student is unable to 'figure out' what to do to learn new material, it is indicative of an inability to form strategies. Volition control strategies differs from motivation in that motivational processes mediate the formation of and promote decisions, while volitional processes enact and protect them (Corno, 1994) cited by McMahon & Luca (n.d.). It was believed that motivational self-regulation is dependent upon strategies that activate effort to achieve learning goals. To stay in the task a student should not entertained distractions, avoid delay and be sensible with the time frame for   particular tasks.

Statement of the Problem

        This study addressed the 2nd year nursing students' self-regulation skills and seeks to contribute to the enrichment   of these skills by investigating the following questions:

1. What is the extent of self-regulation skills of the respondents   in terms of:
        1.1 metacognition
        1.2 self-concept

1.3 self-monitoring
1.4 motivation
1.5 strategy formation
1.6 volition control strategies?

Significance of the Study

Awareness to ones self by means of self-reflection and self reaction about one's own cognitions, or how people observe, monitor, evaluate and regulate their own thought processes, is important to every individual. The development of one's regulatory skills sometimes originates from childhood and most likely maybe influenced by the environment and in the school. Thus, this study is significant to the:

Students. Primarily, the result of this study will be beneficial to the 2nd year nursing students. This will help them identify strong and weak part of the self regulatory skills that they possessed.

College of Nursing Administrators. Based on the study the administrators in this college will be able to formulate what educational help they will extend to strengthen the self-regulatory skills of their students.

Faculty Members. Through this study the teachers will become aware what approach to be administered to the students of different self-regulatory skills.

Guidance Counselors. The result of this study will help them identify what areas in the self-regulatory skills of the second year students need to be given more attention and more enrichment.

Administrators of La Salle University. They will know what professional enhancements they need for their faculty members to meet

and help the students to become more responsible to themselves and to their studies.

La Salle University. The university will be producing more competent and self regulated students because of this study.

Researcher. This study broadens the mind of the researcher and cultivates understanding to students' behavior in the classroom after knowing the different self- regulatory domain of the students.

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

2. Methodology

Research Environment

The La Salle University-Ozamiz is one of the prestigious universities in Ozamiz City. It offers different courses which are the demand of times. This study is conducted in one of the colleges in this academic institution which is the College of Nursing.

Research Respondents

The study focuses on the 2nd year college students of the College of Nursing who are officially enroll as regular students for the 1st semester in the school year 2008-2009. They are chosen as respondents to answer the survey questionnaire because the researcher believed that determining their regulatory skills is helpful to them in their endeavor as future nurses. The survey questionnaire was distributed to the forty seven (47) students after their final examination test to obtain their responses.

Research Instrument

The study employed pre-existing instruments " The Learning and Study Strategies Inventory (LASSI) that was developed by Weinstein, Palmer and Schulte (1987) over ten years ago and it is currently used by almost 2000 tertiary institutions over the world (online). It was developed as a diagnostic tool to measure how students use learning strategies in academic environments, so they can be strengthened through interventions. "It is designed to gather information about learning and study practices and attitudes." LASSI is primarily a tool for assessing individual learning styles and does not directly accommodate external influences. It must therefore be acknowledged that LASSI test items may best be used to assess the internal processes that influence self-regulation rather than factors external to the individual learner. In order to assess students' self regulatory skills, items are selected and mapped to the six dimensions". They are as follows:

Items that assess Metacognition.
- I try to see how what I am studying would apply to my everyday living.
- I try to find relationships between what I am learning and what I already know.
- I try to relate what I am studying to my own experiences.
- I try to interrelate themes in what I am studying.

Items that assess Self Concept
- I worry that I will flunk out of school.
- When I begin an examination, I feel pretty confident that I will do well.
- Worrying about doing poorly interferes with my concentration on tests.

- I get so nervous and confused when taking an examination that I fail to answer questions to the best of my ability.

Items that assess Self Monitoring
- I am up-to-date in my class assignments.
- I compare class notes with other students to make sure my notes are complete.
- I review my notes before the next class.
- I test myself to be sure I know the material I have been studying.

Items that assess Motivation
- I would rather not be in school.
- I only study the subjects I like.
- When work is difficult I either give up or study only the easy parts.
- I tend to spend so much time with friends that my coursework suffers.

Items that assess Strategy Formation
- I make drawings or sketches to help me understand what I am studying.
- I learn new words or ideas by visualizing a situation in which they occur.
- I translate what I am studying into my own words.
- When I study, I have trouble figuring out just what to do to learn the material.

Items that assess Volition Control Strategies
- Even when study materials are dull and uninteresting, I manage to keep working until I finish.
- When it comes to studying, procrastination is a problem for me.

- When I decide to study, I set aside a specific length of time and stick to it.
- I concentrate fully when studying (McMahon & Luca, n.d.)

Data Collection Techniques

In order to ensure that the statements in the instrument are clear to the students these were pre-tested to ten irregular nursing students. They served as the dry-run respondents. Once the tools were retrieved, the responses were noted. The suggestions to change the word procrastination to simple term "delay" in one of the items under Volition Control Strategies was also noted and since the dry run respondents were able to answer with reasonable range the instruments were then finalized.

In the distribution of the instruments the proponent explained the procedures of answering the questionnaires and at the same time clarified the points raised during the pre-test.

Data Analysis

The descriptive survey was the main method utilized in this study. The substantial numbers of samples are purposively selected to employ the processes of collecting the data.

The accomplished questionnaires were collected and the responses to each instrument were tallied. The data were then processed and tabulated. The weights assigned to the scale were noted. The weighted mean of each item was determined. The following formula was applied:

$$\mu = \frac{\sum fx}{N}$$

where: μ   = weighted mean
                    $\sum$ = summation
                    f = number of responses under each scale
                    x   = the weight assigned to each scale
                    N   = number of respondents

For interpretation purposes, the proponent assigned a hypothetical mean range to the instruments as follows:

Range	Qualitative Scale
3.26 – 4.00	Very Great Extent
2.51 – 3.25	Great Extent
1.76 – 2.50	Less Extent
1.00 – 1.75	Never

Categories use to measure the extent of self-regulatory skills of the respondents has the following assigned numeric value and its verbal interpretation:

4 – Very Great Extent – means that the student-respondents manifest self- regulatory skills   at all times.
3 – Great Extent – means that the student-respondents manifest self- regulatory skills   in majority of the times.
2 – Less Extent – means that the student-respondents manifest self- regulatory skills in a few times only.
1 – Never – means that the student-respondents do not manifest self- regulatory skills at all.

3. Presentation, Analysis and Interpretation of Data

This section presents, analyzes and interprets the data collected in this study. The data pertained to the self regulatory skills of the 2nd year nursing students who are officially enrolled in the 1st semester in the school year 2008-2009.

SELF-REGULATORY SKILLS OF THE 2nd YEAR BSN
STUDENTS

The students' self regulatory skills are assessed through the six dimensions with the selected four items in each. The gathered data are presented below.

Metacognition

Table 1 highlights the data concerning the extent to which metacognition strategy of self regulation was practiced by the 2nd year nursing students in La Salle University as evaluated by themselves.

The table shows that the students at a very great extent (μ = 3.28) try to reflect the applicability of their lessons to their daily living. The respondents in great extent (μ = 3.15) are also sensitive in comparing what are the newly acquired learning with what they already know and they try to connect it with their real experiences. Though relating the themes to what they are studying got the lowest weighted mean of 2.96 in all the assessment items still the respondents at great extent practiced metacognition strategy.

Table 1: Self regulatory Skills of the Respondents in Terms of Metacognition

N= 47

Items that Assess Metacognition	μ	Interpretation
1. I try to see how, what I am studying would apply to my everyday living.	3.28	very great extent
2. I try to find relationships between what I am learning and what I already know.	3.15	great extent
3. I try to relate what I am studying to my own experiences.	3.15	great extent
4. I try to interrelate themes in what I am studying.	2.96	great extent
Factor Average	**3.14**	**great extent**

Legend:

3.26 – 4.00	very great extent
2.51 – 3.25	great extent
1.76 – 2.50	less extent
1.00 – 1.75	never

As shown by the factor average of 3.14, metacognition strategy was practiced by the respondents to a great extent. This means that the respondents are good thinkers and are able to identify the factors that affect their thinking and they manifested metacognition as their self- regulatory skills strategy in majority of the times.

Self-concept

Table 2 shows the data gathered with regard to the extent of the self regulatory skills of the respondents in terms of   self concept strategy.

Table 2 : Self regulatory Skills of the Respondents in
Terms of Self-concept

N= 47

Items that Assess Self-concept	μ	Interpretation
1. I worry that I will flunk out of school.	3.28	very great extent
2. When I begin an examination, I feel pretty confident that I will do well.	2.47	less extent
3. Worrying about doing poorly interferes with my concentration on tests.	2.98	great extent
4. I get so nervous and confused when taking an examination that I fail to answer questions to the best of my ability.	2.87	great extent
Factor Average	**2.90**	**great extent**

Legend:

3.26 – 4.00	very great extent
2.51 – 3.25	great extent
1.76 – 2.50	less extent
1.00 – 1.75	never

The table revealed that at very great extent (μ = 3.28) the respondents worry if they flunk out from the school. At great extent the respondents get so nervous and confused when taking an examination and their concentration on tests was disturbed thinking that they will get poor results. When they begin taking the exam they are less confident that they will do well as shown in the weighted average of 2.47. The feelings of fear may hinder intellectual sensibility. Though, in the general view, factor average of 2.90 signifies that the students manifested great extent in their self concept.

Self-monitoring

Table 3 below reveals the self regulatory skills of the respondents in terms of self-monitoring strategy.

Table 3: Self regulatory Skills of the Respondents in
Terms of Self-monitoring

N= 47

Items that Assess Self-monitoring	μ	Interpretation
1. I am up-to-date in my class assignments.	2.87	great extent
2. I compare class notes with other students to make sure my notes are complete.	2.92	great extent
3. I review my notes before the next class.	2.30	less extent
4. I test myself to be sure I know the material I have been studying.	2.68	great extent
Factor Average	**2.69**	**great extent**

Legend:

3.26 – 4.00   very great extent
2.51 – 3.25   great extent
1.76 – 2.50   less extent
1.00 – 1.75   never

It was observed on the table that   of the four inventory statements   utilized as assessment items of the self monitoring strategy there is the only one that showed a different result.   The item "I review my notes before the next class" garnered the weighted mean of 2.30 means that the respondents regulate   themselves in less extent. In this point their active assessment to their performance is less practiced by them. The other three of the four items found to be in the same range which is great extent. This means that the ability to monitor one's own performance, plan, and compare with others is of great importance to the respondents.

Motivation

Students with poor motivation prefer to do activities other than studying their lessons. Table 4 shows the self regulatory skills of the respondents in terms of motivation.

Table 4: Self regulatory Skills of the Respondents in
Terms of Motivation

N= 47

Items that Assess Motivation	μ	Interpretation
1. I would rather not be in school.	1.21	never
2. I only study the subjects I like.	2.04	less extent
3. When work is difficult I either give up or study only the easy parts.	2.21	less extent
4. I tend to spend so much time with friends that my coursework suffers.	2.09	less extent
Factor Average	**1.89**	**less extent**

Legend:

3.26 – 4.00	very great extent
2.51 – 3.25	great extent
1.76 – 2.50	less extent
1.00 – 1.75	never

As shown on the table respondents are determined to be in school as revealed by the weighted mean of 1.21 to the item that measures how motivated they are in going to school. The respondents showed that they like to be in school. It was also shown on the table that despite they do not like the subject, and they found the work as difficult, they do not allow their coursework to suffer as revealed on the table. It is noticeable that three of the inventory statements to measure the self regulatory skills of motivation of the respondents are at less extent. The factor average of 1.89 reflects that difficulty in sustaining

interest in learning, weak attitude towards a learning situation are generally manifested at less extent.

Strategy Formation

A student who does not know what to do to learn more especially in difficult subjects is an indication of inability to form his own strategies. Table 5 shows the gather date about strategy formation of the respondents.

Table 5: Self regulatory Skills of the Respondents in
Terms of Strategy Formation

N= 47

Items that Assess Strategy Formation	μ	Interpretation
1. I make drawings or sketches to help me understand what I am studying.	2.23	less extent
2. I learn new words or ideas by visualizing a situation in which they occur.	3.02	great extent
3. I translate what I am studying into my own words.	3.15	great extent
4. When I study, I have trouble figuring out just what to do to learn the material.	2.49	less extent
Factor Average	**2.72**	**great extent**

Legend:

3.26 – 4.00	very great extent
2.51 – 3.25	great extent
1.76 – 2.50	less extent
1.00 – 1.75	never

As shown on the table the respondents' ability to create something new out of the existing information is of less extent. This means that the formation strategies of the students are not well cultivated. However, it was also shown that great extent they learn words and ideas through imaginations, and practical applications. The factor

average of 2.72 signifies that the formation strategy of the respondents is of great extent.

Volition Control

The table below shows the volition control strategy of the respondents.

Table 6: Self regulatory Skills of the Respondents in
Terms of Volition Control

N= 47

Items that Assess Volition Control	μ	Interpretation
1. Even when study materials are dull and uninteresting, I manage to keep working until I finish.	3.00	great extent
2. When it comes to studying, procrastination (delay) is a problem for me.	2.68	great extent
3. When I decide to study, I set aside a specific length of time and stick to it.	2.70	great extent
4. I concentrate fully when studying.	2.85	great extent
Factor Average	**2.81**	**great extent**

Legend:

3.26 – 4.00	very great extent
2.51 – 3.25	great extent
1.76 – 2.50	less extent
1.00 – 1.75	never

All assessment items in the volition control strategy of the respondents showed that they avoid themselves to be distracted with regard to dull and uninteresting study materials and they set specific approach like setting lengths of time in studying to ensure that their efforts are not wasted. Volition control strategy is helpful in achieving learning goals. Through personal acts a student may be protected from some failures in academic activities. The factor average of 2.81 means that the volition control   of the respondents is at great extent.

Summary of the Self Regulatory Skills

        Table 7 shows the summary of the gathered data with regard to the different self regulatory skills of the 2nd year nursing students enrolled in the SY 2008 – 2009.

Table 7: Summary of the Self Regulatory Skills
Strategy of the Respondents

N= 47

Self Regulatory Skills	Factor Average	Interpretation
1. Metacognition	3.14	great Extent
2. Self-concept	2.90	great Extent
3. Self-monitoring	2.69	great Extent
4. Motivation	1.89	less Extent
5. Strategy Formation	2.72	great Extent
6. Volition control	2.81	great Extent

Legend:

       3.26 – 4.00   very great extent
       2.51 – 3.25   great extent
       1.76 – 2.50   less extent
       1.00 – 1.75   never

Although five of the six self regulatory skills are within the range of great extent, investigation reveals that among the five self regulatory skills that students should possess to achieve learning goals only one found that   garnered the weighted mean of 3.14, and that is metacognition. This means that the respondents at majority of times are aware of themselves. It was shown also that self concept, self monitoring, strategy formation, and volition control strategies of the respondents are practiced majority of the times. On the other hand, the motivation strategy of the respondents was observed to be at less

extent. This reflects that the student-respondents manifested this self-regulatory skill in a few times only.

4. Summary of Findings, Conclusions and Recommendations

Findings

As manifested by the self evaluation of 2nd year nursing students, among the six self regulatory skills five of them namely : metacognition, self concept, self monitoring, strategy formation and volition control are practiced by the respondents at majority of the time, however, it was found that metacognition was seen above these five skills with 3.14 factor average. The investigation also revealed that as regard to motivation the respondents' practiced this attitude in a few times only.

Conclusion

Monitoring students' progress in their studies and evaluating how they apply self regulatory strategies are not an easy tasks for tertiary educators. However, the results suggest that there are certain areas in the different self regulatory strategies that need to be given more attention by the tertiary educators so that the students will improve their self regulations and to help them develop as independent learners. Specifically, these areas are those that got lesser results as shown in the factor average in the study namely: Self Monitoring (2.69), Strategy Formation (2.72) and much more in the Motivation (1.89) strategy of the students.

Recommendations

In the context of the findings of the study, the researchers recommend that:

1. Tertiary educators in La Salle University exert more effort to motivate the students in doing their academic activities even if they are difficult.

2. The teacher in her classroom provide the students good learning environment by the application of the motivational strategies to strengthen the weak attitude of the students towards learning situations.

3. Students be helped and advised to approach challenging problems rather escape.

4. Guidance counselors encourage the students to monitor their academic performance results and extremely increase the time spend for course work

5. Teachers and guidance counselors cultivate to the mind of the students that analyzing problems is not only done within the pages of the book but it must be translated to real life experiences and environmental observations.

6. The institution require the guidance center to formulate enrichment programs, seminars, workshops for the students that will stir their self –regulatory skills with concentration in the motivation skills of the students and full support should be extended.

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The Body Mass Index of College Pe2 Students: Basis for Weight Maintenance Program

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Abstract

The major health problem of the people nowadays is obesity. Unhealthy lifestyle is practiced by many. This work presents the different exercise programs that would help maintain the students' normal weight in order to avoid obesity. The weight maintenance programs are based on the Body Mass Index of the students. The students were asked to get their exact height and weight to the school clinic. The tool used in identifying the students' BMI was the standardized Imperial Units where in it is calculated by dividing the student's weight by the square of his or her height. The following are the findings: (1) Majority or 71.59% of the respondents have normal weight (2) 2.27% of the respondents who were obese (3) 22.73% of the respondents who were underweight (4) 3 programs were suggested such as Weight Loss, Shaping and Toning and Underweight programs. Most of the students of LSU have normal weight; this may be the result of topping the gym workout as part of their PE subjects. Students learn to live a healthy lifestyle. They are conscious with their health status thus; it resulted to have a good Body Mass Index category.

1. Introduction

Obesity is an increasing problem among children, adolescence, and adults nowadays. According to the World Health Organization (2000), this is a condition in which excess body fat has accumulated to such extent that health may be negatively affected. This condition is associated with various diseases. As a result, obesity has been found to reduce life expectancy. Consequently, it is good to determine the body mass index or BMI to reduce the prevalence of overweight and obesity.

Body mass index is a measure of body fat based on height and weight that applies to both adult men and women (Zamore, 2005). Though it does not actually measure the percentage of body fat, it is a useful tool to estimate a healthy body weight based on how tall a person is.

Body mass index became popular during the early 1950's and 1960's as obesity started to become a discernible issue. This was developed by the Belgian statiscian and anthropometrist Adolphe Quetelet. It is calculated by dividing the person's weight by the square of his or her height. It provides a simple numeric measure of a person's fatness and thinness but not to rely on its apparent numerical authority for medical diagnosis. It is meant to be used as a simple means of classifying physically inactive individuals with an average body composition.

Statement of the Problem

The study aims to evaluate the PE 2 student's body mass index of La Salle University, Ozamiz City 2nd semester for the academic year 2008-2009. Based on the findings of the study, suggested weight loss program is proposed. Moreover, this study seeks to answer the following problems:

1. What is the profile of the students in terms of:
Age
Height
Weight
2. What is the Body Mass Index of the PE 2 students?
3. Based on the findings, what weight loss program may be suggested?

Significance of the Study

To the students. The findings of this study will help them maintain ideal body weight in order for them to avoid overweight or obesity. This will serve as their guide on what best exercise program suited to their body weight before engaging any exercise program.

To the PE Faculty. The findings of this study will help them to provide good programs suited to the body weight of the students.

2. Methodology

This section deals with the research methodology of the study which includes the research design, the respondents, the sampling procedure, the research instruments, the data gathering techniques and the statistical instrument which are used in analyzing the obtained data.

The Research Design

The study used the descriptive-evaluative method since it described the students' age, weight, height and Body Mass Index and it looked into a suited weight maintaining program.

The Respondents

The respondents of this study were the 176 PE 2 students enrolled in the 2nd semester for the academic year 2008-2009.

The sample size is taken using the Sloven's Formula with .05 level of confidence. Table 1 shows the sample size of the respondents.

Section	Total Number of Students	Number of Respondents
PE2M&W01	36	20
PE2M&W02	37	20
PE2M&W03	33	19
PE2M&W04	36	20
PE2M&W05	29	19
PE2M&W07	35	19
PE2M&W08	36	20
PE2M&W013	36	19
PE2M&W016	38	20
Total	**316**	**176**

The Sampling Procedure

Stratified random sampling was used to give equal chance by each student to be included in the sampling.

The Research Instrument

The tool used in identifying the students' BMI was the standardized Imperial Units is calculated by dividing the student's weight by the square of his or her height.

$$\textbf{BMI} = \frac{\text{weight (lbs.)} * 4.88}{\text{height (ft.)}}$$

Table 2: Body Mass Index Categories

BMI	Classification
Less than 18.5	Underweight
18.5–24.9	Normal weight
25.0–29.9	Overweight
30.0–greater	Obese

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The Data Gathering Techniques

To gather the data needed, the PE 2 students were asked to get their exact height and weight to the school clinic.

The Statistical Treatment

Frequency and percentage were used to present the description of the students' age, height, weight and Body Mass Index.

3. Results and Discussions

This section presents analyses and interpretations of data. The data are presented according to the sequence of the specific problems stated in the introduction.

Problem No. 1
    1.   What is the profile of the students in terms of:
Age
Height
Weight
Table 3 presents the frequency and percentage of students' age.

Table 3: Age of the Respondents

Age	Frequency	Percentage
16	35	19.88%
17	94	53.41%
18	30	17.05%
19	7	3.97%
20	5	2.84%
21	2	1.14%
22	2	1.14%
23	1	.57%

Total	176	100%

Most of the respondents or 53.41% shown in Table 3 were 17 years old, followed by 16, 18, 19, 20, 21, 22 and 23.

Table 4: Respondents' Height

Height	Frequency	Percentage
4.2	1	.57%
4.8	4	2.27%
4.9	7	3.98%
4.10	16	9.09%
4.11	24	13.64%
5	19	10.80%
5.02	3	1.7%
5.1	32	18.18%
5.2	17	9.66%
5.3	12	6.82%
5.4	10	5.68%
5.5	9	5.11%
5.6	8	4.55%
5.7	5	2.84%
5.8	4	2.27%
5.9	3	1.7%
5.11	2	1.14%
Total	176	100%

Table 4 shows that 5 feet and .02 inch high has the highest number of respondents or 18.18% of the respondents' measure 5.02 high and followed with 4 feet and 11 inches or 13.64% of the respondents. Few of the respondents measure from 5 feet and 5 inches and above and also from 4 feet and 2 inches up to 4 feet and 9 inches. This shows that most of the respondents measure from 4 feet and 11 inches up to 5 feet and 4 inches.

Table 5: Respondents' Weight

Weight	Frequency	Percentage
79-89 lbs	19	10.8%
90-99 lbs	42	23.87%
100-109 lbs	48	27.27%
110-119 lbs	28	15.91%
120-129 lbs	17	9.66%
130-139 lbs	9	5.11%
140-149 lbs	3	1.7%
150-159 lbs	2	1.14%
160-169 lbs	1	.57%
170-179 lbs	3	1.7%
180-199 lbs	4	2.27%
Total	176	100%

Table 5 presents that most of the respondents' weight from 79 up to 129 pounds. Few of the respondents weight from 130 up to 199 pounds. 27.27% of the respondents weight from 100-109 pounds, followed with 90-99 pounds with 23.87% and 110-119 pounds with 15.91% of the respondents.

Problem No. 2

2. What is the Body Mass Index of the respondents?

Table 6 shows that most of the respondents or 71.59% have normal body weight, 22.73% who belongs to underweight category, 3.41% or 6 students who are overweight and 4 who are classified as obese.

Table 6: Respondents' Mass Index

BMI Categories	Frequency	Percentage
Underweight = <18.5	40	22.73%
Normal weight= 18.5-24.9	126	71.59%
Overweight = 25-29.9	6	3.41%

Table 6, continued.		
Obesity=BMI of 30 or greater	4	2.27%
Total	176	100%

Problem No. 3

    3. Based on the findings, what weight loss program may be suggested?

Based on the findings, it is shown that most of respondents have normal body weight. This suggests that instead of weight loss program, there will be a shaping and toning program in order to maintain the normal body weight of the students.

The Shaping and Toning program is adapted from the study of Sanes (2008).

SHAPING AND TONING PROGRAM

Description

The Shaping & Toning Program is the pinnacle in women's weight training programs. This program is a 6 week routine that has been specifically designed for someone who has either never weight trained before and is just getting started or has been lifting weights for 0-6 months.

The Shaping & Toning Program is a 3 day per week routine that includes weight training, abdominal work, and cardiovascular training. Each workout can be completed in less than 1 hour. In just 5 hours per week, one can develop that incredible body you have always desired. It will require you to really work though.

Objectives

    1. loss excessive body fats

2. shape & tone the desired body part
3. condition the heart and lungs
4. develop a flat abdomen

Program Duration: 6 months

Day 1 chest and abdomen

- Incline Dumbbell Press
- Dumbbell Bench Press
- Incline Barbell Bench Press
- Peck Deck

Biceps

- Barbell Bicep Curls
- Concentration Curls
- Alternate Dumbbell Curls
- Reverse Curls

Day 2 shoulders

- Lateral Raises
- Barbell Shoulder Press (Behind)
- Barbell Shoulder Press (Front)
- Dumbbell Shoulder Press
- Dumbbell Shoulder Press (Alternate)
- Dumbbell Shrugs
- Upright Row (Barbell)
- Upright Row (Dumbbell)

Back

- Bent Over Row (Barbell)
- One Arm Dumbell Row
- Lat Pulldown
- Lat Pulldown: Close Grip

- T- bar row
- Dead lifts

Day 3 triceps and abdomen

- Tricep Extensions
- One-Arm Tricep Extension
- Lying Tricep Extensions (Barbell)
- Tricep Extension, Standing (One Arm)
- Tricep Extention, Reverse (Both Hands)
- Tricep Kickbacks

Legs

- Straight-Leg Deadlifts
- Lying Leg Curl
- Leg Extension
- Barbell Squats
- Dumbbell Squats
- Front Squats
- Leg press

Based on the findings, 40 or 22.73% of the respondents who are underweight, this would also suggest a program for the underweight students.

The program below is presented by Kiwi Guy (2008) of truly huge.com

Underweight Workout Program

Description

Work out only 3 times a week, i.e. Mon, Wed, Fri. A good period of time is 12 weeks. Limit the exercises you do to only the main exercises. You can't add 50 pounds to exercises like concentration curls, laterals, etc. Also limit the amount of work you do for each

exercise. Three to five sets total is, despite the many who will disagree, enough. It could even be too much.

Objective

To gain the normal weight of a person.

Program Routine

Monday

- Bench Press   3 heavy 2 lighter sets
- Military presses   2 heavy sets 1 pumping set
- Dumbbell Triceps two hand extensions 1 heavy and 1 light set

Wednesday

- Bent over barbell row 4 medium to heavy sets 6 - 8 reps per set
- Barbell curls 3 sets about 5 reps per set only

Friday

- Squats - lowered the reps to about 5 for 5 sets.
- Stiff legged dead lift 3 sets (these were dropped at about week 8 of the cycle as squats took it all out of me)

There are also 6 of the respondents who are overweight and 4 who are also obese. This also suggests a weight loss program.

The Weight Loss Programs for Obese is adapted from the study of Sanes (2008).

Weight Loss Programs for the OBESE

Description:

Exercising for weight loss doesn't have to be hard, just be consistent. If you can get some form of exercise most days of the week, you will not only lose weight, you'll also be fitter. More importantly though, you'll live longer! Just a small amount of exercise can reduce your risk of heart disease significantly.

The following are exercise programs for beginners especially the obese or aged. Choose one to start with then as you get used to that walking program, pick another and mix them up. Remember, start out at a low intensity and build it up as your body adapts. Any exercise is good so have a think about what you enjoy doing.

Objective: to achieve the desired weight appropriate for one's height.

Program 1

- Start by exercising for 10 minutes, 6 days per week, or 20 minutes, 3 days per week. If you can do 60 minutes then even better.
- Always start with a light walk to warm up, and then increase the pace of your walk.

Program 2

- Warm up and stretch for 5-10 minutes.
- Power walk for 5 minutes, slow walk for 2 minutes.
- Repeat for duration of your walk.
- Always complete a warm down before finishing the session.

Program 3

- Warm up and stretch for 5-10 minutes.

- Power walk for 500m, slow walk for 100m.
- Repeat for the duration of your walk.
- Always complete a warm down before finishing the session.

Program 4

- Warm up and stretch for 5-10 minutes.
- Jog for 50m, walk for 500m.
- Repeat 5 times.
- Always complete a warm down before finishing the session.

Program 5

- Warm up and stretch for 5-10 minutes.
- Walk up 20 steps (not floors), and then complete a 2 minute recovery walk on level ground.
- Repeat 5 times.
- Always complete a warm down before finishing the session.

4. Summary of Findings, Conclusions, and Recommendations

Summary of Findings

The following are the findings: (1) Majority or 71.59% of the respondents have normal weight (2) 2.27% of the respondents who were obese (3) 22.73% of the respondents who were underweight (4) 3 programs were suggested such as Weight Loss, Shaping and Toning and Underweight programs.

Conclusion

Most of the students of LSU have normal weight; this may be the result of topping the gym workout as part of their PE subjects. Students learn to live a healthy lifestyle. They are conscious with their health status thus; it resulted to having a good Body Mass Index category.

Majority of the respondents are 17 years old or still on their younger years that is why most of them have normal weight. Those who belong to overweight or obese categories are those who are 18 years old above.

Recommendation

Since majority of the students have normal weight, it is recommended to have that Shaping and Toning Program in order to maintain body weight. There are 40 or 22.73% of the respondents who are underweight, a gain weight program is also recommended. 10 of the respondents who are overweight and obese, a weight loss program is also needed for them to loss weight.

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Self-Confidence in Relation to Shooting Performance in among Varsity Members of La Salle University in Ozamiz City

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Abstract

1. Introduction

Soccer is a football game with 11 players on a side in which a ball is advance by kicking or by propelling it with any part of the body except the hands and arms (Ortega, 1998).

According to Armbuster (1963), the true origin of soccer was difficult to determine. One historian reported that soccer originated in Greece. The Romans obtained the game from the Greeks and in turn, passed it on to England.

Soccer is played on a rectangular field not more than 360 feet nor less than 300 feet in length and more than 225 feet nor less than 165 feet in width (Negoesco, 1992). In soccer, two teams play the game where the aim of each was to advance the ball toward and between an opponent's goal posts and under its crossbar, with the use of the skills in dribbling, kicking, striking or pushing the ball with any part of the body except the arms and hands. The game is played by two teams of eleven players each side: one (1) goal keeper, two (2) fullback (right and left), three (3) half-backs (right, left and center), five (5) forwards (outside right, inside right, center, inside left, outside left).

There are equipments needed in playing soccer. Shoes are the most important part of the game players gear or paraphernalia where

the regulation shoes are high laced and have leather or rubber cleats to protect the players against slipping. Shin guards arm worn inside knee length socks.

Soccer is one of the power play that demands skills, agility, speed, power and endurance (Harris, 1994). Kicking is one of the important basic skills. It is useful also in terms of passing to the teammate or to gain score against opposing team in terms of shooting.

Brown (1992) avers that kicking is used to advance the ball by passing it to the opponent's court and score a goal by shooting the soccer ball. There are several individual techniques used in playing the game of soccer but kicking techniques should be understood first before attempting to learn the specifics. Nogoesco (1993) adds that the ball may be kicked with the outside, inside and instep of the foot in kicking. Cassady (1974) points that the ball could be kicked in several ways. The skillful players selects a suitable kicking technique in view of the immediate game situation but frequent adjustment are necessary in order to make hasty clearance, to evade a tackle, or to accept an opportunity to shoot at the goal. Cassady says any player who can only kick the ball with one foot is kicking a fifty percent (50%) efficiency. Therefore, it is essential that the soccer player learn to kick the ball accurately using either foot. Harris (1994) adds that the player should be aware that there are two primary motions when contact is made with the ball and these are the swing of the thigh and the swing of the foot from the knee.

On the other hand, McCarthy (1980) states that confidence is important in soccer as any sport. Confidence brings on the aggressiveness needed to bit the opponent. It relaxes the body and controls nervousness. It's frees one to look around to see what's best to do. Confidence encourages the child to try to do something on his own, to try something new, and this to improve individual ability.

Theoretical Framework

Theories and concepts of other authors are taken into consideration in this section to strengthen and support this study.

One of the most important elements in successful soccer performance is the level of self-confidence. Vealey (yahoo.com) an expert in sports psychology describes confidence, as "the belief or degree of certainty individuals possess about their ability to be successful in sport". When players are confident they can performs at their best level and it is rare for successful players to have a persistent lack of confidence levels.

Jensen (1988) states that confidence is influenced by a combination of adequate preparation and successful experiences. Positive thinking about one's ability to succeed can have a favorable influence on confidence. Corbin and Lindsey (1991) add that if one has self-confidence, he/she is more likely to engage in healthy lifestyle than those who lack self-confidence. Lack of self-confidence can result from the lack of experience, pressure from others, comparisons to other people or unrealistic standards, lack of skill and many other factors.

Yeagley (1994) states that a mature psychological outlook also is important. One needs to be able to shake off a missed shot and keep coming back. It cannot allow to affect one's confidence or intensity. A player who takes them must be sure himself and prepared to face criticism if and when the fails. Thus, coaches try to make training both fun and enjoyable. Rewarding good performance with compliments and when failure occurs use praise criticism techniques to advise the players, eg. "I know you can do it…"

On the other hand, Martens (1942) adds that all the self-confidence in the world would not replace having the physical skills

and knowledge essential for the particularly sport. Possessing optimal self-confidence and competence must be developed together, each nurturing the other. To possess self-confidence without competence is to have false confidence.

Conceptual Framework

This section illustrates the relationship between self-confidence as the independent variable and shooting performance as the dependent variable with age, height, weight and playing experience as the moderating variables of this study.

To understand the above concept a Paradigmic model is hereby presented. Figure 1 shows how the independent, dependent and the moderating variables interrelate with each other in this study.

Moderating Variables

Independent Variable   Dependent Variable

```
┌─────────────────┐                    ┌─────────────────────┐
│ Self-confidence │ ─────────────────▶ │ Shooting performance│
└─────────────────┘                    └─────────────────────┘
        ▲              ┌──────────┐              ▲
        │              │   Age    │              │
        │              └──────────┘              │
        │           ┌──────────────┐             │
        │           │    Height    │             │
        │           └──────────────┘             │
        │        ┌─────────────────┐             │
        │        │     Weight      │             │
        │        └─────────────────┘             │
        │        ┌─────────────────┐             │
                 │    Playing      │
                 │   experience    │
                 └─────────────────┘
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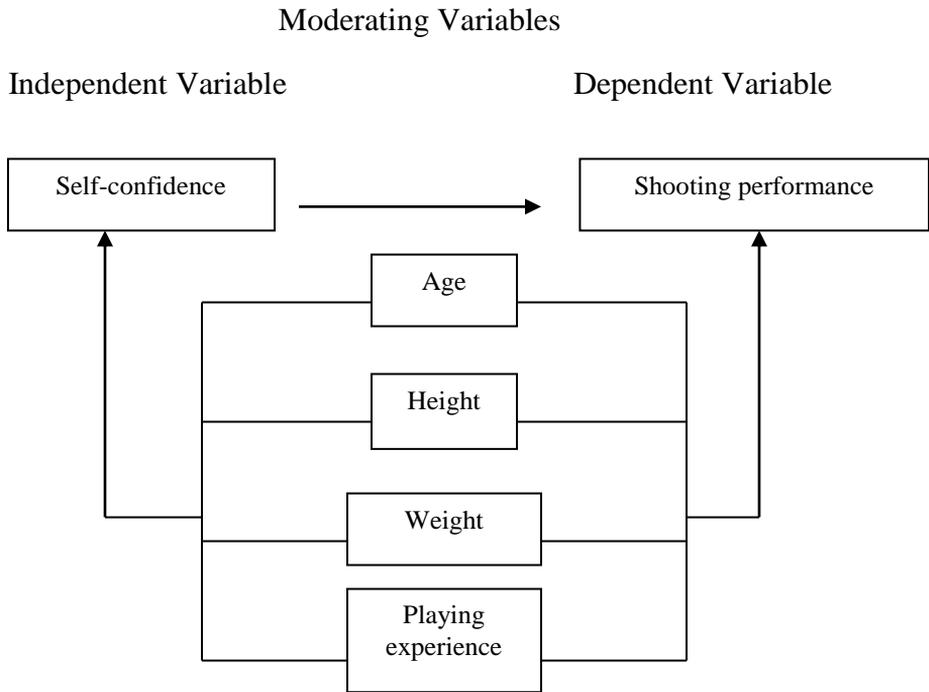
Figure 1. A Schematic Diagram Showing the Interrelationship
Of the Variables used in this Study

Statement of the Problem

This study deals on how self-confidence as the independent variable correlates with the shooting performance in soccer, as the dependent variable and how the moderating variables of age, height, weight and playing experience influence these main variables.

Specifically, this study aims to answer the following questions:
1. What is the profile of the respondents in terms of?
    1.1 age

1.2 weight
1.3 height
1.4 playing experience
1.5 self-confidence
1.6 shooting performance

2. Is there a significant relationship between the self-confidence as the independent variable and shooting performance as the dependent variable?

3. Is there significant relationship between self-confidence and the moderating variables of age, height, weight and playing experience?

5. Is there a significant relationship between shooting performance and the moderating variables of age, height, weight and playing experience?

Statement of the Hypothesis

Based on the cited problems, the following null hypothesis were tested at $\alpha.05$ and postulated for questions 2,3,4, and 5 with question number 1 as hypothesis-free.

Ho1   There is no significant relationship between self-confidence as the independent variable and the shooting performance as the dependent variable.

Ho2   There is no significant relationship between self-confidence and the moderating variables of age, height, weight and playing experience.

Ho3   There is no significant relationship between shooting performance as the dependent variable and the moderating variables of age, height, weight and playing experience.

Significance of the Study

This study aims to find out if self-confidence will affect the shooting performance in soccer of the respondents. It also aims to determine the relationship between self-confidence of the players with their age, height, weight and playing experience while performing shooting in soccer.

The result of this study might provide basis for additional information. Understanding the insights on the self-confidence of shooting performance among the students, coaches, teachers, trainers and the athletes as well. The data gathered from this study might serve as guidelines in trying to understand the respondents' self-confidence and as well their performance in shooting.

In addition, athletes, coaches, trainer's sports administrators might know that self-confidence is needed in soccer particularly in shooting performance. Physical educators in the field of coaching and teaching soccer can use this study as a reference in order to improve athlete's performance and weaknesses for their players/athletes.

Definition of Terms

For better understanding and interpretation of some important words and phrases used in this study, the following terms are defined conceptually and operationally.

Age – This term is conceptually defined by Webster's 3rd New International Dictionary (1976), as the Entire period of life or existence, as of person, thing, nation etc. In this study the term refers to determine the present period of life of the respondents and considered as one of the moderating variables.

Height –is conceptually defined as the measurement from the bottom to the top (Webster 3rd International Dictionary, 1976). In this study, this is used as classification of the height of the respondents either they are tall, medium or short and as one of the moderating variables.

Performance – is conceptually defined as something accomplished or carried out; a difficult is not impossible in the resent earth of domestic help (Webster 3rd new International Dictionary, 1976). In this study, this term is used as to determined the respondents either he is good or not with their skills in shooting and considered as the independent variable.

Playing Experience – is conceptually defined as the knowledge of skills resulting from this experience or training and personal participation (Grolier International Dictionary, 1981). In this study, this term is operationally defined as the knowledge of skill in soccer resulting from the experiences or training and personal participation.

Self-Confidence – is conceptually defined as the confidence in one's own unaided power of judgments. This term refers to the respondent's confidence in their self by answering the self-confidence test questionnaire and used as the independent variable in this study.

Shooting – is conceptually defined as the right to shoot in a given area (Grolier International Dictionary, 1984). In this study, this term refer to the respondent's right to shoot from the penalty area going to the standard goal with a successive shot and is used as the dependent variable.

Shooting Performance – is operationally defined as the number of shot's earned by the respondents after they are given number of trials to perform in shooting starting from the penalty area going to the

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standard size of the goal. This term is used as dependent variable of this study.

Soccer - is football game with 11 players on a side in which a ball is advance by kicking or by propelling it with any part of the body except the hands and arms (Ortega, 1998). In this study, this term used as one of the main topic of which the respondents engage or participated with.

Weight – is conceptually defined as a forced exerted by the earth on the body (Grolier International Dictionary, 1981). This term refers to the respondent's weight in which where they belong into three classification either they are light, moderate or heavy and used as moderating variable.

Review of Related Literature and Studies

In this chapter, theories are in related Literature and Studies are presented where the concepts of this paper were based.

Related Literature

According to Martens (1942), Self-confidence is not involved with that athletes hope to do. It's not always what they say they will do to others, but their innermost thoughts about what they are capable of doing. It's not pride of what they have done, but considered judgment of what they will able to do.

Martens (1942) further states that self-confidence is an expression of person's self worth. A person's confidence is manifested in the way he deals with the interactions with other people in the society. An individual who lacks confidence is more likely to feel nervous, shaken and easily panicked. On the other hand a self-confident

person is often assertive, innovative, daring and ardent. This may be so because they are often optimistic.

The same author emphasized that athletes with optimal self-confidence set realistic goals based upon their own abilities. Self-confidence athletes play within themselves. They understand themselves well enough to feel successful when they reach the upper limits of their ability and don't attempt to achieve goals that are unrealistic for them.

Corbin and Lindsey (1991) stress that most competent people and do not always have the most confidence. Some people with good skills exhibit high confidence while some with lesser skills exhibit high confidence. This is sometimes the reason why some athletes who doubt their own skills, use drugs or drink hard liquor prior to the start of the game to build up confidence.

Martens (1942) contend that the most important self-confidence that athlete can posses is not the conviction that they will always win or they will have errors, but can be. The most significant self-confidence for athletes is confidence on their ability to acquire competence is both physical and psychological.

According to Santos (1984), image is the reproduction or a mental picture of oneself as seen by others. Other people's reaction can tell whether one's image is working for or against the person. The way one is treated in the world depends eagerly on the way he/she speaks, behaves. If a person looks understanding, chances are he/she will be treated that way; if you get defensive, he/she invite attacks. On the other hand, if a person acts strong and confident, people will respond with respect and difference.

Confidence as stated by Jensen (1988) is influenced by a combination of adequate preparation and successful experience. Positive thinking about one's ability to succeed can have a favorable

influence on confidence. Jensen (1988) further states that self-confidence discourages and intimidates those who oppose one's effort to resist the accomplishment of his/her goals. The confident approach helps him to make fewer mistakes and recover more quickly from his mistakes.

Related Studies

In shooting the ball on the goal, the best way is to practice well. Thus, most of the players can gain shots or scores from the opponents if they are well-experienced player or very skillful players.

Furthermore, playing experience is a very important to the players, not only to the players but also generally to the athletes who engage in sports activities. On the other hand, a well experienced player having a very good shooting performance uses very suitable kinds of kicks. Generally, the respondents use or chose inside kick for there shooting performance.

2. Methodology

This chapter consists of the following sections: a) research design, b) population, c) samples and sampling procedures, d) research instrument, e) data collection method, and f) statistical treatment.

Research Design

This study used a descriptive-correlation method. The relationship of the variables was believed to influence by the moderating variables of age, height, weight and playing experience. This study assessed and evaluated the data during the time and period prevailing when the study was conducted.

Population

The target populations of this study were the active soccer players of La Salle University in Ozamiz City. In this study, the total populations of the varsity in soccer of La Salle University at Ozamiz City, Misamis Occidental were utilized as the respondents.

Research Instruments

This section deals on the research instruments used in data gathering. The questionnaires employed contained two parts; the first part contained the demographic profile of the respondents such as: name, age, height, weight and playing experience. A weighing scale was used to measure the weight of the respondents while the measuring tape for the height. The number of years they participated in the club and their playing experience were also noted. The second part of the questionnaire was to measure the level of confidence of the respondents. For this, an identity test developed by Santos (1996) was used (see Appendix A).

This identity test (Santos, 1996) about Self-confidence was utilized to determine the level of confidence of the respondents. The given choices such as frequently (F) which was scored as 3, oftentimes (0) as 2, sometimes (S) as 1, and never (N) as 0.

The third part was the measurement of their shooting performance on how many points they earned after the execution of the kicks. Please see Appendix C for the instructions and scoring procedures.

The respondents' scorecard was provided to each respondent where the results were recorded.

Statistical Treatment

The statistical tool used was computer software to give meaning to the data collected for a better interpretation of the results.

For the profile of the respondents, descriptive statistical was used to describe the percentage and mean.

3. Presentation, Analyses and Interpretation of Data

This chapter deals on the presentation, analyses and interpretation of the data gathered from the study, regarding the self-confidence in relation to soccer shooting performance among varsity members in La Salle University, Ozamiz City. The interpretation and discussion of the results of the data are presented according to the statement of the problems cited in Chapter 1.

Demographic Profile of the Respondents

A. Age

Table 1.1 presents the frequency and percentage distribution of the respondents' age.

Table 1.1: Frequency and Percentage Distribution of the Respondents according to Age

AGE	FREQUENCY	PERCENTAGE
14-18	8	26.5
19-23	15	47.0
24-28	8	26.5
29-33	0	0.0
Total	31	100.0

As shown in the table 1.1, 47.0% of the respondents (15 out of 31) are within the range of 19-23 years old; followed by the age range of 14-18 years old and 24- 28 years old with a percentage of 26.5%. In

this study, finding reveals that the majority of the member of the team belonged to 19-23 age ranges. Moreover, the data also shows that eight (8 or 26.5%) of the respondents belonged to both age ranges of 14-18 and 24-28 years old. Finally, none of the respondents belonged to age range of 29-33 old. These results imply that most of the respondents belonged in 19-23 years old who very hyper-actively participate to play soccer games.

B. Height

Table 1.2 presents the frequency and percentage distribution of the respondents' height.

Table 1.2: Frequency and Percentage Distribution of the \Respondents According to Height

HEIGHT (CM)	FREQUENCY	PERCENTAGE
155.6 – 159.0	4	12.5
159.1 – 162.6	9	28.1
162.7 – 166.2	13	43.8
166.3 – 169.8	2	6.2
169.9 – 173.4	3	9.4
Total	31	100.0

Table 1.2 shows the respondents' height. The data shows a percentage of 43.8% (13 out of 31) of the respondents' height ranges between 162.7 – 166.2 cm; followed by the height range of 159.1 – 162.6 cm with 28.1% or 9 out of the 31 respondents. This finding indicates that majority of the respondents of member of the team have the height from medium to tall. Furthermore, only 4 out of 31 respondents (12.5%) belonged to height range of 155.6 – 159.0. Besides, 3 or 9.4% of the respondents belonged to height range of 169.9 – 173.4 cm. And finally 2 or 6.3% of the respondents belonged to height range of 166.3 – 169.8 cm.

C. Weight

Table 1.3 presents the frequency and percentage distribution of the respondents according to weight.

Table 1.3: Frequency and Percentage Distribution of the
Respondents According to Weight

WEIGHT (lbs)	FREQUENCY	PRECENTAGE
86 – 100	5	15.6
101 – 115	5	15.6
116 – 130	15	50.0
131 – 145	4	12.5
146 – 160	2	7.3
Total	31	100.0

Table 1.3 shows the frequency and percentage distribution of the respondents' weight. Table shows a percentage of 50.0% (15 out of 31) of the respondents' weight ranges between 116 – 130 lbs; followed by the weight range of 86 – 100 lbs and 101 – 115 lbs with 15.6% or 5 out of 31 respondents. This finding indicates that majority of the respondents or member of the team have the weight from light to moderate. Moreover, 4 or 12.5% out of 31 respondents belonged to weight range of 131 – 145 lbs. And finally, 2 out 31 (6.3%) of the respondents belonged to 146 – 160 weight range.

D. Playing Experience

Table 1.4 presents the frequency and percentage distribution of the respondents' playing experience.

Table 1.4: Frequency and Percentage Distribution of the
Respondents According to Playing Experience

PLAYING EXPERIENCE	FREQUENCY	PERCENTAGE
Less than 1 year	0	0.0
1 year	2	6.2
2 years	3	9.4
3 years	0	0.0
4 years	4	12.5
5 years or more	22	71.9
Total	31	100.0

Table 1.4 shows the respondents' number of years of playing experience. Results indicate that the experiences of the respondents in playing ranges from as low as less than 1 year to as high as 5 years and above. Data reveals that 22 or 71.9% of the respondents have been playing for 5 years or more. Only 4 or 12.5% of the respondents who had experienced playing for 4 years; and 3 or 9.4% of the respondents playing experience within 2 years, while 2 or 6.3% had 1 year of playing experience in the sport of soccer. And none of the respondents belonged to 3 years and less than 1 year of playing experience.

The results clearly indicate that majority of the playing experience of the respondents is within 5 years or more. Therefore, even though the respondents are beginners they still continue playing soccer. Furthermore, the number of the respondents with longer playing experience have better self-confidence during shooting performance as shown in Table 3. The longer playing experience the players engage, the better performance they have.

E. Self-confidence

Table 1.5 presents the frequency and percentage distribution of the respondents' self-confidence

Table 1.5: Frequency and Percentage Distribution of the
Respondents According to Self-confidence

SELF-CONFIDENCE	QD	FREQUENCY	PERCENTAGE
1 – 12	VP	0	0.0
13 – 24	P	2	6.2
25 – 36	A	17	56.3
37 – 48	G	12	37.5
49 – 60	VG	0	0.0
Total		31	100.0

Table 1.5 shows the frequency and percentage distribution of the respondents' self-confidence. Majority or 17 or 56.3% of the respondents were scored "Average" in self-confidence then followed by 12 or 37.5% of the respondents had "Good" rating. Furthermore, only 2 or 6.3% of the respondents have "Poor" rating in self-confidence. These findings imply that 17 out of 31 or 56.3% have a better self-confidence due to the longer playing experience of the respondents. It also shows that players who have longer playing experience or older than any one among his mates have become more self-confident in any other activity they engage in. Insomuch as the more self-confident players are, the more accomplishments they can get. This study confirms Coleman (1949) whose results indicate that the self as an object includes not only the individual view of himself in terms of his identity and worth but also his aspiration for growth and accomplishment and that expressing one's feeling as one way of developing confidence. Finally, none of the respondents belonged to "Very Poor" and "Very Good" self-confidence.

F. Shooting Performance

Table 1.6 presents the frequency and percentage distribution of the respondents' shooting performance.

Table 1.6: Frequency and Percentage Distribution of the
Respondents According to Shooting Performance

SHOOTING PERFORMANCE	QD	FREQUENCY	PERCENTAGE
1 – 4	VP	0	0.0
5 – 8	P	1	3.1
9 – 12	A	3	9.4
13 – 16	G	12	37.5
17 – 20	VG	15	50.0
Total		31	100.0

Table 1.6 shows the frequency and percentage distribution of the respondents, shooting performance. Majority, or 15 (50.0%) of the respondents scored "Very Good" in shooting performance, followed by 12 or 37.5% have "Good" rating. Only 3 out of 31 respondents or (9.4%) scored "Average" and the remaining 1 or 3.1% of the respondents have "Poor" in shooting performance. None of the respondents got a "very poor" shooting performance. These findings imply that the players' shooting performance is dependent on their length of age as shown in Table 4. Thus, the longer the player engages in soccer and as the age increases, the performance of the player also improves.

Significant Relationship between Self-confidence and Shooting Performance of the Respondents

Table 2 presents the results of tests statistics on the significant relationship between the self-confidence as the independent variable and shooting performance as the dependent variable.

Table 2: Results of Test Statistics on the Significant Relationship
Between Self-confidence and Shooting Performance

INDEPENDENT VARIABLE	DEPENDENT VARIABLE	*r*-value	Sig.	Remark
Self-confidence	Shooting Performance	0.346	0.052	NS

Legend:
Significant (*) if Sig. is < α 0.05 (2-tailed)
Not Significant (NS) if Sig. > α 0.05 (2-tailed)

As shown in Table 2, the self-confidence in relation to shooting performance is not significantly correlated with a significance of 0.052. This implies that self-confidence cannot affect the performance of the respondents since the players are skillful enough even without much confidence to his self, the shooting performance of the players may still improve continually.

Apparently, the null hypothesis which states that there is no significant relationship between self-confidence and shooting performance of the respondents is accepted.

Significant Relationship between Self-confidence and the
Moderating Variables of Age, Height, Weight and Playing Experience

Table 3 presents the results of tests statistics on the significant relationship between the self-confidence as the independent variable and the moderating variables of age, height, weight and playing experience.

Table 3: Results of Tests Statistics on the Significant
Relationship between Self-confidence and moderating
Variables of Age, Height, Weight and Playing Experience

INDEPENDENT VARIABLE	MODERATING VARIABLES	r-value	Sig.	Remark
Self-confidence	Age	0.398	0.024	*
	Height	-0.29	0.877	NS
	Weight	0.310	0.084	NS
	Playing Experience	0.443	0.011	*

Legend:

Significant (*) if Sig. is < α 0.05 (2-tailed)
Not Significant (NS) if Sig. > α 0.05 (2-tailed)

Table 3 shows the significant relationship between the Self-confidence and the respondents' age, height, weight and playing experience. The result of the age in relation to self-confidence shows that there is a significant relationship with a Sig. of 0.024. This implies that the age of the respondents can affect their self-confidence. The data shows that the older the players become, the more confident they have in themselves.

On the other hand, the results in the height of the respondents in relation to self-confidence, reveals no significant relationship with a Sig. of 0.877. The result implies that the respondents' height is not a significant factor to their self-confidence whether the player is short, medium, or tall, the self-confidence cannot be affected. In like manner, the results of weight of the respondents in relation to self-confidence, reveals no significant relationship with a Sig. of 0.084. This implies that weight has nothing to do with the self-confidence.

The playing experience of the respondents in relation to self-confidence shows that there is a significant relationship with a Sig. of 0.011. This implies that the respondents' playing experience is a

significant factor to their self-confidence. This is supported by Rainer's (1942), whose result shows that self-confidence is athletes' realistic expectation about achieving success. He further avers that experiences in achieving many different things, results in the specific expectations in achieving success in a future activity. Insomuch as the data implies, when the age of the player increases, much more confident to his self improves compared to previous moments. The same is true with the playing experiences of the players. Generally, the older they engage in the same activity, the more they come confident. Moreover, the self-confidence of the players improves when his age and playing experience also increases or goes up.

Thus, the null hypothesis, which states that there is no significant relationship between the self-confidence and the factors of height and weight is accepted; whereas, the significant correlation between age and playing experience and self-confidence is rejected.

Significant Relationship between Shooting Performance and
Moderating Variables of Age, Height, Weight and
Playing Experience

Table 4: Results of Tests Statistics on the
Significant Relationship between Shooting Performance
and the Moderating Variables of Age, Height, Weight and
Playing Experience

DEPEDENT VARIABLE	MODERATING VARIABLES	*r*-value	Sig.	Remark
Shooting Performance	Age	0.606	0.000	*
	Height	-0.102	0.579	NS
	Weight	0.051	0.784	NS
	Playing Experience	0.098	0.593	NS

Legend:

Significant (*) if Sig. is < α 0.05 (2-tailed)
Not Significant (NS) if Sig. is > α 0.05 (2-tailed)

Table 4 reveals that there is a significant relationship between shooting performance and the respondents' age with a Sig. 0.000. In this study, it implies that the age of the respondents is a significant factor to improve their shooting performance. Insomuch as the older the player plays, the better the shooting performance has. Thus, it indicates that the age can affect the shooting performance of the respondents, since the improvement of the shooting performance is generally to be base on the length of age.

However, in this study, it also shows no significant relationship between the respondents' height and shooting performance with a Sig. of 0.579. This implies that the height of the respondents is not a significant factor to their shooting performance. It doesn't matter whether the player is tall, medium, or short, the performance is still there. The same with the weight of the respondents. It reveals that there is no significant relationship between shooting performance and the respondents, weight with a Sig. of 0.784. This implies that the weight of the respondents is not a significant factor to their shooting performance.

On the other hand, there is no significant relationship between the respondents' playing experience and shooting performance with a Sig. of 0.593. This implies that the playing experience of the respondents is not significant factor their shooting performance even the player has a longer playing experience in the club by participating in any type of tournaments in any places of the country.

Thus the null hypothesis, which states that there is no significant relationship between shooting performance and the

respondents' height, weight and playing experience is, accepted except for the factor of age where the null hypothesis is, rejected.

4. Summary, Findings, Conclusions, Implications and Recommendations

This section presents the summary, findings, conclusions, implications and recommendations based on the result or outcome of the study.

Summary

The purpose of this study was to determine the significant relationship between self-confidence and shooting performance of the respondents. It aimed to look into the influence of the moderating variables of age, height, weight and playing experience with independent and dependent variables.

The study employed a descriptive-correlation method wherein self-confidence served as the independent variable and shooting performance served as the dependent variable, with the moderating variables of age, height, weight and playing experience.

This study was conducted at La Salle University, Misamis Occidental during second semester of 2009. The respondents of this study were the official members of La Salle Football Club and the Varsity, with the total population of 31 members.

The research instrument used was a questionnaire that consists of two sections: (1) the demographic profile and shooting performance of the respondents (to be conducted in actual) and (2) the self-confidence test or identity test of the respondents developed by Amparo Santos.

Fro the treatment of the data, the descriptive statistical method in a form of percentage and frequency distribution was used. To test the significant relationship between and among the variables, the Pearson r was utilized.

Findings

Based on the data gathered, the following were disclosed:

1. Of the thirty-one respondents, 15 or 47.0% belonged to age range of 19 – 23 year-old.

2. 13 or 43.8% of the respondents belonged to Filipino normal (medium) height.

3. 15 or 50.0% of the respondents belonged to Filipino normal (medium) weight.

4. 22 or 71.9% of the respondents had a playing experience of 5 years and above.

5. 17 or 56.3% of the respondents had an average self-confidence.

6. That majority of 15 or 50.0% of the respondents had a very good shooting performance.

7. That the self-confidence variable was not significant correlated with shooting performance of the respondents with a significant value of 0.052.

8. That the variables of height and weight were not significantly correlated with he self-confidence of the respondents with significant value of 0.877 and 0.084, respectively while the variables age and playing experience were significantly

correlated with self-confidence of the respondents with a significant value of 0.024 and 0.011, respectively.

9. That the variables of height, weight and playing experience were not significantly correlated with the shooting performance with a significant value of 0.579, 0.784 and 0.593, respectively, while the variable of age was significantly correlated with the shooting performance of the respondents with a significant value of 0.000.

Conclusions and Implications

It could be concluded that the variables of height and weight were not significantly related to self-confidence of the respondents while the variables of age and playing experience were significantly correlated with self-confidence of the respondents. This implies that the height and weight of the respondents were not the significant factors and cannot affect in terms of their self-confidence while the age and playing experience were the significant factors and can affect the self-confidence of the respondents.

For the variables of height weight and playing experience, they were not significantly related to shooting performance while the variable of age was significantly correlated with shooting performance of the respondents. This implies that the height, weight and playing experience of the respondents were not the significant factors that influence their shooting performance, while the age of the respondents can influence their shooting performance.

For the relationship of the independent variable and dependent variable of the respondents, there was no significant relationship between self-confidence and shooting performance of the respondents. This implies that the degree of self-confidence cannot affect the shooting performance of the respondents.

Recommendations

Based on the findings of the study, the following were recommended that might serve a purpose and guide future researchers and performers.

1. The team should established sports development program to enhance the skills, knowledge and performance of the players.

2. The head coaches and the team captain must encourage their players to practice well and continue to participate in all different types of tournaments in other places, so that they will improve and maintain their skills and the level of self-confidence will also be improved.

3. The head coaches and the team captains, as well as the members should encourage other students to join in the team or participate during the time of practice so that they will know also how enjoyable the o the said sport in our life.

4. For further studies, the future researcher should have enough respondents for having better results in studying this topic.

5. For the future head coaches and team captains who want to have a team to develop his players in soccer they should consider their age. In this study, it reveals that the more players gets older the more the performance will developed, when he continuously participated in such activities they engage.

6. For the future head coaches and team captains who want to have a team in soccer, they should engage more playing activities or attend more tournaments so that they will develop and be upgraded in their playing experience. It was revealed that the

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longer playing experience the players engage the better performance they have.

Appendix A
Self-confidence Test
(Identity Test)

Direction: Kindly check the item that corresponds to your

answer, such as follows:

F-Frequently = 3	S-Sometimes = 1
O-Oftentimes = 2	N-Never = 0

Questions	F	O	S	N
	3	2	1	0
1. People assume that you are a lot younger or older than you are.				
2. People comment on a specific aspect of your appearance (eg. I like make up job).				
3. Your clothes make stand up from the crowd, causing people to make comments such as "I wish I had the nerve to wear an outfit like that".				
4. People make negative comments about the colors you wear.				
5. You feel that other people in the room are "pulled together" better than you are.				
6. Your co-workers think that you are very sexy looking.				
7. People tease you about some aspect of your appearance.				
8. Strangers express surprise when find out what your for a living.				
9. You are offered jobs as well as below your ability and training.				
10. You aren't offered jobs in the occupation or industry in which you would like to work.				
11. You don't like other people look in the eye for it makes you uncomfortable.				
12. People don't take what you say seriously.				

13. People interrupt you, implying that what they have to say is more important than what you have to say.				
14. You have trouble getting your ideas accepted at work.				
15. People would tell you've picked the wrong time or place to bring up a certain subject.				
16. You are always late for appointments.				
17. You allow yourself to be put on the defensive.				
18. People advice you to broaden your interest.				
19. Men don't call gatherings, either you feel awkward because you are standing alone or your stick with the person you can with thought the entire affair.				
20. You allow self-doubt to render you incapable of making decisions.				

Scoring Instructions:

Add the individual scores of all even numbered statements from the total sum subtract the sum of all odd numbered statements. The net score is the current self-confidence index

Appendix B
Respondent's Score Card

Name: _____

     Date: _____

Age (last birthday): _____

Height (cm): _____

Weight (lbs): _____

A) Playing Experience:

( ) less than one year   ( ) three years

( ) one year   ( ) four years

( ) two years   ( ) five years and more

B) Shooting Performance:

Trial	0	1	2	
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
TOTAL:				

_____

Recorder

Appendix C
Test for Shooting Performance

Objective:

  To measure the shooting performance of the Varsity members in La Salle University using the different types of kicks (instep, outside of the foot and inside of the foot) for the shooting ability.

Equipment or Materials:

  Field, soccer balls and standard goal

Directions:

  The kicker position to the penalty area and the ball place in the penalty mark about 12 yards from the goal line. Place the two balls to each post about 65 cm. distances from the post to the ball. Ten trials in every respondents.

Scoring:

1. If the ball upon kicking goes outside the goal, there is no point.
2. If the ball upon kicking goes inside the goal but hit the other ball near the post, 1 point score.
3. If the ball upon kicking goes inside the goal without hitting the other ball near the post, 2 points score (highest score)

Reference:

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The Filipino Expatriates in Bienvenido Santos' Short Stories: A Fantasy Theme Analysis

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Abstract

During this time of recession, expatriatism is outrageously increasing. Many leave the country to find their good future in foreign lands and make themselves expatriates. Among the many who seek good fortune in other countries, only few have been truly lucky and happy. In fact, a number of them have become heartsick, frustrated and alienated. This situation of expatriates is clearly described in Beienvenido Santos' short stories, "Scent of Apples" and "The Day the Dancers Came". These expatriates in these two stories are the subject for analysis in this study to give a clearer picture of the real scenario of the life of many Filipino Expatriates abroad.

1. Introduction

Literature is always considered the expression of man's joy, aspirations, ambitions, frustrations, grief, pains and other forms of emotions. According to Lye (2008), literature represents human experience that is revealing and compelling and that tells man about himself and about the nature of human experience.

Literature is vital to the life of man. It teaches man to adore, sympathizing, to laugh, to scorn, to jeer, to reason and to persuade. It enriches, enlightens and inspires man in his journey to discover the beauty and truth of life (Medina, 1974). He adds that literature provides man a mirror by which reflections of various dimensions of life are seen.

In the same view, Dagot, et al (1974) cited by Falsario (1995) says that literature mirrors reality and transforms that reality an ideal which man strives to achieve. As a reflection of life, it has been proven how effective its influences can be and how it can be a catalyst for social change (Ramos, 1998). Moreover, he (1998) points out that since pre-Hispanic times literary has been a faithful record of history and has been a witness to the rise and fall of the country. In support Bacatan (1994) mentions how literature can be a means by which society, its changes and development can be illustrated.

Literature to be worthy of praise must reflect with understanding, sensitivity and faithfulness, the life, problems and aspirations of the people. Also, it must be committed to the values of freedom, justice, and humanity (Chee, 1981).

The best developed literary genre in the Philippine literature in English is the short story. According to Costelo (1994), a short story dramatizes the life of people and depicts the social condition of the society where these people live in. Sison (n.d.) states that "the most vital issues and conflicts in society are crying out to be concentrated, represented and resolved in literary works." In addition, Trestiza (1987) points out that an achievement of art is to write about social realities in a search for a better country. Joaquin (n.d.) cited by Trestiza (1987) says that literature is an artifacts, a symptom or manifestation of culture and that it reveals what society is really like.

One of the problems Filipinos have been facing since decades ago is expatriatism.   Expatriatism is the practice if leaving one's country to live for an extended period in another country (www.answers.com/topic/expatriatism) Many Filipinos who dream of a good life and of a country whose political system is not as dirty and disgusting as in the Philippine setting find America their place of refuge. They believe that America will give them the opportunity to live life comfortably and even prosperously. Sometimes they fail to

consider that to live in a foreign land entails a struggle related to isolation, discrimination and loneliness before self-contentment is achieved.

Bienvenido Santos is a published Filipino American writer whose short stories and novels explore the experience of expatriates in other countries. He has been praised for his sensitive and poignant portrayals of the life of Filipinos abroad. In his short stories, "Scent of Apples" and "The Day the Dancers Came", Santos successfully show how Filipinos who desperately want to stay in America also fight loneliness, alienation and longing for their homeland.

Santos is considered an important voice in Filipino American literature. His fiction, poetry, memoir and essays are recognized as a powerful exploration of the Filipino immigrant experience. The recurring thematic concerns of his novels and stories, such as loneliness, alienation, and the corruption of innocence have been identified and discussed by many critics (www.enotes.com/twentieth-century-criticism/santos-beinvenido-n).

To understand better the expatriates as portrayed by Santos in the characters of his "Scent of apples" and "The Day the Dancers Came" and to understand the social reality embedded in these stories, the researcher has decided to analyze the exchanging messages of the characters. It is through studying these messages that one will fully grasp a real understanding of the emotion and attitude that characters are trying to reveal.

One way to achieve a meaningful and active understanding of the messages depicted in various literary works is a methodology called fantasy theme analysis. Fantasy theme analysis helps critics examine messages and values that are inherent in every drama. In fantasy theme context, drama must not be equated with theater or television shows but must be used in a much broader sense (Kidd, n.d.). In a later study,

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Bormann (1972) proponent of fantasy theme analysis explains that people come to understand the world by means of messages expressed in stories which he labels fantasy themes. Moreover, Arsenaults (1997) stresses that theme analysis requires rhetorical investigation of drama within social situations. Dramas also rely on fantasy being transacted between group members and passed to the public.

Bormann (1973:152) cited by Arsenaults (1997) notes that a drama to be compelling must be plausible, active, and suspenseful and must have sympathetic characters. In support Kerr (1989) cited by Dajao (2002) believes that a good drama has descriptive line of interesting characters that connect with each other in a variety of ways.

Though there were a number of studies undertaken in the past about these characters in different short stories, only few have been centered on the expatriates, their symbolic meaning and their visions and aspirations as expressed in their communication. Only few studies have been conducted to show how these characters in various short stories converge and share the same vision to present an objective reality most especially in the Philippine setting. Moreover, there is only a limited study that focuses on the expatriates in Beinvenido Santos' short stories.

It is for this reason that the researcher decided to study on the expatriates in Santos' short stories using fantasy theme analysis. This study makes use of the conversation of the characters within the story as subject for analysis for it is through their stories that the fears, grief, struggles and dreams of the people in the community they represent are revealed. Lastly, this study aims to present the true scenario of the life of some Filipinos abroad as portrayed by the characters in "Scent of Apples" and "The Day the Dancers Came.

Theoretical Framework

As the basis in analyzing the Filipino expatriates in the two short stories of Bienvenido Santos , the writer uses the Fantasy Theme Analysis, also known as Symbolic Convergence Theory. This theory was postulated by Ernest Bormann in 1972 upon the work of Robert Bales' studies of small group interaction analysis.

Fantasy theme can be used to analyze symbolic convergence in a group by observing and questioning member's messages as they engage in a group interaction. Bormann (1972) says that if one could look at the dramas believed by a small group and learn something about their values, one could similarly look at the dramas which chain out a much larger group or an entire society and learn something about the society's values.

Bormann (1980) further explains that FTA deals with the rhetorical interpretation of realities as located in the give and take of verbal messages of the communicators or characters involved in a particular communication. He says that human beings find the need to communicate for aesthetic experience, for moral purposes, and for practical ends.

In order to understand the fantasy themes of a message, one must identify the fantasies and the elements within them and the premise upon which fantasy theme analysis operates. Fantasy theme analysis assumes that when individuals read or hear dramatic narratives, they participate in a social reality defined by the stories being told. That reality has characters with identity and others whom they oppose.

Fantasy themes turn around characters that represent human traits. Characters have different types. The central is the sympathetic character that has some laudable goals which audience yearns for him

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to achieve. To stop the central character from accomplishing this goal is the negative persona who is often called the villain. Stories also have supporting characters who help motivate the plot and who cheer the central character's decision.

Dramas always have a particular setting which is often symbolic. The scenario/plotline explains how the central character works hard to reach the goal. How the conflict is resolved provides models that teach audience how problems should be faced.

To perform a fantasy theme analysis, the critic must identify the group chaining of fantasy in terms of rhetorical vision. Rhetorical vision is a vision of the world literally conveyed rhetorically. Participants are given a broader view of things by putting together the various scripts or stories of how the world works.

To effectively use fantasy theme analysis, Bormann (1972) explains:

> "A critic can take the social reality contained in a rhetorical vision he has constructed from the concrete dramas developed in a body of discourse and examine the social relationship, the motives, the qualitative impact of that symbolic world as though it were the substance of social reality for those people who participated in the rhetorical vision related to one another, how they arranged themselves into social hierarchies, how they acted to achieve goals embedded in their dreams, and how they were aroused by the dramatic action and the dramatis personae within the manifest content of their rhetoric, his insights will make a useful contribution to understanding the movement and its adherents" p. 401.

In fantasy theme analysis, the critic's main task is to find evidence that symbolic convergence has occurred in order to know

whether a given fantasy theme has chained out or accepted by the larger community. When similar dramatizing material such as wordplay, narratives, figures and analogies crops up in a variety of messages in different contexts, such repetition is evidence of symbolic convergence (Bormann 1985).

The preceding theory and ideas were the bases for the analysis of the narratives under study that present life of expatriates and that represent feelings and experiences of the larger community where the drama of majority of the Filipino expatriates is depicted.

Statement of the Problem

This investigation sought to study the social reality and the life of Filipino expatriates in Santos' short stories.

Specifically, it sought to answer the following questions:

1. Who are the dramatis personae of the two shorts stories, "Scent of Apples" and "The Day the Dancers Came" in terms of:
   a. central values they represent
   b. opposing force or obstacle they face
   c. rhetorical vision they live in

2. Where does the drama take place?

3. Is there an evidence of symbolic convergence in fantasy themes?

4. What social reality is defined by the selected short stories of Bienvenido Santos?

Importance of the Study

Through this study, one can glean the reality faced by thousands of Filipinos who are presently scattered in the different parts of the globe. The selected Philippine literary genres present the different struggle, survival and longings of characters who symbolically represent the countless Filipinos who leave their native land in exchange of a better life they thought abroad. Also, the selected literary forms delineate the prolonged suffering that majority of Filipino expatriates have been experiencing since the day migration was born and the day they started living in America.

This research work is also important to literature students for them to have an in-depth and mature understanding of Philippine literary pieces. Through this study, they will realize that to appreciate a piece of literature is not just to identify elements but also to analyze how these elements illuminate objective social realities. These realities give young readers as hope of the fatherland inspiration to strive hard to change the face of the society so as to encourage Filipinos to stay in the country to help make a beautiful Philippines.

This study is also beneficial to literature teachers for them to deepen their discussions on literary types and guide their students in finding realities embedded in various rhetoric. Teachers as agents of change can influence their students to be their partners in bringing the rhetorical visions of many characters in different fantasy types to realities. Also, this study will help guide teachers in discussing in class the themes of Bienvenido Santo's short stories under study.

Lastly, this study gives recognition to many prolific writers who dedicated their lives to giving courage and strength to wounded brave Filipinos, who continued to protect and cherish the Filipino culture and values and who continuously bring the truth of life to everyone. Without these writers and their works, most probably Filipinos had long lost their identity and self-pride in their own land.

Scope and Limitation of the Study

The core of this research work is the selected two short stories of Bienvenido Santos namely: "Scent of Apples" and "The Day the Dancers Came"

To analyze the two short stories, the researcher chose Fantasy Theme Analysis, one of the newer types of criticism developed by Ernest Bormann. The researcher did not exhaust all elements of short stories for analysis. She opted to focus on the following questions:

1. Who are the dramatis personae of the selected short stories of santos in terms of:
   a. central values they represent
   b. opposing force or obstacle they face
   c. rhetorical vision they live in

2. Where does the drama take place?

3. Is there an evidence of symbolic convergence in the fantasy themes?

4. What social reality is defined by the selected short stories of Bienvenido Santos?

2. Methodology

The researcher made use of descriptive method in this study and chose the short stories of Bienvenido Santos for the study on the expatriates using fantasy theme analysis because of the following bases: that these short stories share commonality in their themes; that these short stories show aspiration, courage, fears and anguish of the majority of the Filipino expatriates; that these short stories after a

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thorough reading can help readers realize the value of hard work, patience humility and equality; that these short stories enable readers to fully understand the struggle and complexity of life brought by societal status and the constant battle for equality, acceptance and respect that for many years Filipino expatriates are deprived of.

Since this study mainly involved an analysis to identify the dramatis personae, setting, evidence of symbolic convergence and the social reality embedded in Santos' short stories, no instruments were used in the course of the study and in gathering data.

Synopses of the two short stories were made in order to condition the readers to the evaluation which can be discerned generally after the short stories themselves were understood. Dramatis personae, setting, evidence of symbolic convergence and the social reality were identified and discussed as to how they were treated in the synopses.

In the course of the study, the researcher made use of the various available materials in the graduate school and main libraries of La Salle University, San Carlos University, San Jose Recoletos University and Saint Michael's College. Such source materials as literary books, biographies, anthologies, dictionaries, critical essays and some unpublished master theses were utilized.

Review of related literature

This part presents the review of related literatures that have a bearing on this research. The reviews include books, journals, and internet sources.

Literature represents human experience that is revealing and compelling and that tells man about himself and about the nature of human experience (Lye, 1997). He adds that literature must create a

sense of depthness to define the forces and feelings which give resonance to man's being.

According to Altenbernd and Lewis (1963), literature involves incidents that happen within the range of human nature; the emotions of the characters, their reasons for behaving in certain ways, their feelings are within the reader's range of emotions.

Guiyab (2005) points out that though literature is difficult to grasp by people who are apathetic to it, it still continues to grow because of its significance. Literature molds man as a total human being, responsible, sympathetic, aware and sensitive.

Many critics recognize the significance of literature in shaping man's life and his culture; yet the study of literature is a daunting experience for the person who cares deeply enough about it. Stevens and Stewart (1996) say that there is no easy answer to this problem but the concept of approaches can help the person beginning a literary study by providing him/her a place to start and a sense of direction. They explain that an approach to literature is the method used by the person studying literature to find answers to his questions.

Furthermore, they emphasize that since literature concerns the whole life of humanity so literary studies commonly draw on other fields that tell men about themselves. Traditionally, literary critics have looked for new insights in areas like religion, sociology, psychology, political science, anthropology and philosophy.

Among the newer types of criticism is the fantasy theme analysis also known as symbolic convergence theory of Ernest Bormann. Fantasy theme analysis is a form of rhetorical criticism. It studies the fantasy that takes place in small groups and that is later expected to chain out to become a vision of the larger community. The central focus of FTA perspective is based upon the communicative

processes, by which individuals share their personal fantasies, dreams, and meanings into shared systems (Bormann, 1980).

Bormann (1980) further explains that FTA deals with the rhetorical interpretation of realities as located in the give and take of verbal messages of the communicators or characters involved in a particular communication. He says that human beings find the need to communicate for aesthetic experience, for moral purposes, and for practical ends.

According to Stevens and Stewart (1996:25), though rhetoric is defined as "the art of using words to move an audience and is frequently associated with speech and oratory or with nonfiction prose", rhetorical study of poetry and fiction has long been a tradition, dating back during the time of the Roman poet, Horace whose concern was moral instruction.

Though FTA is a form of rhetorical criticism, it can still be used in analyzing fiction through studying the communication between or among characters. Bormann (1980) discovered a link between the dramatic imagery that members use when they talk to each other.

Kidd (n.d.) explains that in order to understand the fantasy themes of a message, critics must identify the fantasies and elements within it. Some of these elements are the dramatis personae and setting. Fantasy themes turn around characters with an eye toward extricating the human traits they represent. Furthermore, characters can be individuals, groups, organization, myths, or legend (Arsenault, 1997). The next important element that helps critics understand fantasy themes is setting. Dramas are set in a particular locale known as setting. Setting in fantasy themes refers to where the fantasy takes place, be it a real or imaginary place.

In their essay, Sheilds and Preston (n.d) provide assumptions of FTA to guide critics in their use of the method. Some of these assumptions are: 1. through conversations, speeches and messages, people build a shared view of reality, 2. a rhetorical community's shared view of reality is best analyzed through a rhetorical concept called a complete dramatistic rhetorical statement which typically range from a phrase, to a sentence, to a paragraph in length, 3. Meaning, emotions and motives are not hidden in the skulls of the people but rather, they provide a direct link between one's symbolic manifestation of reality and one's behavior and lastly, 4. rhetorical visions are often in competition about the same issues.

Griffin (2003) stresses that through symbolic convergence theory individuals build a sense of community or group consciousness and anticipate it in the future when fantasy sharing occurs. Fantasy should not be restricted to children's literature or things "not true". Fantasies are expressed in the forms of stories, jokes, metaphors and other imaginative language that interprets familiar events.

Littlejohn and Foss (2008) emphasize that symbolic convergence theory, often known as fantasy theme analysis deals with the use of narrative in communication. The theory believes that individuals' images are guided by stories, which are known as fantasy themes. Fantasy themes are created in symbolic interaction with small groups and they chain out from person to person to create a shared worldview.

Fantasy themes are involved in larger dramas called rhetorical vision. As defined by Littlejohn and Foss (2008:162), rhetorical vision is "a shared view of how things have been, are, or will be". Rhetorical visions have a deep structure that reflects and influences our sense of reality. The primary deep structures include the righteous, in which a moral sensibility is primary to how the rhetorical vision functions; the social, which depends primarily on social interaction; and the

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pragmatic, which has a practical base as the motivating source of the vision.

These are just some of the related literatures that were gathered from different source materials and that guided the researcher in analyzing Filipino expatriates in Beinvenido Santos' short stories.

Bienvenido Santos: His Life and Works

Every work of art is always a product of the author's imagination, experiences and aspirations. To fully understand the short stories under study, it is vital to know the background of the author and the summaries of his works.

Life of Bienvenido Santos

Bienvenido N. Santos, son of Tomas and Vicenta (Nuqui) Santos was born on March 22, 1911 in Tondo, Manila, Philippines.

In 1932, Santos graduated with the degree of Bachelor of Arts at the University of the Philippines where he first studied creative writing. He then became an elementary and high school teacher. At this time, he began publishing his short stories in English. When he left for America in September 1941 as a government pensionado (scholar) to the United States at the University of Illinois, Columbia University and Harvard University, Santos was already a published writer in the Philippines. During World War II when the Philippines was invaded by Japan, he worked for the Philippine government in exile under President Manuel L. Quezon in Washington D.C. together with the playwright Severino Montano and Philippine National Artist Jose Garcia Villa.

In 1945, Santos had his first fiction published in America, the short story "Early Harvest", which appeared in the magazine story. In

1946, he returned to the Philippines where he became a professor and university administrator at Legaspi College (now Aquinas University) Legaspi City. It was during this period that he published his two collections, *You Lovely People* (short stories, 1955) and *The Wounded Stag: Fifty-four Poems* (1956).

In 1958, Santos returned to America as a Rockefeller Foundation fellow at the University of Iowa where he later taught as a Fulbright exchange professor. In 1965, Santos published his first two novels, *Villa Magdalena* and *The Volcano* and also won the Philippine Republic Cultural Heritage Award for Literature.

Santos taught at several universities such as Ohio State University and De La Salle in the Philippines. With the serialization of his novel *The Praying Man* (1982) which is about government corruption, Santos received much critical controversy. His novel was banned by the Philippine government and was later published in book form. Santos went again in exile to the United States and became an American citizen in 1976. In 1979, *Scent of Apples*, the only book of Santos's short stories published in the US, was published. Santos had many more writings appeared during the 1980's and won different awards. Santos died on January 7, 1996 at his home in Albay, Philippines.

Today, Santos works become the subject of study in many Universities and in the field of research. It just proves that Santos's works are not just products of his imagination but they are reflections of realities that Santos witnessed and wanted readers to understand. Indeed, Santos is truly a Filipino whose love for his country and fellowmen is expressed through his writings.

Summary of "Scent of Apples"

The story is about a Filipino farmer whose name is Celestino Fabia. Celestino left the Philippines more than twenty tears ago and had never been back. He permanently lived thirty miles east of Kalamazoo where he owned an apple orchard which gave him and his family more apples than they could sell.

Celestino Fabia was happily married to his American wife, Ruth who bore him his handsome son, Roger. For Celestiano, Ruth though American possessed an attitude of a Filipino woman. She was a faithful wife to him. Though Celestino could have the contentment of a simple life in America, his excessive nostalgia for home, where nobody remembered him, made him sometimes frantic. He badly missed the Philippines, the Filipinos and everything about the country. Such nostalgic feeling was shown when he kept a faded picture of a woman in Philippine dress which he picked many years ago in a room on La Salle Street in Chicago. Also, when he heard that a Filipino would come to Kalamazoo to talk about the Philippines, he did not have a second thought traveling thirty miles from his farm to the city. He did not mind the long and tiring day he would have for what he wanted was just to meet a Filipino like him in the foreign land.

Celestiano asked the speaker about the Filipino women if they are the same like they were twenty years ago and the answer made him happy. After the talk, Celestino personally invited the Filipino speaker to his farm to meet his family.

Celestino could not contain his happiness. He told the visitor how excited his American wife and son were to meet a first class Filipino. The family offered the Filipino visitor a plate full of apples. Celestino toured his visitor in his farm where all the scent of apples came from. He showed the visitor the life he had and told him some of his stories and feelings. Before nightfall, Celestino brought his first

class Filipino visitor back to his hotel. As the visitor left, he brought with him the last glimpse of the apple trees in the orchard of Celestino Fabia.

Summary of "The Day the Dancers Came"

The story is about Fil an old Filipino who lived in Chicago apartment with another old timer friend named Tony. In all the years he had been in America, he did not have a close friend until he met Tony whom he liked immediately and whom he adored for the things the man had that he knew he himself lacked. That is why when Tony was suffering from a kind of wasting disease that had frustrated doctors, he could not help but cry, seeing his friend in such a desperate situation.

One day when Fil heard that a group of young Filipino dancers were to perform in the theater of Chicago, he could not contain his emotion. He felt so excited and even imagined introducing himself to the young dancers, giving them a tour around his adopted home and then inviting them back to his apartment for his adobo, stuffed chicken, etc…he would be proud to cook. His friend complained, "Ever since you heard of those dancers from the Philippines you've been acting nuts, Loco, as if they're coming for you." Ignoring the words of his friend, Fil invited Tony to go with him to the hotel where the dancers stayed but the latter who was not just physically but also emotionally ill refused.

Fil went to the hotel alone. He rehearsed what and how he was to warmly welcome and proudly introduce himself to the group. He mouthed the words he was trying to arrange in his mind: "Ilocano ka? Bicol? Ano na, paisano? Comusta? ..." But no words came out of his mouth when he found himself in the center of the group. He was defeated by his inferiority complex. He could not even shake hands with a boy for he became suddenly conscious of the way his old face looked and his horny hands. He realized he was not welcomed and the

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beautiful young girls seemed to avoid and were afraid of him. Fighting the pain, he tried to pacify himself by saying that "they must have been instructed to do so", not to talk to strangers. Instead of getting discouraged, he tried again and again and he was also ignored repeatedly.

Fil's experience in the hotel did not stop him from watching the performance of the dancers in the evening. He brought with him a tape recorder and recorded the dances and songs for he wanted Tony to hear what exactly he witnessed in the theater. When he arrived home, he enthusiastically talked about the complexion, the grace and the eyes of the young girls. He told Tony how beautiful they were. But when he played the recorder for the playback of the dances and songs Tony had missed, he mistakenly pressed the eraser which deleted everything.

Fil could not do anything to retrieve the songs. "Tony! Tony!" he just cried for such misfortune, looking toward the sick man's room, "I've lost them all." Biting his lips, turning towards the window and seeing the first light of the dawn, he realized the long night was over.

3. Results and Discussions

To be able to understand the real situation of the Filipino expatriates abroad, they must be represented through literary pieces that depict their life and struggles.

This chapter attempts to show the dramatis personae, setting, evidence of symbolic convergence and social reality embedded in the two short stories under study.

The Filipino expatriates in Santos' short stories are analyzed as to the central values they represent, opposing force or obstacle they face and rhetorical vision they live in.

Problem No. 1. Who are the dramatis personae of the two short stories under study in terms of:
  a. central values they represent
  b. opposing force or obstacle they face
  c. rhetorical vision they live in
  d.
   Dramatis personae are the characters that are given life in a drama (vision) and that have eyes toward extricating human traits of individuals they represent.

Central values they represent

   The short stories "Scent of Apples" and "The Day the Dancers Came" show two Filipino expatriates in the persons of Celestino Fabia and Fil Acayan who have been naturalized in a foreign country but remain Filipinos at heart. Celestino and Fil represent the many expatriates who continue to cling to the way of life of the Philippines as if they had never left it. Celestino in "Scent of Apples" though he has married an American woman find in many of his wife's ways the attitude of a Filipino woman.

   When he asks in one occasion a Filipino speaker, "Sir, are our Filipino women the same like they were twenty years ago?" becomes a concrete proof of how much he still cares for the women in his country. He becomes visibly happy when the speaker says,

> "It will interest you to know that our women have changed but definitely! The change however, has been on the outside only. Inside her," pointing to the heart, "they are the same as they were twenty years ago- God fearing, faithful, modest, and nice."

   Celestino loves what he hears for he wants the women to remain for what they are for. In her study, Dajao (2002) reveals how a woman

in the name of Soling is beloved for her modesty, prudence and shyness.

In the short story "The day the Dancers Came", Fil shows that he has never forgotten his native land by becoming very excited to meet a group of young Filipinos dancers who are to perform in the theater of Chicago and continuously loving the enjoyable taste of most Filipinos favorite food. He has thought of inviting them in his apartment to share some Filipino food he will cook. He proudly says to his friend,

"…but who wants a palace when they can have the most delicious adobo here and the best stuffed chicken…yum…yum".

Such excitement of Fil represents the feeling a number of Filipino expatriates whose heart after several years gladly remains a true Filipino and who still strongly desire for Filipino food. Though Fil is not welcomed and is avoided by the dancers, he does not take the treatment negatively. He maintains his positive disposition so as not to lose his love for these young dancers. When he gets home, he even happily announces,

"Tony, they're beautiful, all of them, but especially the girls. Their complexion, their grace, their eyes, they were what we call talking eyes, they say things to you. And the scent of them!"

Such attitude of Fil is very commendable. He does not harbor ill feelings toward the dancers despite the indifference they have shown him.

Celestino and Fil are just some of the few Filipinos who have definitely changed after long years of stay in a foreign land but the

change is obviously temporary. They represent a number of Filipinos whose English has improved and whose physical looks becomes westernized, but at heart remain proud Filipinos.

Opposing force or obstacle they face

In their stay in a foreign land, Celestino's and Fil's greatest battle that they have been fighting is their excessive nostalgia for their homeland. They consider this pensive feeling as their enormous opposing force they face in the land where isolation and loneliness gradually eat the many souls of the Filipino expatriates.

In "The Day the Dancers Came" the unwelcoming attitude of young boys and girls adds to the emotional burden Fil is struggling. He sees in the dancers eyes' the fear and their intentional evasion of his presence. Such act of avoidance causes an incurable pain which Fil tries to ignore.

Fil's melancholic feeling becomes more intense for he is getting older. His strong desire to meet a Filipino and volunteer his service is his kind of release of his sorrow and helplessness. Fil has all the reasons to be anxious for according to Aubrey (n.d.), the old do not generally occupy positions of honor and respect in an American culture where youth, success, and material productivity are more significant and where the elderly are relegated to a position on the sidelines of life.

Though Celestino and Fil have reached the fantasy of most Filipinos which is to live in America, they still feel the emptiness and remain seekers of their ultimate happiness. Though both do have plans to return to their native country, they continue to dream to experience a Filipino life in any possible ways.

Rhetorical vision they live in

The rhetorical vision Celestino lives in is his dream to meet a Filipino like him in a foreign land-whom he will invite to his farm, to whom he will share his feeling of isolation and longing for his native land and from whom he will share some stories about his country. When he has the chance to meet one Filipino, he does hesitate to tell him,

> "I've seen no Filipino for so many years now. So when I saw your name in the papers where it says you come from the Islands and that you're going to talk, I come right away."

He travels thirty miles from his farm to the city just to listen to a Filipino talk about the Philippines. His longing for his country and countrymen is really making him blind of the good life he has.

On the other hand, Fil lives in the vision that he would meet the young Filipino dancers who can help him lessen his excessive nostalgia for his homeland. He thought of offering his services to the group. He even rehearsed his short speech.

> "Beloved countrymen, lovely children of the Pearl of the orient, listen to me. I'm Fil Acayan. I've come to volunteer my services. I'm yours to command. Your servant. Tell me where you wish to go, what you want to see in Chicago. I know every foot of the lakeshore drive -- All the gardens and the parks, the museums, the huge apartment stores, the planetarium. Let me be your guide. That's what I'm offering you, a free tour in Chicago, and finally, dinner at my apartment on west Sheridan Road—pork adobo and chicken relleno, name your dish. How about it, paisanos?"

It is evident the Fil as he is aging wants to meet another Filipino who can comfort him in his unpleasing sadness. Though Fil does not

show any sign of weakness and loneliness in front of his friend, deep inside lurks the fear that one day Tony will leave him and he will be alone in his old apartment. His misery hides aloof. His melancholy is brought by the irresistible change in his life. He is getting old and his friend Tony is dying. This situation he is in explains his tremendous and uncontrollable excitement which makes his friend complain,

"Ever since you heard of those dancers from the Philippines, you've been acting nuts, Loco, as if they're coming here just for you."

Problem No. 2. Where does the drama take place?

In "Scent of Apples" and "The day the Dancers Came" dramas in a place which many Filipinos consider a land of promise. Both stories take place in a foreign land where discrimination among Asians is rampant.

In "Scent of Apples" the drama specifically takes place in Celestino's farm where scent of apples spreads around—a very familiar scent among the western individuals, a scent that becomes a national identity and a scent that one never gets familiar with if he steps in the Philippines. The drama takes place where supply of apples is abundant and the spoiled ones are thrown to pigs.

In "The Day the Dancers Came" the drama takes place in Chicago where it snows even in early November. It is an experience that never happens and will never happen in the Philippines - the rain of snow. Fil is happy when he sees it is snowing in Chicago.

"It's snowing," Fil said, smiling to himself as if he had ordered this and was satisfied with the prompt delivery. "Oh, they'll love this, they'll love this".

He is sure that the dancers will be pleasingly excited to experience snow in Chicago.

Problem No. 3. Is there an evidence of symbolic convergence in the fantasy themes?

To find evidence that symbolic convergence has taken place is the main task of the critic, doing the fantasy theme analysis (Bormann, 1985)

The similar feeling of overpowering stinging of melancholy of Celestino and Fil, characters of two different stories is evidence that Filipino expatriates converge to create a culture among them. Both share excessive nostalgia for their homeland leading them to be forlorn and desolate.

Bormann (1985) explains that when a narrative appears in different contexts, such repetition is evidence of symbolic convergence.

The rhetorical vision of the characters has chained out and has been accepted by the larger community. To prove this, many Filipino expatriates who have been interviewed in the television have expressed their sentiments as they work abroad. The struggles of some expatriates have become the common theme in many movies, radio and television programs. Lastly, the fantasy of Celestino and Fil is repeatedly expressed in Bienvenido Santos' works not just in his two short stories under study.

Problem No. 4. What social reality is defined by the selected short stories of Beinvenido Santos?

Beinvenido Santos "Scent of Apples" and "The Day the Dancers Came" present the reality faced by Filipino expatriates abroad. The two short stories do not just present excessive nostalgia for homeland but also the hidden misery and betrayal by fellowmen expatriates experience.

Celestino and Fil in the stories represent the many Filipino expatriates who are in the different parts of the globe and who are hungry for a Filipino companionship. In a land where white are superior, seeing somebody of the same color is absorbingly interesting. It explains why Fil becomes apparently excited upon hearing that Filipino dancers will perform in Chicago. He expects that the dancers are like him who displays incomparable eagerness to meet a fellow Filipino in a strange land. He feels belittled when his presence and friendly gestures are ignored and avoided. He later regains his composure by trying to find his own reasons why the dancers act in such manners.

The situation shows a reality that a large number of Filipinos do not understand the real feelings and life of Filipino expatriates abroad. They fail to see that their kind gestures to the expatriates can be their source of strength and pride.

"Scent of Apples" and "The day the Dancers Came" present another reality of how Filipino expatriates struggle against alienation, loneliness, discrimination and betrayal by fellowmen. The short stories successfully present the fears of some expatriates especially those who are aging, those who think they are forgotten by relatives back home and those who think they have nothing to return to in the Philippines. Celestino and Fil are characters drawn realistically from life.

Lastly, the two short stories show that being in America is not totally a fulfillment of dreams in life. For some Filipino expatriates, America is not always a land of promise but also a land of unfulfilled dreams, broken promises and lost chances. Furthermore, America is not always the answer to the problems faced by Filipinos in his own country.

4. Summary, Conclusion and Recommendation

This chapter gives the summary of the findings, the conclusion derived from the findings, and some recommendations.

Summary

Based on the preceding discussion and analysis of the Filipino expatriates in the two selected two short stories of Bienvenido Santos, the findings are summarized as follows:

1. The dramatis personae in the fantasy themes are Filipino expatriates represented by Celestino and Fil whose hearts were defeated by their longing for their native land.

2. Expatriates realized that life in America is not always a bed of roses. That one is only useful when he is in his prime years and that being old becomes a subject of mockery and discrimination.
3. Isolation, alienation, helplessness and loneliness have been the greatest enemies of Filipino expatriates since the day they migrated to America.

Conclusion

Santos indeed deserves to be called the "the ultimate symbol of the *lostness* of his countrymen in America" (Tan, 1981). He expresses in his stories his conscious understanding of the life of the expatriates reflecting his own struggle in his exile.

His works deal on *expatriatism* which started between 1906 and 1934, when Filipinos were recruited to California for agricultural works. Though a century has passed, *expatriatism* still continues making headway despite the many reported cases of death, ill treatment, lost jobs and other problems expatriates face. This just

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proves that Santos' works do not just depict realities of the forgotten past but also the reflection of the present and the prediction of the future of Filipinos who plan to leave the country.

The Filipino expatriates who are scattered in the various parts of the globe are well represented by the characters of Bienvenido Santos' short stories.

Recommendations

In the light of the findings of this study, the researcher recommends the following:

1. That the works of Bienvenido Santos be included in the stories to be tackled in Philippine literature classes.

2. That the discussion of Santos' works not be limited to the identification of the elements of fiction but more on the significance they impart to the readers.

3. That the school encourages teachers to undertake a study on literature to help preserve Filipino values, help show present realities and help find solutions to problems the country is facing. Also, it is one way of preserving the dying literatures of the country.

4. Lastly, that the other interested researchers study other works of Bienvenido Santos that explore the other problems of expatriates.

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