

L A SALLE UNIVERSITY
Lasallian Research Forum

Foreword.....	2
Profile of College First Year: Basis for Marketing Approach	3
Eva Maureen Baga-an	
The Student Services Program at La Salle University: Suggested Activities for Improvement	21
Maria Nancy Quinco- Cadosales Flordelis Jimenez Ejercito	
On the Tree Cover of Graphs and Tree Covering Number of some Cyclic Graphs without Complete Sub graphs Of Order $n \geq 4$	46
Jovanie Castillo	
Faculty Members Perceptions Towards Community Extension	62
Aurora Gonzales	
Classroom Management Styles and Teaching Performance of Faculty members of La Salle University	79
Laura Guangco	

Foreword

The La Salle University (LSU) faculty featured in this issue of the **Lasallian Research Forum** show their versatility as researchers. One faculty delved on a basic research, four conducted evaluative study of existing services, if not programs of the university, one did baseline data gathering on students and faculty alike.

From the Admission Center, *Eva Maureen Baga-an* did a profiling of the first year students who took the entrance examination from December 2007 to May 2008. The profiling was necessary in order for her to propose a school-to-school marketing scheme to boost the enrolment of LSU.

Maria Nancy Quinco-Cadosales, Dean, School of Graduate Studies and Continuing Education and *Flordelis Ejercito* VP-RDEL teamed up to evaluate the Student Services program of the University. Based on the findings, the tandem proposed activities for improvement of the program.

Jovanie Castillo says determining the tree covers and the tree covering number of the graphs resulting from the join and the corona of two nontrivial connected graphs still remains to be discovered. Hence, in his paper, Castillo considered the tree covering number of some graphs resulting from some special graph operation.

Aurora Gonzales, director of the Institutional Social Concern Office (ISCO), looked into the perception of the college faculty members towards the Community Extension Services (CES) of the university. She found that the faculty, though limited to their college's program of extension service, perceive that CES is a vehicle to realizing the vision-mission of the university.

The primary importance of the study of *Laura Guangco*, Director of the Planning and Evaluation Office, lies in knowing the classroom management style the faculty members use when imparting knowledge to their students. For her, this undertaking would serve as a basis in determining the level of teachers' performance.

May the results of the studies contained herein propel all of us members of the academic community to our continuing commitment to excellence.

Profile of College First Year: Basis for Marketing Approach

Eva Maureen Baga-an
Admission Center

Abstract

The study was a profile of the college first years. It described general profile in terms of geographical location of feeder schools, economic status of parents and their educational background. Results show that the top ten feeders schools are but the total number of enrollees come equally from both the private and public schools. Parents of student applicants were mostly farmers, plain housewives, and daily wage earner or government employees. To obtain maximum number of enrollees, this study recommends differentiated and concentrated approach to marketing.

1. Introduction

The increasing competition among schools in Ozamiz City and expensive marketing effort to maintain a competitive position leads to a list of concerns for La Salle University. One of these concerns includes coping with the enrollment decline. It is in this situation where La Salle University has to maintain a population to support the operations of the school without sacrificing the standard of education it aims to maintain. This means that although mindful of university's concern to increase its population, it must also continue to implement policies that may be of threat to the enrolment mortality such as high passing grade and alike to meet its obligation to maintain a status quo of giving a high standard of educational service. To attain this, there is a need for La Salle University to examine its existing marketing orientation to enhance marketing success through identifying the top feeder schools, profile of student applicants and project probability of enrollment.

Review of related literature

La Salle University has developed its own marketing plans to attract prospective students. It is based solely on mass marketing strategy

which means attracting anyone and everyone with a single broad-based marketing appeal. This is following Kotler and Fox' (1995) definition of marketing which is analysis, planning, and control of carefully formulated programs based in the common features of its consumers. These programs are generic concepts presumed to be applicable to all target groups. However, the use of one-size-fits-all strategy has its disadvantage. In the study of Lewison and Hawes (2007) on "Student marketing strategies for universities" it made mentioned of two disadvantages: first, operational cost deficiencies arise from mass marketing approach second, this is not optimally effective. This is because not all consumers share the same profile (Andrews, 2003). It further recommends that an effective marketing for institutions must be tailored to the particular needs and preferences of student prospects. That is to choose a marketing approach that requires focus on one or more selected marketing segments and the development of separate program for each segment.

To cite an example, the school designed the each-one-get-one program. This program gives tuition fee discounts to motivate students to recruit and replenish the expected loss of students every second semester. Collecting the common profile of students, it is presumed that the major cause of the decline of enrolment is the high cost of higher education in relation to its currently enrolled students. After implementing the program for two years, result reveals that the number of students who participated in the said program is insignificant and that enrollment statistics for second semester continued to drop.

This implies that target marketing can be another alternative for marketing option. That is, by identifying segments among the large market and addressing their specific needs that best fits for each segment (Lewison & Hawes, 2007) can boost enrolment. To support, a similar study by Charlotte and Lauer (2002) yields a different result from the expected decline of population under economic crises. Their study on role of expectations regarding the cost and the return of higher education reveals that unemployment risk and high expected wage premium can even motivate prospective students to enroll resulting increase of enrollment.

Conceptual Framework

La Salle University has been adopting the undifferentiated marketing approach or sometimes called mass marketing approach (see Figure 1. old schema) in advertising La Salle University to all secondary schools within the marketing map. However, not all of these prospective students have the same attitude towards the education package that La Salle University is marketing. As a result, invested resources are not sufficiently replenished or worst, may result a drain of resources that could have been invested in school laboratories or project beneficial to students.

Figure 1 shows the diagram of the undifferentiated marketing plan of LSU.

Old Schema

Undifferentiated Marketing

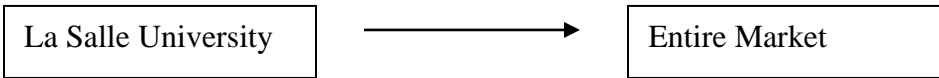


Figure 1
Conceptual Framework of the
Proposed Marketing Plan

Figure 2 shows the diagram of the conceptual framework of the proposed demographic segmentation.

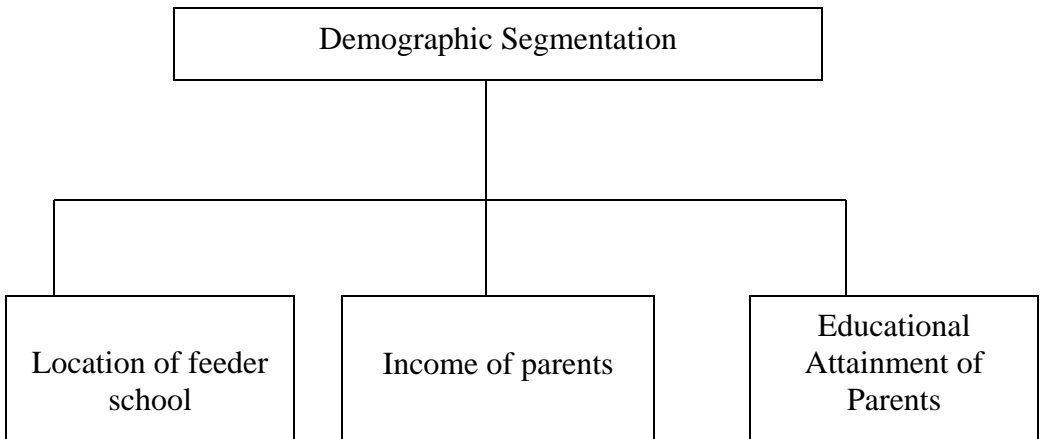


Figure 2
A diagram of the conceptual framework of the proposed demographic segmentation

Statement of the Problem

This study focuses on the school-to-school marketing program. Specifically, it attempts to investigate the following:

1. What is the percentage of enrollment in terms of:
 - a. freshmen application
 - b. geographical locations
2. What is the profile of the top 10 feeder schools according to school type?
3. What is the socio-economic profile of the respondents in terms of:
 - a. economic statuses of parents
 - b. educational profiles of parents

Significance of the study

The goal of this study is to aid in intensifying marketing plans to increase enrollees of La Salle University. In particular, it does this by evaluating the existing school-to-school campaign program by examining profiles of enrollees, highlighting two vital factors: first, the profiles of feeder schools and its geographical location and second, the economic and educational profiles of parents. This is to help project future population and help focus the mind of the marketing teams in identifying target market to improve recruitment strategy and retain high quality students at a higher rate.

Scope and limitation

The study was conducted among college freshmen applicants of La Salle University for SY 2008-2009. Respondents of the study included all application from December 2007- May 2008. There were 1,468 or 89% freshmen applicants considered in this study out of the total 1,651 applicants.

2. Methodology

Descriptive design was used to describe profiles of freshmen applicants in terms of geographical location of feeder schools, occupation of parents and their educational attainment.

Locale

La Salle University is located in Ozamiz City, a province of Misamis Occidental, where most of the students reside. According to the Regional population office no.10 (2004), the agricultural areas of Misamis Occidental account for 59.55% of the total land area of the province while forestland/woodland and grassland/shrub land area extend to 16.67% and the remaining 19.80% are for miscellaneous land uses. This implies, that majority of the parents were farmers and most probably tenants. In addition, of the total household populations, 44.49% attended or

completed elementary education. Three out of ten persons (28.17%) had either attended or finished high school while 10.28% have attended college education. Almost 4% are academic degree holders. On the other hand, those who have attended or finished high school, college, and post baccalaureate were predominantly females. About 3 out of five academic holders were females.

Towards the East of Ozamiz City is Iligan City ; on the south, is Zamboanga del Sur. Both places are agri-based manufacturer of coco oil, livestock feed milling, rice/ corn milling, including the processing of fruits; gifts and house wares made from indigenous materials like handmade paper, roots, rattan, buri, and bamboo; wood-based manufacturer of furniture and furniture components from wood, rattan, and bamboo; marine and aquaculture including support services; construction services and manufacture of marble, concrete, and wooden construction materials.

Population

The population of this study is defined as all college freshmen applicants of La Salle University who took the college entrance exam on December 2007-May 2008. There were 1,468 respondents. The study made use of the existing college application form of La Salle University.

3. Results and Discussion

The discussion will cover: (a) The percentage of enrollment, (b) The profile of feeder schools according to school type, (c) The socio-economic profile of the parents of the freshmen applicants

Table 1 presents the geographical location of feeder schools and its enrollment percentage.

Table 1

Geographical location of feeder schools and its enrollment percentage

Geographical location	Freshmen applicants	Actual enrollees	%
Cluster 1- Pagadian,Aurora, Lintugop	31	16	1.99
Cluster 2- Ramon Magsaysay, Midsalip	14	8	.99
Cluster 3- Molave, Dumingag, Mahayag	121	53	6.58
Cluster 4- Tambulig, Bonifacio	36	23	2.85
Cluster 5- Calamba, Plaridel, Sapangdalaga,Lopez Jaena, Oroquieta	177	55	6.82
Cluster 6- Aloran- Panaon	96	38	4.71
Cluster 7- Jimenez, Tudela	118	46	5.70
Cluster 8- Kapatagan, Maranding	13	20	2.48
Cluster 9 – Maranding, Tubod	75	23	2.85
Cluster 10- Mukas, Maigo, Kulambogan	44	16	1.99
Cluster 11- Tangub	77	32	3.98
Cluster 12- Clarin	76	45	5.59
Cluster 13- Ozamiz City	375	236	29.35
Cluster 14- other schools	215	195	24.19
Total	1468	806	100

A total of one thousand four hundred sixty-eight application forms were collected from college freshmen applicants. Out of these applicants only 55 % actually enrolled in La Salle University. Table 1 shows that the majority of our students come from schools within Ozamiz City comprising 29% of the total population. Data also reveals that 22% of the population is not within the campaign area. The rest of the population is distributed among the 11 campaign areas, each with less than 10% share of the population. Cluster 5, 3, 12 & 7 rank second in the pie distribution of population (see figure 3.1). Data also reveals that the most number of students in each cluster comes from private schools. (see Appendix ii)

Table 2 presents the school type of the top 10 feeders schools.

Table 2
School type of the Top 10 feeder schools

School	Enrollees	School type
Ozamiz City National HS	82	Public
LSU- IS	52	Private
Ozamiz City School of Arts and Trade	34	Public
MU	31	Private
Holy Child HS-clarin	25	Private
Sacred Heart HS-Molave	22	Private
School of St.John de Baptist	22	Private
Clarín National HS	20	Public
Misamis Occ. NHS	18	Public
St. Michael's HS-Tangub	15	Private

Table 2 presents the top ten feeder schools of La Salle University. Of the 10 schools, 6 of which are private schools and the remaining 4 schools are public schools. These four public schools are all big schools with the most number of students in Misamis Occidental and Zamboanga del Sur.

Table 3.1 presents the socio- economic status of father of feeders.

Table 3.1
Socio-economic status of father

Father of college freshmen applicants											
Feeder Schools	Educational Background					Occupation					
	Elementary level	Secondary level	College level	Degree Holder	farmer	daily wage earner	OFW	Private employee	government employee	Own business	unemployed
Cluster 1 Pagadian, Aurora, Lintugop	4	5	5	7	6	2		2	6	2	
Cluster 2 Ramon Magsaysay- Midsalip	1	4	4	3	4	2		2	3		

Cluster 3 Molave, Dumingag, Mahayag	12	39	16	25	30	28	5	5	20	5	1
Cluster 4 Tambulig, Bonifacio	4	17	8	19	22	11	-	2	9		
Cluster 5 Calamba, Sapangdalaga, Pridel, Lopez Jaena, Oroquieta	11	43	30	36	25	43	9	11	22	10	
Cluster 6 Aloran, Panaon	5	28	10	24	12	22	5	5	13	1	
Cluster 7 Jimenez, Tudela	16	25	9	8	14	20	1	2	8		2
Cluster 8 Kapatagan, Maranding	6	10	3	15	10	8	2		9	4	
Cluster 9 Maranding, Tubod	11	22	8	24	15	14	2	1	19	4	1
Cluster 10 Mukas, Maigo, Kulambogan	1	11	8	1	3	6	3		9		
Cluster 11 Tangub	10	20	6	20	20	12	1	4	8	5	
Cluster 12 Clarin	7	28	14	19	22	9		2	4		8
Cluster 13 Ozamiz City	58	122	59	109	56	123	20	34	62	12	1
Cluster 14 Others	54	67	46	76	71	48	10	13	45	12	1
TOTAL	199	441	226	386	310	348	58	83	237	55	14

Table 3.1 reveals that in terms of the level of educational attainment of father, most of them (35%) are within the secondary level. There are 640 or 51% of the population of fathers are within the elementary or secondary level combined. Second in rank, are fathers holding a degree. It is also observed that most of the fathers of these

freshmen applicants are either within the secondary level or degree holders.

Table also shows that most fathers (31%) are daily wage earner; followed by farmers (28%).It is also noted that 21% of employed fathers are government employees.

Table 3.2 presents the socio-economic status of the mother of the feeders.

Table 3.2
Socio-economic status of mother

Mother of college freshmen applicants											
Feeder Schools	Educational Background				Occupation						
	Elementary level	Secondary level	College level	Degree Holder	housewife	farmer	daily wage earner	OFW	Private employee	government employee	Own business
Cluster 1 Pagadian, Aurora, Lintugop	3	4	6	11	5		3	1	2	9	2
Cluster 2 Ramon Magsaysay- Midsalip	3	3	6	3	6			1		3	
Cluster 3 Molave, Dumingag, Mahayag	12	42	14	33	71		5	3	4	15	5
Cluster 4 Tambulig, Bonifacio	4	14	8	33	34	1	2	1		17	2
Cluster 5 Calamba, Sapangdalaga, Plridel, Lopez Jaena, Oroquieta	8	47	32	57	85	1	7	9	6	35	5

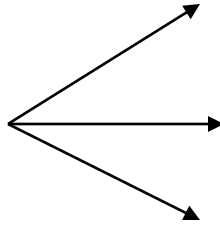
Cluster 6 Aloran, Panaon	5	33	12	21	45		6	2		17	1
Cluster 7 Jimenez, Tudela	9	25	11	28	20	1	6	1	4	7	2
Cluster 8 Kapatagan, Maranding	4	11	3	16	22	-	3			9	6
Cluster 9 Maranding, Tubod	7	19	10	28	36	-	1	2	2	16	4
Cluster 11 Tangub	5	17	15	28	16	8	-	2	6	18	3
Cluster 12 Clarin	21	12	24	43		3	1		13		3
Cluster 13 Ozamiz City	55	121	84	133	220	1	51	6	23	69	17
Cluster 14 Other schools	32	74	53	83	129	5	12	4	7	55	11
TOTAL	170	432	285	491	713	20	97	35	70	276	87

Table 3.2 reveals that the majority (35%) of mothers are degree holder. Second in rank (31%) are mothers whose education attainment is within the secondary level. However, although the majority of these mothers are degree holder, table also reveals that 55% of these mothers are plain housewife. Working mothers are mostly government employed, specifically, public school teachers.

New Proposed Schema

Differentiated Marketing

La Salle University



Feeder school 1

Feeder school 2

Feeder school 3

Concentrated Marketing

La Salle University



Feeder school 1

Top Feeder Schools

Feeder school 3

This study then evaluates the marketing plan through the process of demographic segmentation (Copeland, 2008). This is achieved by studying the population and dividing them into small classification (see Figure 2). Once the demographic segmentation is defined, La Salle University then can have two alternatives. These are the differentiated marketing approach (Copeland, 2008). It is in this approach that the marketing approach of the school will be designed to tailor each segment or choose option two which is concentrated marketing. In concentrated marketing, the strategy is to focus in a particular segment (eg. major feeder school) and develop marketing plan that caters to the needs of that particular group.

4. Summary of Findings, and Recommendations

Summary of Findings

1. The number of enrollees is half of the total number of applicants
2. Majority of the freshmen applicants and enrollees are from Ozamiz City
3. Majority of the top ten feeder schools are private schools. However, actual number of enrollees reveals that private and public schools have an equal share of the enrollment population of La Salle University.
4. Highest educational attainments of fathers reveal that majority of them attained secondary level, while most mothers are degree holders.
5. Majority of the fathers are either farmer or daily wage earner, most mothers are plain housewife.
6. Most of the employed parents are government employees.

Recommendations

1. Aim higher number of student applicants – the first goal in marketing La Salle University is to double the ratio of freshmen applicants in relation to target number of enrollees.
2. Focus on major feeder schools- concentrate marketing strategy within Ozamiz City, public schools with the most number of students and private schools
3. Apply differentiated and concentrated approach if possible - design marketing strategy that appeals to the following segments: housewives, government employees and farmers.

4. Extend the parameter of marketing scope beyond the four segments mentioned – study show that a significant percentage of students come from areas outside the area of marketing concentration.

5. List of References

Andrews, H (2003, May). Enrollment Trends in Community Colleges. Retrieved July 19, 2008 from ERIC, <http://www.eric.ed.gov/ERICWebPortal/>

City of Ozamiz. <http://elgu.ncc.gov.ph/ecommunity/ozamiz>

Copeland, T (2008, April 14). *Planning for Recruiting and Admissions Success*. Retrieved from [http:// www .enrollment marketing .org/higher education/recent-presentations](http://www.enrollmentmarketing.org/higher education/recent-presentations).

Copeland, T (2008, July 24) Higher Education Marketing and Enrollment Management. Retrieved July 25, 2008 from <http://www.enrollmentmarketing.org/highereducation>

Kotler P. (1995). *Strategic Marketing for Educational Institutions*. Retrieved from Emeraldinsight.com/ft

Appendix ii

Feeder Schools	Freshman applicants	Actual enrollees	%
Cluster 1 Pagadian, Aurora, Lintugop	31	16	1.99
Zamboanga del Sur National HS	11	10	
Aurora Pioneers Memorial College	1	1	
Aurora National High School	16	2	
Lintugop National High School			

Santa Teresita Academy	3	3	
Cluster 2 Ramon Magsaysay-Midsalip	14	8	.99
Esperanza Switch National High School	2		
Holy Family High School	4		
Commonwealth National High School	1	1	
Sapa Anding National High School	1	1	
Midsalip National High School	6	6	
Holy Trinity High School			
Cluster 3 Molave, Dumingag, Mahayag	121	53	6.59
Molave Vocational Technical School	19	7	
Sacred Heart High School	51	22	
Blancia Carreon College	2	2	
Leonardo National High School	4	3	
San Jose Academy	8	8	
Western Mindanao Academy	2	2	
Western Mindanao State University	3	3	
Dumingag National High School	1	1	
Mahayag National High School	1	1	
San Jose National High School	2	1	
Sta. Maria Goretti	3	3	
San Isidro HS	27		
Cluster 4 Tambulig, Bonifacio	36	23	2.73
Tambulig National High School	9	2	
San Isidro High School	7	7	
Farmer's Institute	4	1	
St. Vincent's High School	12	9	
Bonifacio National High School	3	3	
Diwat NHS	1	1	
Cluster 5 Calamba, Sapangdalaga,	177	55	6.87

Plridel, Lopez Jaena, Oroquieta			
Liberation Christian School	8		
Calamba Comprehensive High School	5	1	
Sacred Heart High School	14	8	
Holy Rosary Academy	1	1	
Looc National HS	7	2	
St. Nicholas High School	17	1	
St. Patrick's High School			
St. Francis Xavier High School	16	9	
Stella Maris College	14	11	
Talairon, National High School	2	2	
Misamis Occ. Science & Technology	41	1	
Misamis Occ. National High school	49	18	
Oroquieta City National High School	3	1	
Cluster 6			
Aloran, Panaon	96	38	4.72
St. Matthew's High School	25	9	
Aloran Trade High School	28	9	
Panaon Community High School	18	7	
Sinonoc, National High School	6	6	
St. Joseph's High School	19	7	
Cluster 7			
Jimenez, Tudela	118	46	5.72
School of St. John de Baptist	40	22	
Bethel Institute of Technology	10	4	
Jimenez National High School	6	6	
San Isidro Academy	40	7	
Tudela National High School	4	4	
Tudela Comprehensive National High School	18	3	
Cluster 8			
Kapatagan, Maranding	13	20	2.48
Kapatagan National High			

School	3	3	
St. Francis Xavier Academy	8	8	
Lapinig National High School	1	1	
Salvador National High School	1	1	
Bansarvil National High School			
Christ the King College de Maranding	29	7	
Subtotal			
Cluster 9 Maranding, Tubod	75	23	2.86
Lanao del Norte School of Science & Tech.	25	2	
Diosdado Yap Sr. National High School	2	2	
Mercy Junior College	23	9	
Lanao del Norte National Comprehensive High School	7	4	
Arsenio Quebranza NHS	4	4	
Bible Baptist	1	1	
Magsaysay	1	1	
Lala NHS	12		
Subtotal			
Cluster 10 Mukas, Maigo, Kulambogan	44	16	1.99
New Pualas National High School	1	1	
Mukas National High School			
Maigo National High School	1	1	
MSU-Maigo	2	2	
Riverside National High School			
Holy Cross High School	39	12	
Subtotal			
Cluster 11 Tangub	77	32	3.98
St. Michael's High School	15	15	
Silangit National High School	3	3	
Tangub National High School	49	11	
Lorenzo Tan National High			

School	8	1	
Santa Maria National High School	1	1	
Sumirap, National High School			
Banglay	1	1	
Cluster 12			
Clarin	76	45	5.59
Clarin National High School	49	20	
Holy Child High School	27	25	
Cluster 13			
Ozamiz City	375	236	29.35
Tabid National High School	4	2	
Labo National High School	13	11	
Ozamiz City School of Arts & Trades	68	34	
Gala NHS	6	1	
Ozamiz City National High School	88	82	
LSU-IS	82	52	
LSU-Night High School	23	5	
Medina College	6	5	
MU	49	31	
Pulot National High School	16	7	
Labinay	6	1	
Misamis Union	5	5	
Montol NHS	9		
Cluster 14	215	195	22.51
Zamboanga Sibugay	1	1	
San Jose Academy			
MSU-IIT	8	8	
Xavier University	1	1	
Sumirap	1	1	
Panagaan	1	1	
La Salle Academy	6		
St. Columban	8	2	
Others	189	181	
TOTAL	1468	806	100

The Student Services Program at La Salle University: Suggested Activities for Improvement

**Maria Nancy Quinco Cadosales
Flordelis Jimenez Ejercito**

**Dean of School of Graduate Studies and
Continuing Education and VP- RDEL**

Abstract

Various non-academic activities are designed to enrich the scholastic life of students. These activities are scaffold in the student services program. Thus, this study is undertaken with the aim of getting the zest of the important student services that touched and transform the college students' lives at La Salle University, Ozamiz City, Philippines. The descriptive - evaluative research was used to describe the student services program and suggested activities for improvement were proposed. The study found out that the university's best features in student services are in the areas of: admission policies, objectives of the guidance program and services, campus ministry services, research and evaluation, and co-curricular programs and activities. However, the university has to pay closer attention to organization and administration of the student services program, information dissemination of the guidance program and services, and students' assistance programs. Further, the university has made efforts to provide students with functional student services program to develop their wholistic being.

1. Introduction

Student support services are the ways and means to provide additional help to the students. These comprise a cluster of facilities and activities that are intended to make the learning process easier and more interesting to the learners (Rashid, 1998). Students' perception on student development programs and to academic support was the most relevant in collegiate experiences (Farrell, 1997). Further, Sewart (1993, in Choudhry, Gujjar, and Hafeez, 2008) points out that the structure and activities of student support services are dependent upon the infinite needs of the learners and these services lead to the realization of the instructional objectives of the institution (Gupta and Ghugtai, 2002). As Shidi (1995) reveals that the major determinants of enrolment are family, friends, and

alumni. However, academic support and extracurricular offerings were the major factors of students' perseverance and a variety of non-academic environmental factors were the reasons that students leave school prior to graduating. The more academic and non-academic activities the students engage in, the more wholesome their experiences will be. Erickson (1996) reports that students who had good emotional awareness felt they had good emotional management. This results to students' better management of stress, scholastic problems, time, and studies. Student support services are similar to student services program in this present study.

The school has the responsibility to cooperate with the family and other social institutions to develop the total personality of the student. Thus, a program of student services, directed and coordinated by a professionally trained staff, is an integral part of institutional planning and operation. This program should be designed to assist the individual student to attain maximum self-realization and to become effective in his social environment. The institution's program of student services should complement the academic program (PAASCU Standards).

Statement of the Problem

The purpose of this study was to evaluate the student services program of La Salle University, Ozamiz City, Philippines for the academic year 2007-2008. Based on the findings of the study, suggested activities for improvement are proposed. Furthermore, the study sought to answer the following problems:

1. What is the profile of the student services program in the following dimensions as rated by the summer 2008 graduating students:
 - a. organization and administration
 - b. admissions
 - c. student orientation
 - d. guidance program and services
 - e. student assistance program
 - f. co-curricular programs and activities; and

g. alumni?

2. What activities for improvement may be suggested based on the findings of the study?

2. Methodology

The study used the descriptive - evaluative research to describe the student services program. The formative evaluation of the student services program provided data to the university for the purpose of improving its student services programs. Thus, the graduating students assess the student services program and use this information for program improvement. The primary tool utilized in this study was the evaluation tool secured from the Philippine Accrediting Association for Schools, Colleges and Universities (PAASCU). The summer 2008 graduating students evaluated the student services program.

The graduating students' observations and experiences were solicited by asking them to rate each item in the questionnaire according to their approximation to evaluate the different divisions in the student services program. In determining the profile of the graduating students' responses, the weighted mean was utilized to describe the following divisions in the student services program, namely: organization and administration; admissions; student orientation; guidance program and services; student assistance program; co-curricular programs and activities; and alumni. A focused group discussion (FGD) was also employed to further validate the data.

3. Results and Discussion

This section presents, analyzes and interprets the data gathered on the student services program.

Student Services Program

There are seven areas included in the student services program, namely: organization and administration; admission; student orientation; guidance program and services; student assistance program; co-curricular programs and activities; and alumni.

Organization and Administration

The organization and administration include the objectives, student services program, and administrative support which are rated satisfactory by the graduating students.

The school's program of student services clearly reflects the purposes and objectives of the institution. It is supported by the needed physical facilities and adequate financial resources to meet its objectives. Lines of administrative relationship and cooperation are clearly shown. Its objectives and program of activities and services should be known and accepted by the administration, faculty and students (PAASCU Standards).

The indicators of organization and administration of the student services program are shown in Table 1.

Table 1
Organization and Administration of the Student Services Program

Indicators	Mean	Verbal Description
Objectives		
They are geared towards student welfare, growth and development.	4.16	Satisfactory
The objectives of the Student Services Program are clearly stated.	4.14	Satisfactory
They are in harmony with and contributory to the objectives of the institution.	4.14	Satisfactory
They are known and understood by the students,	3.91	Satisfactory

faculty and the school administration.		
They are well-publicized.	3.91	Satisfactory
Grand Mean	4.05	Satisfactory
Student Services Program (SSP)		
The SSP pattern of organization and Relationships with the school administration, the instructional program and the community are clearly shown in the organizational chart.	4.19	Satisfactory
The functions of the Office of Student Services are well-defined.	4.00	Satisfactory
The Office of Student Services office is staffed with professionally qualified personnel.	3.83	Satisfactory
The Student Services meet student needs and are sufficiently availed of by the students.	3.61	Satisfactory
Grand Mean	3.91	Satisfactory
Administrative Support		
The various Student Services are provided with adequate personnel, physical facilities, equipment and materials.	4.22	Excellent
The programs and activities provided by the Office of Student Services with the collaboration of the students are recognized and allotted sufficient time and attention by the administration.	4.00	Satisfactory
The area of Student Services is represented in the policy and decision-making bodies of the college or institution.	4.00	Satisfactory
The Student Services staff and personnel receive salaries commensurate to their professional preparation, position, and nature of work.	3.77	Satisfactory
There is a sufficient budget for Student Services.	3.55	Satisfactory
Grand Mean	3.90	Satisfactory

Legend: 4.21 – 5.00 - Excellent
3.41 – 4.20 - Moderately Extensive
2.61 – 3.40 - Satisfactory
1.81 – 2.60 - Missing
1.00 – 1.80 - Not Needed

The students have satisfactory rating on the *objectives* of the student services program. They report that the objectives are geared toward their welfare, growth, and development; clearly stated; and in harmony with and contributory to the objectives of the institution. However, the students note that the objectives of the student services program be known and should be understood by the students, faculty and the school administration by making these objectives well publicized.

The *student services program* (SSP) was rated satisfactory. Students perceive that the SSP pattern of organization and relationships with the school administration, the instructional program and the community are clearly shown in the organizational chart. Thus, the functions of the Office of Student Services are well-defined. On the other hand, the graduating students cite that the Office of Student Services is staffed with professionally qualified personnel. With this, the Student Services meet students' needs and are sufficiently availed of by them.

In terms of *administrative performance*, the graduating students reveal that the various student services program are provided with adequate personnel, physical facilities, equipment and materials. Thus, the programs and activities provided by the office of student services in collaboration with the students are recognized and allotted sufficient time and attention by the administration. According to the graduating students, the area of student services is represented in the policy and decision-making bodies of the university. However, they have low rating regarding the student services staff and personnel's salaries that commensurate to their professional preparation, position, and nature of work; and on the budget for student services.

Admissions

PAASCU Standards indicate that the admissions program of a college or university should provide for the proper selection and direction of prospective students. Policies and practices should clearly reflect the objectives of the institution and meet government regulations. Through established admissions criteria, the institution should be able to select and

classify applicants who show reasonable chance for success in the different courses that they have chosen.

The indicators for admissions are displayed in Table 2.

Table 2
Admissions

Indicators	Mean	Verbal Interpretation
Admission Policies		
Policies and procedures reflect the institutional purposes and objectives.	4.39	Excellent
The admissions program is headed by an officer or director of admissions.	4.39	Excellent
There is an admissions program, which provides clearly defined policies and procedures on the selection and admission of students.	4.33	Excellent
Policies and procedures are contained in the school's catalogue or Bulletin of Information.	4.08	Satisfactory
The head of Student Services participates in the formulation of admission policies.	4.08	Satisfactory
The school utilizes effective tools and devices in the selection and admission of students.	4.05	Satisfactory
Grand Mean	4.22	Excellent
Admission Procedures		
The statements of admission procedures are distributed early to feeder schools.	4.26	Excellent
The forms filled out by or for the incoming students contain the information needed for their permanent record.	4.18	Satisfactory
There is a clear policy on student retention.	4.15	Satisfactory
Early applications are encouraged so that those not accepted can apply elsewhere.	4.03	Satisfactory

The admission procedures are:	(3.94)	Satisfactory
a. clearly stated in the catalogue or prospectus	4.11	Satisfactory
b. described in bulletin board announcements	3.82	Satisfactory
c. simple and easy to follow	3.82	Satisfactory
d. executed in an orderly manner	3.82	Satisfactory
e. followed by all incoming students alike	4.17	Satisfactory
Grand Mean	4.11	Satisfactory

Legend:	4.21 – 5.00	-	Excellent
	3.41 – 4.20	-	Moderately Extensive
	2.61 – 3.40	-	Satisfactory
	1.81 – 2.60	-	Missing
	1.00 – 1.80	-	Not Needed

Admissions are categorized into policies and procedures. It can be noted in the data that the university is extensively implementing its admission policies. These policies and procedures reflect the institutional purposes and objectives. The admissions program is headed by an officer or director of admissions. Further, the admissions program provides clearly defined policies and procedures on the selection and admission of students. However, there is a need for the university to utilize effective tools and devices in the selection and admission of students.

On the other side, the graduating students rated satisfactorily the admission procedures. There is an extensive distribution of the statements of admission procedures to feeder schools. But, there is a need to state the admission procedures in the catalogue or prospectus and bulletin board announcements which are stated simply and easy to follow, and is executed in an orderly manner.

Student Orientation

The college should have a program designed to orient new students as well as to reorient old students to the general philosophy and the

characteristic values of the particular institution. This program, which could be concentrated into a few days prior to the beginning of regular course work, or extended for a longer period, should include general class lectures, group and individual conferences and social activities. The effectiveness of an orientation program is measured by the degree to which students are able to acquire or assimilate the necessary knowledge about the school and its purposes and objectives, in such a way as to be able to adjust themselves easily and pleasantly to the new school and to feel therein a sense of security and belonging.

The indicators of orientation program are shown in Table 3.

Table 3
Student Orientation

Indicators	Mean	Verbal Interpretation
The orientation program aims at student adjustment to college life.	4.36	Excellent
It is intended for all students.	4.14	Satisfactory
It is an ongoing program.	4.05	Satisfactory
It is well-organized and systematically implemented.	4.03	Satisfactory
Grand Mean	4.14	Satisfactory

Legend: 4.21 – 5.00 - Excellent
 3.41 – 4.20 - Moderately Extensive
 2.61 – 3.40 - Satisfactory
 1.81 – 2.60 - Missing
 1.00 – 1.80 - Not Needed

The orientation program should be periodically reviewed and evaluated by the administration, faculty, students and new graduates, so as to insure its relevance and usefulness.

The student orientation program aims at student adjustment to college life. The students reveal that there is an extensive effort of the university to orient both the freshmen and transferees. However, on going orientation program for the other year levels is moderately extensive. Students in the higher levels learn about the university’s whereabouts

through bulletin board displays and meetings which not all students have read/attended. Further, they reveal that well-organized and systematically implemented programs were also moderately extensive.

Guidance Program and Services

Student services are grouped into a sound and functional guidance program directed towards the welfare and the total personality development of the students. The objectives of the guidance program must be consonant with the purposes and goals of the institution.

The guidance program offers the following services: (a) the Individual Inventory Service gives information about the student to aid him towards self-knowledge and self-realization; (b) the Testing - provides data for (a); (c) The Information Service provides the student with sufficient educational, social and occupational data to guide his choices and decisions; (d) the Individual and Group Counseling helps the student to develop into a fully-integrated, mature and responsible person; (e) the Placement and Follow-up Services provide career counseling, systematic contacts with alumni, job placement opportunities, and provisions for continuing education and involvement in community service; (f) the Research and Evaluation gauge the effectiveness of the student services program for its possible improvement.

The areas in guidance program and services are manifested in Table 4.

Table 4
Guidance Program and Services

Indicators	Mean	Verbal Interpretation
Objectives		
The objectives of the guidance program are oriented towards student self – realization and total personality development.	4.33	Excellent

They are consonant with the purposes and objectives of the institution.	4.19	Satisfactory
Grand Mean	4.26	Excellent
Services		
Information data about each student, his needs, abilities, interests, as well as his educational and family background, are compiled and filed in a cumulative folder.	4.22	Excellent
Information about the students is kept up-to-date.	4.19	Satisfactory
Confidentiality of certain data about the student is maintained and respected.	4.03	Satisfactory
The counselor makes good use of such information in guiding students.	3.94	Satisfactory
Grand Mean	4.09	Satisfactory
Testing Program		
Results are made available to the student to help him gain self-understanding.	4.25	Excellent
There is a systematic and continuing testing program.	4.11	Satisfactory
The tests and evaluative techniques being used are valid, reliable and useful.	4.02	Satisfactory
Results are utilized by the faculty and administrators for meeting student needs.	4.00	Satisfactory
Grand Mean	4.09	Satisfactory
Information		
The information provided is up-to-date and systematically organized.	4.00	Satisfactory
Relevant educational, occupational and social information is properly disseminated to students and their parents	3.82	Satisfactory
Grand Mean	3.92	Satisfactory
Counseling		
The faculty is oriented to the counseling services so as to facilitate coordination and referrals.	4.08	Satisfactory
The counseling staff regularly participate in in-service training.	4.08	Satisfactory

Counseling services are coordinated with other sectors of the school and community to promote the student's total development.	4.05	Satisfactory
The ratio between the number of counselors and the number of students is adequate.	4.02	Satisfactory
Efforts are exerted to reach as many students as possible.	4.02	Satisfactory
The nature and the purpose of the counseling process are understood by the students.	4.00	Satisfactory
Individual and group counseling are available to all students.	3.80	Satisfactory
Grand Mean	4.00	Satisfactory
Placement and Follow - up		
The school provides career counseling to prospective graduates in preparation for their entry into a career or employment.	4.34	Excellent
Career guidance is provided to enable students to choose appropriate programs/major courses or fields of specialization.	4.05	Satisfactory
The school maintains systematic contact with its graduates and alumni.	4.05	Satisfactory
Formal linkages are established with the employment sector for systematic recruitment and orientation of graduating students.	4.02	Satisfactory
Follow-up studies of graduates are made to evaluate their preparedness for work and acceptability for employment.	4.00	Satisfactory
It involves alumni in its programs for placement, continuing education and community involvement.	3.82	Satisfactory
Grand Mean	4.04	Satisfactory
Campus Ministry		
Campus Ministry services have an impact on the students.	4.28	Excellent
There is an office in charge of Campus Ministry.	4.25	Excellent

Grand Mean	4.26	Excellent
Research and Evaluation		
Evaluation results guide changes in school policies, the academic program, and the Services.	4.25	Excellent
Research findings are utilized by administrators, faculty and the Student Services staff.	4.22	Excellent
There is a continuing and systematic evaluation of the effectiveness of the Student Services.	4.16	Satisfactory
Grand Mean	4.21	Excellent

Legend: 4.21 – 5.00 - Excellent
3.41 – 4.20 - Moderately Extensive
2.61 – 3.40 - Satisfactory
1.81 – 2.60 - Missing
1.00 – 1.80 - Not Needed

Objectives. The objectives of the guidance program are oriented towards student self-realizations and total personality. The students’ evaluation is supported by the activities, seminar-workshops, job fair that the guidance center is offering to them. Further, the students say that the guidance objectives are in consonance with the purposes and objectives of the institution that is the total transformation of their lives.

Individual Inventory Service. The students report that there is an extensive efforts of the guidance personnel to gather data about each student, his needs, abilities, interests, as well as his educational and family background as compiled and filed in a cumulative folder. This information about the student is kept up-to-date regularly through interviews. However, the counselors’ maintenance and respectfulness on confidentiality of certain data about the students and the good use of information in guiding them are rated moderately extensive.

Testing. There is an extensive practice to make test results available to the student to help him/her gain self-understanding. However, the utilization by the faculty and administrations of these test results to meet students’ needs is moderately extensive.

Information Service. The programs for information disseminations on relevant educational, occupational and social information to students and their parents were rated moderately extensive.

Counseling. There is also a moderately extensive rating on the orientation of the faculty on the counseling services so as to facilitate coordination and referrals; in-service training of the counseling staff; coordination with the other sectors of the school and community to promote the students' total development; ratio between the number of students and counselors; and the counselors' efforts to reach as many students as possible. Thus, students give a low rating to individual and group counseling.

Placement and Follow-up. The students believe that the university extensively provides career counseling to prospective graduates in preparation for their entry into a career or employment. This is observable in the regular job fairs initiated by the guidance personnel. The university also works closely with the Department of Labor and Employment (DOLE) through the university's PESO manager. However, there is a need to involve alumni in the guidance program for placement, continuing education and community involvement as revealed in the low ratings.

Campus Ministry. The students highly commend that the campus ministry services have an extensive impact on them through its office. This clearly show that students availed the various activities of the campus ministry office like daily masses, reflections, kumustahan, and seminar-workshops.

Research and Evaluation. Students are actively involved in the evaluation of any school activities and programs. They report that evaluation results are extensively utilized in the change in school policies, academic programs, and student services. These research findings are also extensively utilized by administrators, faculty, and student services staff.

Student Assistance Program

The school has a well-organized student assistance program, which provides the students with the needed financial aid, health services, *etc.*

The student assistance programs are shown in Table 5.

Table 5
Student Assistance Program

Indicators	Mean	Verbal Interpretation
Financial Aid		
The school offers financial aid to deserving and needy students.	4.19	Satisfactory
The program is supported by community resources in addition to a definite allocation in the school budget.	4.16	Satisfactory
Information about the Assistance Program is disseminated to the community and feeder schools.	3.91	Satisfactory
The financial assistance program is systematically managed.	3.80	Satisfactory
Grand Mean	4.01	Satisfactory
Health Services		
Professionally trained personnel carry out the health care program.	4.30	Excellent
Health care is available during all school hours.	4.11	Satisfactory
Adequate facilities and necessary medical-dental supplies are provided.	4.08	Satisfactory
Parents or guardians are informed when students have serious health problems.	4.02	Satisfactory
Records are kept systematically and up-to-date.	3.94	Satisfactory
A Health Education program is made available to the students.	3.86	Satisfactory
Grand Mean	4.05	Satisfactory
Food Services		
The health examination of food service personnel and the inspection of food served are attended to regularly.	4.44	Excellent
Food services are efficiently managed and supervised by competent staff.	4.16	Satisfactory

Food services provide nutritious, well-balanced reasonably priced meals.	4.08	Satisfactory
Food is prepared and served in a sanitary and comfortable place.	4.05	Satisfactory
Grand Mean	4.18	Satisfactory
Housing Facilities		
There is a definite school policy regarding housing facilities.	3.77	Satisfactory
Measures are taken by the administration to provide:	(3.48)	Satisfactory
a. professionally trained resident managers/ directors.	3.33	Satisfactory
b. comfortable and sanitary living quarters.	3.36	Satisfactory
c. adequate recreational facilities.	3.52	Satisfactory
d. supervised programs for weekends and holidays.	3.38	Satisfactory
e. special orientation programs for new residents.	3.63	Satisfactory
f. rooms conducive to quiet study and concentration.	3.44	Satisfactory
g. coordination with the university administration personnel, such as the academic adviser, counselors, director of student activities, the testing bureau staff, the health services, staff, <i>etc.</i> as the case may require.	3.73	Satisfactory
Grand Mean	3.62	Satisfactory
Other Services (Transportation)		
Transportation facilities are made available for off - campus student activities.	3.88	Satisfactory

Legend: 4.21 – 5.00 - Excellent
3.41 – 4.20 - Moderately Extensive
2.61 – 3.40 - Satisfactory
1.81 – 2.60 - Missing
1.00 – 1.80 - Not Needed

Financial Aid. The university created the Students' Fund Assistance (STUFAS). This is a way of offering financial aid to deserving and needy students. The university's STUFAS program is supported by the Development Office who source out funds in addition to a definite allocation in the school budget. However, the students suggest that there is a need to disseminate the information about the assistance program to community and feeder schools. This resulted to the students' low-rating on the systematic management of financial assistance program.

Health Services. The university has professionally trained personnel who carry out the health care program. Students reveal that the university extensively considers the competence of the health personnel and makes sure that health care is available during all school hours. However, the health education program should be made available to them. Records must be kept systematically and up-to-date.

Food Services. There is an extensive health examination of food service personnel and the inspection of food served is attended to regularly. However, the following are rated moderately extensive: providing nutritious foods, preparing and serving foods in a sanitary and comfortable place, and managing and supervising the food services staff.

Housing Facilities. The students rate the housing facilities low. The data show that there is a need for the university to provide professionally trained resident managers/directors; comfortable and sanitary living quarters; supervised programs for weekends and holidays; and rooms conducive to quiet study and concentration. They also believe that there should be a definite school policy regarding housing facilities.

Other Services. The university owns three school buses. The students reveal that transportation facilities should be made available for off-campus student activities.

Co-curricular Programs and Activities

The school provides a variety of suitable co-curricular activities contributory to student development and supportive of the school's objectives. The co-curricular programs are well- organized and directed by a competent staff including qualified faculty members. Students are encouraged to take advantage of such activities that would contribute to the development of their talents and potentials. Programs and activities are evaluated so as to determine their effectiveness for student development.

Table 6 displays the students ratings on co-curricular programs and activities.

Table 6
Co-Curricular Programs and Activities

Indicators	Mean	Verbal Interpretation
There are faculty advisers for all student organizations.	4.41	Excellent
The effectiveness of co-curricular activities and campus organizations is regularly evaluated.	4.33	Excellent
a. Students participate in the evaluation of co- curricular activities	4.25	Excellent
b. Evaluation results are taken into consideration in the improvement or revision of the program.	4.25	Excellent
The school provides a variety of co-curricular programs and activities contributory to student development and supportive of the school's educational objectives.	4.25	Excellent
The program of co-curricular activities includes student publication, community projects, <i>etc.</i>	4.19	Satisfactory
There is a harmonious balance between the academic and the co-curricular activities of students.	4.16	Satisfactory

Co-curricular activities are under the direction and supervision of a qualified official (Dean of Student Affairs, or his equivalent).	4.13	Satisfactory
The school provides functional leadership training designed to tap the students' talents and develop them maximally.	4.13	Satisfactory
The school's policy for campus organizations and co- curricular activities is clear and generally accepted by the students.	4.11	Satisfactory
Grand Mean	4.21	Excellent

Legend: 4.21 – 5.00	-	Excellent
3.41 – 4.20	-	Moderately Extensive
2.61 – 3.40	-	Satisfactory
1.81 – 2.60	-	Missing
1.00 – 1.80	-	Not Needed

The co-curricular programs and activities are extensively facilitated by faculty advisers for all student organization. The effectiveness of co-curricular activities and campus organizations are extensively evaluated by the students. These evaluation results are the basis for the improvement or revision of the program. Furthermore, the university extensively provides a variety of co-curricular programs and activities contributory to student development and supportive of the university's educational objectives. However, the students reveal that the university's policy for campus organizations and co-curricular activities should be clear and generally accepted by them.

Alumni

The influence of the college/university extends beyond its walls through its alumni. The alumni are formally organized and the institution has a designated person responsible for alumni relations. Objectives of the alumni association are clear and well-disseminated. The association has a specific role in the general program of the institution and services are available to alumni through the alumni office.

Table 7 shows the indicators on alumni.

Table 7
Alumni

Indicators	Mean	Verbal Interpretation
There is a formally organized Alumni Association.	4.19	Satisfactory
A list of alumni involved in various meritorious projects or programs is kept up-to-date and disseminated to the school on different levels.	4.16	Satisfactory
The alumni show interest and are involved in the continuing development of the institution.	4.13	Satisfactory
Its objectives are published and distributed to its members and the prospective graduates of the school.	4.08	Satisfactory
Grand Mean	4.14	Satisfactory

Legend: 4.21 – 5.00	-	Excellent
3.41 – 4.20	-	Moderately Extensive
2.61 – 3.40	-	Satisfactory
1.81 – 2.60	-	Missing
1.00 – 1.80	-	Not Needed

The college program for the Alumni Association and for follow-up service should make provisions for maintaining contact with graduates and drawing on their resources for employment, support of development plans and other worthy activities. In turn, the alumni must be assured of the school's interest in their welfare.

The university created an office to look into the affairs/welfare of the alumni. The students rated moderately extensive the formulation of organized Alumni Association as well as the involvement of the alumni in various meritorious projects or programs. Moreover, the study manifests that there is a need to publish and distribute the objectives of the Alumni Association to its members and prospective graduates of the school. This is to cultivate the interest and involvement of the alumni in the continuing development of the institution.

The summary of the Student Services Program is shown in Figure 1.

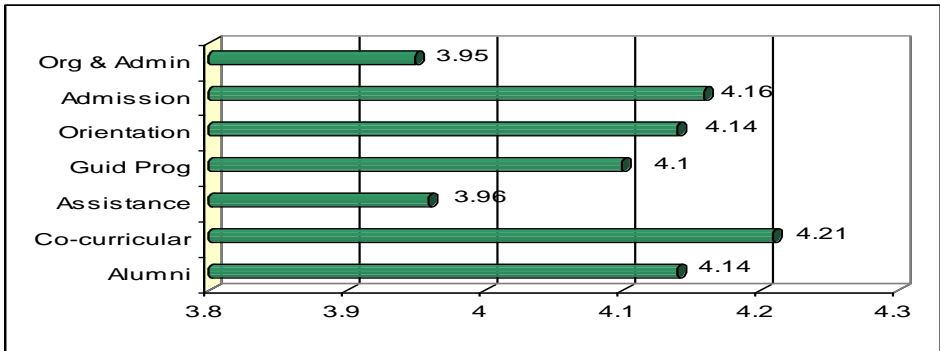


Figure 1
Summary of Student Services Program

The data shows that the best feature of the university in terms of student services program is the co-curricular activities which are rated extensive by the students. Moreover, they reveal that the conduct of admission, student orientation, alumni, and guidance program and services are moderately extensive. However, there is a need to intensify the organization and administration of the student services program and the student assistance program as manifested in the low ratings.

Strengths and Weaknesses of the Student Services Program

The strengths of the student services program are those areas/indicators with 4.20 and up ratings.

The administrative supports on various student services are provided with adequate personnel, physical facilities, equipment and materials.

Admission program is headed by an officer or director of admissions who clearly defines policies and procedures or the selection and admission of students. Policies and procedures reflect the institutional purposes and objectives. The statements of admission procedures are distributed early to feeder schools.

The orientation program aims at student adjustment to college life. The objectives of the guidance program are oriented towards student self-realization and total personality developments. Information data about each student are compiled and filed in a cumulative folder. Test results are made available to the student to help him gain self-understanding. Career counseling is provided to prospective graduates. Campus ministry services have an impact on the students.

Evaluation results guide changes in school policies, academic program, and student services. Research findings are utilized by administration, faculty, and student services staff.

Professionally trained personnel carry out the health care program. The health examination of food service personnel and the inspection of food served are attended to extensively.

There are faculty advisers for all students' organizations. Co-curricular activities and campus organizations are extensively evaluated by students for the improvement/revision of the program. These co-curricular programs and activities are contributory to student development and supportive of the university's educational objectives.

The weaknesses of the student services program are those areas/indicators with 3.99 and below ratings.

Areas	Actions to be Taken
I. Organization and Administration	
1. Student services program be known and understood by the students, faculty and the school administration through publication.	Production of leaflets, brochures
2. Educational qualifications of the student services personnel	Hire qualified student services officers who have the experiences in student development activities and further studies on students' development.
3. Availability of student services	Advertise students' activities through

that meet students' needs	radio advertisements, bulletin board announcements, distribute brochures
4. Sufficiency of budget for student services	Require budget proposals from each student organization, subject to public hearing
II. Admissions	
Improvement of the admission procedures	Update bulletin board announcements regularly.
III. Guidance Program and Services	
1. Utilization of student's data in guiding him/her	Update student's information data bank
2. Dissemination of relevant educational, occupational, and social information to students and their parents	<ul style="list-style-type: none"> • Intensify parents' assembly • Distribute brochures regularly
3. Availability of individual and group counseling	Post schedule for individual and group counseling sessions regularly
4. Involvement of alumni in placement, continuing education, and community involvement programs	Involve alumni in planning and implementing programs on placement, continuing education, and community involvement programs
IV. Student Assistance Program	
1. Dissemination of information about financial assistance program to the community and feeder schools.	Intensify the information dissemination campaign.
2. Systematic management of financial assistance program	Orient students on forms of financial assistance they can avail
3. Students' health records will be updated	Require students for a regular medical-dental check up every semester
4. Availability of a health education programs to students	Provide brochures and bulletin board displays near the clinic
5. Presence of professionally trained resident dorm manager/director	Designate a dorm director to attend to residents' needs
6. Comfortable and well-sanitized living quarters	Check the living quarters regularly. Set house rules
7. Week-end/holiday programs	Design enhancement activities for the

for dormers	dormers
8. Orientation programs for new residents	Conduct orientation programs for the induction of new residents
9. Provisions for rooms conducive to quiet study and concentration	Check dorm facilities regularly
10. Close coordination of the university with other agencies	Intensify linkages with other agencies
11. Definite university policy regarding housing facilities	Formulate policies on housing facilities
12. Availability of transportation facilities for students' off-campus activities	Coordination with transportation director on bus schedules

4. Findings, Conclusion, and Recommendations

Findings

The study reveals that the university's best features in student services are in the areas of: admission policies; objectives of the guidance program and services; campus ministry services; research and evaluation; and co-curricular programs and activities. However, the university has to pay closer attention to organization and administration of the student services program; information dissemination of the guidance program and services; and students' assistance programs.

Conclusion

The university has made efforts to provide students with functional student services program for holistic development.

Recommendations

It is further recommended that the university address the weak areas specified by the graduating students. Key people be identified to address such areas that need improvement. Continuing evaluation be

conducted to other students to have a holistic view on the evaluation of the student services program.

5. List of References

- Choudhry, Amtul, H., Aijas A. Gujjar, and Rashid Hafeez (2008). Comparative Study of Student Support Services of AIOU and UKOU. Turkish Online Journal of Distance Education – TOJDE January 2008 ISBN 1302-6488, Vol. 9, No. 1, Article 6
- Erickson, Mark Blogger (1996). Wellness and the college freshmen: on-campus residents and their perceptions of wellness. Vol. 57 No. 10 April 1997, p. 4283.
- Farrell, Robert J. PhD (1997). Perceptions of student services held by staff at National Collegiate Athletic Association institutions participating in the life skills program. Dissertation Abstracts International. Vol. 57 No. 10 April 1997, p. 4273.
- Gupta, M. S., V. K. Kakaria, and I. B. Ghugtai (2002). Two years B.Ed programmed: an experiment in quality teacher education, University News 39 (41); 8-14, Turkish Online Journal of Distance Education – TOJDE January 2008 ISBN 1302-6488, Vol. 9, No. 1, Article 6
- Rashid, M. (1998). Student Support Services in Distance Education. Islamabad: National Book Foundation
- Shidi, Rasak EdD (1995). Knoxville College, Tennessee: A case study of student recruitment and retention. Dissertation Abstracts International. Vol. 57 No. 10 April 1997, p. 4291.
- Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU)

On the Tree Cover of Graphs and Tree Covering Number of some cyclic graphs without complete Sub graphs Of Order $n \geq 4$

Jovannie Castillo
College of Arts and Sciences

Abstract

Let G be a graph $n \geq 4$. The tree covering number of G is defined as the minimum number of the tree factorizations of G so that for each $e \in E(G)$ there exist at least one-tree factors of G for which e belong.

In this paper, the tree covering number of some graphs resulting from some special graph operation such as the corona and sum of graphs is considered. Moreover, it is shown here that the edge set of a graph is an upper bound for tree covering numbers and this bound is sharp. Likewise, the tree cover of some graphs without complete sub graphs of order $n \geq 4$ is characterized and tree covering numbers are determined.

1. Introduction

A lot of studies have been done concerning covering theory such as vertex covering, clique covering, edge covering and path triple covering. By varying the conditions, a new kind of covering a graph is obtained. In this paper, we consider a covering of the edge set of a simple graph, such a kind of covering gives rise to what we call the tree covering number of a graph. In this paper, the author aims to give the tree covering number of some special cyclic graphs and those graphs without complete subgraphs of order $n \geq 4$ likewise, we give a good upper bound for the tree covering number of graphs resulting from some well known graph operation such as the corona and sum of graphs.

Statement of the Problem

Determining the tree covers and the tree covering number of the graphs resulting from the join and the corona of two nontrivial connected graphs still remains to be discovered. Determining an upperbound for this

operations and determining the tree covers and the tree covering number of some special cyclic graphs are the main concern of the study.

Objectives of the Study

In particular, this study aims to:

1. Characterize graphs with tree covering equal to one.
2. Characterize the graphs with tree covering number equal to its size.
3. Determine the tree covering number of some special cyclic graphs.
4. Determine an upper bound for the tree covering number of graphs resulting from the sum and corona of two non-trivial connected graphs.

Significance of the Study

This study introduces a new point of interest in Covering theory. Results generated in this study are important especially to those who wish to work on topics regarding graph coverings. In operational research, this study is of great contribution specially on minimizing problems. This research is hoped to have other significance and find interesting applications in other field of sciences besides Pure Mathematics especially in traffic control and minimizing electrical networks.

Scope and Limitation of the Study

All graphs considered in this study are simple, no loops and multiple edges.

2. Methodology

Results generated in this study employed different basic strategies. Basic concepts and preliminary notions accompanied with illustrations

were given to facilitate the derivation of the results. Furthermore, illustrations were made to search for a pattern, which served as a foundation in generating the results. The symbol *q.e.d.* (*quod errata demonstratum*) signified that the proof had been demonstrated.

Basic Concepts and Preliminary Notions

This Section gives the basic concept that are needed in this study. Most of the definitions in Section 2.1 are taken from the book “Graph Theory” by Frank Harary.[1]

Basic Concepts

Definition 1. A graph G is a pair $\langle V(G), E(G) \rangle$ where $V(G)$ is a finite non-empty set of elements called *vertices* and $E(G)$ is a set of 2-subsets of $V(G)$ called *edges*. The sets $V(G)$ and $E(G)$ are referred to as the *vertex set* and the *edge set* of G , respectively. If u and v are end vertices of an edge e , we denote the edge by symbol $e = uv$ and we say that u and v are adjacent while u and e are incident, as v and e are.

Example

Example of graph with $V(G) = \{a, b, c, d, e\}$ and $E(G) = \{ab, ac, bc, cd, ed\}$

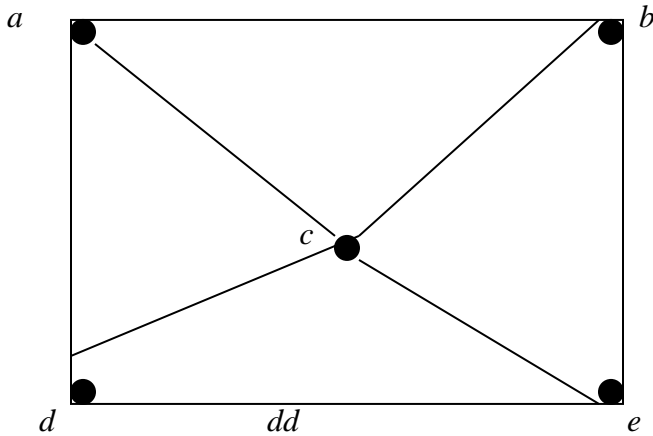


Figure 1
A graph G

Definition 2. The *cardinality* $|V(G)|$ of $V(G)$ is called the *order* of G , while the cardinality $|E(G)|$ is called the *size* of G . A graph G with p vertices and q edges is called a (p, q) graph the $(p, 0)$ graph is referred to as the *empty graph* of order p . In particular, a $(1, 0)$ is called the *trivial graph*.

Example

In figure 2.1 the order of G is 5 and its size is 8

Definition 3. A *subgraph* of a graph G is a graph having all of its vertices and edges in G . It is a *spanning subgraph* of G if it contains all the vertices of G . If H is a subgraph of G , then G is said to be a *supergraph* of H . If S is a non empty subset of $V(G)$, the subgraph $\langle S \rangle$ of G induced by S is the maximal subgraph of G with vertex set S .

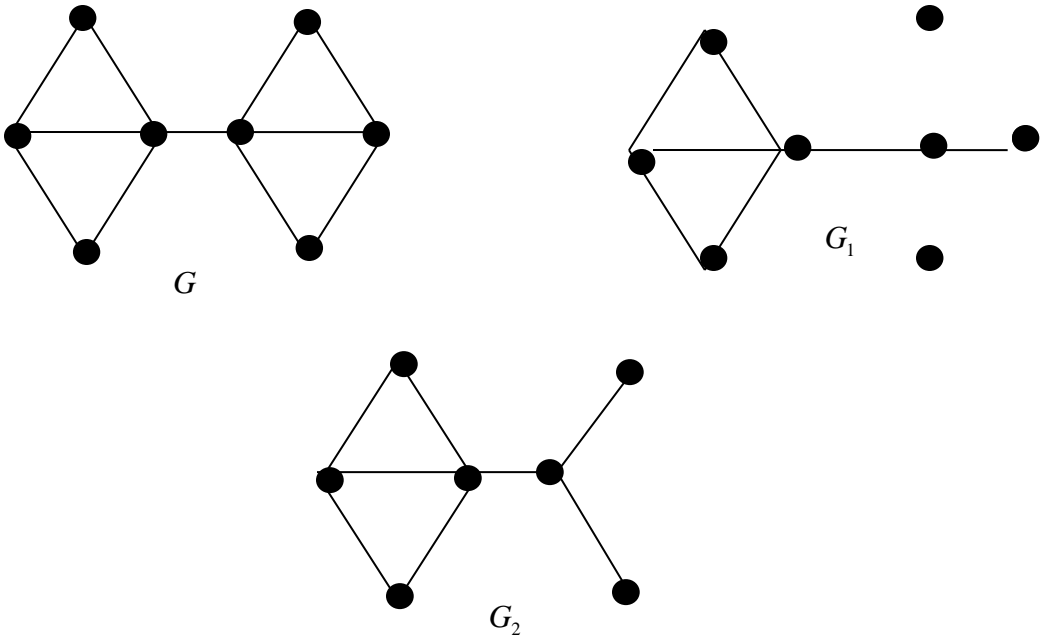


Figure 2

Example

In Figure 2 G_1 and G_2 are spanning and induced subgraph of G respectively.

Definition 3. A *walk* in a graph G is an alternating sequence of vertices and edges $v_0, e_1, v_1, e_2, \dots, v_{n-1}, e_n, v_n$, beginning and ending with vertices immediately preceding and following it. A *path* is a walk whose vertices are all distinct.

Definition 4. A graph G is said to be *connected* if every pair of its vertices are joined by a path. A maximal connected subgraph of G is called a *connected component* or simply a *component* of G .

Example

In Figure 3 the given graph is disconnected because there is no path connecting the vertices x and y .

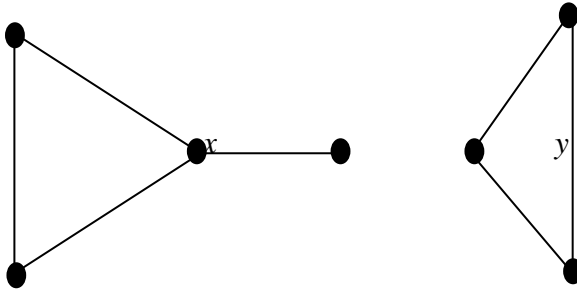


Figure 3

Definition 5. A graph G_1 is *isomorphic* to a graph G_2 , written $G_1 \cong G_2$ if there exist a one-to-one mapping ϕ , called an *isomorphism*, from $V(G_1)$ onto $V(G_2)$ such that ϕ preserves adjacency.

Example

In Figure 4 G_1 and G_2 are isomorphic graphs.

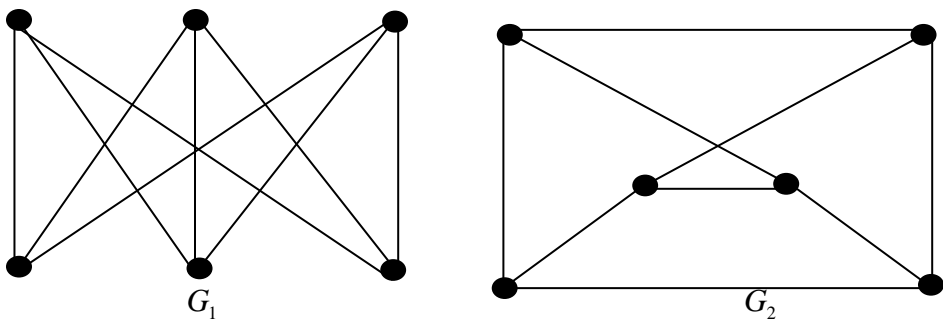


Figure 4
The isomorphic graphs G_1 and G_2

Definition 6. A vertex $v \in V(G)$ is called a *cut vertex* if and only if the deletion of v from G increases the number of components of G

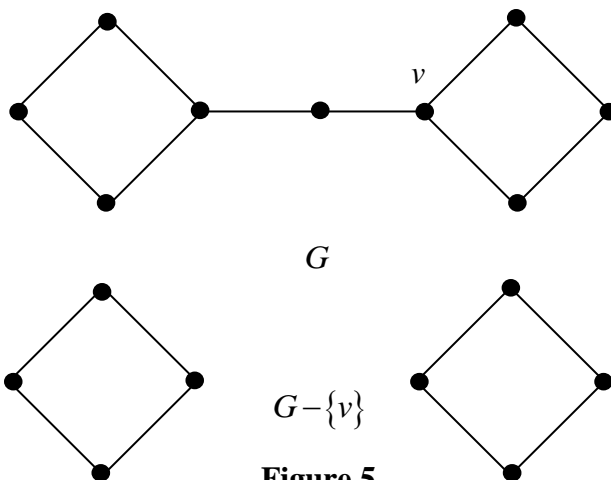


Figure 5

Example

In Figure 5 v is a *cut vertex* because $G - \{v\}$ is disconnected.

Some Special Graphs

Definition 7. The cycle $C_n = [c_1, c_2, \dots, c_n, c_1]$ is the graph of order $n \geq 3$ with vertices c_1, c_2, \dots, c_n and edges $c_1c_2, c_2c_3, \dots, c_{n-1}c_n, c_nc_1$

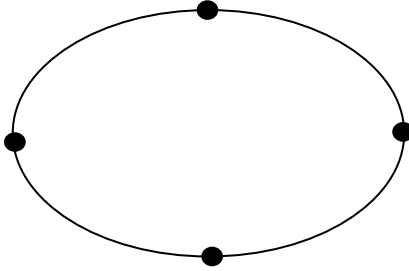


Figure 6
A cycle C_4 of order 4

Definition 8. A graph is called *complete* or *complete graph* denoted by K_n if all of its vertices are adjacent.

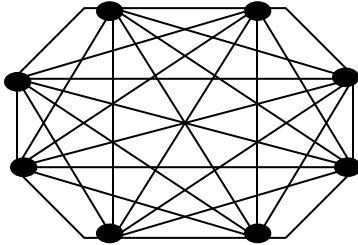


Figure 7
The complete graph K_8

Definition 9. A graph is called *acyclic* if it contains no cyclic subgraph. A *tree* T_n is a connected acyclic graph. A *forest* is a disconnected acyclic graph.

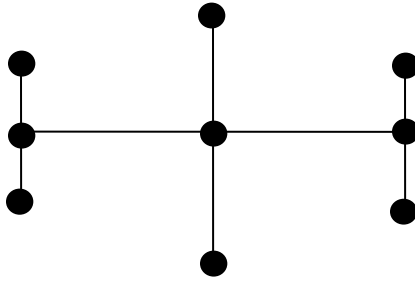


Figure 8
A Tree of order 9

Preliminary Notions

Definition 10. The *join* $G + H$ of two graphs G and H is the graph with vertex set $V(G+H) = V(G) \cup V(H)$ and edge set $E(G+H) = E(G) + E(H) \cup \{uv : u \in V(G) \text{ and } v \in V(H)\}$.

Example

Figure 9 is an example of the join of two graphs.

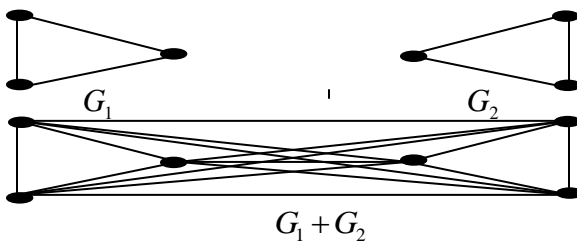


Figure 9

Definition 11. The *corona* $G \circ H$ of the two graphs G and H is the graph obtained by taking one copy of G of order n and n copies of H , and then joining the i^{th} vertex of G to every vertex on the i^{th} copy of H .



Figure 10
The corona $K_3 \circ P_2$

3. Results and Discussion

Known Results

Definition 1. Let G be a nontrivial connected graph. A cycle C_t in G is said to be *minimal cycle* or simply *minimal* if C_t does not contain any cycle as a subgraph of order less than t .

Definition 2. Let G be a graph and $\{\Omega = G_1, G_2, G_3, \dots, G_n\}$ be set of subgraph of G where G_i is a tree for all $i = 1, 2, 3, \dots, n$. If every edge $e \in E(G)$, there exist a such that then we say that is a tree cover of G . The tree covering number of G is defined as $t_c(G) = \min \{|\Omega| : \Omega \text{ is a tree cover of } G\}$

Remark 3.1.1 For any graph $G, t_c(G) \leq |\Omega|$.

Remark 3.1.2 For any graph $G, t_c(G) \in \{0\} \cup N$.

Remark 3.1.3 Let G be a graph of order n then, $t_c(G) = 0$ if and only if $G \cong K_n$.

Remark 3.1.4 If G and H are isomorphic graphs then $t_c(G) = t_c(H)$.

Basic Results and Some Characterizations

This section provides some basic results and characterizations for a given graph to have a tree covering number equal to one and tree covering number equal to its size.

Let us first prove a Lemma which is needed in almost all result in Section 3.3

Lemma 3.2.1 *Let G be a connected graph of order n . Then $t_c(G) \geq 2$ if and only if G contains a cyclic subgraph.*

Proof:

(\Rightarrow) Suppose the contrary that G is a tree then the set $\Omega = \{G\}$ covers G thus, $t_c(G) \leq |\Omega| = 1$ is a contradiction to our assumption that $t_c(G) \geq 2$.

(\Leftarrow) Conversely, let us again suppose the contrary, then $t_c(G) \geq 2$ and since $t_c(G) \in N \cup \{0\}$ Then either $t_c(G) = 1$ or $t_c(G) = 0$.

Case 1: $t_c(G) = 0$, then by Remark 3.1.2 and therefore empty, contradicting our assumption that G contains a cyclic subgraph

Case 2: $t_c(G) = 1$, this implies that $\Omega = \{G\}$, thus G is a tree in virtue of our definition of Ω , a contradiction to our assumption that G is cyclic.

q.e.d In either case a contradiction, therefore we cannot assume that $t_c(G) < 2$. thus, $t_c(G) \geq 2$.

q.e.d

Lemma 3.2.3 *Let G be a connected non-trivial graph of order n . Then $t_c(G) = 1$ if and only if G is a tree.*

Proof: Contrapositive of Lemma 3.2.1.

Theorem 3.2.4 *Let G be a non trivial connected graph then, $t_c(G) = |E(G)|$ if and only if $G \cong K_2$*

Proof : Suppose that $|E(G)| = 1$ then G is composed only of one edge and since it is connected $|V(G)| = 2$ therefore $G \cong K_2$.

The converse follows directly from the definition of a complete graph.
q.e.d

Tree Cover of Graphs with Cyclic Subgraphs

This section presents the tree cover of graphs containing cyclic subgraphs.

Theorem 3.3.1 *Let G be a nontrivial connected graph such that all minimal cycles in G contains a common non cutvertex, then $t_c(G) = 2$.*

Proof: Let G be a graph with n cycles and let $u \in V(G)$ be the common non cutvertex of the cycles in G . Now, consider the set $G_1 = \{xu : xu \in E(G)\}$. Clearly G_1 induces a tree which is isomorphic to K_{in} , where n is the number of edges incident to u . Now, let $G_2 = G - \{u\}$, this implies that $u \notin V(G_2)$ and since u is a non cutvertex G_2 is connected. Now, let us assume the contrary that G_2 is not a tree, then G_2

contains at least one cycle as a subgraph, let C be that cycle in G_2 . Since G_2 is a subgraph of G , then, C is also a subgraph of G , but by assumption all cycle in G contains u thus $u \in V(G_2)$ a contradiction to the fact that $G_2 = G - \{u\}$. Thus G_2 must be a tree. Therefore, the family $\Omega = \{G_1, G_2\}$ is a tree cover of G , and hence $t_c(G) \leq |\Omega| = 2$ and by Lemma 3.2.1 since G is not a tree implies that $t_c(G) \geq 2$ combining this results we have $t_c(G) = 2$ *q.e.d.*

Theorem 3.3.2 *Let G be a connected non trivial graph such that all cycles in G contain a common vertex and all the edges are pairwise edge disjoint then $t_c(G) = 2$.*

Proof: Let G be a graph with n cycles containing a common vertex u . This implies that for each cycle C_i in G , there exist a vertex x_i such that $ux_i \in E(G)$, $i = 1, 2, 3, \dots, n$. The deletion of all of these edges results to a subgraph G_1 which is acyclic. Now let $G_2 = \{x_i u : x_i u \in E(G)\}$ clearly, G_2 induces a subgraph which is isomorphic to $K_{1,n}$ where n is the number of minimal cycles in G . Thus the family $\Omega = \{G_1, G_2\}$ covers G . Consequently, since G is acyclic, by Lemma 3.2.1 $t_c(G) \geq 2$ and therefore $t_c(G) = 2$ *q.e.d.*

Theorem 3.3.3 *Let G be a non trivial connected graph. Then $t_c(G) = 2$ if and only if G contains a cycle and an acyclic subgraph H such that $G \setminus E(H)$ induces a tree.*

Proof: Suppose that G is a connected graph having a cycle and a connected acyclic subgraph H such that $G \setminus E(H)$ is a tree. Let $G_1 = H$ and let $G_2 = G \setminus E(H)$ then the family $\Omega = \{G_1, G_2\}$ covers G . Hence $t_c(G) \leq |\Omega| = 2$, combining this result to Lemma 3.2.1 we have the desired

result. Conversely, suppose that $t_c(G) = 2$ and let $\Omega = \{G_1, G_2\}$ then by definition of Ω , G_1 is a tree and therefore $G_2 = G \setminus E(H)$ induces a tree *q.e.d.*

Theorem 3.3.4 *Let G be non trivial connected graph. If the cycles in G are pairwise vertex disjoint then $t_c(G) = 2$.*

Proof: Let $C_1, C_2, C_3, \dots, C_n$ be the vertex disjoint cycles of G . Now, let G_1 be a subgraph of G obtained by deleting an arbitrary edge $e_i = u_i v_i$ from each cycle C_i of G . Then G_1 is a spanning tree of G . Since G is connected the edges $e_k = u_k v_k$ and $e_j = u_j v_j$ must be joined by a path in G and this is possible since by assumption, the cycles in G are pairwise vertex disjoint, this procedure results to a connected acyclic graph, call this graph G_2 . Hence the family $\Omega = \{G_1, G_2\}$ is a tree cover of G so $t_c(G) \leq |\Omega| = 2$ and since G is cyclic, by Lemma 3.2.1 $t_c(G) \geq 2$, accordingly $t_c(G) = 2$ *q.e.d.*

Join and Corona of Graphs

Theorem 3.4.1 *Let G and H be two non trivial connected graphs of orders m and n respectively. Then, $t_c(G+H) \leq \min\{|V(G)| + t_c(H), |V(H)| + t_c(G)\}$.*

Proof: Let $V(H) = \{u_1, u_2, u_3, \dots, u_m\}$. Then, $v_i u_j \in E(G+H)$, $\forall i = 1, 2, 3, \dots, m$ and $\forall j = 1, 2, 3, \dots, n$. Let Φ and Ψ be tree covers of G and H respectively such that $t_c(G) = |\Phi|$ and $t_c(H) = |\Psi|$. Now, for every vertex $v \in V(G)$, the subgraph $\{v\} + H \setminus E(H)$ is isomorphic to $K_{1,n}$ and hence a tree. Moreover, there exist a $G_v \in \Phi$ with the property that

$G_v \cup \{v\} + H \setminus E\{H\}$ is a tree, let
 $\Omega_{G+H} = \Psi \cup \{G_v \cup \{v\} + H \setminus E(H) : v \in V(G)\}$ then Ω_{G+H} covers
 $G+H$ thus,
 $t_c(G+H) \leq |\Phi| + |\{G_v \cup \{v\} + H \setminus E(H) : v \in V(G)\}| = t_c(G) + |V(H)|.$

Similarly, by the same argument, $t_c(G+H) \leq t_c(H) + |V(G)|$ taking the
 minimum we have,

$$t_c(G+H) \leq \min\{|V(G)| + t_c(H), |V(H)| + t_c(G)\} \text{ q.e.d.}$$

Theorem 3.4.2 *Let G and H be two non trivial connected graphs of orders m and n respectively. Then, $t_c(G \circ H) \leq t_c(G) + |V(G)|t_c(H)$.*

Proof: Let Φ and Ψ be tree covers of G and H respectively such that
 $t_c(G) = |\Phi|$ and $t_c(H) = |\Psi|$. For every copy H_i of H , H_i can be
 covered by $|\Psi|$ trees. Hence all the copies of H in $t_c(G \circ H)$ can be
 covered by $|V(G)|t_c(H)$ trees. Now, $\forall v \in V(G)$, $\exists G_j \in \Phi$ with the
 property that $v \in V(G_j)$ and $G_j \cup \{v\} + H \setminus E(H)$ is a tree. Thus the
 family $\Omega_{G \circ H} = \bigcup \{\Phi_{H_i} : u \in V(G)\} \cup \{G_j \cup \{v\} + H \setminus E(H)\}$ is a tree cover
 of $G \circ H$ accordingly,

$$\begin{aligned}
 t_c(G \circ H) &\leq \left| \{ \Phi_{H_i} : u \in V(G) \} \cup \{ G_j \cup \{v\} + H \setminus E(H) \} \right| \\
 &= |V(G)| |\Psi| + |\Phi| \qquad \qquad \qquad \text{q.e.d} \\
 &= |V(G)| t_c(H) + t_c(G)
 \end{aligned}$$

4. Conclusion, and Recommendations

It is recommended that future researchers conduct studies on tree coverings.

1. That a further research be conducted to investigate the tree covering number of the complete graph K_n , specially for large values of n for it is highly cyclic.
2. Establish the equality $t_c(G \circ H) = t_c(G) + |V(G)|t_c(H)$, For any connected graph G and H .
3. Establish the equality of the equation,
$$t_c(G+H) \leq \min \{ |V(G)| + t_c(H), |V(H)| + t_c(G) \}$$
. For any connected graph G and H .

5. List of References

Chartrand Gary and Linda Lesniak. Graphs and Digraphs: 3rd Edition
New York: Chapman and Hall, 1996.

Chartrand Gary and Ortrud Oellerman. Applied and Algorithmic Graph
Theory. New York : McGraw-Hill, Inc., 1993.

Harary Frank. Graph Theory. Reading MA: Addison-Wesley, 1969.

Canoy Sergio Jr. and Buenavista Rolando. More on the Tree Chromatic
index of a Graph. Journal of Research in Science and
Engineering (JRSE). Vol.1 No.2 2004.

Faculty Members Perceptions Towards Community Extension

Aurora Gonzales

College of Arts and Sciences

Abstract

This paper reveals the different perceptions of the college faculty members towards community extension services. It identifies common motivations and the degrees of involvement in the different extension programs implemented by the University. The respondents were chosen through a stratified random sampling.

1. Introduction

College faculty is engaged in triple functions: instruction, research and extension. In reality the expected duties and responsibilities of someone involved in the academics, is not just teaching and research; extension to the larger community is also part of the function. Teachers are encouraged to share some of their time and effort to the activities of the primary and the high schools, company boards, churches, art bodies, sporting clubs, the media, local government bodies, and community service groups. Their social involvement must be directly related to their field of teaching and the output of their research. Although there are occasions wherein their social involvement has no immediate connection with scholarly duties, it can be just as important and socially relevant, as when an agriculturist helps run a camp for deprived teenagers or a computer scientist stages a musical comedy. The relative freedom people in the academe have over their conditions and hours of work - plus the occasional encouragement for 'community extension' - means that many would get involved in the community activities because the function is imposed and obliged.

The LSU academic community is expected to extend to the larger community, not only because it is mandated by CHED and recommended by the university accreditors, but also it responds to the Vision-Mission of the University-the expectations of making education accessible to the poor and to “pursue an excellent and socially relevant education centered on the

young, poor and the youth at risk; and promote the Filipino spirit of solidarity by upholding justice and human dignity”. The community extension services rendered by every member of the LSU academic community help perform this mission.

For more than a decade, the University has been extending its service to the community. However, many have both positive and negative comments towards community extension. This study generally aims to find out the perception of college faculty towards community extension, their motivations, and kind of involvement in personal/institutional community extension.

Review of Related Literature

The Philippine extension services has been in existence since the time of the Spanish period, but was organized into a national system only in 1952 (Mabutas and Paguirigan, 1978).

The community-based approach came into the forefront of extension during the early 1970’s. The community development work was facilitated by the Department of Local Government and Community Development (DLGCD) which functioned as the coordinated body. After a decade, Non-Government Organizations participated as better conduits for direct assistance (Sena, 1996).

The most recent was in 1993, when the National Bureau of Agricultural extension was devolved to the Local Government units (LGU’s) throughout the country. The LGU’s of the provinces and towns deliver agriculture and fishing extension services to all farming and fishing communities. The Department of Agriculture (DAR), the Department of Environment and Natural Resources (DENR), the private and state universities followed to undertake especial extension programs in all parts of the country (Escanto, 2000).

The philosophy, policies, goals, and objectives of extension are founded on specific provisions in decrees, laws, promulgation mandated by the state. The 1987 Philippine Constitution Article II Section 27 states

that the state shall give priority to education science and technology, arts, culture and sports to foster patriotism nationalism, accelerate social progress and promote total human liberation and development. Thus, as Ceniza (2005) claims extension services does not limit to merely immersion of students during observations and practice teaching/ beautification drives and planting of trees as traditionally practice by the Institutions on Higher Learning.

In addition, Batas Pambansa 232 or Education Act of 1982 in section 7 entitled Community participation clearly mandates educational institutions to a serious involvement in community undertaking. It explicitly directs every educational institution to provide for the establishment of appropriate bodies through which the members of the educational community can discuss relevant issues, communication information, establish suggestions for assistance and support of the school for the promotion of their common interest (Ceniza, 2005).

Furthermore, the educational system shall reach out to educationally deprived communities in order to give meaningful reality to their membership in national society and finally enrich their civic participation in program undertaking.

La Salle University, formerly Immaculate Conception-La Salle College has been involved in the extension work since 1995. Back then, the adopted barangay was Manabay, Ozamiz City, where catechetical work, literacy program for pre-schoolers and livelihood projects through hog raising and basic skills in cooking and sewing, were administered. After five years, in 2000, the School has decided to adopt Barangay De La Paz, Carmen Annex, Ozamiz City and provided the same opportunities given to partner barangay. In 2006 up to the present the University has been working with the people of Catadman-Manabay, Ozamiz City.

Theoretical Framework

Community extension services is an expression of a deep sense of commitment of the people involved in the academe. Academic people are more aware and more socially skilled than the other sectors in the

community. The Community Extension Services (CES) is a component which conveys its commitment to service, and is driven by humanitarian and Christian ideals. It is providing service to peoples, groups, and communities inside and outside the University.

According to Brian Martin (1984), the academic people are in the position to recognise social problems and take effective steps to solve the problems. As a group they are supposed to be trained and experienced in social criticism and thus be able to cut through rhetoric and apologetics to the roots of problems. They are granted 'academic freedom' which should enable unfettered creative thinking and bold experimentation towards the solution of social problems. Finally, the academics are supposed to be self-reflective, to critically examine their own ideas and actions.

Fishbein and Ajzen (1975) argued that a person's beliefs, a representation of the information a person has about an object or a situation, can determine attitude, which can then have an affect on one's behavior towards an object or situation. Similarly, Tesser, Martin and Mendolia (1995) argued that it is a person's conscious thought that can determine one's attitude on one's behavior. Additional studies (Mullen, Conrad & Palmer, 1989; Munson; 1978; Schinfler-Rainman & Lippit, 1971) have indicated that there is a relationship between attitude and behavior.

Statement of the Problem

This study aims to find out the perceptions of college faculty members towards community extension services and to answer the following questions.

1. What are the common perceptions of College Faculty members on community extension services in terms of:
 - a. Motivation towards
 - i. requirement for clearance
 - ii. getting excellent remarks
 - iii. realizing the Vision-Mission of the University

- iv. helping the poor and the needy
 - v. sharing talents and giftedness
 - vi. passing the University accreditations
 - vii. transforming the society
2. What are the degrees of college faculty members' involvement in the different community extension programs implemented by the University?
- a. Catechism
 - b. Giving material support
 - c. Feeding the undernourished
 - d. Tree planting
 - e. Literacy and Tutorial
 - f. Livelihood and skills development
 - g. Health Care
3. How involved are the college faculty in the community extension programs?

Scope and Limitation

The study aims to identify the perceptions of faculty members towards community extension. Of the 115 full-time LSU college faculty, only 70% of the total faculty population of each college was randomly selected to be the respondents of this study. About 81 questionnaires were distributed but only 65 of the questionnaires were retrieved. None from the College of Education was retrieved and three questionnaires were missing from the College of Engineering and two from the College of Nursing.

2. Methodology

A self-administered questionnaire was utilized to gather the data, using a four point Likert scale for the first part of the questionnaire which presented the motivations towards community extensions; the second and third part of the questionnaire elaborated the degrees of involvement in

the community extension programs of the University. Out of the total number of full-time faculty members the researcher got 70% using the stratified random sampling with proportional allocation. The statistical tool used was frequency and percentage.

3. Results and Discussion

1. Perception of college faculty members towards community extension services

Tables 1 to 7 show the different perceptions of the college faculty towards community extension services in terms of their motivations.

Table 1
Requirement for Clearance

	Frequency	Percent
Strongly Disagree	8	12.3
Disagree	10	29
Agree	29	44.6
Strongly Agree	16	24.6
No Response	2	3.1
Total	65	100

Table 1 shows that out of the 65 college faculty 29 (44.6%) of them agreed that the community extension services is an item for the completion of their clearance and only 8 (12.3%) faculty strongly disagreed that it is for clearance item. There were 2 (3.1 %) of the respondents who did not give their answers.

Table 2
Getting Excellent Remark

	Frequency	Percent
Strongly Disagree	5	7.7
Disagree	14	21.5
Agree	26	40.0

Strongly Agree	18	27.7
No Response	2	3.1
Total	65	100

Table 2 shows that there were 26 (40%) of the college faculty agreed that community extension services is one of the items to get an excellent remarks in the performance evaluation and about 5 (7.7 %) faculty strongly disagreed. Out of the total respondents only 2 (3.1%) who did not respond to this item.

Table 3
Realizing the Vision- Mission

	Frequency	Percent
Strongly Disagree	1	1.5
Agree	28	43.1
Strongly Agree	34	52.3
No Response	2	3.1
Total	65	100

Table 3 depicts that 34 (52.3%) of the college faculty members strongly agreed that the community extension services helps in the realization of the University’s Vision-Mission and only 1 (1.5%) strongly disagreed. There were two of the respondents who did not give their response.

Table 4
Helping the Poor and Need

	Frequency	Percent
Disagree	3	4.6
Agree	21	32.3
Strongly Agree	40	61.5
No Response	1	1.5
Total	65	100

Table 4 shows that 40(61.5 %) of the college faculty members strongly agreed that community extension services is one way of helping the poor and the needy and only 3 (4.6 %) disagreed. Only 1 (1.5%) of the respondents did not respond.

Table 5
Sharing of Talents and Giftedness

	Frequency	Percent
Disagree	1	1.5
Agree	34	52.3
Strongly Agree	29	44.6
No Response	1	1.5
Total	65	100

Table 5 implies that 34 (52.3%) of the respondents agreed that the community extension services is an opportunity for one to share his/her own talents and giftedness; only 1 (1.5%) disagreed and 1 (1.5%) did not respond.

Table 6
Passing the Accreditation

	Frequency	Percent
Stongly Disagree	1	1.5
Disagree	4	6.2
Agree	40	61.5
Strongly Agree	18	27.7
No Response	2	3.1
Total	65	100

Table 6 shows that 40 (61.5%) of the respondents agreed that community extension services are one of the requirements for the University to pass the different accreditations; only 1 (1.5%) strongly disagreed and 2 (3.1%) of the respondents did not respond.

Table 7
Transforming the Society

	Frequency	Percent
Stongly Disagree	2	3.1
Disagree	1	1.5
Agree	30	46.2
Strongly Agree	30	46.2
No Response	2	3.1
Total	65	100

Table 7 shows that there are an equal number of the respondents who agreed which are 30 (46.2 %) and 30 (46.2 %) strongly agreed that community extension services can help transform the society. Only 1 (1.5%) disagreed and 2 (3.1%) of the faculty respondents who did not respond.

2. College faculty members' involvement in the University community extension programs

Tables 8 to 14 reveal the different University community extension programs and the degree of the college faculty members' involvement in these programs.

Table 8
Catechism

	Frequency	Percent
Not Involved	50	76.9
Slightly Involved	10	15.4
Very Involved	2	3.1
No Response	3	4.6
Total	65	100

There are 50 (76.9%) out of the 65 respondents who are not involved in the Catechetical program and only 2 (3.15 %) of these respondents who are very involved. The 3 (4.6%) respondents who

appeared missing in Table 8 would mean that they are not involved in this program either.

Table 9
Giving Material Support

	Frequency	Percent
Not Involved	29	44.6
Slightly Involved	30	46.2
Very Involved	4	6.2
No Response	2	3.1
Total	65	100

There are 30 (46.2%) out of the 65 respondents who are slightly involved in giving material support to the needy and victims of calamities and only 4 (6.2%) of these respondents who are very involved. The 2 (3.1%) respondents who appeared missing in Table 9 would mean that they are not involved in this program.

Table 10
Feeding the Undernourished

	Frequency	Percent
Not Involved	50	76.9
Slightly Involved	8	12.3
Very Involved	5	7.7
No Response	2	3.1
Total	65	100

There are 50 (76.9%) out of the 65 respondents who are not involved in the feeding program and only 5 (7.7%) of these respondents who are very involved. The 2 (3.1%) respondents who appeared missing in Table 10 would mean that they are not involved in this program.

Table 11
Tree Planting

	Frequency	Percent
Not Involved	53	81.5
Slightly Involved	7	10.8
Very Involved	1	1.5
No Response	4	6.2
Total	65	100

There are 53 (81.5%) out of the 65 respondents who are not involved in tree planting and only 1 (1.1%) of these respondents who are very involved. The 4 (6.2%) respondents who appeared missing in Table 11 would mean that they are not involved in this program.

Table 12
Literacy and Tutorial

	Frequency	Percent
Not Involved	29	44.6
Slightly Involved	13	20.0
Very Involved	20	30.8
No Response	3	4.6
Total	65	100

There are 29 (44.6%) out of the 65 respondents who are not involved in the literacy and tutorial program and only 13 (20%) of these respondents who are slightly involved. The 3 (4.6%) respondents who appeared missing in Table 12 would mean that they are not involved in this program.

Table 13
Livelihood and Skills Development

	Frequency	Percent
Not Involved	41	63.1
Slightly Involved	9	13.8
Very Involved	4	6.2
No Response	11	16.9
Total	65	100

There are 41 (63.1%) out of the 65 respondents who are not involved in livelihood and skills development program and only 4 (6.2%) of these respondents who are very involved. The 11 (16.9%) respondents who appeared missing in Table 13 would mean that they are not involved in this program.

Table 14
Health Care

	Frequency	Percent
Not Involved	52	80
Slightly Involved	5	7.7
Very Involved	1	1.5
No Response	7	10.8
Total	65	100

There are 52 (80%) out of the 65 respondents who are not involved in the health care program and only 1 (1.5%) of these respondents who are very involved. The 7 (10.8%) respondents who appeared missing in Table 14 would mean that they are not involved in this program.

3. Involvement of the College Faculty Members in the Community Extension Services in General

Table 15
Faculty Involvement in their Department and College Extension Services

	Frequency	Percent
Involved	64	98.5
Not Involved	0	0
No Response	1	1.5
Total	65	100

Table 15 shows that 64 (98.5%) out of 65 of the college faculty members are directly involved in their respective college/department community extension services and only 1 (1.5%) of the respondents appeared missing which may also mean that he/she is not involved in the college/department community extension services.

Table 16
 Degree of Involvement in their Department and
 College Extension Services

	Frequency	Percent
Slightly Involved	21	32.3
Very Involved	43	66.2
No Response	1	1.5
Total	65	100

Table 16 shows that only 43 (66.2%) of the college faculty who are very involved in their respective department/college community extension services and 21 (32.3 % of the respondents are slightly involved. The 1 (1.5%) respondents who appeared missing in the Table would mean that he/she is not involved.

Table 17
 Organizational Involvement of the College Faculty Members

	Frequency	Percent
Religious	15	23.1
Civic	3	4.6
Professional	28	43.1
Others	1	1.5
No Response	18	27.7
Total	65	100

Table 17 reveals the kind of organization college faculty members are involved in. It shows that most of the respondents are involved in professional organizations which is 28 (43.1%) out of the 65 respondents but 18 (27.7%) appeared to be missing in the Table which may mean that they are not members of any of the organizations.

Table 18
Type of Involvement of the College Faculty Members
in their Respective Organizations

	Frequency	Percent
Member	39	60.0
Officer	5	7.7
No Response	21	32.3
Total	65	100

Table 18 presents the type of involvement of the respondents in the different organizations. There are 39 (60%) who are members of their organization and only 5 (7.7%) are officers. The 21 (32.3%) respondents appeared missing in the Table, may mean they are not involved.

Table 19
Degrees of Involvement of the College Faculty
Members in their Respective Organizations

	Frequency	Percent
Slightly Involved	31	47.7
Very Involved	22	33.8
No Response	12	18.5
Total	65	100

Table 19 depicts the degrees of involvement of the college faculty members in their respective organizations. Out of the 65 respondents 31 (47.7%) categorized themselves as slightly involved and 22 (33.8%) are very involved. There are 12 who appeared missing in the Table and may imply that they are not involved in any of the organizations.

4. Summary, Conclusion, and Recommendations

This study was conducted to present the different perceptions of the college faculty members towards community extension services and to determine the type and degrees of involvement they have towards community extension.

Summary and Conclusion

The obtained data generated the following findings:

1. **Perceptions towards community extension services in terms of motivation:** three (3) out of seven perceptions towards community extension ranked the most strongly agreed perceived motivations in doing extension services. Most of the college faculty members perceived that community extension services are ways in realizing the vision mission of the university, helping the poor, and above all it can help transform the society. Though they ranked these the most strongly agreed perceived motivations the respondents responses still show that they are not involved in other community extension services being implemented by the University. The college faculty member's involvement is limited to their own respective college/department extension services.
2. **Community Extension Programs which most of the college faculty are involved:** It has been shown that the Tutorial and literacy program is a well participated program by most of the college faculty members. This may give the impression that the kind of extension work the faculty members is based on their capability and skills which is teaching. From the list of extension programs, most of the college faculty members are not involved in an environmental program like tree planting and health care program.
3. **Involvement in the Community Extension Services of the College/Department:** Out of the 65 respondents 64 of the college faculty are involved in their respective college/department community extension services. This mean that the college faculty members' involvement depend much on the kind of extension programs their department /college plan and implement.

4. **Involvement in Organization:** Most of the respondents are not involved in civic and religious organizations. The data reveals that they are involved in professional organizations. Their membership in professional organizations does not show that they extend something to the community. Professional membership is more of a requirement for somebody involved in the academics.

Recommendations

On the basis of the findings made in this study the following are offered as recommendations:

1. Deans, subject coordinators, extension coordinators should conduct sessions and processing activities for those teachers involved in extension services. The processing of experiences may help the faculty appreciate their involvement.
2. The environmental program The College of Engineering should take on and health care program by the College of Nursing. These two programs are the least from among the different extension programs that have been implemented by the school. These two colleges can best implement these programs because they have the necessary preparations.
3. Other extension programs should be introduced to the college faculty members so that they can get involve with the other programs aside from the literacy and tutorial.
4. Orientation workshop should be conducted in doing community extension services to encourage the different department heads, coordinators and college deans to get involve in civic, religious organizations and the like.

5. List of References

Ceniza, Ma. Victoria R. Assessment of Community Extension Services of Accredited Institutions of Higher Learning in the Philippines: Basis for a Development Model. March 2005.

Martin, Brian. Higher Education Review, Vol. 16, No. 2, Spring 1984, pp. 17-33

Freire, Paulo. Pedagogy of the oppressed. Penguin, 1972.

www.uow.edu/arts/sts/bmartin/pub/edu.html

Classroom Management Styles and Teaching Performance of Faculty members of La Salle University

Laura Guangco
College of Arts and Sciences

Abstract

A descriptive- co relational method was used in this study in order to find out what styles of classroom management were used by the faculty members of La Salle University (LSU). This study also would like to find out whether a significant relationship exists between the classroom management styles utilize by the college instructors and their teaching performance. There were two groups or respondents involved in this study, the first group was composed of seventy- eight (78) college instructors both permanent and probationary who taught during the first semester SY 007- 2008. The seventy- eight faculty members came from the six colleges of LSU. It was found out that there was no significant relationship exists between the classroom management style and the teaching of he faculty of LSU.

1. Introduction

The art of teaching and educating children and the young people is very exciting because of its difficult and constant challenges that provide a venue for personal growth. In fact, teaching has never been challenging than it is today. Such challenge can be attributed to the fact that students entering schools or colleges come with such widely diverse backgrounds, capabilities and interest' that meeting their needs and finding appropriate learning activities require a great deal of care and skills.

Due to these great diversities, classrooms therefore can be organized or disorganized. Students may be motivated or unmotivated to learn and do their share of the teaching and the learning process. Moreover, they may be proactive and engage in classroom activities or sometimes are only reactive and passive. With this classroom reality, teachers must be able to manage the students. For no matter how efficient a teacher may be, but if he/she is unable to control the students in his/her classroom, only very minimal learning may take place. Classroom

management is thus an essential and integral aspect of teaching and learning and techniques in managing, motivating and regulating students can be acquired by teachers.

One of the first and most basic tasks of teachers is to develop smooth running school communities where learners are highly involved in worthwhile activities that support their learning. Hence, establishing an effective classroom management system is a first priority. In fact, teachers who have developed such a system have taught a great deal about essential features of their classroom and how they worked to establish them.

One's classroom management system will of course affect managerial and disciplinary approaches or styles. There are many approaches or styles but which ever maybe adopted must be comfortable to the users and coincides with the teacher's personal and professional characteristics. Such classroom management styles must aid the teacher not only in terms of student's discipline and in promoting meaningful student's learning but must as well work towards achieving an effective teaching performance.

Review of Related Literature

Various literatures and studies that are considered in this research deal with the different styles of classroom management or approaches, on the level of teacher's teaching performance and as well as the relationship between classroom management styles of teachers and their teaching performance. These materials are especially reviewed in this study and which are mostly written by foreign authors.

As stressed by Allan Ornstein (1994) in his book "Strategies for Effective Teaching", in order to teach, impart knowledge to learners and eventually motivate them to attain an exemplary academic achievement, a teacher must be able to manage his/her students. For no matter how much potentials one has as an educator, if he/she is unable to control the students in the classroom, little learning will surely take place.

Classroom Management Styles

Effective classroom management is the major concern and prerequisite to successful classroom teaching. At the same time, it is also considered as the most fundamental and difficult task the teacher performs (Cooper, 2003). Classroom management is one aspect of teaching that is very scary on the part of many educators. In fact, in the words of Winning (1998), entering a classroom full of many faces is a pretty scary experience. Once the bell rings, the teacher may start to panic no matter how prepared he/she is. However, as soon as one builds an effective classroom environment and acquires a style in classroom management that is functional or that really works, a teacher begins to feel a bit comfortable.

According to Baumrind (1971), classroom managements may be:

- a. Authoritative style may encourage independence, warm, and nurturing. This style is considered as the best form of classroom management and is most clearly associated with appropriate student behavior. Authoritative style of classroom management in the hands of an expert teacher can produce students who will be socially competent and responsible.
- b. Authoritarian style is characterized by numerous behavior regulations, is punitive and restrictive. Here, students have no say in their management nor explanation. The teacher using this style, may possess a character that is cold and even punishing. Therefore, an authoritarian classroom management style produces students who are ineffective at social interaction and are somewhat interactive.
- c. Permissive/Indifferent is one in which teachers show lack of involvement in the classroom. This involves an environment that is non-punitive and the teacher has few demands on the student and appears generally uninterested. Using this management style, the teacher does not impose

on the students. Often, he or she feels that class preparation is not worth the effort. Hence, the students instead enjoy a lot of freedom.

- d. Indulgent/Laissez – Faire is a style of classroom management that present an environment that has no demands on students of any short, and the learners are actively supported in their effort to seek their own needs using reasonable means.

On his part, Ornstein (1990), enumerated seven classroom management styles or approaches which he believes are very much useful in motivating the students develop their academic self-regulation. Such classroom management styles are all based on a mixture of psychology, classroom experiences and common sense. These are:

- a. Assertive Style that is used by the teacher when he/she specifies rules of behavior and the consequences for disobeying them. The teacher manages the classroom in such a way that the students are not allowed to forget who is in charge of the classroom. The teacher therefore holds the students accountable for their actions.

This style of classroom management liberates the students for it allows them to develop their best traits, skills and abilities and provides them with psychological security in the classroom and an effective learning environment. Good teachers using this style can handle discipline problems on their own.

- b. Business-Academic Style is best to use when the teachers have a clear idea on the type of classroom conditions, students’ behavior and instructional activities. This style involves a high degree of “time on task” and “academic engaged time” for students. It is the teacher who organizes students’ work, keeps them on task, monitors their work, gives them feedback and hold them accountable for providing rewards and penalties

c. Behavioral modification Style involves the use of a variety of techniques and methods ranging from simple rewards to elaborate reinforcement training. Teachers using this style spend little time on the personal history of students or on searching for the reasons for a particular problem.

d. Group Managerial Style works well if the teacher responds immediately to group students' behavior that might be inappropriate or undesirable in order to prevent problem rather than having to deal with them after they emerged. If a student misbehaves, but the teacher stops the misbehavior immediately, it remains an isolated incident and does not develop into a problem.

e. Group Guidance is based on manipulating the surface behavior of the students on a group basis. The teacher having few opportunities with students individually, works with group of students and maintains group focus on the content and task of the group. With this style, discipline and classroom rapport are produced through group rapport.

f. Acceptance Style is rooted on the humanistic psychology and on the democratic teaching model. The teacher adopting this style, provides leadership by establishing rules and consequences but at the same time allows students to participate in decisions and making choices. Furthermore, the teacher has to make sure that students are aware of and understand the consequences of an inappropriate behavior

g. Success Approach or Style is similar to acceptance approach in that it is also rooted in humanistic psychology. In employing this style, the teacher not excuse students' bad behavior and needs as well to change to whatever negative classroom condition exists and improves conditions so that they lead to students' academic and social success.

Level of the Faculty's Teaching Performance

It has been said before and in all probability that the single most significant factor in a student's learning is the teacher. This claim is attested by Ginnot (1972) who declared that the decisive

element in the classroom is the teacher. This is so since the teacher's personal approach is primarily the factor that creates the climate and his or her daily mood makes the weather. A teacher therefore, possesses a tremendous power to make a student's life miserable or joyous. Furthermore, a teacher can be a tool of torture or an instrument of inspiration; can humiliate or humor, hurt or heal or can even humanize or dehumanize a learner, concluded Ginott.

What Ginott said only showed how delicate or crucial is the role of a teacher in the classroom and in the student's life as a whole. This then implies that there is really a great imperative on the part of the teacher to work towards achieving a high level of teaching performance. For once a teacher attains a superior or outstanding performance, he or she may be in perfect state to cope up with the demands made on him or her (Dean, 2002). On the contrary, when a teacher performs inadequately, he or she does not only fail to achieve his/her own performance standards but may also affect the performance of others with whom he or she comes in contact. Hence, teacher's underperformance may have a negative impact upon the: (1). School's reputation and standing in the community, (2) Attainment and achievement of the students, (3) Performance of other teachers and of the support staff and (4). Leadership and management of the school (Wragg et.al. 2000).

Relationship between Classroom Management Styles and Faculty's Teaching Performance

Good classroom management is not an isolated component of an effective teaching performance. In its totality, effective teaching performance is a blend of appropriate teaching methodologies, classroom management style or approaches and practices that together set the environment for quality teaching-learning that leaves a positive impact on students' achievement (www.doc.in.gov/sir/docs/Secondary_Calssroom-Management.pdf.)

In choosing the most appropriate classroom management style, a teacher must see to it that such style must aid him/her in getting the

tasks of teaching, marking, and assessment done excellently. Fiddler and Atton (1999) pointed out that teachers must perform satisfactorily in order to become effective in carrying out their tasks especially in teaching. This implies that a teacher should not be only concerned with his or her style in classroom management. Moreover, he/she must also be fully conscious of his/her performance in the classroom.

Conceptual Framework

This study is rooted on some studies made on classroom management styles, on teacher's level of teaching performance and on the relationship between classroom management styles and teaching performance. These are also the variables that are identified and are dealt with in this study.

The first identified variable is the classroom management styles of the college faculty. The most commonly used styles in classroom management are the authoritarian, authoritative, permissive/laissez faire and the indifferent style. According to Cooper (2003), the classroom management process is purposive, that is, the teacher uses various managerial styles or approaches to achieve a well-defined, clearly identified purpose – the establishment and maintenance of those classroom conditions the teacher feels will facilitate effective and efficient instruction with students. Furthermore, he points to other approaches or management styles that might be useful in the classroom like:

a) Intimidation Style which is somewhat like to authoritarian style since it views classroom management as the process of controlling students' behavior. Intimidation differs however, from the authoritarian approach since it emphasizes the use of teacher's intimidating behavior in the form of sarcasm, ridicule, coercion, threats, force and disapproval.

b) Cookbook Classroom Management Style takes the form of recommendations as remedies for all management ills. In utilizing this style, the teacher makes a list of what he/she should do and not to do.

1. What are the classroom management styles of the college faculty members of La Salle University?
2. What is the level of the faculty's teaching performance in LSU?
3. Is there a significant relationship between the faculty's classroom management styles and teaching performance?

Importance/Significance of the Study

The primary importance of the study lies in knowing what classroom management styles are utilized by the faculty members of La Salle University when imparting knowledge to their students in the classroom. Through this research, a discovery may be made whether there is a relationship between the choice of classroom management style and teaching performance. Moreover, this study would be also of great help in finding out whether the use of classroom management styles would serve as a medium in determining the level of teachers' performance.

Specifically, the results of the study would be important to the following:

The College Faculty. The findings of this research work will give them ideas on how effective are the classroom management styles/approaches they are using in relation to achieving an effective teaching performance. By choosing and utilizing the right style or approach in classroom management such may aid college instructors see their strengths and weaknesses in terms of disciplining and dealing with their students and in achieving a very satisfactory if not an outstanding teaching performance as well.

The College Deans, Subject Coordinators, and Program Heads. The findings of this study may challenge them to come up with in-service training programs that may help and guide the faculty in managing excellently their classrooms. Through the in-service trainings given, the faculty may in turn religiously work towards assisting their students experience success and pleasure in the learning process.

To Future Researchers. The results of this work may give them ideas and encourage them to make further studies on classroom management styles and their relationship to other significant variables.

2. Methodology

This section gives a brief account as to the research design of the study, the respondents, sampling technique, research instruments, data collecting techniques and the statistical treatment used.

Research Design

This research work used the descriptive method since it principally described the classroom management styles adopted by the college instructors in La Salle University. At the same time, the study looked into the level of the faculty's level of teaching performance.

Furthermore, this work was also co-relational because it sought to find out whether a significant relationship exists between the classroom management styles utilized by the college instructors and their teaching performance.

The Respondents

Two groups of respondents were used in this study. The first group was composed of seventy-eight college instructors both permanent and probationary who taught during the 1st semester 2007-2008. The seventy-eight faculty members came from the six Colleges namely: Colleges of Arts and Sciences, Accountancy, Business and Economics, Computer Studies, Education, and Nursing.

A complete list of the college faculty-respondents included in this study could be viewed in Appendix A.

The second group of respondents was composed of college students who came from two of the classes of the seventy-eight faculty-respondents.

Sampling Technique

This research involved seventy-eight faculty members who came from the six colleges. Moreover, the study also included student-respondents who attended the classes of the instructor – respondents.

In order to get the number of classes from where the student-respondents should come from, the Sloven’s formula was used. After getting the sample size, the researcher proceeded to use the random sampling to get the actual number of classes that would provide this researcher with the number of student-respondents who evaluated the teaching performance of the instructors.

Research Instrument

Two kinds of research tools were used in this study. The first was a standard questionnaire employed to determine the classroom management styles of the faculty. The other tool used was the students’ faculty evaluation instrument utilized in assessing the college faculty’s level of performance.

The tool used in identifying the faculty’s classroom management style or approach contained twelve questions and the techniques in scoring were:

Response Options	Weight
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

To identify the styles of classroom management styles used and preferred by the non-education graduate instructors, the responses to the different questions were added.

Statements 1, 2, and 9 are added to get the scores for the authoritarian style.

Statements 4, 8, and 11 refer to the authoritative style

Statements 6, 10, and 12 refer to the laissez – faire style

Statements 2, 5, and 7 refer to the indifferent style

The Students’ Faculty Evaluation instrument on the other hand was made up of five areas: (1) Classroom Management,(2) Communication Skill (3) Facilitating Students’ Learning, (4). Evaluation, (5) Instructor-Student Relationship.

A five-point scale was used to determine the level of teaching performance of the respondents. The weighted mode below was applied in scoring the responses to the various indicators or items.

Response Options	Weight
Always	5
Usually	4
Sometimes	3
Seldom	2
Never	1

The scores were then tallied and divided by the number of items in each area. To arrive at the qualitative or descriptive interpretation of the faculty’s level of performance, the means of their weighted scores were rated as follows:

Range Interval	Levels
4.7 – 5.00	Outstanding
4.1 – 4.6	Very Satisfactory
3.4 – 4.0	Satisfactory

2.8 - 3.3
1.0 - 2.7

Fair
Poor

Data Collection Technique

To gather the data needed, the questionnaires were distributed or administered to the intended college instructor and student-respondents.

To validate and counter-check the responses of the respondents, casual interviews and observations were made and carried out.

Statistical Treatment

Statistical techniques were used in this study in order to arrive at the correct interpretation of the data. One of the techniques was the frequency and percentage distribution which was computed to establish the classroom management profile of the faculty. The weighted mean was also computed to determine the level of teaching performance of the respondents before the results were verbally interpreted.

3. Results and Discussions

This section presents the results of the findings of as to classroom management styles or approaches used by the college faculty as well as the level of their teaching performance as measured and rated by the students in two of subjects or classes handled by them.

It also answers the three problems, the results of which were tested using the appropriate statistical treatments and correspondingly interpreted in order to reveal the faculty's classroom management styles and level of teaching performance.

Classroom management styles of the college faculty

Since classroom management is an integral part of teaching, it must therefore be proactive and be carefully approached in order to accomplish task and activities. Such teaching tasks and activities can be best accomplished and carried out through the proper selection of the classroom management style.

Table 1 below shows the classroom management styles used by the college-faculty respondents.

Table 1
Classroom Management Styles of College Faculty

Classroom Management Style	No. of Respondents	Percentage
1. Authoritative	71	91.0
2. Authoritative/Authoritarian	4	5.1
3. Authoritarian/Laissez Faire	1	1.3
4. Authoritarian/Authoritative/Laissez Faire	1	1.3
5. Authoritarian/Laissez Faire	1	1.3
Total	78	100

Table 1 shows that ninety-one percent or seventy-one of the respondents used authoritative style of classroom management. While four (5.1%) were both authoritarian and authoritative. One respondent (13%) was authoritarian and at the same time utilized as well the laissez faire approach. Another respondent applied authoritative and laissez faire styles. Still another faculty managed his /her classes by using authoritarian, authoritative and laissez faire classroom room management styles.

It is very clear that none among the respondents purely used authoritarian style in the classroom instead preferred more authoritative style of management. Those who were authoritarian in a way used it in combination with other styles. This finding could be explained by the fact

that college students are more mature compared with high school or grade school pupils who because of immaturity still need to be guided. In a study made by Naungayan (2006), he mentioned that the problem of discipline is persistent in every elementary/secondary classroom because many students/pupils lack inner control and are willing to defer to teacher authority. Thus, there is a necessity to tighten one's control on the learners' classroom behavior.

Table 1 also shows that authoritative style was very popularly used by the majority of the respondents. This may be attributed to the contention that the most effective application of authority in the classroom is through the use of authoritative style (Charles, 1992). He further added that a teacher who adheres to this style impose authority wisely and respect students. Besides, authoritative style is also considered the best form of classroom management for it encourages an independent, warm and nurturing classroom environment. In the hands of an effective teacher, authoritative style of classroom management can produce socially competent and responsible students (Baumrind, 1971).

An educator who takes teaching seriously inevitably asks one very important question: How can I become a more effective teacher, one who can perform well? This question implies that no matter how good he/she is, one may still perform much, much better (Buskist, et. al, 2002). With appropriate teaching methodologies and proper classroom management practices, the faculty's level of teaching performance thus increases.

Table 2 presents the faculty's level of performance based on the student-respondents evaluation.

Table 2
Level of Teaching Performance

Level of performance	No. of Respondents	Percentage
Outstanding	7	9.0
Very Satisfactory	65	83.3
Satisfactory	6	7.7
Total	78	100

Table 2 shows that among the faculty members, sixty-five (83.3%) of them were rated **Very Satisfactory** by the students. Only nine percent were **Outstanding** while the remaining six were **Satisfactory**. Those instructors who got a rating of very satisfactory and satisfactory from the student - respondents came mostly from the Colleges of Arts and Sciences, Accounting, Business and Economics, Engineering, Computer Studies and Nursing. On the other hand, those who were outstanding were the faculty of the College of Education. This finding would lead to believe that teachers who graduated from a teacher's college performed outstandingly against other faculty coming from other colleges. (English.moe.gov.teo/public/attachment/692014363271.pdf).

Relationship between the teachers' classroom management styles and teaching performance.

As mentioned by Buskist (2002), appropriate teaching methodologies and proper classroom management practices, may influence the level of the faculty's teaching performance. Such statement may imply that there is a relationship between the classroom management style of the faculty and their teaching performance

Table 3 below shows the relationship between classroom management style and teaching performance of the faculty.

Table 3
Relationship between Classroom Management Style
and Teaching Performance

	Performance											
	Outstanding			Very satisfactory			Satisfactory			Total		
	No. Of respondents	%w/in Classroom management	%w/in Performance	No. Of respondents	%w/in Classroom management	%w/in Performance	No. Of respondents	%w/in Classroom management	%w/in Performance	No. Of respondents	%w/in Classroom management	%w/in Performance
Classroom management												

t Styles												
Authoritative	7	9.0	100	59	83.1	90.8	5	7	83.3	71	100	91
Authoritarian/ Laissez faire	0	0	0	1	100	1.5	0	0	0	1	100	1.3
Authoritarian/Authoritative	0	0	0	4	100	6.2	0	0	0	4	100	5.1
Authoritarian/Authoritative/ Laissez faire	0	0	0	0	0	0	1	100	16.7	1	100	1.3
Authoritative/ Laissez faire	0	0	0	1	100	1.5	0	0	0	1	100	1.3
Total	7	9.0	100	65	83.3	100	6	7.7	100	78	100	100

The data found in Table 3 demonstrates that the seven (9.9%) college instructors rated Outstanding, fifty-nine (83.1%) with Very Satisfactory performance and seven percent of the respondents who got a Satisfactory rating were all authoritative in managing their students in the classroom. On the other hand there were four whose performance was Very Satisfactory were authoritarian and at the same time authoritative in the classroom. One instructor with a Very Satisfactory performance practiced the use of authoritarian and laissez faire classroom management approaches. Still another faculty with a Very Satisfactory rating used the three styles such as authoritarian, authoritative and laissez faire. The remaining respondent with a rating of Satisfactory believed in implementing authoritative and laissez faire styles in classroom management.

The findings therefore, reveal that there is no relationship between the classroom management style and the teaching performance of the faculty. This is contrary to what Buskist (2002) enunciated in his work "Evaluating Your Teaching Performance." In this study, statistical inference could not be satisfied, so relationship between the two variables could not be established. The main rationale for the absence of relationship was the number of respondents. The population was not sufficient enough to enable the researcher to arrive at a relationship between classroom management and teaching performance. Another possible reason was the fact that of the seventy-eight faculty – respondents

nobody was purely authoritarian; hence, the difficulty in coming up with a significant relationship between the two variables.

4. Summary of Findings, Conclusion, and Recommendations

Summary of Findings

The following are the findings: (1) Majority or seventy-one of the respondents (91%) practiced authoritative classroom management. None among the seventy – eight college faculty was authoritarian. (2) As to level of teaching performance, most of the respondents (90.8%) were rated Very Satisfactory. Only seven of them were Outstanding. No faculty fairly and poorly performed (3). There was no significant relationship between the faculty’s classroom management style and their teaching performance.

Conclusion

Among the different styles or approaches in classroom management, authoritative was commonly used by the LSU faculty. Hence, it is the style that the faculty find most effective in the classroom environment in college where students no longer need rigid discipline.

Majority of the college faculty were performing Very Satisfactorily. None was underperforming fairly or poorly. Hence, LSU faculty have a high teaching performance, devoting more time to academic activities and focus less on discipline as pre-requisite (Gibson and Dimbo, 1984).

There was no significant relationship between classroom management style and teaching performance. Therefore, one’s style of classroom management would not alter or change his/her level of teaching performance. Regardless as to whether a faculty is authoritative, it is likely that he/she may acquire an outstanding, very satisfactory or satisfactory level of teaching performance.

Recommendations

Since majority of the LSU faculty are mostly authoritative, administrators must encourage them to apply other styles of classroom management or introduce other approaches. This can be best carried out through in-service training or seminar on classroom management. Since no significant relationship between classroom management styles and teaching performance was found due to insufficient number of respondents, a study of the same kind should be conducted. This time it must not only include college faculty but all teachers from the Integrated school to successfully establish the significant relationship between classroom management styles and teaching performance.

5. List of References

Armstrong. 2000 as quoted by Jones, Jeff, Mazda Jenkins and Sue Ford. 2006

_____ (n.d.) Developing Effective Teacher Performance. California: Sage Publications. Inc.;

Ashton. 1985. "Teaching Efficacy and Academic Performance" . http://www.the/freelibrary.com/Teaching+efficacy+and+academic+performance_a0142636386. retrieved March 25, 2002.

Buskist, William. et.al 2002. "Evaluating Your Teaching Performance"

_____ (n.d.) Classroom Management. Guide for Principals to Support Teacher. www.doc.in.gov/sir/docs. Retrieved February 16, 2008

Fiddler and Atton. 1999. as quoted by Jones, Jeff, Mazda Jenkins and Sue Ford. 2006 Developing Effective Teacher Performance. California: Sage Publications. Inc.;

Gibson and Dembo. 1984. . “Teaching Efficacy and Academic Performance”http://www.the/freelibrary.com/Teaching+efficacy+and+academic+performance_a0142636386. retrieved March 25, 2002.

Ginott. 1998. as quoted by Jones, Jeff, Mazda Jenkins and Sue Ford. 2006 *Developing Effective Teacher Performance*. California: Sage Publications. Inc.;

Naungaya, Emilio. 2000. “Effective Approach to Classroom Management and Discipline” . The Modern teacher. Sept. 2000;

Orstein, Allan. 1990. *Strategies for Effective Teaching*. Harper Collins Publishers Inc.

_____ (n.d.) Secondary Classroom Management. www.doc.in.gov/sir/docs/Secondary_Classroom_Management.pdf. Retrieved February 16, 2008

_____ (n.d.) Teachers Qualification. english.moe.gov.teo/public. Retrieved February 16, 2008

Woolfolk and Hoy. 1990. . “Teaching Efficacy and Academic Performance”http://www.the/freelibrary.com/Teaching+efficacy+and+academic+performance_a0142636386. retrieved March 25, 2002.

Appendix A

List of College Faculty - Respondents

College of Accountancy	
Names	Status
1. Mr. Raymundo Dolor	Permanent
2 Ms. Rose Aimee Mangao	Permanent
3. Mr. Roberto Rebusas	Permanent
4. Ms. Cynthia Tac-an	Permanent

College of Business and Economics	
5. Ms. Melissa Abamonga	Probationary
6. Ms. Joy Alngohoro	Probationary
7. Ms. Wiliva Andoy	Probationary
8. Ms. Teresita Dayondon	Permanent
9. Dr. Ana Ereño	Permanent
10. Mr. Rodelo Salburo	Probationary
11. Ms. Marites Tapitan	Permanent
12. Ms. Critilyn Yting	Permanent
College of Engineering	
13. Engr. Reynulfo Curayag	Permanent
14. Engr. Grace Doloso	Permanent
15. Mr. Rommel Gamaya	Permanent
16. Engr. Flordeliza Neri	Permanent
17.. Engr. Eulalia Tello	Permanent
18. Engr. Nestor Ybañez	Permanent
College of Computer Studies	
19. Alrence Halibas	Permanent
20. Jeremias Lalis	Probationary
21. Luisander Luy	Permanent
22. Rakki Polito	Probationary
23. Jay Reasol	Probationary
24. Jan Toledo	Probationary
College of Nursing	
25. Salomon Bangcong	Probationary
26. Kris Marcojos	Probationary
27. Karen Obenza	Probationary
28. Nestie Paclipan	Probationary
29. Jegs Pornia	Probationary
30. Merami Regalado	Probationary
31. RV Vente	Probationary
32. Grace Verano	Probationary
College of Arts and Sciences	
33. Pedro Agua	Permanent

34. Noel Alamin	Permanent
35. Alma Alegre	Probationary
36. Rachel Armirola	Probationary
37. Anna Bocar	Permanent
38. Helen Cabigas	Permanent
39. Aldrich Caballo	Permanent
40. Lizbeth Caballo	Permanent
41. Gloryfe Cohanap	Probationary
42. Merlinda Dagomo	Permanent
43. Elsie Dajao	Permanent
44. Gregel Dalion	Permanent
45. Anilou Dilao	Probationary
46. Marjorie Encoy	Probationary
47. Helen Fuentes	Probationary
48. Aurora Gonzales	Permanent
49. Argen Guevarra	Probationary
50. Joy Neri	Probationary
51. Esmael Larubis	Probationary
52. Teodoro Lim	Permanent
53. Cristina Lauder	Probationary
54. Josephine Lumosad	Probationary
55. Silvestra de Luna	Permanent
56. Catalina Maghamil	Permanent
57. Eunel Malig-on	Permanent
58. Melannie Malig-on	Permanent
59. Teresa Paredes	Permanent
60. Prudelyn Pasok	Permanent
61. Roselyn Rufino	Permanent
62. Estela Sagario	Permanent
63. Rio Salagunting	Permanent
64. Chedel Sandiego	Permanent
65. Ludabella Sanes	Permanent
66. Kline Suan	Permanent
67. Carousel Tagaylo	Permanent
68. Marilyn Tizon	Permanent
69. Mervin Pailden	Probationary

College of Education	
70. Wenny Casero	Permanent
71. Sotera Diaz	Permanent
72. Erlita Gulane	Permanent
73. Cheilo Heray	Permanent
74. Rizza Jain	Permanent
75. Pablita Posadas	Permanent

ABOUT THE RESEARCHERS



Mrs. Eva Baga-an is a graduate of Bachelor of Science in Psychology at San Carlos University, Cebu City. She finished her Master in Psychology at Xavier University, Cagayan de Oro City on March 2008. She is the Director of Admission and Testing Center of La Salle University, Ozamiz City.



Dr. Maria Nancy Cadosales is an Associate Professor at La Salle University, Ozamiz City. She earned her Master of Arts in School Counseling at De La Salle University, Manila in June 1998, Master of Arts in Education at La Salle University, Ozamiz City in March 2000, and Doctor of Philosophy in Education at University of San Carlos, Cebu City in May 2004. Presently, she serves as Dean, School of Graduate Studies and Continuing Education



Dr. Flordelis Ejercito is a graduate of Bachelor in Secondary Education major in Mathematics at ICC-LaSalle. Formerly, she was the Vice-President for Academics. At present, she is Vice-President for Research, Development Extension and Linkages, La Salle University, Ozamiz City.



Mr. Jovanie Castillo is a graduate of Bachelor of Science in Mathematics at MSU-IIT, Iligan City. Currently, he is a mathematics faculty of the College of Arts and Sciences, La Salle University, Ozamiz City while pursuing his Master of Science in Mathematics at University of the Philippines, Diliman.



Mrs. Aurora Concepcion Gonzales is a graduate of Bachelor of Arts in Psychology in Western Mindanao State University, Zamboanga City. She finished her Master of Arts in Theology major in Pastoral Ministry at Ateneo de Davao University. She was the former Campus Minister and Religious Education Studies Coordinator of La Salle University. Presently, she is the Director of the Institutional Social Concerns Office of LSU.



Mrs. Laura Guangco has finished her Master of Arts in Education, Major in Social Studies in 1990 at Immaculate Conception College. She is a CHIMES awardee and is currently the Institutional Planning And Evaluation Director. She was the Social Science Coordinator from 1989 to 2002.