

LA SALLE UNIVERSITY
Lasallian Research Forum

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Foreword

For its first issue, the Lasallian Research Forum features the research of the faculty who have presented their output during the colloquia in June and July 2008. Three studies focused on teachers managing their classroom interaction, physical weight, and spiraling tax deduction; one, on the performance of academic administrators; another on students match/mismatch between aptitude and courses. The last study went beyond the four walls of the classroom to the larger community of the urban barangays.

Erlita Gulane looked into the questioning techniques of College of Education faculty and the effects on classroom interaction. Using a triangulation of methods, she found out that teachers have very good attending behaviors and good questioning strategies but need to develop more on redirecting and probing questions.

Maria Nancy Cadosales undertook a study to find out the performance of academic administrators in the areas of management and administration, professional and public service, and personal and interpersonal relationship.

On her inquiry on the match between students' natural aptitudes and the required skills in their chosen program, *Rezyl Mallorca* found that majority of the first year students in the Colleges Engineering and Computer Studies possess natural aptitude that are not aligned with the required skills in their chosen program.

Raymundo Dolor, Roberto Rebucas, and Rose Aimee Mangao in their study "LSU Salary and its Tax Effect: Basis for a Proposed Non-Taxable Benefits" addressed the spiraling income tax deduction of the employees. They propose a new, five-year-plan salary package that will substantially decrease the income tax liability of the faculty and staff after having found a relevant difference between the current pay package and the new scheme.

In her study, *Ludabella Aurora Sanes* established the exercise index profile of teachers in the College of Arts and Sciences and designed weight management for the teachers to improve their fitness status, maintain desirable weight, and enhance quality of life.

In their desire to make a contribution in promoting voters' education urban barangays, *Anna Bocar, Laura Guangco, Prudelen Pasok, and Noeme Perez* probed into the level of interest of the electorate in participating in election activities.

Beginning this school year, Lasallian Research Forum comes out bi-monthly to accommodate the ever-increasing research output of the faculty.

Art of Questioning and Its Effects on Classroom Interaction: Basis for a Faculty Development Program in the College of Education

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Abstract

This study which assessed the Education teachers' art of questioning employed an in-depth naturalistic method or classroom ethnography. A triangulation of method was used in the study namely: classroom observations, individual interviews, and use of a questionnaire for the teachers' self-assessment of their questioning practices. The findings indicated that the teachers had very good attending behaviors and good questioning strategies. However, there was a need for teachers to ask more high level questions, to ask more redirecting and probing questions, to provide more reinforcement to students' answers, to handle incorrect responses more tactfully, to relate questions to students' life experiences and to provide for more wait time. After the intervention scheme, there was a significant improvement in the teachers' art of questioning .

1. Introduction

The quality of instruction of a school depends on the quality of faculty performance. Hence, teachers have to be continuously developed to enable them to provide quality instruction. In fact, instruction is one of the two most important areas in Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU) accreditation. La Salle University (LSU) which has a Level 3 accreditation status underwent a process of self-surveys and visits from the accrediting body. The persistent recommendation of the PAASCU teams since the first level of accreditation is to improve the teachers' art of questioning. Along with this recommendation is to improve the passive participation of the students. This recommendation is based on the significant relationship between good questions and active class participation.

Questioning has always been acknowledged as the very core of effective teaching (Aquino, 2003). This is corroborated by Ornstein (1990) who asserted that the type and sequence of questions and how students

respond to them influence the quality of classroom discussion and the effectiveness of instruction. In the same vein, Dewey (in Aquino, 2003) stated: “To question well is to teach well. In the skillful use of the questions more than anything else lies the fine art of teaching” (p.58). Moreover, Fraenkel (1973) stressed that “the heart of any effective teaching lies in the questions a teacher asks” (p.176). He explained further that the questions a teacher asks reveal a great deal about the outcomes he/she has in mind.

Skillful questioning can challenge the students, make them think and help clarify concepts and problems related to the lesson (Ornstein, 1990). Cotton (1991) added that questioning during class discussion develops interest, motivates students to become actively involved in the lesson and develops critical thinking skills and inquiring attitudes among others. It enables the teachers to assess student progress, check on teacher clarity, maintain classroom control and emphasize key points of the lesson. Indeed, good questioning is at the very core of effective teaching and learning.

This year LSU is reapplying for Level 3 accreditation status. Have the college teachers in LSU developed the skills in asking good questions? This study is therefore undertaken to find out if the LSU college faculty, specifically the faculty of the College of Education have fully implemented the PAASCU recommendation to improve the art of asking questions which in effect enhances students’ active participation in class.

Statement of the Problem

The main purpose of this study was to assess the teachers’ art of questioning and its effects on classroom interaction. Specifically, it sought answers to the following questions:

1. What are the levels of questions asked by the teachers?
2. What attending behaviors in asking questions are practiced by the teachers?

3. What questioning strategies are employed by the teachers?
4. What are the effects of the types of questions on the classroom interaction?

2. Methodology

Respondents

The respondents of the study were 6 female Education college faculty who were master's degree holders. The highest teaching experience was 37 years and the lowest was 5 years. All were teaching Education subjects.

This study employed an in-depth naturalistic approach, a qualitative research method which investigated classroom questioning in the natural setting of the classroom. Using a naturalistic approach or classroom ethnography allowed the researcher to obtain an in-depth data on what actually took place in the classroom. Classroom ethnography is an appropriate method since it involves making detailed observation in teachers' classes (Woolfolk, 2001). The small population of the Education faculty necessitated this study to use the qualitative approach.

The quantitative method was also used since the number of the types of questions asked and the length of time each question generated interaction were recorded. Interaction was used in a general sense in this study referring to any sort of interaction, student-student or teacher-student discussion and any type of classroom participation. Weighted mean was used to summarize the teachers' responses to the questionnaire.

This study was also an action research since the results were to become the basis of an intervention scheme for the improvement of the teachers' art of questioning.

Data Gathering

Three methods of gathering data were used for triangulation in the study, namely: classroom observations, individual interviews, and questionnaire on teachers' practices in asking questions. The same questionnaire was used for the classroom observations and the self-assessment of the teachers' questioning skills. The questionnaire was patterned after Slack (n.d.) in his study of questioning strategies to improve student thinking and comprehension. Since this study was small scale and in-depth, using the three methods of gathering data for triangulation helped to validate the findings.

Upon receipt of the researcher's letter, the Dean of the College of Education informed the Education faculty that the researcher visited their classes. The faculty was not told specifically on the focus of the classroom observations. This was intentionally done to gather data about the faculty's usual practice of asking questions in the classroom.

The researcher carried out the observations personally sitting in the classes from beginning to the end of each session, taking notes on the teachers' questions, their number and types, the attending behaviors, strategies and their effects on classroom interaction. The number of low level and high level questions and their interaction results were all recorded. The amount of time each question resulted in classroom interaction was measured in minutes.

Each teacher was observed at least two times. Some were observed 3 to 4 times. There were times when student reporting was the only activity done in class. The researcher had to go back to these classes and observed how the teachers discussed and enriched the reports. It was in these instances that the researcher was able to assess the teachers' questioning skills. A total of 14 classroom observations were carried out from September 16, 2007 to November 29, 2007. A second round of observations was done on February 5 to 18, 2008.

Only academic questions were considered and classified based on Bloom's Taxonomy of the Cognitive Domain. Academic questions were

those related to the content of the lesson. The questions were classified into low level or low cognitive and high level or high cognitive questions. Low cognitive questions are those which ask the students merely to recall verbatim or restate in his/her own words material previously read or taught by the teacher. They are also referred to as fact, closed, direct, and convergent or knowledge questions. Higher cognitive questions are those which ask the students to mentally manipulate bits of information previously learned to create an answer or to support an answer with logically reasoned evidence. They are also called open-ended, interpretive, evaluative, inquiry, inferential, divergent and synthesis questions. Low level questions belong to the knowledge category while the high level questions belong to the comprehension, application, analysis, synthesis and evaluation categories.

The teachers' responses collected from the questionnaires and individual interviews were validated by the findings gathered from class observations.

3. Results and Discussions

The results of this study are divided into the three areas of questioning, namely: levels of questions, attending behaviors, and questioning strategies.

Levels of Questions Asked

Teachers are expected to formulate questions at varied levels to achieve certain instructional objectives.

Table 1 shows the teachers' self-assessment on the levels of questions asked.

Table 1

Teachers' Self-Assessment on the Levels of Questions Asked

Indicators	Wtd x	Interpretation	Rank
1. Asking low level questions	4	Very Good	1
2. Asking questions which are simple, short and easy to understand	3.83	Very Good	2
3. Asking questions that are consistent with the intended goals or objectives of the lesson	3.50	Very Good	3
4. Asking questions that require students to think at various intellectual levels	3.33	Very Good	5.5
5. Asking questions that are arranged in a logical sequence	3.33	Very Good	5.5
6. Using the student responses to lead to the next question or to make a point	3.33	Very Good	5.5
7. Asking high level questions	3.33	Very Good	5.5
Overall Mean	3.52	Very Good	

Table 1 reveals that the teachers rated themselves **Very Good** in all indicators. They had a higher rating for asking low level questions (4) than for asking high level questions.(3.33). In fact, their rating for asking questions that required students to think at various intellectual levels (3.33) was consistent with their rating in formulating high-level questions. Although they rated themselves highly in the different aspects yet, in practice better questions could have been asked.

A total of 207 academic questions were recorded. Out of these, 123 or 59.43 percent were low cognitive questions while 84 or 40.58 percent were high level questions. These data gathered through classroom observations were congruent with the teachers' self-assessment of their questioning skills. In fact, almost all of the questions asked in the review part of the lesson were low cognitive questions. For instance a teacher asked the following:

What are the principles? (1 min)

What's next? (0 min)
What is the last? (0 min)
Another teacher posed these questions:
What are the ways? (1 min)
Another? (0 min)
What are the examples of furniture and fixture? (0 min)
What are the guidelines in the use of pictures? (1 min)
What are your basic needs? (0 min)
Another? How about the others? (0 min)

These questions allowed the students a short time of interaction.

In another class, the researcher observed a teacher asking the following questions:

What is the first guideline? (0 min)
What is the second guideline? (0 min)
What is the last guideline? (0 min)

Another practice was explaining the answer of the student. Each guideline was explained by the teacher instead of the student doing the explaining. If the active learning strategies were applied, the teacher as a facilitator should have required the students to do most of the activities. Ideally, varied categories of questions should have been asked even in the review of the previous lesson. Besides, the review questions should have included key points of the past subject matter.

On the other hand, high-level questions were observed to have been asked at a **Measurement and Evaluation class**. The teacher in discussing the topic, **Item Analysis** took a longer interaction time for each question ensued.

What do these numbers tell us? (3 min)
Why do you think it's a difficult test? (4 min)
What do these negative numbers mean? (3 min)
Is there a possibility to get 0? Why (4 min)
What conclusions do you have about the difficulty index? (7 min)

What are your recommendations given these results? (10 min)

A very active participation of the students ensued in solving for the difficulty index and index of discrimination. The questions raised by the teacher challenged the students to solve, analyze, and conclude. The questions were answered in an average of 4 minutes.

In a **Methods of Teaching** class, the teacher asked the following questions in discussing the topic, **Techniques in Asking Questions**.

What is meant by conversational manner? (3 min)

Can you show us how? (7 min)

Share an experience when you were able to answer because of the teacher's conversational manner of asking questions. (6 min)

Why do you ask questions first before calling the students? (3 min)

Why should questions be distributed evenly? (4 min)

Show to us how to distribute questions evenly. (10 min)

What do you mean by no system of calling students? (3 min)

Why is this discouraged? (3 min)

The questions further provided a longer interaction time. Aside from the questions that required students to reason out, the teacher related the topic to the students' experiences. This made the lesson more meaningful and realistic. Furthermore, the students were asked to demonstrate how they could apply the strategies in the classroom. This was very commendable since the main purpose of learning the teaching strategies was to transfer the students' knowledge and skills to teaching in a real workplace later.

Another observation was teachers asking simple, short, and easy to understand questions. This is a notable practice. The students readily answered as they understood the teachers' questions. Most of these questions were low level questions. As convergent questions they required short answers. However, these questions were still important if the teachers' purpose was to impart factual knowledge and assist the students in committing this knowledge to memory.

Along this line, Ornstein (1990) suggested that the ideal is to ask fewer convergent questions especially low-level ones and more divergent questions. The mix of convergent and divergent questions would reflect the students’ abilities, the teachers’ ability to phrase such questions and the teachers’ comfort in handling varied responses. Moreover, he stressed that divergent questions were associated with high level thinking processes and could encourage creative thinking and discovery learning. There was more opportunity for students to exchange ideas and differing opinions.

Attending Behavior

This is what a teacher does while a student answers a question. Generally, the teacher should be listening to the student, encouraging him/her to continue and helping to focus the attention of the class on the student who is responding to the question.

Table 2 presents the teachers’ self- assessment on attending behavior.

Table 2
Teachers’ Self-Assessment on Attending Behavior

Indicators	Wtd. X	Interpretation	Rank
1. Using positive nonverbal cues	4	Very Good	1.5
2. Praising students	4	Very Good	1.5
3. Calling upon students in a friendly, non-threatening manner	3.83	Very Good	3
4. Avoiding using condescending or put-down tone when responding to the students’ answers	3.5	Very Good	4
5. Avoiding interrupting students during questions and responses	3.33	Very Good	5
6. Handling incorrect or off-focus responses tactfully	2.83	Good	6
Overall Mean	3.58	Very Good	

Table 2 shows that the teachers rated themselves **Very Good** in giving reinforcement to students through positive nonverbal cues and praises. The teachers' self ratings were consistent with the researcher's observations. A good relationship between the teachers and the students was very evident in the teachers' way of calling students by their names in a friendly and non-threatening manner. The knowledge of the students' names created a positive climate where students felt the teacher knew them as individuals. The teachers provided positive nonverbal cues (such as nodding, smiling, using hand gestures which signaled the students to continue) and physical stance that indicated that they were thinking about the students' answers. Correct answers were reinforced by their sincere praises. Cotton (1991) in her synthesis of studies on classroom questioning reported that sincere and credible praise was positively related to achievement when used sparingly, and directly related to student's response.

On the other hand, the teachers rated themselves lowest in handling tactfully incorrect or off-focus responses. They shared that sometimes they were impatient with students who could not give correct answers right away even after they have simplified the questions; moreso, when they were being observed. Related to this weakness was their providing a short wait time which did not allow the students to think of better answers. As Cotton has said students should have been provided with adequate wait time to increase the length of their responses and the number of higher cognitive responses.

Questioning Strategies

These strategies refer to how the questions were asked to elicit students' responses.

Table 3 presents the teachers' self-assessment of their questioning strategies.

Table 3
Teachers' Self-Assessment on Questioning Strategies

Indicators	Wtd. X	Interpretation	Rank
1. Distributing questions to volunteers and non-volunteers	4	V Good	1.5
2. Asking clear, focused, open core questions	4	V Good	1.5
3. Guiding students to arrive at correct answers	3.83	V Good	3
4. Calling students by their names	3.67	V Good	5
5. Rephrasing or simplifying questions when students had incorrect responses	3.67	V Good	5
6. Redirecting questions by eliciting more responses from other students	3.67	V Good	5
7. Providing for wait time	3.50	V Good	7
8. Asking probing questions	3.33	V Good	8
Overall Mean	3.71	Very Good	

Table 3 shows that the teachers rated themselves **Very Good** in all the questioning strategies. Since the teachers knew most of their students, they were able to distribute the questions to both volunteers and nonvolunteers. Some students were less confident or shy but nevertheless they participated since the teacher allotted them a turn. This turn allocation helped was good to avoid differential treatment of the students.

In some instances, a few teachers were observed to have difficulty in asking clear focused, open core, and thought provoking questions. These were the teachers who were handling the subject for the first time so probably they still lacked mastery. If questions were not centered on the salient points of the lesson then students would not be guided in identifying the core of the lesson.

The researcher's observations coincided with the teachers' self assessment in most of the indicators. However, there was a need to

improve their ability to guide students to arrive at the correct answers, to rephrase or simplify questions, to redirect questions and to ask probing questions. There was therefore a difference between what the teachers believed that they did and what they actually did.

Simplifying questions. Questions can be simplified by using simple sentences, simple words or by relating the question to the life experiences of the students . A few of the teachers did this. Some of the questions asked were:

- Have you experienced this?
- In your experience, why are you afraid to make mistakes?
- Is this related to your experience? How?
- Is this true to you? Why?

The students were more confident in answering questions on topics familiar to them. It was observed that longer interaction time occurred when students shared their own experiences.

On the other hand, some questions asked required textbook answers when the teacher could have easily elicited answers based on the students' experiences and observations. Examples:

- What will happen if we eat food rich in cholesterol?
- What is the reason why a person has high blood pressure?
- If we want to have regular bowel movement, which of these food are you going to eat?

The questions could have been simplified by using the students' observations and experiences:

- Do you know of a person who has high blood pressure?
- Have you asked why s/he has high blood pressure?
- What food must he/she avoid eating? Why?
- Have you experienced constipation? Why do we constipate?
- What do you eat to have regular bowel movement?

Redirecting questions. One purpose of redirecting is to enable more students to participate. This strategy can also be used to allow a student to correct another student's incorrect statement or respond to another student's question (Sunga, 2004).

It was observed that most of the teachers accepted right away the answer of a student and then moved to the next question. Good & Prophy (2003) say in accepting only one answer for each question, the teacher lowered the level of the question. They claim communication becomes a "closed circuit" between the teacher and one student while the rest of the class is not involved. When the teacher accepts a student's answer then the rest of the class is not challenged to think. So, instead of redirecting the questions to elicit more students' responses, the teacher may end up elaborating on the students' answers. Olrich, et al, (2004) thinks that this practice may have an adverse effect on undermining students' confidence in their ability to answer questions but it also conditions the class to wait for the teacher's response rather than to pay attention to the student answering the question, because the class perceives the teacher's answer to be the better answer.

A few of the teachers, however, asked some redirecting questions such as:

Any reaction?

Anything that you can add?

Any comment about it?

Do you agree with Ian? Why?

Do you agree that tactics were important?

More of these questions should have been asked to involve more students to participate.

Probing Questions. Probes are useful in getting students more involved in critical analysis of their own and other students' ideas. They allow students to clarify their ideas and explain their answers (Sunga,2004). This strategy has to be practiced more by most of the

teachers since only very few were observed to ask probing questions. However, a reading teacher did ask the following good questions:

What do you think are some of the factors that affect reading readiness?

Why do you say that? (Probing)

Do you agree with his idea? Why? (Redirecting)

Why can't pupils with low SES read?

Why do you think that is the reason why pupils can't read? (Probing)

Do you agree with the answer of Ms. Aguilar? (Redirecting)

So what is your role as a reading teacher? (Divergent).

There was a long interaction time in answering these questions.

In summary, there was a need for teachers to ask more high-level questions, to rephrase or simplify questions, to ask more redirecting and probing questions, to provide more reinforcement to students' answers, to handle incorrect responses more tactfully, to relate questions to students' life experiences and to provide for more wait time.

Seminar-Workshop as Intervention Scheme

On January 18, 2008 a seminar-workshop was organized for the Education faculty. Based on the results of the study, strengths and weaknesses were pointed out. Ways of improving the art of questioning were demonstrated. This was reinforced by a power point presentation on ways to improve the art of questioning. It ended with the workshop on constructing divergent or thought provoking questions. The second round of post workshop observations was done from February 5, 2008 to February 18, 2008. This was done to find out if the teachers' art of questioning had improved. Each teacher was observed once.

Post Workshop Observations

The classroom observations focused on the teachers' main weaknesses identified in the first round of observations. These were

asking of high level questions, asking redirecting and probing questions, rephrasing questions, providing for wait time and praising students.

Significant improvement was demonstrated by all the teachers. Review questions consisted of varied categories. More redirecting and probing questions were asked. On the average, 40% of the questions asked were low level while 60% were high level questions. This was a marked improvement in the teachers' art of questioning compared to their pre-workshop performance. The teachers made use of the students' experiences, were more patient in waiting for students to answer and were more generous with their praises. Subsequently, there was longer interaction time as the students participated in the class discussion. Note the following excellent questions asked by a Reading teacher:

What is the value of teaching literature to the children?

Do you agree with Haidee's answer? (Redirecting)

Can you explain your answer, Jean? (Probing)

Who has another idea? (Redirecting)

Can you share with us an experience that reading literature has changed your behavior/ your beliefs? Your attitudes? (Experience)

Who else has another experience? (Redirecting)

Another teacher had greatly improved in her art of questioning. She led students to arrive at the list of scientific skills by letting the students perform an activity. Note that processing questions are the heart of this teaching strategy.

Open your palms. How are they similar? (Comparing)

How are they different? (Contrasting)

What are you doing? What skill are you demonstrating?

What information do you gather?

How should you compare things? (Comparing)

How do you describe the weather today? (Observing)

What do you think will the weather be tonight? (Predicting)

Why do you say that? (Probing)

What about you? What do you predict? Why? (Redirecting)

Why is it important to predict outcomes?

Are these skills important? Why? (Probing)

Why do we have to make our children like scientists?

Why do you say that? (Probing)

The students participated actively because the questions were stated simply and asked sequentially. They were asked questions based on their activity. The teachers' objective was successfully realized through the well- thought out questions.

Learnings and Realizations

After the second round of class visits, both the teachers and students shared their learnings, observations, and realizations:

- The workshop has helped me a lot. I get reminded of the strategies in asking questions. I feel renewed and I am sure of my questions now.
- Employing the strategies of questioning makes teaching less exhausting. We need to redirect questions and ask thought provoking questions to elicit more students' participation. We don't have to do a lot of talking. The students should do most of the talking.
- I am now able to deepen my discussion. I observed that students are more participative. They pay more attention.
- I realized that we really have to plan our questions so that we are sure that they are of varied categories. I feel more confident.
- By asking better questions, I am able to know about my students more. Through my questions, I got to know their experiences, beliefs and opinions. My questions are not taken from the books verbatim; so, my students' answers are not also taken from books verbatim.

- Students' ability to think and communicate is developed since my questions do not require one-word answers.

On the other hand, students shared the following observations:

I have observed a change in the kinds of questions asked by our teachers. Many of the questions were thought-provoking questions that required us to think more deeply.

- We have to do more of the talking since almost all of us were called to participate.
- The teachers asked more redirecting and probing questions.
- The class is more participative since we are asked to agree or disagree with my classmates' answers.
- Before, we used to listen to the teacher explaining. Now, we are asked to do the explaining and the reasoning.

These feedbacks coincided with the realization of the teachers that asking high level questions make teaching less exhausting since students are the ones who should perform more of the activities. This classroom scenario is the essence of what active learning is.

4. Summary of Findings, Conclusion, and Recommendations

Summary of Findings

1. The teachers asked more low-level questions than high-level questions before the seminar-workshop.
2. The attending behaviors were **Very Good** as shown in their giving of positive nonverbal and verbal cues.

3. The teachers had **Good** questioning strategies except for their inability to rephrase or simplify questions, redirect questions and ask probing questions.
4. There was longer interaction time when high level questions were asked.
5. Good interpersonal relationship with students facilitated the class interaction.
6. There was a significant improvement in the teachers' questioning strategies after the in-service training program.

Conclusion

1. High level questions can effectively engender active student participation
2. The heart of a teaching strategy really depends on the questions a teacher asks.
3. Mastery of the lesson is a prerequisite to asking good questions.
4. Planning of what questions to ask is an integral part of instructional planning.
5. Skills of the teachers can be honed by continuous instructional supervision.

Recommendations

1. Good questioning habits could be very well established through practice. It is recommended that an in-service training program on the art of questioning can be organized from time to time.

2. Instructional supervision should be made more regular to follow up on the skills gained from faculty development programs.

3. Since the art of questioning is a skill which each teacher must possess, it is strongly recommended that this study be replicated in the other colleges of LSU.

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Voters' Participation in the Election Activities on October 29, 2007 at Selected Urban Barangays in Ozamiz City

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Abstract

The choice of the people for their representatives or leaders play significant role for the development, progress and general welfare of the people in a certain community. The selection of political leaders by people represents the very basis of democratic governance. Voting is a highly valued political activity. Political participation is an avenue for the people to have their representatives. The purpose of this study is to determine the level of interest of the electorate to participate in the election activities like to vote, attend political rallies of candidates to listen to their platforms, plan to join groups working for orderly and clean elections, put up posters for politicians, actively campaign for a political candidate, watch the counting of votes as private citizen, watchers for a political candidate, be the member of the Board of Election Inspectors. The descriptive - co relational method was utilized in this study. Our study indicates that there were significant relationships between the males' and females' level of participation in the election activities.

1. Introduction

Voting as a political activity is most highly valued in Philippine system. The choice of the people for their representatives or leaders play significant role for the development, progress and general welfare of the people in a certain community.

According to Meinardus (2007), in most countries, elections attract enormous public attention. This is not surprising as these political exercises constitute the heart of the democratic order. The selection of political leaders by people represents the very basis of democratic governance. In most democracies today, popular political participation is confined to the selection of leaders on election-day every few years. The

exercise of popular voting gives political legitimacy to the people's representatives. This legitimacy is essential for the stability of the democratic constitutional order. In countries where the election process is flawed the political leadership lacks legitimacy. Often this is the source of political instability, if not turmoil. In democracy, the power of the government is always limited by time.

In the Philippines, our constitution includes provisions that limit the terms of political leaders. The period of their service is expressly stated. For example, it explicitly stipulates that the president of the Philippines is ineligible to run the same office after her term.

Through election ideologies of political parties, programs and platforms come in. They are offered for the people when they exercise their political choice. Political participation is an avenue for the people to have their representatives. The purpose of this study is to determine the level of interest of the electorate to participate in the election activities.

Theoretical Background

In a published article entitled Elections and Voter Participation, one obstacle to consolidation of governments that is frequently cited is a perceived loss of local control over services and spending decisions. The theory is that the further away the voter is from the decision maker, the less accountability the decision maker will feel toward their needs and concerns. This is the reality in politics. The local government units which are represented by local officials are the political subdivisions of the state that should know very well about the needs and concerns of the electorates. However, they need the active participation of the people whether they are males or females to attain success.

It is noticeable that there is an increasing number of women vying for a political position in the government. The presence of this women officeholder tend to get enough representation and will possibly lead to different policy outcomes and different procedural pathways (Swers 2002, Dodson 1998, Burrell 1998, Kathlene 1995, Thomas 1994, Saint-Germain 1989, as cited by Dolan, 2004).

Statement of the Problem

This study examines the participation of voters in the different election activities. The problem comprises the following:

1. Among the two groups of respondents, males and females, at what level is their participation in the following election activities:

- a. to vote
- b. attend political rallies of candidates to listen their platforms
- c. plan to join groups working for orderly and clean elections
- d. put up posters for politicians
- e. actively campaign for a political candidate
- f. watching the counting of votes as private citizen
- g. watchers for a political candidate
- h. be the member of the Board of Election Inspectors

2. Is there a significant relationship on the level of participation between the males and females in the following election activities:

- a. voting
- b. attending political rallies of candidates to listen their platforms
- c. planning to join groups working for orderly and clean elections
- d. putting up posters for politicians
- e. campaigning actively for a political candidate
- f. watching the counting of votes as private citizen
- g. be a watcher for a political candidate
- h. be the member of the Board of Election Inspectors

Null hypothesis

There is no significant relationship on the level of participation as manifested by the respondents with respect to the different election activities.

Significance of the study

Voters. This study will make them aware of their voting behaviors. It will make them realize how important their roles in forging of a better society.

Politicians. The result of this study gives them the idea on the level of interest of the voters as to the different election activities. The answers of the respondents can be utilized by them as to what areas they would concentrate during elections.

Barangay Councils. They can make use of the data of this study to analyze what are needed to be enhanced in their respective barangay and to educate their constituents of the significance of voters' participation during elections.

Government. This will help them realize the voting behavior of the public. It gives them insights as what will be done to awaken the public on the importance of active involvement to political activities such as election.

Comelec. As an agency which is responsible in conducting an election, the result of this research provides them the real scenario whether what election activities voters are interested in. Thus this will guide them in their evaluation to voters' level of participation.

La Salle University Faculty. An educational institution is a good venue to empower the voters in relation to their participation in election activities. There are questions in the minds of the educators, specifically on the voters' prudence to choose what election activities be given much attention. The result of this study will provide answers.

2. Methodology

The descriptive correlational method was utilized in this study. The instrument used is a modification from a locally accepted questionnaire. It

was the main tool for gathering data which was supplemented with random interviews conducted among the respondents to clarify their answers and solicit their opinions.

Research Environment

The Honorable Reynaldo O. Parojinog is the incumbent chief executive in the city. The City of Ozamiz has fifty- one barangays which are classified into rural and urban barangays. This study focused on five of the urban barangays in the city namely: Barangay Banadero, Baybay Triunfo, Catadman, Tinago, and Lam-an. These are the barangays in the city that have good number of registered voters that is considered enough to represent the residents of the city.

Research Respondents

The researchers administered the questionnaires to the 125 males and 125 females who are of legal age and residents of the identified barangays. In every chosen barangay, 25 males and 25 females were randomly asked to answer the questionnaires distributed by the researchers.

Table 1 presents the respondents of the study.

Table 1
Research Respondents

Barangays	Males	Females	Total
Barangay Bañadero	25	25	50
Baybay Triunfo	25	25	50
Catadman	25	25	50
Tinago	25	25	50
Lam-an	25	25	50
Total	125	125	250

Research Instruments

The study made adapted instrument used by the Social Weather Survey (SWS). It was modified for this present study. However, this study cannot be considered a duplication of the said survey because the research questionnaires were conducted in different venue and answered by different group of respondents.

Forms of Election Activities

The following are the forms of election activities: (1)voting, (2) attending political rallies of candidates to listen their platforms, (3) planning to join groups working for orderly and clean elections, (4) putting up posters for politicians, (5) campaigning actively for a political candidate, (6) watching the counting of votes as private citizen, (7) be a watcher for a political candidate, (8) be a member of the Board of Election Inspectors.

Each of the election activity is followed by possible response. Each item has the qualitative equivalent as follows:

- 4- VERY MUCH INTERESTED (VMI) - means the value of attention given by the voter is more than what is necessary
- 3- INTERESTED (I) – means that the value of attention given by the voter is as much as necessary
- 2- NOT MUCH INTERESTED (NMI)– means that the voter has given little attention
- 1- NOT INTERESTED (NI) - means that the voter has not given any attention at all.

Data Analysis

The accomplished questionnaires were collected and the responses to each instrument were tallied. The data were then processed and tabulated. The frequency and percentage of its item were noted.

Test of Hypothesis

The null hypothesis was tested at the 0.05 level of significance, using the Chi-square to test for significant relationships among the level of participation as manifested by the respondents with respect to the different election activities. They are grouped according to their gender.

3. Results and Discussion

This chapter presents, analyzes and interprets the data collected in this study. The data pertained to the participation of voters in the different activities during October 29, 2007 barangay election.

To Vote

Table 2 highlights the level of participation as determined by the voters concerning the election activity which is to vote.

Table 2
Frequency Distribution of Voters' Participation to vote

Qualitative Scale	Male		Female	
	Frequency	%	Frequency	%
Not Interested	13	10.4	18	14.4
Not Much Interested	23	18.4	17	13.6
Interested	27	.216	24	19.2
Very Much Interested	62	49.6	66	52.8
Total	125	100	125	100

The Table shows that 62 or 49.6 percent of the male voters, and 66 or 52.8 percent of female voters manifested that they were very much interested to vote. This indicates that the value of attention given by most male and female voters are more than what is necessary while majority of the female voters likewise show interest. In an interview, a voter said, to

vote is a right that every citizen should exercise with or without money involved (August 2007).

Attend Political Rallies of Candidates to Listen Their Platforms

Table 3 highlights the level of participation as determined by the voters concerning their interest to the election activity which to attend political rallies of candidates and to listen their platforms.

Table 3
Frequency Distribution of Voters’ Participation to Attend Political Rallies of Candidates to Listen Their Platforms

Qualitative Scale	Male		Female	
	Frequency	%	Frequency	%
Not Interested	24	19.2	38	30.4
Not Much Interested	28	22.4	24	19.2
Interested	48	38.4	35	28.0
Very Much Interested	25	20.0	28	22.4
Total	125	100	125	100

The Table shows that 48 of the 125 male respondents or 38.4 % were interested while 38 of the 125 female respondents or 30.4 % were not interested to attend political rallies of candidates to listen to the platforms. This result signifies that most of male voters gave attention as much as necessary to participate this election activity while most of the female voters gave less attention. A female voter when interviewed why she does not like much to attend political rally simply replied, “to avoid harm should there be some trouble during the rally” (September 2007).

Plan to Join Groups Working for Orderly and Clean Elections

Table 4 highlights the level of participation as determined by the voters concerning their plan to join groups working for orderly and clean elections.

Table 4

Frequency Distribution of Voters' Participation on the Plan to Join Groups Working for Orderly and Clean Elections

Qualitative Scale	Male		Female	
	Frequency	%	Frequency	%
Not Interested	35	28.0	35	28.0
Not Much Interested	29	23.2	22	17.6
Interested	29	23.2	42	33.6
Very Much Interested	32	25.6	26	20.8
Total	125	100	125	100

As shown in Table 4, 35 of the male voter respondents or 28.0 % are not interested. The 42 of the female voter respondents or 33.6 % showed their interests and had plans to join groups working for orderly and clean elections. This means that most of the male voters do not give any attention at all to this activity while most of the female voters show attention as much as necessary. Female voters show interest to join groups working for orderly and clean election for the reason that they seek change in the administration (Interview August 2007).

Put up Posters for Politicians

Table 5 highlights the level of participation as determined by the voters concerning the putting up of posters for politicians.

Table 5

Frequency Distribution of Voters' Participation to Put up Posters for Politicians

Qualitative Scale	Male		Female	
	Frequency	%	Frequency	%
Not Interested	46	36.8	49	39.2
Not Much Interested	36	28.8	38	30.4
Interested	27	21.6	22	17.6
Very Much Interested	16	12.8	16	12.8
Total	125	100	125	100

Forty-six of the male respondents or 36.8 % were not interested to participate in putting up the posters of the candidates. In this result not only the male respondents manifested no interest but also the women. The Table shows that 49 of the 125 women or 39.2 % were not interested. The result clearly shows that most of the male and female voters do not participate nor give any attention at all to this election activity. In an interview, the most common answer of the male and female voters was, “we can gain nothing when we post politicians’ posters. It will not change the decision of voters (September 2007).

Actively Campaign for a Political Candidate.

Table 6 highlights the level of participation as determined by the voters concerning the election activity which is to actively campaign for a political candidate.

Table 6
Frequency Distribution of Voters’ Participation to
Actively Campaign for a Political Candidate

Qualitative Scale	Male		Female	
	Frequency	%	Frequency	%
Not Interested	48	38.4	36	28.8
Not Much Interested	34	27.2	38	30.4
Interested	27	21.6	29	23.2
Very Much Interested	16	12.8	22	17.6
Total	125	100	125	100

Table 6 shows that 48 of the 125 male respondents or 38.4 % were not interested while 38 of the 125 female respondents or 30.4 % were not much interested. This signifies that most of the male voters do not actively campaign for political candidates while most of the female voters give little attention to this election activity.

Watch the Counting of Votes as Private Citizen

Table 7 highlights the level of participation as determined by the voters concerning the election activity which is to watch the counting of votes as private citizen.

Table 7
Frequency Distribution of Voters' Participation to Watch
the Counting of Votes as Private Citizen

Qualitative Scale	Male		Female	
	Frequency	%	Frequency	%
Not Interested	35	28.0	38	30.4
Not Much Interested	34	27.2	35	28.0
Interested	34	27.2	29	23.2
Very Much Interested	22	17.6	23	18.4
Total	125	100	125	100

As shown in Table 7, of the 250 male and female respondents 35 from males or 28.0% and 38 females or 30.4 % manifested that they were not interested to watch the counting of votes as private citizen. This means that most of male and female voters showed no attention at all to this election activity. "It is just a waste of time because when politicians will cheat they will use their machinery to do so" (Interview September 2007).

Watchers for a Political Candidate

Table 8 highlights the frequency distribution of voters' participation as watchers for a political candidate.

Table 8
Frequency Distribution of Voters' Participation as
Watchers for a Political Candidate

Qualitative Scale	Frequency	Male	Female	
		%	Frequency	%
Not Interested	39	31.2	44	35.2
Not Much Interested	29	23.2	33	26.4
Interested	23	18.4	18	14.4

Very Much Interested	34	27.2	30	24.0
Total	125	100	125	100

The male and female respondents showed no interest to be watchers for a political candidate during the election, as shown in Table 8. There were 39 of the male respondents or 31.2 % and 44 of the female respondents or 35.2% that were not interested to participate in this election activity. This means that most of the male and female voters do not want at all to be watchers during the election for a political candidate. “We will be interested to be watchers for a political candidate when the pay is good” replied by voters in an interview (October 2007).

To be the Member of the Board of Election Inspectors

Table 9 highlights the frequency of voters’ participation to be the member of the board of election inspectors.

Table 9
Frequency Distribution of Voters’ Participation to be the Member of the Board of Election Inspectors

Qualitative Scale	Male		Female	
	Frequency	%	Frequency	%
Not Interested	60	48.0	73	58.4
Not Much Interested	32	25.6	31	24.8
Interested	19	15.2	14	11.2
Very Much Interested	14	11.2	7	05.6
Total	125	100	125	100

Sixty (60) of the male respondents or 48.0 % and 73 or 58.4% of the females were not interested to be in the Board of Election Inspectors. This shows that most of the male and majority of the female voters did not give any attention at all to be a member of the board of election inspectors. Voters reply in four words when personally asked if they were interested to be a member of Board of Election Inspectors, “We are not qualified” (October 2008).

Table 10 highlights the analysis pertaining to the participation of the voters in the election activities.

Table 10
Analysis Pertaining to the Participation of
the Voters in the Election Activities

Item	Chi-square value	Contingency coefficient	P value	Decision	Interpretation
1. to vote	2.008	.089	.571	Fail to Reject the hypothesis	There is no significant relationship between male and female voters
2. attend political rallies of candidates to listen their platforms	5.675	.149	.129	Fail to Reject the hypothesis	There is no significant relationship between male and female voters
3. plan to join groups working for orderly and clean elections	3.962	.125	.266	Fail to Reject the hypothesis	There is no significant relationship between male and female voters
4. put up posters for politicians	.659	.051	.883	Fail to Reject the hypothesis	There is no significant relationship between male and female voters
5. actively campaign	2.955	.108	.399	Fail to	There is no significant

for a political candidate				Reject the hypothesis	relationship between male and female voters
6. watch the counting of votes as private citizen	.557	.047	.906	Fail to Reject the hypothesis	There is no significant relationship between male and female voters
7. watchers for a political candidate	1.419	.075	.701	Fail to Reject the hypothesis	There is no significant relationship between male and female voters
8. be the member of the Board of Election Inspectors	4.377	.131	.223	Fail to Reject the hypothesis	There is no significant relationship between male and female voters

As shown in Table 10 in this study, there was no significant relationship between the male and female voters' level of participation in all of the election activities since the p-value are all greater than 0.05 than the significance level.

4. Summary of Findings, Conclusion, and Recommendations

Summary of Findings

Our study indicates that the level of participation in the different election activities of the voters are as follows:

1. Most of the male and majority of the female voters showed that they were very much interested to vote.
2. Most male and female voters are interested to attend political rallies to listen to the candidates' to listen their platforms and both showed interest to put up the posters of the politicians.
3. Most female voters are not much interested to actively campaign for a political candidate.
4. Most of the male voters are not interested to watch the counting of votes as private citizen, be wathchers for a political candidate during the election, to be a member of the Board of Election Inspectors.
5. Majority of the female are not interested to be a member of the Board of Election Inspectors.

The results of the test hypothesis among the two groups of respondents revealed that there were significant relationships between the males and females as to the level of their participation in the election activities.

Conclusion

Based on the findings of the study, voters adhere to their good decisions on what to be given much attention in the election activities. But, there is a need to give voters more information to educate them on the value and importance of participation in other election activities for progress and development of the country.

Recommendations

In the context of the findings of the study, the proponents present the following recommendations:

1. Experts in the area of election activities should speak at citizens forum on the importance of attending political rallies to listen to candidates' platform.
2. Government officials particularly in the office of the comelec should conduct voters education in the different barangays in the city.
3. Comelec officials should disseminate widely the importance of voters' participation in the electoral processes for the country's progress and development.
4. Teachers as an engine of knowledge should encourage the participation of the barangay residents to attend voters' education program.

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The Match between Students' Natural Aptitudes, And the Required Skills in their Chosen Program

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Abstract

This qualitative research aims to find out whether natural talents and interest of students based on NCAE result match the program they have enrolled in.

One hundred sixteen first year students were involved in this study, 61 of whom were from the College of Computer Studies while 55 were from the College of Engineering. Analysis and findings of this study were based on the data obtained from the University's guidance office on the respondents' National Career Assessment Exam Results. It was found out that most of the respondents chose to enroll in programs that do not match their occupational field of interest. It further revealed that majority of the first year students from both College of Engineering and Computer Studies were seen to have the potential of becoming successful in other fields.

1. Introduction

National development is every nation's goal throughout the world. A country is seen to be developed when underemployment and unemployment rates decreased if not eliminated. One of the probable reasons for this is mismatch between education and employment. With this situation, the Department of Education is moved to improve the quality of secondary education graduates entering college by developing the National Career Assessment Exam (DepEd Memo no. 270, July 2007).

National Career Assessment Examination (NCAE) is believed to maintain the quality of education in the Philippines by leading the flow of students to courses in post-secondary institutions of learning matching their aptitude thereby, bringing national development in the country. Among the objectives on the creation of NCAE are to minimize indiscriminate wastage of manpower and other resources which otherwise could be directed towards more productive ventures and assess the

abilities the students has developed through the years which are essential for successful college or becoming an entrepreneur (DepEd Memo no. 270 s. 2007).

With Pangalangan (2007) idea that career choices should match the natural talents and interest of students, the researcher would like to delve at whether programs where students chose to enroll match their occupational field of interest based on NCAE result.

Statement of the Problem

This study aims to find out whether natural talents and interest of students based on NCAE result match the program taken by the first year students school year 2007-2008. Specifically, it seeks answers to the following questions:

1. What are the potentials/inclinations of students based on NCAE results in terms of:
 - a. general scholastic aptitudes
 - a.1 scientific ability
 - a.2 reading comprehension
 - a.3 verbal ability
 - a.4 mathematical ability
 - b. technical-vocational aptitude
 - b.1 clerical ability
 - b.2 manipulative skill
 - c. Non Verbal Ability
 - d. Entrepreneurial Skill
2. What are the occupational fields of interest based on NCAE results by college?

Scope and Limitation

Respondents are conveniently chosen from Colleges of Engineering and Computer Studies which offer hard science programs. This study covered only froshies since they are the first batch of students who are required to take the National Career Assessment Examination.

Significance of the Study

This study will shed light to the students for them to realize which program is more likely appropriate for them based on their individual NCAE results. This study further desires to give ready information that might be of use to the COE and CCS administrators especially in designing admission policies in their respective colleges. Lastly, the study might be of help to the university administrators in whatever decision they might have in the future especially knowing the kind of interest and talents students have in the school.

2. Methodology

This study employed qualitative research design. It merely described the respondents' general scholastic aptitude, technical-vocational aptitude, non-verbal ability, entrepreneurial skill and their occupational field of interest. Respondents were one hundred sixteen first year students analysis and findings of this study were based on the data obtained from the University's guidance office on the respondents' National Career Assessment Exam Results.

Colleges of Engineering (COE) and Computer Studies (CCS) are two of the seven colleges of La Salle University. COE offers five programs namely Geodetic, Civil, Computer, Electronics and Communication and Electrical Engineering whereas, CCS offers two programs which include Computer Science and Information Technology.

Percentage was used to disclose findings and analysis from the data gathered. The data used and presented in this paper were taken from the standardized result of NCAE.

The following were the brief description and interpretation for each student's potential/inclination according to the Department of Education National Education Testing and Research Center: **Scientific Ability (SA)**. This is an assessment of the individual's scientific abilities and skills to adopt scientific methods, procedures and processes constructing knowledge and solving experimental or real-life problems. One who has a high SA has greater probability to excel in academic programs that work mostly on scientific methodologies (e.g. medical allied professions). Those with average SA can be successful in the field of chemistry, physics, zoology, botany, biology, and other courses related to medicine. **Reading Comprehension (RC)**. This measures the ability to understand what has been stated directly; to analyze, interpret, and criticize what has been read; to recognize reasonable application of principles or opinions expressed by the author. A student with high RC has the potential to make sound inferences, syntheses, generalizations, or conclusions on what he/she read. Students who possess the skills will most likely succeed in courses that involve public speaking and even writing such as mass communication, teaching, theology, and law. **Verbal Ability (VA)**. This subtest measures the assertive ability of a person in view of grammatical rules and logical arrangement of ideas. Individuals with high VA have high sense of analogy; hence, they have potential in mass communication, law, teaching, and preaching vocation. Those with average VA can be developed in advertising careers. **Mathematical Ability (MA)**. This subtest is used to assess quantitative abilities and computational skills, particularly, on working with numbers, perceiving relationship between two quantities and solving word problems. One with high MA has a high sense of mathematical calculus, a requisite skill in engineering courses, aeronautics, and marine courses. **Clerical Ability (CA)**. This is a test of ability and skill to encode data /information and file office records, as well as ability to note details. High CA is the requisite skill for secretarial jobs for these jobs require good manual dexterity; thus, individuals with high CA are potential computers operators, encoders, and stenographers. **Manipulative Skills (MS)**. This subtest determines a

person's skills in manual dexterity such as producing handicrafts, and assembling or disassembling equipments. Manipulative skills are required in occupations such as machine technicians, jewelers, watchmakers, engravers, handicraft makers, and the like. **Nonverbal Ability (NVA).** This tests a person's reasoning ability to identify patterns presented in diagrammatic form. The series of figures presented in each item requires the perception of an operating principle underlying the changes in the figures. In each instance, the examinee must discover the principle's governing change/s of the figures and give evidence of his understanding by indicating the diagram that should logically follow. It tests abilities required in jobs such as engineering, science, architecture and any other jobs, which involve working with diagrammatic and similar visual information. **Entrepreneurial Skills (ES).** This is a test to assess one's capacity to engage in business undertakings. One with average to high ES has the potential to succeed in activities/jobs that generate income, considering profit business.

The following are the brief descriptions and interpretation of students' occupational interest: **Outdoor Interests.** This means that one enjoys working with naturalistic environment such as plants and animals. Examples of which are the following: landscaping workers, poultry/dairy farmers, cattle ranchers, fishermen, agriculturists, horticulturists, zoologists, agronomists, botanists, and marine biologists.

Mechanical Interests. This means that one enjoys working with real-world materials such as woods, tools and machinery. Examples of occupations are the following: cooks, equipment operator/technicians, machinists, sculptors, jewelers, watchmakers, goldsmiths, carpenters, engravers, painters, plumbers, masons, tile setters, cooks/food technicians, medical technicians, electricians, and mechanical/ civil/ mining/ chemical/ computer hardware engineers.

Investigative Interests. This means that one enjoys activities, which require mental work or thinking skills. Example: dieticians, nutritionists, biochemists, physicists, astronomers, anthropologists, archaeologists, geographers, historians, psychiatrists, clinical psychologists, physicians, dentists, respiratory therapists, medical technologists, pharmacists, veterinarians, lawyers, sociologists, statisticians, computer systems analysts, political analysts, economists, and market research analysts. **Artistic Interests.** This means that one

enjoys activities that look at the side of things such as forms, designs and patterns. Examples: fashion designers, interior decorators, graphic designers, landscape architects, makeup artists, painters, sketch artists, poets/lyricists, cartoonists, photographers, musicians, singers, dancers, actors, directors, radio/TV announcers. **Social Interests.** This means that one enjoys activities that assist other people and promote learning and personal development. Examples: ushers/lobby attendants, nurses/caregivers, librarians, teachers, news reporters, translators, advertisers, sale agents/representatives, athletic trainers, law enforcers, judges, counseling psychologists, religious workers/laymen, health educators, business managers, community workers. **Enterprising Interests.** This means that one likes activities that have something to do with carrying out projects especially business ventures. Examples: retail or sari-sari store, door-to-door sales, buy-and-sell, handicrafts, telemarketing, hairdressing, cosmetology, dressmaking/tailoring, agriculture crops, food factory, travel agency, loan service, hotel and restaurant. **Clerical Interests.** This means that one enjoys work activities that follow set procedures and routines. Examples: office clerks, cashiers, secretaries, bank tellers, encoders/data processors/computer operators, bookkeepers, and sales inventory clerks (Department of Education National Education Testing and Research Center).

3. Results and Discussions

National Career Assessment Exam measures eight potentials/inclinations of students namely, scientific ability, reading comprehension, verbal ability, mathematical ability, clerical ability, manipulative skills, nonverbal ability and entrepreneurial skills. The first four skills were grouped together to represent the general scholastic aptitudes while the next two abilities represent the technical-vocational aptitudes.

The general scholastic aptitudes of the respondents in the National Career Assessment Exam refers to the generally acquired knowledge and is measured in terms of scientific ability, reading comprehension, verbal ability, and mathematical ability.

The scientific ability in the NCAE assesses students' scientific abilities and skills to adopt scientific methods, procedures and processes constructing knowledge and solving experimental or real-life problems (Department of Education National Testing and Research Center).

The general scholastic aptitude of students in terms of scientific ability is presented in Table 1.

Table 1
Students' General Scholastic Aptitude
in terms of Scientific Ability

Descriptive Rating	Frequency	Percentage
Very High	4	3.4
Above Average	5	4.3
Average	49	42.2
Low Average	43	37.1
Below Average	14	12.1
Poor	1	.9
TOTAL	116	100

Table 1 shows that 4 of the respondents have the greater probability to excel in academic programs that work mostly on scientific methodologies while 54 of the respondents are inclined to be in the field of chemistry, physics, zoology, biology and other courses related to medicine. This implies that 50% of the respondents have the potential of becoming successful in the fields other than engineering and computer studies. With this, a notion can be drawn that half of the respondents have the probability of deciding to shift to another program related to medicine.

The reading comprehension in the NCAE measures students' ability to understand what has been stated directly; to analyze, interpret, and criticize what has been read; to recognize reasonable application of principles or opinions expressed by the author (Department of Education National Testing and Research Center).

The general scholastic aptitude of students in terms of reading comprehension ability is presented in Table 2.

Table 2
Students' General Scholastic Aptitude
in terms of Reading Comprehension

Descriptive Rating	Frequency	Percentage
Excellent	1	.9
Above Average	17	14.7
Average	69	59.5
Low Average	24	20.7
Below Average	5	4.3
TOTAL	116	100

Only one respondent has excellent skill in reading comprehension who has the potential to make sound inferences, syntheses, generalizations, or conclusions on what he/she reads. About 87 respondents are most likely to succeed in courses that involve public speaking and even writing such as mass communication, teaching, theology and law. This implies that most of the first year engineering and computer studies students can be successful in other fields other than the field they have enrolled in. This means that 75% of the respondents may end up deciding in the next year or so to move to other programs related to public speaking say, mass communication, education or journalism among others.

The verbal ability in the NCAE determines students' assertive ability in view of grammatical rules and logical arrangement of ideas.

The general scholastic aptitude of students in terms of verbal ability is presented in Table 3.

Table 3
Students' General Scholastic Aptitude
in terms of Verbal Ability

Descriptive Rating	Frequency	Percentage
Above Average	14	12.1
Average	64	55.2
Low Average	31	26.7
Below Average	6	5.2
Very Poor	1	.9
TOTAL	116	100

Majority of the respondents (78) can be developed in advertising careers. This result implies that most of the students enrolled in engineering and computer studies programs can be successful in fields that require verbal ability like mass communication, law, teaching and preaching vocation. Such result confirms the respondents' potential that involve public speaking and even writing as reflected in Table 2.

The mathematical ability in the NCAE evaluates students' quantitative abilities and computational skills, particularly, on working with numbers, perceiving relationship between two quantities and solving problems (Department of Education National Testing and Research Center).

The general scholastic aptitude of students in terms of mathematical ability is presented in Table 4.

Table 4
Students' General Scholastic Aptitude
in terms of Mathematical Ability

Descriptive Rating	Frequency	Percentage
Very High	2	1.7
Above Average	7	6
Average	69	59.5
Low Average	33	28.4
Below Average	4	3.4

Poor	1	.9
TOTAL	116	100

Seventy-eight (78) of the respondents possessed the requisite skill for engineering courses, aeronautics, and marine courses. Thus, they can be developed to become successful engineers and pilots. However, this result does guarantee that indeed those enrolled in the engineering program in La Salle University did possess this ability since these 78 respondents were not solely from the college of engineering and that frequency is a combination of students who are enrolled both in engineering and computer studies programs.

The overall general scholastic aptitude is the combination of results of the four dimensions comprising students' general scholastic aptitude.

The data were obtained from the individual NCAE results of students. This is presented in Table 5.

Table 5
Students' Overall General Scholastic Aptitude

Descriptive Rating	Frequency	Percentage
Above Average	9	7.8
Average	71	61.2
Low Average	33	28.4
Below Average	2	1.7
Poor	1	.9
TOTAL	116	100

Sixty-nine per cent (69%) of the respondents had acquired good scholastic aptitude during their high school days. This is evident since 9 were seen to have above average while 71 got average in their overall general scholastic aptitude result. This means that 69% of the respondents are fit to enroll in any four-year course in the tertiary level.

The technical-vocational aptitude of students refers to students' manual dexterity as measured in terms of clerical ability and manipulative skills.

The clerical ability in the NCAE specifically assesses students' ability and skill to encode data/information and file office records, as well as ability to note details.

The technical-vocational aptitude of students in terms of clerical ability is presented in Table 6.

Table 6
Students' Technical-Vocational Aptitude
in terms of Clerical Ability

Descriptive Rating	Frequency	Percentage
Above Average	26	22.4
Average	49	42.2
Low Average	36	31
Below Average	5	4.3
TOTAL	116	100

Majority of the respondents (75) were seen to possess clerical ability which means that they are inclined to be successful as computer operators, encoders, and stenographers. It can be noted that 51 of the total number of respondents were enrolled in Computer Studies programs who are expected to be computer operators and knows how to encode. This could have bearing on the result that 65% of the respondents are seen to possess clerical ability.

The manipulative skills in the NCAE judges students' skills in manual dexterity such as producing handicrafts, and assembling and disassembling equipment (Department of Education National Testing and Research Center).

The technical-vocational aptitude of students in terms of manipulative skills is presented in Table 7.

Table 7
Students' Technical-Vocational Aptitude
in terms of Manipulative Skills

Descriptive Rating	Frequency	Percentage
Excellent	1	.9
Very High	3	2.6
Above Average	16	13.8
Average	55	47.4
Low Average	39	33.6
Below Average	1	.9
Very Poor	1	.9
TOTAL	116	100

As shown in Table 7, 75 respondents possessed manipulative skills. This implies that majority of the respondents are seen to possess the potentials of becoming machine technicians, jewelers, watchmakers, engravers, handicraft makers and the like. Such skills might also be inherent of those people who are interested to become engineers and those who are computer enthusiasts. It is believed that manual dexterity is needed in these fields because of laboratory works that includes assembling or disassembling of different parts may it be computers for those who enrolled in computer studies and/or circuits for those who are into engineering programs.

The overall technical-vocational aptitude is the combination of results of the two dimensions comprising students' technical-vocational aptitudes. Such data were obtained from the individual NCAE results of students. This is presented in Table 8.

Table 8
Students' Potential in terms of Overall
Technical-Vocational Aptitudes

Descriptive Rating	Frequency	Percentage
Very High	3	2.6
Above Average	22	19
Average	53	45.7

Low Average	35	30.2
Below Average	2	1.7
Poor	1	.9
TOTAL	116	100

Sixty-seven per cent (67%) of the respondents were seen to possess the potential to excel in technical-vocational programs. This is evident in the result presented having 3 respondents who garnered very high descriptive rating, 22 above average and 53 gathering average rating in the overall technical-vocational aptitudes result.

The nonverbal ability in the NCAE gauges students’ reasoning ability.

The students’ non-verbal ability is presented in Table 9.

Table 9
Students’ Non Verbal Ability

Descriptive Rating	Frequency	Percentage
Excellent	1	.9
Very High	4	3.4
Above Average	16	13.8
Average	52	44.8
Low Average	39	33.6
Below Average	4	3.4
TOTAL	116	100

Twenty-one (21) of the respondents got high while 52 got average on nonverbal ability. This means that these respondents possess the skills required in jobs such as engineering, science, architecture and any other jobs which involve working with diagrammatic and similar visual information.

The entrepreneurial skills in the NCAE measures students’ capacity to engage in business undertakings.

The students' entrepreneurial skills are presented in Table 10.

Table 10
Students' Entrepreneurial Skills

Descriptive Rating	Frequency	Percentage
Excellent	1	.9
Very High	2	1.7
Above Average	19	16.4
Average	52	44.8
Low Average	38	32.8
Below Average	3	2.6
Poor	1	.9
TOTAL	116	100

Seventy-four (74) of the respondents were seen to have the capacity to engage in business undertakings. They have the potential to succeed in activities/jobs that generate income, considering profit business. This holds true to the fact that engineers can do their own practice at home or in the office for the public to avail of their services for a fee (e.g. geodetic engineers who are hired as surveyors). Computer studies graduates who end up acquiring their own computer shops and manage their own internet cafes.

The National Career Assessment Exam identifies seven students' occupational field of interest namely, outdoor, mechanical, investigative, artistic, social, enterprising, and clerical interests.

Students' occupational field of interest is presented in Table 11.

Table 11
Students' Occupational Field of Interest

Descriptive Rating	COE		CCS	
	Frequency	Percentage	Frequency	Percentage
Artist	14	25.5	27	44.3
Mechanical	15	27.3	8	13.1

Clerical	8	14.5	10	16.4
Investigative	6	10.9	7	11.5
Enterprising	6	10.9	5	8.2
Social	5	9.1	3	4.9
Outdoor	1	1.8	1	1.6
TOTAL	55	100	61	100

Table 11 shows, first year students in the Colleges of Engineering and Computer Studies have varied occupational interest based on National Career Assessment Exam Result. Forty-one of them have artistic interests which implies that they enjoy activities that look at the artistic side of things such as forms, designs and patterns. That is, these respondents are interested in becoming fashion designers, interior decorators, graphic designers, photographers, musicians, singers, dancers, actors, directors, radio/TV announcers. Engineering students are ideally expected to be interested in mechanical as an occupational field of interest while computer studies students are ideally expected to have investigative as their occupational field of interest. However, it can be noted that only 15 out of 55 engineering respondents are seen to possess mechanical field of interest. They are the only ones who enjoy working with real-world materials such as woods, tools and machinery of which are expected to have the jobs of electricians and mechanical/civil/mining/chemical/computer hardware engineers. However, only seven respondents coming from the CCS, were interested in activities which require mental work or thinking skills necessary for becoming computer systems analysts. With these findings, it is clear that only 27.3% of the first year students in the COE and only 11.5% of first year students in CCS whose occupational field of interest match program they enrolled in.

As presented in Table 11, data implies that students' occupational interest based on NCAE result and the program where they get themselves enrolled in did not match. Three possible reasons could be mentioned here. One, is that other persons might have been the one responsible for choosing the program for the students. Two, the NCAE result was not given weight by the students when they made decision on which program

to choose. Three, it could be that the admitting officer failed to consider the NCAE result as the basis in guiding students in choosing which career to take.

4. Conclusion, and Recommendations

Conclusion

Most of the respondents choose to enroll in a program that does not match their occupational field of interest. A majority of these respondents from both College of Engineering and Computer Studies were seen to have the potential of becoming successful in other fields such as in profit business since they possess enough clerical ability, manipulative skills, and nonverbal ability.

Recommendations

- a. Students should be guided to choose or take up program that reflects their natural talents or potential.
- b. Administrators should consider the importance of NCAE results in designing admission policies, in maintaining the frequencies of enrollees, ensuring higher survival rate, and producing committed graduates.
- c. Another investigation should be done to see whether students' interest and potential affect performance.

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Academic Administrators' Performance: Proposed Enhancement Activities

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Abstract

Academic administrators are concerned with the academic matters in the university. They looked into the teaching performance of teachers under their college or department. Thus, this study is undertaken to find out the performance of these academic administrators in the areas of management and administration, professional and public service, and personal qualities and interpersonal relationship. The study employed the descriptive – evaluative research to describe the academic administrators' performance covering the first semester of the academic year 2007-2008. The evaluation showed that the academic administrators show concern for the welfare of teachers, possess good communication skills, and show respect and understanding of students and their needs. However, there are areas that need to be improved among the academic administrators such as organizing programs of activities for faculty development and ensuring their implementation, initiating the community extension programs of the college or department, and observing prudence, discretion, and confidentiality.

1. Introduction

A manager is someone who works with and through other people and is responsible for directing their efforts (Stoner, Freeman and Gilbert, 1995:7), coordinating their work activities in order to accomplish organizational goals (Robbins, Bergman, Stagg and Courter, 2006:8). He/She develops certain managerial competencies, which refer to the underlying characteristics of an individual which is causally related to effective or superior performance within a job (Boyatzis: 1982 in Mallorca, 2005:17) and deals with the behaviors people need to display in order to do the job effectively (Woddruffe, 1993 qtd. in Mallorca, 2005:17).

In an educational setting, managers are referred to as administrators who oversee the overall condition of the school and how its

vision-mission is being realized. These administrators perform various functions in their role as college deans, program heads, or coordinators; thus, at the end of every academic year, there is a need to evaluate their performance.

Performance is the end result of an activity (Wheelen and Hunger, 2000:231). Managerial performance is the measure of how efficient (doing things right) and effective (doing the right things) a manager achieves appropriate objectives (Stoner, Freeman and Gilbert, 1995:9) and uses the organization's resources to satisfy customers and organizational goals (Jones and George, 2006: 5). Further, these managers/administrators are concerned with the organizational performance which is the accumulated end results of all the organization's work processes and activities (Robbins, Bergman, Stagg and Courter, 2006:551).

Thus, it is the aim of this study to examine closely the college administrators' performance in their respective administrative assignments.

The Problem

The purpose of this study is to evaluate the academic administrators' performance at La Salle University, Ozamiz City as rated by the teachers for the first semester of the academic year 2007-2008. Based on the findings of the study, enhancement activities are designed. Furthermore, the study seeks to answer the following problems:

1. What is the level of the academic administrators' performance in terms of:
 - a. management and administration
 - b. professional and public service; and
 - c. personal qualities and interpersonal relationship?

2. What enhancement activities may be designed to enhance the academic administrators' performance?

2. Methodology

The study employed the descriptive research design to evaluate the academic administrators' performance. It gathered data from the analysis of the academic administrators' performance rating to evaluate their competencies in management and administration, and professional and public service. Included in the year-end evaluation, are the personal qualities and interpersonal relationship skills of the academic administrators.

This study used the evaluation tool secured from the Office of the Institutional Planning and Evaluation. The evaluation of the academic administrators' performance was based on the teachers' rating covering the first semester of the academic year 2007-2008. Only the twenty administrators in the College Unit, La Salle University, were included in the study. Hence, not included are the administrators in the Integrated School, Bro. Martin Simson Laboratory School, and the Graduate School.

In determining the profile of the academic administrators' performance, weighted mean was utilized in the following areas: management and administration, professional and public service, and personal qualities and interpersonal relationship.

3. Results and Discussion

This section presents, analyzes and interprets the data gathered on the academic administrators' performance. The data for every problem is presented in Tables.

The academic administrators' performance was evaluated in three areas namely, management and administration, professional and public service, and personal qualities and interpersonal relationship.

The indicators of administrators' management and administration are depicted in Table 1.

Table 1
Academic Administrators' Management and Administration

Indicators	Mean	SD	Verbal Description
Shows concern for faculty welfare	4.68	0.33	Very Satisfactory
Recruits, selects and recommends faculty for hiring and for termination	4.63	0.33	Very Satisfactory
Attends council meetings and other meetings called by the Vice-President for Academics and the President	4.62	0.47	Very Satisfactory
Submits adequate monthly reports and such other reports as may be needed.	4.61	0.37	Very Satisfactory
Prepares and submits areas/department/college plans to the VP for Academics and sees to the implementation of such plans	4.51	0.38	Very Satisfactory
Determines subject offerings every school term and assigns teaching load to the faculty on the basis of specialization and expertise	4.31	1.14	Very Satisfactory
Follows up attendance of the faculty in their classes and other school affairs	4.25	1.00	Very Satisfactory
Maintains morale for his/her department	4.25	1.13	Very Satisfactory
Makes himself/herself available to meet with students and faculty	4.19	1.13	Very Satisfactory
Involves faculty members in decision-making	4.15	1.17	Very Satisfactory
Evaluates faculty performance regularly and submits summary of faculty evaluation to the Vice – President for Academics	4.14	1.06	Very Satisfactory
Prevents, reduces and resolves conflicts among faculty members and between areas/departments	4.13	1.20	Very Satisfactory

Supervises students' attendance and development	4.13	1.06	Very Satisfactory
Manages meetings efficiently and competently	4.11	1.04	Very Satisfactory
Recruits and selects students for admission to area/school	4.09	1.10	Satisfactory
Holds meetings with his/her faculty regularly	4.08	1.11	Satisfactory
Observes classroom activities for the purpose of improving instruction and faculty evaluation	4.08	1.11	Satisfactory
Communicates/formulates policies, rules and regulations adequately and sees to their implementation	4.07	1.14	Satisfactory
Monitors library acquisition for the area/school	4.03	1.03	Satisfactory
Organizes programs of activity for faculty development and ensures effective implementation of the different training programs	3.92	1.23	Satisfactory
GRAND MEAN	4.25	1.04	Very Satisfactory

Legend: 4.70 - 5.00 - Outstanding (O)
4.69 - 4.10 - Very Satisfactory (VS)
4.09 - 3.50 - Satisfactory (S)
3.49 - 2.90 - Fair (F)
2.89 - 1.00 - Poor (P)

The faculty believed that the academic administrators show concern for their welfare since this indicator has the highest mean rating (4.68). Academic administrators' concern for faculty welfare is observed on the way they handle the faculty professionally and personally, looking into best ways on how to mentor the faculty in teaching, research and community extension, in realizing the university's vision-mission.

The academic administrators were rated very satisfactorily in their ability to recruit, select and recommend faculty for hiring and for termination. Every end of the semester, a deliberation for probationary teachers is conducted. It is in this moment that a teacher gets recommended for re- hiring or termination. The academic administrators

play a vital role in the deliberation since their objective evaluation of the faculty is considered as one of the components in the decision for faculty re- hiring or termination.

The academic administrators were rated very satisfactorily in their attendance in the council meetings and other meetings called by the Vice – President for Academics and the university President. The College Council of Deans composed of the seven college deans and the Vice – President for Academics meets once a week where important matters on how to run the college are discussed. Their attendance shows that they respond positively to the call for meetings, knowing academic administrators’ attendance in said meetings is very important for them to align their college’s plans to the university’s over-all plans. Important matters discussed in the Council of Deans are also echoed to the department heads and program heads and finally to the faculty.

Submitting monthly reports and other reports as may be needed are required from the program heads, coordinators, and college deans. In this area, the academic administrators are rated very satisfactory. The submission of reports are required for the consolidation of departments/colleges’ activities. It gets submitted to the Vice – President for Academics who monitors implementation of these activities. These reports also may be considered in the President’s report in the Board of Trustees’ meetings done quarterly.

Indicators rated satisfactory are organizing programs of activity for faculty development and ensuring effective implementation of the different training programs (3.92); monitoring library acquisition for the area/college (4.03); communicating/formulating policies, rules and regulations adequately and seeing to their implementation (4.07); observing classroom activities for the purpose of improving instruction and faculty evaluation (4.08); holding meetings with his/her faculty regularly (4.08); and recruiting and selecting students for admission to area/college (4.09).

Table 2 displays the indicators of academic administrators' professional and public service.

Table 2
Academic Administrators' Professional and Public Service

Indicators	Mean	SD	Verbal Description
Good diction and communication skills	4.28	0.91	Very Satisfactory
Shows objectivity in evaluating faculty performance	4.25	1.22	Very Satisfactory
Shows leadership and creativity in the school/department activities	4.23	1.08	Very Satisfactory
Involves the faculty in updating/revising the curriculum, courses and programs	4.22	1.09	Very Satisfactory
Supports student activities and endeavors	4.20	0.97	Very Satisfactory
Shows maturity and objectivity in decision-making	4.19	1.15	Very Satisfactory
Attends in-service training for professional development	4.19	1.12	Very Satisfactory
Establishes work-related linkages with other schools/departments	4.17	1.13	Very Satisfactory
Shows examples by positive image of the school in the community	4.17	1.03	Very Satisfactory
Shares ideas, skills, knowledge and resources with other members of the school community	4.15	1.02	Very Satisfactory
Encourages/inspires students and faculty to participate in academic and non-academic affairs	4.13	1.04	Very Satisfactory
Initiates, implements and supervises community extension service in his/her area/school in coordination with the CES Coordinator	4.12	1.06	Very Satisfactory
GRAND MEAN	4.19	1.08	Very Satisfactory

Legend: 4.70 - 5.00 - Outstanding (O)

- 4.69 - 4.10 - Very Satisfactory (VS)
- 4.09 - 3.50 - Satisfactory (S)
- 3.49 - 2.90 - Fair (F)
- 2.89 - 1.00 - Poor (P)

The academic administrators were rated very satisfactory in their professional and public service. As noted, they have good diction and communication skills (4.28). This is a very important skill for the academic administrators to possess since the nature of their work requires them to facilitate/mediate between the top-level administrators and teachers, teachers and students, and parents.

One of the main duties of the administrators is to do pop-in visits and formal classroom observations to observe classroom activities for improving instruction and faculty evaluation. The teachers rated the academic administrators very satisfactory in showing objectivity in evaluating their teaching performance. They agree to what the academic administrators observed during the classroom observations as discussed during the post conference.

Also considered by the teachers as important management professional skills of the academic administrators were showing leadership and creativity in the college/department activities; involving the faculty in updating/revising the curriculum, courses of programs, and supporting student activities and endeavors. However, the least rated indicators of the academic administrators' professional and public service skills as rated were initiating, implementing, and supervising community extension service in his/her area/department/college in coordination with the Community Extension Director (CES) Coordinator (4.12). As reported, the CES plans while implementation, supervision and evaluation are done independently by the different colleges. The development and sustainability of the CES program depend upon how each college performs; even so, the college's CES programs are reported to the coordinator. The academic administrators have low ratings in encouraging/inspiring students and faculty to participate in academic and non-academic affairs (4.13); sharing ideas, skills, knowledge and resources with other members of the school community (4.15); showing

examples by positive image of the school in the community (4.17); and establishing work-related linkages with other college/departments (4.17.).

Academic Administrators’ Personal Qualities and Interpersonal Relationship

Part of the areas evaluated in the academic administrators is their personal qualities and interpersonal relationship.

Table 3 depicts the indicators of the academic administrators’ personal qualities and interpersonal relationship.

Table 3
Academic Administrators’ Personal Qualities
and Interpersonal Relationship

Indicators	Mean	SD	Verbal Description
Respectful and understanding of students and their concerns	4.26	0.92	Very Satisfactory
Cordial, respectful and cooperative with administrators, faculty, staff and students	4.22	1.04	Very Satisfactory
Well-groomed and dignified	4.18	0.94	Very Satisfactory
Observes prudence, discretion and confidentiality	4.14	1.14	Very Satisfactory
GRAND MEAN	4.20	1.00	Very Satisfactory

Legend: 4.70 - 5.00 - Outstanding (O)
4.69 - 4.10 - Very Satisfactory (VS)
4.09 - 3.50 - Satisfactory (S)
3.49 - 2.90 - Fair (F)

The academic administrators’ personal qualities and interpersonal relationship were rated very satisfactory by the teachers. Teachers believe academic administrators should be respectful and understanding of students and their concerns (4.26); cordial, respectful and cooperative with other administrators, faculty, staff, and students (4.22). Although rated

very satisfactory by the teachers, the academic administrators need to observe prudence, discretion and confidentiality (4.14) and be well-groomed and dignified (4.18).

Summary of the Academic Administrators' Performance

The summary of the academic administrators' performance is shown in Table 4.

Table 4
Summary of the Academic Administrators' Performance

Areas	Mean	SD	Verbal Description
Management and Administration	4.25	1.04	Very Satisfactory
Personal Qualities and Interpersonal Relationship	4.20	1.00	Very Satisfactory
Professional and Public Service	4.19	1.08	Very Satisfactory
GRAND MEAN	4.21	1.06	Very Satisfactory

Legend: 4.70 - 5.00 - Outstanding (O)
 4.69 - 4.10 - Very Satisfactory (VS)
 4.09 - 3.50 - Satisfactory (S)
 3.49 - 2.90 - Fair (F)
 2.89 - 1.00 - Poor (P)

Management and Administration turned to be the most evident trait of the academic administrators over their professional and public service, and personal qualities and interpersonal relationship. This is a very good indicator that the academic administrators have the ability to manage and lead the college/department, possess certain personal qualities needed to lead people and maintain healthy personal relationship in the college/department. One area that in the academic administrators' need to be enhanced more is their professional and public service which has an overall rating of 4.19.

Areas of the Academic Administrators' Performance with Low Ratings

In this study, any area with a rating of 4.15 and below is considered in the development of enhancement activities aimed to improve the performance of the academic administrators.

The areas of the academic administrators' performance with low ratings (4.15 and below) are shown in Table 5.

Table 5
Areas of the Academic Administrators' Performance with Low Ratings

Areas	Mean	SD	Verbal Description
Management and Administration			
Organizes programs of activity for faculty development and ensures effective implementation of the different training programs	3.92	1.23	Satisfactory
Monitors library acquisition for the area/school	4.03	1.03	Satisfactory
Communicates/formulates policies, rules and regulations adequately and sees to their implementation	4.07	1.14	Satisfactory
Holds meetings with his/her faculty regularly	4.08	1.11	Satisfactory
Observes classroom activities for the purpose of improving instruction and faculty evaluation	4.08	1.11	Satisfactory
Recruits and selects students for admission to area/school	4.09	1.10	Satisfactory
Manages meetings efficiently and competently	4.11	1.04	Very Satisfactory
Supervises students' attendance and development	4.13	1.06	Very Satisfactory
Prevents, reduces and resolves conflicts among faculty members and between areas/departments	4.13	1.20	Very Satisfactory

Evaluates faculty performance regularly and submits summary of faculty evaluation to the Vice – President for Academics	4.14	1.06	Very Satisfactory
Involves faculty members in decision-making	4.15	1.17	Very Satisfactory
Professional and Public Service			
Initiates, implements and supervises community extension service in his/her area/school in coordination with the CES Coordinator	4.12	1.06	Very Satisfactory
Encourages/inspires students and faculty to participate in academic and non-academic affairs	4.13	1.04	Very Satisfactory
Shares ideas, skills, knowledge and resources with other members of the school community	4.15	1.02	Very Satisfactory
Personal Qualities and Interpersonal Relationship			
Observes prudence, discretion and confidentiality	4.14	1.14	Very Satisfactory

There are more areas in management and administration that had low ratings than professional and public service, and personal qualities and interpersonal relationship. These areas with low ratings will be the bases for the proposed enhancement activities. Hopefully, these proposed activities will develop the academic administrators’ management skills. As Medina (2006:93) asserts the development/enhancement of the employees will make them productive as a result of using appropriate technical skills and abilities in communicating, making better decisions, and influencing others. Thus, there is improvement in the employees, quality and quantity of productivity, effectiveness in the present job, more favorable attitudes, loyalty and cooperation which help the organization respond to the dynamic market conditions and changing customer demands (Corpuz, 2006: 78).

(Please refer to pp.72-75 for Enhancement Activities)

4. Summary of Findings, Conclusion, and Recommendations

Findings

After having analyzed the data, the study found out that:

1. academic administrators are rated very satisfactory in the following areas: management and administration; professional and public service; personal qualities and interpersonal relationship
2. the over-all administrative performance rating of the administrators is very satisfactory
3. enhancement activities need to be designed to improve the academic administrators' administrative performance in areas that were rated low (4.15 and below).

Conclusion

Academic administrators perform multiple duties. They perform well in some areas as shown in the very satisfactory ratings. There are areas that the academic administrators have low ratings (4.15 and below); thus, a need to evaluate them regularly in order to identify the areas that they need further training.

Recommendations

1. Appointment of new administrators should be done during the middle part of April until May. This is to give them enough time to get acquainted with their new duties, functions, and responsibilities.
2. Enhancement activities should be continually conducted once a month to provide a support system to newly appointed administrators. This could be one of the agenda in every meeting of the Council of Deans.

3. Enhancement activities should be planned, implemented, and evaluated by top administrators (University President and the Executive Council Committee) every school year.
4. The Office of Planning and Evaluation should spearhead the revision of the evaluation tool for academic administrators.
5. There should be congruence between the academic administrators' job descriptions and the evaluation tool.

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Appendix A

Rationale and Objective: Based on the findings of the study, there are areas that were rated low (4.15 and below) which will be the bases for the proposed enrichment activities. These enhancement activities are intended for the academic administrators to improve their management and administration; and professional and public service skills.

PROPOSED OF ENRICHMENT ACTIVITIES

PROGRAMS	WEAK AREAS ADDRESSED	ACTIVITIES
1. Administrative functions	<ul style="list-style-type: none"> ▪ organizing activities for faculty development and ensures effective implementation of the different training programs ▪ communicating / formulating policies, rules, and regulations adequately and sees to their implementation ▪ preventing, reducing and resolving conflicts among faculty members and between areas/departments 	<ul style="list-style-type: none"> ▪ design a faculty development program ▪ update the faculty with the university's policies, evaluate the faculty according to the rules and regulations set by the university ▪ intensify the discussion on the university's policies, rules and regulations in faculty meetings ▪ organize activities for the faculty on: <ul style="list-style-type: none"> * team-building * conflict resolution * stress management * time management
2. Faculty meetings, evaluation, and development	<ul style="list-style-type: none"> ➤ holding faculty meetings regularly ➤ managing meetings efficiently and competently 	<ul style="list-style-type: none"> ➤ set a regular meeting once every two weeks and as the need arises ➤ prepare the agenda before the meeting is called; take the minutes of the meetings ➤ schedule the pop-in and formal

	<ul style="list-style-type: none"> ➤ evaluating faculty performance regularly ➤ involving faculty members in decision-making ➤ designing program of activities for in-service trainings ➤ sharing ideas, skills, knowledge and resources with other members of the school community 	<p>classroom visits regularly; conduct the post conference right after the observation was done; mentor the faculty on how to improve the weak areas identified</p> <ul style="list-style-type: none"> ➤ conduct faculty assessment to identify their needs; coordinate with local experts or the Office of the Teaching Learning Center (TLC) for in-service faculty development ➤ recommend faculty for seminars outside the university; require for a re-echo of the seminars attended ➤ conduct reading circle activities, research colloquia, professionally stimulated gatherings/discussion during meetings or even informal talk in the faculty room
3. Student development	<ul style="list-style-type: none"> ❖ monitors students' attendance and development ❖ recruits students for admission to area / school 	<ul style="list-style-type: none"> ❖ impose the university's policy on students' attendance; follow up teachers in requiring students to pass an admission slip after two (2) absences had been incurred ❖ plan ways on how to advertise the college's programs; coordinate with the Admission Office regarding student campaign and recruitment; conduct exit interview for students who wish to transfer to other schools to find out students' common reasons for dropping or transferring ❖ feature the college's best areas in the advertisements to attract parents and students

4. Curriculum Development	<ul style="list-style-type: none"> ◆ involves the faculty in updating / revising the curriculum, courses, and programs 	<ul style="list-style-type: none"> ◆ academic administrators should review each of the curriculum pacing guide (CPG) and let teachers revise it based on recommendations on standards of learning, content, methodology, course requirements and list of references ◆ work with teachers to plan new courses and programs; commission faculty to do research on curriculum evaluation and new courses demanded by the community ◆ schedule a consultation with alumni, experts in the area and practitioners for CPG revisions
5. Resources management	<ul style="list-style-type: none"> • monitors library acquisition for the area / school 	<ul style="list-style-type: none"> • coordinate with faculty on new books to be used in the course taught • recommends to the Director of Libraries on book acquisitions and multi-media resources; ensure maximum utilization of the books acquired • include in the curriculum simple research papers to develop among students the habit of reading and researching
6. Community Service	<ul style="list-style-type: none"> ◆ initiates, implements and supervises community extension service (CES) in his/her area/school in coordination with the CES coordinator 	<ul style="list-style-type: none"> ◆ commission teachers to conduct researches on community needs and development; results will be the bases for the programs on community extension service in coordination with the CES coordinator ◆ evaluate the implementation and

		sustainability of the CES programs; results will be the bases for the next program of activities in the succeeding years
7. Personal Development	<ul style="list-style-type: none"> ◆ observing prudence, discretion and confidentiality 	<ul style="list-style-type: none"> ◆ self-assessment ◆ retreat ◆ team building ◆ stress management

An Evaluation on the Salary and Its Tax effect as Basis for a Proposed Non- Taxable Benefits

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Abstract

This study aims to address the spiralling income tax deduction of the LSU employees. A descriptive-comparative, and evaluative kind, this research made use of the secondary data on the 130 full-time college faculty culled from the records of the LSU Accounting Office. Moreover, it gets the current profile of LSU employees as taxpayers in terms of tax exemption, the 5% salary increase rate continues for the next five years, as it has been for the last five year at an average and the effect on the net taxable income on the income tax liability of the faculty. Basically, it tries to look if there will be a substantial income tax decrease of the faculty if an annual increment of P200 from the 5% annual salary increase is given as rice allowance and the administrators' honoraria is repackaged into quarter incentive bonus, and lastly, it finds answer if there is a relevant difference in the total income tax liability of the faculty under the current salary trend and under the proposed salary package.

1. Introduction

Common comment among employees of La Salle University every time they get their salary is that their withholding tax soars up and eats a bigger chunk of the salary increase. Same scenario repeats every year. The salary raise increases the salary base that qualifies the employee to the next higher bracket of the income tax.

The university salary package gives the employees basic pay, an overload pay for faculty with additional teaching course/s and plus an honorarium for those appointed to administrative position. At the end of the fiscal year, the employees receive the 13th month pay as mandated by law. Clearly, everything the employees make are taxable except the 13th month pay. Every school year, the school raises the tuition fee that consequently increases the salary of the employees. The salary increase

then forms part of the basic pay, which increases the salary base that is correspondingly taxed. Hence, big portion of the salary increase is eaten up by the tax. Moreover, the fact that the inflation rate has often higher than the salary increase rate, makes it harder for the employees to taste the sweetness of the increase.

Apparently, the current salary package of the university has not taken advantage of the non-taxable benefits provided in the National Internal Revenue Code (NIRC) of 1997. An excerpt of Sec 32(B) of the NIRC in the enumeration of “Exclusions from Gross Income” states that:

(e) *13th Month Pay and Other Benefits.* - Gross benefits received by officials and employees of public and private entities: *Provided, however,* That the total exclusion under this subparagraph shall not exceed Thirty thousand pesos (P30,000) which shall cover:

xxxx (iv) Other benefits such as productivity incentives and Christmas bonus: *Provided, further,* That the ceiling of Thirty thousand pesos (P30,000) may be increased through rules and regulations issued by the Secretary of Finance, upon recommendation of the Commissioner.

The above provision where the exclusion of maximum amount of P30,000 from gross income was not applied in the employees’ compensation package. Further, another provision in Sec33(C) of the NIRC states:

(C) *Fringe Benefits Not Taxable.* - The following fringe benefits are not taxable under this Section:

- (1) fringe benefits which are authorized and exempted from tax Under special laws
- (2) Contributions of the employer for the benefit of the employee to retirement, insurance and hospitalization benefit plans

(3) Benefits given to the rank and file employees, whether granted under a collective bargaining agreement or not; and

(4) De minimis benefits as defined in the rules and regulations to be promulgated by the Secretary of Finance, upon recommendation of the Commissioner.

It is advantageous to elucidate C4 at this point. The De Minimis Benefits include contributions of the employer for the benefit of the employee to retirement, insurance and hospitalization benefit plans; or certain benefits given to rank and file, whether granted under a collective bargaining agreement or not; or de minimis benefits or fringe benefits to the employee which is granted is required by the nature of or necessary to the trade, business or profession of the employer; or such grant of the benefit or allowance is for the convenience of the employer (BIR Revenue Regulation No.3-98).

Revenue Regulation 8-00, as amended by RR 10-00 enumerated the following under the term “de minimis benefits:”

1. 10 days monetized unused vacation leave credits
2. medical cash allowance to dependents of employees not exceeding P750 per semester or P125 per month
3. rice subsidy of P1,000.00 or one-sack of rice per month
4. uniforms and clothing allowance not exceeding P3,000.00 per year
5. medical benefits not exceeding P10,000.00
6. laundry allowance of P300 per month
7. employee achievement awards in the form of tangible personal property other than cash or gift certificate, with an annual monetary value not exceeding P10,000 received by the employee under an established written plan
8. flowers, fruits, books or similar items given to employees under special circumstances, e.g. on account of illness, marriage, birth of a baby, etc.
9. daily meal allowance for overtime work not exceeding 25% of the basic minimum wage.

La Salle employees can be benefited if a number of the NIRC provisions can be applied in their non- taxable benefits. There is a need for a proper tax planning on the salary and compensation package to be given to employees. In this way, the tax effect of the salary increase could have been avoided and the employees could have enjoyed the real worth of such increase. Moreover, employees are concerned not only of the basic pay, but also of the other benefits that can be given to them.

Statement of the Problem

The study aims to address the spiralling income tax deduction of the LSU employees. Specifically, the study seeks answers to the following questions:

1. What is the current profile of LSU employees as taxpayers in terms of tax exemption?
2. If the 5% salary increase rate continues for the next five years, as it has been for the last five year at an average, what will be the effect on the net taxable income and on the income tax liability of the faculty?
3. If an annual increment of P200 from the 5% annual salary increase is given as rice allowance and the administrators' honoraria is repackaged into quarter incentive bonus, will there be a substantial income tax decrease of the faculty?
4. Is there a relevant difference in the total income tax liability of the faculty under the current salary trend and under the proposed salary package?
5. Are there other monetary benefits that will be adversely affected by the proposed salary package?

Scope and Limitation

The study evolves on the premise that the basic pay increases by 5% annually for the next five years as what has been the average salary increase rate in previous years. From the salary increase rate of 5%, P200 will be taken each year to be set aside to form part of the rice allowance. Consequently, on the 5th year, the rice allowance becomes P1,000. This study, however, does not take into consideration the salary step increments both for continuing education and tenure.

2. Methodology

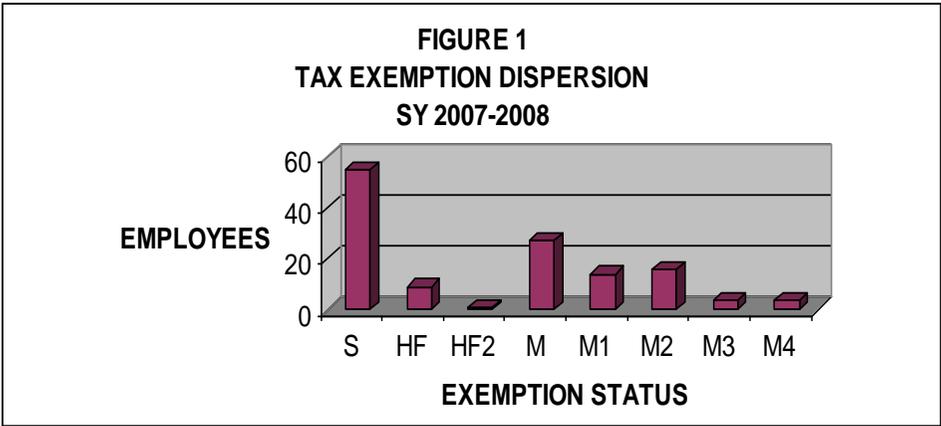
This research is a descriptive- comparative, and evaluative kind of research. The researchers used the secondary data on the 130 full-time college faculty for the S.Y. 2007-2008 culled from the records of the LSU Accounting Office.

3. Results and Discussions

One of the important considerations in the computation of the income tax liability of an individual taxpayer is the status. Taxpayer's status is classified into single, head of the family and married taxpayers. A taxpayer is classified single if the taxpayer is not married, if he/she is married but legally separated or if she/he becomes a widow(er), provided that he/she has no qualified dependent otherwise, he/she will be classified as head of the family. So, the distinction between a single individual taxpayer and a head of the family is the presence or absence of a qualified dependent. For one to become a head of the family, a qualified dependent can be a parent over 60 years of age living with the taxpayer and dependent for his/her chief support, or, a brother, sister, or child who is not married, not more than 21 years old, living with him/her and is dependent for his/her chief support. However, a child or a brother/sister who is physically or mentally retardate can be a qualified dependent even if already beyond 21 years of age.

Section 35 of the National Internal Revenue Code (NIRC) of the Philippines provides personal exemptions for individual taxpayers. A single individual is allowed to deduct a basic personal exemption of P20,000 and for a head of the family, P25,000 while for a married taxpayer, P32,000. An additional personal exemption will be allowed for every qualified dependent child up to four children only.

Figure 1 below shows the tax exemption dispersion of the 130 full time college faculty.



From the above Table, the faculty are mostly dispersed into single and married status. Much of those who are married do not have a qualified dependent child as represented by M. It may be that husbands of women employees are also employed. Under the tax code, it is the husband who has the right to claim for additional personal exemption; unless, the husband waives his right.

The income tax liability is computed based on the net taxable income of the taxpayer. The net taxable income is derived at by deducting the total personal exemption and statutory deductions (SSS, Philhealth & Pag-ibig Contributions) from the gross compensation income. When the net taxable income is determined, the tax will be computed by using the income tax table (Table1) below as provided by the National Internal Revenue Code.

Table 1 presents the income tax for individual taxpayer.

Table 1
Income Tax for Individual Taxpayer

If the taxable income is over	But not over	Tax due is	Plus	Of the excess over
	10,000	5%		
10,000	30,000	500	10%	10,000
30,000	70,000	2,500	15%	30,000
70,000	140,000	8,500	20%	70,000
140,000	250,000	22,500	25%	140,000
250,000	500,000	50,000	30%	250,000
500,000		125,000	32%	500,000

Using the above Table, the faculty are classified according to the income tax bracket of his/her net taxable income.

Figure 2 below is the net taxable income distribution projection for the next five years if the salary will increase 5% annually with 2007 as the base year.

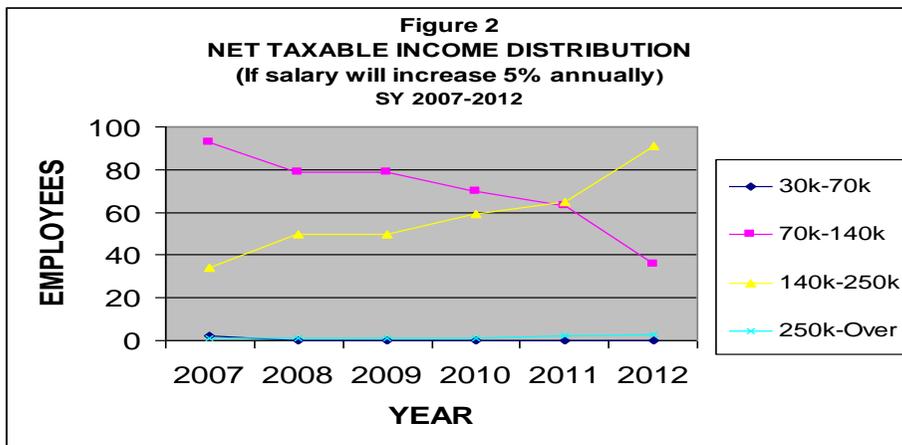
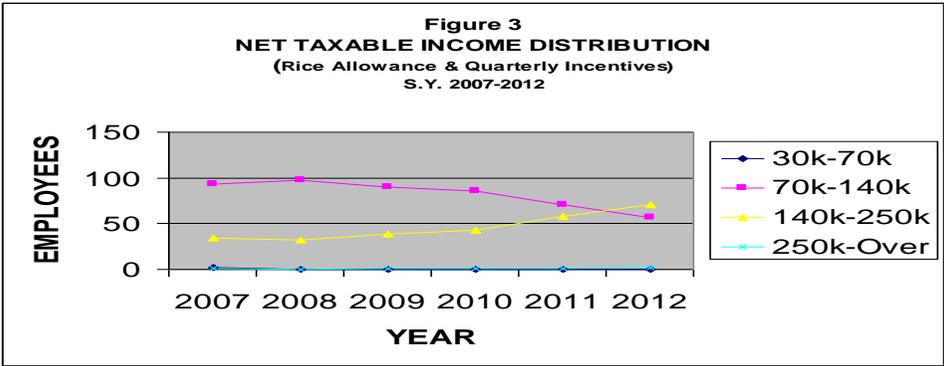


Figure 2 shows that in 2007, there are more faculty with net taxable income under the tax bracket P70,000-P140,000 than faculty with net taxable income under the tax bracket P140,000-P250,000. Stated otherwise, there are more faculty paying a tax of P8,500 plus 20% in

excess of P70,000 than faculty paying a tax of P22,500 plus 25% of the excess over P140,000. However, as the salary increases by 5% annually, there will be a gradual shift between the two brackets until 2011. By 2012, there will be more faculty with net taxable income under the tax bracket P140,000-P250,000 than those under the tax bracket P70,000-P140,000.

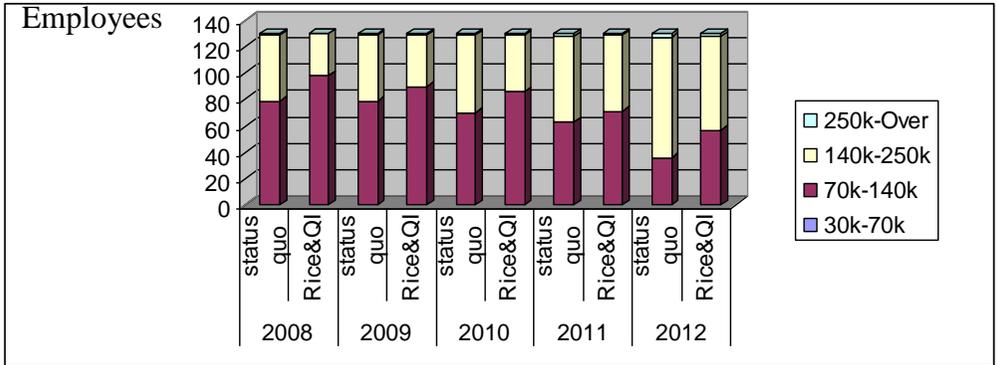
If the monthly honorarium of administrators and those receiving honoraria on top of the salary will be given as quarterly incentive bonus, and if P200 from the 5% annual increase will be set aside to be given as rice allowance and only the excess will be added to the basic salary, the net taxable income distribution will have the following graphical movement over the next 5 years as shown in Figure 3.



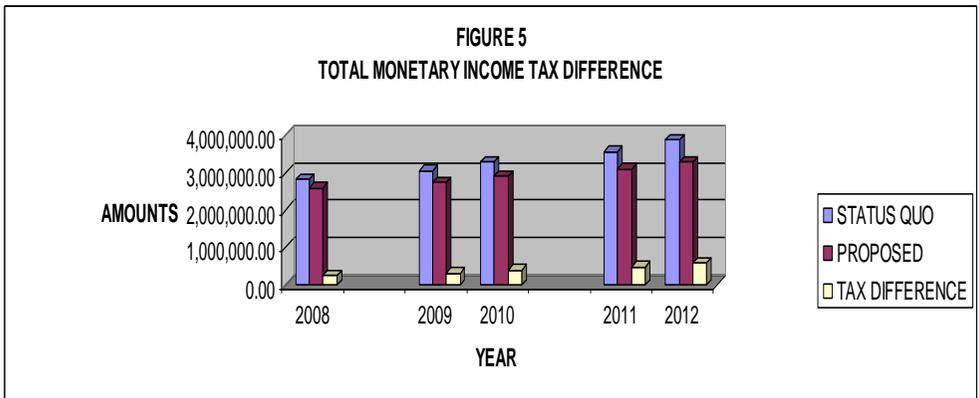
As shown in the graph, the shift from a tax bracket P70000-P140000 to a tax bracket P140000-P250000 is of a slower phase though still of a gradually increasing trend. The shift will be the same with that of the 5% basic pay increase only after 2014.

Figure 4 below gives a fuller distinction in the net taxable income distribution between the current trend and the proposed salary package of basic pay plus rice allowance and quarterly incentives.

Figure 4
Net Taxable Income Distribution
 (Distinction Between Current Practice & Proposed)

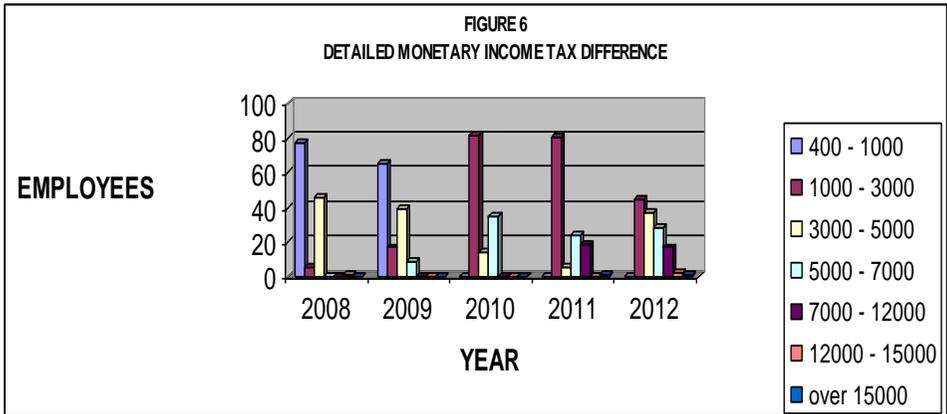


Evident from the graph above that the proposed salary package of rice allowance and quarterly incentives will reduce the impact of the shift from lower to higher income tax bracket and consequently reduce the income tax liability as shown in Figure 5 below.



In the total perspective, the proposed salary package of basic pay with rice allowance and quarterly incentives will result in a lower income tax liability that will also consequently result in a lower tax at a difference of approximately P241,614 in 2008 to as much as P585,236 in 2012.

In the individual perspective, Figure 6 below shows that 77 (60%) faculty will have a tax benefit from the proposed salary package by more than P400 but not exceeding P1,000 and 46(35%) faculty will be benefited from the said proposal by P3,000 to P5,000 tax reduction. As the year progresses, most (80 to 81) of the faculty will have the lowest tax reduction of P1,000 to P3,000. However, by 2012, there will be a decrease in the number of faculty from 80 to 45 with tax reduction of P1,000 to P3,000 as there is an increase from 6 faculty in 2011 to 37 faculty with tax reduction of P3,000-P5,000. The lowest income tax reduction is P439 in 2008 and P2,502 in 2012, and the highest income tax reduction is P12,813 in 2008 and P15,316 in 2012.



Most (68%) of the faculty with a tax reduction from P6,000 to P15,000 are administrators. This is due to the repackaging of the honorarium to a quarterly incentive bonus. The rationale is that when it is an honorarium, it is 100% subject to tax while if it is repackaged to quarterly incentive bonus, it is added to the 13th month and compared to P30,000 total tax exemptions from bonuses. Computationally, the difference will be as follows:

When given as honorarium:		
Basic pay in a year net of statutory deductions		P239,401
Honorarium in a year as dean (P3,000 per month x 12 months)		<u>36,000</u>
Gross Compensation income		P275,401
13 th month pay	<u>P17, 737</u>	
Maximum exclusions from gross income	<u>P30, 000</u>	
Added to gross compensation income		<u>0</u>
Gross taxable compensation income		P275, 401
Less: Basic personal exemption	P 20,000	
Additional personal exemption	<u>0</u>	<u>20,000</u>
Net taxable income		<u>P255, 401</u>
Income tax liability		<u>P 51,620</u>
When given as quarterly incentive bonus:		
Basic pay in a year net of statutory deductions		P239, 401
13 th month pay	P17, 737	
Quarterly incentive bonus	<u>36,000</u>	
Total	52,737	

Maximum exclusions from gross income	<u>P30,000</u>	
Added to gross compensation income		<u>12,737</u>
Gross taxable compensation income		P252,138
Less: Basic personal exemption	P 20,000	
Additional personal exemption	<u>0</u>	<u>20,000</u>
Net taxable income		<u>P232,138</u>
Income tax liability		<u>P 45,534</u>
Income tax liability when given as honorarium		P51,620
Income tax liability when given as quarterly incentive		<u>45,534</u>
Income tax benefit		<u>P 6,086</u>

The above sample computation is the 2008 projection of one of a current dean's pay. Repackaging the honorarium to a quarterly incentive bonus to administrators will substantially reduce the tax. In this particular dean for example, repackaging the P3,000 monthly honorarium to a P9,000 quarterly incentive will reduce the net taxable income by P23,263 which consequently reduces the income tax liability by P6,086.

However, the proposed salary incentive of rice allowance will have a negative effect on the 13th month pay by P200 in 2008, P400 in 2009, P600 in 2010, P800 in 2011 and P1,000 in 2012. In addition, this will negatively affect the retirement benefit by P200, P400, P600, P800 and P1,000 per year of service for those who will be retiring on those years.

4. Conclusion and Recommendations

Based on the above findings, the proposed repackaged salary will substantially decrease the income tax liability of the faculty. However, to address the effect of the said proposed salary package on the 13th month pay, it is recommended that the difference in the basic pay of P200 in P2008, P400 in 2009, P600 in 2010, P800 in 2011 and P1,000 in 2012 due to the P200 annual increments set aside for rice allowance must be given as Christmas bonus. With respect to its effect in the retirement benefit, a revision on the retirement policy is necessarily advisable and recommended. Nevertheless, even if these two recommendations will not be followed, the adverse effect on the 13th month pay and retirement benefit will not outweigh the benefit of tax reduction in total.

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Weight Management of the CAS Faculty of La Salle University

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Abstract

This paper sought to find out the exercise index profile of the fifty- four full time teachers of the College of Arts and Sciences of La Salle University. The Departments included are of Physical Education, Religious Education, Languages, Social Sciences, Science and Mathematics. The study used the descriptive - correlational method of research which made use of standardized questionnaires. Data was treated using the frequency, percentage and chi square.

Majority of the teachers were within the normal body mass index. However, there were also teachers who fall at the overweight and obese classification of the body mass index. Further, 42.59% - 43% of the teachers were assessed to be sedentary in terms of physical activity participation which would somehow lead to degenerative disease and increase body mass index in later life if continued.

With the findings of the study, it is highly recommended that the designed proposed fitness program to be implemented to improve the fitness status, maintain desirable weight and enhance teachers' quality of life. In that way, teachers of La Salle University will avoid degenerative diseases that would somehow affect their job performance.

1. Introduction

Everyone who wants happiness tends to seek it in a variety of ways. Every individual desires to live a long healthy and happy life. However, Fahey, Insel and Roth (2005), noted that man is an animal whose happiness depends on his physiology more than he likes to think. Unfortunately, many individuals have abused their own natural physiology, the wonderful functioning of the human body that gives life, so much that the quality, or happiness, as well as the quantity of life, longevity, may be significantly diminished. Modern lifestyles are contributing to a decline in physical activity by providing more and more opportunities to be sedentary and fewer demands to be even moderately active.

Unfortunately, the lifestyles today are very busy. There are family, school, sports, leisure and social commitments to fit into a limited time. One needs to be healthy to cope with the demands of daily life. Corbin (2005) states that the four basic characteristics that are part of a healthy lifestyle are being a non-smoker; exercising 30 minutes or more five days per week; eating five or more servings of fruits and vegetables every day; and maintaining a healthy weight with a Body Mass Index (BMI) under 25. BMI is a number calculated from a person's weight and height. It is a reliable indicator of body fatness for people (Willimas,2004).

Body mass Index has been used by the World Health Organization as the standard for recording obesity statistics since the early 1980s. In the United States, BMI is also used as a measure of underweight, owing to advocacy on behalf of those suffering with eating disorders, such as anorexia nervosa and bulimia nervosa. A frequent use of the BMI is to assess how much an individual's body weight departs from what is normal or desirable for a person of his or her height. The weight excess or deficiency may, in part, be accounted for by body fat (adipose tissue) although, other factors such as muscularity also affects BMI significantly especially for athletes. According to Williams (2004) human bodies rank along the index from around 15 (near starvation) to over 40 (morbidly obese). This statistical spread is usually described in broad categories: underweight, normal weight, overweight, obese and morbidly obese. a BMI of less than 18.5 as underweight and may indicate malnutrition, an eating disorder, or other health problems, while a BMI greater than 25 is considered overweight and above 30 is considered obese. Controlling body weight is really a matter of controlling body fat. The most important consideration for health is not total weight but body composition- the proportion of body fat to fat free mass. Many people who are overweight are also overfat and the health risk they face are due to the latter conditions (Insel, 2005). Kane (2000) further stated that obesity is one of the most serious health problems today and evidence suggests that the problem is worsening rapidly and because of the close association of obesity with many chronic diseases, this condition presents an enormous challenge to the health care system as well as physical educators. In this time of fiscal crisis, all should always remember this saying "health is wealth".

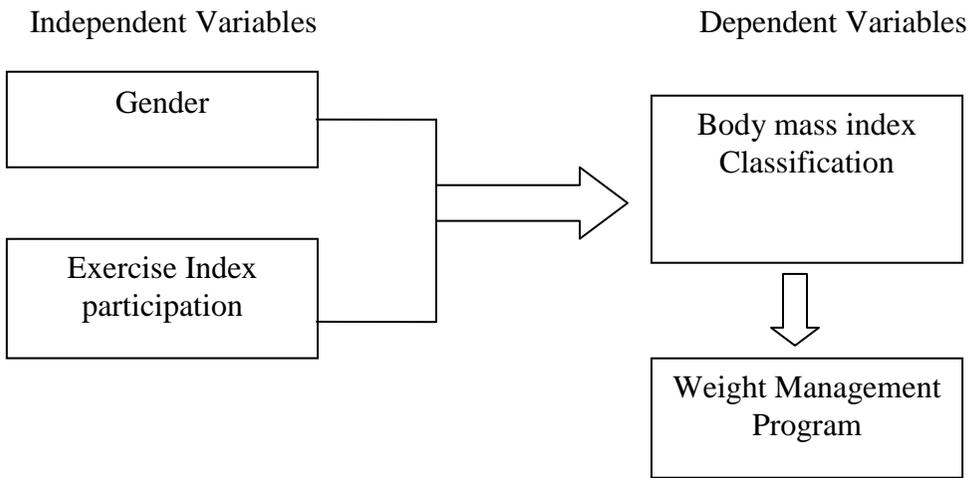
As members of an educational institution, the College of Arts and Sciences faculty is challenged to have normal body mass index for they are living examples to their students. It is therefore expected that they will find ways and means to become efficient and effective workers. And to efficiently and effectively carry out the task and pressures, teachers need to be fit. It is also beneficial for students that they will learn the habits of a healthy lifestyle from their teachers that includes regular exercise and possessing a normal body size. Assessing it would help find ways to improve their fitness level and avoid degenerative chronic diseases.

Theoretical Framework

This study is anchored on the theory of Belloc, N. B. and Breslow(2006) that trends toward increasing amounts of time spent in sedentary activities are contributing to the increase in body mass index. The attractiveness of television, video games, and computer games may be leading to less time spent in more physically active behaviors. They further theorize that efforts to maintain a normal body mass index and decrease time spent in sedentary activities are interventions that should be pursued in addition to interventions designed specifically to promote physical activity. In addition, people need to learn whether and how these measures of moderate and severe obesity vary with age, sex, and physical activity participation. Finally, a need to understand how and why the intervention of BMI is changing over time in adolescents and adults, determine whether specific intervention efforts should be targeted at the more overweight individuals, and who may be at the greatest risk of additional weight gain.

Conceptual Framework

This section of the study deals with the relationship of the respondents' gender and their participation in physical activities as the independent variables and the body mass index of the respondents as the dependent variable.



Statement of the Problem

This paper aimed to find out the following:

1. What is the profile of the teachers in terms of their
 - a. body mass index
 - b. gender
2. What is the exercise index classification of the CAS teachers?
3. Is there a significant relationship between the body mass index and gender of the CAS faculty?
4. Is there a significant correlation between the body mass index and exercise index classification of the CAS faculty?

Hypotheses

H_{01} : There is no significant relationship between the body mass index and gender of the CAS faculty of La Salle University.

H₀₂: There is no significant correlation between the Body mass index and exercise index classification of the CAS faculty of La Salle University.

Significance of the Study

The data gathered from this study is significant for the following reasons:

Firstly, the findings, implications, and recommendations of this study may be useful to **school administrators** in assessing the fitness status of the employees.

Secondly, this study is most useful to **teachers and other employees** because they will be certain of the importance of possessing a normal body mass index and the regular physical activity participation to become fit.

Thirdly, this study will give insights to the **students** the importance of participating in physical activities while they are still young so when they get older, they are already used to it and away from degenerative diseases.

2. Methodology

This study employed descriptive-correlational research design. Data was gathered using valid and reliable research instrument.

Respondents of the Study

The respondents of the study were all full time College of Arts and sciences faculty of La Salle University consisting of fifty-four employees, 37 of which were female and 17 were male.

Instrumentation

The research instrument used was the Exercise Index which assessed respondents' exercise index participation and was formulated by. I. Kusnitz and M. Fine (1995). It measures how often the individual does physical activities, how long he/she does the activities and how difficult he/ she performed the activities. This tool helped one learn his/ her exercise index score.

Exercise Index

Classification

Less than 15
15-24
25-40
41-60
Over 60

Sedentary
Low
Moderate
Moderately high
High

Statistical Treatment

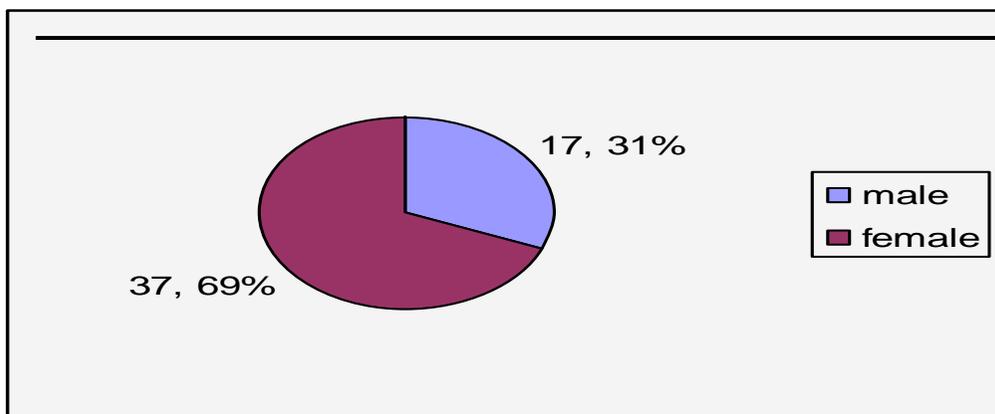
Percentage and Frequency distribution were used to reveal the profile of the teachers in terms of BMI and gender. Chi-square test for independence was used to determine the significant difference between the respondents' body mass index and gender.

3. Results and Discussion

Gender

Figure 1 shows the gender distribution of the CAS faculty members.

Figure 1
Respondents' Gender Distribution



The majority of the respondents were female. This number reflects the general picture of the gender distribution in the College of Arts and Sciences.

Body mass index

Body Mass Index (BMI) measures the relationship between weight and height and is one of the most accurate ways to determine if extra pounds pose health risks. According to Corbin (2005) if the BMI is higher, there is a greater risk of developing health problems like hypertension, cholesterol or other lipid disorders, type 2 diabetes, heart disease, stroke, and certain cancers. He further relates that even a small weight loss (just 10 percent of one's current weight) will help to lower the risk of developing those diseases.

Table 1 presents the respondents' body mass index.

Table 1
Respondents' Body mass index

Body mass Index	Frequency	Percentage	Weight Status
Below 18.5	1	1.85	Underweight

18.5 – 24.9	38	70.38	Normal
25.0 – 29.9	13	24.07	Overweight
30 above	2	3.71	Obese

Table 1 reflects that the majority of the respondents had normal weight status. This finding implied that the teachers had ideal weight that can be determined by dividing the weight in pounds by the height in inches squared and then, multiplying by 705. But according to McCreynolds(2007) this is not the only way to protect against health problems. Even normal-weight people should be advised to exercise and eat a healthful diet to reduce their level of fat. According to health experts, people who are overweight but have no other health risk factors (such as high cholesterol or high blood pressure) should eat healthier and exercise to keep from gaining additional weight. For people who are overweight and also have health risks, they recommend trying to actively lose weight.

Kane (2000) states that physical activity contributes to muscle function and tone, flexibility, cardiovascular health, positive mood, and cognition. Physical activity in addition to resistance exercise training has also been found to promote muscle functioning in elders by strengthening muscles, improving flexibility and strength, and preventing muscle loss.

Table 2 presents the exercise index profile of the fifty four CAS teachers.

Table 2
Exercise Index Classification

Exercise index score	Frequency	Percentage	Verbal interpretation
Less than 15	23	42.59	sedentary
15-24	15	27.78	low
25-40	10	18.52	moderate
41-60	2	3.70	Moderately high
Over 60	4	7.41	high
Total	54	100	low

Table 2 reveals that almost majority of the respondents were sedentary in terms of physical activity. This implies that these teachers rarely get any physical activity throughout the day and burn few calories. This result is alarming since it has been found in many studies that being inactive has greater risk of developing degenerative diseases. It is therefore recommended by Mc Reynolds (2007) to participate in physical activities because it helps to control weight by using excess calories that otherwise would be stored as fat. Exercising helps to keep the pounds off, but it also tones muscles, strengthens bones, heart and lungs and increases physical reserve and vitality. Manson (2004) in his study states that obesity and sedentary lifestyle are escalating national and global epidemics that warrant increased attention by physicians and other health care professionals. It is a challenge to the remaining half of the population to be less sedentary because exercise helps with weight loss, keeps one limber, elevates one’s mood, and contributes to overall wellness. It is the desire of the researcher to help the sedentary teachers to try the weight-training program the researcher has designed for them.

Moreover, Tables 3, 4, and 5 show the distribution of the teachers’ exercise participation in terms of frequency, duration and intensity of their exercise activity.

Exercising regularly can help an individual stay healthy. The Department of Health recommends that adults get thirty minutes of moderate intensity exercise at least five days a week because the list of health benefits is long and distinguished.

Table 3
Respondents’ Frequency of Exercise Participation

Frequency	Frequency	Percentage
Less than 1 time a week	12	22.22
1 time a week	8	14.82
2 times a week	11	20.37
3 times a week	16	29.63
4 times a week	6	11.11
5 or more times a week	1	1.85

Table 3 shows that the CAS teachers differ in the number of times they exercise per week. This implies that there are teachers who are contented with having no exercise at all. The different work schedule of the faculty in the university could be a factor why they fail to do methodical exercise. A wellness program for the college is beneficial so that teachers will be motivated to do regular exercise. It must be noted that the amount of exercise a person engages in per week is more important than the intensity of the exercise. A study in the October (2004) issue of CHEST, the peer-reviewed journal of the American College of Chest Physicians (ACCP), shows that adults who participate in mild exercise, such as walking briskly for 12 miles or exercising for 125 to 200 minutes a week at moderate intensity can significantly improve their aerobic fitness and reduce their risk of cardiovascular disease.

Table 4
Respondents' Duration of Exercise Participation

Duration: How long do you exercise?	Frequency	Percentage
Less than 5 minutes	9	16.66
5-14 minutes	16	29.63
15-29 minutes	11	20.37
30-44 minutes	10	18.52
45-59 minutes	4	7.41
60 minutes or more	4	7.41

During one aerobic exercise about thirty to forty-five minutes, the rate of breathing increases approximately three times above resting levels, while the amount of air entering the lungs was twenty times higher (Corbin, 2005). Table 4 reveals that CAS teachers were not exercise buffs. This implies that the teachers lack time to comply the suggested exercise duration in order to increase the volume of blood pumped out of the heart and elevate the heart rate to its working level. This finding could be the result of the varied work schedule of the teachers; that they spend most of their time in school preparing lessons, doing research and community extension. Though the LSU fitness gym is accessible, teachers find difficulty in fitting their work schedules with exercise and perhaps the

place is too small to accommodate many clientele. Prentice (2001) states that the greater the duration of the workout, the greater the improvement in cardio-respiratory endurance.

Table 5
Respondents' Intensity of Exercise Participation

Intensity	Frequency	Percentage
No change in pulse from resting level	5	9.26
Little change in pulse from resting level	13	24.07
Slight increase in pulse and breathing	8	14.82
Moderate increase in pulse and breathing	17	31.48
heavy breathing and sweating	7	12.96
Sustained heavy breathing and sweating	4	7.41

Exercise is important for everyone, especially because of its many benefits related to health. It stimulates the cardiovascular system helps anyone trying to lose weight to attain their goals more quickly and naturally. Table 5 shows the intensity of how teachers do their exercise. The 31.48 % of the respondents had moderate increase in pulse and breathing, 24.07 % had little change in pulse from resting level and the 9.26% experienced no change in pulse from resting level. This implies that teachers find exercise hard and few of them want to exercise at intensity higher than they have to. This could be due to the effect of being sedentary since teachers' daily tasks only evolve in school and family. There are no activities that require them to exert more effort that uses his/her body in high intensity. However, 14.82% has slight increase in pulse and breathing and 12.96% experience heavy breathing and sweating. Perhaps, these teachers knew that if their aerobic sessions are continued nearly daily for at least several weeks, their body function starts to change during both rest and exercise. Fahey,T. Insel, P. and Roth,W.(2005) noted that the exercising heart can pump out more blood with each beat, and the lungs can ventilate more air challenged with high-intensity exercise.

Table 6 presents the correlation results of the relationship between gender and the teachers' body mass index.

Table 6

Correlation Results of the Relationship between Gender and the Teachers' Body Mass index

Gender	Computed	Interpretation	Decision
BMI	X²		
	.066	Not significant	Accept Ho

As reflected in Table 6, the body mass index and gender of the CAS faculty were not significantly related. With this finding, the null hypothesis was accepted.

The finding implies that the gender of the CAS teachers does not significantly influence and affect the body mass index of each person. As presented in the previous Tables there are more female respondents in the study and the majority of the respondents are also having a normal body mass index. But this result tells that it does not matter whether one is female or male, the body mass index of a person is not significantly affected by his/ her gender. However, this finding is negated by the U.S. National Health and Nutrition Examination Survey of 1999. It indicates that 59% of American men and 49% of women have BMI over 25. Extreme obesity — a BMI of 40 or more — was found in 2% of the men and 4% of the women.

Table 7

Correlation results of the Relationship between the Teachers' exercise index classification and their BMI

BMI	Correlation index	Interpretation	<u>Decision</u>
exercise index classification	.841	Not significant	accept Ho

As reflected in Table 7, the BMI of the CAS faculty was not significantly related to the exercise index classification of each teacher. This means that it does not matter whether the teacher is sedentary because it does not affect the body mass index of the individual. BMI was used as a screening tool to identify possible weight problems for adults and Obesity occurs when a person's calorie intake exceeds the amount of energy he or she burns. Thus, the null hypothesis that states there is no significant correlation between the body mass index and the exercise index classification of the teacher is accepted.

(Please refer to Appendix- for the Proposed Weight Management Program)

4. Summary , Conclusion, and Recommendations

Summary

The study included fifty four (54) full time teachers from the College of arts and sciences during the first semester 2007-2008. The college of arts and sciences consists of the departments of physical education, science, math, religious education, social sciences, and languages of La Salle University.

The descriptive –correlational type of research was used. The instrument used was the Exercise Index scale. The statistical tools used in this study were percentage and mean employing Microsoft excel to provide profiles of the teachers’ exercise index, gender and body mass index. Pearson product Moment correlation method and Chi square employing SPSS 11th version were also used to determine relationships between independent and dependent variables.

The data gathered were analyzed and the findings are as follows:

1. The **majority** of the College of Arts and Sciences teachers of La Salle University were female.

2. The **majority** of the CAS teachers of La Salle University had normal body mass index.
3. In terms of exercise, 42.59% of the teachers were assessed to be **sedentary**.
4. The teachers had **different** exercise patterns in a week.
5. There were 16 teachers who exercise only five to fourteen minutes; there were eight teachers who exercise forty-five minutes and more.
6. The 7.41% of the teachers had **sustained heavy breathing** and sweating when they exercise.
7. There was **no association** between the body mass index and the respondents' gender.
8. The respondents' level of exercise participation was seen to be **not significantly related** to their body mass index.

Conclusion

The teachers of the college of arts and sciences have maintained a normal body mass index though they lack physical activity. The exercise index classification of the CAS teachers does not significantly affect their body mass index.

Recommendations

Taking into considerations the findings of this study, the researcher has arrived at the following recommendations:

1. Various types of fitness program must be introduced to the teachers to develop their muscles, improve cardio-vascular endurance as well as maintain a normal weight.
2. For the purpose of maintaining a healthy body, teachers must submit themselves for a semestral medical check up and fitness

assessment and must be given at least one hour per day to do methodical exercise from their eight hours daily schedule in school.

3. Effort must be exerted to inform everyone on campus the importance of maintaining a positive health related lifestyle and recognition of the teacher's effort to maintain weight, or loss weight must be given to increase health satisfaction.
4. PE teachers must design group sessions for physical activities to initiate active exercise involvement, administer a monthly weighing of teachers per department and give rewards to the happy losers, provide teachers the opportunities of using the fitness gym without the presence of the students.

Recommendation for further study:

1. A comprehensive study on other factors that affect health should be explored.
2. A follow up research work should be done after the implementation of the proposed fitness program to measure the program's effectiveness.
3. A study on the other colleges' health related lifestyle must be conducted.

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Appendix A

Proposed Weight Management Program

The Fitness program

This fitness program is intended for the entire La Salle university employees to improve their fitness level and change their negative lifestyle to a positive one. The program formulated was patterned on the Department of Health' 2007 Mag HL (Healthy lifestyle) Tayo program.

Rationale

Lifestyle choices adults make concerning physical activity, diet, and social support greatly impact how well they age, their quality of life, and their well-being. An assumption has prevailed that as individuals age, declines in mental, physical, and social functioning will occur and that little can be done to diminish the decline if a person is living a sedentary life (Corbin, 2005). Thus, this fitness program is intended for the LSU employees to watch out for their health and lifestyle which would lead to degenerative diseases if not observed.

General objectives

After the program is implemented, the faculty should have undergone and experienced the different physical activities and exercises. They should have acquired necessary skills and abilities that bring improvement in their health related lifestyle and manage loss weight to reach their normal body mass index.

Program description

The proposed fitness program is designed for the entire population of La Salle University, Ozamiz City.

Features of the program

Module description, gives a short overview of what the module is all about.

Objectives quote the expected outcome of the activity.

Time allotment (Duration), identifies the needed time for the implementation of activities.

Activities present the specific tasks to be done by the people involved in the program. These hopefully serve as means in attaining the program's objectives.

Processing presents the guide activities to be done to ensure positive outcomes. Guide laboratory activities are anchored on cognitive and psychomotor domains.

Weight Loss Programs for the OBESE

Module 1

Module description

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

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

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

Program 1

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

Program 2

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

Program 3

- Warm up and stretch for 5-10 minutes.
- Power walk for 500m, slow walk for 100m.
- Repeat for the duration of your walk.
- Always complete a warm down before finishing the session.

Program 4

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

Program 5

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

One of the biggest mistakes people make when they start an exercise program is they reduce the amount of activity they do for the rest of the day. They think "I've already done my exercise for the day" and they sit on the lounge. To really lose that weight you need to make sure that you remain active for the rest of the day. Don't spend the rest of the day in bed or on the couch!

Aerobic Exercise for all ages Module 2

Module description

This module is designed to provide teachers an activity to increase the health and function of your heart, lungs, and circulatory system. For maximum effectiveness, aerobic exercise needs to be rhythmic, continuous and involve the large muscle groups (primarily located in the lower part of your body.)

Frequency

3-5 days per week

Duration:

20 to 60 minutes of continuous aerobic activity

Intensity:

50 - 85% of maximal aerobic capacity (VO₂ max), or
50-85% of Heart Rate Reserve, or
60-90% of Maximal Heart Rate

- **Low Intensity:** 35-60% of Heart Rate Max or 50-60% of Heart Rate Reserve
- **Moderate Intensity:** 60-80% of Heart Rate Max or 60-70% of Heart Rate Reserve
- **High Intensity:** 80-90% of Heart Rate Max or 70-85% of Heart Rate Reserve

Objective: At the end of the 2 months of continuous aerobic exercise, teachers will be able to

- increase their maximum heart rate and improve recovery heart rate.
- reduce weight and excess body fats.

Activity:

AEROTHENICS - a 20 minute aerobic routine complete with warm up and cool down of 3 mins. each and exercise proper of 14 mins. executed with the music at a tempo of 128 beats per minute.

1. Walk in place	32 cts.
2. Run in place	32 cts.
3. Reach and stretch arms across diagonally upward 8 cts.	
across the body	8 cts.
down towards the feet	8 cts.
forward	8 cts.
4. Neck rotation > (swd) R, L, upward, downward 2X - (Swd R, front, swd L, front, Up, front, down, front)	
5. Arms swd . reaches to the side	16 cts.
6. Fingertips on shoulders, shoulders circling fwd 4X and bwd 4X	16 cts.
7. Trunk bend swd R, fwd, swd L, bend knees, double arm reach upwd	4 cts.
8. Side lunges	8 cts.
9. Half squats, arms reaching up	8 cts.
10. Heels raising	4 cts.
11. Ankle and calf stretch	
12. Quadriceps stretch > R and L	8 cts.
13. Ankle rotation > R and L 4 cts. Reverse (clockwise, counterclockwise)	16 cts.
14. Run in place	16 cts.
Straddle run in place	16 cts.
15. Walk fwd and bwd, arms pushing fwd Walk swd R and L, arms pushing swd	8 cts.

- Walk fwd and bwd, arms pushing upwd
 Walk swd R and L, arms pushing downwd
16. Walk fwd and back, elbows flex and touching 8 cts.
 Walk swd R and L, lifting bent or flexed forearms
 Walk fwd and back, triceps press
 Walk swd R and L, hands on shoulders, biceps curls swd
 Walk fwd and bwd, fling hands on chest
 Walk swd R and L, biceps curls down
17. Walk fwd and bwd with alternating knee raise
 Walk swd R and L with alternating side lunges
 Walk fwd and bwd with alternating knee flex
 Walk swd R and L with alternating step and hop
 Walk fwd and bwd with alternating knee raise
 Walk swd R and L with alternating side lunges
 Walk fwd and bwd with alternating knee flex
 Walk swd R and L with alternating hop
18. Grapevine swd R and L heel touch swd 4 alternate
 Grapevine fwd and bwd with heel touch fwd
 Grapevine swd R and L with squat jump and clap
 L knee raise 3X, walk swd and reverse
 4X alternate R and L
 L side leg raise 3X, walk swd and reverse
 L knee flex 3X, walk swd and reverse
 Walk fwd heel drop 3X reverse moving bwd
19. Walk swd and R mambo fwd, reverse other side
 4X alternate R and L / 8cts. each
 Walk swd and run in place with arm reaches upwd
 4X alternate R and L / 8cts. each
 Walk fwd and shoulder shake fwd
 2X swd with trunk slightly fwd
 Walk swd and jumping swd R and L
20. Step hop clap 4X
 Hip swing 8cnt.
 Step hop clap 4X
 Hip swing 8 cnt.
21. Walk fwd, knee raise with elbow knee touch
 Walk bwd, knee raise with elbow knee touch
 Step and elbow knee touch place 8 cts
 Walk fwd, kick leg across body 2X
 Walk bwd, kick leg across body 2X
 Kick leg across body in place alternately 8X
 Walk fwd, knee raise and clap under raised knee

- Walk bwd, knee raise and clap under raised knee
 Step, knee raise and clap under raised knee
 alternately in place
- Run fwd, then hip swing in place 4 cts.
 Run bwd, then hip swing in place 4 cts.
22. Repeat from #15, #16 only up to fling hands on
 chest then Walk swd fling arms bwd dwnwd
 Walk fwd swing arms across body
 Walk swd fling arms bwd
23. Run in place 4 cts.
 Straddle run with hip sway 4 cts.
24. Walk fwd then knee raise
 Walk swd then side leg lunge
 Walk fwd then knee flex
 Walk swd then hop with knee raise
 Walk fwd then alternating 3X knee raise
 Walk swd then alternating 3X leg swd lunge
 Walk fwd then alternating 3X knee flex
 Walk swd then alternating 3X step and hop
 Walk fwd then heel drop 3X 2 sets
 Walk bwd then heel drop 3X 2 sets
 Grapevine swd with squat, hop and clap
 Reverse other side 4 cts. Alternate R & L
25. 3 knee repeater then walk swd and reverse
 3 leg repeater swd, walk swd and reverse
 3 knee flex repeater, walk swd and reverse
26. Step, op and clap moving fwd 4X
 Hip sway in place
 All 4 alternately
27. Walk 4X swd and 1 mambo in place
 4 alternately R and L
 Walk 4X swd and run in place 4 cts.
 Reverse
 Walk fwd 4X and shoulder sake 4 cts.
 Reverse
 Walk swd 4X and jump swd 4 cts.
 Reverse
28. Run in place 8 cts. 2 sets
 Straddle run in place 8 cts. 2 sets
 Alternate knee raise fwd and walk in place 4X -
 Alternate leg kick fwd and walk in place 4X -
 Stretch and reach walk fwd

- Step and hop fwd and bwd
Run 4X and straddle run 4X 4X
29. Repeat #3
30. Cool down > reverse order from 13 going back to 4
31. Walk in place 16-32 cts.

Strength Training
Module 3

Module description:

Strength training is the process of exercising with progressively heavier resistance to build or retain muscle. Unless you perform regular strength exercise, you will lose up to one-half pound of muscle every year of life after age 25. Muscle is a very active tissue with high energy requirements, even when you are asleep; your muscles are responsible for over 25% of your calorie use. An increase in muscle tissue causes a corresponding increase in the number of calories your body will burn, even at rest.

The program works by training the muscles using a dynamic system that employs varying levels of light, medium, and heavy workloads. By varying the workloads for the muscles in such a way, recuperation is allowed to take place at its most optimal rate, thereby allowing you to see results right from the very start.

This program also utilizes a wide variety of exercises in the most effective sequence, and groups the muscles that you will work for each workout in the most productive fashion, in order to produce dramatic and noticeable results in strength, conditioning, endurance, muscle mass and fat loss.

Objectives: At the end of the training program, the individual will

1. improve strength and muscular endurance.
2. develop Greater lean body mass and lessen body fat.
3. improve cardiovascular fitness and health.

Program duration: 6 months

Activities

Day 1—Monday

Chest Exercises

#1 Barbell bench Presses (2-3 sets x 10 reps)

Position yourself on a regular free weight flat bench press machine. Lie flat on your back and grab the barbell above you with a grip slightly beyond shoulder width apart. Lift the barbell off of the rack and slowly lower it to about 3 inches above your chest and then press the bar back to the start position. **DO NOT TOUCH THE BAR TO YOUR CHEST** (this causes unneeded stress on your shoulder joints and takes the tension away from your pec muscles, which are what we want to be doing the work!). Be sure that when you are lowering the bar that you do so in a slow and controlled fashion. Conversely, when you press the bar upward, you want to do so in an explosive fashion. Repeat this movement for as many repetitions as you can until failure. Remember to always use a spotter when performing this and almost every other free weight exercise!

#2 lat Dumbbell Presses (4-5 sets x 10-15 reps)

Lie flat on your back on a free standing flat bench. Have your spotter hand you each dumbbell and slowly press them upward and together. When you press them upward, you want to do so in an explosive fashion. Conversely, be sure that when you lower the dumbbells you do so in a slow and controlled fashion. Repeat this movement for as many repetitions as you can until failure. Remember to always use a spotter when performing this and almost every other free weight exercise!

#3 Pec Deck Butterflys (3 x 15-20)

Using a Pec Deck machine, seat yourself in it accordingly. Perform the exercise by squeezing your forearms and elbows in together so that you virtually touch them together at the peak of the movement. Be sure to really squeeze your pecs at the peak of this movement for a one-count. Return to the start position and repeat.

#4 Dumbbell Pullovers (3 x 15-20)

This is very similar to the bent arm barbell pullovers, except that you will be using a dumbbell instead of a barbell. Lie flat on your back on a flat bench. Begin by holding the dumbbell above your chest with your elbows slightly bent. Slowly lower the dumbbell back so as to stretch your arms (and the dumbbell) back behind your head as far

as you can reach. Your arms and the dumbbell will actually go behind/above your head and will drop down below the bench- this will really give you a great stretch! Return the dumbbell to the start position slowly, focusing on keeping your elbows locked in the slightly bent position.

#5 Flat Bench Dumbbell Flyes 3 x 10-12

This exercise is very similar to both the decline dumbbell flyes and the Butterflies. Position yourself on a free standing flat bench, flat on your back. Have your spotter hand you each dumbbell. When you begin this movement, you want your arms to be stretched out wide to your sides with your elbows slightly bent and your palms facing inward, toward one another. When you lift the dumbbells up together, visualize hugging a giant tree trunk. At the peak of the movement, really squeeze your pecs together for a one-count. When returning to the start position, be sure to lower the dumbbells in a slow and controlled fashion. Repeat this movement for as many repetitions as you can until failure. Remember to always use a spotter when performing this and almost every other free weight exercise!

Forearms

#1 Dumbbell Wrist Flippers (3 sets x 10 reps)

Hold two dumbbells at waist level with your palms facing down. Slowly flip your wrists and turn your palms up while flexing your forearms throughout the entire range of the movement.

#2 Palms Up Dumbbell Wrist (Curls 3 x 10-12)

Straddle a flat bench with a dumbbell in one hand. Lay your forearm flat on the bench with the dumbbell extending over the edge, palm up. Using only your hand and wrist, curl the dumbbell up toward the ceiling as high as possible, keeping your forearm flat on the bench. When you return to the start position, allow the dumbbell to roll all the way down into your fingertips and then repeat.

#3 Palms Up Barbell Wrist Curls (3 x 10-12)

Kneel next to a flat bench and lay your forearms across the bench while holding a barbell palms up. Using only your hands and wrists, curl the barbell up toward the ceiling as high as possible, keeping your forearms flat on the bench. When you return to the start position, allow the barbell to roll all the way down into your fingertips and then repeat.

#4 Reverse Barbell Curls (3 x 10-12)

Stand with your feet about shoulder width apart and grab a barbell with both hands, palms down. Begin with your arms hanging down, fully extended. Similar to a biceps Hammer curl, curl the barbell up to a level that is parallel to the floor. Be sure to keep your elbows locked in place throughout the movement and to focus on having your forearms do the work.

AB Exercise

Crunches (4 x 25)

Lie flat on your back on a mat with your feet flat on the ground. Place your hands lightly on either side of your head keeping your elbows out. Push the small of your back down to the floor to isolate your ab muscles. Begin to roll your shoulders off the floor. Continue to push down with your lower back. Your shoulders should come up off the floor only about four inches, and your lower back should always remain on the floor. As always, make sure you let your abs do the work in a slow and controlled fashion.

Reverse Crunches(4x25)

Lie on the floor on a mat on your back. Place your arms by your sides with your feet up and your thighs perpendicular to the floor. Using your lower abs, bring your knees to your chest while simultaneously tucking your chin to your chest. Return slowly to the starting position and repeat.

Abdominal Flutter Kicks For Six Pack Abs (4 x 25)

Start by lying flat on your back on a mat with your arms by your sides and your palms down. Extend your legs fully with a slight bend in your knees. Lift your heels about 6 inches off the floor. Make small, rapid up and down scissor-like motions with your legs. The key is to focus on having your midsection do the work and to keep your abs constantly contracted throughout the exercise.

Day 3—Wednesday, Workout #2

Back Muscles

#1 Reverse Grip Pulldowns (3-4 x 10 reps)

Position yourself on the lat pulldown machine and grab the bar with an underhand grip with your hands about shoulder width apart. Simply pull the bar straight down in front of you until it is about even with the middle of your chest. Slowly return the weight to the start position and repeat.

#2 T bar Rows (3-4 x 10-12)

Grab a barbell and get in an area where you have a good amount of room. Straddle the barbell and grab it with both hands, one above the other. Bend forward at your waist so that your chest is leaning forward over your feet. Keep your knees bent (a bit more bent than they are for the one-arm rows) and your feet just beyond shoulder width apart. Start with your arm fully extended, allowing the barbell hang at about mid-shin level. Next, lift or 'row' the barbell up and into your stomach area. Return to the start position and repeat for the desired reps. Be sure to keep your head up and shoulders back throughout this exercise to keep your back in a firm and stable position.

3 two-Arm Dumbbell Rows (3 x 10-12)

Grab a dumbbell in each hand and get in an area where you have a good amount of room. Bend forward at your waist so that your chest is leaning forward over your feet. Keep your knees slightly bent and your feet just beyond shoulder width apart. Start with your arms fully extended, allowing the dumbbells hang straight down at about mid-shin level. Hold the dumbbells so that your thumbs point in toward one another. Next, lift or 'row' the dumbbells up and into your stomach area. Return to the start position and repeat. Be sure to keep your head up and shoulders back throughout this exercise to keep your back in a firm and stable position.

4 Straight Arm Pulldowns (3 x 10-12)

Stand behind a lat pulldown machine and grab the pulldown bar with you arms completely extended. Simply lower the bar so as to try and touch the bar to your thighs while keeping both arms completely straight throughout the entire movement. Slowly return the weight to the start position and repeat.

5 Single Arm Dumbbell Rows (3 x 12-15)

Place your left knee and left hand on a flat bench with your right leg set firmly on the floor. Lean forward so that your back is flat and parallel to the floor. Grasp a

dumbbell in your right hand with your palm facing in toward your body and lift or ‘row’ the dumbbell up and into your outer rib cage area. Return to the start position and repeat.

Shoulder Training

#1 Upright Barbell Deltoid Rows (3 x 9-10)

Stand with your feet approximately shoulder width apart. Using a narrow overhand grip, grasp an EZ Curl Bar with both hands and let the bar and your arms hang down in front of your body, fully extended. Next, raise the EZ Curl Bar up to just under your chin. You will do this by flaring your elbows up and out. Hold for a one-count at the top of the movement and then return to the start position and repeat.

#2 Seated Side Lateral Deltoid Raises (3 x 8-10)

Straddle a flat bench and grasp a dumbbell in each hand allowing the dumbbells to hang down at your sides with your palm facing in toward your body. Next, simultaneously raise the dumbbells by bringing the backs of your hands to the ceiling, keeping your arms as straight as possible throughout the movement. Bring your arms to a point that is parallel to the floor, hold for a one-count and return to the start position and repeat for the desired repetitions.

#3 Alternating Dumbbell Deltoid Presses (3 x 10-12)

You can do this exercise standing or positioned on a bench with your back upright and straight. Grasp a dumbbell in each hand and hold them just outside of each shoulder with your thumbs pointing in toward each other. Simply press one dumbbell up over your head and return to the start position just outside your shoulder. Repeat this movement with the opposite arm and continue alternating for the desired amount of repetitions.

#4 Standing Barbell Deltoid Presses Behind Head (3 x 10-12)

Stand with your feet approximately shoulder width apart. Grasp a barbell with both hands with a grip just beyond shoulder width apart and place the barbell behind your head. Simply press the barbell up over your head and return to the start position. Repeat this movement for the desired amount of repetitions.

5 Front Barbell Deltoid Raises (3 x 10-12)

Stand with your feet about shoulder width apart. Hold a barbell using an overhand grip and letting your arms hang straight down. Raise the barbell upward to where your arms become parallel to the ground. Pause for a one-count at the top of the movement and then slowly return to the start position and repeat.

AB Exercises

Crunches (4 x 25)

Lie flat on your back on a mat with your feet flat on the ground. Place your hands lightly on either side of your head keeping your elbows out. Push the small of your back down to the floor to isolate your ab muscles. Begin to roll your shoulders off the floor. Continue to push down with your lower back. Your shoulders should come up off the floor only about four inches, and your lower back should always remain on the floor. As always, make sure you let your abs do the work in a slow and controlled fashion.

Reverse Crunches (4 x 25)

Lie on the floor on a mat on your back. Place your arms by your sides with your feet up and your thighs perpendicular to the floor. Using your lower abs, bring your knees to your chest while simultaneously tucking your chin to your chest. Return slowly to the starting position and repeat.

Abdominal Flutter Kicks For Six Pack Abs

Start by lying flat on your back on a mat with your arms by your sides and your palms down. Extend your legs fully with a slight bend in your knees. Lift your heels about 6 inches off the floor. Make small, rapid up and down scissor-like motions with your legs. The key is to focus on having your midsection do the work and to keep your abs constantly contracted throughout the exercise.

Day 5—Friday, Workout #3

Biceps

1 Standing Barbell Curls (3 x 15)

Using a shoulder-width grip, grasp a barbell with an underhand grip. Stand up straight with your feet about shoulder width apart. Curl the bar up toward your chest in an arc, keeping your elbows locked in the same place close to your sides. Bring the weight

up as high as you can and squeeze the biceps at the peak of the movement for a one-count. Lower the weight slowly, and return to the start position and repeat.

2 Preacher Curls (3-4 x 10-12)

Using a regular preacher bench, grab an EZ Curl bar with both hands using an underhand grip. Slowly curl the bar upward as if trying to touch your chin with the bar. Slowly return to the start position allowing some resistance (i.e., negative) on the way back down. Repeat the movement until failure

3 Seated Dumbbell Curls (2-3 x 8-12 each arm)

Sit at the end of a flat bench with your feet flat on the floor and your back upright and straight. Grab a dumbbell in each hand and let them hang at your sides with both palms facing inward toward the bench. Simultaneously curl the dumbbells up while twisting (i.e., supinating) your wrists outward on the way up. Be sure to squeeze your biceps at the top for a one-count and then slowly return to the start position and repeat.

4 EZ Bar Concentration Curls (2-3 x 8-12 each arm)

Grab an EZ Curl bar with both hands using an underhand grip and sit at the end of a flat bench with your elbows just inside your thighs. Rest elbows on your inner thighs a few inches up from your knees. Slowly curl the bar up so as to try and touch it to your nose. Return to the start position in a slow and controlled fashion and repeat until failure. Be sure to keep your elbows locked in place against your thighs and to really focus on using your biceps to execute the entire movement.

5 Two Arm Dumbbell Curls (3 x 10-12)

You can perform this exercise by either standing or sitting on a bench, whichever you prefer. Grab a dumbbell in each hand and let your arms hang at your sides. Slowly curl both dumbbells up and try to touch them to your shoulders. While you are performing the movement, turn (i.e., supinate) your palm outward and squeeze your biceps for a one-count at the top of the movement. Slowly lower the dumbbells to the starting position and repeat.

6 Dumbbell Concentration Curls (3 x 10-12)

Sit on the end of a flat bench with your legs apart and lean forward slightly. Grab a dumbbell in one hand with your palm facing upward and rest your elbow on the inside of your thigh letting the dumbbell hang. Slowly curl the weight up while keeping your elbow locked in place against your thigh. As you are curling, twist your wrist to the

outside (i.e., supinate). Squeeze the muscle at the top of the movement for a one-count and then slowly return to the start position and repeat.

Triceps

1 Dumbbell kickbacks (3 x 15)

Grab a dumbbell with your right hand and position your left knee and hand onto a flat bench. Keep your arm tucked into your side at a 90 degree angle. Slowly extend your arm out and keep your elbow in. At full extension of the movement, make sure to keep a little bend in your arm and all the tension on your tricep muscle. Slowly lower the dumbbell back to the starting position. Repeat with your opposite arm.

2 Dumbbell Extensions (4-6 x 15)

Grab a dumbbell securely with both hands and while standing, position the dumbbell above your head with your arms extended with a slight bend in them. Slowly lower the dumbbell behind your head while keeping your elbows in through the movement. Slowly raise the dumbbell back up to the starting position.

3 Lying Supinating Dumbbell Extensions (3 x 10-12)

Position yourself on a flat bench and lay back completely flat. Have someone carefully hand you two dumbbells and position them above your head with your palms facing each other and your arms straightened out. Make sure to always keep a little bend in your arms to keep tension on the tricep muscle. Slowly lower both dumbbells to a few inches above your eyes and focus on keeping your elbows in towards you throughout the movement. Finally, extend your arms back up the starting position while keeping your elbows in.

4 Seated Two Arm Dumbbell Extensions (3 x 10-15 reps)

Sit at the end of a flat bench while holding onto two dumbbells. Slowly lean your upper body down as displayed in the exercise photo. Keep your arms tucked into your sides at a 90 degree angle. Slowly extend your arms out and keep your elbows in. At full extension of the movement, make sure to keep a little bend in your arms and all the tension on your triceps. Slowly lower the dumbbells back to the starting position.

5 Overhead Barbell Extensions (3 x 10-12)

While standing, hold a barbell securely and position it above your head with your arms extended. Make sure to keep a little bend in your arms while extending your arms. Slowly lower your arms down behind your head while keeping your elbows in and all the tension on your triceps. Slowly raise the barbell back up to the starting position while keeping your elbows in throughout the movement.

AB Exercises

Crunches (4 x 25)

Lie flat on your back on a mat with your feet flat on the ground. Place your hands lightly on either side of your head keeping your elbows out. Push the small of your back down to the floor to isolate your ab muscles. Begin to roll your shoulders off the floor. Continue to push down with your lower back. Your shoulders should come up off the floor only about four inches, and your lower back should always remain on the floor. As always, make sure you let your abs do the work in a slow and controlled fashion.

Reverse Crunches (4 x 25)

Lie on the floor on a mat on your back. Place your arms by your sides with your feet up and your thighs perpendicular to the floor. Using your lower abs, bring your knees to your chest while simultaneously tucking your chin to your chest. Return slowly to the starting position and repeat.

Abdominal Flutter Kicks For Six Pack Abs (4 x 25)

Start by lying flat on your back on a mat with your arms by your sides and your palms down. Extend your legs fully with a slight bend in your knees. Lift your heels about 6 inches off the floor. Make small, rapid up and down scissor-like motions with your legs. The key is to focus on having your midsection do the work and to keep your abs constantly contracted throughout the exercise.

Day 7—Sunday, Workout #4

Leg Muscles

#1 Barbell Squats (6-12 x 4-6 to 12-15)

(Take about three minutes to fully recuperate between sets if you're really working out hard.) Place a barbell behind your neck and securely rest it on your shoulders. Your feet should be just beyond shoulder width apart. Begin this exercise by squatting as though you are going to sit down in a chair. Squat to a point to where your thighs become parallel to the floor and then return to the start position. It is very important that you keep your back as straight as possible throughout this movement (one way to help do this is to focus your eyes on a spot high on the wall in front of you throughout the entire exercise).

2 Leg Presses (-8 x 8-15)

Position yourself in the Leg Press Machine (also know as the 'Leg Sled') with your feet about 12 – 15 inches apart. Slowly bring your knees in toward your chest, lowering the weight platform. Once lowered, return the platform to the start position by fully extending your legs (however, do not lock your knees out- allow there to be a slight flex at the top of the movement).

3 Dumbbell Lunges (3-4 x 10-15)

Stand up straight and hold a dumbbell in each hand, letting the dumbbells hang down at your sides. Be sure that you have enough room to perform this exercise. Begin by striding forward with one leg to execute a regular lunge while keeping the other leg set in place. Be sure to really stride forward so that you get a great stretch. Bring that leg back to the start position and repeat with the opposite leg.

4 Barbell Dead lifts (3-4 x 8-15)

Place a barbell on the floor at your feet just outside of a squat rack area. Keeping your back straight, squat down and grasp the barbell with both hands using an overhand grip just beyond shoulder width apart. In one motion, lift the barbell by using your legs so that you end up standing up straight. Be sure to keep your arms hanging straight down so that the barbell ends up being just about mid-thigh level. Slowly return to the start position and repeat.

5 Lying Leg Curls (3-6 x 8-10)

Lie on your stomach on the hamstring machine. If you are not sure how to position yourself, simply ask a trainer at your gym to assist you. Begin with one leg and

curl the weight upward so as to touch your heel to your butt. Return to the start position in a slow and controlled fashion and repeat with your other leg.

6 Seated Calf Raises (3-4 x 12)

Position yourself on a seated calf machine. Place your toes on the platform and push your toes down so that your heels become raised so that you are on your tippy toes. Be sure to really flex your calves at the top of this movement for a one-count. Return to the start position and repeat until failure. The initial upward movement should be quick and explosive.

7 Leg extension (3-4 x 8)

Position yourself in a leg extension machine. Begin by lifting the weight by extending both legs out and up, flexing at the knees. Slowly return to the start position and repeat.

Butt

1 Glute Kickbacks (3 sets x 15reps)

Get on your hands and knees on a mat on the floor with your back parallel to the ground. In a controlled motion, thrust one of your feet backwards as though you are kicking like a horse. Be sure to really flex your butt for a one-count when your leg is fully extended back behind you. Return to the start position and repeat with the opposite leg.

2 Exercise Ball Butt Raises (3 sets x 15reps)

While laying on your back, place your feet on the top of an exercise ball. Slowly raise your butt off the floor and really squeeze your glutes at the top of the movement. Slowly lower your butt back to the starting position and repeat.

3 Smith Machine Squats (3 sets x 15reps)

Using a Smith Machine, place the barbell across your shoulders behind your neck. Your legs should be a bit wider than shoulder width apart. To execute this exercise properly, simply squat down until your thighs become parallel to the floor. Visualize sitting down into a chair and be sure that you keep you back as straight and upright as possible throughout the entire movement. Return to the start position and repeat.

4 Lying Butt Bridge (3 sets x 15reps)

Lie flat on your back on a mat with your knees bent pointing up to the ceiling and your arms at your sides. Simply raise your pelvis up toward the ceiling to a point where your body will be at a about a 45 degree angle relative to the floor. At the top of the movement, be sure to really flex your butt for a one-count. Return to the start position and repeat.

5 Single Dumbbell Squats (3 sets x 15reps)

Grab a dumbbell with both hands and let it hang down in between your legs in front of you. Keeping your back straight, execute a deep squat and really focus on letting your butt do all of the work. Return to the start position and repeat.

FGF = Feel Good Factor - Write down how you feel after your sets. Record the amount of reps you performed for each exercise.							
Exercise	Reps	Sets	FGF	Exercise	Reps	Sets	FGF
1	.	.	.	5	.	.	.
2	.	.	.	6	.	.	.
3	.	.	.	7	.	.	.
4	.	.	.	8	.	.	.
Notes:							

Shaping and Toning Program for Women
Module 4

Module description:

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

The Shaping & Toning Program is a 3 day per week routine that includes weight training, abdominal work, and cardiovascular training. Each workout can be completed in

less than 1 hour. In just 5 hours per week, one can develop that incredible body you have always desired. It will require you to really work though.

Objectives:

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

Program Duration: 6 months

Day 1 chest and abdomen

Bench Press

Incline Dumbbell Press
Dumbbell Bench Press
Incline Barbell Bench Press
Pec Deck

Biceps

Barbell Bicep Curls
Concentration Curls
Alternate Dumbbell Curls
Reverse Curls

Day 2 shoulders

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

Back

Bent Over Row (Barbell)
One Arm Dumbbell Row
Lat Pulldown
Lat Pulldown: Close Grip
T- bar row
Dead lifts

Day 3 triceps and abdomen

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

legs

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

**FGF = Feel Good Factor - Write down how you feel after your sets.
Record the amount of reps you performed for each exercise.**

Exercise	Reps	Sets	FGF	Exercise	Reps	Sets	FGF
1	.	.	.	5	.	.	.
2	.	.	.	6	.	.	.
3	.	.	.	7	.	.	.
4	.	.	.	8	.	.	.

Notes:

Ultimate ABS Workout Program

Module 5

Module description:

The Ultimate Abs Workout program is the pinnacle in abdominal training programs. The Ultimate Abs Workout program is a super intense abdominal training program that will get the abdominal muscles into the best shape ever. The Ultimate Abs Workout program is designed for both men and women.

The program works by employing the use of a variety of training techniques, such as constant tension, super setting, a specific repetition tempo/speed, special breathing techniques, proper exercise selection, and the gradual build up of intensity over the course of your training program. It is the combination of all of these training techniques working together that will make your abdominal workouts both ultra intense and highly productive.

Program Duration: 2 months

Objectives: to flatten the abdominal walls and achieve the desired waist size

Activities

1. Bicycle Maneuver

- Lie on your back with your knees bent and feet flat on the floor.
- Place your fingers on the side of your head just behind your ears.
- Push your lower back into the floor flattening the arch and hold.
- Bring your knees up to about a 45-degree angle and slowly go through a bicycle pedal motion.
- Touch your left elbow to your right knee , then your right elbow to your left knee.
- Breath evenly throughout the exercise.
-

2. Crunch on an Exercise Ball

- Sit on the exercise ball with your feet flat on the floor.
- Let the ball roll back slowly and lie back until your thighs and torso are parallel with the floor.
- Contract your abdominals raising your torso to no more than 45 degrees.
- To work the oblique muscles, make the exercise less stable by moving your feet closer together.

3. Basic Crunch

- Lie on your back with your knees bent and feet flat on the floor.
- Place your fingertips to the side of your head just behind your ears.
- Push your lower back into the floor flattening the arch and hold.
- Curl up slowly so both your shoulders lift off the floor a few inches.
- Hold for a count of 2 and return to the start position.
- Tip: Don't clasp your fingers behind your head. Don't tuck your chin to your chest, keep your head up.

4. Half Curl

- Lie on your back with your knees bent and feet flat on the floor.
- Place your palms on your thighs and curl up until your fingertips reach your knees as you breathe out. Return to the start position.
- Tip: Don't tuck your chin to your chest, keep your head up.

5. Vertical Leg Crunch

- Lie on your back with your knees bent and feet flat on the floor.
- Place your fingertips to the side of your head just behind your ears. Push your lower back into the floor flattening the arch and hold.
- Extend your legs straight up in the air, crossed at the ankles with a slight bend in the knee.
- Contract your abdominal muscles by lifting your torso toward your knees.
- Make sure to keep your chin off your chest with each contraction.
- Exhale as you contract upward; inhale as you return to the starting

6. Reverse Crunch

- Lie on your back with your knees bent and feet flat on the floor.
- Place your fingertips to the side of your head just behind your ears
- Crossing your feet at the ankles, lift your feet off the ground to the point where your knees create a 90-degree angle
- Push your lower back into the floor flattening the arch and hold.
- Your hips will slightly rotate and your legs will reach towards the ceiling with each contraction.
- Exhale as you contract; inhale as you return to the starting position

7. Alternating 'Supermans

- Lie face down on a mat with your arms stretched above your head (like superman)
- Raise your right arm and left leg about 5-6 inches off the ground (or as far as you comfortably can).
- Hold for 3 seconds and relax.
- Repeat with the opposite arm and leg.

8. Plank

- Lie face down on a mat with your elbows right next to your chest, palms facing down.
- Push off the floor, raising up onto toes and elbows with palms flat, back flat angling up from toes to shoulders.
- Hold abdominals tight, and keep your spine neutral.
- Tilt your pelvis and contract your abdominals to prevent your rear end from sticking up in the air.
- Hold for 30 to 60 seconds, and then lower; repeat.

9. Crossover crunches

- Lie on your back with your knees bent and feet flat on the floor.
- Cross your right leg over your left leg so your right ankle is resting on your left knee.
- Place your fingertips to the side of your head just behind your ears.
- Begin a crunch, but twist your torso and touch your left elbow to your right knee.
- Return to the starting position and repeat for the desired number of repetitions before switching over to the other side.

10. Side Bends

- Holding a dumbbell in you right hand, stand with feet shoulder width apart and your knees slightly bent.
- Place your left hand behind your head and slowly bend sideways to your right lowering the dumbbell down to your knee.
- Return to an upright position and repeat for the desired number of reps.

11. Medicine Ball Sit Ups

- Lie on your back with your knees bent and feet flat on the floor.
- Hold a medicine ball (choose a 5 pound ball to begin) to your chest and have a partner stand at your feet (not on them).
- Push your lower back into the floor flattening the arch and hold.
- As you curl up throw the ball to your partner. Hold the crunch as your partner catches the ball and throws it back to you.
- Catch the ball and slowly return to the start position.
- Tip: Don't sit right the way up as you wait for the return pass.
- Your shoulders should be no more than 6 inches off the floor.

12. Oblique Crunches

- Lie on your back with your knees bent and feet flat on the floor.
- Slowly drop your legs to the left and let your knees rest near the floor.
- Place your fingertips to the side of your head just behind your ears.
- Push your lower back into the floor flattening the arch and hold.
- Curl up slowly so both your shoulders lift off the floor a few inches.
- Hold for a count of 2 and return to the start position.
- Repeat for the desired number of reps and switch to the other side.

13. Seated Oblique Twists with Medicine Ball

- Sit on the floor with your knees bent and feet flat on the floor.
- Hold a medicine with both hands directly out in front of you, twist to your right and place the ball on the ground behind you.
- Quickly, but smoothly, turn to your left to retrieve the ball and repeat for the desired number of reps.
- Repeat the process for the left side.
- Tip: if you have a training partner, sit back to back and pass the medicine to each other.

14. Weighted Curls with Medicine Ball or Weight Plate

- Lie on your back with your knees bent and feet flat on the floor.
- Hold a medicine ball or weight plate to your chest (start with 5 pounds).
- Push your lower back into the floor flattening the arch and hold.
- Curl up just enough to lift both your shoulders off the floor a few inches.

- Hold for a count of 2 and return to the start position.

15. Cable Crunches

- This exercise requires a triceps pushdown machine with a rope attachment.
- Kneel down in front of the machine holding the rope just above your head.
- Slowly crunch down to your right knee and hold for 2 seconds as you breathe out.
- Return to the start position slowly and repeat to the left knee.

16. Weighted Oblique Crunches

- Lie on your back with your knees bent and feet flat on the floor.
- Hold a medicine ball or weight plate to your chest, (5 pounds to start).
- Slowly drop your legs to the left and let your knees rest near the floor.
- Place your fingertips to the side of your head just behind your ears.
- Push your lower back into the floor flattening the arch and hold.
- Curl up slowly so both your shoulders lift off the floor a few inches
- Hold for a count of 2 and return to the start position.
- Repeat for the desired number of reps and switch to the other side.

**FGF = Feel Good Factor - Write down how you feel after your sets.
Record the amount of reps you performed for each exercise.**

Exercise	Reps	Sets	FGF	Exercise	Reps	Sets	FGF
1	.	.	.	5	.	.	.
2	.	.	.	6	.	.	.
3	.	.	.	7	.	.	.
4	.	.	.	8	.	.	.

Weight Loss Programs for the OBESE and OVERWEIGHT

Module 1

Module description:

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

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

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

Program 1

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

Program 2

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

Program 3

- Warm up and stretch for 5-10 minutes.
- Power walk for 500m, slow walk for 100m.
- Repeat for the duration of your walk.
- Always complete a warm down before finishing the session.

Program 4

- Warm up and stretch for 5-10 minutes.
- Jog for 50m, walk for 500m.
- Repeat 5 times.

- Always complete a warm down before finishing the session.

Program 5

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

One of the biggest mistakes people make when they start an exercise program is they reduce the amount of activity they do for the rest of the day. They think "I've already done my exercise for the day" and they sit on the lounge. To really lose that weight you need to make sure that you remain active for the rest of the day. Don't spend the rest of the day in bed or on the couch!

Aerobic Exercise for all ages Module 2

Module description:

This module is designed to provide teachers an activity to increase the health and function of your heart, lungs, and circulatory system. For maximum effectiveness, aerobic exercise needs to be rhythmic, continuous and involve the large muscle groups (primarily located in the lower part of your body.)

Frequency:

3-5 days per week

Duration:

20 to 60 minutes of continuous aerobic activity

Intensity:

50 - 85% of maximal aerobic capacity (VO_2 max), or
50-85% of Heart Rate Reserve, or
60-90% of Maximal Heart Rate

- **Low Intensity:** 35-60% of Heart Rate Max or 50-60% of Heart Rate Reserve

- **Moderate Intensity:** 60-80% of Heart Rate Max or 60-70% of Heart Rate Reserve
- **High Intensity:** 80-90% of Heart Rate Max or 70-85% of Heart Rate Reserve

Objective: At the end of the 2 months of continuous aerobic exercise, teachers will be able to

- increase their maximum heart rate and improve recovery heart rate.
- reduce weight and excess body fats.

Activity:

AEROTHENICS - a 20 minute aerobic routine complete with warm up and cool down of 3 mins. each and exercise proper of 14 mins. executed with the music at a tempo of 128 beats per minute.

- | | |
|--|---------|
| 1. Walk in place | 32 cts. |
| 2. Run in place | 32 cts. |
| 3. Reach and stretch arms across diagonally upward | 8 cts. |
| across the body | 8 cts. |
| down towards the feet | 8 cts. |
| forward | 8 cts. |
| 4. Neck rotation > (swd) R, L, upward, downward 2X -
(Swd R, front, swd L, front, Up, front, down, front) | |
| 5. Arms swd . reaches to the side | 16 cts. |
| 6. Fingertips on shoulders, shoulders circling fwd
4X and bwd 4X | 16 cts. |
| 7. Trunk bend swd R, fwd, swd L, bend knees,
double arm reach upwd | 4 cts. |
| 8. Side lunges | 8 cts. |
| 9. Half squats, arms reaching up | 8 cts. |
| 10. Heels raising | 4 cts. |
| 11. Ankle and calf stretch | |
| 12. Quadriceps stretch > R and L | 8 cts. |
| 13. Ankle rotation > R and L 4 cts. Reverse
(clockwise, counterclockwise) | 16 cts. |
| 14. Run in place | 16 cts. |
| Straddle run in place | 16 cts. |
| 15. Walk fwd and bwd, arms pushing fwd | 8 cts. |
| Walk swd R and L, arms pushing swd | |
| Walk fwd and bwd, arms pushing upwd | |
| Walk swd R and L, arms pushing downwd | |
| 16. Walk fwd and back, elbows flex and touching | 8 cts. |
| Walk swd R and L, lifting bent or flexed forearms | |

- Walk fwd and back, triceps press
- Walk swd R and L, hands on shoulders, biceps curls swd
- Walk fwd and bwd, fling hands on chest
- Walk swd R and L, biceps curls down
- 17. Walk fwd and bwd with alternating knee raise
 - Walk swd R and L with alternating side lunges
 - Walk fwd and bwd with alternating knee flex
 - Walk swd R and L with alternating step and hop
 - Walk fwd and bwd with alternating knee raise
 - Walk swd R and L with alternating side lunges
 - Walk fwd and bwd with alternating knee flex
 - Walk swd R and L with alternating hop
- 18. Grapevine swd R and L heel touch swd 4 alternate
 - Grapevine fwd and bwd with heel touch fwd
 - Grapevine swd R and L with squat jump and clap
 - L knee raise 3X, walk swd and reverse
 - 4X alternate R and L
 - L side leg raise 3X, walk swd and reverse
 - L knee flex 3X, walk swd and reverse
 - Walk fwd heel drop 3X reverse moving bwd
- 19. Walk swd and R mambo fwd, reverse other side
 - 4X alternate R and L / 8cts. each
 - Walk swd and run in place with arm reaches upwd
 - 4X alternate R and L / 8cts. each
 - Walk fwd and shoulder shake fwd
 - 2X swd with trunk slightly fwd
 - Walk swd and jumping swd R and L
- 20. Step hop clap 4X
 - Hip swing 8 cnt.
 - Step hop clap 4X
 - Hip swing 8 cnt.
- 21. Walk fwd, knee raise with elbow knee touch
 - Walk bwd, knee raise with elbow knee touch
 - Step and elbow knee touch place 8 cts
 - Walk fwd, kick leg across body 2X
 - Walk bwd, kick leg across body 2X
 - Kick leg across body in place alternately 8X
 - Walk fwd, knee raise and clap under raised knee
 - Walk bwd, knee raise and clap under raised knee
 - Step, knee raise and clap under raised knee alternately in place
 - Run fwd, then hip swing in place 4 cts.
 - Run bwd, then hip swing in place 4 cts.
- 22. Repeat from #15, #16 only up to fling hands on

- chest then Walk swd fling arms bwd dwnwd
 Walk fwd swing arms across body
 Walk swd fling arms bwd
23. Run in place 4 cts.
 Straddle run with hip sway 4 cts .
24. Walk fwd then knee raise
 Walk swd then side leg lunge
 Walk fwd then knee flex
 Walk swd then hop with knee raise
 Walk fwd then alternating 3X knee raise
 Walk swd then alternating 3X leg swd lunge
 Walk fwd then alternating 3X knee flex
 Walk swd then alternating 3X step and hop
 Walk fwd then heel drop 3X 2 sets
 Walk bwd then heel drop 3X 2 sets
 Grapevine swd with squat, hop and clap
 Reverse other side 4 cts. Alternate R & L
25. 3 knee repeater then walk swd and reverse
 3 leg repeater swd, walk swd and reverse
 3 knee flex repeater, walk swd and reverse
26. Step, op and clap moving fwd 4X
 Hip sway in place
 All 4 alternately
27. Walk 4X swd and 1 mambo in place
 4 alternately R and L
 Walk 4X swd and run in place 4 cts.
 Reverse
 Walk fwd 4X and shoulder sake 4 cts.
 Reverse
 Walk swd 4X and jump swd 4 cts.
 Reverse
28. Run in place 8 cts. 2 sets
 Straddle run in place 8 cts. 2 sets
 Alternate knee raise fwd and walk in place 4X -
 Alternate leg kick fwd and walk in place 4X -
 Stretch and reach walk fwd
 Step and hop fwd and bwd
 Run 4X and straddle run 4X 4X
29. Repeat #3
30. Cool down > reverse order from 13 going back to 4
31. Walk in place 16-32 cts.

SHAPING AND TONING PROGRAM for WOMEN

Module 3

Module description:

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

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

Objectives:

5. loss excessive body fats
6. shape & tone the desired body part
7. condition the heart and lungs
8. develop a flat abdomen

Program Duration: 6 months

Day 1 chest and abdomen

Bench Press

Incline Dumbbell Press
Dumbbell Bench Press
Incline Barbell Bench Press
Pec Deck

Biceps

Barbell Bicep Curls
Concentration Curls
Alternate Dumbbell Curls
Reverse Curls

Day 2 shoulders

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

Back

Bent Over Row (Barbell)
One Arm Dumbbell Row
Lat Pulldown
Lat Pulldown: Close Grip
T- bar row
Dead lifts

Day 3 triceps and abdomen

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

legs

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

ULTIMATE ABS WORKOUT PROGRAM

Module 4

Module description:

The Ultimate Abs Workout program is the pinnacle in abdominal training programs. The Ultimate Abs Workout program is a super intense abdominal training program that will get the abdominal muscles into the best shape ever. The Ultimate Abs Workout program is designed for both men and women.

The program works by employing the use of a variety of training techniques, such as constant tension, super setting, a specific repetition tempo/speed, special breathing techniques, proper exercise selection, and the gradual build up of intensity over the course of your training program. It is the combination of all of these training techniques working together that will make your abdominal workouts both ultra intense and highly productive.

Program Duration: 2 months

Objectives: to flatten the abdominal walls and achieve the desired waist size

Activities

1. Bicycle Maneuver

- Lie on your back with your knees bent and feet flat on the floor.
- Place your fingers on the side of your head just behind your ears.
- Push your lower back into the floor flattening the arch and hold.
- Bring your knees up to about a 45-degree angle and slowly go through a bicycle pedal motion.
- Touch your left elbow to your right knee , then your right elbow to your left knee.
- Breath evenly throughout the exercise.

2. Crunch on an Exercise Ball

- Sit on the exercise ball with your feet flat on the floor.
- Let the ball roll back slowly and lie back until your thighs and torso are parallel with the floor.
- Contract your abdominals raising your torso to no more than 45 degrees.
- To work the oblique muscles, make the exercise less stable by moving your feet closer together.
-

3. Basic Crunch

- Lie on your back with your knees bent and feet flat on the floor.
- Place your fingertips to the side of your head just behind your ears.
- Push your lower back into the floor flattening the arch and hold.
- Curl up slowly so both your shoulders lift off the floor a few inches.
- Hold for a count of 2 and return to the start position.
- Tip: Don't clasp your fingers behind your head. Don't tuck your chin to your chest, keep your head up.

4. Half Curl

- Lie on your back with your knees bent and feet flat on the floor.
- Place your palms on your thighs and curl up until your fingertips reach your knees as you breathe out. Return to the start position.
- Tip: Don't tuck your chin to your chest, keep your head up.

5. Vertical Leg Crunch

- Lie on your back with your knees bent and feet flat on the floor.
- Place your fingertips to the side of your head just behind your ears. Push your lower back into the floor flattening the arch and hold.
- Extend your legs straight up in the air, crossed at the ankles with a slight bend in the knee.
- Contract your abdominal muscles by lifting your torso toward your knees.
- Make sure to keep your chin off your chest with each contraction.
- Exhale as you contract upward; inhale as you return to the starting

6. Reverse Crunch

- Lie on your back with your knees bent and feet flat on the floor.
- Place your fingertips to the side of your head just behind your ears
- Crossing your feet at the ankles, lift your feet off the ground to the point where your knees create a 90-degree angle
- Push your lower back into the floor flattening the arch and hold.
- Your hips will slightly rotate and your legs will reach towards the ceiling with each contraction.
- Exhale as you contract; inhale as you return to the starting position

7. Alternating 'Supermans'

- Lie face down on a mat with your arms stretched above your head (like superman)
- Raise your right arm and left leg about 5-6 inches off the ground (or as far as you comfortably can).
- Hold for 3 seconds and relax.
- Repeat with the opposite arm and leg.

8. Plank

- Lie face down on a mat with your elbows right next to your chest, palms facing down.

- Push off the floor, raising up onto toes and elbows with palms flat, back flat angling up from toes to shoulders.
- Hold abdominals tight, and keep your spine neutral.
- Tilt your pelvis and contract your abdominals to prevent your rear end from sticking up in the air.
- Hold for 30 to 60 seconds, and then lower; repeat.

9. Crossover crunches

- Lie on your back with your knees bent and feet flat on the floor.
- Cross your right leg over your left leg so your right ankle is resting on your left knee.
- Place your fingertips to the side of your head just behind your ears.
- Begin a crunch, but twist your torso and touch your left elbow to your right knee.
- Return to the starting position and repeat for the desired number of repetitions before switching over to the other side.

10. Side Bends

- Holding a dumbbell in your right hand, stand with feet shoulder width apart and your knees slightly bent.
- Place your left hand behind your head and slowly bend sideways to your right lowering the dumbbell down to your knee.
- Return to an upright position and repeat for the desired number of reps.

11. Medicine Ball Sit Ups

- Lie on your back with your knees bent and feet flat on the floor.
- Hold a medicine ball (choose a 5 pound ball to begin) to your chest and have a partner stand at your feet (not on them).
- Push your lower back into the floor flattening the arch and hold.
- As you curl up throw the ball to your partner. Hold the crunch as your partner catches the ball and throws it back to you.
- Catch the ball and slowly return to the start position.
- Tip: Don't sit right the way up as you wait for the return pass.
- Your shoulders should be no more than 6 inches off the floor.

12. Oblique Crunches

- Lie on your back with your knees bent and feet flat on the floor.
- Slowly drop your legs to the left and let your knees rest near the floor.
- Place your fingertips to the side of your head just behind your ears.

- Push your lower back into the floor flattening the arch and hold.
- Curl up slowly so both your shoulders lift off the floor a few inches.
- Hold for a count of 2 and return to the start position.
- Repeat for the desired number of reps and switch to the other side.

13. Seated Oblique Twists with Medicine Ball

- Sit on the floor with your knees bent and feet flat on the floor.
- Hold a medicine with both hands directly out in front of you, twist to your right and place the ball on the ground behind you.
- Quickly, but smoothly, turn to your left to retrieve the ball and repeat for the desired number of reps.
- Repeat the process for the left side.
- Tip: if you have a training partner, sit back to back and pass the medicine to each other.

14. Weighted Curls with Medicine Ball or Weight Plate

- Lie on your back with your knees bent and feet flat on the floor.
- Hold a medicine ball or weight plate to your chest (start with 5 pounds).
- Push your lower back into the floor flattening the arch and hold.
- Curl up just enough to lift both your shoulders off the floor a few inches.
- Hold for a count of 2 and return to the start position.

15. Cable Crunches

- This exercise requires a triceps pushdown machine with a rope attachment.
- Kneel down in front of the machine holding the rope just above your head.
- Slowly crunch down to your right knee and hold for 2 seconds as you breathe out.
- Return to the start position slowly and repeat to the left knee.

16. Weighted Oblique Crunches

- Lie on your back with your knees bent and feet flat on the floor.
- Hold a medicine ball or weight plate to your chest, (5 pounds to start).
- Slowly drop your legs to the left and let your knees rest near the floor.
- Place your fingertips to the side of your head just behind your ears.
- Push your lower back into the floor flattening the arch and hold.
- Curl up slowly so both your shoulders lift off the floor a few inches.
- Hold for a count of 2 and return to the start position.
- Repeat for the desired number of reps and switch to the other side.

ERRATUM

Roselyn Rufino’s Kabisaan at Kahinaan ng Kwentong Lathala at Sariling-Likhang Kwento page 38 of Lasallian Research Forum Vol.12 No.5, instead of 62, should be 68.89 and 28 is 31.11 under porsyento, Table 2.

Cristilyn Yting’s The Role of Improved Physical Aspect among Bus2a Students. On this article rectifications were made on its Table 2 and Table 4 found on page 101 and page 103 respectively.

Table 2
Students’ Assessment of their self-confidence at the Beginning of the Semester

Frequency					Mean
1	2	3	4	5	
4	23	87	24	10	2.91*
	7	65	62	15	3.57
2	23	80	32	13	3.21
10	22	61	35	23	2.74*
13	45	67	12	13	2.78
27	35	42	25	22	2.87
13	25	72	15	25	2.91*
17	46	52	26	9	3.24*
3	17	65	40	24	3.44
12	14	75	28	21	2.79*
					3.04

Table 4
Students’ assessment of their self-confidence at the end of the Semester

Frequency					Mean
1	2	3	4	5	
1	2	3	4	5	2.33*
7	19	81	36	6	3.10
	5	59	58	28	3.73
2	19	77	43	9	2.75*
9	26	54	37	24	3.27
9	29	66	24	22	3.14
28	32	40	38	12	3.17*
13	40	81	11	4	3.32*
17	40	70	18	5	2.69
2	16	64	52	15	2.58
					3.01

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