

L A SALLE UNIVERSITY
Lasallian Research Forum

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Foreword

As an institution that subscribes to excellence and service, La Salle University (LSU) in Ozamiz City holds fast to an educational principle prescribing evaluation either of an ongoing (formative) or an end term (summative) project.

Evaluation is concomitant most especially with year end programmes and/or projects in order to find the significance if not the impact or effectiveness of such through careful appraisal and study. Hence, this March 2009 issue of the Lasallian Research Forum contains evaluation activities conducted by six faculty members either on or off campus.

Ernie O. Capuno evaluated a group of students who participated in his quasi-experimental study in learning analytic geometry the fun way. **Capuno** used cooperative learning technique with an experimental group and the traditional mode of teaching with a control group. The findings showed that students in the experimental group did better in the post test than those in the control group.

Another classroom-based study was done by **Ana Maria D. Ereño** from the College of Business and Economics. She assessed the spending habits and financial circumstances of the Business Administration students in order to teach her students sound financial management.

Expanding his perimeter as a researcher, **Paulino R. Tagaylo** moved from campus investigative work to the 50th Barangay of Ozamiz City. **Tagaylo** was aware of the questions raised by road users before the installation of pavement studs on the main roads in the city so some time later, he gauged the perception of the road users on the effectiveness of these reflective studs. His evaluation results as well as his recommendation were presented to the City Engineer's Office.

The Institutional Social Concerns Office (ISCO) of La Salle immediately responded to the Lanao del Norte 2008 crisis. **Aurora Concepcion-Gonzales**, ISCO director detailed the chronology of foregoing

events as backgrounder for readers and narrated the mission itinerary and components launched by La Salle and its partner organizations. After which she evaluated the program-response on its appropriateness and effectiveness.

Two prolific researchers **Aurora Concepcion-Gonzales and Catalina B Wapille-Maghamil** teamed up to evaluate the impact of the Community Extension Program (CEP) on LSU College Faculty after a good numbers of years of implementation. As the researchers have stated, *the success of the CEP is not solely based on the quantity and quality of activities conducted but also on the performance, attitude, and perception of the faculty.*

Another prolific researcher, **Laura L Guangco**, director of the Institutional Planning and Evaluation Office, conducted a formative evaluation of the LSU Mid-Year Semestral Program. Said program was introduced in academic year 2006-2007; hence, the need to assess if objectives are still being met. **Guangco** constructed an evaluative instrument which was content validated by the University President himself.

As research activity becomes more paramount on campus, the faculty research output has also continually increased. We congratulate all the featured researchers this School Year, 2008-2009.

Have a fruitful summer break.

P.S. As of this writing, LSU faculty members gear up to printing and submitting their research output for this school year. These will see publication come SY 2009-2010. Happy vacation.

Message of the Dean

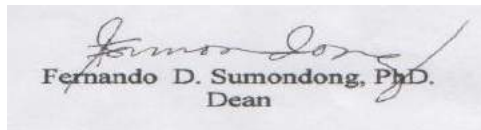


Faculty members who have involved themselves in research know that it is such a demanding and challenging endeavor equally if not more, than the day to day demands of classroom interaction with students and the community extension projects these faculty commit themselves to.

Despite these stringent activities six of the faculty members are able to make it! They are Mr Ernie O. Capuno, Mr Paulino Tagaylo, Ms Aurora Concepcion-Gonzalez, Ms Catalina B Wapille-Maghamil, Ms Laura L Guanco and Dr Ana Maria D Ereño. Their dedication and commitment in fulfilling the University's vision of becoming the Center of Excellence in research in the Region are indeed engraved in each one of them. Their work is herein published. Congratulation!!!

To these researchers, I hope that your dedication and commitment to conduct research will bear fruit of inspiring others to follow suit.

Kudos from the CAS family!



Cooperative Learning Method in Teaching Analytic Geometry

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Abstract

This is a quasi-experimental study since it has a control group and an experimental group. Fifteen (15) students composed one section and twenty-five (25) students in other section comprised the population of the study respectively. Results show a significant difference between the pre test and post test of both groups. Students have a positive result with regards to the retention of the topic discussed by the teacher. Results also show a significant difference of the post test in the control and experimental group. The students under with cooperative learning method performed better than under with traditional approach to teaching. The results imply that cooperative learning method could increase the performance of students in analytic geometry.

1. Problem and Review of Related Literature

Cooperative learning refers to learning that takes place in a certain environment where students work cooperatively in small groups to share ideas and to complete certain academic task (Davidson and Kroll, 1991).

Increase use of cooperative learning method is one of the most visible changes in education in the last decades. The National Council of Teachers in Mathematics has promoted the cooperative work in his two recent standard documents (NCTM, 1989, 1991) was devoted to cooperative learning.

The relationship of cooperative learning in the achievements of students is important to determine so that teachers as well as students get motivated more in the learning process.

Mathematics educators are shifting away from traditional classrooms to reform-oriented mathematics classrooms that focus on students actively engaged in mathematical discourse in cooperative settings (NCTM, 2000).

Researches in many disciplines have shown that cooperative learning improves the learning retention of the students. And, the researcher is interested to determine the truth of this statement.

Cooperative learning involves a variety of grouping structures that hold students accountable for their own learning as well as the learning of fellow group members. It is a method of learning where students obliged to mingle, interact, and work with each other to be able to reach a certain goal. It needs team work so that every member of the group has a specific assignment to build a good and harmonious relationship.

Various characteristics of cooperative learning have been defined by different authors but the most interesting to note are the two essential characteristics which are positive interdependence and individual accountability. Positive interdependence focuses on the group and develops the sense of “we not me”. Individual accountability, on the other hand, focuses on the individual and develops the feeling that each person is responsible for contributing to the group. Cooperative learning structures used effectively to improve reading and writing in science incorporates both of these characteristics.

Cooperative learning activities such as jigsaw can be done in a classroom. The basic steps include reading, meeting with expert

groups, reporting back to main team, demonstrating knowledge through a test or report.

Another activity is the think-pair circle. The teacher divides the class into two equal groups and each group forms a circle. The inner circle faces outward and the outer circle faces inward, to form pairs of facing students. In response to the teacher's questions, each pair of students discusses their ideas, and then one of the circles rotates to create new pairs. This is repeated until the original pairs are again facing one another.

Brainstorming is a whole class activity in which students contribute their ideas to an idea, problem, or challenge. It is an effective engagement activity to motivate students at the beginning of a unit. It can be used as a formative assessment to get a sense of the level of understanding for the class on a particular topic. It is a great vehicle to generate ideas for topics of inquiry, identifying variables, raising testable questions, devising procedures, identifying data collection and organization techniques, and identifying resources for projects. Frequently poster paper is displayed in front of the group and ideas are recorded with large color markers.

It is important to select a topic that is clearly focused and manageable by the students. The teacher carefully explains the topic to the students until they understand the ground rules. This allows for a more productive and respectful experience.

The moderator can be either a student or the teacher. Sometimes it is a good idea to keep a separate sheet of poster paper available as a "parking lot" or "bin." This can be used to record ideas that surface that are not directly related to the task at hand, but are worth addressing at a later time.

Several studies have examined the effects of cooperative learning methods on student learning.

In a study comparing the effects of cooperative learning to individualistic learning in a racially integrated classroom, Johnson and Johnson (1984) found that cooperative learning experiences resulted in higher academic achievement for minority students.

In addition, Sherman and Thomas (1986) compared cooperative and individualistic method in high school General Mathematics students and found out that students who were taught in cooperative learning method learned and retained significantly more information than student taught by individualistic method.

Reid (1992) studied the effects of cooperative learning on mathematics achievement of a group of seventh grade minority students found that students involved in cooperative learning performed significantly better than students who were not exposed to cooperative learning.

Lastly, Perrault (1982) found that cooperative learning resulted in significantly higher achievement in industrial arts students at the knowledge and comprehension levels of Bloom's Taxonomy, but not at the application level when compared to students taught by competitive methods.

According to Slavin (1987), there are two major theoretical perspectives related to cooperative learning: motivational and cognitive.

Motivational theories related to cooperative learning focus on reward and goal structures. One of the elements of cooperative learning is group processing where Group members discuss how well they are achieving their goals and maintaining effective working relationships. Cooperative goal structures create a situation in which the only way group members can attain personal goals if the group are successful

(Slavin, 1990). Thus, to attain these goals, students must help the group to succeed and help one another to finish the task.

Cognitive theories emphasize the effects of working together. When students interact with one another, they have to explain and discuss with each other ideas and overviews which can lead to better understanding to the topic. The struggle to resolve potential conflicts during collaborative activity results in the development of higher levels of understanding (Slavin, 1990).

Within cognitive development theory, cooperation must precede cognitive growth. Cognitive growth springs from the alignment of various perspectives as individuals work to attain common goals. Both Piaget and Vygotsky saw cooperative learning with more able peers and instructors as resulting in cognitive development and intellectual growth (Johnson, et al., 1989).

Statement of the Problem

This study was conducted to determine the use of cooperative learning technique in teaching analytic Geometry of the students in La Salle University- Ozamiz City. Specifically, the study answered the following questions:

1. What is the students' performance in the pretest of both control and experimental groups?
2. Is there a significant difference between the pretest performances of the two groups?
3. What is the students' performance in the post test of both control and experimental groups?
4. Is there a significant difference between pretest and post test performances of the two groups?

5. Is there a significant difference between the post test performances of the two groups?

Null Hypotheses

1. There is no significant difference between the pretest performances of the two groups.
2. There is no significant difference between the pretest and post test performances of the control group.
3. There is no significant difference between the pretest and post test performances of the experimental group.
4. There is no significant difference between the post test performances of the two groups.

Significance of the Study

This study would be beneficial to the following:

Students. Knowing the effect of cooperative learning methods of achievements towards problem solving will encourage the students to learn more in Mathematics specially word problems. This will also enlighten the minds of the students to appreciate Mathematics.

Teachers. Teachers will plan lessons and activities in cooperative learning that will enhance the development of problem solving skills among their students. Moreover, teachers will be able to encourage or help students to learn more so that their higher order thinking skills and manipulation of problem solving will be stimulated and enhanced.

Parents. This will help them know the status of their children in terms of problem solving performance; consequently, giving information as to what and how much support their children need.

Administrators. This will guide the administrators in imposing and conducting seminars for teachers on the enhancement of problem solving skills. This will help them in formulating policies which will encourage teachers to help students stimulate and improve this skill.

Scope and Limitation

This study determined the use of cooperative learning technique in teaching Analytic Geometry. This was conducted in La Salle University-Ozamiz City.

The study was limited only to two sections in analytic Geometry students, that is, one section is for experimental group was treated with cooperative learning method and another one section for the control group.

The college Math students who were officially enrolled in Math 5 (Analytic Geometry) in the second semester academic year 2007-2008 automatically constituted the population of the study. The study was conducted during final examination.

The topics included in the discussion were ellipse and hyperbola, since these topics were the final coverage in the subject.

The cooperative learning method used in the study was brainstorming since it is the most suited method for word problems especially in Analytic Geometry.

2. Methodology

A quasi-experimental design was employed in this study since it has a control group and experimental group.

The control group was taught by non-cooperative learning methods such as chalk and board and lecture methods.

The experimental group was taught by cooperative learning method such as brainstorming.

Respondents

The respondents of this study were the students of Analytic Geometry subjects since it was the only subject that the researcher may compare the result considering the other factors such as topics, time allotment, instructor, and grading system.

Procedure

There were two groups of respondents. One group was treated with the cooperative learning methods and the other group was treated with non cooperative learning methods. The other factors such as topics, time allotment and instructor of the subject remain constant. Both groups took the pre-test before the treatment and post test after the treatment.

Instruments Used

The study employed a teacher-made questionnaire which was constructed related to the unit of instruction. The instrument was pilot tested to establish validity. The selections of the topics along with the specifications according to the levels of the Bloom's taxonomy are as follows:

Objectives	Knowledge	Comprehension	Application	Analysis	Total
Content					
Ellipse	6	6	33	3	48
Hyperbola	6	6	27	3	42
Total	12	12	60	6	90

The total number of items was 90 and the passing score was 59 (69%). Thus a score of less than 59 was considered a failing score whereas a score of 59 and above was regarded a passing score.

Data Gathering Instrument

A set of pilot tested questionnaire was filled by the respondents. It was made by the researcher himself from the unit of instruction. It was then verified by the Analytic geometry teachers and the Math coordinator.

Statistical Tools

The information from the questionnaires was the total scores of respondents; thus, the data were of interval level. Arithmetic means and standard deviations were used to describe the central tendencies and the measures of dispersion for the descriptive part. For the testing of hypotheses, independent and paired samples t-tests were used to find significant differences for the means. Throughout the course of the study the normality of the distribution of the scores were kept assumed.

3. Results and Discussion

Table 1 shows the students' performance in pre-test of the control group and the experimental group.

Table 1
Students' Performance in Pre-test of the
Control Group and the Experimental group

	Mean	Standard Deviation	Remarks
Control Group	9.4000	3.90604	Failed
Experimental	7.4400	3.36749	Failed

Table 1 shows the pretest performances of the two groups. The mean scores for the two groups were both less than 59 implying a failed situation. Also the standard deviations were 3.9 and 3.4 respectively implying that the scores for both groups were not widely spread and very far below from the passing score. Thus, the prior knowledge of the respondents toward the upcoming topics in Analytic Geometry was not very high.

Table 2 presents the significant difference between pre-test performance of the control and experimental group.

Table 2
Significant Difference between Pretest
Performance of the Control and Experimental group

	t-value	Degrees of Freedom	Sig. (p-value)	Mean Difference	Decision	Interpretation
Pretests of the Control vs Experimental Groups	-1.679	38	.101	-1.9600	Fail to Reject Ho	Insignificant

Table 2 shows that there is no significant difference between the pretest performances of the control and experimental group. This means that maybe all of the respondents have no ideas about the topic.

Table 3 presents the students' performance in post test of the control group and the experimental group.

Table 3
Students' Performance in Post test of the
Control Group and the Experimental group

	Mean	Standard Deviation	Remarks
Control Group	44.6667	13.99320	Failed
Experimental	52.8000	11.18407	Failed

Table 3 shows the post-test performances of the two groups. The mean for the experimental group was higher when compared the mean of the control group. Also the standard deviation of the experimental was slightly less than that of the control group. Note that both means were less than the passing score implying a failed remark. The Table also shows that at 1 standard deviation range from the means, the experimental includes the 59 passing score while the control group did not. This implies that greater number of the respondents of the experimental group passed when compared to the controlled one.

Table 4 presents the significant difference between pre test and post test of the control group.

Table 4
Significant Difference between Pretest and
Post Test of the Control Group

	t- value	Degrees of Freedom	Sig. (p- value)	Mean Difference	Decision	Interpretation
Pre test and post test of the control group	- 11.40 3	14	.000	-34.9333	Reject H ₀	significant

Table 4 depicts that there is a significant difference of the pre test and post test of the control group. It simply implies that this group gets the retention from the discussion of the instructor of the Analytic Geometry subject. It is then supported from the earlier information in their scores in pre-test and post test where they have at least two students getting the passing score while the majority has increased their scores.

Table 5 presents the significant difference between pretest and post test of the experimental group.

Table 5
Significant Difference between Pretest and
Post Test of the Experimental Group

	t- value	Degrees of Freedom	Sig. (p- value)	Mean Difference	Decision	Interpretation
Pre test and post test of the control group	-21.037	24	.000	-45.2000	Reject H _o	significant

Table 5 shows that there is a significant difference between the pre test and post test in the group which is treated with cooperative learning method. It implies that students of this group have a correspondingly high performance which could also be shown by their scores in pre test and post test. A higher number of students passed the post test than with the other group and most of the respondents have gained scores. Maybe factors such as learning strategies could somehow explain this result.

Table 6 presents the significant difference of the post test of the control group and the experimental group.

Table 6
Significant Difference of the Post Test
of the Control Group and Experimental Group

	t- value	Degrees of Freedom	Sig. (p- value)	Mean Difference	Decision	Interpretation
Post tests of the Control vs Experimental Groups	2.026	38	.050	8.1333	Accept H _o	significant

Table 6 shows that there is a significant difference of the post test in the control and experimental group. It means that the students

who were treated with cooperative learning performed better than those who were treated with traditional approach of teaching. This result simply implied that cooperative learning method could increase the performance of our students as supported with

4. Summary, Conclusion, and Recommendations

This study aimed to determine the use of cooperative learning method in teaching Analytic Geometry subject. The purpose of this study was to determine the relationship between the method used in instruction and the performance of the student.

The respondents of the study were the students enrolled in analytic geometry subjects in La Salle University. Since there were two sections, these sections were further assigned to either control experimental group. A total of fifteen and twenty five students respectively comprised the population of the study.

This study employed a teacher-made test which was administered by the researcher himself. This test was further noted by the coordinator of the department to examine its reliability. To determine the relationship of the method used in the instruction, pretest and post test was administered to the respondents.

Results showed that all of the students of both the experimental and control group have failed during the pretest maybe because the instruction was not yet introduced to them. It is implied that students had no idea or retention about the topic prior to discussion.

Results also showed that there is a significant difference between the pre test and post test of the control group. It simply implied that this group got the retention from the discussion of the instructor of the Analytic Geometry subject.

Finally, results also showed that there is a significant difference between the pre test and post test in the group which is treated with cooperative learning method. It implied that students of this group have a correspondingly high performance which could also be show by their scores in pre test and post test. They got a higher number of students who have passed the post test than with the other group and most of the respondents also got increasing scores.

Conclusion

The students who were with the cooperative learning method performed better than those with traditional approach to teaching. Cooperative learning method increased the performance of our students.

Recommendations

Based on the results and interpretations, the following are the recommendations of the study:

1. Students must be focused in the group discussion during the input so that they can get a high performance.
2. Teachers need to choose the appropriate cooperative learning methods that would fit the topic.
3. Administrators should conduct seminars for teachers about the different cooperative learning methods to enhance the performance of the students.
4. There should be more research conducted to increase the generalizability of the findings in the Mathematics education.

- 4.1. Studies concerning cooperative learning strategies used for a semester or an entire year should be conducted to determine if

student achievement is increased with additional experience in cooperative learning.

- 4.2. Future research should also focus on comparisons between different models of cooperative learning in order to determine if other cooperative learning models are equally effective in producing a desired outcome.

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Spending Habits of the Business Administration Undergraduate Students of La Salle University

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Abstract

This study identified the spending habits of the third year Business Administration undergraduate students of La Salle University. Collected and analyzed were student data pertaining to profile, school fees and tuition fees per semester; allowance or pocket money per week, weekly and monthly expenses, lodging expenses, technology expenses, debt incurred on a weekly, monthly and per semester basis, savings, a preparation and following of a monthly budget.

By understanding the student spending habits and their financial circumstance the researcher hopes that the university initiates to include policies that will further assist students in managing finances.

1. Introduction

Education is valued highly by Filipinos. It is viewed as a primary avenue for social and economic upliftment (The Family Income and Expenditure Survey, 2003). Education is part of the family expenses like food and other basic needs. The Family Income Expenditure Survey (FIES) undertaken every three years by the National Statistics Office reveals that 4.0 percent of the total family expenditures in 2003 goes to education. In this study, the expenditure items on education include matriculation and tuition fees, allowance for family member studying away from home, book expenses, school supplies, other educational supplies.

The FEIS also reveals that education fees which include tuition fees, matriculation and other school fees accounted for 70.4% of family's total expenditure, followed by 17.0% for the allowance of a family member studying away from home.

The 2006 FEIS also revealed that the spending pattern of Filipino families particularly in the bottom 30% income group where Regions IX, X, XI belong continued to slide towards less spending on food. Food expenditure accounted for 59% of the total family expenditures, education accounted for 4.0%, the rest for clothing, footwear, technology, house maintenance, tobacco, etc.

To the family member studying away from home, college can be a great financial management experience for him/her as well as for their parents. To college student can he/she truly handle his/her own money without close parental supervision? Will the college student be able to handle his/her allowance judiciously? Or will the student be lured by the temptations posed by the city?

This study intends to find out how the Business Administration (BA) undergraduate students of La Salle University, handle their finances through their spending habits. In an intergeneration study on the Filipino consumer conducted in 2005 by McCann Erickson, today's Filipino teenager is very different from his counterpart 10 years ago. Yolanda Villanueva-Ong, group chairperson of Campaigns and Grey, the new Filipino consumer is skeptical and cynical about promises and product benefits. The Filipino consumer feels empowered because there is so much choice; frustrated at his lack of purchasing power, and mildly interested in the companies behind the brand (Philippine Business magazine: Volume 13 No.9).

Statement of the Problem

The purpose of this study is to identify the spending habits of the undergraduate students Business Administration of La Salle University, specifically the third year students taking up Management 6.

The following sub-problems comprise the guidelines for conducting the study:

1. What is the profile of the undergraduate student in terms of:
 - a. Gender
 - b. Course and year level
 - c. Major or Specialization
 - d. Number of years as an undergraduate student
 - e. Type of high school graduated from
 - f. Religion
 - g. Age
 - h. Civil Status
 - i. Kind of scholarship enjoyed
 - j. Person/persons responsible for his/her education
 - k. Occupation, if any?
2. How much does an undergraduate student spend on school fees and tuition fees per semester?
3. How much does an undergraduate student spend on accommodation or lodging per month?
4. How much allowance or pocket money does an undergraduate student receive per week?
5. Who takes responsibility for the educational expenses of the undergraduate student?
6. How much does an undergraduate student spend per week on any of the following:
 - a. Meals (breakfast, lunch & dinner) away from home
 - b. Drinks (softdrinks, juice, bottled water)
 - c. Cellphone load
 - d. Transportation
 - e. Medicine

- f. Cigarettes
 - g. Liquor
 - h. Groceries
 - i. Recreation/Entertainment (computer games, movies, sports)
 - j. Miscellaneous
7. How much does an undergraduate student spend on a monthly basis on any of the following items:
- a. Clothes
 - b. Shoes
 - c. Bags
 - d. Books
 - e. CDs/VCDs
 - f. Cosmetics & Toiletries
 - g. Personal care (manicure, pedicure, facial, body/foot spa)
 - h. Haircut
 - i. Accessories (hairclips, belts, fancy jewelries)
 - j. Others
8. How much does an undergraduate student spend on a yearly basis on any of the following items:
- a. Cellphone
 - b. Cellphone accessories (enhancements)
 - c. MP3
 - d. Ipod
 - e. Others?
9. How much does an undergraduate student incur debt on a weekly basis in terms of the following:
- a. Meals (breakfast, lunch & dinner) away from home
 - b. Drinks (softdrinks, juice, bottled water)
 - c. Cellphone load
 - d. Transportation
 - e. Medicine
 - f. Cigarettes

- g. Liquor
 - h. Groceries
 - i. Recreation/Entertainment (computer games, movies, sports)
 - j. Miscellaneous?
10. How much does an undergraduate student incur debt on monthly basis in terms of the following:
- a. Clothes
 - b. Shoes
 - c. Bags
 - d. Books
 - e. CDs/VCDs
 - f. Cosmetics & Toiletries
 - g. Personal care (manicure, pedicure, facial, body/foot spa)
 - h. Haircut
 - i. Accessories (hairclips, belts, fancy jewelries)
 - j. Others
11. How much does an undergraduate student incur debt on a semestral basis in terms of the following:
- a. Cellphone
 - b. Cellphone accessories (enhancements)
 - c. Ipod
 - d. Others
12. How often and how much does a student saves?
13. Does the undergraduate student prepare and follow a weekly/monthly budget? If so, how much?

Significance of the Study

The undergraduate students of La Salle University stand to benefit from his study. The other members of the student body can glean from the results of the survey on how to manage their finances

efficiently also to and track their weekly and monthly expenses properly.

The administration, faculty, and staff could also benefit from this study by providing them the necessary data to better understand the financial dilemma of their students and perhaps develop certain initiatives and policies to help the undergraduate students manage their expenses appropriately.

The parents of the undergraduate students could also benefit from this study. In effect, they will have a clearer picture and better understanding of the financial predicament of their offsprings.

2. Methodology

The respondents of the study comprised the junior students of the College of Business and Economics.

This study utilized the researcher-middle survey questionnaire as an instrument for data collection. The survey questionnaire contained questions on the profile of the respondents, school fees and tuition fees expense, accommodations or lodging expenses, weekly allowance, weekly expenses, monthly expenses, yearly expenses, source of financial support, debts incurred, savings, giving, and budget practices.

The responses that were gathered were tabulated, interpreted and analyzed. All data gathered were also expressed in frequency and percentage.

3. Results and Discussions

The data gathered are presented, discussed and analyzed in this chapter.

Table 1 presents the age of the respondents.

Table 1
Age of Respondents

Age Bracket	Percentage
18	16 %
19	54 %
20	24 %
21-23	6 %

Table 1 shows that the majority of the respondents were 19 years of age. The data implied that 54% of the total respondents started grade one at the age of 7 years. Twenty- four percent of the respondents were 20 years old while 16% of the respondents were 18 years old. Six percent of the respondents belonged to the 21-23 age brackets. In an interview with these 21-23 year-old respondents, two got sick and had to stop their studies, while the other two worked to save for their tuition fees.

Table 2 presents the gender of the respondents.

Table 2
Gender of Respondents

Gender	Percentage
Male	22 %
Female	78 %

Table 2 shows that 78% of the respondents were female while 22% were male. The results indicate that the students taking-up Management 6 were female dominated.

Table 3 presents the classification of school that the respondents graduated their high school.

Table 3
High School Graduated From

Classification of School	Percentage
Sectarian	15 %
Non-Sectarian	26 %
Public	59 %

Table 3 shows that majority or 59% of the respondents graduated from public school. It can be inferred that studying in a private institution is either not within the means of their parents or not an option at all. The inference can be based on a press release issued by the National Statistics Office on January 11, 2008 which stated that the average income of households in Northern Mindanao is Php.106,000.00 while in the Zamboanga Peninsula, it is Php.103,000.00.

Table 4 below presents the type of scholarship that the respondents enjoyed.

Table 4
Scholarship Enjoyed

Kind of Scholarship Enjoyed	Percentage
LSU Working Scholars	15 %
Other Scholarships	7 %
Non-Scholars	78 %

Table 4 shows that 78% were not enjoying any form of scholarship which means that these are the paying students whose parents can afford to send them to college. Fifteen percent of the respondents were all LSU working scholars which means 7% were enjoying other forms of scholarship such as the Congresswoman Ramiro tuition assistance, MULASWS, and as varsity players.

Table 5 presents the person responsible for the respondents schooling.

Table 5
Person Responsible for Respondents' Schooling

Persons Responsible	Percentage
Parents	41 %
Father	21 %
Mother	26 %
Siblings	6 %
Relatives	6 %

Table 5 shows that 41% of the respondents schooling expenses were shouldered by both parents. However, 26% were wholly shouldered by their mother, while twenty-one percent of the respondents' school expenditures were shouldered by the father. The remaining 12% were either sent to school by either a brother or sister or relatives such as a grandparent or an aunt.

Table 6 presents the amount of money that respondents spent on school fees, and tuition fees per semester.

Table 6
Amount Spent on School Fees and Tuition fees Per Semester

Amount	Percentage	
	School Fees	Tuition Fees
1000-2000	21%	-
2001-3000	45%	-
3001-4000	2%	-
4001-5000	-	1%
5001-6000	-	9%
6001-7000	-	71%
7001-8000	-	16%
8001-9000	-	3%

Table 6 shows 45% spent from P2001.00 to P3000.00 on school fees.

Seventy-one percent spent from P6001.00 to P 7000.00. This finding was consistent with the number of units taken by the

respondents and the tuition fee per unit charged of P331.00 by the school for the school-year 2007-2008. Majority of the respondents were taking 21 units for the second semester of SY2007-2008.

Table 7 below presents the place of residence while studying in LSU.

Table 7
Place of Residence While Studying in LSU

Place of Residence	Percentage
Home	40 %
Boarding House/ LSU Dormitory	35 %
Relatives	24 %
Employer	1 %

Table 7 shows that 40% of the respondents lived with parents in their respective houses. The finding implies that their place of residence is near Ozamiz City or within the city limits. Thirty-five percent of the respondents stayed in boarding houses or in LSU Ladies Dormitory, while 24% took up residence with their relatives. Put together, 59% of the respondents do not live with their parents while enrolled at LSU. Only one percent stayed in the residence of her employer.

Table 8 presents the weekly allowance received by the respondents.

Table 8
Allowance Received Per Week

Amount	Percentage
100-250	43%
251-400	13%
351-550	22%
551-700	13%
701-850	3%
851-1000	3%
None	3%

Table 8 shows that 43% received P100.00- P 250.00, pocket money per week. 3% received P701.00 to P850.00, another 3% P851.00 to P1000.00 allowance per week. Three percent of the respondents did not receive any allowance. This means that these respondents reside in the vicinity of the city with their parents.

Table 9 presents amount spent by the respondents per week on meals, drinks, cell phone load, medicines, cigarettes and liquor, recreation, and miscellaneous in percent.

Table 9
Amount Spent Per Week on Meals, Drinks, Cellphone Load, Medicines, Cigarettes and Liquor, Recreation and Miscellaneous

Amount	Meals	Drinks	phone LoadCell	ationport-Trans	Medicine	Cigarettes and Liquor	Recreation			Miscellaneous	
							GamesComputer	Movies	Sports	Xerox	SuppliesSchool
5-49	9	42	52	9	22	1	13	4	12	11	-
50-99	19	18	31	43	7	-	3	-	34	3	-
100-149	12	-	4	28	3	-	-	-	1	1	3
150-199	9	-	1	7	-	-	-	-	-	-	-
200-249	14	-	-	3	-	-	-	-	-	-	-
250-299	1	-	-	1	-	-	-	-	-	-	-
300-349	9	-	-	-	-	-	-	-	-	-	-
350-399	3	-	-	-	-	-	-	-	-	-	-
400-449	1	-	-	-	-	-	-	-	-	-	-
450-499	-	-	-	-	1	-	-	-	-	-	-
500-above	4	-	-	-	-	-	-	-	-	-	-
None	19	40	12	9	67	99	84	96	53	85	97

Table above shows that 19% of the respondents did not spend for meals. This means the respondents ate their meals in their houses. Nine percent spent between P5.00 to P49.00 on meals per week, while

another 9% spent P50.00 to P99.00. This meant that the respondents ate lunch only while on campus but they differed in the amount spent. Twelve percent between P100.00 to P149, while 9% spent between P150.00 to P199.00 for their meals on a weekly basis. One percent of the respondents spent between P250.00 to P299.00, while 9% spent between P500.00 and above on meals, while zero percent between P450.00 to P499.00 weekly.

On drinks bought on a weekly basis, 42% of the respondents spent between P5.00 to P49.00, while 18% spent between P50.00 to P99.00. Forty percent of the respondents did not spend for drinks. In this study drinks include soft drinks, juices, and bottled water.

Fifty-two percent of the respondents spent between P5.00 to P49.00, while 31% between P50.00 to P99.00 on cellphone load every week. Four percent of the respondents spent between P100.00-P149.00, while only 1% spent between P150.00-P199.00 on cellphone load weekly. Twelve percent of the respondents did not spend for a cellphone load.

On transportation expense per week, 9% spent between P5.00 to P49.00, and another 43% spent between P50.00 to P99.00. Twenty-eight percent spent P100.00 to P149.00, while 7% spent between P 150.00 to P 199.00 on weekly transportation. Three percent spent between P200.00 to P249, while one percent spent between P250.00 to P299.00 per week. 9% did not spend on transportation expense. This implied that the boarding house of the respondents was within walking distance from the campus or that they get to be dropped in picked up from school.

Twenty- two percent of the respondents spent between P5.00 to P49.00 on medicines per week, while 7% spent between P50.00 to P99.00. Three percent spent between P100.00 to P149.00 while one percent spent between P450.00 to P 499.00 per week on medicines.

None of the 68 respondents spent on cigarettes, which implies that the campaign of the school on non-smoking is successful. However, ninety-nine percent did not spend on liquor at all though one percent spent between P5.00 to P49.00 on liquor per week.

As to recreation, 13% of the respondents spent between P5.00 to P49.00 on computer games while 3% spent between P50.00 to P99.00 weekly. Eighty-four percent did not spend on computer games at all.

Four percent of the respondents spent between P5.00 to P 49.00 to watch movies per week, while 96% did not spend to watch movies. This could be due to the availability of cable TV on campus where students watch English shows during their free time.

Twelve percent of the respondents spent between P5.00 to P49.00 for sports, while 34% spent between P50.00 to P99.00. One percent spent between P100.00 to P149.00, while 53% did not spend on sports per week. One reason for this is the fact that the University has a curriculum with a built in gym work-out and almost every Wednesday students enjoy sports acts.

As to miscellaneous expenses, 85% claimed not spending at all for photocopying while every minimally 11% spent from P5.00 to P49.00. For school supplies, 9.7% did not spend and only 3% spent between P100.00 to P149.00 per week. It puts one to thinking what the respondents do for school supplies.

Table 10 shows the amount spent by the respondents per month on clothes, shoes, bags, books, CD/VCD, cosmetics, manicure, pedicure, facial, body/foot spa, haircut, and accessories in percent.

Table 10

Amount spent Per Month on Clothes, Shoes, Bags,
Books, VCD, Cosmetics, Manicure, Pedicure, Facial,

Body/Foot Spa, Haircut, and Accessories

Amount	Clothes	Shoes	Bags	Books	VCD/CD	Cosmetics	Manicure	Pedicure	Facial	Foot Spa/Body	Haircut	Accessories		
												clipHair	Belt	Fancy Jewelry
5-49	-	-	-	-	-	5	9	11	-	-	24	18	1	1
50-99	19	15	6	3	7	7	3	1	-	-	7	7	-	1
100-149	10	6	1	6	1	6	1	-	-	-	5	6	-	1
150-199	10	3	-	-	-	3	-	1	-	-	-	-	-	-
200-249	12	1	-	1	-	5	-	-	-	-	-	-	-	-
250-299	2	1	-	1	-	-	-	-	-	-	-	-	-	1
300-349	6	1	5	1	-	5	-	-	-	-	-	-	-	-
350-349	-	-	-	-	-	-	-	-	-	-	-	-	-	-
350-399	-	-	-	-	-	-	-	-	-	-	-	-	-	-
400-499	2	1	1	-	-	-	-	-	-	-	-	-	-	-
500above	7	6	5	3	1	1	-	-	-	1	-	-	-	-
None	32	66	82	85	91	68	87	87	100	99	64	69	99	96

Table 10 shows that majority of the respondents do not spend at all for all the items mentioned with the exception on clothing (32%). Apparently the respondents, young as they are know the differences between needs, necessity, and luxury. For example, students don't spend on fancy jewelry, body/foot spa, manicure, pedicure, or cosmetics. Highest percentage of spender is recorded for haircut and this could only be coming from the male respondents who need to comply with the school policy in the prohibition of long hair.

Meanwhile the female respondents sport long hair, hence, do not spend much for haircut on monthly basis.

As regards CD and VCD 91% of the respondents do not spend for this. It can be assumed that their parents or elder sibling/s purchase for use of the family.

Something to point out is the 85% of those who do not buy books. The respondents have seemingly favored e-book downloading which is offered for free.

Table 11 presents the amount spent by the respondents per year on technology.

Table 11
Amount Spent Per Year on Technology

Amount	Cellphone	MP3	IPOD	Cellphone Enhancements
50-149	-	-	-	28 %
150-299	1 %	-	-	1%
300-449	2 %	-	-	3%
450-599	2 %	-	-	3%
600—999	1 %	-	-	-
1000-1999	10 %	-	1 %	1%
2000-2999	3 %	-	-	-
3000-5999	-	-	-	-
6000 above	1 %	-	-	-
None	80 %	100 %	99 %	65%

As shown in Table 11 80% did not spend or purchase a cellphone every year; but ten percent spent from P1000.00 to P1999.00.

As to cellphone enhancements, like casings, 28% of the respondents spent from P50.00 to P99.00, only while 65% did not. More likely, the respondents only wanted the basic, which is the cellphone unit. One hundred percent of the respondents did not

purchase any MP3 or an IPOD. These items were considered luxuries by the respondents.

Table 12 shows the amount of debt incurred per week on food allowance, school supplies, e-load, groceries, transportation, and medicine.

Table 12
Amount of Debt Incurred Per Week on Food Allowance,
School Supplies, E-Load, Groceries, Transportation, and Medicine

Amount	Food Allowance	School Supplies	E-Load	Groceries	Transportation	Medicine
1-50	15%	14%	30%	3%	15%	5%
51-100	5%	1%	5%	3%	1%	-
101-150	1%	1%	-	-	-	-
151-200	-	-	-	-	-	-
201-250	1%	-	-	-	-	-
None	78%	84%	65%	94%	84%	95%

Although Table 12 shows an over all high percentage of non-incurrence of debt by the respondents, two items are worth pointing out at combined 20% and 35% owed debt from P1.00 – P100.00 to satisfy their need for food and communication though these young people will not incur debt in groceries.

Table 13 shows the amount of debt incurred per semester on school/tuition fees, cell phone, and cell phone accessories in percentage.

Table 13

Amount of Debt Incurred Per Semester on School/ Tuition Fees,
Cell phone, and Cell phone Accessories

Amount	School/Tuition Fees	Cell phone	Cell phone Accessories
301-400	-	-	-
900-1000	1		
None	99	100	100

One percent incurred debt from P900.00 to P1000.00 on school/tuition fees, while 99% did not incur debt on school/tuition fees.

None of the respondents incurred debt on cell phone and accessories.

Table 14 shows the frequency of saving by the respondents.

Table 14
Frequency of Savings

Amount	Daily	Weekly	Monthly	No Savings	Total
5-49	10	-	5	-	15
50-99	5	25	1	-	31
100-149	-	13	6	-	19
150-199	-	3	3	-	6
200-249	-	1	3	-	4
250-299	-	-	1	-	1
300-above	-	-	-	-	-
None	-	-	-	24	24
Total	15	42	19	24	100

Fifteen percent were able to save daily from P5.00 to P99.00 daily of the 42% who saved weekly. Twenty-five percent saved from P50.00 to P99.00, while 13% saved from P100.00 to P149.00 weekly, three percent saved from P150.00 to P199.00, while 1% saved from P200.00 to P249.00 weekly. Nineteen percent of the respondents saved monthly. Six percent of the twenty-four percent of the respondents did not save at all. Despite their limited allowance, 76% of the respondents were able to save on a regular basis.

Table 15 shows the frequency of giving by the respondents in percent.

Table 15
Frequency in Giving

Amount	Daily	Weekly	Monthly	Does Not Believe in Giving	Total
5-49	4	40	22	-	66
50-99	1	-	6	-	7
100-149	-	-	3	-	3
None	-	-	-	24	24
Total	5	40	31	24	100

Top in the frequency in giving are the weekly who gives at 40% in the bracket of P5-49%. This is followed closely by the monthly givers at 31%. Commendable indeed are these respondents who have learned and practiced giving to the church, sharing with others from their allowance if not from their savings.

Surprising to note is the 24% who does not believe in giving at all.

Table 16 shows the monthly budget of the respondents.

Table 16
Monthly Budget

Amount	Percentage
100-499	7
500-999	21
1000-1499	13
1500-1999	3
2000-2499	12
2500-2999	3
3000-4000	1
None	40

Sixty percent of the respondents claimed to follow their budget. 21% receives a monthly budget ranging from P500.00 –P999.00 which could translate to P31.00 for daily expenditure. Commendable is one who despite receiving P3,000.00 –P4,000.00 monthly sticks to a budget. However, 40% stated that they do not prepare any budget at all.

Table 17 shows the frequency of skipping meals by the respondents.

Table 17
Frequency of Skipping Meals

Frequency	Percentage
Once a Day	45
Twice a Day	6
Once a Week	3
Twice a Week	3
Skip Meals When Money Not Enough or Busy	3
Do Not Skip Meals At All	40

Forty- five percent skipped meals once a day. Most likely, these respondents eat in the middle of the morning, when they have brunch (breakfast and lunch together). Six percent skipped meals twice a day which means they eat only one big meal a day. Three percent skipped meals once a week and another 3% skipped meals twice a week. Three percent of the respondents skipped meals when money for food was not enough, when they were busy with other activities, and when they had no time to eat, Forty percent of the respondents did not skip meals. Skipping meals especially breakfast causes the brain to function slowly. Mental and physical alertness is compromised.

4. Summary, Conclusion, and Recommendations

This study aimed to find out the spending habits of the undergraduate students of the College of Business and Economics. It involved 68 BSC- BA 3 students enrolled in Management 6. A

researcher made survey questionnaire was used in data gathering. The data gathered were expressed in frequency and percentage.

As to profile, majority of the respondents were female, 19 years of age, finished high school in public schools, were non- scholars, and were residing in their homes while studying in LSU.

Eighty to 100% of the students could not afford to spend on technology such as cellphones, MP3, and IPOD. Meals, e-load, and transportation were necessities of the respondents.

Majority or 95% of the respondents skipped meals at least once a day, while 40% did not skip meals.

Seventy-six percent of the students were able to save on a regular basis despite their limited monthly budget.

Sixty percent of the students prepared a monthly budget.

Seventy percent of the students believed in giving to the poor and the church on a regular basis.

Conclusion

The respondents spend on necessities avoiding debt as much as possible.

Recommendations

Based on the findings and conclusion, it is recommended that a more comprehensive study must be done on the spending habits of the college student by including other colleges.

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The Effectiveness of the Reflective Pavement Studs Installation in Ozamiz City as Perceived by Drivers and Pedestrians

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Abstract

This paper reveals the different perceptions of the drivers towards the installation of the reflective pavement studs in Ozamiz. This determines the importance and the value of the existing reflective pavement studs installation in the City of Ozamiz as perceived by the drivers. The scale of effectiveness of the installation of the reflective pavement studs in providing high visibility at night and the scale of effectiveness in minimizing vehicular accidents using a self-administered questionnaire and interpreted using percentage. The respondents were chosen through a random sampling. It has been revealed that a majority of the drivers perceived that the installation was very effective. This means that the questions and confusions the drivers had before about the installation of the reflective pavement studs are now answered because of this research.

1. Introduction

Road markings and reflective road studs are an important aid to traffic movement. They help to direct road users especially in darkness and poor visibility. Road markings can also show the extent of parking restrictions. All types of reflective studs provide high visibility at night and mechanical as well as optical guidance for drivers. They are examples of road - traffic safety device.

Traffic safety devices aim to reduce the road accidents like vehicular collisions, man's death, victim's physical injuries and property damage resulting from crashes of vehicles traveling on public roads. Harm from road traffic crashes is believed to be greater than those from all other transportation modes.

According to the World Health Organization, more than a million people are killed on the world's roads each year. Road traffic crashes are one of the world's largest public health and injury prevention problems. This problem is more acute because the victims are overwhelmingly young and healthy prior to the crashes.

Transporting people and things is done rapidly through well constructed roads and maybe with safety devices for road users. But when there is something that is installed on the road that will cause harm to the road users as well as to the families of those involved in road accidents, the protracted consequences for the injured, who all too often are permanently disabled, should have to be given attention. In addition to harm to persons, the enormous damage to material goods should also be taken into account.

The Item 607.1 of the Department of Public Works and Highways provides the following: " This item shall consist of furnishing and installing reflective pavement studs on the surface of the pavement in accordance with the specification and at the locations shown on the plans, or as required by the Engineer." This statement is taken into consideration in this study. The reflective pavement studs were installed as a project of the Department of Public Works and Highways in the City of Ozamiz through the City Engineers Office in the city.

Government projects are not only for the very few individuals but for the general welfare. The direction of a certain project needs to be ascertained so that it will be known to the people. The effectiveness of the project needs to be quantified. And, it is important to know the effectiveness of the project implementation on the people. Hence, this study is conducted.

Theoretical Background

Disregarding road signs and doing some reckless passing, over-acceleration and/or excessive speed, showing off, driving when physically or mentally incapacitated, under the influence of alcohol and/or other drugs or in a state of exhaustion, reckless use of motorbikes and motorcycles, road rage, cursing and rudeness are among unhealthy actions and unbalanced behavior that may lead to potential accidents, injury, physical danger if not death (Martino, 2007).

For some drivers the unbalanced behavior is expressed in insignificant ways like character, level of education, an incapacity for self-control, and the lack of a sense of responsibility.

Cardinal Renato Martino said driving had become such a big part of contemporary life. We know that as a consequence of transgressions and negligence. A Million people die each year on the roads. A road-traffic crash is an event starting on a public road involving a vehicle. In common scenario victims are struck by the vehicle and worst it involves pedestrian fatality.

Road users need to be responsible for their acts to avoid road accidents. The word accident began to disappear from professional literature in the late 1960s. The word accidents convey a sense that the losses are due exclusively to fate. Perhaps this is what gives accident its most potent appeal- the sense that it exonerates participants from responsibility. Accident also conveys a sense that losses are devoid of predictability (Kevin 2007).

People must follow the traffic regulations, and must drive with a moral sense. Drivers must not only think about themselves and must not worry about getting to destination in great hurry but need to see also the people on the road to avoid road accidents.

Unhealthy actions and unbalanced behavior may not only be the reasons that cause injury if not death to people using the roads.

Flow of the Research Process

The inputs of this study consisted of the assessment of the effectiveness of the reflective pavement studs installed on the road as perceived by the drivers and the pedestrian in Ozamiz City.

The process involved the use of the descriptive survey method of research. Researcher made questionnaires was used as the main instruments of data collection. They were formulated, reviewed then finalized. Once the instruments were administered, these were retrieved after a certain period of time and the responses were tallied. The generated data were then processed, and subsequently presented, analyzed, and interpreted.

The output of this study consists of recommendations for the improvement of the project in Ozamiz City.

Statement of the Problem

This study looked into the effectiveness of the program of the Department of Public Works and Highways through the City Engineers Office in the Ozamiz which is the installation of the reflective pavement studs. Specifically this study gave answers on the following:

1. As perceived by the respondents, how effective are the reflective pavement studs installation on the road of Ozamiz City in minimizing vehicular accidents.
2. As perceived by the respondents, how effective are the reflective pavement studs in providing high visibility at night?

3. Based on the data gathered, what recommendations can be proposed to improve the efficacy of the reflective pavement studs installation?

Significance of the Study

This study is important to the officials in the City of Ozamiz, specifically to the:

City Engineers. This will help them improve their future plans and projects that will benefit the public in the city.

City Government. General welfare should be the utmost priority of the city when it comes to project implementation. This will help them analyze the programs that will give benefits to the people in the city.

Road Users/People. This will give awareness to the people and will encourage them to exercise extra care when they are on the roads.

La Salle University. The school as an academic institution in one way or another has the obligation to the people more specifically to the students that often if not always use the roads in their day to day activities. Through this research the awareness of the students will be enhanced.

Other Researchers. This study will be useful in giving insights to help other researchers in their future research activities.

2. Methodology

The descriptive survey method was utilized in this study. The questions in this study are researchers made to meet the existing situation. 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

Ozamiz City has gone a long way from old Spanish settlement to its enviable economic position in the region. It is now emerging as one of the fastest growing cities in Northwestern Mindanao. The city consists of fifty one barangays. The study is conducted in the 50th Barangay of the City of Ozamiz.

Research Respondents

The total number of respondents of this study was 120 which consisted the following : thirty (30) drivers of private car, thirty (30) motor cab drivers, thirty (30) single motor cycle drivers, and thirty (30) drivers of tricycle cab in the city. They were the subjects of this study to answer the researchers made questionnaire.

Reliability and Validity of the Instrument

The researcher went through the proposal hearing with the members of panel of experts and then conducted a dry run to the selected professional road users at random which resulted in major changes in the questionnaires. Suggestions and comments were shown to the research consultants for final content validation.

Research Instruments

The study made use of a researcher made instrument which consisted of two sections. One of the questions determined how effective was the reflective pavement studs installation on the road of Ozamiz City to avoid road accidents like vehicle collisions, man's death, and victim's of physical injury, while the second question helped the researcher to determine whether there are differences in the perceptions of the respondents as to the effectiveness of the installation reflective pavement studs on the road of Ozamiz City. The validity of

the contents of the instrument was determined by a panel of experts during the proposal hearing.

The questions in this tool were followed by possible responses. Each item has the following meanings:

Very Effective (VE) – means that the reflective pavement studs installation on the road of Ozamiz City is effective to avoid road accidents at all times.

Not Much Effective (NME) – means that the reflective pavement studs installation on the road of Ozamiz City is effective to avoid road accidents in majority of the time.

Less Effective (LE) – means that the reflective pavement studs installation on the road of Ozamiz City is effective to avoid road accidents in a few instances only.

Never Effective (NE) – is means that the reflective pavement studs installation on the road of Ozamiz City is not effective at all to avoid road accidents.

Data Gathering Procedure

The questionnaire was administered to the respondents after getting the approval of the Panel of research committee. The researchers explained to the respondents the purpose of the study. The respondents were, likewise given adequate instruction on how to answer the survey questionnaires.

The questionnaires were retrieved after reasonable time. Retrieval problems in some of the questionnaires for analysis were encountered and experienced by the researcher during the entire duration of the administration of the questionnaires, however, the researcher managed to finish and gather all the necessary data needed for this research.

Scaling Procedures

The procedure used by the researchers was:

Quantitative Scale	Interpretation
1	Never Effective
2	Less Effective
3	Not Much Effective
4	Very Effective

3. Results and Discussion

This section discusses the presentation, analysis, and interpretation of data based on the finding in the study.

The following Tables show the response of the respondents to the questionnaires as tallied, analyzed and interpreted. Scales were used to arrive at a quantitative interpretation.

Table 1 presents the responses from private car drivers involved in the study

Table 1
Private Car Drivers

	Never effective (1)	Less effective (2)	Not Much Effective (3)	Very Effective (4)
1. How effective is the reflective pavement studs in providing high visibility at night?		1	19	10
2. How effective is the reflective pavement studs in minimizing vehicular accidents?		1	18	11

Table 1 reveals that nineteen of the thirty drivers of the respondent-private car drivers believed that the reflective pavement studs installed on the roads in the City of Ozamiz were not much effective in providing high visibility at night. Eighteen of them also believed that the installation was not much effective in minimizing vehicular accidents.

Table 2 presents the responses of the motor cab drivers involved in the study.

Table 2
Motor Cab Drivers

	Never effective (1)	Less effective (2)	Not Much Effective (3)	Very Effective (4)
1. How effective is the reflective pavement studs in providing high visibility at night?		4	3	23
2. How effective is the reflective pavement studs in minimizing vehicular accidents?		1	3	26

Table 2 reveals that twenty three of the thirty drivers of the respondent-motor cab drivers believed that the reflective pavement studs installed on the roads in the City of Ozamiz was very effective in providing high visibility at night. And, twenty six of them also believed that the installation was very effective in minimizing vehicular accidents.

Table 3 presents the responses of the single motor cycle drivers involved in the study.

Table 3
Single Motor Cycle

	Never effective (1)	Less effective (2)	Not Much Effective (3)	Very Effective (4)
1. How effective is the reflective pavement studs in providing high visibility at night?	3	3	7	17
2. How effective is the reflective pavement studs in minimizing vehicular accidents?	2	1	11	16

Table 3 reveals that seventeen of the thirty drivers of the respondent-single motor cycle drivers believed that the reflective pavement studs installed on the roads in the City of Ozamiz was not much effective in providing high visibility at night. Sixteen of them also believed that the installation was very effective in minimizing vehicular accidents.

Table 4 presents the responses of the tricycle cab drivers involved in the study.

Table 4
Tricycle Cab

	Never effective (1)	Less effective (2)	Not Much Effective (3)	Very Effective (4)
1. How effective is the reflective pavement studs in providing high visibility at night?	1	8	9	12
2. How effective is the reflective pavement studs in minimizing vehicular accidents?	2	4	15	9

The Table 4 reveals that twelve of the thirty drivers of the respondent-tricycle cab drivers believed that the reflective pavement studs installed on the roads in the City of Ozamiz was not much effective in providing high visibility at night. And fifteen of them believed that the installation was not much effective in minimizing vehicular accidents.

Table 5 presents the overall perceptions of the road users.

Table 5
Drivers of Ozamiz City

	Never effective (1)	Less effective (2)	Not Much Effective (3)	Very Effective (4)	Total
1. How effective is the reflective pavement studs in providing high visibility at night?	4	16	38	62	120
2. How effective is the reflective pavement studs in minimizing vehicular accidents?	4	7	47	62	120

Table 5 reveals that 62 of the 120 drivers in Ozamiz City believed that the reflective pavement studs installed on the roads in the City of Ozamiz was very effective in providing high visibility at night. And also 62 of them believed that the installation was very effective in minimizing vehicular accidents.

4. Summary, Conclusion, and Recommendations

The study sought to assess the effectiveness of the installation of the reflective pavement studs on the road of Ozamiz City. Moreover, the study sought to answer whether the installation of the reflective pavement studs installation on the road of Ozamiz City is effective in providing high visibility at night and in minimizing accidents.

The achievement of the output of the study is attributed to the administration of the researcher-made questionnaire and collection of data to the 120 respondents in the City. There were 30 respondents in every type of road users in this study.

The salient findings are:

1. The research revealed that majority of all classes of the respondent-drivers in Ozamiz City believed that the reflective pavement studs installed on the roads in the City of Ozamiz was very effective in providing high visibility at night and the installation was very effective in minimizing vehicular accidents.

2. Twelve of the thirty respondent-tricycle cab drivers believed that the reflective pavement studs installed on the roads in the City of Ozamiz was very effective in providing high visibility at night and the installation was not much effective in minimizing vehicular accidents.

3. The research also revealed that majority of the class of respondent-private car drivers believed that the reflective studs

installed on the roads in the City of Ozamiz was not much effective in providing high visibility at night and that the installation was not much effective in minimizing vehicular accidents.

Conclusion

Based on the stated findings, the following conclusions are drawn:

Low profile vehicles like motor cab, single motor cycle and tricycle cab respondent-drivers appreciate its installation than private car respondent-drivers and they believed that the reflective studs installed on the roads in the City of Ozamiz is very effective in providing high visibility at night. On the other hand, for the private car respondent-drivers and tricycle cab respondent drivers the installation of reflective pavement studs is not much effective in minimizing vehicular accidents.

Recommendations

Based on the findings and conclusions of the study the following recommendations are offered:

1. Maintain the installation of the reflective pavement studs particularly in the dimmed road conditions in the City.
2. Immediate replacement of the reflective pavement studs installation if it was removed or broken particularly in the accident-prone area in the City.
3. Further research maybe undertaken on the factors that contribute to traffic accidents on roads installed with reflective pavement studs.

4. The type of reflective pavement studs fitted in every city now is Glass Road Studs (Siglite 2009). It is JXA-01A model, brand Armour Stud and the category is for transportation facilities/roadway safety. Enhance the reflection of road marking lines during the raining night since the tiny glass beads in the thermoplastic are non-reflective in the rainy water. Guiding traffic in the freeways or winding curves at night in addition to the road marking lines, and providing safer visual environment. The tiny glass beads in the thermoplastic fall off easily; thus the reflection of road marking lines declines extensively. The bumping action will alert motorists when they change lanes. (Images. Google.com)<http://images.google.com.ph/images?hl=en&um=1&sa=1&q=Glass+Road+Reflectorized+studs&aq=f&oq=>

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Lanao del Norte Crisis 2008: A Mission Report on a Lasallian Response

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Abstract

This report documents the August 2008 crisis that took place in Lanao del Norte and the response of various organizations and Lasallian schools in the country as initiated by La Salle University in Ozamiz City.

1. Introduction

1.1 The Humanitarian Crisis Brought by the All-out War in Mindanao

Since August 4, 2008 till the start of the interfaith mission, approximately 528,053 individuals have been displaced by the raging all-out war in Mindanao. Most vulnerable to the hostilities were the children, women, and the elderly. They made up the majority of the 110,389 families in 354 villages mostly located in Lanao del Norte, North Cotabato, Maguindanao, and Basilan.

The evacuees were cramped into a total of 123 evacuation centers in all affected provinces. More evacuation centers were built by the local and national government units. But a greater number, some 253,255 persons, found shelter outside evacuation centers with relatives, away from the services of government agencies and non-government relief institutions.

Common sickness in the evacuations centers were measles, common chronic diseases, diarrhea, and other illnesses. Mortality among evacuees was attributed by the government to lack of resources and lack of access to particular communities. Children struggled to

overcome trauma and lagged behind their classes as schools were converted into evacuation centers.

The conditions of the evacuees were aggravated by lack of medical services and personnel to attend to the immediate needs and the small ratio of available toilets, insufficient garbage disposal, and the intermittent security and safety threats to evacuees resulting from skirmishes.

As of September 21, 2008 more deaths were reported 83 killed and to the 101 injuries many of whom were innocent civilians. Some 202 houses of civilians were totally razed to the ground. More than 120 million pesos worth of public and private property had been damaged, including schools, livestock and crops.

The different forms of hostilities which included aerial bombardments, shelling, and massive troop deployment--created this unprecedented humanitarian crisis. The pursuit of the Moro Islamic Liberation Front (MILF) rebels allegedly responsible for criminal attacks against civilian populations left a trail of massive internal displacement and spawned more violations of human rights and international humanitarian law.

The impact of the one-tracked objective of the AFP to get at all cost MILF commanders Bravo and Ombra Kato--- alleged to have killed civilians, burned houses, and committed other atrocities--- had far cancelled out its purported aim of protecting civilian populations.

This complex emergency turned for the worse as there seemed to be no end to the fighting. Already, 50% of the combat capable forces of the AFP were deployed in Mindanao. The peace negotiations, where hostilities were governed by existing agreements, were in limbo with the dissolution of the government's peace panel and the government's transformation of its peace policy into Disarmament, Demobilization, and Reintegration (DDR).

Table 1
Chronology of Events culled from Kalinao Mindanao
National Humanitarian Report

June	Military troops were deployed in North Cotabato purposely to secure the Province for the Autonomous Region in Muslim Mindanao (ARMM) elections in August 11.
June 30	Radio reports of an encounter between government and the MILF troops in Sitio Maligaya, Barangay Malmote in Kabacan.
July 1	Another firefight ensued in Sitio Tabak, Barangay Pagangan in Aleosan, North Cotabato in which forces belonging to the MILF's 105 th Brigade under Umbra Kato clashed with the AFP These clashes led civilians to evacuate to Barangay Bagolibas in Aleosan and Barangays Bualan and Nalapaan in Pikit, North Cotabato.
July 3 rd week	Houses in Barangay Bual were burned by armed men while a number of farm animals in Barangay Bagolibas were stolen.
July 27	In Kuala Lumpur, Malaysia the government of the Republic of the Philippines (GRP) and the Moro Islamic Liberation Front (MILF) initialed the final draft of the Memorandum of Agreement on Ancestral Domain
August 2	A total of 84 homes were razed to the ground in Aleosan by Kumander Kato as pointed out by the Government
August 4	Rallies held in Iligan , Zamboanga City, and in Kidapawan North Cotabato protesting the inclusion of Iligan and North Cotabato in the Bangsamoro Juridical Entity (BJE)
August 4	The Supreme Court issued temporary restraining order on the signing of the Memorandum of Agreement on the Ancestral Domain (MOA-AD)
August 8	The military in North Cotabato launched Oplan Ultimatum against the MILF and positioned itself in the municipalities of Pikit,

	Aleosan and Midsayap. The GRP dissolved their peace negotiating panel with the MILF
August 9	7 th (IB) Infantry Battalion conducted patrol operations and stayed overnight in Barangay Dalengaoen, Pikit, North Cotabato and prompting residents to flee their areas.
August 11	40 th IB launched operations and bombing in Pangangan, Aleosan
August 14	Soldiers arrived in Barangay. Dapiawan, Datu Saudi Ampatuan prompting residents to evacuate
August 17	Four soldiers and three militiamen were killed while 12 others were wounded in an ambush on a military convoy in Lanao del Sur. In the evening, two bombs exploded in Iligan City wounding three persons including a four-year-old boy
August 18	Around 4:30 a.m. alleged members of the MILF's 102 nd BIAF (Bangsamoro Islamic Armed Forces) under Commander Abdullah "bravo" Macapaar attacked the southern coastal town of Kauswagan and Kulambagan, Lanao del Norte, killing 39 civilians and injuring 14 others, burning 60 houses and looting public markets, and displacing 5,104 families in a sharp escalation of fighting amid uncertainty over a fragile peace process between the GRP and the MILF. Thousands of families also were displaced from the three nearby towns- Linamon, Bacolod, and Maigo.
August 19	Maj. Michelle Anayron, spokesperson of the Cagayan de Oro-based 4 th Infantry Division, announced that they had sizable troops securing the Bukidnon-Lanao boundaries and other areas near places of conflict.
August 21	31 alleged MILF members under Commander Bravo surrendered. The group's leader, Alvin Cuntu, said that they broke away from Bravo's group because they refused his (Bravo) order to kill civilians. A government troop officially began operations to run after Cmdr. Bravo, deploying 3,000 soldiers and police forces to scour the mountains. President Gloria Macapagal Arroyo announced the shift of the peace talks to disarmament, demobilization, and rehabilitation or DDR.
August 22	Mortar shellings around midnight in Brgy. Butilen in Datu Piang, Maguindanao killed a 10-year-old boy and injured his sister.

	Western Mindanao Command penetrated MILF's Camp Bilal, which stretched to seven of the 22 towns and one city of Lanao del Norte province.
August 23	The US Troops Out Now Coalition-Mindanao questioned the involvement of the US troops in the actual combat operations conducted by the Armed Forces in pursuit of Moro rebels in Brgy Baliki, Midsayap, and North Cotabato.
August 25	Armed Forces Chief Alexander Yano announced that thousands of troops backed by air and artillery fire had captured 15 Moro rebels' strongholds in the southern Philippines after five days of intense fighting.
August 26	A battalion of Philippine Marines arrived at the docks of Iligan City. More troop enforcements from Luzon and the Visayas had also been reported and were expected to arrive anytime in Lanao del Norte. Also on the same day, bomber planes of the Philippine Air Force (PAF) conducted a bomb run around 7 am at pinpointed positions of MILF rebels under Commander Bravo.
August 28	Various sectors in Marawi city and Lanao del Sur voiced their dismay over the AFP's firing of the 105mm howitzers less than a hundred meters away from the Administration building of Mindanao State University (MSU) – main campus in Marawi City.
August 30	A relief worker broke the news that the AFP had imposed food and humanitarian aid blockade on evacuation centers located in the Muslim municipalities of Lanao del Norte. The relief worker, who requested anonymity, complained that the AFP had prevented the UN Act for Peace Program, MERN, Peace and Development Advocates in Lanao, and Pakigdait, Inc., from distributing relief assistance such as food, medicines and other goods to Muslim refugees in Dilabayan, Kauswagan, Lanao del Norte.
September 4	Kabilangan Mala, 44 of Munai, Lanao del Norte, together with his two sons (ages four and six), was arrested by the 10 th IB on suspicion of being an MILF member unidentified elements, and was tortured in the hills. Oscar Macalonot, 60, was shot three times in the head by three

	men on a motorcycle believed from out of town. A cousin of Abdulrahman Macapaar alias Commander Bravo, Macalonto former MNLF commander who now worked for the local government. Reports had it that soldiers shot Macalonto, who was suspected to have planned to go to where Cmdr. Bravo and his men were hiding to bring in medicines for the wounded MILF members.
September 6	Mala and his two sons were detained in Kauswagan Police Staion with no cases filed against him.
September 7	Mala's two children were released under custody of the mother and Lanao del Norte Provincial Board Member Cassan Maquiling
September 8	Bombs dropped by OV10 planes killed a family of six in Brgy. Tee, Datu Piang, Maguindanao.
September 9	Mala was finally released.
October 22-25	Kalinaw Mindanao's National Interfaith Humanitarian Mission in Lanao del Norte, North Cotabato and Maguindanao.
October 28	Government troops captured MILF commander Macaslang Angne who was wounded during a recent encounter with soldiers in Lanao del Sur.

1.2 Need for an Interfaith Response

The humanitarian crisis was a direct consequence of the breakdown of peace negotiations between the Government of the Republic of the Philippines (GRP) and the Moro Islamic Liberation Front (MILF), particularly the non-signing of the Memorandum of Agreement on Ancestral Domain (MOA-AD). Moreover, the attacks on civilian populations in Lanao del Norte last August 17 allegedly by MILF commander Bravo had been generally considered as the first volley of fire that triggered an all-out armed response from the government. But the Kawagib Moro Human Rights Organization reported that prior to the Lanao del Norte attacks, elements of the AFP's 40th and 7th IB burned houses in Moro communities and committed various atrocities in villages in North Cotabato and Maguindanao.

On the basis of the Lanao attacks, national leaders from both sides of the political divide spewed incendiary statements that bordered on anti-Moro chauvinism. Calls for blood were echoed by politicians and warlords from across Mindanao. The dreaded ILAGA Christian vigilante group was revived by vested interest groups. Media reported that indigenous leaders were also calling for self-rule for the Lumads added more tension to the political debate on the MOA-AD.

Discrimination pervaded the conditions on the ground. Relief agencies decried the AFP's imposition of food blockades on Moro communities; for fear that relief goods would fall into the hands of MILF insurgents. Suara Bangsamoro, a Moro mass organization, observed that it was only in this all-out war that Moro and Christian evacuees were segregated, especially in Pikit and other towns of North Cotabato. The youth organization Liga ng Kabataang Moro, which had provided relief assistance to Lanao del Norte towns, decried the discrimination against Moro evacuees who received less or no help, especially those in Poona-Piagapo, Pantao Ragat, and Munai all in Lanao del Norte.

An interfaith response to the humanitarian crisis was urgently needed given the blurred claims of violations on human rights and international humanitarian law on both sides, the prevailing political climate laden with anti-Moro chauvinism, and the reality of discrimination in on-the-ground relief assistance.

The Institutional Social Concerns Office (ISCO) of La Salle University, (LSU) Ozamiz City participated in reaching out to the affected areas especially those areas identified as dominated by Moro evacuees. During the Interfaith National Humanitarian Mission on October 22-25, 2009, La Salle University, together with the partner institutions responded to the immediate needs of the evacuees in Poona Piagapo, Lanao del Norte.

The groups were the first one to deliver basic services to the evacuees. The team who visited the area at first was very apprehensive because the location was very far and surrounded by the army detachments. Upon arrival the evacuees greeted the team with their friendly smiles and eagerness to welcome. They were not the kind of people as being described. The team left the place with the promise to continue the mission, to be advocates of truth and peace based on justice.

2. The Mission

La Salle University and its various partner organizations convened to respond to the urgent needs of the evacuees. The group formed was able to mobilize series of activities since August 18, 2008

2.1 Objectives

2.1.1 Provide immediate humanitarian response through relief, medical, and psychosocial assistance to Moro and Christian evacuees, especially to children, women, and the elderly, and with focus on communities without or with the least access to assistance.

2.1.2 Document the extent and impact of the all-out war in Mindanao on the marginalized sectors of the society the Moro, Christians, and Lumad communities in the two mission areas.

2.1.3 Investigate the human rights violations and international humanitarian law violations in the two mission areas, and submit its findings to appropriate government and international bodies and agencies.

2.1.4 Hold an Ecumenical Forum which was to be participated by the different sectors of the society, religious and civic organizations.

Description of Mission Areas

La Salle University and its partner organizations focused its assistance to two towns out of the five affected areas in Lanao del Norte (Kulambugan and Poona Piagapo), due to limited resources. Through prior groundwork, the university has determined that these areas had received little or no assistance from government and non-government agencies, or had experienced discrimination in relief efforts. Many of these communities were remotely located and relief assistance was not easily accessible.

Below are the affected areas: (those with asterisks were the areas covered by ISCO)

Table 2
Affected Areas

Province/Town	Number of Evacuees (Families)
Lanao del Norte	
a. Kauswagan	2,779
b. Kolambogan *	3,125
c. Munai	2,012
d. Poona Piagapo *	619
e. Tangkal	1,503
North Cotabato/Maguindanao	
a. Pikit	7,938
b. Datu Piang	5,739
TOTAL	23,71

Immediate responses were done by faculty, students of LSU together with the partner organizations as early as August 18, 2008 when the displaced families from Kulambugan evacuated to Ozamiz City.

Table 3
Evacuation Centers in Ozamiz City

1. Catadman-Manabay Elementary School
2. Pulot High School
3. San Antonio High School
4. San Antonio Elementary School

2.2 Components

2.2.1 Relief Distribution. The mission prioritized the provision of food items such as rice, salt, dried fish, and mongo beans. Essential non-food items (sleeping mats, pots and utensils, etc) were provided depending on available resources. As an empowering approach, “survivors collectives” (essentially a cluster of lead families) were organized in Lanao del Norte to help facilitate relief distribution with a perspective towards rehabilitation.

2.2.2 Medical Mission. Diagnosis and provision of medicines were made available to women, children, and the elderly in the mission areas. The medical mission also provided findings on the health conditions of the Internally Displaced Persons (IDPs) in the mission areas. This was provided by the partner NGOs from MAHECA and ZPHEP.

2.2.3 Psychosocial Activities. (Child-focused) Student volunteers engaged children in psychosocial activities to process their experience and ease trauma and fears resulting from their conditions. They were likewise expected to provide findings of the children’s psychosocial conditions.

2.2.4 Documentation and Paralegal Services. Violations of human rights and international humanitarian law were documented through gathering of affidavits and other documentary evidence, ocular visits, interviews with victims with key community leaders and informants.

2.2.5 Ecumenical Peace Forum. Participated by the different sectors of the community both civil and religious organizations. The forum tackled the Mindanao issue of peace on a deeper perspective.

2.3 Narrative of the Mission Itinerary

Ozamiz City Evacuation Centers

August 18

Early morning of August 18, thousands of evacuees arrived in the different ports of Ozamiz City. Most of them were not able to bring their clothes and other valuables. Later part of the morning the director of the ISCO visited the CSWD office monitoring the arrival of the evacuees and coordinating what could be done by the university. In the afternoon Sr. Marilyn Bacsain, DC, LSU-Dean, College of Nursing with the three other clinical instructors visited different evacuation centers and deployed nursing students under the supervision of the clinical instructors in Cotta Elementary School. Through the assistance of Br. Antonio Cesar Servando, FSC, LSU was able to bring goods to the CSWD which later were distributed to the different evacuation centers.

August 19-21

LSU participated in the meeting being called for to organize the distribution of goods and other basic services in the evacuation centers. A group was organized and participated by KADAIT, Inc., ZPHEP, Columban Fathers, Columban Sisters, UCCP, IFI, JPIC, Archdiocese Social Action Center, Daughters of Charity and ISCO. The organization helped in the sourcing out of donations and mobilizing human efforts.

La Salle University College of Nursing deployed student nurses in three evacuation centers conducting the following activities: feeding

the children, psychosocial therapy to children, getting the vital signs of the evacuees and document ailments. Social work students of Ms. Rosemarie Dano were also deployed in San Antonio

Kolambugan Evacuation Centers

August 27

Early dawn of August 27 ISCO volunteers, Sisters of the Daughters of Charity, KADAIT, Inc., ZPHEP staff went to Pantar and Kulasihan evacuation centers to deliver basic services: distribution of relief goods and medical check-up by two volunteer doctors.

Kauswagan Evacuation Center

September and October

Student volunteers from the College of Engineering headed by Engr. Ybañez distributed goods to 161 evacuees.

Lanao del Norte

October 22

At 1 pm, the Mission caravan headed separately to the coastal towns of Kauswagan and Kolambugan. The mission team visited four barangays in Kauswagan (Brgys. Tacub, Lapayan, Kawit Oriental and Kawit Occidental) and two in Kolambugan (Brgys. Pantar and Kulasihan).

The mission proceeded with some minor hitches such as the questioning from the military in Kauswagan and the heavy downpour in mid-afternoon. The Mission representatives had an audience with Vice Mayor Lorenzo Manigos of Kolambugan. Manigos explained that warring Muslim and Christian families over land dispute took

advantage of the August 18 incident and fanned the conflict. The Vice Mayor also guided the representatives around the municipality to look at the school that was torched and the town center where the hostage-taking and killing of an army official took place. The representatives talked with survivors of the hostage taking and with Moro residents who helped shelter some priests from possible attacks.

October 23

The participants took off at 5AM to Iligan then to the Moro-populated town of Poona Piagapo. After a grueling three-hour travel, the Mission participants arrived at their destinations and were greeted with the same infectious smiles and cheers. Despite the visible presence of the military within the mission areas and the language barrier causing minor setbacks, the mission went smoothly as expected.

3. Mission Components & Findings

3.1. Relief Services & Conditions in Evacuation Center

Table 4
Lanao del Norte Relief

Mission Areas	# of Target Beneficiaries	# of Families Served	Items Given	Benefactors
1. Kauswagan	161	161	rice, sardines, noodles, clothing's, footwear's to children	De La Salle-College of St. Benilde La Salle Green Hills La Salle Zobel
2. Kolambugan: (Pantar & Kulasihan)	267	310	rice, sardines, sugar, salt, mungo, dried fish, soap, noodles, blankets,	La Salle University Columban Fathers and Sisters DC Sisters ZPHEP Kadait

			used clothing's, footwear's to children	Br. Armin A. Luistro, FSC Dr. Myra Patambang
6. Poona Piagapo (Evacuation Centers)	510	650	rice, sardines, sugar, salt, mongo, dried fish, soap, noodles, used clothing, footwear to children	

3.2 Problems encountered during the distribution of relief goods and delivery other basic services:

1. Evacuees were provided with food assistance, materials, and feeding program. However, relief was mostly given to IDP's in evacuation centers; thus, some home-based IDP's or IDP's who had returned get less or none.
2. The distribution procedure originally planned was not followed during the actual distribution in Poblacion. The crowding beneficiaries did not follow the instruction to group themselves according to their evacuation centers and instead ganged up on the relief vehicle. To establish control, the distribution team then instructed the beneficiaries to form two lines, one for male and another for female. To expedite the distribution process further, the signing on the list was omitted.
3. Falsified or photocopied version of relief coupons were actually used by some beneficiaries.
4. No available local coordinators to assist in establishing the true identity of the beneficiaries. The team relied on the relief coupon.

5. Crowd control was difficult because of the absence of public-address system or megaphone.

6. The Mission noted that there was no child focused intervention assistance given. The focus was on general emergency relief.

Table 5
Age Profile of Patients in Lanao del Norte

Age (years)	Number of patients	Percentage
0-4 years old	255	27.72%
5-12 years old	79	8.59%
13-20 years old	39	4.24%
21-50 years old	435	47.19%
51-up	113	12.26%
Total	921	100%

The top 5 diseases in mission areas appeared almost similar. In both areas, Upper Respiratory Tract Infection (URTI) topped the number of cases diagnosed while the rest were anxiety-related and water-born diseases.

Table 6
Top 5 Diseases

Lanao del Norte	No. of Cases	Percentage
1. Upper Respiratory Tract Infection (URTI)	303	32.9%
2. Viral Infection (Influenzae)	49	5.3 %
3. Hyperacidity/dyspepsia	42	4.16%
4. Lower respiratory tract infection	32	3.6%
5. Diarrhea	27	2.9%

The living conditions in the evacuation centers:

The evacuation sites were congested. Not much space for air ventilation and movement--to move around, for cooking, drying clothes and playing. Most water sources were from communal water pumps and reservoirs where the general state of sanitation surrounding these sources was poor.

The overall condition of their sanitation and hygiene was poor. This could also be attributed to the lack of clean and potable water especially in the evacuation sites where, the evacuees could not take a bath regularly, wash hands or dishes readily, flush nor clean the toilets, etc. Aside from congestion which facilitated the fast spread of infection, this explained why diarrhea and other communicable diseases abounded in the evacuation centers. There was also a big problem on garbage and waste disposals. These greatly affected the health of the displaced people. Children playing around easily got contact with dirt that easily spread to the other members of the family. Garbage and other refuse were thrown anywhere. Toilets were very few with an average ratio of one toilet for every 5-10 families or 30-60 individuals. Some had opted to defecate on the CR floors because the toilet bowls were full. Their water needs were dependent on the communal pumps, city water pipes and some delivery water tanks. Complaints of diarrhea in both areas were noted. This was a common finding in this kind of setting especially if the source of water was not clean. Clean and potable water was essential for the internally displaced people to avoid spread of feco-oral diseases and for the evacuees to maintained good hygiene.

The Dearth of Medical Services

Despite the urgent need for doctors and other health professionals in theses areas, barangay health centers were ill-equipped in terms of personnel, medicines, and other facilities. Health professionals and barangay health workers had even asked if the medical team would leave some medicines behind for them to use.

An admitted limitation of the medical mission was the lack of time and personnel vis-à-vis the great number of patients. Ideally, a medical team should be in each evacuation center to monitor the people's health, see to the people's needs with regards to disease prevention (i.e. sanitation, sources of potable water, waste disposal, and good nutrition), and from disease spread, to administering immediate medical aid whenever needed.

Recommended Management

1. Stop the all-out war to allow the people to return to their homes and be assured of their safety.
2. Urgently attend to the health needs of the evacuees.
3. Redirect the military budget to health and other social services.
4. Resume peace negotiations.

4. Conclusion

Generally, children in both Moro and Christian communities bear the brunt of the intensified military offensives and counter offensives. They are deprived of their basic human needs that resulted in the underdevelopment of their mental, physical and emotional well-being. Children suffer most from the ongoing war leading them to feel uncertain of their future.

Children victims of displacement, either direct or indirect recalled vividly the incidents like arson and bombings. These became evident during the most unforgettable experience activity done by the children. Most of them drew burning houses, pump boats that they used to escape. Children were scared from the stories they heard from their neighbors on the incidents of beheadings, summary executions,

children being shot to death and sexual harassments of Christian women specifically in Brgy. Lapayan, Kauswagan by alleged MILF.

Children are traumatized by the on going war. These traumas are manifested in the disruption of sleeping patterns of children. They are often sleepless and restless at night. Manifestations of trauma are the fear of sight or sound of helicopters, firearms and other military gears such as combat shoes. Majority of children aged 8 and below can hardly verbalize their feelings toward the atrocities.

Anti-Moro sentiments are strong among Christian children. They associate bearded men as members of the MILF. They generalize Moro people as “bad” people. On the other hand, Moro children strongly feared Christians especially soldiers who are deployed in their communities.

Most of the children expressed uncertainties of their future due to the on going war. They expressed their sentiments of not being able to go to school and not being able to go back to their homes.

Psychological disturbances among the children are very evident especially in areas attacked by alleged MILF members. Most of them exhibit fear and anxiety even at a slightest noise. In Poon na Piagapo, children associate the sound of thunder as the start of war and that war is going to take place. Meanwhile, Moro children often assume that war is going to take place upon seeing helicopters in the sky.

A preponderance of violations of human rights and international humanitarian law is perpetrated by the GRP, the Government of the Republic of the Philippines, through the Armed Forces of the Philippines, is found liable for perpetrating massive human rights violations foremost of which is the enforced evacuation of more than half a million civilians in more than 354 villages in Mindanao, the Moro Islamic Liberation Front is likewise found liable of committing International Humanitarian Law (IHL) violations principally for acts

publicly admitted such as the attacks on civilians in Kolambogan and Kauswagan, Lanao del Norte, and the subsequent killing of civilians, and the use of human shields in their military withdrawal operations; these IHL violations consist as well of inhumane, cruel, and/or degrading treatment or punishment, coercion, strafing, and destruction of properties.

The all-out war offensives waged by the AFP has caused grave violations on the United Nations Convention on the Rights of Children (UNCRC) including the killing of a total of six children in the course of the war, the prolonged suspension of classes as schools have been turned into evacuation centers, the failure of government to address the physical and mental well-being of children evacuees as evinced by deaths caused by malnutrition and dehydration; the armed conflict between the GRP and the MILF has spawned insufferable trauma among children and has further deepened racial biases among young Moros and Christians.

5. Recommendations

1. Expose documented cases of human rights violations committed by the military in the course of the all-out war as well as the violations of international humanitarian law.
2. Integrate Peace issue in class discussion. Especially an in- depth discussion on the issue.
3. Create a core group to plan for a peace building activity for the province of Misamis Occidental
4. Continue to work closely with Non Government Organizations, Government Agencies and Church Groups

PARTICIPATING ORGANIZATIONS

Church Based:

Columban Sisters and Fathers
Columban Justice and Peace and Integrity of Life
United Church of Christ in the Philippines
Philippine Independent Church

Non-Government Organizations:

KADAIT, Inc
MAHECA
ZPHEP

Schools/University

De La Salle-College of St. Benilde
La Salle University, Ozamiz City

CONTRIBUTING ORGANIZATIONS & INDIVIDUALS**Schools:**

De La Salle-College of St. Benilde
La Salle Greenhills
De La Salle Zobel
Medina Hospital and College
Chinese School
LSU Student Government

Individuals:

Dr. Myra Patambang, La Salle Dasmariñas
Br. Armin Luistro, FSC, DLSU-Manila

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**Impact of Community Extension Program on
LSU College Faculty**

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Abstract

This paper evaluates the impact of the community extension programs on the LSU college faculty. Sixty-five (65) respondents believed that the extension program has enhanced their skills as teachers and turned them into service-oriented individuals.

1. Introduction

Extension is one of the major functions of someone who is engaged in the ministry of teaching. Every college faculty is not spared from the expectation that he/she should engage in community extension work in many different forms: extending long hours of work in school, preparing for the lessons, checking papers, attending to students' concern and many other school-related activities. Moreover, teachers are also anticipated to extend their services and develop their expertise by sharing it to the larger communities that are outside the school premises.

The involvement of the academic people in the community is shown in many different forms. Since they are equipped with scholarly skills, however, they are projected to do extension work that is directly related to their field of specialization and must likely be the product of their research output. There are cases, nonetheless, where the faculty extension activities have nothing to do with their scholarly duties.

La Salle University, being a Catholic educational institution, is greatly expected to be experts in teaching, research, and community extension. The LSU academic community is expected to extend to the

larger community, not only because it is mandated by CHED and recommended by the university accreditors, but also it responds to the Vision-Mission of the University – the expectations of making education accessible to the poor and to “pursue an excellent and socially relevant education centered on the young, poor and the youth at risk; and promote the Filipino spirit of solidarity by upholding justice and human dignity”. The community extension services rendered by every member of the LSU academic community help perform this mission. (Gonzales, 2008)

LSU has been doing community extension work for many countless years and is also evaluating the kind of extension activities done in the respective partner communities. Evaluation of what has been done and the impact of the programs to the recipients is the usual yearly concerns of the institution.

Generally, a community extension program is evaluated based on its outcome and not on its impact to the implementer of the program. The impact of the extension programs and activities to the implementer is nevertheless a significant aspect of the evaluation procedure. Determining the impact will greatly help improve the planning of a specific program. On the other hand, the purpose of doing community extension is not just to fulfill a specific expectation, but to allow the implementer or the faculty to appreciate what they are given by sharing them to others who are in greater need. The success of the community extension, moreover, is not just based on the quantity and quality of activities conducted, but also on the performance, attitude and perceptions of the faculty. This study generally aims to find the impact of community extension activities on the college faculty.

Review of Related Literature

This present study attempted to expand the published study done by Gonzales (2008) on the perception of college faculty towards community extension. Positive perception towards community extension does not guarantee that extension work will have a positive impact on those implementing the extension programs. The previous study conducted focused on the perceived ideas towards the implemented extension programs. Thus, it failed to look into the impact of the extension activities to the LSU college faculty.

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

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

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

The philosophy, policies, goals, and objectives of extension are founded on specific provisions in decrees, laws, and promulgation mandated by the state. Article II Section 27 of the 1987 Philippine Constitution states that the state shall give priority to education, science and technology, arts, culture, and sports to foster patriotism and nationalism, to accelerate social progress, and to promote total human

liberation and development. Thus, as Ceniza (2005) claims, extension services are not limited to mere immersion of students during observations, to practice teaching/ beautification drives and to plant trees, as traditionally practiced by the Institutions on Higher Learning.

In addition, Batas Pambansa 232 or Education Act of 1982 Section 7 which is entitled Community Participation clearly mandates educational institutions to a serious involvement in community undertaking. It explicitly directs every educational institution to provide for the establishment of appropriate bodies through which the members of the educational community can discuss relevant issues, communicate information, and establish suggestions for assistance and support of the school for the promotion of their common interest (Ceniza, 2005). Furthermore, the educational system shall reach out to educationally deprived communities in order to give meaningful reality to their membership in national society and finally enrich their civic participation in program undertaking.

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

Theoretical Framework

Community extension is an expression of a deep sense of commitment of the people involved in the academe. Academic people are more aware and more socially skilled than the other sectors in the community. The Community Extension Services (CES) is a component which conveys its commitment to service, and is driven by

humanitarian and Christian ideals. It is providing service to peoples, groups, and communities inside and outside the University.

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

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

Statement of the Problem

This study aims to find out the impact of community extension activities and programs to LSU college faculty members and to answer the following questions

1. What is the impact of community extension to the college faculty as a
 - 1.1 teacher
 - 1.2 person
2. What is the perceived impact of the extension programs to the
 - 2.1 partner communities

- 2.2 students
3. How can the faculty help improve the extensions programs of the school?
 4. What are the perceived reasons of the college faculty as to why the University encourages students and faculty to engage in community extension?

Scope and Limitation

The study aims to identify the impact of community extension programs on LSU college faculty. Of the 115 full-time LSU college faculty, only 69 of the total faculty population attended the departmental focused group discussion. Eight focused group discussions were conducted. None from the College of Computer Studies attended the focused group discussion.

2. Methodology

2.1 Research Design

The research design is an impact evaluation. This intends to assess the overall or net effects of the program implemented on the program implementer. Evaluation type of research intends to improve the strategic plan of a specific programs, departments or goals. The impact of the departmental and institutional community extension on the college faculty were revealed in this study.

2.2 Research Locale

This study was conducted in La Salle University (LSU), Ozamiz City. This is formerly known as Immaculate Conception College. LSU is the only Catholic university in the province of Misamis Occidental and is also the only La Salle University in the Southern part of the Philippines.

2.3 Respondents of the Study

All college faculty were invited to join the focused group discussion which is intended to process and evaluate the impact of the respective departmental/college/institutional community extension programs. Out of 115 LSU full-time college faculties only 65 attended. Those who attended were the only one's chosen as the respondents of the study.

2.4 Population Sampling

The college faculty who attended during the departmental evaluation was chosen to be the immediate respondents of the study. They were group according to their respective department and colleges. Those smaller representatives of the department were merged with the other departments, and a minimum of 6 members per focused group discussion.

2.5 Research Instrument

A researcher-prepared questionnaire was utilized to gather the data, containing four questions. There were assigned facilitators and documentator per focused group discussion. Each respondent was given the questionnaire to fill out for 5 minutes and then share their answers to each question. The discussion was limited to 1 hr. and 30 minutes per group.

2.6 Statistical Treatment

Frequency and Percentage Distribution of the SPSS was used to describe the impact of community extension to LSU faculty.

3. Results and Discussion

The results of the study conducted are presented in the following tables and discussions.

Table 1 shows the effects of community extension on the teacher respondents as teachers

Table 1
Effects of Community Extension on the Teachers as Respondents

Indicators	Frequency	Percentage
Balanced teaching by making contribution inside and outside the school campus	10	14
Made teaching even more meaningful	8	12
Ability to share teaching resources to other schools	16	23
Spirit of gratuity	4	6
Enhanced skills	17	24
Realization that teachers should be involved not only in the classroom but also in the community	8	12
Opportunity to model to my students the act of reaching out to the poor	4	6
No effect; only a requirement	2	3
Total	69	100

Twenty four percent of the respondents have enhanced their skills in teaching because of their participation in the community extension program. Not far behind are the 23% of the 69 respondents who believed that they have developed the sense of sharing their talents, skills, and resources to the partner barangay and school. On the other hand, 3% stated that the extension program of their college/department had no significant effect on them because they just viewed it as a requirement of their being a faculty.

These findings were consistent with what Martin (1984) mentioned about the academic people who are in the best position to extend their resources and services to the community because of their skills, sharing them, and thereby enhancing them even more.

Table 2 reflects the effects of community extension on the respondents as persons.

Table 2
Effects of Community Extension on the Respondents as Persons

Indicators	Frequency	Percentage
Becomes a better person	12	18
More responsible	2	3
More socially aware	11	17
More service-oriented	16	25
Enhanced skills	3	5
Feeling of fulfillment	11	17
Enhanced commitment to serve others and make them happy	4	6
Becomes more Christian being with the poor	2	3
Broadens the person's horizon	4	6
Total	65	100

The Table showed that 16 (25%) of the respondents believed that they have become more service-oriented because of their community extension involvement while 12 (18%) became better individuals.

This result implies that the community extension activities of the university has made the faculty appreciate their God-given talents and gifts to enable them to share to the bigger and larger community. It also means that most of the faculty now no longer consider their community extension participation as a mere fulfillment of a requirement but as a major component of university life.

Table 3 depicts how community extension has touched the lives of the respondents.

Table 3
How Community Extension Touches the Respondents

Indicators	Frequency	Percentage
Ability to share of God's blessings	25	39
Takes a sincere heart and goodness to be involved in community extension	3	5
Feeling of gratuity	8	12
Holistically fulfilled as a Christian	1	1
Self-fulfillment	9	14
Has led to inner life journey	6	9
Become better individuals	5	8
Feeling of happiness	8	12
Total	65	100%

As shown in Table 3, most of the respondents (39%) believed that the extension program has allowed them to share God's blessings to others; 14% indicated that they experienced self-fulfillment because of the program.

These results are consistent with the findings of Gonzales (2008) in her study which revealed the respondents' belief in the extension program as an opportunity to share their talents and giftedness.

Table 4 shows the effects of extension work on the community, as seen by the respondents.

Table 4
Effects of Community Extension on the Community

Indicators	Frequency	Percentage
More empowered community	27	42
Become recipients of resources	21	32
Feeling of being loved and valued	17	26
Total	65	100

Table 4 revealed that 42% of the respondents saw the extension program of their college/department as empowering the community.

These results imply that the faculty has now accepted the fact that community extension services can truly accelerate social progress and promote human liberation and development in deprived communities. By being involved in social progress through civic participation, the faculty themselves have contributed to the promotion of community and human development and empowerment. Moreover, these results support the findings of (Gonzales 2008) which showed that community extension program can help transform the society.

Table 5 depicts the effects of extension work on the community.

Table 5
Effects of Community Extension on the Students

Indicators	Frequency	Percentage
Educated in terms of values	9	14
Realized the true meaning of the life and works of St. La Salle	6	9
Appreciated their role to help the community	7	11
Fulfilled individuals	7	11
Become socially aware and responsible	25	39
Develop the value of sharing	11	16
Total	65	100

Twenty-five (39%) of the respondents revealed that the extension program has made the students become socially aware and responsible individuals; eleven (16%) of them believed that the students developed the value of sharing; while nine (14%) said that the students become more educated in terms of values. Martin (1984) said that academic people are in the best position to recognize social problems and take effective steps to solve the problems.

Table 6 shows whether there is a need to improve the extension program.

Table 6

Need to Improve the Extension Program

Indicators	Frequency	Percentage
Yes	64	99
No	1	1
Total	65	100

Of the 65 respondents, 99% strongly believed that there is still room to improve the community extension program of their department/college/organization. They argued that there are still so many things that their department can do to enrich the lives of the people they are helping other than doing literacy work, feeding, and the like. They countered that the university and their respective departments can conduct more activities to empower the community. This simply implies then that the respondents now give more thought and consideration to the community work they are doing by wanting to be more involved in the planning of activities and the overall improvement of community extension services.

Table 7 shows the respondents' opinions on how they can help improve the extension program of the school.

Table 7
Ways to Improve the Extension Program

Indicators	Frequency	Percentage
Encourage students and NGO to sponsor and be actively involved	2	2%
By being participative and involved	24	29%
Through proper scheduling and time allotment	10	12%
Provide support	4	5%
Focus on community empowerment	1	1%
Collaboration of all departments and resources	8	10%
Provide sustainability	8	10%
Provide livelihood programs	4	5%
Examine the feasibility of the extension program to the community	4	5%
Explore other method of community service delivery and not just more on lecture-based approach	2	2%

Careful planning of the activities to avoid overlapping	6	7%
Must be research-based	6	7%
Improve the quality of service	2	2%
Availability of students must be taken in to consideration	2	2%
Total	83	

Among the many suggestions given by the respondents to improve the extension program, number 1 in the list is by being participative and involved, followed by proper scheduling and time allotment. Others also mentioned collaboration among departments and all resources, providing sustainability, and careful planning of activities among others.

The results indicate that the respondents are now more conscious of their important role in the success of the extension program. No amount of activities nor administrative support can make the extension program of the university successful if there is no full coordination and cooperation among and participation from the implementers concerned.

Moreover, these findings support the notion that the success of the community extension program is not dependent on the number of activities but on the perception, attitude, and performance of the faculty as implementers of the said activities (Gonzales, 2008).

Table 8 shows the respondents' response as to why the university encourages the faculty and students to engage in community extension.

Table 7

Reasons for Involvement in Community Extension

Indicators	Percentage	Frequency
To continue what St. La Salle has started	17	18%
To teach the students and faculty the virtue of helping others	19	20%
Develop social awareness	11	12%
Sharing our blessings with others	7	7%
To be truly holistically educated	8	8%
To render service and moral responsibility	9	9%
To form linkages	6	6%
Realize the mission-vision	9	9%
Help improve the society	10	10%
Total	96	

The Table depicted that among the reasons voiced out by the respondents, they believed that university requires both the faculty and students to do community extension in order to teach them the virtue of helping others. It is closely followed by the belief that the university wants to continue what its patron saint, St. John Baptiste de La Salle, began which is making education accessible to the poor. Other reasons mentioned include: to develop social awareness, help improve the society, to render service and exercise moral responsibility, and to realize the mission-vision.

4. Summary, Conclusion, and Recommendation

This study was conducted to present the faculty and students' outlook towards community extension, their reasons for participating, their perceived effects of the program to them as teachers and persons, and their suggestions to improve the program.

Summary and Conclusion

The obtained data generated the following findings:

1. The respondents believed that they have not only enhanced their teaching skills by participating in the extension program but also become more service-oriented individuals because of their community extension involvement. More importantly, they perceived the program as empowering the community they serve.
2. Nonetheless, majority of them believed that there is a need to improve the extension program of their respective department/organization/college by participating more and becoming more involved. Lastly, they appreciate the university encouraging them to participate in community extension to teach them the value of helping others.

Recommendations

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

1. The different departments and colleges should discuss ways on how to improve their community extension.
2. The faculty should participate and be involved in the planning, implementation, monitoring, and evaluation of the program.
3. The faculty experiences should be processed right after every activity.
4. More programs that would further empower the partner communities should be provided.
5. Promote activities that further enhance the skills of the teachers.
6. Develop further a non-fragmented community extension program through the collaboration of the different colleges, departments and organizations.

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An Evaluation on the LSU Mid-Year Semestral Programs 2008

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Abstract

This study was undertaken in order to evaluate the effectiveness of the mid-year, mid-semestral classes and to find out if its objectives (to help the Nursing and other students in their subject load specially those who failed in some subjects and those with incomplete grades) were achieved.

The study involved eighty-seven students who enrolled in the mid-semestral classes and who belonged to the College of Business and Economics, College of Nursing, College of Education, College of Engineering, College of Computer Studies, and College of Arts and Sciences. The instrument used was a researcher-made instrument.

The results of the study showed that the main objectives of the mid-year, mid-semestral program were not realized; however, students had their own personal reasons for taking mid-year, mid-semestral classes. The effectiveness of the program in terms of the faculty and delivery was given an average rating of Satisfactory though teachers tried their best to introduce or to apply new modes of learning/techniques/strategies in their respective classes. On the other hand, the effectiveness of the mid-year, mid-semestral classes program in terms of students' learning was found to be Very Satisfactory. The effectiveness of the program in terms of time and contact hours was also rated Very Satisfactory.

1. Introduction

During the school year 2006-2007, La Salle University introduced a new program. This was the mid-year semestral class, a program that is designed to help the Nursing students in their subject load specially those who failed in some subjects and those with incomplete grades. Though the mid-year semestral class was offered primarily for the nursing students, the administration decided to extend it to other students who may have experienced similar predicament.

Three years have already passed since the said program was initiated, hence; the program needs to be evaluated.

2. Importance

1. The evaluation of the mid-year semestral classes is done to find out whether it has served its purpose: that is to assist students who have problems when it comes to their loads, failures and incomplete grades.
2. The time duration per meeting is four hours which is too long for students. Through this evaluation, the administration can device ways of coming up with alternatives as to the length of time involved per meeting.
3. This evaluation is also useful to teachers with be assigned to teach during mid-semestral classes. Through knowing the results of evaluation, they can make their lessons alive and lively by coming up with different class activities so as not to bore the students.

To attest to the effectiveness of the program, the researcher took for respondents the students who had enrolled in the mid-year semestral classes.

An instrument used was a researcher made (jointly prepared by the VP for RDEL, VP for Academics and IPE director). The questionnaire was submitted to the Brother President for correction and suggestions.

With the corrections and suggestion given by the Brother President, the first tool was printed. To validate the survey instrument fifteen students who were not among the actual respondents were requested to answer the questionnaire for further suggestions. When the answered questionnaires were returned without suggestions, these were

given to the university statistician for the validity test. After the validity test, the instruments were then given to the eighty-seven respondents who took the mid-year semestral classes

Table 1 below shows the distribution of the student-respondents by college.

Table 1
Distribution of Student-Respondents by College

College	Number of Respondents
1. College of Arts and Sciences	5
2. College of Business and Economics	7
3. College of Computer Studies	9
4. College of Education	11
5. College of Engineering	3
6. College of Nursing	52
Total	87

Results and Discussion

The results of the study are presented in the succeeding tables. Table 2 indicates the students' rating on the objectives of the mid-year semestral classes.

Table 2
Objective of the Mid-year Semestral Classes

Indicators	Rating	Verbal Description
1. I took up mid-year semester classes to retake my failed subjects.	1.97	Poor
2. I took up mid-year semester classes to make up for my incomplete grades.	1.80	Poor
3. I took up mid-year semester classes to take some advance units.	4.34	Very Satisfactory
4. I took up mid-year semester classes because I found it convenient.	4.17	Very Satisfactory
5. I took up mid-year semester classes because it is the	3.87	Satisfactory

shortest time for me to finish my course/subject.		
6. I took up mid-year semester classes because I was encouraged by my friends.	2.61	Fair
7. I took up mid-year semester classes because I just want to be with my barkada.(close friends)	1.78	Poor
8. I took up mid-year semester classes because I want to learn more.	3.79	Satisfactory
9. I took up mid-year semester classes because I just want to experience it.	3.32	Satisfactory
10. During the entire class period, my instructor gave varied activities using new modes, techniques or strategies of learning.	4.50	Very Satisfactory
Average Rating	3.22	Fair

Table 2 shows that the two main objectives of the mid-year semestral program were given only a rating of “Poor” by the respondents. This result implies that students did not take the mid-year semestral classes to retake their failed subjects nor to make up for an incomplete grade. Rather, they took up mid-year semestral classes because they wanted to earn advanced units. The students also found the program convenient on their part. Some of them knew that the teachers would use new modes of learning, technologies and strategies as well as varying class activities. These three indicators were rated 4.34, 4.17 and 4.50 respectively.

It is also reflected in Table 2 that the students had their own reasons in taking the program such as: (1) mid-year semestral class is the shortest time for them to finish their course; (2) by taking mid-year semestral class, they could learn more than during the regular semesters; 3) to experience the program.

As to the general objectives of the program, the average rating is only 3.22 or Fair.

Table 3
Effectiveness of the Program in terms of Faculty Delivery

A. Faculty/Delivery	Rating	Verbal Description
Indicators		
1. Every minute in the class was utilized by the teacher for meaningful/fruitful class learning.	4.45	Very Satisfactory
2. Every minute in the class was spent by the teacher for challenging and relevant discussions. Dynamic class activities.	4.46	Very Satisfactory
3. Every minute in the class was spent by the teacher for dynamic class activities.	4.31	Very Satisfactory
4. During the entire class period, discussions were clear and organized.	4.53	Very Satisfactory
5. During the entire class period, discussions were lively and interesting.	4.56	Very Satisfactory
6. All topics listed in the syllabus were completely covered by the teacher.	4.18	Very Satisfactory
7. Every meeting, in order to enliven every class meeting, the teacher made use of many strategies, techniques and new modes of learning. Such as:		
7.1 immersion	2.27	Poor
7.2 group dynamics/collaborative learning	4.46	Very Satisfactory
7.3 hands on (computer and typing classes)	2.51	Poor
7.4 problem solving	2.93	Fair
7.5 film viewing and analysis	3.60	Satisfactory
7.6. journal writing	3.47	Satisfactory
7.7 guided delivery	3.93	Satisfactory
7.8 lectures	4.58	Very Satisfactory
7.9 reporting	4.35	Very Satisfactory
7.10 role playing	3.25	Satisfactory
7.11 field trip	1.55	Poor
8. The instructor introduced new modes of learning to		
8.1 maximize students' learning	4.43	Very

		Satisfactory
8.2 hold students' attention for the entire class period.	4.45	Very Satisfactory
Average Rating	3.4	Satisfactory

It is clearly shown in Table 3 that the indicators from 1 up to 7 were all rated “Very Satisfactory” by the respondents. The students stated that :(1) every minute in the class was utilized for meaningful and fruit class learning (4.45); (2) every minute in the class was spent by the teacher for challenging and relevant class discussion (4.46); (3) every minute in the class was used in carrying out dynamic activities (4.31); (4) discussions were clear and organized (4.53); (5) discussions were lively and interesting (4.56); (6) all topics in the syllabus were completely covered by the teacher (4.18). With the “Very Satisfactory” rating given by the students to the first seven items, it is very clear that they enjoyed and learned so much from their teachers in their classes. Their teachers were also prepared in coming to their classes, had covered almost all topics in the syllabus and employed various methods, techniques, strategies and new modes of learning just to make their classes lively.

Among the methods/strategies/new modes of learning adapted by the teacher, what were highly rated by the students were group dynamic/collaborative learning, film viewing and analysis, journal writing, guided delivery lectures, reporting and role playing.

It is also displayed in Table 3 that new modes of learning were applied by the teachers in order to maximize students' learning and to hold students' attention during the entire class period.

Table 4
Effectiveness of the Program in terms of Students' Learning

B. Students' Learning Indicators	Rating	Verbal Description

1. I learned more/better than during the regular semesters	3.92	Very Satisfactory
2. I learned more / better than during the regular semesters because:		Very Satisfactory
2.1 classes were small	4.09	Very Satisfactory
2.2 teachers were very well prepared for the day's lesson.	4.43	Very Satisfactory
2.3 teacher – students interactions were very intensive	4.34	Very Satisfactory
2.4 topics discussed were very challenging and relevant	4.47	Very Satisfactory
2.5 classes were enjoyable	4.49	Very Satisfactory
2.6 classes were not boring	4.20	Very Satisfactory
2.7 classes were not tiring	3.97	Satisfactory
Average Rating	4.3	Very Satisfactory

Among the indicators enumerated in Table 4, only two indicators were rated Satisfactory which are (1) I learned better than during the regular semesters (3.92); (2) classes were not tiring (3.97). The rest of the items were rated Very Satisfactory because as experienced by the students, they learned much since under the mid-year semestral program, classes were small, teachers were always prepared for the day's lessons, in a small class, interactions could be intensive and topics discuss were challenging and relevant. The students also noted that their classes were enjoyable, not boring or tiring taking into consideration the four hours that they spent in the classroom. The interest or dynamism felt by the students was due to the varied activities employed by the faculty.

Table 5
Effectiveness of the Program in terms of
Time/Amount of Contact Hours

C. Time/Amount of Contact Hours (4 hrs. daily)	Rating	Verbal Description
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Indicators		
1. I feel that the contact hours were sufficient to finish the coverage of a subject.	4.39	Very Satisfactory
2. I feel that the contact hours were too long for one subject.	2.45	Poor
3. I feel that the contact hours were used productively.	4.24	Very Satisfactory
4. I feel comfortable with the amount of time spent in class for		
4.1 structured small group activities	4.20	Very Satisfactory
4.2 lecture-discussion	4.28	Very Satisfactory
4.3 recitation	4.23	Very Satisfactory
4.4 absorbing the lessons discussed	4.27	Very Satisfactory
4.5 class participation	4.38	Very Satisfactory
4.6 big group discussions	4.14	Very Satisfactory
4.7 other class activities	4.21	Very Satisfactory
Average Rating	4.1	Very Satisfactory

Table 5 shows that only one of the items was rated Poor or 2.45. The indicator that was rated poor was on “the length of the contact hours”. There were however, a few of the respondents who pointed out that four hours were too long for one subject. Except for length of contact hours, the rest of the items were nonetheless rated Very Satisfactory which signified that the contact hours per subject was okay to most of the students.

Summary of Findings

1. The main objectives of the mid-year semestral program were not realized; however, students had their own personal reasons why they took mid-year semestral classes.

2. The effectiveness of the program in terms of the faculty and delivery was given an average rating of Satisfactory though teachers tried their best to introduce or to apply the new modes of learning/techniques/strategies in their respective classes.
3. The effectiveness of the mid-year semestral program in terms of students' learning was found to be Very Satisfactory.
4. The effectiveness of the program in terms of time and contact hours was also rated Very Satisfactory.

Conclusion:

Under the program, students learn more than during regular semesters because classes are small, teachers introduce interesting strategies in their lessons, topics are made enjoyable, challenging and relevant, and the classes are not boring despite the four contact hours in a day.

Recommendations

1. Mid-year semestral classes should be continued though objectives should be clearly understood by students.
2. Other subjects that require longer period of class hours should also be offered under the mid-year semestral program.
3. The four hours should be divided, that is – two hours in the morning and two hours in the afternoon so that it will not be too tiring on the part of the students.
4. Minor subjects like PE, NSTP and Rel. Ed. should also be offered during the mid-year semester so that students will not be too loaded during the regular semesters.

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Mrs. Laura Guangco finished her Master of Arts in Education, Major in Social Studies in 1990 at Immaculate Conception College (now La Salle University), Ozamiz City. She was the Social Science Coordinator at the college level from 1989 to 2002 at LSU. She has been the Institutional Planning and Evaluation Director of the university since school year 2006-2007. More importantly, Mrs. Guangco is the LSU awardee for CHIMES, the acronym for **C**ommitment, **H**onesty, **I**ntegrity, **M**eritocracy, **E**xcellence and **S**ervice.