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LASALLIAN RESEARCH FORUM
La Salle University
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Paulino R. Tagaylo

Foreword

Greetings!

After exhausting issues of Lasallian Research Forum Volume 16, refereed editions, the Institutional Research Office has decided to come up with issues in Volume 17 containing institutional researches. Articles found in this volume are written to address issues and concerns found in the University.

Emma Suana in her featured paper evaluated the existing averaging grading system to address the clamor that students' academic performance may have been unfairly assessed. In this article, the researcher gave recommendations on how the grading system be enhanced aiming at giving just evaluation on students' performance.

Three studies, in this issue had been designed by different group of researchers addressing concerns of the faculty. One of the articles was made by Omensalam Asi-Japar and Merlinda Dagomo probing on how faculty across colleges performed their teaching function in the University while the other two examined the faculty needs, priorities and their satisfaction. Specifically, Flordelis Ejercito came up with the Faculty Enrichment Program after investigating the faculty members' professional development needs and priorities. Rosalia Eguico-Celestiano and Irene Eguico on the other hand, looked at the full time faculty members' need satisfaction which may be useful in improving policies in the University.

As students are part of the school's stakeholders, their welfare is also being considered. Three researchers on this issue showed their concern to students' well being. Wenny Caseros made an English Diagnostic Assessment among the Froshies of the College of Teacher Education which was the basis of the researcher's proposed remediation program. On the other hand, while, Mr. Paulino Tagyalo, assessed Criminal Justice Education Students' ability to analyze, compare, evaluate and verify questioned documents, Anna

Bocar, Edna Ney Hazaymeh and Luisander Luy , came up with a study exploring students' communication style. Both papers aimed to serve as bases for curriculum improvement.

Lastly, a very interesting study was made by Daryl Quinco, Neil Franje and Hermon Abaya gaging LSU's acquired land property in Gala, Ozamiz City. The study explored on what crops can be produced by evaluating the site itself and by analyzing its soil's pH, nitrogen, phosphorus and potassium contents. The researchers in this paper came up with a recommendation as to what are the crops that best fit with the property's characteristics.

This issue surely brings a better understanding of La Salle University. With this, the research office would like to thank the contributors for making this issue a successful one. May you will continue searching to come up with great innovations to help the University serve clientele at its best.

Gain Scores of the Averaging System in Grade Computation: Basis for an Enhanced Grading Policy

Dr. Emma Suana
College of Teacher Education

Abstract

This study attempted to find out if the new averaging system of grading students' performance in the entire College Unit of La Salle University, Ozamiz City significantly differs from the old grading system which is the mixed grade computation method. This was conducted to answer the query of the students. The class records of some teachers who were purposely selected were taken with permission from the University Registrar during the second semester of school year 2011-2012. The scores on the class records were used in computing the grades of students using the old grading system, the mixed grade computation method. This was done in order to compare the two grading systems. The results showed that the old grading system is better compared to the new grading system. This means that students' grades are better or higher when the mixed grade computation method is used rather than the new averaging system. A significant difference between the mixed grade computation and the new averaging system of grading students' performance was noted in five Colleges and one School namely: CBE, CCS, CON, CED, COA and STHM. Meanwhile, the grades of the students from the College of Arts and Sciences and College of Engineering and Architecture did not significantly differ when two grading systems were applied. With this, a revised grading system is proposed and recommended for further scrutiny before its implementation.

1. Introduction

The performance or grade of every student in any course or subject is usually expressed in numerical figures. The student's grade is based not only on the final exam but in every kind of evidence upon which the faculty member can depend in coming to a decision such as recitation, term papers, book report, written and oral tests or quizzes, and other projects. It is the responsibility of the faculty members to compute the grade of the students enrolled in their classes based upon the officially approved grading system.

According to Santos (2007), there are different types of

grading and reporting. In traditional letter-grade system, a student’s performance is summarized by means of a letter like A for excellent, C for average, D needs improvement, and F for failure. In the Pass-Fail system, a student has to comply or reach certain standard for him/her to get a pass mark. Otherwise, he/she gets a fail grade for not being able to meet said standard. Another way of reporting the students’ performance is the letter to parents/guardians. This method is very time consuming to prepare and is not characterized as systematic nor cumulative. The portfolio is also useful for showing students strengths and weakness, illustrating range of students’ work, showing progress over time or stages of a project.

La Salle University observes the following grading system equivalent. 1.0 for the grades that ranges from 97 to 100, 1.25 for 94-96, 1.50 for 91-93, 1.75 for 88-90, 2.0 for 85-87, 2.25 for 82-84, 2.50 for 80-81, 2.75 for 78-79 and 3.0 for 75-77; 5.0 for 65-74, FA for failure due to excessive absences, DR for officially dropped, INC for incomplete. The lowest passing grade is 75 and the highest passing grade is 100.

In terms of grade computation, every school has its own standard way of doing it. Some are following the cumulative system; while others are following the mixed computation method. Besides, the averaging system is also used in most elementary and high schools. In cumulative grading, the final grade is obtained by getting more weight in the present periodic grade than the previous periodic grade; say $\frac{1}{3}$ of the mid-term grade plus $\frac{2}{3}$ of the end-term grade will constitute the final grade. De La Salle Lipa (DLSL) is one of the schools following the cumulative system of grading.

There are schools also which use the averaging system of getting the final grade. Elementary and high schools both in public and private get the average of the four periodic grades to obtain the final rating of the students or pupils in every subject or course. The average or the final rating is being arrived at by adding the grades the student got from the first grading period up to the fourth grading period and dividing the total by four since there are four

grading periods in the school year. Averaging is used not only in basic education but also in college. San Juan de Letran (SJDL) is one that follows the averaging in computing the final grade of the students.

La Salle University, formerly, ICC-La Salle has used to observe the cumulative system of grading for several years. Prelim grade as well as initial grade of every grading period comprised $\frac{2}{3}$ of the quiz grade and $\frac{1}{3}$ of the exam grade. Midterm grade was obtained by getting $\frac{2}{3}$ of the initial midterm and $\frac{1}{3}$ of the prelim grade. $\frac{2}{3}$ of the initial pre-final grade and $\frac{1}{3}$ of the midterm grade constituted the pre-final grade and the final grade was $\frac{2}{3}$ of the initial final and $\frac{1}{3}$ of the pre-final grade.

However, in the school year 2006-2007, when the criteria for academic honors were revised the council of deans also proposed to have a review on the cumulative system of grading. Four computation methods including the one that had been practiced were presented in the council. These proposed computation methods of grades were presented without any empirical study to back up or explain that one method is better than the other. The deans were held responsible for the consultation with their respective groups of teachers about the proposed methods. Finally, the mixed grade computation method was chosen by the majority of teachers.

In the mixed grade computation method, prelim and midterm grades are computed in the same way as of the cumulative system. The semi-final grade is computed just like the prelim grade. The final grade is obtained by getting the average of the midterm and temporary final grades. $\frac{2}{3}$ of the initial final grade and $\frac{1}{3}$ of the pre-final grade constitute the temporary final grade. The initial final grade is computed just like the prelim grade.

After a year of implementation, Suana (2009) conducted a study on the mixed grade computation method since some teachers commented that the new method is not helpful to the students. They noticed that once the student failed in the midterm, he/she would

likely to fail in the final term. On the other hand, there were also students who commented that the new grading system is tougher than the old one.

The researcher found out that the cumulative system gave the higher average grade of students compared to the mixed grade computation method which implies that the cumulative system is better compared to the mixed computation method in terms of students' grades. This was so because the final grade using the cumulative system was very much dependent on the student's performance in the final period since the weight of the prelim in the final rating was only $1/27$, the weight of the midterm was $2/27$ and the weight of the pre-final was $2/9$. Whereas, the mixed grade computation method is more reflective in terms of students' performance in the whole semester since the midterm grade and the temporary final grade have given equal weight which is $1/2$ or 50%.

After four years of implementing the mixed grade computation method, the faculty members and the academic administrators proposed to decrease the number of grading periods from Prelim, Midterm, Pre-finals and Final to Midterm and Final only for the following reasons: A 3-unit course has 54 contact hours only which implies that 13.5 hours only is allocated for every grading period if there are four grading periods. Hence, teachers really had difficulty meeting both ends; that is, to cover the required topics for every grading period at the same time complying the minimum total of 85 points for class standing as well as periodical exam. If there would be holidays or institutional activities where classes need to be called off, then the 13.5 contact hours with the students will be reduced. In effect to this, teachers would then be limited to give one or two long quizzes so that there would be enough time spent for lesson discussion. The worse is that teachers may tend to give three (3) points for a recall or recognition test item just to reach the minimum of 85 points or to give an essay item worth ten or fifteen points even if it is not worth to be given as such. On the other hand, if a student missed a quiz worth 20 points, his/her grade would be pulled down especially if teachers had only two or three quizzes in a

grading period. With these arguments, the teachers and the academic administrators with the approval of the University President employ the new grading system which is the averaging system effective school year 2011-2012. The averaging grading system computes the student's final grade in the following manner: quizzes for prelim and midterm periods are accumulated and transmuted following the seventy percent passing and this constitutes $\frac{2}{3}$ of the midterm grade. The prelim and midterm exam scores are accumulated and transmuted following the same cut-off and this constitutes $\frac{1}{3}$ of the midterm grade. The accumulated and transmuted total quiz scores during the pre-final and final terms constitute $\frac{2}{3}$ of the temporary final grade and the accumulated and transmuted pre-final and final exam scores constitute $\frac{1}{3}$ of the temporary final grade. The final grade is then computed by getting the average of the midterm grade and the temporary final grade.

When the new grading system was utilized by teachers in the computation of the midterm grades of students in the first semester of school year 2011-2012, some teachers commented that the midterm grades of students were observed to be low. With this, they have some thoughts in mind that this observation is perhaps the effect of the newly implemented grading system.

Upon knowing this issue, the researcher who is an academic administrator is convinced that something must be done in order to satisfy the queries of the teachers or to clear their doubts. It is in this light that the researcher decided to conduct a study to find out whether the averaging system is better or not, or just the same with the former method known as mixed grade computation method.

This study aimed to determine if the averaging system is significantly different from the mixed grade computation method. Specifically, the study sought answers to the following questions:

1. What is the mean grade of the students using the new averaging system?
2. What is the mean grade of the students using the mixed grade

computation method?

3. Is there a significant difference between the grades of students using the mixed grade computation and the new averaging system
 - 3.1. per college?
 - 3.2. College wide?

There is a significant difference between the averaging system and the mixed grade computation method of grading students’ performance when compared by college and by the entire college unit.

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

School Administrators. They may be helped in making a decision regarding students’ grade computation.

College Faculty. They may be given information and insights that would answer their query about the averaging system of computing student’s grade as a replacement of the mixed grade computation method which had been practiced in the past years.

Students. They may understand and appreciate the averaging system of computing their final grades. The findings may also give them satisfaction about their queries regarding the new averaging system of grading.

Future Researchers. They may be provided with springboard in conducting a similar study.

This research dealt primarily on the determination whether the two methods of computing the students’ grades are significantly different from each other. The data used were obtained from the class records of the teachers from the different colleges and school included in the sample during the first semester of school year 2011-2012. These data were the grades of the students using the averaging

system of computing grades. To test the significant difference between the two methods of grade computation, the researcher did the computation of grades using the mixed grade computation method.

2. Method

The descriptive research method was used in the study. It included the description, recording, analysis, and interpretation of the conditions that exist between the two grade computation methods. This study determined the average grade of the students using the mixed grade computation method and the averaging system. It also attempted to establish difference between the two grade computation methods.

The respondents of the study were the La Salle University college teachers who were teaching in the first semester of school year 2011-2012. These teachers come from the seven colleges and one school and were selected purposively by the researcher. Only those teachers whose total quiz scores and exam scores reached the minimum score of 85. The seven colleges are College of Arts and Sciences (CAS), College of Education (CED), College of Computer Studies (CCS), College of Accountancy (COA), College of Business and Economics (CBE), College of Engineering and Architecture (CEA), and College of Nursing (CON). The school is the School of Tourism and Hospitality Management (STHM).

This study used the class records of the teachers who were purposively selected to gather data which were the students' grades using the averaging system of grade computation. The class records were taken out from the Registrar's office with permission. Based on the data on the class records, the researcher computed the students' grades using the mixed grade computation method.

Mean and the Wilcoxon Signed Rank Test were used to treat the data in this study. Results were obtained using the Statistical

Packages for Social Sciences (SPSS).

1. Mean. The mean was computed to describe the general magnitude of the students’ grades using the mixed grade computation method and the averaging system.
2. Wilcoxon Signed Rank Test. The test was used to determine if the averaging system of computing grades is significantly different from the mixed grade computation method.

3. Results and Discussion

Mean Grade of the Students

Table 1 presents the average grade of the students using the mixed grade computation method and the averaging grading system.

Table 1

Average Grades of Students

| Mixed Computation Method (old) | Averaging (new) |
|--------------------------------|-----------------|
| 82.786 | 82.09 |

The mean grade of the students using the average grading system is lower than the students’ mean grade using the mixed computation method. This implies that students got better grades in the final rating when mixed computation method was used. This result would confirm the belief of some teachers and students that the average grading system would tend to pull down the final rating of the students especially when their midterm grades are already low. Besides, this low midterm grade would surely occur when students during the prelim period were still adjusting to the teaching and testing styles of the teachers.

Moreover, it was noticed by the researcher that if a teacher had only two or three quizzes during prelim, midterm, pre-final or final, many students got low grade at the end especially when the

students missed one or two quizzes. On the other hand, if a teacher had five or more quizzes with a maximum of twenty points in a quiz, only few got very low final grades. This observation probably was the reason why some students especially the members from Tingog had the perception that the decrease in number of honor students of the first semester of school year 2012-2013 was due to the new grading system. One of the Tingog officers asked the Vice-Chancellor for Academics sometime in November 2012 if this perception was true. In addition to this, there were also students who thought that the new grading system is stricter and tougher. It is so hard to get even the passing grade of 75.

On the other hand, the average grade which is 82 when rounded also implies that there is still a big room for improvement in terms of students' scholastic achievement. If all students focus on their studies and strive hard to achieve excellence the average grade which is 82 could have become higher.

Difference between the Old and New grading Systems by College

Table 2 presents the result of the Wilcoxon Signed Rank Test which was used to test the difference between the mixed grade computation method (Old) and the averaging (New) system by College.

Table 2
Difference between Old and New Grading Systems by College

| College/ School | p-value (two-tail) | Test statistics | Interpretation |
|--------------------|-----------------------|--------------------|-------------------------------------|
| CAS | 0.100 | -1.646 | There is no significant difference. |
| CEA | 0.373 | -0.890 | There is no significant difference. |
| CBE | 0.008 | -2.643 | There is a significant difference. |
| CCS | 0.000 | -5.060 | There is a significant difference. |
| CON | 0.003 | -2.948 | There is a significant difference. |
| CED | 0.000 | -5.198 | There is a significant difference. |
| COA | 0.000 | -4.362 | There is a significant difference. |
| STHM | 0.001 | -3.295 | There is a significant difference. |

As reflected in Table 2 a significant difference between the

mixed grade computation and the new averaging system of grading students’ performance was noted in five Colleges and one School namely: CBE, CCS, CON, CED, COA and STHM. Meanwhile, the grades of the students from the College of Arts and Sciences and College of Engineering and Architecture did not significantly differ when two grading systems were applied. These results imply that the new averaging system is not favorable to students considering the fact that the mean grade of the mixed grade computation method is significantly higher than the mean grade in the new averaging system as shown in Table 1.

Difference between the Old and the New Grading System College Wide.

Table 3 presents the Wilcoxon Signed Rank Test which is used to test the difference between the mixed computation method and the averaging system of grading.

Table 3
Difference between the Old and the New Grading System College Wide

| Wilcoxon Signed Rank Test | P-Value (two-tail) | Test | Interpretation |
|---------------------------|--------------------|--------|-----------------------------------|
| | 0.000 | -5.317 | There is a significant difference |

The p-value which is 0.000 means that there is a significant difference in the students’ grades when computed using the mixed computation method and the averaging system. As seen in Table 1, the mixed computation method gives the higher average grade of students compared to the averaging method. This implies that the students’ grades are larger when mixed computation method is used. This is, perhaps, attributed to the fact that the weights of the prelim and pre-finals in the final rating are both 1/6. Besides, prelim is the adjustment period between the teacher and the students. Many of the students do not have good grades at this period since they are still adjusting to the teaching and testing styles of their teachers. And, this low prelim grade does not affect much to their final grade. For this

reason, the mixed computation method is not very much reflective of the whole semester's performance of the students in a particular course. This further implies that a student has still a chance to pass the course or subject even if he/she failed in the prelim so long as he/she will work hard starting midterm. Whereas the averaging system is more reflective in terms of students' performance in the whole semester since the midterm grade and the temporary final grade have given equal weight which is $\frac{1}{2}$ each or 50%. For complete statistical test results please refer to Appendix A.

Proposed Grading System

Though the new averaging system is more reflective in terms of students' performance in the whole semester compared to the mixed computation method of grading, the researcher noticed that it is not students' friendly due to the fact that students got better or higher grades when the mixed grade computation method was used. Moreover, it is not favorable to students especially when a teacher gives two quizzes only in prelim, midterm, pre-final, and final term. It was observed that if a student missed a quiz, his /her grade is usually being pulled down. Another disadvantage that was felt by the students who were interviewed about their comments and feelings toward the existing grading system is the delayed feedback they received about their performance in the class most especially when their teachers did not return the corrected quizzes and exams. Only few teachers returned the corrected quizzes the following meeting. The corrected quizzes were usually returned two to three weeks after they were conducted. There were few teachers who returned the corrected quizzes during examination days. Moreover, they commented that the giving of midterm grade is not very much helpful to their part. For them, it is very late already and very hard to recover if their midterm grades are very low since the teachers will not provide them their prelim grade anymore. What is worse is that there were few teachers who submitted the students' midterm grades online very, very late.

With these observations, the researcher would like to

propose that the existing grading system be revised. That, the grading periods will be made into three instead of two only. This means teachers will submit grades during prelim, midterm and finals. Along with this, three major exams will be given instead of four to give enough time for every grading period. Since there are four major exams in the existing grading system, only 12 hours is allocated for discussion for every exam period. With this, teachers could hardly give more than three quizzes due to the limited time. If pre-final term is deleted, each grading period has 18 hours including the examination time. This will address the issue of the teacher giving very limited number of quizzes. Besides, the students will be made aware as to how they fare during the prelim period if teachers are required to submit grades after prelim.

In terms of grade computation, $\frac{2}{3}$ of the quiz grade and $\frac{1}{3}$ of the exam grade will constitute the prelim grade, initial midterm grade and initial final grade. The midterm grade will be computed by getting the average of prelim and initial midterm grades. The final grade will be computed by getting the average of the midterm and initial final grades. For sample of grade computation, please refer to Appendix B.

4. Summary of Findings, Conclusion, and Recommendations

Findings

The following are the findings of the study:

1. The mean grade of the mixed computation method is 82.786 while the mean grade of the averaging system is 82.09.
2. There is a significant difference between the mixed computation method and the new averaging system in the grades of students from all colleges and school except for CEA and CAS.
3. There is a significant difference between the mixed computation

method and the averaging system in terms of students' grades in the entire college unit.

The new averaging system of computing grades tends to pull down the final rating of the students compared to the mixed computation method.

Recommendation

Based on the findings, the researcher recommends the following:

1. There is a need to revise or replace the existing method of computing students' grade since it is not very much favorable to the students.
2. An empirical study should be made first to the proposed grade computation method before its implementation.
3. Consultation and brainstorming should be done with the teachers, students, administrators and parents with regard to the proposed grade computation method before its implementation.
4. Academic administrators need to review and discuss further the advantages and disadvantages of the new averaging system of computing students' grades and then come up with an agreement to continue using it or not.
5. The proposed grade computation must be studied further before its implementation.

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Teaching Performance Evaluation across Colleges of La Salle University

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Abstract

Faculty teaching performance result helps in the institution's planning on professional improvement among its faculty members aside from providing feedback on the faculty member's self – image and professional satisfaction. Faculty members affect the quality of the college's instructional programs thus this paper was concerned with comparing the performance evaluation result of faculty members by college. Two of the five categories as bases of performance evaluation were found to have significant differences when faculty members were grouped by college. These are classroom management and evaluation or assessment categories. The indicators which the faculty members have no significant differences in their performance are communication skills, facilitating students' learning and teacher-student relationship. Teaching methods and assessment workshops are recommended to be given to the college faculty especially to the newly-hired.

1. Introduction

Assessment of the effectiveness with which functions are performed by employees is important in management. Evaluating faculty teaching performance is essential in every higher education institutions. It helps in the institution's planning on professional improvement among its faculty members. The evaluation provides feedback on the faculty member's self – image and professional satisfaction (Aleamoni, 1981).

The faculty member's role in the Lasallian principle, that is to *Teach Minds, Touch Hearts, and Transform Lives*, is on their contribution to course instruction. In addition to this, faculty members affect the quality of the college's or department's instructional programs.

La Salle University, with its Institutional Evaluation Office, employs “student – rating” system as one of the means of evaluating teaching performance among its faculty members. The conduct of this evaluation starts between the midterm and semi – final grading term of each semester. This paper is concerned in comparing the performance evaluation result of faculty members by college.

The conduct of reliable evaluation of teaching performance has an influence on the future excellence of the individual faculty members, the department and the institutions. It provides an opportunity for instructors to assess the effectiveness of their classroom practices and the strategies that they use in teaching. They will be able to identify the areas where they need improvement. Thus, a comprehensive faculty performance review is necessary for any academic institution looking forward to maintain a high standard of excellence, effectiveness and accountability (Aubrecht, 1984).

There are many ways to assess and evaluate the quality of teacher’s classroom performance. One of these is the students’ rating. It is the most commonly used source of data (Teaching Documentation Guide, 2002). Some studies considered the multidimensionality of student ratings and their reliability and validity. In Marsh’s study, he concluded that it is the instructor, not the course, which is the primary determinant of the students’ rating (Cashin, 1995).

Student’s rating according to Felder & Brent (2004). should be considered as an essential component of faculty teaching performance evaluation. Gathering and summarizing student feedback is reliable and valid enough because of the following reasons: (1) the feedback is received from a relative number of raters, (2) ratings are made by those who consistently observe the teacher over a long period of time; and (3) evaluation is made by those have been personally affected in the teaching and learning process (Aleamoni, 1981). In evaluating the teaching performance, the key is to collect data from the different resources (Kreber, 2002) such as students rating, as they are in a better position than anyone

else to judge certain aspects of teaching (Ory, 1991).

This study employs the teaching performance evaluation across the six (6) colleges and one (1) school. The teaching performance based on the five categories is the independent variables and the overall teaching evaluation result as the dependent variable. The teaching performance evaluation across colleges is the result of the students' evaluation of the faculty members. The five categories are the classroom management, communication skills, facilitating students' learning, evaluation, and teacher – student relationship.

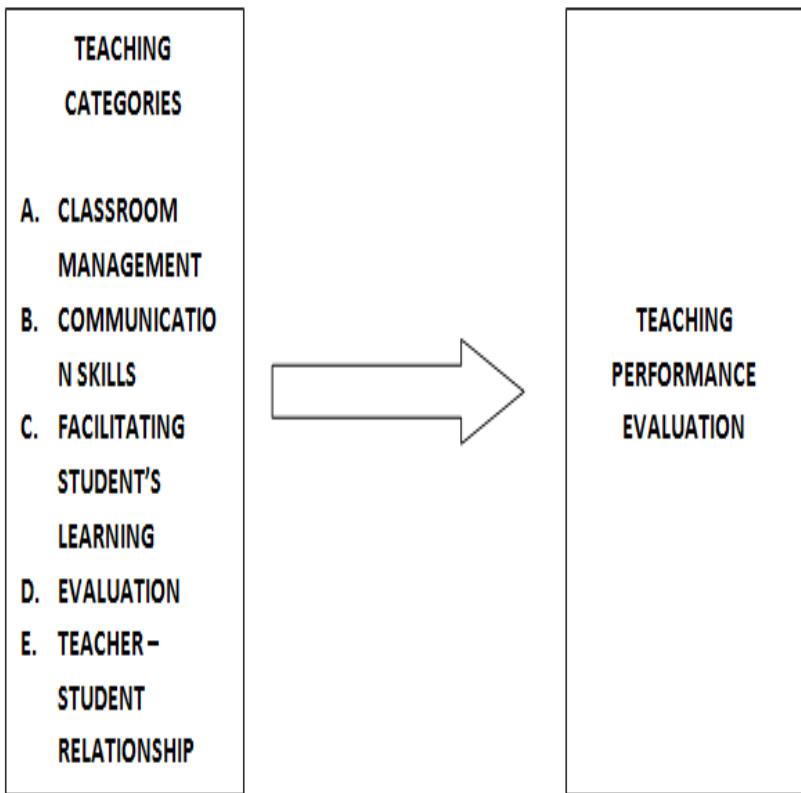


Figure 1. Schematic Diagram

The aim of this study was to compare the teaching performance

evaluation result of the teachers by college. Specifically, it sought to answer each of the following:

1. What is the performance evaluation result of the college teachers in each of the following categories?
 - a. classroom management
 - b. communication skills
 - c. facilitating students’ learning
 - d. evaluation
 - e. teacher – student relationship
2. Are there significant differences in the performance of the teachers per category by college?

The results of this study will provide an opportunity for the following:

College teachers. They can reflect upon their teaching effectiveness based on the items of the five categories enumerated above.

College Academic Administrators. The college academic administrators like the deans, subject coordinators, and programs heads may be helped in designing their faculty development plan together with their faculty members.

Human Resource Director. He/She may be helped to look for and recruit instructors with qualified teaching competencies according to the criteria indicated in the teaching effectiveness evaluation instrument.

Vice-Chancellor for Academics. He/ She would be helped in designing the long term faculty and instruction development plan of the University. Qualifications of effective instructors can also be listed down as guide for hiring and recruiting college instructors in the future.

Scope and Limitations of the Study

This paper was concerned with comparing the performance evaluation result of faculty members by college during the school year 2010 – 2011 in every criterion specified in the teaching performance evaluation form. This paper included only those performance evaluation results in classroom instruction and it did not include clinical instruction. This paper did not address the question of how each faculty member should strive for improvement.

2. Method

This chapter presents the methods that the researchers used on how the study has been conducted. It also gives the information about the research design, instruments, locale, sampling technique, statistical treatments and data analysis method.

This study is descriptive and comparative in nature since it presents the teaching evaluation result of faculty members by college and compares their performances if differences of performance are present between and among each of the colleges.

The respondents of this study were the college students but the subject to be studied were the 166 college faculty members among probationary, part – time and permanent faculty of the different colleges in the school year 2010 – 2011 in La Salle University.

This study was conducted in La Salle University particularly the college campus. The prestigious institution is situated in Ozamis City, Misamis Occidental.

The researchers used a questionnaire which has 35 indicators that determined the teaching performance of each respondent specifically the five (5) categories which are classroom management, communication skills, facilitating students' learning, evaluation and teacher – student relationship.

The researchers utilized the data available at the Institutional

Evaluation Office. Students’ evaluation of faculty members from the different colleges in school year 2010 – 2011 was used in this study. This included the first and second semesters of the said school year. The evaluation form used was IEO Form No. A03.

To determine if significant differences exist between and among college faculty members, this study used the Kruskal – Wallis Test.

Basically, the means of presentation of performance by college were based on weighted mean with the following score scale with numerical description. The weighted mean is computed as

$$\sum_{i=1}^n \frac{w_i x_i}{n}$$

where w_i is the weight or rating given, x_i is the number of weighted response and n is the total number of students as respondents in the evaluation.

| Score Scale | Verbal Description |
|-------------|--------------------|
| 4.66 – 5.00 | Outstanding |
| 3.96 – 4.65 | Very Satisfactory |
| 2.96 – 3.95 | Satisfactory |
| 1.96 – 2.95 | Fair |
| 1.0 – 1.95 | Poor |

3. Results and Discussion

This chapter contains the interpretation and analyses of the results of the data acquired from the Institutional Evaluation Office of the school year 2010 – 2011. The results were also discussed comprehensively by the researchers through explanations and supplementation of appropriate tables presented in this section.

Table 4.1

Distribution of College Faculty for SY 2010-2011

| College | Frequency | Percent |
|---------|-----------|---------|
| CAS | 74 | 44.6 |
| CCS | 15 | 9.0 |
| CEA | 16 | 9.6 |
| CED | 12 | 7.2 |
| COA | 14 | 8.4 |
| CON | 9 | 5.4 |
| STHM | 9 | 5.4 |
| CBE | 17 | 10.2 |
| Total | 166 | v |

The respondents of the study were the 166 college faculty in the school year 2010-2011. Each of the teacher's performance rating for the two semesters was used to compute for the average rating and used for the analysis of the study. This includes faculty of permanent, probationary and part time status. The college with the highest number of respondents is the CAS which comprises 44.6% of the total respondents.

Table 4.2

Test of Difference on Classroom Management by College

| Classroom Management | p-value | Interpretation |
|--|---------|------------------------------|
| 1. Instructor begins class on time. | 0.029 | With significant difference. |
| 2. Instructor ends the class on time. | 0.290 | No significant difference. |
| 3. Instructor imposes classroom discipline. | 0.003 | With significant difference. |
| 4. Instructor supervises during students' activities. | 0.051 | No significant difference. |
| 5. Instructor monitors students' attendance/ absences and punctuality. | 0.059 | No significant difference. |
| 6. Instructor is watchful in conducting quizzes and examination. | 0.024 | With significant difference. |
| 7. Instructor imposes routine activities (arranging chairs properly picking up pieces of paper, cleaning the board, switches off AV equipment, turning off lights and electric fans during the last period in the evening) before leaving the classroom. | 0.011 | With significant difference. |
| Overall Mean: 4.54 (Very Satisfactory) | 0.014 | With significant difference. |

The above table shows the result of the test of difference in the rating of performance of the college faculty members by each item in the Classroom Management category of the performance evaluation. The grouping of the respondents was determined by the college where they are affiliated. The result of the analysis would give results if there are differences in the rating of the faculty per items and per category in the IEO Form No. A03. Determining the specific colleges that have significant differences in the rating cannot be determined by the statistical test used.

The test on the difference of the rating of faculty members when grouped by college on the classroom management category is shown in Table 4.2. The overall performance of the faculty in this category is 4.54 with a description of Very Satisfactory. Under the items on beginning the class on time, imposing on classroom discipline, on instructors being watchful in conducting of quizzes and examinations, and imposing of routine activities, the faculty members have significant difference in their rating by college. This implies that such classroom management items are practiced differently by college.

Table 4.3

Test of Difference on Teacher’s Communication Skills by College

| Communication Skills | p-value | Interpretation |
|--|---------|------------------------------|
| 1. Instructor communicates English/ Filipino (in Filipino class only) confidently. | 0.028 | With significant difference. |
| 2. Instructor speaks English fluently. | 0.221 | No significant difference. |
| 3. Instructor speaks English clearly. | 0.048 | With significant difference. |
| Overall Mean: 4.58 (Very Satisfactory) | 0.069 | No significant difference. |

In the category on communication skills, there is a significant difference in the faculty performance as rated by the students on the items on faculty members’ confidence in communicating English and Filipino (for Filipino classes) and on speaking English

clearly. There is no significant difference in the faculty in fluency in speaking English. But for the overall communication skills, no significant difference exists among college faculty members. There are colleges that require good communication skills like the college of education while there are colleges that only require analysis and thinking skills. The overall performance of the faculty in this category is 4.58 with a description of Very Satisfactory.

Table 4.4
Test of Difference on Facilitating Students’ Learning by College

| Facilitating Students’ Learning | p-value | Interpretation |
|--|----------------|------------------------------|
| 1. Instructor’s voice is loud enough to be heard by everybody in the class. | 0.425 | No significant difference. |
| 2. Instructor conducts reviews/drills of previous lessons. | 0.095 | No significant difference. |
| 3. Instructor has mastery of the subject matter. | 0.012 | With significant difference. |
| 4. Instructor asks good questions to develop critical thinking. | 0.040 | With significant difference. |
| 5. Instructor encourages students’ participation in class activities. | 0.007 | With significant difference. |
| 6. Instructor conducts lesson in a dynamic manner. | 0.085 | No significant difference. |
| 7. Instructor develops lessons in an organized manner. | 0.105 | No significant difference. |
| 8. Instructor develops lessons clearly using examples, demonstrations, illustrations and others. | 0.148 | No significant difference. |
| 9. Instructor uses different ways in presenting the lessons. | 0.006 | With significant difference. |
| 10. Instructor uses instructional materials (visual/ audio or audio-visual) to facilitate learning. | 0.003 | With significant difference. |
| 11. Instructors gives an encouragement to students to deepen their motivation for learning and higher academic achievement. | 0.025 | With significant difference. |
| 12. Instructor discusses how the lesson can be applied to practical/contemporary life situations and to students’ experiences. | 0.034 | With significant difference. |

| | | |
|---|-------|------------------------------|
| 13. Instructor integrates values (Christian, Lasallian and Filipino values) to promote good moral character and social responsibilities in students. | 0.002 | With significant difference. |
| 14. Instructor uses the period entirely for the lessons or discusses topics related to the lessons. | 0.018 | With significant difference. |
| 15. Instructor shows evidences that he/she is updated with new/latest development in his/her field (by requiring students at least two journal readings, updated book/references and requires internet researches). | 0.273 | No significant difference. |
| Overall Mean: 4.44 (Very Satisfactory) | 0.058 | No significant difference. |

In Table 4.4, the overall performance of the faculty in this category is 4.44 with a description of Very Satisfactory. Nine items in the facilitating students’ learning category have ratings that are significantly different by college. These are mastery of the subject matter, asking good questions to develop critical thinking, encouraging students’ participation in class activities, using different ways in presenting the lessons, using instructional materials to facilitate learning, giving encouragement to students to deepen their motivation for learning and higher academic achievement, discussing of how the lesson can be applied to practical or contemporary life situations and to students’ experiences, integrating values to promote good moral character and social responsibilities in students and on using the period entirely for the lessons or discusses topics related to the lessons. Of the fifteen indicators in this category, 60% have differences in the rating by students for the performance of the college teachers. This implies there are possibilities that some indicators were not being followed by other college faculty members while others were still strictly following it but for the overall result of the facilitating students’ learning category there is no significant difference in the performance rating among the colleges. These differences might be due to different strategies used by different instructors in facilitating students’ learning.

The items that have no significant differences among the colleges are having loud voice heard enough by everybody in the class, conducting reviews of the previous lessons, discussing the lessons in an organized and dynamic manner, giving of illustrations and examples related to the lesson and on the update of the faculty member of the latest development in their field of expertise.

Table 4.5
Test of Difference on Evaluation by College

| Evaluation | P-Value | Interpretation |
|--|----------------|------------------------------|
| 1. Instructor constructs questions that cover the topic which have been discussed in class. | 0.046 | With significant difference. |
| 2. Instructor gives at least 3 quizzes (with a total/ minimum of eighty-five points) in a given grading period). | 0.456 | No significant difference. |
| 3. Instructor returns quizzes, test, and assignment promptly one week after it was given. | 0.004 | With significant difference. |
| 4. Instructor gives grades not later than two weeks after every examination. | 0.033 | With significant difference. |
| Overall Mean: 4.50 (Very Satisfactory) | 0.037 | With significant difference. |

On the indicators pertaining to evaluation category as shown in Table 4.5, the only item that has no significant difference in the teaching performance as rated by the students is on the giving of at least three quizzes with a minimum of eighty five points. This means that all the faculty members across colleges followed this performance indicator since this is a requirement among the college instructors in the university. The items with significant differences in the rating made by students among the college faculty members are on constructing of questions that cover the topics discussed in class, on returning quizzes, test, and assignment promptly one week after it was given and on instructor’s giving of grades not later than two weeks after every examination. This performance indicator is a reminder to the college faculty for them to reflect their responsibilities as teachers. The overall performance of the faculty

in this category is 4.50 with a description of Very Satisfactory.

Table 4.6

Test of Difference on Teacher-Student Relationship by College

| Teacher-Student Relationship | P-Value | Interpretation |
|---|----------------|------------------------------|
| 1. Instructor is polite. | 0.251 | No significant difference. |
| 2. Instructor is approachable. | 0.063 | No significant difference. |
| 3. Instructor accommodates students' inquiries in school. | 0.166 | No significant difference. |
| 4. Instructor treats all students fairly. | 0.852 | No significant difference. |
| 5. Instructor gives constructive feedback to students. | 0.149 | No significant difference. |
| 6. Instructor calls students by their given or family name. | 0.047 | With significant difference. |
| Overall Mean: 4.58 (Very Satisfactory) | 0.236 | No significant difference. |

The overall performance of the faculty in teacher-student category is 4.58 with a description of Very Satisfactory. Under this category, most of the items rated by the students have no significant difference when the faculty members are grouped by college. The item with a significant difference is on the instructors calling of students using the students' given names. Some faculty members can memorize the students' name in their class and some faculty also cannot do that. This might be due to the teacher not involving the students in the classroom discussion or less teacher-student interaction.

The next tables presented are pertaining to the distribution of performance rating of the college faculty by overall result and by categories.

Table 4.7

Test of Difference on Teaching Performance by College

| Teaching Performance | p-value | Interpretation |
|---|---------|------------------------------|
| Classroom Management | 0.014 | With significant difference. |
| Communication Skills | 0.069 | No significant difference. |
| Facilitating Students' Learning | 0.058 | No significant difference. |
| Evaluation | 0.037 | With significant difference. |
| Teacher-Student Relationship | 0.236 | No significant difference. |
| Overall Mean: 4.51 (Very Satisfactory) | 0.071 | No Significant Difference |

Table 4.7 summarizes the results presented in details in Table 4.2 to 4.6. The categories where the college instructors have significant difference in their performance rating are on classroom management and evaluation categories. This implies that there are particular colleges that are very consistent with their classroom management while others are not. Styles in making assessment and evaluation for students are different among faculty members from different colleges as reflected in the above result. The other categories including the overall teaching performance have no significant difference when the instructors were grouped by colleges.

Table 4.8
Distribution of Classroom Management Rating by College

| College | Satisfactory | Percent | Very Satisfactory | Percent | Outstanding | Percent | Total |
|---------|--------------|---------|-------------------|---------|-------------|---------|-------|
| CAS | 0 | 0 | 51 | 69 | 23 | 31 | 74 |
| CCS | 0 | 0 | 13 | 87 | 2 | 13 | 15 |
| CEA | 1 | 6 | 8 | 50 | 7 | 44 | 16 |
| CED | 1 | 8 | 4 | 33 | 7 | 58 | 12 |
| COA | 1 | 7 | 11 | 79 | 2 | 14 | 14 |
| CON | 0 | 0 | 4 | 44 | 5 | 56 | 9 |
| STHM | 0 | 0 | 7 | 78 | 2 | 22 | 9 |
| CBE | 0 | 0 | 11 | 65 | 6 | 35 | 17 |
| Total | 3 | 2 | 109 | 66 | 54 | 33 | 166 |

Table 4.8 showed that 2 percent of the total number of college instructors has a satisfactory performance rating on classroom management category, 66 percent have Very Satisfactory rating and 33 percent are Outstanding. The college with the highest percentage

of instructors that got outstanding performance rating on classroom management is the College of Education while the College of Computer Studies has the lowest percentage of instructors that got an outstanding rating but it has the highest percentage of faculty with Very Satisfactory rating on this category.

As shown in Table 4.9, 50% of the respondents have Very Satisfactory communication skills while 46 percent have an outstanding performance in their communication skills and only 4 percent are Satisfactory. Of the colleges with outstanding performance in this category, the College of Education has the highest percentage of outstanding rating and College of Computer Studies has the lowest percentage. The College of Engineering and Architecture has the highest percentage of faculty with Very Satisfactory rating on communication skills category.

Table 4.9

Distribution of Communication Skills Rating by College

| College | Satisfactory | Percent | Very Satisfactory | Percent | Outstanding | Percent | Total |
|---------|--------------|----------|-------------------|-----------|-------------|-----------|-------|
| CAS | 2 | 3 | 40 | 54 | 32 | 43 | 74 |
| CCS | 2 | 13 | 9 | 60 | 4 | 27 | 15 |
| CEA | 0 | 0 | 10 | 63 | 6 | 38 | 16 |
| CED | 0 | 0 | 2 | 17 | 10 | 83 | 12 |
| COA | 1 | 7 | 6 | 43 | 7 | 50 | 14 |
| CON | 0 | 0 | 3 | 33 | 6 | 67 | 9 |
| STHM | 1 | 11 | 4 | 44 | 4 | 44 | 9 |
| CBE | 0 | 0 | 9 | 53 | 8 | 47 | 17 |
| Total | 6 | 4 | 83 | 50 | 77 | 46 | 166 |

On facilitating students’ learning in Table 4.10, most of the college faculty have Very Satisfactory performance that is 72 percent of them. 21 percent of the faculty has outstanding performance in this category and 7 percent has satisfactory rating. Among the colleges, it is the College of Education which has the highest percentage of faculty with the outstanding rating on facilitating students’ learning

while the School of Tourism and Hospitality Management has no faculty with outstanding rating in this category but it has the highest percentage of faculty with Very Satisfactory rating.

Table 4.10

Distribution of Facilitating Students' Learning Rating by College

| College | Satisfactory | Percent | Very Satisfactory | Percent | Outstanding | Percent | Total |
|---------|--------------|---------|-------------------|-----------|-------------|-----------|-------|
| CAS | 2 | 3 | 58 | 78 | 14 | 19 | 74 |
| CCS | 1 | 7 | 13 | 87 | 1 | 7 | 15 |
| CEA | 2 | 13 | 10 | 63 | 4 | 25 | 16 |
| CED | 1 | 8 | 5 | 42 | 6 | 50 | 12 |
| COA | 3 | 21 | 9 | 64 | 2 | 14 | 14 |
| CON | 0 | 0 | 6 | 67 | 3 | 33 | 9 |
| STHM | 1 | 11 | 8 | 89 | 0 | 0 | 9 |
| CBE | 1 | 6 | 11 | 65 | 5 | 29 | 17 |
| Total | 11 | 7 | 120 | 72 | 35 | 21 | 166 |

Table 4.11

Distribution of Evaluation Rating by College

| College | Satisfactory | Percent | Very Satisfactory | Percent | Outstanding | Percent | Total |
|---------|--------------|----------|-------------------|------------|-------------|-----------|-------|
| CAS | 2 | 3 | 53 | 72 | 19 | 26 | 74 |
| CCS | 0 | 0 | 13 | 87 | 2 | 13 | 15 |
| CEA | 2 | 13 | 10 | 63 | 4 | 25 | 16 |
| CED | 1 | 8 | 5 | 42 | 6 | 50 | 12 |
| COA | 2 | 14 | 9 | 64 | 3 | 21 | 14 |
| CON | 0 | 0 | 6 | 67 | 3 | 33 | 9 |
| STHM | 0 | 0 | 9 | 100 | 0 | 0 | 9 |
| CBE | 1 | 6 | 11 | 65 | 5 | 29 | 17 |
| Total | 8 | 5 | 116 | 70 | 42 | 25 | 166 |

Table 4.11 shows the distribution of performance of the faculty in the evaluation category. Most have Very Satisfactory performance which is 70 percent of the faculty members of the

college. 25 percent of them have outstanding performance in evaluation but 5 percent have Satisfactory rating in this category. Among the colleges, it is the College of Education which has the highest percentage of faculty with the outstanding rating on Evaluation category while the School of Tourism and Hospitality Management has no faculty with outstanding rating in this category but 100 percent of its faculty has Very Satisfactory rating.

Table 4.12

Distribution of Teacher-Student Relationship Rating by College

| College | Satisfactory | Percent | Very Satisfactory | Percent | Outstanding | Percent | Total |
|---------|--------------|----------|-------------------|-----------|-------------|-----------|-------|
| CAS | 1 | 1 | 41 | 55 | 32 | 43 | 74 |
| CCS | 0 | 0 | 9 | 60 | 6 | 40 | 15 |
| CEA | 0 | 0 | 9 | 56 | 7 | 44 | 16 |
| CED | 0 | 0 | 4 | 33 | 8 | 67 | 12 |
| COA | 2 | 14 | 8 | 57 | 4 | 29 | 14 |
| CON | 0 | 0 | 5 | 56 | 4 | 44 | 9 |
| STHM | 1 | 11 | 5 | 56 | 3 | 33 | 9 |
| CBE | 0 | 0 | 11 | 65 | 6 | 35 | 17 |
| Total | 4 | 2 | 92 | 55 | 70 | 42 | 166 |

In the category on teacher-student relationship, there were 2 percent who has satisfactory rating, 55 percent has Very Satisfactory rating, and 42 percent Outstanding. Of the colleges with Outstanding performance in this category it is the College of Education which has the highest percentage of Outstanding rating and School of Tourism and Hospitality Management has the lowest percentage. It is the College of Business and Economics which has the highest percentage of faculty with Very Satisfactory rating on teacher-student relationship category.

In the overall teaching performance of the college faculty members, 69 percent has very satisfactory rating and 28 percent has outstanding rating. However, there is still the presence of faculty members who have satisfactory performance rating, which is 4 percent. Of the colleges with outstanding performance it is the College of Education which has the highest percentage of outstanding

rating while College of Computer Studies has the lowest percentage. It is the School of Tourism and Hospitality Management which has the highest percentage of faculty with Very Satisfactory overall teaching performance rating.

Table 4.13
Distribution of Teaching Performance Rating by College

| College | Satisfactory | Percent | Very Satisfactory | Percent | Outstanding | Percent | Total |
|---------|--------------|----------|-------------------|-----------|-------------|-----------|-------|
| CAS | 2 | 3 | 53 | 72 | 19 | 26 | 74 |
| CCS | 1 | 7 | 12 | 80 | 2 | 13 | 15 |
| CEA | 0 | 0 | 11 | 69 | 5 | 31 | 16 |
| CED | 1 | 8 | 4 | 33 | 7 | 58 | 12 |
| COA | 2 | 14 | 9 | 64 | 3 | 21 | 14 |
| CON | 0 | 0 | 5 | 56 | 4 | 44 | 9 |
| STHM | 0 | 0 | 8 | 89 | 1 | 11 | 9 |
| CBE | 0 | 0 | 12 | 71 | 5 | 29 | 17 |
| Total | 6 | 4 | 114 | 69 | 46 | 28 | 166 |

4. Summary of Findings, Conclusions, and Recommendations

The study dealt on the teaching performance of faculty members across colleges of school year 2010 – 2011.

Summary of Findings

The data gathered and analyzed revealed the following findings:

1. The college with the highest number of respondents is the CAS which comprises 44.6% of the total respondents.

2. In classroom management evaluation category the faculty members by college have significant difference in their rating, the items on beginning the class on time, imposing on classroom

discipline, on instructors being watchful in conducting quizzes and examinations, and imposing of routine activities.

3. In the category on communication skills, there is a significant difference in the faculty performance as rated by the students on the items on faculty members’ confidence in communicating English and Filipino (for Filipino classes) and on the clarity in speaking English.

4. Of the fifteen indicators on facilitating students’ learning category, 60% have differences in the rating by students for the performance of the college teachers. These are on mastery of the subject matter, asking good questions to develop critical thinking, encouraging students’ participation in class activities, using different ways in presenting the lessons, using instructional materials to facilitate learning, giving encouragement to students to deepen their motivation for learning and higher academic achievement, discussing of how the lesson can be applied to practical or contemporary life situations and to students’ experiences, integrating values to promote good moral character and social responsibilities in students and on using the period entirely for the lessons or discusses topics related to the lessons.

5. On the indicators pertaining to evaluation category, the only item that has no significant difference in the performance as rated by the students is on the giving of at least three quizzes with a minimum of eighty five points. The items with significant differences in the rating made by students among the college faculty members are on constructing of questions that cover the topics discussed in class, on returning quizzes, test, and assignment promptly one week after it was given and on instructor’s giving of grades not later than two weeks after every examination.

6. Under the category of teacher-student relationship, most of the items rated by the students have no significant difference when the faculty members are grouped by college. The item with a

significant difference is on the instructors calling of students using the students' given names.

7. In the overall teaching performance of the college faculty members, 69% has very satisfactory rating and 28% has outstanding rating. However, there is still the presence of Faculty members who have satisfactory performance rating, which is 4%.

8. The College of Education has the highest percentage of faculty with outstanding rating performance in all five categories of the teaching performance as well as the overall teaching performance.

Conclusions

Based from the given findings, the researchers concluded that:

1. The classroom management items are practiced differently by college. There are particular colleges that are very consistent in their classroom management while others are not.

2. Styles in making assessment and evaluation for students are different among faculty members from different colleges so the students rated the college faculty differently.

3. The College of Education teachers are very efficient in their teaching performance.

Based on the conclusions and findings of this study, the researchers recommend the following:

1. The Vice-Chancellor for Academics and academic administrators should review and remind the faculty of their teaching responsibilities especially on classroom management. More classroom visits must be done by academic administrators.

2. The performance indicators that should be emphasized for faculty orientation are on classroom management and evaluation. That is, teachers should impose classroom discipline like

supervising students’ activities, conducting quizzes, and arranging the chairs before and after each class. The teachers should also construct questions using HOTS questions and return quizzes, tests, exams, and assignment promptly for the students to evaluate their performance as well.

3. Constructing assessment instrument and teaching methodologies can be given as seminar workshop for the newly hired faculty.

4. The College of Computer Studies faculty should improve their classroom management, communication skills and teacher-student relationship.

5. The School of Tourism and Hospitality Management faculty should improve their Facilitating students’ learning, evaluation and teacher-student relationship.

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Need Satisfaction of LSU College Full-Time Instructors: Basis for Policy Improvement

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Abstract

This study aimed to investigate Existence, Relatedness, and Growth (ERG) Needs of the full-time college faculty and to recommend improvements to increase need satisfaction based on responses of respondents. The respondents were the college full-time faculty for the second semester school year 2011-2012. Questionnaires distributed to the different colleges were used to get data needed. It was found out in the study that the respondents were satisfied with salary, salary increases, benefits, working condition and safety and security in their position. In addition, the growth and development needs were also rated satisfactory. Moreover, the respondents were very satisfied with the relationship they have with their co-teachers and superiors. It can be concluded that the institution is able to address the different need satisfaction of the faculty. Lastly, it is recommended that another research be conducted to correlate the need satisfaction of the faculty with their years of service and performance level.

1. Introduction

Many of the Human Behavior in Organization and Management books say that the human resources are the most important resources of an organization. The researchers also believe in it. As Akito Morita, founder of Sony Corporation says, "there is no "magic" in the success of Japanese companies in general and Sony in particular". The secret of their success is simply the way they treat their employees. Sony's success demonstrates Akio Morita's view that an organization's most important resources are the people who supply the work, talent, creativity, and drive to the organization (Stoner, et al, 2008). No matter how modern the organization's materials, methods and machines and how much money and minutes are available but your human resources are not motivated, your organization won't be the best.

The first step in motivating people is by knowing what their

needs are. Even how good you think your reward is but if it is not needed by your people, then they won't be motivated to do their best to get that reward because it does not answer their current needs. If managers know what drives the people working for them, they can tailor job assignments and rewards to what makes these people "tick". (Stoner, et al, 2008).

There are many theories about human needs such as Maslow's hierarchy of needs, Herzberg's M-H Model and Alderfer's E-R-G model (Martires&Fule, 2000). This focused on Alderfer's E-R-G model or the Existence-Relatedness and Growth model. The researchers wanted to find out if La Salle University is able to satisfy the needs of its people. The study aimed to identify the needs satisfaction level of the LSU full-time college faculty as of 2nd semester 2011-2012. This way LSU administration will be able to improve or make policies that suit the needs of its people.

The problem that the researchers wanted to answer in doing this research is to establish the needs satisfaction level of LSU full-time college faculty as of 2nd semester 2011-2012. Specifically the researchers wanted to answer the following questions:

1. What is the level of satisfaction of the full-time college faculty as to Existence, Relatedness and Growth needs?

Institutional leaders need to realize that each employee has multiple needs to satisfy at the same time. Based on the ERG theory, leadership which focuses on exclusively one need at a time will not motivate their people effectively. The three levels of needs based on the ERG theory are the following: Existence need includes all forms of material and physiological and safety needs; relatedness need includes all needs that involve relationship with other people we care about; growth need involves persons making creative efforts to achieve full potential in the existing environment. The lowest order need is existence needs while the highest level need is growth needs.

According to Alderfers, more than one need could motivate

people at the same time. A lower motivator needs not be substantially satisfied before one can move onto higher motivators. In addition, the order of needs can be different for different people. One person can give importance to existence needs over growth needs or vice versa. The ERG theory acknowledges that if a higher-order need is not met, an individual can revert to increase the satisfaction of a lower-order need which appears easier to satisfy.

2. Method

The study used a descriptive research method. The study tried to identify the profile and level of need satisfaction of full-time college faculty of La Salle University for the second semester school year 2011 -2012.

This study used a modified questionnaire coming from the research of Kathleen Say titled “Need Satisfaction of Deaf and Hearing Employees” published by Mid-Atlantic Journal of Business last March 1, 2000. This tried to investigate the level of need satisfaction of all full-time college faculty as of 2nd semester 2010-2011. Specifically, it tried to find the need satisfaction of the respondents as to their E-R-G needs or Existence, Relatedness and Growth Needs using the theory of Clayton Alderfer. This questionnaire was pre-tested to identify whether what the researchers would like to establish is also understood by the respondents to generate reliable response from the population. The researchers asked the assistance of the deans of the different colleges to distribute and to retrieve the questionnaires from their respective faculty.

Descriptive statistics was used to identify the need satisfaction level of the entire full-time college faculty. The data were analyzed using the 4 point scale as follows:

- 1.0 – 1.75 - Very Dissatisfied
- 1.76 – 2.50 – Dissatisfied
- 2.51 – 3.25 – Satisfied
- 3.26 – 4.00 – Very Satisfied

3. Results and Discussion

This chapter presents, analyzes and interprets the gathered data. The data are presented according to the sequence of the specific problems stated in chapter 1.

Table 1 presents the level of satisfaction of full-time college faculty as to existence needs.

Table 1
Existence Needs Satisfaction Level of Faculty

| Indicators | Weighted Mean | Verbal Interpretation |
|---------------------------------------|---------------|-----------------------|
| I am satisfied with my: | | |
| 1. Pay/salary | 2.73 | Satisfied |
| 2. Pay increases | 2.61 | Satisfied |
| 3. Benefits provided | 2.75 | Satisfied |
| 4. Working condition | 2.89 | Satisfied |
| 5. Safety and security in my position | 2.97 | Satisfied |
| GRAND MEAN | 2.79 | Satisfied |

The table shows that the faculty are satisfied with their salary, pay increases, benefits, working conditions, and safety and security in their position. The highest indicator on safety and security in position can be attributed to the fact that most of the respondents are already permanent. However, it can be noted that the indicator that got the lowest is the pay increases that the faculty received. Although the faculty are satisfied with the increases, they may feel that these increases are not enough to compete with what the other companies especially the government are offering.

Table 2 presents the level of satisfaction of full-time college faculty as to relatedness needs.

Table 2

Relatedness Needs Satisfaction Level of Faculty

| Indicators | Weighted Mean | Verbal Interpretation |
|--|----------------------|------------------------------|
| 1. The people at LSU are friendly. | 3.43 | Very Satisfied |
| 2. LSU provides me opportunity to socialize. | 3.35 | Very Satisfied |
| 3. I am being accepted at LSU. | 3.45 | Very Satisfied |
| 4. I have close friends at LSU. | 3.56 | Very Satisfied |
| I am satisfied with the relationship I have with my: | | |
| 5.1 Subject coordinator | 3.52 | Very Satisfied |
| 5.2 Program Head | 3.48 | Very Satisfied |
| 5.3 Dean | 3.38 | Very Satisfied |
| 5.4 VC – Academics | 3.43 | Very Satisfied |
| 5.5 President | 3.24 | Satisfied |
| GRAND MEAN | 3.43 | Very Satisfied |

It can be gleaned from the table that the faculty are very satisfied when it comes to the relationship that they have with their colleagues. This feeling of satisfaction can be credited to the department where each faculty belongs. Activities such as BEC, Mass sponsorship, birthday celebrations and outings were carried out by each department to foster camaraderie among the members. However, the lowest rating among the indicators is the relationship that the faculty have with the President. This can be attributed to the fact that the President is new in the school and does not directly involve with the faculty.

Table 3 presents the level of satisfaction of full-time college faculty as to growth needs.

Table 3

Growth Needs Satisfaction Level of Faculty

| Indicators | Weighted Mean | Verbal Interpretation |
|--|----------------------|------------------------------|
| 1. I have opportunity for advancement at LSU | 3.30 | Very Satisfied |
| 2. I have a challenging work at LSU. | 3.45 | Very Satisfied |
| 3. I have an opportunity to make my own decision at LSU. | 3.08 | Satisfied |

| | | |
|---|------|----------------|
| 4. LSU provides me the opportunity for personal growth and development. | 3.27 | Very Satisfied |
| 5. LSU recognizes whatever I accomplish in my job. | 3.09 | Satisfied |
| GRAND MEAN | 3.24 | Satisfied |

As seen on the table, it can be noted that the faculty are satisfied when it comes to their growth and development as a faculty. However, two indicators got the lowest rating among the faculty. These are the opportunity to make their own decisions and the recognition of what they accomplished in their job. The decision regarding certain aspects are mostly made by top management that employees feel they are not given any choice but to follow. On the other hand, recognition of accomplishments may be limited that the faculty felt that they are not given importance when they accomplish something.

4. Summary of Findings, Conclusion and Recommendations

Summary of Findings

The findings of the study are summarized as follows:

1. The average year of service of the college full-time faculty is 6.96 years.
2. Most of the teachers are satisfied with their salary, salary increases, benefits, working condition and safety and security in their position.
3. Majority of the respondents are very satisfied with the relationship they have with their co-teachers and superiors.
4. The respondents are satisfied with their growth and development needs.

Conclusion

Based on the findings, the researchers conclude that, the existence, relatedness and growth needs of the faculty were addressed by the institution. The satisfaction of the faculty with the institution to address their needs led them to stay working in the institution. And relationship with the other members of the organization can make the employees stay within the organization.

Based on the findings and drawn conclusions, the following recommendations are formulated:

1. A similar research should be conducted to correlate the needs satisfaction, years of service and the performance level of the faculty.

2. The administration should take into consideration the satisfaction needs of the faculty when implementing new policies.

3. Institutional activities should be held to foster closer relationship among the other members of the organization.

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Agricultural Land Evaluation of La Salle University Property in Gala, Ozamiz City

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Abstract

This study was conducted in order to determine the most productive utilization of the La Salle University's property in Gala, Ozamiz City for it to give financial productivity to the institution as well as to the whole barangay. The site assessment was used to rate the property based on their suitability for a specific agricultural use such as cropland or livestock production area. On the other hand, a soil analysis was also done to determine the physical conditions, fertility (nutrient) status, and chemical properties that affect their suitability as plant growing media. Soil samples were taken from three strategic areas of the property and were sent to the Department of Agriculture of Ozamiz. Results show that, almost the entire area of Gala with a flat surface has previously been cultivated with agricultural crops such as coconut, bananas, bamboo and cut flowers. Furthermore, all the strategic areas in the Gala property are strongly acidic; nitrogen content of the soil is low, phosphorus content of the land is very low and has deficient content of the nutrient potassium. It is therefore recommended that in order for the property to be financially productive it should be developed using the agro-tourism model to ensure that all construction follows green structures and pathways and walkways should also be designed in a way that all guests would be given a chance to appreciate the view offered by the Panguil Bay and the natural resources found in the property.

1. Introduction

Misamis was an old Spanish town which was conquered through faith by Jesuit missionaries. Although obscure, the origin of the name "Misamis" is believed to have derived from the Subano word "Kuyamis," a variety of coconut. The name persisted as a geographical reference and evolved into "Misamis," which became a chartered city on July 16, 1948. It was renamed "Ozamiz" in honor of the late Senator Jose Ozamiz, who pioneered underground

resistance activities in Misamis Occidental against Japanese colonialists.

Ozamiz City is nestled at the entrance of Panguil Bay in Northern Mindanao with an estimated land area of 25,641 hectares. Behind it stands the 7,956 feet Malindang Mountain. It is bounded on the North by the Mindanao Sea; on the east by Iligan Bay which separates it from Cagayan de Oro; on the south by the province of Zamboanga del Sur. Ozamiz City is the most populous unit within the geographic area of Misamis Occidental. Its population was 110,420 in 2000 representing roughly 22.69% of the whole population of the province of Misamis Occidental. This represents an increase of 8,476 during the intercensal years indicating an annual growth rate of 1.73. There were about 22,170 households in the city having an average of 5 members per households. The city comprises a total of 51 barangays wherein 23 are classified as urban and 28 are classified as rural.

One of the rural barangays in the said city is Barangay Gala which has 787 residents at present, land area of 242.02 hectares and is 6.40 kilometers away from the city. However, even if the barangay is said to be of far distance from the city proper still La Salle Univeristy- Ozamiz City acquired a property in the said barangay. The property is a typical coconut farm with perennial trees planted in different areas. The type of soil is acidic in nature and has low phosphorus and nitrogen content. This is due to the fact that the whole area of Gala has been utilized as a ginger production site during the boom of the ginger prices. The terrain is rolling with uneven dimensions. On the east side of the property is a deep sloping part leading to the creek of the property with vast number of bamboo poles growing. The roads leading to the property from the national highway are cemented on some parts and graveled on some part.

The services of electricity and water are available in the property. The electricity is provided by the Misamis Occidental Electric Cooperative II. Water is coming from the Polican water

reservoir. Water is rationed to the property on a scheduled basis.

Because of the fact that currently there is no physical structure present in the property it is the purpose of the researchers to make an agricultural assessment as to how can the area/ land be utilized so that it will be beneficial to the part of the school and also to the whole barangay.

The property in Gala, Ozamiz City has been idle and not been maintained for productive purposes for some time as can be seen of its current state. This study is conducted in order to determine the most productive use of the property in order for it to be financially productive. This would be useful in the eventual opening of the Agriculture Program and Related Fields as well as the development of the Farmers Training Center in the area. The site is also good for other research, recreational and meditative activities that the university and its people may wish to endeavor.

2. Method

Site Assessment

The site assessment is used to rate the property based on its suitability for a specific agricultural use such as cropland or livestock production area. The site assessment was done and performed by Mr. Neil Johann Franje, an agriculturist who studied his master's degree in agriculture in Taiwan. The areas were grouped and a relative value is determined for each group. For example, the best groups are assigned a value of 100, while all other groups are assigned lower values. The site assessment was categorized using the following conditions:

- 8-10 – Mostly suited for agricultural development
- 6-7 – Moderately suited for agricultural development
- 4-5 – Average
- 3 below – Not suited for agricultural development

The site assessment process provided a rational, consistent, sound basis for making land use decisions. The higher the value of a site, the more likely the site is suited for long term agricultural production.

Soil Analysis

Soil Analysis was done to determine the physical conditions, fertility (nutrient) status, and chemical properties that affect their suitability as plant growing media. Soil samples were taken from three strategic areas of the property and were sent to the Department of Agriculture of Ozamiz City. Soil sampling was done following the procedure below:

1. The whole property was subdivided into three groups according to different sections.
2. Subsamples of 15-25 were collected following a zig-zag pattern.
3. Soil samples were collected using a shovel to a depth of 6-8 inches.
4. The subsamples were mixed to a composite sample representing the three strategic areas of the property.

Soil analysis helped determine the acidity, nitrogen, phosphorus and potassium content of the area. Interpretations of the results of the soil analysis are provided in Appendix 1.

3. Results and Discussion

Site Assessment

The result of the on site assessment is presented in Figure 4-2 representing the different sections assessed and the corresponding ratings. Ratings were based mostly on the type of soil, topography, vegetation present, and previous crops planted. Almost the entire

area of Gala with a flat surface has previously been cultivated with agricultural crops such as coconut, bananas, bamboo and cut flowers. This preceding scenario may have concluded the higher value of assessment which ranges from 6 to 10 considering these areas are already suitable for agricultural development.

In the topographic map (Fig. 4-2), the areas with a relative slope were rated average (5) category. These areas are located near the creek and extending up to the borders. Although these are marginal areas, it can still be cultivated with perennial crops, fruit trees and forages or green manure crops for the on-farm compost production.

The on site assessment also identified some of the conditions unfavourable for crop growth. For instance, the scarcity of water for irrigation especially during the summer months is evident. The area is also windy during the afternoon. However, there is a potential for water excavation since the neighbouring areas have their own wells, hence, the property can be water sufficient as well. Wind damage could also be lessened by planting wind breaks along the borders.

Soil analysis

The results of the soil analysis are presented in Tables 1-4.

Table 1

Soil pH Content of Gala

| Area | pH Content | pH Standard | Interpretation |
|-------------|------------|-------------|-----------------|
| Gala Area 1 | 0.04% | 0.07% | Strongly Acidic |
| Gala Area 2 | 0.04% | 0.07% | Strongly Acidic |
| Gala Area 3 | 0.04% | 0.07% | Strongly Acidic |

Soil pH or soil reaction is an indication of the acidity or alkalinity of soil and is measured in pH units. Soil pH is defined as the negative logarithm of the hydrogen ion concentration. The pH scale goes from 0 to 14 with pH 7 as the neutral point. As the amount of hydrogen ions in the soil increases the soil pH decreases thus becoming more acidic. From pH 7 to 0 the soil is increasingly more

acidic and from pH 7 to 14 the soil is increasingly more alkaline or basic. (Bickelhaupt, 2012). Results showed that all the strategic areas in the Gala property are strongly acidic. This means that the soils in the Gala area may have high contents of soluble aluminum, iron and manganese. The effect of the presence of these elements in the soil can be toxic to the development and growth of plants. This could be due to the fact that more than a decade ago, ginger was planted on the area and when pests and diseases attacked the plants the planters did not bother to remove the roots of the plants and just let them decay and become part of the soil (Acebedo, 2011). The high level of acid present in the soil can also prevent organic matter from decaying thus resulting to its buildup in the soil preventing the release of certain nutrients into the soil, particularly nitrogen.

To improve the pH content of the soil, one process that could be employed is the application of limestone or calcium carbonate. This method will also provide two important nutrients to the soil, calcium and magnesium. Liming the soil will also have the effect of making phosphorus readily accessible for the development of plants (source). Soil nitrogen content will also be improved because liming will help in the decomposition of organic matters.

Table 2

Nitrogen (N) Soil Content of Gala

| Area | N Content |
|-------------|-----------|
| Gala Area 1 | Low |
| Gala Area 2 | Low |
| Gala Area 3 | Low |

Nitrogen is an essential macronutrient needed by all plants to thrive. It is an important component of many structural, genetic and metabolic compounds in plant cells. It is also one of the basic components of chlorophyll, the compound by which plants use sunlight energy to produce sugars during the process of photosynthesis. The result above shows that the nitrogen content of the soil in Gala is low. This means that there is deficiency of nitrogen or organic matter in the soil. This could be due to the result of Table 1 wherein organic matter decomposition is hindered in

soils with high acidity ratings. This could lead to the yellowing of crop leaves that would be planted in the area since nitrogen is a major need of plant for their green colors and their chlorophyll. This nitrogen deficiency can be addressed by adding fertilizers to the crops but it should be monitored properly since excess nitrogen may develop the lushness or the greenness of the plants but it could also lead to root diminishment.

Table 3
Phosphorus (P) Content of Gala

| Area | P Content |
|-------------|-----------|
| Gala Area 1 | Very Low |
| Gala Area 2 | Very Low |
| Gala Area 3 | Very Low |

The Table 3 above indicates that the phosphorus content of the land is very low. This means that the macronutrient plants need for energy conversion and growth is very deficient in the area. This could lead to slow growth and maturing of plants in the area. This can be readily sourced from fertilizers available in the market. Organic phosphate can be sourced from animal manure feeding on plants.

Table 4
Potassium (K) Content of Gala

| Area | K Content |
|-------------|-----------|
| Gala Area 1 | Deficient |
| Gala Area 2 | Deficient |
| Gala Area 3 | Deficient |

The table above shows that the areas in the Gala property of LSU have deficient content of the nutrient potassium. Potassium helps in the development of the plants in terms of helping the plants in resisting diseases and insects, helps the plants utilize water efficiently and helps in the movement of water from the roots to its stems and leaves. Potassium also helps plants produce protein which it needs for its food production that would lead to its growth and productivity. Thus, low contents of this nutrient in the soil could mean that the growth of the plants would be stunted and that good production may not be assured.

4. Summary of Conclusions and Recommendations

Conclusions

The following are the conclusions derived from the study:

1. Almost the entire area of Gala with a flat surface has previously been cultivated with agricultural crops such as coconut, bananas, bamboo and cut flowers and is rated an assessment of 6-10.
2. The areas located near the creek and extending up to the borders are rated an assessment of 5.
3. The on site assessment also identified some of the conditions unfavorable for crop growth. For instance, the scarcity of water for irrigation especially during the summer months is evident. The area is also windy during the afternoon.
4. Results showed that all the strategic areas in the Gala property are strongly acidic with a ph value of 0.04, that the nitrogen content of the soil in Gala is low, and that the phosphorus content of the land is very low.
5. And that the areas in the Gala property of LSU have deficient content of the nutrient potassium.

Recommendations

The following recommendations are presented for considerations:

- a. The property should be developed using the agro-tourism model to ensure that all construction follow green structures.
- b. Pathways and walkways be designed in a way that all guests would be given a chance to appreciate the view offered by the Panguil Bay and the natural resources found in the property.

- c. Water system should be installed in the property. A water tank or reservoir should be constructed with an electric motor attached to it. A talk with the Gala Residents' Association of Water Allocation should be done in order to determine if the property can both avail the allocation time for Cavinti, Ozamiz City and that of Kinuman Norte, Ozamiz City.
- d. Digging of a deep well may not be possible for the place is highly elevated, thus, it is highly recommended that further study be done to be able to utilize the water from the creek by harnessing the wind for pumping water through a windmill. This windmill could also be a source of generating power for the property.
- e. The place should not be solely dependent on the power supply offered by MOELCI-II; it is recommended that research be done for the possible use of Solar Energy or a mini-hydroelectric plant for the place since the property is strategically located where there are no obstruction for the collection of sun rays for the solar energy and there is a creek that could be a source for the hydroelectric plant.
- f. Warehouse should be constructed. This facility would serve as storeroom for equipments and implements that would be bought or rented to till the land and the produce of the land later on. This would also serve as the homestead of the farm manager or foreman that would be hired by the university to monitor the progress of the development of the place. The warehouse should be built with a downspout that would lead directly to the water tank or reservoir to be able to collect water from rainfall during rainy seasons.
- g. A stay in farm manager or farm foreman be hired to monitor the progress of the development of the property

as well as the improvements placed thereon. Laborers will be hired on occasional times to help in the tilling of the land. These laborers are recommended by the team to come from Gala since they are already familiar with the terrain of the property.

- h. A multi-purpose drying pavement be constructed to facilitate drying and other activities needed especially in developing a multi-sectoral agricultural farm.
- i. A castrated cow and mouldboard be acquired to facilitate the tilling of the soil in preparation for planting of various crops.
- j. A tractor should be on hand to facilitate the cropping needs of the land.
- k. Drip irrigation can be utilized in the property to minimize the need for laborers that would be hired to water the crops planted.
- l. The area could be limed to improve the productivity and development of crops planted in the area. Organic fertilization and SALT (Sloping Agricultural Land Technology) can be applied based on the use of tree and shrub legumes.
- m. The following high value crops be planted with their corresponding land area:
 - 1. Sweet Corn – two (2) hectares. In a year there will be two (2) croppings for corn.
 - 2. High Value vegetables
 - Ampalaya – 1,000 sq.m. In 60 days after planting, harvest can be started
 - Sweet Pea – 1,000 sq. m. In 60 days after planting, harvest can be started.

| | | |
|---------------------|---|----------------------|
| Cauliflower | } | evenly distributed |
| Lettuce | } | |
| Cassava | } | on the remaining |
| Banana | } | areas of the Gala, |
| Chayote | } | |
| Various Fruit Trees | } | Ozamiz City property |

(Longkong, pomelo, mandarin, santol, chico, cashew, durian and rambutan)

- a. Nursery can be put up in the area for commercial forest trees, fruit trees, ornamental plants and herbs.
- b. A botanical garden for bambosetum, palmetum, fernery and bonsai can be developed in the area.
- c. Giant Bamboos be planted in the sloping part of the property leading to the creek on the east side.

Financial Implications

a. Fixed Assets

| | | |
|---------------------------------|---|--|
| Reservoir/ Water Tank | - | P 45,000 |
| Warehouse | - | P150,000 |
| Drift Irrigator | - | P20,000 per 400 sq. m. |
| Tractor | - | Surplus 300T to P400T Brand New P1.5M Rent P100 per hour |
| Mould board Plough | - | P60,000 |
| Two-wheel mould board plough | - | P24,000 |
| Tools | - | P10,000 |

b. Operating Costs

| | | |
|----------|---|------------------------|
| Laborers | - | Man-Day P120.00/day |
| | - | Man-Animal P200.00/day |

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English Diagnostic Assessment of the College of Education Froshies: Basis for Remediation Program

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Abstract

Assessment plays a vital role in improving the teaching-learning process. Thus, this study described the levels of performance of the Education froshies in the English diagnostic assessment conducted by the Guidance Office in June 2011. This serves as basis for the creation of remediation program. One hundred twenty-five Education froshies took the test. The passing percentage set is 60% of the total items. The study revealed that the respondents did fairly in spelling and in reading comprehension. However, their performance in vocabulary and English usage was low. Thus, there is a necessity to assist the students in improving their English performance through a remediation program. The remediation program is to be conducted in the Advisory Class which is scheduled once week throughout the semester.

1. Introduction

Teaching and learning include a lot of instructional decisions to enhance and increase student learning, hence, quality instruction is strongly connected to the structure of information on which these instructional decisions are made. This structure of information can be generated through the use of different assessment techniques. Costa and Kallick (2004) strongly espoused that one powerful contributor to students' continuous learning as a lifelong disposition is energized by assessment. For them, continual self-enhancement can be attained if the individuals are open to feedback from the environment, from themselves and from others.

Buendicho (2010) defined assessment as a systematic collection, review, and the use of information about educational programs undertaken for the purpose of improving student learning and development. It involves setting explicit student learning goals or outcomes for an academic program, evaluating the extent to which students are reaching those goals and using the information for program development and improvement.

Assessment is designed to serve different purposes. Misual et al (2009) stressed that assessment is the art of placing the learners in a context that brings out or clarifies what they know and can do, as well as what they may not know or cannot do. Assessing to uncover misconceptions or misunderstandings is diagnostic which provides a wonderful guide for the teacher to determine how to help the learner relearn or correctly learn a concept. Moreover, Swearingen (2002) elaborated that the primary purpose of diagnostic assessment is to detect, prior to instruction, each student’s strengths, weaknesses, knowledge, and skills. Determining these permits the teacher to remediate and adjust the curriculum to meet each student’s unique needs.

These claims were supported by Santos (2007). She emphasized that the diagnostic role of assessment is to determine the gaps in learning or learning processes, hopefully, to be able to bridge these gaps. Moreover, she stressed that teachers need to be extra careful in making diagnoses of learning difficulties. Accurate diagnosis leads to appropriate teaching measures and intervention program but a single misdiagnosis can result to disastrous consequences.

La Salle University, an advocate in the development of youth for excellence and service, strongly upholds the development in its students the fluency and proficiency in the use of English language. Particularly, the College of Education firmly adheres to this endeavor by incorporating in its Lasallian graduate attributes the development of education graduates who can effectively communicate in English. However, students’ difficulty in the use of the English language is still greatly evident as observed by the researcher in the education classes she handled despite the university’s effort in designing programs and activities to motivate and help students to use the language correctly.

This observation was affirmed by Maghamil (2009) in her study on the Oral English Threshold Level and the HELP Program for

LSU College Froshies. Her findings revealed that lack of vocabulary was the respondents' main oral communication problem, followed by topical-related problems, grammar, pronunciation and fluency.

In June, 2011 the Guidance Office conducted an English diagnostic assessment to all college froshies. The result revealed that of the 808 first year students who took the test, 20% failed in the spelling test, 96.2 % in English Usage, 93.4 % in vocabulary, and 32.5% in Reading comprehension. The rate of failure was based on the 60% passing percentage. This information prompted the researcher to specifically identify the level of performance of the Education froshies as revealed in the assessment so that an appropriate and effective remediation program will be designed to address their needs.

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

The study specifically aimed to answer the following questions:

1. What is the level of performance of the respondents in English in the following areas?
 - 1.1 Spelling
 - 1.2 Vocabulary
 - 1.3 English Usage
 - 1.4 Reading Comprehension
2. What remediation program can be designed based on the analysis of the results?

2. Method

The study made use of the descriptive design. It described, analyzed, and interpreted the data on the level of performance of the respondents in English specifically in spelling, vocabulary, English usage, and reading comprehension as revealed in the diagnostic assessment.

The researcher made use of the results of the diagnostic assessment conducted by the Guidance Office. She made a letter of permission approved by Dean of the College of Education and by the Vice-Chancellor for Academics for the use of the data.

There were 808 first year students who took the test. One hundred twenty-five (125) of them were Education students. These 125 Education froshies were the respondents of this study.

The diagnostic test was composed of **195-item** questions which were divided into four specific categories namely; **A (Spelling-100 items)**, **B (English Usage-60 items)**, **C (Vocabulary-20 items)** and **D (Reading Comprehension-15 items)**. Each category differs by instruction and time duration. However, 1 hour was allotted for the test which includes the time needed for specific preparations.

The time duration for the different categories was; spelling 10 minutes, English Usage 25 minutes, vocabulary 5 minutes, and 8 minutes for reading comprehension.

The passing percentage set by the Guidance Office is **60% of the total items**. The results were interpreted based on these levels and descriptions.

A. Spelling

| Levels | Descriptions |
|--------|---------------|
| 90-100 | High |
| 80-89 | Above Average |
| 70-79 | Average |
| 60-69 | Below Average |
| 1-59 | Low |

B. Vocabulary

| Levels | Descriptions |
|--------|---------------|
| 18-20 | High |
| 16-17 | Above Average |
| 14-15 | Average |
| 12-13 | Below Average |
| 1-11 | Low |

C. English Usage

| Levels | Descriptions |
|--------|---------------|
| 54-60 | High |
| 48-53 | Above Average |
| 42-47 | Average |
| 36-41 | Below Average |
| 1-35 | Low |

D. Reading Comprehension

| Levels | Descriptions |
|--------|---------------|
| 14-15 | High |
| 12-13 | Above Average |
| 10-11 | Average |
| 8-9 | Below Average |
| 1-7 | Low |

The statistical tools used in this study were frequency and percentage distribution to identify the students' levels of performance in English.

3. Results and Discussion

This section presents, analyzes, and interprets the data gathered on the levels of performance in English of the College of Education Froshies. The succeeding tables show the data.

Table 1

Levels of Students’ Performance in Spelling

| Range | Qualitative Description | Frequency | Percent |
|--------|-------------------------|-----------|---------|
| 90–100 | High | 10 | 8.0 |
| 80–89 | Above Average | 34 | 27.2 |
| 70–79 | Average | 41 | 32.8 |
| 60–69 | Below average | 26 | 20.8 |
| 1–59 | Low | 14 | 11.2 |
| Total | | 125 | 100 |

It can be noticed that 68% of the respondents scored favorably in spelling ranging from average to high. 20.8% scored below average and only 11.2% scored low which is below the passing score which is 60% of the total items. This could mean that majority of the respondents had developed and mastered their skill in spelling.

Table 2

Levels of Students’ Performance in Vocabulary

| Range | Qualitative Description | Frequency | Percent |
|---------|-------------------------|-----------|---------|
| 18 – 20 | High | 0 | 0 |
| 16 – 17 | Above Average | 0 | 0 |
| 14 – 15 | Average | 2 | 1.6 |
| 12 – 13 | Below average | 4 | 3.2 |
| 1– 11 | Low | 119 | 95.2 |
| Total | | 125 | 100 |

The data in Table 2 show that almost all 95.2% of the respondents scored below 60% of the total items. This signifies that the respondents had poor ability in vocabulary. They can possibly recognize the words however they find it difficult to identify their meanings. This means also that their English vocabulary is limited only to the simple English words. This finding is similar to Maghamil’s (2009) study on the Oral English Threshold Level and the Help Program for LSU froshies. Her finding revealed that the main oral communication problem of the respondents was the lack of vocabulary.

Table 3

Levels of Students' Performance in English Usage

| Range | Qualitative Description | Frequency | Percent |
|---------|-------------------------|-----------|---------|
| 54 – 60 | High | 0 | 0 |
| 48 – 53 | Above Average | 0 | 0 |
| 42 – 47 | Average | 0 | 0 |
| 36 – 41 | Below average | 0 | 0 |
| 1 – 35 | Low | 125 | 00 |
| Total | | 125 | 100 |

The English usage test measures the correct use of punctuation, capitalization and grammar. As indicated in Table 3, all (100%) of the respondents scored below the passing percentage which is 60%. This reveals that the respondents failed to master their lessons in English particularly on the competencies tested during their elementary and high school years. This finding is consistent with the data in Table 2. Since the respondents did poorly in vocabulary, they also had greater difficulty putting together their thoughts and ideas in writing. Maghamil (2009) disclosed in her study that grammar is a factor of the respondents' oral communication problem.

Table 4

Levels of Students' Performance in Reading Comprehension

| Range | Qualitative Description | Frequency | Percent |
|---------|-------------------------|-----------|---------|
| 14 – 15 | High | 1 | 0.8 |
| 12 – 13 | Above Average | 16 | 12.8 |
| 10 – 11 | Average | 45 | 36.0 |
| 8 – 9 | Below average | 38 | 30.4 |
| 1 – 7 | Low | 25 | 20.0 |
| Total | | 125 | 100 |

As shown in Table 4, almost half (49.6%) can read and comprehend well English materials. They had a good grasp of what they read. However, a good number (30.4%) scored below average though this is still within the passing percentage and 20% scored poorly in reading comprehension. In general, the respondents did fairly in reading comprehension. They showed favorable comprehension skills.

Remediation Program

Introduction

The development of students’ English competency is primarily tasked to the English teachers handling the English subjects. However, the College of Education would like to take its part in making a difference in the English performance of the students entrusted to its care. Thus, the researcher is designing this remediation program. This program is to be materialized in the Advisory Class sessions scheduled once a week throughout the semester.

The framework of this remediation program is anchored on the Laws of Learning authored by Edward Lee Thorndike particularly the Law of Readiness and the Law of Exercise (Aquino, 2009).

Rationale

This remediation program is designed to enhance the students’ performance in English particularly on English usage and vocabulary. Though the respondents did fairly in spelling and reading comprehension, these areas will still be considered in the program. After the employment of the remediation program during the first and second semesters of the academic year 2012-2013, the respondents are expected to demonstrate proficiency in English particularly in spelling, vocabulary, English usage, and reading comprehension. This proficiency is to be showcased in their advisory class, in the post test, and in their grades during the academic year 2012-2013.

Framework of the Remediation Program

A. **Home-reading Activity.** The teacher will give an English material to be read at home. This can be an article or daily news from the newspaper or magazine.

B. Class Advisory Activities.

1. Spelling Test. The teacher will choose 10 unfamiliar/important words from the text for the spelling test.
2. Vocabulary Development. The class will discuss the meaning of those words used in the spelling test. The teacher then will ask them to use the words in meaningful sentences.
3. Grammar Development. The teacher will use the reading material as springboard in developing a grammar lesson. This must be followed by written and oral exercises to fix the mastery of the students.

4. Summary of Findings, Conclusion and Recommendation

1. Majority (68%) had average to high performance in spelling.
2. Almost all (95.2%) of the respondents had low performance in vocabulary.
3. All (100%) of the respondents had low performance in English usage.
4. Almost half (49.6%) had average to high performance in reading comprehension.

The College of Education froshies have not attained the desired mastery/performance level in English particularly in English usage and vocabulary. It is a fact that English competency is an important element in the teacher's success. Thus, these students need a thorough assistance and remediation to improve their performance in English since they are teachers to be.

1. The remediation program designed should be seriously followed and implemented in the Class Advisory meetings for the

entire academic year 2012-2013.

2. A post test should be conducted to determine if there is a significant improvement in their performance.

3. The remediation program shall be continued in the succeeding year focusing the struggling students or those who have persistent difficulties only.

4. Further study can be explored particularly on the factors that influence their performance in school.

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Communication Style of the Selected Students from Different Colleges in La Salle University-Ozamiz

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Abstract

The focus of this survey was the three communication styles: the aggressive, passive, and assertive. This study was accomplished to confirm the communication style of the randomly selected students from the seven different colleges and one school in La Salle University-Ozamiz. The descriptive survey design was utilized in gathering the data. The instrument consisted of the indicators that verify the communication style of the respondents. There were three hundred thirty seven students who participated in the survey. The findings of the study revealed that females were of greater in number than male respondents. The religious affiliation most of the respondents were Catholics and only few were non-Catholics. Most of the home of the respondents was located in the rural areas. No one among the 337 respondents manifested that any of the communication style was used always. Aggressive communication style was consistently utilized in few times by the seven colleges and was applied occasionally by the School of Tourism and Hospitality Management respondents only. Passive communication style was used by the respondents from the four colleges and one school in the university occasionally, while the three colleges' respondents employed this communication style in few times. Assertive communication style was applied by five colleges and one school often, while the two other colleges used it occasionally. In closing, the three communication styles were believed to have equal importance but of different weight as utilized by the communicators.

1. Introduction

Communication happens every day, everywhere in people's lives. The world is uninteresting without communication. In the

real world even the mute communicates by means of sign language. "Communication is a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior," (Webster, 2012).

The choice of the language that a person may use in certain communication situation is deeply influenced by his earlier period experiences (Wood, 1976). The preceding statement does not only transport a strong message on how a person behaves and expresses his language but this also reflects that communication is not only universal but it is also from generation to generation. Conflicts arising either from home, work, and social life can be resolved by means of good communication.

"Good communication skills require a high level of self-awareness," (Sherman, 1999). To be aware of one's personal style of communication is helpful. This creates good and lasting impressions to others. By becoming more aware of how one perceives the other can be a good avenue to adapt more readily to their styles of communication. One can make another person more comfortable by choosing certain behaviors that fit others personality. Remaining aware of one's own communication style will open the best chance of success in production and in life (Sherman, 1999). It is one of the thousand ways that a communicator can avoid conflict against the receiver of the communications. Discovering which communication style best fits to a person can be done in a number of ways. This study desires to determine the communication style of the students in La Salle University.

The Department of Environment and Conservation Government of Western Australia said that "social research can help us to understand better on issues related to the department's programs, enhance decision making and improve the effective and timely delivery of services". The statement is extremely striking and would arouse enormous encouragement to social science researchers. The areas mentioned for better understanding tremendously include communication.

Communication involved the transfer of message from a source to the destined receiver. While the message travel from one end to the other communication is associated with uncertainty but this uncertainty is removed and becomes clear when the message arrives. Mackenzie (1998) articulates that, “communication transport messages from a source to a destination and these messages carry information.”

An organization’s existence, face no much problems and barriers when there is a good communication. The speaking, writing and listening are forms of communication (Heller and Hindle, 1998). The forms of communication brought all nations, all peoples close to one another. The standard of living of the people is most often the product of powerful industries, business activities across the globe, speedy means of transportation, modern and advance technology for education, science, agriculture, entertainment and recreation is made possible by communication (Neal, 1961).

There are four parameters in a certain situation of communication. These are the participants, setting (time and place), topic and task (Wood, 1976). Participants of a communication are the sender and the receiver. The setting refers to the time and place where the communication took place. The topic is the message while the task is the transmittal of the message.

The transmittal or delivery of the message to the receiver is the invariable or constant purpose of communication. The information is handed from one person to the other through communication and in this way relationship is improved (Heller and Hindle, 1998). A person could be an effective communicator when he has more strategies to employ while transmitting the message (Wood, 1976).

In supervising a group of people communication is essential in order to acquire and transmit information so that wise decisions will be made; project will be finished with proper comprehension and relationship is developed. It is a fact that every person communicates. In business or the academe not all managers or supervisors deliver

their message well. There are basic rules that one should know better in order to send the message clearly. Unambiguous and good communication will achieve clarity. The sender must see to it that the message he wants to deliver to the receiver has a clear meaning in his mind (Heller & Hindle, 1998).

This study was anchored on Sherman (1999) as she pronounced that there are three basic communication styles: aggressive, passive, assertive. In aggressive communication style the communicator is close minded, poor listener, has difficulty seeing the other person's point of view, interrupts, and monopolizes. In passive communication style the communicator is indirect, always agrees, does not speak up, and hesitant. Whereas in assertive communication style the communicator is effective and active listener, states limits or expectations, states observations and no labels or judgments, expresses self directly, honestly, and as soon as possible about feelings and wants, and checks on others feelings.

According to Sherman (1999), "each of these styles has some effects. In aggressive style of communication the effects are the following: provokes counter aggression, alienation from others, ill health, wastes time and energy over supervising others, pays high price in human relationships, fosters resistance, defiance, sabotaging, striking back, forming alliances, lying, covering up, forces compliance with resentment."

Sherman (1999) continues that, "the effects of a passive style are: gives up being him or herself, builds dependency relationships, does not know where he or she stands, slowly loses self esteem, promotes others' causes, is not well-liked."

Furthermore, Sherman (1999) articulated that "the effects of assertive style are: increased self-esteem and self-confidence, increased self-esteem of others, feels motivated and understood, will let others know where they stand".

The behavior of the communicator may express his communication style. According to Sherman (1999):

The aggressive communicator puts others down, does not ever think they are wrong, bossy, has know-it-all attitude, does not show appreciation. The passive communicator sighs a lot, asks permission unnecessarily, complains instead of taking action, lets others make choices. The assertive communicator operates from choice, action-oriented, firm, fair and just, consistent, takes appropriate action toward getting what she wants without denying rights of others.

Good communication underpinned long-term successful relationships. Verbal communication is an imperative tool for people to get to know each other. To feel a connection of friendship or intimacy through communication is highly enjoyable in order to work out problems and misunderstandings (“Match Matrix”, n.d.).

This study intended to determine the communication style of the students in La Salle University. Purposely, this paper desired to answer the following question:

1. What is the demographic profile of the respondents from each college in terms of:
 - 1.1 sex
 - 1.2 religion
 - 1.3 residence or house location
2. What communication style is most commonly used by the respondents in each college/ school in La Salle University :
 - 2.1. few times
 - 2.2. occasionally
 - 2.3. often
 - 2.4. always

This study is essential to the following:

Students. This study will help them identify their communication style and would aid them to eliminate their communication problems. **Faculty Members.** The faculty members are the direct contact of the students. In this point, this paper

could be a guide to understand more the communication style and behavior of the students. **Administrators.** The result of this study is beneficial tool for the academic administrators. This will give them considerable amount of information on what communication style the students utilized in dealing with their teachers and classmates. **Other Researchers.** This may make their future study in relation to this subject matter a lot easier.

2. Method

This study made use of the descriptive method. The survey form consisted of the communication style indicators anchored from the article of Sherman, (1999). The researchers constructed the survey questionnaire as the main instrument to measure the communication style of the respondents. Questionnaires were distributed, after the proposal hearing with the members of the College Research Council. After the distribution of the questionnaires that have been answered they were collected and tallied before presented and analyzed.

This survey was conducted in the seven different colleges and one school in La Salle University – Ozamiz.

The three hundred thirty seven respondents in this study were randomly selected students from the seven colleges and one school in the university. These are the : College of Arts and Sciences (CAS), College of Accountancy (COA), College of Business and Economics (CBE), College of Education (COE), College of Information Technology (CIT), College of Engineering and Architecture (CEA), College of Nursing (CON), and School of Tourism and Management (STHM). Morgan and Krejcie (1970) randomization formula was utilized to determine the sample size of the respondents.

There are number of communication styles. They can be measured also in many ways. In this paper, a communication style survey form was employed as the instrument utilized in this

study for the purpose of describing what communication style is used by the respondents. The indicators chosen by the respondents as their answers were interpreted through a qualitative scale with its corresponding verbal descriptions. The survey form consists of the communication style indicators (Sherman, 1999) which are mentioned in the theoretical background section, the college where the respondents belong and their demographic profile which constitute the sex, religion (with dichotomous response of “Catholic” or “Non-Catholic”) and the residence or house location of the respondents (also dichotomized as “ urban” or “ rural”).

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

For interpretation purposes, the researchers assigned a hypothetical mean range as follows:

| <u>Numeric Value</u> | <u>Hypothetical Range</u> | <u>Qualitative Description</u> | <u>Verbal Interpretation</u> |
|----------------------|---------------------------|--------------------------------|---|
| 1 | 1.00 – 1.75 | Few times (Ft) | which means that the students make use of the described communication style in small number of instances |
| 2 | 1.76 – 2.50 | Occasionally (Occ) | which means that the students make use of the described communication style in a moderately extensive manner and in some instances only |
| 3 | 2.51 – 3.25 | Often (O) | twich means that the students make use of the described communication style extensively and in the majority of instances |
| 4 | 3.26 – 4.00 | Always (A) | which means that the students make use of the described communication style very extensively and at all times |

3. Results and Discussion

This section presents, interprets and analyzes the answers of the respondents based on the retrieved answered instrument.

Profile of the Respondents

The Table 1 below shows the demographic profile of the respondents in terms of their sex, religion and residence/home location. As manifested by the respondents from the seven colleges and one school in the university only in the CAS, CIT and CEA where there are more males than females. In the other four colleges and one school female respondents dominate.

As regards to the religious affiliation of the respondents most of them are Catholics. This result could be expected positively on the reason that La Salle University – Ozamiz is a Catholic educational institution; however, this academic institution at all times welcomes the non – Catholic enrollees.

Table 1
The Demographic Profile of the Respondents

| Colleges | Sex | | Religion | | Residence / House location | |
|----------|-------|--------|----------|--------------|----------------------------|-------|
| | Male | Female | Catholic | Non-Catholic | Urban | Rural |
| | % | % | % | % | % | % |
| CAS | 52.38 | 47.62 | 71.43 | 28.57 | 54.76 | 45.24 |
| COA | 14.63 | 85.37 | 75.61 | 24.39 | 36.59 | 63.41 |
| CBE | 25.00 | 75.00 | 88.64 | 11.36 | 45.45 | 54.55 |
| COE | 18.60 | 81.40 | 83.72 | 16.28 | 25.58 | 74.42 |
| CIT | 58.70 | 41.30 | 76.09 | 23.91 | 47.83 | 52.17 |
| CEA | 68.89 | 31.11 | 73.33 | 26.67 | 46.67 | 53.33 |
| CON | 31.11 | 68.89 | 84.44 | 15.56 | 37.78 | 62.22 |
| STHM | 22.58 | 77.42 | 80.06 | 19.35 | 51.62 | 48.38 |
| Total | | | | | | |

As to the residence (home location) of the respondents the results evidently prove that many are coming from rural (countryside); however, in the CAS and STHM majority of them are coming from the urban area (city).

Communication Style

The Table 2 below displays the result of the investigation regarding the type of communication style which the respondents used. It can be noticed that none of the three communication styles (aggressive, passive, and assertive) is used always or very extensively by the respondents. This signifies that among the three communication styles utilized in this study none of them is specifically used by the respondents at all times.

This result gives the researchers an impression that this concurs with what was discussed in the online article entitled *Identify the Different Reasons People Communicate and Explain How Communication Affects Relationships Within the Work Setting*, (2012). The article confers that persons “need communication for many different reasons and enthusiastic tone of voice” is one of the very important form of communication to avoid dullness in certain activity. Thus, to carry on one communication style may not be desirable. Positive relationship seems to be far from reality when an individual does not know how to communicate in an effective manner with the different groups of people, (*“Identify the Different Reasons People Communicate,”* 2012).

Furthermore, it can be observed from the outcome of the survey that the aggressive communication style is used by the respondents of the seven (7) colleges in few times with the exception of the STHM respondents in which they manifested that they utilized aggressive communication style occasionally. This invites the idea that most of the behavior in aggressive communication style as identified by Sherman, (1999) which are to “put others down, does not ever think they are wrong, bossy, moves into people’s space, overpowers, jumps on others, pushes people around, know-it-all attitude, and does not show appreciation” are practiced by the respondents only in small number of instances except the STHM respondents which they showed that they use it in a moderately extensive manner. This means that aggressive communication style is practiced by them in some instances.

Table 2

The Communication Style Used by the Respondents from Different Colleges

| Colleges | | | | | | | | | | | | | | | | |
|--|-----------------|-----|-----------------|-----|-----------------|-----|-----------------|-----|-----------------|-----|-----------------|-----|-----------------|-----|-----------------|-----|
| Communication Style and its Indicators | CAS | | COA | | CBE | | COE | | CIT | | CEA | | CON | | STHM | |
| | Item Ave. μ | Int | Item Ave. μ | Int | Item Ave. μ | Int | Item Ave. μ | Int | Item Ave. μ | Int | Item Ave. μ | Int | Item Ave. μ | Int | Item Ave. μ | Int |
| Aggressive | | | | | | | | | | | | | | | | |
| 1. I am close minded. | 1.55 | Ft | 1.41 | Ft | 1.66 | Ft | 1.35 | Ft | 1.72 | Ft | 1.51 | Ft | 1.51 | Ft | 1.65 | Ft |
| 2. I am a poor listener. | 1.83 | Occ | 1.66 | Ft | 1.43 | Ft | 1.56 | Ft | 1.65 | Ft | 1.53 | Ft | 1.40 | Ft | 1.81 | Occ |
| 3.I have difficulty seeing the other person's point of view. | | | | | | | | | | | | | | | | |
| 4. I interrupt while others are talking. | 1.69 | Ft | 1.39 | Ft | 1.67 | Ft | 1.30 | Ft | 1.70 | Ft | 1.64 | Ft | 1.58 | Ft | 1.84 | Occ |
| 5. I monopolize in times of conversation. | 1.79 | Occ | 1.54 | Ft | 1.64 | Ft | 1.40 | Ft | 1.87 | Occ | 1.44 | Ft | 1.33 | Ft | 1.71 | Ft |
| Factor Average | 1.70 | Ft | 1.52 | Ft | 1.58 | Ft | 1.41 | Ft | 1.72 | Ft | 1.56 | Ft | 1.48 | Ft | 1.77 | Occ |
| Passive | | | | | | | | | | | | | | | | |
| 6. I indirectly transmit the message to a person. | 1.83 | Occ | 1.90 | Occ | 1.84 | Occ | 1.47 | Ft | 1.96 | Occ | 1.73 | Ft | 1.73 | Ft | 1.97 | Occ |

| | | | | | | | | | | | | | | | | |
|---|-------------|------------|-------------|------------|-------------|------------|-------------|-----------|-------------|------------|-------------|------------|-------------|-----------|-------------|------------|
| 7. I always agree. | 1.22 | Ft | 1.90 | Occ | 1.91 | Occ | 1.88 | Occ | 2.26 | Occ | 1.87 | Occ | 1.76 | Occ | 2.10 | Occ |
| 8. I do not speak up. | 1.64 | Ft | 1.78 | Occ | 1.84 | Occ | 1.44 | Occ | 1.98 | Occ | 1.76 | Occ | 1.56 | Ft | 1.65 | Ft |
| 9. I am hesitant to talk. | 1.79 | Occ | 1.80 | Occ | 1.61 | Ft | 1.49 | Ft | 1.85 | Occ | 1.91 | Occ | 1.69 | Ft | 1.81 | Occ |
| Factor Average | 1.75 | Ft | 1.85 | Occ | 1.80 | Occ | 1.57 | Ft | 2.10 | Occ | 1.82 | Occ | 1.68 | Ft | 1.88 | Occ |
| Assertive | | | | | | | | | | | | | | | | |
| 10. I am an effective and active listener. | 2.29 | Occ | 2.29 | Occ | 2.68 | O | 2.63 | O | 2.65 | O | 2.62 | O | 2.56 | O | 2.71 | O |
| 11. I state my limitations or expectations. | 2.12 | Occ | 2.12 | Occ | 2.64 | O | 2.60 | O | 2.61 | O | 2.60 | O | 2.64 | O | 2.61 | O |
| 12. I state my observations and with no judgments. | 2.17 | Occ | 2.20 | Occ | 2.55 | O | 2.51 | O | 2.43 | Occ | 2.40 | Occ | 2.40 | Occ | 2.48 | Occ |
| 13. I express myself directly, honestly about my feelings and wants, and as soon as possible. | 2.17 | Occ | 2.41 | Occ | 2.70 | O | 2.72 | O | 2.80 | O | 2.71 | O | 2.62 | O | 2.77 | O |
| 14. I check on others' feelings. | 2.31 | Occ | 2.71 | O | 2.68 | O | 2.88 | O | 2.96 | O | 2.69 | O | 2.89 | O | 2.87 | O |
| Factor Average | 2.21 | Occ | 2.35 | Occ | 2.65 | O | 2.67 | O | 2.69 | O | 2.60 | O | 2.62 | O | 2.69 | O |

Legend:

Ft - Few Times

μ - weighted mean

Occ - Occasionally

A - Always

Int - Interpretation

O - Often

Item Ave. - Item Average

Moreover, STHM and the four other colleges in the university applied passive communication style occasionally. This means that the respondents make use of the described communication style in a moderately extensive manner. This implies that the description of Sherman, (1999) as to the behavior of passive communication style which are “sighs a lot, tries to sit on both sides of the fence to avoid conflict, clams up when feeling treated unfairly, asks permission unnecessarily, complains instead of taking action, lets others make choices, has difficulty implementing plans, and self-effacing” (shy) are practiced by majority of the respondents in some instances. On the other hand, CAS, COE and CON used passive communication style in few times. This means that commonly they applied this communication style in small number of instances.

In addition, the five colleges and one school respondents described that they used assertive communication style Often except CAS and COA. This means that this communication style is used by them extensively and in majority of instances. Meanwhile, the last two colleges mentioned declared that the respondents applied assertive communication style occasionally. This signifies that the respondents make use of the described communication style in a moderately extensive manner which in one way or another agrees the words of Clifford, (1996) when she said that, “Communicating is a matter of style. While other people prefer to be frank, others like beating around the bush”. At this point, the result of this study leads the researchers to believe that most of the respondents adhere to the concepts of Sherman, (1999) when she enumerates that assertive communicator “operates from choice, knows what is needed and develops a plan to get it, action-oriented, firm, realistic in her expectations , fair, just , consistent and takes appropriate action toward getting what she wants without denying rights of others”; however, what makes it lightly unimpressive when this is observed and applied moderately.

Though every person has different communication style, assertive communication style needs to be intensified in view of its commendable characteristics. Sherman, (1999) documented that

assertive communicators have “ sense of humor, trust self and others, confident, self-aware, open, flexible, versatile , playful, decisive , proactive, initiating, non-judgmental, observe behavior rather than labeling it.” According to Johnson, (2008) “there exists different kinds of communication mediums in the market, but what matters most is how effectively one communicates with one another. He believes that communication can be gauged effective if the intended message has been received more or less accurately.”

4. Summary of Findings, Conclusion and Recommendations

The main purpose of this study was to determine the communication style of the student-respondents from one school and seven colleges in La Salle University-Ozamiz. There were numbers of different communication styles; however, this work concentrated only on the three communication styles namely aggressive, passive and assertive.

Painstakingly an investigation has been made and the researchers observed the following:

1. Among the randomly selected respondents, females are of greater in number than male respondents.
2. By religious affiliation most of the respondents are Catholics and only few are non-Catholics.
3. Except for a few, most of the home of the respondents are located in the rural areas.
4. No one among the 337 respondents manifests that any of the communication style is used ALWAYS.
5. Aggressive communication style is consistently utilized in FEW TIMES by the seven colleges and is applied OCCASIONALLY by the STHM respondents only.

6. Passive communication style is used by the respondents from the four colleges and one school in the university OCCASIONALLY, while the three colleges’ respondents employ this communication style in FEW TIMES.

7. Assertive communication style is applied by five colleges and one school OFTEN, while the two other colleges used it OCCASIONALLY.

In the light of the findings, the researchers conclude that among the respondents of this study males are lesser in number than female. The dominant religious belief is Catholic and only few of them reside in the urban areas. Moreover, none of the communication style is used always by the respondents. Most of the respondents used assertive communication style OFTEN and aggressive communication style in FEW times. In addition, majority of them utilize passive communication style OCCASIONALLY.

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

1. That, students should be encouraged to improve their communication style. Much enhanced communication style will produce good communicators.

2. That, teachers should be more liberal in understanding the students when they try to overcome their communication difficulty.

3. That, school administrators should initiate more programs that would increase students’ self-esteem and self-confidence.

4. That, other researchers may utilize this output for their future research study which may explore on the relationship of the demographic profile of the respondents namely sex, religion and residence/home location with their communication style.

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Students' Skills In Determining Authentic Commercial Documents

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Abstract

One of the skills that should be acquired by any criminal justice education student is being able to differentiate authentic from false or falsified documents. This study is conducted to evaluate the potential police officers' the skills in determining falsified commercial documents. This study used descriptive method employing 91 students from Higher Education Institutions which offered the program for at least 5 years. Results show that majority of the respondents are rated Advance in identifying authentic commercial documents such as checks and official receipt since they were able to give 50-99.9% correct answers. However, they are only rated Developing in their ability to determine authentic signatures as majority of them are just able to respond 20-49% correct answers. Overall results show that respondents are rated developing in their ability to analyze, compare, evaluate and verify handwriting used in identifying questioned documents. Based on the findings of the study, respondents need to be equipped with concepts and skills in identifying authentic commercial documents. Criminal Justice Education in different Universities and Colleges should evaluate the topics and activities included by instructors handling Questioned Document Examination. Ways that strengthen students' learning should be explored. Exposures and activities to students that may increase knowledge and skills relative to become experienced in the examination of documents should be carefully planned out. These activities may include bank visits, crime laboratory visits, seminar-workshops related to Questioned Document Examination.

1. Introduction

Crimes are developed in the environment where people are present (Pagnas, Dalilis, and Curugan, 2003). It may occur clandestinely without public knowledge or overtly unnoticed but later be detected. Criminal acts usually involve violent scenario. Some people engage in law breaking activity since they would like to gain tangible or intangible things without exerting so much effort such as fraud, forgery and falsification of documents. As defined in

the Philippine Criminal Law or the Revised Penal Code Art. 169 particularly forgery is committed by any of the following means: by giving to a treasury or bank note or any instrument, payable to bearer or order mentioned therein, the appearance of a true genuine document and by erasing, substituting, counterfeiting or altering by any means the figures, letters, words or signs contained therein. And in Article 172. Falsification by private individual and use of falsified documents shall be imposed upon: Any private individual who shall commit any of the falsifications in any public or official document or letter of exchange or any other kind of commercial document; and any person who, to the damage of a third party, or with the intent to cause such damage.

Pagnas, Dalilis, and Curugan (2003) claim that the birth of computers and other modern technology gave way to the new era of different crimes. Criminologists, law enforcement personnel, other criminal justice professionals and potential victims must consider set of challenges that these new equipments could be contributors to the present phenomena of violence and criminalities.

Banks are the front liners of business firms which could be victims of illegal activities. Commercial documents are used by depositors or clients in bank transactions. One of the most common commercial documents in the bank is cheque/check. Aside from banks, other business institutions use official receipts to prove that transactions are made. These commercial documents involve the signature of authorized person. And in the act of affixing the signature transactions will now become binding between two or more persons and as such it acquires force and effect.

Commercial or business institutions either private or public are centers of any social financial transactions which invite job seekers to apply and work therein. Criminology graduates have place in the bank as Question Document examiner. It is part of the graduate licensed criminologist’s job opportunity as stated in the Republic Act No. 6506 for criminology profession. Like the researcher, criminology instructors and professors wish to be

appointed as questioned document examiner or signature verifier in the PNP, NBI and/or any banking institutions. However, only very few are given the opportunity.

Some people succeed in facilitating fraudulent transactions. Hence officers must be vigilant, smart and knowledgeable on how to consciously examine and scrutinize the commercial documents they receive especially when it involves signature of the person performing the transaction. The act of copying or affixing the signature of other people without permission is a crime.

Criminology course can help prevent and suppress such criminal acts but it seems or sounds like a late bloomer. In fact, in the Crash Course program where the Council of Deans in Region-10 has attended the chief of the questioned document division who was the Crash Course speaker on QD is not primarily a graduate in criminology. BS-Criminology is only her second course under Expanded Tertiary Education Acceleration Accreditation Program (ETEAAP) for one semester (Personal Communication, April 18, 2012).

Moreover, in the Crash Course Program provided by the Chairman of the Council of Deans in Region-10 held at PNP-NHQ Camp General Crame-Training Service, Quezon City, one of the speakers in the PNP Crime Laboratory assigned as Chief of the Polygraph Division in the person of Nelisa O Cruz-Geronimo declares that after finishing her 4-year Criminology course she had a discouraging experience when she applied in the bank as questioned document examiner because it seems that a graduate of Criminology education was not thought to be a questioned document examiner or signature verifier in the bank (Personal Communication, April 16, 2012).

Some people thought that a BS-Criminology graduate occupies only the position of the security guard in the bank and not a questioned document examiner or a signature verifier. In the CHED Memorandum Order No. 21, Series of 2005, the rationale

of the Questioned Document Examination subject states; “forgeries and falsification of documents are crimes against public interest punishable by laws. Bank robbers and payroll snatchers whose activities are newspaper headlines commonly commit these crimes. While few people realize the importance of a document, it is imperative for law enforcement agents to have a thorough knowledge about document examination, whether in criminal investigation, legal proceeding and/or various civil applications. This job needs skills, expertise and knowledge in analysis, comparison, evaluation and verification. Thus, the researcher conducted this study in order find out how prepared and as to what level of proficiency the Criminology graduates have possessed that would fit them to become Questioned Document Examiners. Therefore, in order to know what is the level of knowledge of the criminology students and how the Criminology faculty can help them the researcher conducted this study with the students enrolled in the criminology program. Specifically, it sought to present the ability of the criminology students/respondents to pinpoint authentic handwriting specimens on check, official receipt and signatures and explore students’ level of knowledge in determining falsified commercial documents in terms of analysis, comparison, evaluation and verification

The variables are anchored on the processes of forensic science examination on Questioned Document which would be utilized as the inventory tool to determine the level of respondent’s knowledge. The processes are analysis, comparison, evaluation and verification in identifying and examining the authenticity of the cheque/check, official receipt, and collected signature specimens.

Gonzales (2008) adopted Analysis, Comparison, Evaluation and Verification are a scientific method in the identification of questioned document especially in the identification of handwriting. Authenticity of handwriting is difficult to establish. Nevertheless, excellent agreement of identity, may somehow be verified by other experts. Gonzales further presents how each methodology is performed. Analysis pertains to the properties or characteristics that are being observed, measured and determined. It is a descriptive

analysis where the general description of the questioned handwriting is determined. This is to study the general appearance of the questioned handwriting such as: general formation of handwriting or signature; relation to baseline; line quality; ratio and proportion; and variation in the writing. Comparison pertains to the properties or characteristics of the unknown items determined thru analysis that has to be compared with the familiar or recorded properties of known items. The questioned handwriting is the unknown item that examiners need to establish its identity by comparing it to the known item which is the standard. Evaluation pertains to the similarities or dissimilarities in property or characteristics that have certain value for identification which is determined by its likelihood of occurrence. It is derived from comparing the standard and the questioned specimen. Verification means asking for a second opinion. Where numerous handwriting problems may occur most especially when the identity is somewhat difficult to prove, the expert should seek another expert's opinion.

The results of this study may benefit the following:

Bank Administrators. This will provide guidance to bank administrators in hiring licensed criminologists and considering the criminology graduates as part of their manpower. The result may also serve as the basis for the detection of the crime of theft committed by personnel through the falsification of commercial documents.

Criminology Professors/Instructors. This will guide the instructors to plan more activities that can develop student's technical skills or intellectual skills and knowledge in determining fraudulent commercial documents.

Criminology Students. Students will be provided with more knowledge in dealing with commercial document examination and be encouraged to exert more effort to acquire knowledge and skills for them to confidently apply and work as one of the bank employees.

Depositors. This will give awareness to any person who

places money in the bank; thus, he/she would be more careful and watchful in every bank transaction.

Other Researchers. This will serve as guide on what other aspects to consider in assessing the knowledge and competencies of the questioned document examiner or any person who is tasked to examine documents with authenticity to avoid more fraudulent acts.

The foremost concern of this study was to find out the level of knowledge among criminology students of Higher Educational Institutions (HEIs) in Misamis Occidental. The researcher did not have the standard tool to measure the knowledge of the students. Thus, to determine the student’s knowledge in the examination of official receipt and signature specimens, the scientific methodology is used by forensic science community such as analysis, comparison, evaluation and verification which are employed as a backbone process.

This research was conducted at the Higher Educational Institutions (HEIs) who actively attend and participate in every Region-10 Council of Deans meeting and activity offering Criminology Program. There were 91 respondents of this study and they are the 3rd year and 4th year criminology students of HEIs enrolled this 1st Semester SY 2012-2013 who had taken the QD subject in the previous semester(s).

2. Method

This study utilized the descriptive method which attempts to show the distribution of respondents who has the ability to pinpoint authentic specimen and present the level of knowledge of the criminology students/respondents through the Analysis, Comparison, Evaluation and Verification.

This study was conducted in the active member schools in

the Region 10 Council of Deans for Criminology Education. The HEIs within Region 10 that performed well in the Criminology Licensure Examination for the past five years. The study uses a researcher-made questionnaire which is composed of three (3) parts. Part 1 gathers information regarding respondents' profile while Part 2 illustrates two falsified documents. Part 3 measures the ability of the respondents in determining falsified commercial documents. The questionnaire was presented to experts to test its validity and was pilot tested to establish reliability. The respondents of this study were students of the Higher Education Institutions (HEIs) who actively participated in the Council of Deans meeting for Criminology where the researcher has access or contact with. The 91 students taking Criminalistic/Forensic Science 5 subject (the prerequisite is Criminalistic/ForSci4 – Questioned Document Examination subject) were grouped as clusters considering the research locale. They were randomly selected from the lists of students instead of selecting individuals from a list that includes all schools (Key, 1997). To interpret and arrive at certain findings and draw conclusions, frequency, percentage and weighted mean were used in the treatment of data.

3. Results and Discussion

To measure the ability to determine authentic commercial documents, respondents were presented with simulated checks, receipts and signatures. Respondents were told to examine and determine the authentic from the non-authentic commercial documents. They were asked to answer questions set per document presented.

The Table 1 shows the frequency of the answers of the respondents after they examined the check/check, official receipt and signature specimens. This frequency transported the knowledge of the respondents.

Table 1

Distribution of Answers after Examination

| Documents | No. of Erroneous Answers (%) | No. of Correct Answers (%) | Qualitative Description |
|-------------------------|-------------------------------------|-----------------------------------|--------------------------------|
| <i>Cheque/Check</i> | 44.51 | 55.49 | A |
| <i>Official Receipt</i> | 30.55 | 69.45 | A |
| Signatures | 68.3 | 31.70 | D |

Legend: Beginning (B)- got at most 19% correct answers; Developing (D)- got 20-49.9% correct answers; Advance (A)- got 50% - 99.99% correct answers; Expert (E) - got all correct answers

The results in Table 2 showed that the majority (50-82) of the respondents showed very great percentage (53.85% - 90.11%) of correct answers in six (6) out of eight (8) exhibits on check examination. This signifies that they are advanced in their competency. Furthermore, this means that they are knowledgeable in majority of the areas of examining a cheque/check; however, it is transparent that some (27) of the respondents are still developing their knowledge in determining if the second signature is a free hand imitation. This is shown in the great percentage of 29.67 of the correct answers. In addition, there are few (19) of the respondents who can be considered as beginner when it comes to competency in determining the pens used by the writer in signing the back of the cheque/check for the two signatures. They showed only a little percentage (20.88%) of correct answers.

As regards to the official receipt, majority (50-74) of the respondents were able to have very great percentage (54.95%-81.32%) of correct answers in the examination of the official receipt exhibited to them. This means that the respondents are advanced in their knowledge which can be translated that they are competent in majority of the areas of examination.

Consequently, in the examination of the signature specimens as shown in the Table 2, the respondents could hardly determine whether the specimen of signature submitted for examination is identical or not and is written by one writer. Only five (5) among the

twenty (20) exhibits of the specimen of signatures were answered correctly by the majority (50-79) or very great percentage (54.95%-86.81%).

The table above revealed that the respondents are knowledgeable in majority of the areas of examination. Some (35-45) of the respondents had great percentage (38.46%-49.45%) of correct answers and as such they are on the developing level of competency. This illustrates that the respondents are knowledgeable in some areas of examining specimens of signature. It is noticeable that few (1-20) of them had little percentage (1.10%-21.98%) of correct answers. This signifies that they are beginners and their knowledge is limited to few areas in the examination of the signature specimen. This stipulates on the study of Brown (2005) that handwriting analysis is a highly skilled endeavor. What follows has the appearance of a "how to" course, but it will not make the person a skilled handwriting analyst. This is a matter of balance: failure to check carefully for differences - to look only for similarities - makes a false match more likely, but being overly scrupulous about differences - which are to some extent inevitable - can mean missing genuine matches. Only certain characteristics are indicative of single authorship.

For their overall performance, the average number of correct responses for the whole signature specimen examination is 31.70%. This result is very low which indicates that the respondents are like the laypeople observers who see the materials and make a quick judgment on their own during the forensic examination of documents and is at times dismissed as unnecessary (Runyon, 2010). Thus, the respondents really need to attend QD training and/or seminars. In this study the respondents (criminology students) were given an opportunity to enhance their psychomotor domain or skills and had an experience on problem though realistic but simulated so that in the actual practice when they can meet the same situation they would act correctly just like Forensic examiners who are experienced in their actual field of specialization. Ven Gemmert and Van Galen (1996) asserted that Forensic examiners are more often confronted with short and/or isolated pieces of writing. Therefore

psychomotor insights may be of importance for the practice of the document examiner. Thus, trainings and seminar attendance are equally important.

Respondents’ level of knowledge in determining falsified commercial documents baes on handwriting in terms of analysis, comparison, evaluation and verification is presented in Tables 2-6. The Table 3 presents the results as regards to the level of knowledge of the respondents utilizing analysis as one of the Forensic Science Processes.

Table 2
Students’ Level of Knowledge as Regards to Analysis

| Item | SD | μ | INT |
|---|------|-------|-----|
| 1. I can cite the basic foundation for the questioned document examination (system of writings and peculiarity) as a means of identification. | 0.90 | 2.50 | D |
| 2. I practice systematically the document examination techniques its detection and visualization. | 0.80 | 2.30 | D |
| 3. I can detect suspicious movements of the person who is handling falsified document. | 1.00 | 2.37 | D |
| 4. I can prove a person’s handwriting by collecting evidence of the writer himself. | 0.90 | 2.70 | A |
| 5. I study and practice how the simulated forgery can be carried on until the forger has the capability of producing convincing forgery. | 0.70 | 2.20 | D |
| 6. I bear in mind the basis for handwriting analysis that is, no two writers share the same combination of handwriting characteristics given sufficient quantity and quality of writing to compare. | 1.00 | 2.85 | A |
| 7. I have the skills to detect skillful imitated signature. | 0.90 | 2.37 | D |

| | | | |
|---|-------------|-------------|----------|
| 8. I can immediately detect insertions or alterations of the content of the original document. | 1.00 | 2.60 | A |
| 9. I familiarized the different font style of the computer texts. | 0.90 | 2.04 | D |
| 10. I have the ability to detect simulated forgery. | 1.00 | 2.31 | D |
| 11. I have the knowledge to properly analyze the authenticity of the documents and understand effects such as color, reversal, pressure distortion, slippage, and overlays. | 0.90 | 2.27 | D |
| 12. I have the ability to recognize and properly determine, when possible, the area from which the documents originated. | 0.80 | 2.27 | D |
| 13. I can compare variation changes of handwriting executions under simple degree of modifications within the primary controlling pattern. | 1.00 | 2.30 | D |
| 14. I can determine typewriting, identification, computer printouts verification and ink and writing instrument used. | 1.00 | 2.44 | D |
| FACTOR AVERAGE | 0.10 | 2.40 | D |

Legend: *Beginning(B)*1.00 -1.75; *Developing (D)*1.76-2.50; *Advance(A)* 2.51-3.25; *Expert(E)*3.26 4.00

Table 2 Analysis illustrated the factor average of 2.40. It presents that the level of knowledge among the ninety one (91) criminology students/respondents is developing. The result also showed that the knowledge of the respondents is advanced only in the three areas (nos. 4, 6, and 8). This means that they are knowledgeable in majority of the areas of examination in these three items. However, the dominant knowledge level of the respondents regarding Forensic Science Process of Analysis is yet on developing stage. This signifies that the respondents are more knowledgeable only in some areas of examination.

The analysis factor average result justified the claim of

Brown (2005) which states that handwriting analysis is a highly skilled endeavor. This means that expertise on this is a must. The respondents are yet students and for this reason they still need more knowledge and hands-on experiences.

Table 3 Comparison highlights the level of knowledge of the respondents as regards to comparison as a process of forensic examination.

Table 3
Students’ Level of Knowledge as Regards to Comparison

| Item | SD | μ | INT |
|---|-------------|-------------|----------|
| 1.I can do verification examination by critically evaluating the slanting formation, alignment, pen pressure and spacing (SAPS). | 1.00 | 2.40 | D |
| 2.I can prove a person’s handwriting by comparing the falsified writing from any writing proved to be genuine. | 0.90 | 2.67 | A |
| 3. I can detect original document compared to photocopied document. | 1.00 | 2.47 | D |
| 4. I can differentiate the consistency of greater and lesser Handwriting pressure on upward strokes. | 1.00 | 2.32 | D |
| 5. I can name different deviation characteristics of handwriting. | 1.00 | 2.31 | D |
| 6. I can illustrate the description of the common terminology and definitions associated with handwriting characteristics recognition. (stroke structures, obliteration, interlineations, diacritics, etc.) | 0.90 | 2.34 | D |
| 7. I have the ability to analyze handwriting details to determine the value for comparison. | 1.00 | 2.20 | D |
| 8. I am capable of examining more than just question of authorship. | 1.00 | 2.23 | D |
| FACTOR AVERAGE | 0.05 | 2.37 | D |

Legend: Beginning(B)1.00 -1.75; Developing (D)1.76-2.50; Advance(A) 2.51-3.25; Expert(E)3.26 4.00

The results demonstrated that the respondents are advanced only in their knowledge to one item (no. 2). On the other seven items they manifested that they are yet in their developing stage. This implies that generally they are knowledgeable only in some areas of comparing questioned document.

This result adheres to the preliminary step in the examination of handwriting as stipulated in the book of Castillo & Magbanua (2008) that the importance of obtaining adequate and sufficient known exemplars for comparison is directly related to the strength of the examiner’s opinion. Thus, the respondents are advanced in the number two (no. 2) item for they can prove a person’s handwriting by comparing the falsified writing from any writing proved to be genuine.

The Table 4 illustrates the respondents’ knowledge in one of the processes of Forensic Science called Evaluation.

Table 4
Students’ Level of Knowledge as Regards to Evaluation

| Item | SD | μ | INT |
|--|------|------|-----|
| 1. I can demonstrate the authenticity of the documents as relate to recognition, interpretation and individualization. | 1.00 | 2.34 | D |
| 2. I have the ability to render a proper conclusion of individualization (identification). | 1.00 | 2.15 | D |
| 3. I have the ability to present case examinations and conclusions involving questioned document examination. | 1.00 | 2.00 | D |
| 4. I can reveal alterations or substitution and decipher erased or obliteration. | 0.90 | 2.23 | D |
| FACTOR AVERAGE | 0.05 | 2.37 | D |

Legend: Beginning(B)1.00 -1.75; Developing (D)1.76-2.50; Advance(A) 2.51-3.25; Expert(E)3.26 4.00

Table 4 revealed constant manifestation that the respondents are yet in their developing stage as regards to evaluation process. This means that they are knowledge only in some areas of evaluation.

This stipulates on the study of Harrison, et.al. (2009) states that *evaluation* is based on the examiner’s training, knowledge, and experience and it also adheres to the study as cited by the Cornell University Law School from the Federal Rule no. 702 on evidence that an intelligent evaluation of facts is often difficult or impossible without the application of some scientific, technical or other specialized knowledge.

Table 5 below shows the results of the study as regards to the level of respondents’ knowledge on verification process.

The results clearly shown, in Table 5 that the respondents are consistent in their knowledge level which is at developing stage. This concurs with what they have manifested in their answers when they demonstrated that they have not attended any seminars or training on Questioned Document and that they do not have the direct experience to verify or confirm the knowledge that they have acquired from their BS Criminology instructor.

Table 5
Students’ Level of Knowledge as Regards to Verification

| Item | SD | μ | INT |
|--|------|------|-----|
| 1. I can convince ordinary person to arrive at their affirmation by carefully illustrating, demonstrating and visualizing the findings from my personal examination. | 1.00 | 2.32 | D |
| 2. I understand the necessity for verification by another qualified superior. | 0.80 | 2.41 | D |
| 3. I have an understanding of proper procedures for recording examination activities. | 1.00 | 2.47 | D |
| FACTOR AVERAGE | 0.11 | 2.4 | D |

Legend: Beginning(B)1.00 -1.75; Developing (D)1.76-2.50; Advance(A) 2.51-3.25; Expert(E)3.26 4.00

The claim of Harrison, et.al. (2009), justified this result. They said that in this step, one qualified examiner needs to evaluate the result made by another qualified examiner. The FBI Laboratory QD Unit called this process as peer-reviewed.

The Table below illustrated the summary of the results on the four Forensic Science Processes of knowledge level as demonstrated by the respondents.

Table 6
Summarized Data on the Four Forensic Science Processes to Determine Knowledge Level

| Processes | SD | μ | INT |
|-----------------|------|-------|-----|
| Analysis | 0.10 | 2.40 | D |
| Comparison | 0.05 | 2.37 | D |
| Evaluation | 0.05 | 2.37 | D |
| Verification | 0.11 | 2.39 | D |
| GENERAL AVERAGE | 0.03 | 2.39 | D |

Legend: Beginning(B)1.00 -1.75; Developing (D)1.76-2.50; Advance(A) 2.51-3.25; Expert(E)3.26 4.00

In Table 6 the results show a very consistent level of knowledge of the respondents in the four forensic science processes. They manifested that they are yet in their developing stage. This signifies that they are knowledge only in some areas of examination either it be in the analysis, comparison, evaluation or verification process.

The interpretation of Table 6 stipulated that anyone can claim to be a forensic document examiner because there is no licensing authority. What matters with a document examiner expert is the same thing that matters with the use of any expert. They must have the education, training, and experience for the foundation of an expert witness in this area. Then they must have the courtroom experience to know how to handle them in a trial. Then they must have great communication skills in order to persuasively explain the validity of their conclusions. An ideal expert is not always available or affordable. Still, there are minimal credentials to consider before selecting an expert for a case (Burdge, 2010).

4. Summary of Findings, Conclusion and Recommendations

The following are the findings of the study:

1. Majority of the respondents are rated Advance in identifying authentic commercial documents such as checks and official receipt since they were able to give 50-99.9% correct answers. However, they are only rated Developing in their ability to determine authentic signatures as majority of them are just able to respond 20-49% correct answers.
2. Overall results show that respondents are rated developing in their ability to analyze, compare, evaluate and verify handwriting used in identifying questioned documents.

Based on the findings of the study, respondents need to be equipped with concepts and skills in identifying authentic commercial documents.

Criminal Justice Education in different Universities and Colleges should evaluate the topics and activities included by instructors handling Questioned Document Examination. Ways that strengthen students' learning should be explored. Exposures and activities to students that may increase knowledge and skills relative to become experienced in the examination of documents should be carefully planned out. These activities may include bank visits, crime laboratory visits, seminar-workshops related to Questioned Document Examination.

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