LASALLIAN RESEARCH FORUM
La Salle University
Ozamiz City

Foreword

Fear and Anxiety Provoking Situations of Second Year Nursing Students of La Salle University to Operating Room Exposure.

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Foreword

Administrators' Personality Assessment and their Locus of Control

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Abstract

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Administrators play a very crucial role in running a university. The wellness of their whole being affects the way they administer their duties and responsibilities. The assessment of their personality helped them to identify their personality type. The study employed the descriptive-correlational research to assess the administrators' personality and their locus of control. The study found out that most of the administrators has introvert, sensing, thinking, and judging (ISTJ) personality type. When their personality type was correlated with their locus of control, it was found out that there is no significant relationship.

1. Introduction

Assessment is an end result of gathering information intended to advance psychological theory and research and to increase the probability that wise decisions will be made in applied settings. The approach taken by the specialist in personality assessment is based on the assumption that much of the observable variability in behavior from one person to another result from differences in the extent to which individuals possesses particular underlying personal characteristics or traits. The assessment specialist seeks to define these traits, to measure them objectively, and to relate them to socially significant aspects of behavior. Personality measurement is the effort to describe human characteristics in quantitative terms (Personality assessment, 2009).

Managers need to understand that individuals differ in the way they solve problems and make decisions. One approach to understanding problem-solving styles grew out of the work of psychologist Carl Jung. He believed differences resulted from one's preferences in how he/she goes about gathering and evaluating information. Further, Jung said that gathering information and evaluating information are separate activities. People gather information either by sensation or intuition and evaluate information by thinking or feeling (Jung in Daft, 2008:470).

Sensation-type people work with known facts and hard data and prefer routine and order in gathering information. Intuitive-type people look for possibilities than work with facts and prefer solving new problems and using abstract concepts. Thinking-type individuals base their judgments on impersonal analysis, using reason and logic rather than personal values or emotional aspects of the situation. Feeling-type individuals base their judgments more on personal feelings and tend to make decisions that result in approval from others (Daft, 2008:471). Managers regularly use their intuition that may actually help improve their decision making. Intuitive decision making is a subconscious process of making decisions on the basis of experience and accumulated judgment (Robbins, Bergman, Stagg, and Coulter, 2006: 216).

The Myers-Briggs Type Indicator (MBTI) is a personality test that measures how people differ on all four of Jung's sets of paired opposites. MBTI measures a person's preferences for introversion versus extroversion, sensation versus intuition, thinking versus feeling, and judging versus perceiving. The manager's understanding of his/her natural preferences maximizes his/her inner strengths and abilities.

People differ in their views about how much control they have over what happens to and around them (Jones and George, 2006: 82). Locus of control is considered to be an important aspect of personality. It refers to an individual's perception about the underlying main causes of events in his/her life (Rotter, in Neill, 2006). A locus of control orientation is a belief about whether the outcomes of one's actions are contingent on what he/she does (internal control orientation) or on events outside one's personal control (external control orientation) (Zimbardo, in Neill, 2006). People higher up in organizational structures tend to be more internal (Mamlin, Harris, & Case, 2001). Jones and George, 2006:686 mention that entrepreneurs who are likely to have an internal locus of control believe that they are responsible for what happens to them ad that their own actions determine important outcomes such as the success or failure of a new business.

Hopefully, this present research assessed the administrators' diverse personality and its relationship with their locus of control. These academic administrators are performing multiple duties (Cadosales, 2008:69). Thus, it is interesting to assess their personality as well as their locus of control as they perform their respective duties in the university.

The Problem

This study hoped to assess the administrators' personality at La Salle University, Ozamiz City and their locus of control for the first semester of the academic year 2009-2010. Furthermore, the study sought to answer the following problems:

1. What is the profile of the administrators in terms of their personality assessment and locus of control?

2. Is there a significant relationship between the administrators' personality assessment and their locus of control?

2. Methodology

The study employed the descriptive-correlational research to assess the administrators' personality and their locus of control. The administrators included in this present study were the coordinators, program heads and college/school deans. The questionnaires on personality assessment were adapted from Marcic (1995 cited in Daft, 2008:481) while on locus of control from Burger (1986 cited in Daft, 2008:470). The administrators in the College and Integrated School Units, La Salle University, Ozamiz City were included in the study. Table 1 shows the distribution of the respondents by college/school.

Table 1: Distribution of the Administrators by College/School

College / School	Number of Administrators	Percent
Accountancy	1	3
Arts and Sciences	14	39
Business and Economics	4	11
Computer Studies	1	3
Education	2	5
Nursing	5	14
Integrated School	9	25
TOTAL	36	100

The number of respondents is dependent on the size of the college/school. Since the College of Arts and Sciences is composed of multiple departments, 39 percent of the respondents came from them followed by the Integrated School which has 25 percent of the total respondents.

In determining the profile of the administrators' personality assessment and locus of control, weighted mean was utilized and eta was used to determine their relationship using the SPSS.

3. Results and Discussion

This section presents, analyzes and interprets the data gathered on the personality assessment of the administrators and their locus of control.   The data for every problem were presented in Tables.   The profile of the personality assessment of the administrators and their locus of control are depicted in Table 2.

Table 2: Profile of the Administrators' Personality Assessment and Locus of Control

Locus Of Control	Range	Qualitative Description	ISTJ	ISFJ	INTJ	ISTP	ISFP	INFP	ENTP	ESTJ	ESFS	Total
	4.01-7.00	Positive Locus of Control	9	4	7	2	1	-	2	2	1	28
	4.00	Neutral Locus of Control	1	-	-	-	-	1	-	-	-	2
	1.00 – 3.99	Negative Locus of Control	-	1	1	-	1	1	1	-	1	6
	Total		10	5	8	2	2	2	3	2	2	36

Ten of the administrators have introverts, sensing, thinking, and judging (ISTJ) personality type.   This means that these administrators are quite, serious; earn success by thoroughness and dependability. They are practical, matter-of-fact, realistic, and responsible. They decide logically what should be done and work toward it steadily regardless of distractions. They take pleasure in

making everything orderly and organized – their work, their home, their life. They value traditions and loyalty. Ninety percent of these administrators has positive locus of control.

Further, eight of the administrators exemplify introverts, intuitive, thinking, and judging (INTS) personality type. They have original minds and great drive for implementing ideas and achieving their goals. These administrators quickly see patterns in external events and develop long-range explanatory perspectives. When committed, they organize a job and carry it through. They are skeptical and independent, have high standards of competence and performance – for themselves and others. Eighty-eight percent of these administrators has positive locus of control.

Moreover, the third personality type among the administrators is introvert, sensing, feeling, and judging (ISFJ) which comprises five of the administrators. These administrators are quite, friendly, responsible, and conscientious. They are committed and steady in meeting their obligations. These administrators are thorough, painstaking, and accurate. They are loyal, considerate; they notice and remember specifics about people who are important to them, concerned with how others feel. They strive to create an orderly and harmonious environment at work and at home. The two most common characteristics of the administrators are of being introverts and judging.

The relationship between the administrators' personality assessment and their locus of control is displayed in Table 3.

Table 3: Relationship between the Administrators Personality
Assessment and Their Locus of Control

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.719[a]	18	.808
Likelihood Ratio	13.392	18	.768
Linear-by-Linear Association	1.303	1	.254
N of Valid Cases	36		

a. 28 cells (93.3%) have expected count less than 5. The minimum expected count is .06.

When the administrators' personality assessment and their locus of control were correlated using the eta statistical tool, it was found out that there is no significant relationship between the two. It can be deduced then, that there might be other factors that might correlate the administrators' locus of control.

4. Summary of Findings, Conclusion, and Recommendations

Summary of Findings

After having analyzed the data, the study found out that the administrators at La Salle University differed in their personality types. Some are introverts, sensing, thinking, and judging (ISTJ), others are introverts, intuitive, thinking, and judging (INTS), and some have introvert, sensing, feeling, and judging (ISFJ) personality type. Majority of the administrators have positive locus of control.   When the administrators' personality type was

correlated with their locus of control, it was found out that there is no significant relationship between the two.

Conclusion

Administrators have diverse personality type. The type of their personality does not influence their locus of control. It can be deduced then, that there might be other factors that might influence their locus of control.

Recommendations

The administrators should perform varied roles in the institution. Studies should be conducted to find out other important personal information that help understand them better. Findings from studies might be the benchmark of personal enrichment programs.

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Students' Satisfaction towards the Service Quality of La Salle University

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Abstract

The study aimed to determine the level of students' satisfaction towards the service quality of La Salle University (LSU) in terms of tangibility, assurance, reliability, responsiveness and empathy. The study also wanted to determine which among these service quality dimensions students are most satisfied with. The researcher used a modified questionnaire from the study of Azleen Ilias, et. al (2008). It was established that the students of LSU were moderately satisfied with the service quality of the university in terms of the five dimensions mentioned, and that the dimension assurance was the dimension in which students are most satisfied with as compared to the other service quality dimensions. It is therefore recommended that the university should improve the service quality delivered to the students in order to improve its attraction of future students and retention of already existing students.

1. Introduction

In today's increasingly competitive environment, service oriented establishments are under the pressure of demonstrating that their services are customer-focused and that continuous performance improvement is being done. The higher education sector is not exempted from this reality. Students nowadays have many options available to them because of the existence of so many higher education institutions. In Region X alone, there are a total of 83 institutions of which 65 are private higher education institutions. To gain competitive edge over the other institutions, it is a challenge for HEI's to look for marketing strategies that aim at improving quality, student satisfaction and student retention. As a

result, competition to woo as many students as possible may become more and more intense. To make the matter harder, as a private institution, it does not have the "privilege" to receive any subsidies or financial assistance from the government (Teo, 2001).

In order to survive in this highly competitive market, quality and satisfaction have long been recognized to play a crucial role. Considerable studies have been done on these two concepts. According to the study done by Alridge and Rowley (2001) an expectation that cannot be fulfilled on the institution is the key factor for students' withdrawal. This would lead to the premise that satisfaction with services may make the difference (Parasuman, et. Al.1996). This study aims to examine the aspects of service quality and the level of satisfaction among the students of La Salle University.

Significance of the Study

La Salle University in its aim to produce Youth for Excellence and Service exerts tremendous effort to provide quality education to its students. This is emphasized by the effort extended to get accreditation from various organizations. The university, headed by its president, puts a great deal of importance of meeting students' expectations and delivering quality education for the good and welfare of the students in its care.

The students nowadays are knowledgeable of what they expect and require from a university that delivers quality education. One just cannot claim to be delivering quality education and students are bound to believe it. They have evolved from the complacent ones to those who exert effort and do not just wait and see for the changes to occur, but would find effective channels to make sure that changes do occur.

It is in this light that the researcher would like to establish whether the university is delivering the quality of service that is expected from it by the students. The university has been experiencing a decline in its enrolment from withdrawing students. If quality programs were market driven and student oriented, then quality improvements should lead to student satisfaction. The result of the study can give information on the elements and dimensions of quality service as given priority by the students to assess the quality of education delivered by the university. The study also hopes to provide conclusions and some recommendations which the university may consider in its drive to introduce quality improvements.

Statement of the Problem

This study aimed to determine the students' satisfaction towards the service quality of La Salle University. Specifically, this study sought to address the following questions:

1. What is the level of students' satisfaction towards the service quality of La Salle University in terms of tangibility, responsiveness, reliability, assurance and empathy?
2. Which service quality dimension of La Salle University students are most satisfied with?

Review of Literature

In a previous study conducted by the researcher (Feasibility and Desirability of Offering a Bachelor of Science in Agriculture and other Related Fields, 2008) it was found out that 45% of the high school students in the public schools of Ozamiz City was not interested in attending La Salle University for their college education. Among the reasons found in the study are: strict policies,

lousy teachers, strict teachers and security guards, very high standards and lack of courses especially in sciences.

In a study done by Dr. Julieta Betonio (Perception on the School's Quality of Delivery of Services, 2008), the overall rating of the indicators of the school's quality of delivery of services is fair as perceived by the staff personnel of the university. The fair rating given by the respondents is indicative of the school's need to improve the quality delivery of services.

Student Satisfaction

According to the BNET business library definition of customer satisfaction, it is the degree to which customer expectations of a product or service are met or exceeded. Satisfaction is a function of relative level of expectations and perceived performance. According to Carey, Cambiano and De Vore (2002) satisfaction actually covers issues of students' perception and experiences during the college years.

Researchers like Oliver (1981); Brady and Robertson (2001); Lovelock, Patterson and Walker (2001) conceptualize customer satisfaction as an individual's feeling of pleasure or disappointment resulting from comparing a product's perceived performance (or outcome) in relation to his or her expectations.

There are so many studies involving satisfaction in relation to the perspective of the customer. The researcher in this study considers students as customers since in the current atmosphere of higher education marketplace, students have become "customers" as fee payers can demand that their views be heard and acted upon (William, 2002).

Service Quality

There are many researchers who have defined service quality in different ways. For instance, Bitner, Booms and Mohr (1994, p. 97) define service quality as 'the consumer's overall impression of the relative inferiority / superiority of the organization and its services'. While other researchers (e.g. Cronin and Taylor, 1994; Taylor and Cronin, 1994) view service quality as a form of attitude representing a long-run overall evaluation, Parasuraman, Zeithaml and Berry (1985, p. 48) defined service quality as 'a function of the differences between expectation and performance along the quality dimensions'. This has appeared to be consistent with Roest and Pieters' (1997) definition that service quality is a relativistic and cognitive discrepancy between experience-based norms and performances concerning service benefits.

2. Methodology

Research Design

The study conducted was a descriptive study. The study established level of students' satisfaction towards the quality service dimensions (tangibility, responsiveness, reliability, assurance and empathy). The researcher described the service quality dimension in which students are most satisfied with.

The study was conducted in the natural setting of the university campus and the student environment. The study concentrated on the students of La Salle University for the second semester of SY 2009-2010.

Unit of Analysis

The unit of analysis for this study were the students of La Salle University for the second semester of SY 2009-2010. This included all students from first year to fourth year level from all colleges of the university. The researcher has distributed 2,087 questionnaires to the different colleges. A total of 1,051 respondents answered and returned the questionnaire for a 50.36% response rate.

Method of Data Collection

This study was adopted from Parasuraman's SERVQUAL dimensions. The questionnaire that was used is a modified version from the study of Azleen Ilias, et. al (2008) using the Likert scale from 1 for not satisfied at all to 4 for very satisfied for measuring the five dimensions of service quality.

Method of Data Analysis

The data analysis for this study was descriptive statistics. The study also tested reliability of the instrument to ensure the consistency and validity of the items in the questionnaire.

3. Results and Discussion

Descriptive statistics of the variables of the study

The questionnaire for the study contains 16 items for the dimension tangibility, 9 items for assurance, and 7 items each for the dimensions reliability, responsiveness and empathy, for a total of 46 items.

Table 1: Descriptive Statistics of Measure

Variable Name	N	No. of item	Minimum Score	Maximum Score	Actual Study Means
Tangibility	1,051	16	1	4	2.88
Assurance	1,051	9	1	4	3.19
Reliability	1,051	7	1	4	3.04
Responsiveness	1,051	7	1	4	2.87
Empathy	1,051	7	1	4	2.97
Overall Service Quality	1,051	46	1	4	2.95

Table 1 showed that the overall mean for students' satisfaction towards the service quality of La Salle University is 2.95 over a 4-point scale. The dimension of assurance had the highest mean of 3.19 over the other dimensions while the dimension responsiveness got the lowest mean of 2.87. The minimum score for all dimensions was 1 which means that there are students who felt not satisfied at all with the quality of service delivered by LSU while the maximum score for each dimension was 4 which shows that some students are very satisfied with the quality of service delivered by the university.

Table 2: Questionnaire Items

	Service Quality	Mean	Std. Dev.
	Tangibility		
1	Appearance of Teacher	3.41	0.64
2	Layout of classrooms	2.80	0.69
3	Lighting in classrooms	3.12	0.98
4	Appearance of building and grounds	2.98	0.76
5	Overall cleanliness	2.96	0.75
6	Degree to which classrooms and study rooms are comfortable	2.87	0.71
7	Decoration and atmosphere	2.76	0.72
8	Appearance of personnel	3.10	0.72

9	Availability of parking	2.68	0.71
10	The degree to which curriculum is up to date	3.08	0.72
11	Number of courses offered	2.92	0.81
12	Adequacy of computers provided in the lab for students	2.58	0.93
13	'Up-to-datedness' of computers	2.52	0.92
14	'Up-to-datedness' of software used in computers	2.49	0.86
15	Access to the Internet/e-mail	2.41	0.91
16	The organizational culture, belief and value in this university	3.36	0.94
	Assurance		
17	Friendly and courteous university staff	3.00	0.79
18	Friendly and courteous teachers	3.13	0.72
19	Research efficiency/productivity of teachers	3.13	0.66
20	Academic credentials of teachers	3.23	0.68
21	Innovative teachers	3.13	0.68
22	The degree to which the university is involved with the community	3.35	0.94
23	Knowledge of university staff on rules and procedures	3.27	0.67
24	Security measures at the university	3.22	0.72
25	Communication skills: courses are well taught by the teachers in this university	3.26	0.92
	Reliability		
26	Registration is timely and error-free	2.81	0.76
27	This university keeps its records accurately	3.15	0.74
28	The general reliability of lecturers ie. keeps time/don't cancel classes	3.10	0.72
29	Sincere interest of staff in solving student's problem	2.92	0.75
30	This university provides its services at a time it promises to do so	3.09	0.74
31	Teaching capability of teachers	3.27	0.69
32	Sincere interest of teachers in solving students' problem	2.96	0.76
	Responsiveness		
33	Availability of staff to assist you	2.88	0.74
34	Availability of teachers to assist you	3.02	0.72

35	Capacity of teachers to solve problems when they arise	3.00	0.72
36	Capacity of staff to solve problems when they arise	2.87	0.72
37	I seldom get the "run-around" when seeking information on this University	2.82	0.72
38	Readily available channels for expressing student complaints	2.74	0.79
39	Queries are dealt with efficiently and promptly	2.79	0.72
	Empathy		
40	Administration has students' best interest at heart	2.96	0.76
41	Accessibility of computer facilities	2.59	0.87
42	Accessibility of study rooms	2.85	0.83
43	Staff are willing to give students individual attention	2.73	0.79
44	The extent to which teachers are sympathetic and supportive to the needs of students	2.90	0.78
45	Opening hour of computer rooms fits students' varied schedules	2.80	0.85
46	The university personnel are fair and unbiased in their treatment of individual students	2.72	0.87

Table 2 showed that in the dimension tangibility, the item with the highest mean score was "appearance of teacher" (mean = 3.41; sd=0.64) and the item with the lowest mean score was "access to the internet/e-mail" (mean=2.41; sd=0.91). The items in the dimension assurance with the highest mean score and lowest mean score are "the degree to which the university is involved with the community" (mean=3.35; sd=0.94) and "friendly and courteous university staff" (mean=3.00; sd=0.79), respectively. "Teaching capability of teachers" (mean=3.27; sd=0.69) and "registration is timely and error-free" (mean=2.81; sd=0.76) are the items in the dimension reliability that got the highest and lowest mean score respectively. In the dimension responsiveness, "availability of teachers to assist you" (mean=3.02; sd=0.72) got the highest mean score and "readily available channels for expressing student complaints" (mean=2.74; sd=0.79) got the lowest mean score. The

items "administration has students' best interest at heart" (mean=2.96; sd=0.76) and "accessibility of computer facilities" (mean=2.59; sd=0.87) in the dimension empathy got the highest and lowest mean scores respectively. It can also be seen in the table that the item with the highest mean score among all the 46 items is the "appearance of teacher" (mean = 3.41; sd=0.64) pertaining to tangibility. The item with the lowest mean score in the dimensions pertains to tangibility also, "access to the internet/e-mail" (mean=2.41; sd=0.91). This means that the students' highest and least satisfaction towards the quality of service of the university pertains to the dimension tangibility of services.

Reliability of the study

Table 3: Reliability results

Variable Name	No. of Item	Actual Test (α)
Tangibility	16	0.924
Assurance	9	0.806
Reliability	7	0.902
Responsiveness	7	0.810
Empathy	7	0.815

Table 3 depicted the coefficients for reliability for all the dimensions of quality service. Tangibility has an alpha coefficient of 0.924 which signifies that the items are internally consistent and that the instrument used to measure the dimension is very reliable the same is true for the dimension reliability which has an alpha coefficient of 0.902. The dimensions assurance, responsiveness, and empathy have alpha coefficients which show that the instrument used to measure the latter is reliable, (α = .086, 0.810 and 0.815 respectively). It can be gleaned from the result that the instrument used to measure the level of satisfaction of students towards the service quality of La Salle University seems to be quite reliable with alpha coefficients all higher than 0.75. In the research done by Abbu Hasan, H, et al (2008), supports this study which

showed alpha coefficients for tangibility of 0.908, assurance of 0.887, reliability of 0.874, responsiveness of 0.854, and empathy of 0.881.

Discussion

In this chapter of the study, the researcher would discuss the important findings of the study in terms of the research objectives. The study wants to establish the level of students' satisfaction towards the service quality of La Salle University in terms of tangibility, responsiveness, reliability, assurance and empathy and which of these quality dimensions are students' most satisfied with.

The level of student satisfaction towards the service quality of La Salle University is between satisfied to moderately satisfy inclining more to moderately satisfied with an overall mean score of 2.95. This means that the students are just moderately satisfied with the service quality delivered by the university. It can also be seen that it is consistently felt by the students across all the dimensions of service quality; tangibility, responsiveness, reliability, assurance and empathy.

The study established that the students are satisfied to moderately satisfied with the tangibility dimension of the quality of service of the university inclining more to moderately satisfied with a mean score of 2.88. This implies that the students are moderately satisfied with the appearance of the physical evidence of the service of the university in terms of its facilities, equipment, personnel and communication materials. It can be noted that among the items included in the survey for tangibility dimension, the highest mean score was attributed to the appearance of teachers and the lowest mean score was attributed to access to the internet/e-mail. It can be deduced that the students feel that the appearances of teachers are moderately satisfying meeting what they expect from college

instructors while they are satisfied only with regards to the accessibility of the internet services offered by the university.

In the study, it was found that students are moderately satisfied with the assurance dimension of the service quality of the university with a mean score of 3.19. This means that the students are moderately satisfied with the competence of the faculty handling courses in the university in terms of having the requisite skills and knowledge of the courses being taught. They are also moderately satisfied with regards to the courtesy extended to them by the university staff in terms of politeness, respect, consideration and friendliness of contact staff. They are also moderately satisfied with the credibility of the university staff and the security afforded to them by the university. This means that they feel moderately satisfied with the trustworthiness, believability and honesty of the university staff.

The study was able to establish that the students are moderately satisfied with the reliability dimension of the quality of service of the university. This implies that the students feel moderately satisfied with the ability of the university to perform its promised services to the students accurately and dependably. They gave a very low rating in terms of the registration being timely and error-free meaning that their experience with this service of the university is worth improving more to be able to satisfy their expectation with regard to this service.

In the study it was found out that the level of satisfaction of the students in terms of the responsiveness dimension of the service quality of the university is moderate only. It means that the students feel moderately satisfied with the willingness of the university to help customers and provide a prompt service.

With regards to the dimension empathy the students are satisfied to moderately satisfied inclining more to moderately satisfied. This explains that the students feel moderately satisfied with the caring and individualized attention the firm provides its customers. They feel moderately satisfied with the approachability and ease of contact of the university staff, the university capability of keeping customers informed in a language they understand and the university is really listening to them and making the effort to get to know customers and their specific needs

The study also found out that the dimension assurance got the highest mean score of 3.19 among all the other dimensions. This implies that the students are most satisfied with the knowledge and courtesy of employees and their ability to convey trust and confidence. The students feel that the competence, courtesy, credibility and security of the service are moderately satisfying among all the other dimensions of service quality. It is only in this dimension that all the questionnaire items were rated with mean scores higher than 3.0.

4. Conclusions and Recommendations

Conclusions

The results of the study gives a clear indication that the students are satisfied to moderately satisfied inclining more to moderately satisfied in terms of the service quality dimensions of tangibility, responsiveness, reliability, assurance and empathy. The items under each dimension with the highest means scores are "appearance of teacher" for tangibility; in assurance, "the degree to which the university is involved with the community"; "teaching capability of teachers" for reliability; "availability of teachers to

assist you" for responsiveness; and "administration has students' best interest at heart" for empathy.

The items under each dimension with the lowest mean scores are: "access to the internet/e-mail" for tangibility; in assurance, "friendly and courteous university staff"; "registration is timely and error-free" for reliability; in the dimension responsiveness, "readily available channels for expressing student complaints"; and "accessibility of computer facilities" in the dimension empathy.

It is noted in the study that of all the 46 questionnaire items, the highest and lowest mean scores pertain to the items in the dimension tangibility. This means that students' experiences of the university's services are most pronounced where the students can physically see evidences of the quality of services. This could be an indication that the kind of students the university has are more influenced by the physical evidences of services delivered by the university in terms of their satisfaction level of the quality of service offered by the university.

Recommendations

The researcher recommends the following to improve the quality of service of the university to enhance the level of satisfaction of the students:

1. Improve the appearance of the building and grounds by maintaining cleanliness and orderliness at all times. Repairs and maintenance should be done on a regular basis and not to wait until the appearance of the building already needs an overhaul rather than repair.

2. Improve the availability of parking space for students vehicles. Students are clamoring for parking space of their vehicles since majority are already having vehicles used in coming to school. For security reasons they want a space where they could park their vehicles safely and securely from the moment they enter until the time they go out from their classes.

3. Increase the number of up-dated computers and software. This also includes improving the accessibility of the internet service inside the campus. Students are required to keep abreast with current changes and current information and most of them are into the use of the internet that is why every time they get a run time error or an error in connection in the use of the internet adds to their frustration.

4. Improve the registration procedure wherein students can feel that the information they get are timely and error-free by training staff members adequately regarding the system usage and information dissemination. Proper signage should be placed around the campus especially on places that are part of the registration process so students, especially the new ones, won't be wandering around the campus trying to find the appropriate office to do business with.

5. Faculty and university staff should be trained ethically and be given formation course more on sincerity and genuine concern for the welfare of the students. In depth seminars should be designed to imbue in the faculty and staff the genuine concern in solving and addressing students' concerns.

6. Offices should be properly staffed to provide quality service to student population of the university in terms of their queries and university concerns. Students experiences in their doing transactions with offices that are undermanned influences greatly their level of satisfaction.

7. To enable students to have spaces they could use for their academic and co-curricular needs study rooms that are well ventilated and well constructed that would protect them not only from the heat of the sun but also from the sprays of water from the rain should be increased.

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Profile of 2nd and 3rd year English Majors: Basis for Language Enhancement Program

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Abstract

This descriptive type of research aimed to determine the profile of the English majors in La Salle University in terms of their attitude towards English and their extent of exposure to the language. There were 23 respondents. It was found out that the respondents had positive attitude towards English and were frequently exposed to the language. They also majored in English because they found the subject interesting and were motivated by the job opportunities it offers after graduation.

I. Introduction

English, the universal language, is also the most sought after and studied language all over the world. Everybody wants to learn to use the language in both its oral and written form. Anyone who is proficient with it has a greater edge compared to others who do not. He/she is easily more successful career-wise. In fact, recent statistics show that proficiency and fluency in English communication (listening, verbal, and written) is the one skill mentioned most often by employers that they require from the applicants they hire (Hansen and Hansen, 2010). Careers, in short, are determined partly by one's ability of spoken and written English.

In that regard, many college students take courses that allow them to study the language. Many of them end up as Education and Bachelor of Arts students majoring in English. These students

would then become, not just teachers or language instructors, but call center agents, sales representatives, marketing managers, speech and language trainers and consultants.

However, it is sad to note that many of these students majoring in English have difficulty in using the language in both its oral and written form. In fact, teachers lament about why the students take English as a major subject if they don't even know when to use *is* and *are* as verbs nor *he* and *she* as subjects. Without their necessary proficiency, both the teachers and students are having difficulty in making the study of the language an easier and more accomplished one. Teachers get frustrated with the students and students get depressed over the poor performance.

Teachers wonder about the students' attitudes towards the language – the teacher, the activities, the performances. They question whether the students are really exposed to the language even outside the school or whether they get to use the language only in academic settings.

The questions, then, on why these students major in English, what their motivation is in studying the language, and how exposed they are to the language remain unanswered.

Hence, this study is conducted to answer such questions and hopefully come up with an appropriate language enhancement program or curriculum design to help the English majors.

Theoretical/Conceptual Framework

Knowing that English is the universal language, many people across all lands and culture want to learn and use the language appropriately and fluently. Fluency in the use of the language is very important to students, especially to English majors

who are studying the language. Such ability would not only help them in understanding the language and culture of the people using it, but it would also boost their confidence and marketability, especially that they are going to teach the language to their future students.

Attitude towards English

In 1994, Boniao found average level of English proficiency among College freshmen in the four areas – listening, speaking, reading, and writing. Her findings indicated that there were a substantial number of college entrants who were equipped with only minimum ability to communicate both in oral and written English. Likewise, she found out that there was a significant relationship between their English proficiency and the students' College Admission Test scores, types of school attended during elementary and high school years, the college they were enrolled in, and their attitude towards English.

Extent of English Language Exposure

The opportunity to learn is related to learning. Likewise, the extent of an individual's exposure to a task increases his/her chances of acquiring the knowledge and information for that task.

A major point of agreement between most theories of language acquisition is the need for exposure before language can be acquired. That is, a language can't be possibly learned without one form of exposure or another to the language in use. Though language is a kind of latent structure in the human mind, the development of language depends on exposure to some specific linguistic experience. Any one brought up in a language vacuum will neither be able to speak nor understand language (Ajileye, 2007)

Krashen (2007), in a study entitled "Formal and Informal Linguistic Environment in Language Acquisition and Learning", found that meaningful exposure to the target language is a necessity, if not a sufficient condition for language acquisition.

Statement of the Problem

This paper aimed to describe the profile of English majors in terms of their attitude towards English and their extent of exposure to the language. Specifically, it sought to answer the following questions:

1. What are the students' profiles in terms of:
   a. their attitude towards English
   b. their extent of exposure to the language

2. Why do the students major in English?

3. What motivates them to study the language?

Significance of the Study:

This study will be used as basis to improve the language program of the Languages Department. It is further significant in the following respects:

A. Individual Level

1. English majors

The results of this study would help the English majors to do something with their attitude and extent of exposure to the language so they would learn the language more.

B. Organizational Level

1. Languages Department

With the results of the study, the department could now design ways, activities, and strategies to help the English majors improve their language performance.

Scope and Limitation of the Study

This study focuses only in determining the profile of the English majors. Taken into account are only the second year and third year students of Bachelor in Secondary Education and Bachelor of Arts major in English; not included are the first year students because they have not taken yet any major subject. Also, due to conflict of time and schedule, the fourth year students are no longer required to participate in this study as they are already very busy with their practicum and are mostly out of school.

2. Methodology

This study used the descriptive method of research focusing on the use of questionnaire in gathering data.

Respondents

All second year and third year students of Bachelor in Secondary Education and Bachelor of Arts majoring in English are taken in as respondents in this study. There were a total of 23 students - 3 males and 20 females.

Data Gathering Instruments

The data gathered in this study were obtained through the use of a researcher-prepared instrument.

This researcher-prepared instrument was adapted from the tool used in the study of Anghay (2007). The first part of the test was concerned with finding out the extent of the students' exposure to English (home, school, community, environment) while the second part would show their attitude towards English and its uses.

In determining the students' exposure to the English language, the questionnaire was subdivided into four related areas such as: home exposure, school-related exposure, mass media exposure, and community exposure. Each area of exposure has ten situations to be rated by the students. The response category to which the respondents choose from were never *= 1, sometimes = 2, frequently = 3, all the time = 4*.

In interpreting the responses of the respondents in this category, the following scales were used:

Scale Description	Weight	Qualitative
3.01 – 4.00	4	All the time
2.01 – 3.00	3	Frequently
1.01 – 2.00	2	Sometimes
0.01 – 1.00	1	Never

The attitude part of the questionnaire was a Likert-type questionnaire patterned after Anghay's work. This instrument consisted of thirty-five items distributed as follows: item numbers 1, 9, 13, 17, 21, 24, 27, 30, and 33 fell under the descriptions designed for English teacher; item numbers 3, 7, 11, 15, 18, and 19

belonged to the descriptions designed for English reference book; item numbers 4, 8, 12, 20, 23, 26, 29, 32, and 35 pertained to the descriptions of doing English work in groups; and item numbers 2, 5, 6, 10, 14, 16, 22, 25, 28, 31, and 34 referred to the descriptions of doing English work with practical values.

More importantly, the scores in this instrument were determined using the following scale: 5, strongly agree; 4, agree; 3, undecided; 2, disagree; and 1, strongly disagree. The scores of the students were interpreted as follows:

4.21	-	5.00	- Strongly Agree (SA) / Very Positive
3.41	-	4.20	- Agree (A) / Positive
2.61	-	3.40	-Undecided (U) / Slightly Positive / Negative
1.81	-	2.60	- Disagree (D) / Negative
1.01	-	1.80	- Strongly Disagree (DA) / Very negative

3. Results and Discussion

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

Table 1 shows the respondents' attitude towards their English teacher.

Table 1: Respondents' Attitude towards English Teacher

Indicators	Mean	Verbal Interpretation
Our English teacher likes most of the students in this class.	4.34	Very Positive
In my English class, I usually listen to my teacher.	4.48	Very Positive
I like my English teacher because he/she is very understanding.	4.26	Very Positive

Our English teacher is interested in my opinion.	3.82	Positive
If I need help with my assignment in English, I would approach my English teacher.	3.61	Slightly Positive/Negative
My English teacher usually arranges interesting activities for us.	4.17	Positive
My English teacher always helps students with difficulty in English works.	3.87	Positive
My English teacher is able to make English easier to understand.	3.96	Positive
My English teacher talks enough and explains thoroughly our English lesson.	4.30	Very Positive
Overall Mean	**4.06**	**Positive**

4.21 – 5.0 – Strongly Agree/Very Positive
2.61 – 3.40 – Undecided/Slightly Positive/Negative
1.01 – 1.80 – Strongly Disagree/Very Negative
3.41 – 4.20 – Agree/Positive
1.81 – 2.60 – Disagree/Negative

Table 1 showed that the students had a positive attitude towards their English teacher as shown by the overall mean of 4.06. In fact, the students had a very positive attitude towards their English teacher when the teacher likes most of the students in the class, when she well explains thoroughly their lessons in English and when she very understands the students and their needs.

These may be explained by the fact that most students really like teachers who also show some form of kindness and understanding towards them. As mentioned by Dr. Rosenthal in her paper on "Behavioral Science Study: Teachers' Effects on Students" (2002), when teaches show desirable qualities to their students, the students likewise show positive attitudes towards the teachers. In short, if the teacher shows that she likes the students, the students also like her back.

In La Salle University, most of the classes do not require students to use textbooks but are highly encouraged by their teachers to make full use of reference books. The English classes likewise do not have textbooks for students to use but encourage students to use various references.

Table 2 shows the respondents' attitude towards English reference book.

Table 2: Respondents' Attitude towards English Reference Book

Indicators	Mean	Verbal Interpretation
I know a lot more after reading English books.	4.04	Positive
I usually find our reference books functional in providing us answers to our questions.	3.72	Positive
In my spare time, I usually try to find language (English) information from reference books.	3.61	Slightly Positive/Negative
The English reference book in my school does not jibe with the English syllabus made by our teacher so I need to use another book for English lesson.	3.61	Slightly Positive/Negative
I usually handle the assignment by myself by utilizing reference books.	4.35	Very Positive
I enjoy the activities in English reference books.	3.96	Positive
Overall Mean	**3.89**	**Positive**

The Table above showed that the respondents' had a positive attitude towards the use of English reference book as shown by the mean of 3.89. Students even indicated that they are able to handle the assignments all by themselves by utilizing their reference books.

The use of books in the classroom and for classroom use indeed helps the students to understand further their lessons. Yilmaz (2000) affirmed this by saying that reading books and reference books can be thought as the factor which plays a very

important role in fulfilling the educational achievement and language development of students.

Table 3 discloses the students' attitude towards group works in their English subject.

Table 3: Respondents' Attitude towards Group Work in English

Indicators	Mean	Verbal Interpretation
I want to work with my friends.	4.57	Very Positive
By working with a group, I can exchange ideas with my friends.	4.57	Very Positive
I am happy to work with my group during English lesson.	4.27	Very Positive
I am happy to work with most of the groups in my English class.	4.48	Very Positive
Group work is better than individual work.	3.91	Positive
By doing group work, I find it easier to understand the English lesson.	4.48	Very Positive
I don't agree with working in a group because it is usually noisy.	2.47	Negative
Group work in English class makes me become more critical of others' ideas.	4.17	Positive
Group work is helpful in understanding English better.	4.43	Very Positive
Overall Mean	**4.16**	**Positive**

The overall mean of 4.16 revealed that the respondents' had a positive attitude towards group work. They find it easier to understand the English lessons if these are done by group and especially if they are working with their friends. Moreover, they can exchange ides with their friends if they are working in a group.

These results support the study of Eguico (2002) which revealed that students found it easier and more enjoyable if they

perform activities and share ideas by group rather than individual work.

Table 4 explains the respondents' attitude towards practical work in English.

Table 4: Respondents' Attitude towards English Practical Work

Indicators	Mean	Verbal Interpretation
I can usually cope with the English practical works we are given.	4.04	Positive
I am usually proud that I can participate in group activities that have practical values in them.	4.48	Very Positive
Doing English assignments which have practical value helps me learn English better.	4.57	Very Positive
I like actual/practical work in this subject because I feel that my knowledge in English is reinforced by doing practical tasks.	4.52	Very Positive
Practical work in English makes me think more and manifests my knowledge in English.	4.52	Very Positive
In English lessons, I usually choose better activities which have practical values.	4.09	Positive
I usually understand the rules and principles of English by doing practical tasks.	4.00	Positive
English can be easily understood by doing varied activities with practical values in us.	4.57	Very Positive
I enjoy doing and recovering when I do practical work.	4.00	Positive
Practical work in English helps me understand more about the nature of English.	4.17	Positive
I am usually proud of the practical work I do in English.	4.13	Positive
Overall Mean	**4.20**	**Positive**

Respondents had a positive attitude towards English practical work as shown by the overall mean of 4.20. They believed that their knowledge and use of the English language are reinforced and applied by doing practical tasks. Their English lessons are also

better understood with the use of activities and assignments that have practical values.

These results are consistent with what Aballe (1999) has stated in his paper. According to him, language is both an experience and learning. As active participants, students are not mere recipients of knowledge – they are also discoverers of its uses.

Table 5 reveals the respondents' overall attitude towards English.

Table 5: Respondents' Overall Attitude towards English

Indicators	Mean	Verbal Interpretation
Teacher	4.06	Positive
Reference book	3.89	Positive
Group work	4.16	Positive
Practical work	4.20	Positive
Overall mean	**4.08**	**Positive**

As shown in the table above, the English majors had a positive attitude towards English. It can be observed that the students' attitude towards English practical work had the highest mean with 4.20 while their attitude towards English reference book had the lowest mean with 3.89.

It can be gleaned therefore that students find practical tasks in English as most helpful in their understanding, learning, and use of the language. The application of their knowledge in English is what they consider as the most important factor that aids them in their learning of the language. Group work and the teacher only came in second and third, respectively, which might mean that they only play a minor role in their acquisition of the language.

Table 6 contains the students' extent of English exposure at home.

Table 6: Respondents' Extent of English Exposure at Home

Frequency of Exposure	Tally	Percentage
All the time	2	9
Frequently	13	57
Sometimes	8	34
Never	0	0
Total	23	100
Mean	**2.43**	**Frequently**

Table 6 showed that the respondents were frequently exposed to using English at home as indicated by 57 of the respondents who claimed that they tutor their brothers and sisters at home and that they often read English books and references at home.

The results might be explained by the fact that, as English majors, these students practice speaking English at home and are comfortable in using it. These results, then, negate the findings of Anghay (2007) which contends that students were not frequently exposed to using the English language at home.

Table7 below shows the respondents' extent of English exposure in school.

Table 7: Respondents' Extent of English Exposure in School

Frequency of Exposure	Tally	Percentage
All the time	3	13
Frequently	19	83
Sometimes	1	4
Never	0	0
Total	23	100
Mean	**2.68**	**Frequently**

The table above indicated that 83% respondents were frequently exposed to using English while only 3% admitted to being exposed to using English in school all the time.

The mean of 2.68 suggests that the respondents were frequently exposed to using English in school. As English majors, these students often participate in English-related activities such as essay writing contests, extemporaneous and oratorical speech activities. Moreover, the English Speaking Campaign implemented by the Languages Department has propelled these students to speak English not just when they ask or answer questions in the classroom but also when they converse with their friends and classmates in school.

However, it is significant to note that only 3 of the 23 respondents were exposed to English in school all the time. Considering that they are English majors and are supposed to converse in English all the time when they are in school, majority of them are only frequently exposed. This simply means then that the respondents still have to practice and expose themselves to English more when they are in the classroom.

Table 8 shows the extent of English exposure the respondents have through the mass media.

Table 8: Respondents' Extent of English Exposure in the Mass Media

Frequency of Exposure	Tally	Percentage
All the time	6	26
Frequently	14	61
Sometimes	3	13
Never	0	0
Total	23	100
Mean	**2.73**	**Frequently**

From the table, it is gleaned that the respondents were frequently exposed to English through mass media. In fact, a majority of them (61%) claimed to be so.

The present results mean that the students are frequently exposed to English as revealed by their preference to constantly watch English shows on TV and cinemas, listen to music and radio programs in the FM stations, and surf for information and chat with their friends in the Internet. As English majors, again it is not surprising that they prefer such shows and are frequently exposed to English because of these latest technological inventions. Nevertheless, only 6 (26%) of the respondents were exposed to the English language through mass media all the time when in fact, they were expected to be constantly exposed to English in order for them to master the language well.

The results, however, support the claim of De Gracia-Casiño (2003) and Anghay (2007) in their respective studies where they found the students to be frequently exposed to English through mass media.

Table 9 contains the respondents' extent of English exposure in the community.

Table 9: Respondents' Extent of English Exposure in the Community

Frequency of Exposure	Tally	Percentage
All the time	1	4
Frequently	15	65
Sometimes	7	31
Never	0	0
Total	23	100
Mean	**2.35**	**Frequently**

It is clear from the table above that 65% respondents were frequently exposed to using English in the community.

The mean of 2.35 indicated that the respondents frequently converse to other members of the community, such as their neighbors and acquaintances, using the English language. They also

like listening to people discussing issues in English and have, at one point or another, experienced conversing with an English speaking person.

Considering that the society does not promote the use of English in business and government transactions, these respondents are comfortable in using the English language in the community, whether for social or business communication.

These findings then negate the claim of Ajileye (2007) which states that many non-native speakers of English do not use the language during conversations because they have a more expressive and convenient means of communicating with most people around them.

Table 10 shows the respondents' overall extent of exposure to English

Table 10: Overall Extent of English Exposure

Indicators	Mean	Verbal Interpretation
Mass Media	2.73	Frequently
School	2.68	Frequently
Home	2.43	Frequently
Community	2.35	Frequently
Overall mean	**2.54**	**Frequently**

As reflected in the table above, the respondents were frequently exposed to English at home, in school, through mass media, and the community as shown by the overall mean of 2.54. The extent of their exposure through mass media, however, ranked first with a mean rating of 2.73. The findings show that the students tend to be influenced more by mass media in their desire to use the language rather than by other factors (school, home, and community). This may further support the notion that students at this age frequently but not too oftenly exposed themselves to mass

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media, and that language learning is seen through their willingness to invest in learning from media (Aballe, 1999).

Table 11 shows the respondents' reasons for taking English as their field of specialization in teaching.

Table 11: Respondents' Reasons for Majoring in English

Reasons for Majoring in English	Frequency	Percentage
1. I want to learn to speak English fluently.	5	22
2. I like speaking in English.	1	4
3. English is an interesting subject.	8	35
4. I want to learn more about the language.	4	18
5. I am not good in Math.	1	4
6. I am not good in English.	1	4
7. I want to teach English to non-English speaking foreigners	2	9
8. The scholarship program I avail of requires me to major in English.	1	4
Total	**23**	**100**

As shown in the table above, most of the respondents chose English as their major subject for teaching because they found the subject interesting. They were interested to know more about grammar, literature, speech, and written forms of the language that accompany the study of English. This was seconded by 18% of the respondents who claimed that they wanted to know more about the language that is why they were majoring in it.

The results simply mean then that the respondents were not at all forced to major in the said subject. Their interests lie in knowing and learning more about the language, not just the grammar and speech parts, but also the literature one. By choosing it as their field of specialization, they will be spending more time in studying it, and therefore wil be learning more about it, and applying it in real life.

Significantly, a total of about 5% of the respondents had other varied reasons for majoring the subject: they were not good in Math so they chose what they thought was the easiest one; they were not good in English so they wanted to know more about its uses by majoring in it; or that they had no choice at all because they were simply forced by what the scholarship program requires. On the other hand, some chose the subject because they wanted to teach English to non-English speaking foreigners someday.

Table 12 reveals the respondents' motivation for learning the language.

Table 12: Respondents' Motivation for Learning the Language

Motivation for Learning the Language	Frequency	Percentage
1. I want to speak using English.	5	22
2. I want to be a more effective user of the language.	4	17
3. English gives better job opportunities.	8	35
4. English-speaking people inspire me to speak the language.	6	26
Total	**23**	**100**

Table 12 revealed that 35% of the respondents were motivated to learn more about the language because their knowledge of English allows them to have better job opportunities. On the other hand, 26% of them were inspired to learn more about the language because of English-speaking people around them.

The results indicate that students believe that mastery of the use of the English language would give them an edge above other graduates in terms of job offers and opportunities. Furthermore, they believe that there are more jobs awaiting them after graduation; they can work, not just as teachers, but as call center agents, marketing specialists, sales representatives, and the like. This belief then motivates them to study, learn, and master the use of the language.

4. Summary of Findings, Conclusion, Recommendation

Summary of Findings

This study aimed to identify the profile of 2ⁿᵈ year and 3ʳᵈ English majors in terms of their attitude towards English – teacher, reference book, group work and practical work, and their extent of exposure towards the English. It also aimed to find out their reasons for majoring in English and their motivation for learning the language. There were only a total of 23 students currently enrolled in BSED-English and AB-English programs – 3 of them are males and 23 females.

The obtained data generated the following findings: (1) the respondents had a positive attitude towards their English teacher, English reference book, group work, and practical work; (2) the respondents were also frequently exposed to English at home, in the school, through mass media and in the community; (3) they were more frequently exposed to English through mass media rather than through other factors (home, school, community); (4)   they found English as an interesting subject that is why they chose it as their field of specialization; and (5) the respondents were motivated to learn more about the language because it gives them better job opportunities.

Conclusion

Based on the findings of this study, the researcher came up with the following conclusions:

As English majors, the respondents had positive attitude towards English and were also frequently exposed to the language.

Practical tasks in English are most helpful in the students' understanding, learning, and use of the language.

Students tend to be influenced more by mass media in their use of the language rather than by other factors (home, school, community).

Interest in the language and the job opportunities it brings motivate the students to major in English and learn more how to use it.

Recommendations

Based on the findings and conclusions made, the following recommendations are given:

English instructors must provide more practical tasks to students to help them apply the use of English in day-to-day conversations.

Teachers must use more mass media facilities and require students to make full use of them in order to help them master the language and its uses.

English instructors must make the subject more interesting. Lessons and activities must be designed to prepare the students for the job opportunities that await them after graduation

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Error Analysis of LSU Students' Written Composition

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Abstract

This study using quantitative analysis method aimed at identifying, categorizing and analyzing the global and local errors in the written compositions of the 236 English 2 students representing the seven colleges and one school of La Salle University. It was found out that SHM got highest in both global and local errors while CAS and COE had the lowest global errors and the least local errors went to CAS only. It is then conducted that all students from the different colleges and school of LSU incurred both global and local errors; this errors are independable and unanswerdable in students' learning.

1. Introduction

"Humans are prone not only to commit language errors themselves but also to err in their judgments of those errors committed by others"-James, 1998

" She scream, he scream, and then I scream !" omission of the third person singular " s " is an error that drives all ESL /EFL teachers insane, along with all those other " little " errors we see committed repeatedly, repeatedly, repeatedly , whether we teach in Asia, Africa, the Americas or on another continent " -Margaret Lopez

"It's the nature of being a student, after all, to be "wrong "as emphasized by David Denby. It is therefore, inevitable that learners make mistakes in the process of foreign language learning and they are struggling on the great need to be competent in four skills of

language learning namely: listening, speaking, reading and writing. Specifically, they often make errors when they write essays in English. Thus, learner errors have been considered as indispensable for their learning a language, man's most powerful tool for communication.

Error- making as emphasized by Robinson (1998) is a natural phenomenon in learning of all kinds. However, why students go on making the same mistakes even when such mistakes have been repeatedly pointed out to them is what is questioned by language teachers. Yet not all mistakes are the same; sometimes they seem to be deeply ingrained, but at other times students correct themselves with ease.

Penman (1998) (cited in AbiSamra, 2003) emphasized: "As we all know, we communicate orally and/or in writing."In spoken conversations with others, we make sense of the dialogue in a complex back-and-forth process of negotiation of meaning between speakers. In written texts, this back-and-forth negotiation is not possible; there is only 'one pass Ã.' The sentence is written and it is read. Because there is no possibility of negotiating meaning of written documents, the inevitable problems of misunderstandings are exacerbated".   (p. 37).

Writing has become a difficult task and skill to develop; even native English speakers are making errors. It is a complicated process that requires strict correctness of grammar and mechanics.

As observed and emphasized by Dagdag (2002) , teachers have found it extremely difficult to make the students study, as well as produce ideas and organize them into an intelligible / comprehensible piece of writing. Students do not seem to know how to study; moreover, they show signs of not being able to think

and write beyond the sentence. Hence, many teachers feud against teaching of writing.

However, as explained by Poole (1999)," linguists place emphasis in spoken language. The reasons for this emphasis include the fact that we acquire speech naturally while we have to be taught how to read and write, the fact that we generally speak more than we read and write, and the fact that writing developed as an adjunct to speech; some societies have no writing system and no society has developed a written language and only consequently decided to transmit the utterances orally". (p. 23)

Nevertheless, language has played an important part in the development of the society. The society requires communication to be made across space and time. Societies have often had to span space and time as best they could using such means as messages and law – speakers, but they rarely offered the same potential that writing offers. Writing still thrives despite the rival means of communication in the modern times.

Error analysis has become an interesting task for the teachers teaching writing as it helps them identify their own teaching methodologies and their students' ability in writing and to guide them in choosing the strategies and topics that best suit the students' capacity. Moreover, teachers find teaching writing really difficult as it requires a lot of effort and carefulness. Thus patience is highly required from the teachers in order to improve students' ability to write.

Thus, researchers and teachers of foreign language came to realize that the mistakes a learner made in the process of constructing a new system of language is needed to be analyzed carefully, for they possibly held in them some of the keys to the understanding of second language acquisition. It is not a new idea that errors should be treated as a developmental problem and that

instructors should exercise patience in dealing with them. (Robinson, 1998)

Fluency and correctness of language expression can be fully detected in a composition, which represents one's English ability (Hong, 2007) .The ability to write effectively in English is becoming increasingly important in the global community as communication across language becomes ever more essential. Good English writing competence is widely recognized as an important skill for educational, business and personal reasons. Writing is a complex process which demands cognitive analysis and linguistic synthesis. It is even harder to learn to write in a foreign language, and it takes considerable time and effort to become a skillful writer. English writing instruction is thus assuming an increasing role in foreign language education (Tan, 2001)

Michaelides (1990) stated that the correction of all kinds of written work (composition, translation, summary) has been the problem of foreign / second teachers, particularly the inexperienced. This unpleasant state of affairs is due to partly to the alarming number of errors their students make, either through failure to learn or through careless, slipshod writing. They are unduly worried – because this is how it has always been with foreign – language learning, even with mother – tongue learning. It is the breadth and nature of the subject that make it so difficult to teach, as compared, say, with the teaching of Mathematics, Physics, and so on. He further emphasized that he has no doubt on the usefulness of students' errors for more realistic and effective teaching.

Recently, teachers in all levels- elementary, high school and tertiary suffer the burden in correcting their students' compositions. Students seem to be writing without using the correct guidelines, grammar and mechanics in writing taught to them.

However, the errors of the students provide the teachers feedback on the usefulness of their methodologies. These feedbacks lead them to evaluate their ways of teaching and the topics they are going to reinforce. Thus, they must have the skill to carefully analyze students' errors for them to identify the students' weaknesses and strength in writing.

Indeed, a great skill in analyzing errors is a tremendous advantage to both teachers and the students as it leads to better teaching and learning process. Furthermore, teachers will be guided in evaluating the effectiveness of their methodologies and strategies. They may be practically helped in determining the topics and skills that need to be enhanced among the students.

It is in this light that the researcher chose to focus on LSU students' errors not mistakes in their written compositions.

Review of Related Literature and Studies

Language and the linguistic process are so complex that specialists devote their lives to investigating them. These specialists called linguists, try to determine the language rules that individual people use to communicate. The linguists deduce the rules of language from the patterns demonstrated when people communicate with one another. Moreover, language is a complex and dynamic system of conventional symbols that is used in various modes for thought and communication. It evolves within specific, historical, social and cultural contexts; language as, as rule − governed behavior, is described by at least five parameters − phonologic, morphologic, syntactic, semantic and pragmatic (Owens, 2008).

As outlined by Bloom & Lahey (1978), language can be divided into three majors, although not necessarily equal components: 1) form − includes syntax, morphology, and

phonology, 2) content – encompasses meaning or semantics and 3) use – pragmatics. These five components – syntax, morphology, phonology, semantics and pragmatics are the basic rules of systems found in language.

As individuals use language, they code ideas (semantics); that is they use a symbol – a sound, a word and so forth – to stand for an event, object or relationship. To communicate these ideas to others, they use certain forms, which include the appropriate sound units (phonology), the appropriate word order (syntax), and the endings (morphology) to clarify meanings more specifically. Speakers use these components to achieve certain communication ends, such as gaining information, greeting, or responding (pragmatics).

The analysis of the production of errors shows quite clearly that not all systematic errors produced by the learner can be attributed to the interference from the source language. Such errors provide evidence for a much more complex view of the learning process, in which the learner is considered as an active participant in the formation of and revision of hypotheses regarding the rules of the target language. (Xu, 2004)

Crystal's (1999) (cited in Bain, 2006) defines "error analysis" in language teaching and learning, as a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics. Errors are assumed to reflect, in a systematic way, the level of competence achieved by a learner; they are contrasted with "mistakes," which are performance limitations that a learner would be able to correct" (p.125).

According to Brown (2000) (cited in Hen Dan, 2007), a "mistake" refers to a performance error in that it is a failure to utilize a known system correctly. While an "error" is a noticeable deviation from the adult grammar of a native speaker, reflecting the inter-language competence of the learner.

In addition, Mohamed Ali uses the term "error" to refer to a systematic deviation from a selected norm (after Burt et al. 1982) or set of norms. Error Analysis (hereafter EA) is the examination of those errors committed by students in both the spoken and written medium. Corder: (1974; 125), who has contributed enormously to EA, writes thus:

"The study of error is part of the investigation of the process of language learning. In this respect it resembles methodologically the study of the acquisition of the mother tongue. It provides us with a picture of the linguistic development of a learner and may give us indications as to the learning process." (p.125)

Hence the researchers were led to study on the inevitable existence of language and to find out the natural steps for learning. Only if the teacher is aware of them and able to make use of them in the teaching process appropriately that findings of error analysis function as facilitator in language teaching in many ways (Erdogan: 2005)

Xu (2004) stated that trained and sophisticated language teachers have undoubtedly applied EA to one degree or another for decades since EA came into being,. They have studied their students' recurring mistakes, classified them into categories, and used them as the basis for preparing lessons and materials designed to remediate such errors.

The study of errors would be significant: to teachers, to researchers and to learners. In addition to studies concentrating on error categorization and analysis, various studies concentrated on these three different areas. In other words, research was conducted not only in order to understand errors per se, but also in order to use what is learned from error analysis and apply it to improve language competence.

There are some previous studies on Error Analysis based on learners' written work. Such studies include Kroll and Schafer's "Error-Analysis and the Teaching of Composition", where the authors demonstrate how error analysis can be used to improve writing skills. They analyzed possible sources of error in non-native-English writers, and attempted to provide a process approach to writing where the error analysis can help achieve better writing skills. These studies, among many other researchers recognized the importance of errors in SLA and started to examine them in order to achieve a better understanding of SLA processes, i.e. of how learners acquire an L2. Another set of researchers as cited by AbiSamra (2003) also pointed out some significant results – these are: Harris (1981) who analyzed sentence fragments found in student papers according to a scheme defining different categories of fragments: broken sentences and minor sentences. He also focused on a particular kind of minor sentence: the fragmented free modifier ; thus, he further suggested strategies for dealing with these errors; on the other hand, Kim's (1988) investigation of errors in English verbs with reference to tense, mood, and voice was conducted. He made use of the 120 subjects from the 11th grade Korean EFL learners who were asked to translate 42 Korean sentences into English. His study revealed that errors in mood were most frequent (903), followed by errors in voice (885) and tense (720), among the total of 2508 errors.

Connors and Lunsford (1988) presented their analysis of 3000 marked essays in order to discover the most common patterns of student errors and which errors are marked most consistently by American instructors. He highlighted major findings which include the observation that teachers disagree on what constitutes a markable error, and tend to mark errors related to how serious or annoying the error is perceived for both student and teacher, although the difficulty in explaining the nature of the error also factors into the process.

Juozulynas (1991) pointed that in the 360 pages analyzed a total of 2199 errors in syntax, 1881 errors in inflectional morphology, 1537 errors in semantics, 1130 errors in spelling, and 954 errors in punctuation were found. Overall, excluding semantic and punctuation errors, 17.2% of the errors were global (i.e., affected the entire sentence), while 82.8% were local (i.e., affected only one word). In conclusion, Juozulynas 'analysis of the Miami corpus showed that 80% of errors in the essays of the second-year students of German can in principle be recognized by a syntactic parsing program; the remaining 20% are semantic. In contrast to at least one other study (Rogers: 1984), semantic errors made up a small portion (20%) of the total. After adjusting Roger's classification (op. cit., 27) by assigning her categories "lexical errors" and "complete transfer of English expression" as well as some types of syntactic and morphological errors (e.g., pronoun reference, word formation, etc.) to the semantic category used in the classification, it becomes obvious that at least about 30% of errors in Rogers' study are of semantic origin.

In addition, Eun-pyo's (2003) study on " Error Analysis on Medical Students' Writing" was aimed to identify and classify errors by analyzing twenty five sophomore medical students' writing, especially their formal and informal letters. It was revealed that approximately one fourth of errors (26%) of these subjects

resulted from L1 transfer. Other major errors involved in wrong words (16%), prepositions (15%) and articles (14%).

Klinger (2003) surveyed 3,000 professors (300 in English, 2,700 in other departments) to see how they would grade a hypothetical student essay. He found that most professors caught the same mechanical errors and also had similar responses to organization, logic, word choice, and style problems. He concluded that professors outside English do care about English usage and that they have similar attitudes toward writing problems. Moreover, he reiterated that these findings may allow English departments to cooperate with other departments in teaching writing. Writing instructors assume that they share a common knowledge with respect to various types of student errors. Wall and Hull (1989), however, conducted a study using 55 English teachers, including elementary, secondary, and university teachers. The results indicated that teachers do not share a common assumption of what constitutes error.

In his study, AbiSamra (2003) collected a sample of written work from 10 grade 9 students and he found 214 total number of errors in the 10 essays studied and these are divided according to the different categories: 29 grammatical, 35 syntactic, 26 lexical, 3 semantic, and 120 substance (mechanics & spelling) errors.

Chan (2004) investigated writing errors made by 710 Hong Kong Chinese ESL learners at different proficiency levels with the focus on 5 error types, namely: (a) lack of control of the copula (b) incorrect placement of adverbs (c) inability to use the there be structure for expressing the existential or presentative function (d) failure to use the relative clause and (e) confusion in verb transitivity. The results showed confirmatory evidence for syntactic transfer from Chinese to English with regard to the five syntactic patterns selected for experimentation, and the extent of syntactic

transfer was particularly large for complex target structures and among learners of a lower proficiency level.

Another study of Papp (2004) analyzed a 200,000-word corpus of Chinese ESL university students' written production and found the article system and 'number marking on nouns' very problematic for the students. It was further shown that articles (a ,an, and the) are very problematic for Chinese learners of English and are used extremely frequently in writing.

As cited by Chuang (2005), Ferris (1995, 1999, 2002) concluded that making typical ESL errors may stigmatize students and negatively affect the grading of their work. In his study, Chuang (2005) identified a total of 5232 errors and an examination of all the errors showed that the foundation students' formal errors fell into broad categories. The top ten broad categories were determiners (23.7%), nouns (15.3%), verbs (7.6%), grammatical prepositions (6.9%), lexical misconceptions (5.8%), punctuation (5.1%), sentence parts (4.1%), tenses and aspects (3.8%), modals (3.5%) and lexical-grammatical prepositions and syntactic complementation of a word (3.3%). A further examination showed that the top ten most frequent error features and their frequencies (% out of all errors) were: (1) Missing definite article 10.1% (2) Bare singular count noun for plural 8.8% (3) Redundant definite article 8.5% (4) Misselection of preposition 6.1% (5) Lexical misconception 5.8% (6) Wrong tense and aspect 3.8% (7) S-V non-agreement 2.4% (8) Wrong collocation 2.1% (9) Missing 'a'/'an' 2.0% (10) Comma splice 2.0%.

Huang (2006) presented an analysis of 34 Taiwanese English majors' writing errors based on a web-based writing program, which included error categories of grammar, mechanics, style, and usage. He also showed the distribution of errors which were usage (55%), mechanics (20%), style (16%) and grammar

(9%). As a conclusion, he stressed that most of EFL students' writing errors were not due to insufficient command of linguistic complexity. On the contrary, they made a big portion of basic errors such as the subject-verb agreement or incomplete sentences. In addition, the study reported the major causes of EFL learners' errors which were overgeneralization, ignorance of rule restrictions, simplification, incomplete application of rules and L1 transfer.

Tan (1997) sought to explore the major writing difficulties of the 95 second year non-English majors of Kun Shan University by analyzing the nature and distribution of their writing errors. The error analysis revealed a total of 323 common errors which were examined and categorized into 13 error types. Errors related with lexical knowledge (word choice, spelling, parts of speech) accounted for 25.7%; those related with sentence structure (missing subject, missing object, missing verb and word order) accounted for 28.2%. Other grammatical errors (verb form, verb tense, passive voice, preposition, article, subject-verb agreement) accounted for 46.1%. In addition, Tan (1997) cited studies of Error Analysis which examined error types of 160 compositions written by senior high school students in Taiwan. Simple sentences were written mainly by the low proficient group . As far as global errors were concerned, conjunctions, run-on sentences and subjects-objects-complements were the three most commonly made errors. In addition, the investigation of learning strategies showed that language transfer accounted for 70.58% of all the errors

In the study of Kato (2006), the total number of errors was 1518 (596 in 46 first year essays, 491 in 58 second year essays, and 431 in 44 third year essay). The average number of errors per student was 13.5 for the first year students, 11.2 for the second year students, and 9.8 for the third year students. As a total, syntactic errors dominated the rest at 29%, followed by lexical errors (21%), morphological errors in nouns and mechanical errors (18%), and

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morphological errors (14%). According to the school year, the most common errors observed in first year essays were lexical errors, which comprised 24% of the total, while syntactic errors comprised most errors in second and third year essays, which amounted to 35.2% and 31.1% respectively. Among the first years' lexical errors, "word choice" was the most common mistake (93 in total). As for second year and third year samples, as many as 158 and 121 errors were made respectively in "sentence structure."

Theoretical Background

As stressed by AbiSamra (2003), error analysis is a type of linguistic analysis that focuses on the errors learners make. It consists of a comparison between the errors made in the Target Language (TL) and that TL itself. Pit Corder is the "Father" of Error Analysis (the EA with the "new look"). It was with his article entitled "The significance of Learner Errors" (1967) that EA took a new turn. Errors used to be "flaws" that needed to be eradicated. Corder presented a completely different point of view. He contended that those errors are "important in and of themselves." For learners themselves, errors are 'indispensable,' since the making of errors can be regarded as a device the learner uses in order to learn. In 1994, Gass & Selinker defined errors as "red flags" that provide evidence of the learner's knowledge of the second language. Researchers are interested in errors because they are believed to contain valuable information on the strategies that people use to acquire a language (Richards, 1974; Taylor, 1975; Dulay and Burt, 1974). Moreover, according to Richards and Sampson (1974, p. 15), "At the level of pragmatic classroom experience, error analysis will continue to provide one means by which the teacher assesses learning and teaching and determines priorities for future effort."

This study is anchored on Corder (1974) two objects of error analysis: one theoretical and another applied. The theoretical object serves to "elucidate what and how a learner learns when he studies a second language." And the applied object serves to enable the learner "to learn more efficiently by exploiting our knowledge of his dialect for pedagogical purposes." The investigation of errors can be at the same time diagnostic and prognostic. It is diagnostic because it can tell us the learner's state of the language at a given point during the learning process and prognostic because it can tell course organizers to reorient language learning materials on the basis of the learners' current problems.

An error may vary in magnitude. It can include a phoneme, a morpheme, a word, a sentence or even a paragraph. Due to this fact, this study viewed errors as being either global or local advocated by Brown (2000). Global errors hinder communication and they affect the structure of the entire sentence, such as a missing essential part of the sentence subject or verb. They prevent the message from being comprehended. On the other hand, local errors do not prevent the message from being understood because there is usually a minor violation of one segment of a sentence that allows the hearer to guess the intended meaning and they are those which affect only the constituents in which they appear. Categorization of problem areas is straightforward.

In order to have a thorough identification, categorization and analysis of the errors committed by LSU English 2 students, the Common ESL Writing Errors based on Ferris' (2005) Model was used. Below is the categorization of errors.

I. Global Errors
A. Morphological Errors
  Verbs: Tense, From, Subject-verb agreement

Nouns: Articles/determiners, Noun endings (plural/possessive)

B. Syntactic Errors

Sentence structure, Run-ons, Fragments

II. Local Errors

A. Lexical Errors (local errors)

Word choice, Word form, Informal usage, Idiom error, Pronoun error

B. Mechanical (local errors)

Punctuation, Spelling, Capitalization*

Statement of the Problem

This study aimed to identify, describe, categorize, and analyze the errors of LSU students' written composition. Specifically, the study sought to answer the following questions:

1. What is the profile of the respondents' local errors by college in terms of :
   a. lexical errors
   b. mechanical errors

2. What is the profile of the respondents' global errors by college in terms of :
   a. morphological errors
   b. syntactic errors

3. Is there a significant difference between the respondents' local and global errors?

Null Hypothesis

There is no significant difference between the respondents' local and global errors?

Significance of the Study

Errors were no longer seen as deviations to be eliminated, but were used as data for analysis. They were seen to provide important information about the progress, or language system, of the learner. As such this study will specifically benefit the following:

1.   The results of this study may convince the administrators to support any proposed programs to help enhance the students' skills in writing and to give the teachers more opportunities to attend seminars and trainings to better upgrade their competencies in teaching writing.

2.   Error analysis enables teachers to get an overall knowledge about the students' errors, to obtain information on common difficulties in language learning as an aid to teaching or in development of teaching materials, to carry on their studies in accordance with what the learner needs to know and what part of the teaching strategy to change or reconstruct, to devise appropriate materials and effective teaching techniques, and to construct tests suitable for different levels and needs of learners'

3.   The language teachers can be better able to develop curriculum and select materials that can facilitate L2 learning processes and also it plays an important role in training teachers and helping them identify and classify students' errors, as well as helping them construct correction techniques

4.   Errors are significant data for syllabus designers and curriculum planners as they decide what items are important to be included or which items need to be recycled in the syllabus and what remedial materials/ programs can be constructed that are significant to the needs of the students and that can enhance their communicative abilities especially in writing.

5.   Learners' errors can help them identify their linguistic difficulties and needs at a particular stage of language learning so that they can avoid different kinds of errors in writing and they can look for appropriate remedy, which will resolve their problems and allow them to discover the relevant rules for greater improvement.

6.   The errors enable the other language researchers to gain new evidence to understand how language is learned and acquired, what strategies the learners use, and what is the nature of second language learning among students on the basis of which they can conduct further research for the formulation and establishment of a sounder theory of foreign/ second language learning.

Scope and Limitation

This study was confined only at identifying, categorizing and analyzing the errors in the written composition of English 2 students of La Salle University, Ozamiz City.

The respondents chosen for this study were the 236 English 2 students of La Salle University. The total number of respondents represented the seven colleges and one school as follow: 14 respondents from the College of Engineering (COE) ; 32 from the College of Nursing (CON) ; 31 from the College of Education (CED)   ; 44 from the College of Business and Economics (CBE) ; 32 from the College of Accountancy (COA) ; 19 from the College of Computer Studies (CCS) and 14 from the College of Arts and Sciences(CAS); 50 from the School of Hospitality Management (CHM) ; .

During their English 2 classes on December 18 & 19, 2008, the respondents were asked to write a three - paragraph composition on the topic " What Does Christmas Really Mean? ". It took them 30 – 40 minutes to write their composition.

The study focused on the analysis of the students' written composition. The errors were identified and categorized into two: local errors and global errors.

The errors were analyzed further using the Description of major error categories designed by (Ferris, 2005).

Verb errors	All errors in verb tense or form, including relevant subject verb agreement errors.
Noun ending errors	Plural or progressive ending incorrect, omitted, or unnecessary; includes relevant subject-verb agreement errors
Article errors	Article or other determiner incorrect, omitted, or

	unnecessary
Word wrong	All specific lexical errors in word choice or word form, including preposition and pronoun errors. Spelling errors only included if the (apparent) misspelling resulted in an actual English word.
Sentence structure	Errors in sentence/clause boundaries (run-ons, fragments, comma splices), word order, omitted words or phrases, unnecessary words or phrases; other unidiomatic sentence construction.

1. Methodology

This chapter deals with the research methodology of the study which includes the research method used, the respondents of the study, sampling technique, the materials used, data collection technique and statistical treatment used in this study.

Research Design

This study made use of quantitative analysis method as it required a thorough, careful and exhaustive analysis in identifying and categorizing the errors in the written composition of LSU English 2 students enrolled during the second semester of school year 2008 – 2009.

The Purpose

Fluency and correctness of one's language expression can be fully detected in a composition, which represents one's English ability. Therefore, in order to detect and describe partial knowledge of English that English 2 students of La Salle University have, this

study sought to identify, categorize, and analyze the different errors of the students' written composition.

The Respondents

The respondents chosen for this study were the 236 English 2 students of La Salle University. The total number of respondents represented the seven colleges and one school as follow: 14 respondents from the College of Engineering; 32 from the College of Nursing; 31 from the College of Education; 44 from the College of Business and Economics; 32 from the College of Accountancy; 19 from the College of Computer Studies and 14 from the College of Arts and Sciences; 50 from the School of Hospitality Management.

The Data Gathering Materials

The data analyzed for this study were the errors in students' written composition. During their English 2 (Writing in the Discipline) classes, the respondents were asked to write a composition about the topic, "What Does Christmas Really Mean? " The topic was timely because they were asked to compose a week before Christmas (December 18 -19, 2008).The compositions were completed during the second semester of 2008 – 2009.

The errors in the composition were individually identified and categorized based on Ferris' (2005) Analysis Model as cited by Kato (2006) . The "Common ESL writing errors" fall into four categories; morphological errors, lexical errors, syntactic errors, and mechanical errors. This model is based upon the "Description of the major error categories" , which covers verb errors, noun ending errors, article errors, word wrong, and sentence structure (p.92). According to James (1998) (cited in Kato, 2006) , an error analysis model must be "well-developed, highly elaborated, and

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self-explanatory" (p.95). Ferris' model fulfills these needs. With this system, it is easy to identify global and local errors (Burt and Kiparsky, 1972, cited in James, 1998; Kato (2006) which were added to Ferris' model of major errors. Global errors are major errors in sentence structure, which makes a sentence difficult or impossible to understand, whereas local errors are minor mistakes, which do not cause problems of comprehension. In Ferris' classification, morphological and syntactic errors are considered global errors. Mechanical and lexical mistakes, on the other hand, are local errors.

Research Procedure

All errors were marked and classified. They were first classified into global errors or local errors. The verb-related errors were considered as "verb errors", therefore, they were considered morphological errors. However, confusion in the use of transitive/intransitive verbs was considered a global syntactic error because it affects the whole sentence structure. Also, tense errors were anticipated. As long as the errors did not interfere with the understanding of the sentence, they were put into tense errors, i.e., morphological errors. It was sometimes difficult to draw the line between lexical errors and mechanical errors; that is, whether the word is a wrong choice or simply a spelling mistake. If the word had a separate meaning but exists as a word, then it was treated as lexical error; otherwise, it was marked as a mechanical error. However, if an inappropriate word choice disrupts the meaning in the whole sentence, it was considered a syntactic error. In short, the decision of error classification depends on each sentence. As for repeated mechanical errors in the same sentence, i.e., spelling mistakes, punctuation, and capitalization, the multiple mistakes were counted as one.

The Statistical Treatment

Stratified Random Sampling using Slovin's Formula was used to get the sample size of the study.

Frequency and Percentage distribution were used to categorize the errors of the respondents' written composition.

The Paired Sample T-test was used to determine the significant difference between the respondents' local and global errors.

2. Results and Discussion

This chapter deals with the percentage analysis and interpretation of the gathered data. The data found in this chapter are arranged according to specific problems treated in this study.

Problem No. 1: What is the profile of the respondents' local errors by college in terms of:

   a. lexical errors
   b. mechanical errors

Table 1: Respondents' local errors by college

COLLEGE / SCHOOL	LEXICAL ERRORS		MECHANINCAL ERRORS	
	Frequency	Percentage	Frequency	Percentage
CBE	107	18	77	22
COA	60	10	24	7
CON	59	10	40	11
CAS	**33**	**5**	**15**	**4**
CED	93	15	62	17
COE	42	7	**14**	**4**
CCS	67	11	24	7
SHM	**147**	**24**	**100**	**28**

TOTAL	608	100	356	100

As evidently shown in Table 1, SHM incurred the greatest lexical errors with 24% while CAS got the lowest of 5%. These lexical errors could be traced from the students' wrong word choice, word form and errors in pronouns and prepositions. This result in lexical errors is similar with Akande's (2006) study which found out that Technical College students did not have a high competence in the use of words related to their different areas of specialization as they normally made mistakes resulting from overgeneralization of rules, wrong analogy, wrong word choice and others. This finding indicates that SHM students did not have sufficient vocabulary; they don't have enough knowledge on the correct word form and they are inefficient in the correct use of prepositions in writing their sentences. Thus, teachers have to impart a body of knowledge, but learners have to discover that knowledge for them in order to internalize it.

As to the errors in mechanical, the highest number went to SHM with 28% while the lowest percentage was committed by both CAS and COE having 4%. Errors in punctuation, capitalization and most especially spelling were very evident among the students. This implies that teachers in all year levels and colleges are faced with the all-too-clear fact that the students find correct spelling difficult. This can be reinforced by Wolff (2000) who found out that the carefully prepared essay and free informal expression of out-of-school written materials were all contain numerous lexical errors most especially in spelling which occurred repeatedly.

Problem No 2: What is the profile of the respondents' global errors by college in terms of:

    a. morphological errors
    b. syntactic errors

Table 2: The global errors in the composition of students by college.

COLLEGE / SCHOOL	MORPHOLOGICAL ERRORS		SYNTACTIC ERRORS	
	Frequency	Percentage	Frequency	Percentage
CBE	68	15	128	20
COA	58	13	35	**5**
CON	39	9	78	12
CAS	39	9	**35**	**5**
CED	74	17	95	15
COE	**19**	**4**	63	10
CCS	29	7	69	11
SHM	**116**	**26**	**144**	**22**
TOTAL	442	100	647	100

As manifested in Table 2, the greatest proportion of both morphological and syntactic errors was gotten by SHM having 26% and 22% respectively; on the other hand, the least errors in morphology went to COE with 4% and both COA and CAS gathered the smallest syntactic errors with 5%. These findings in the morphological and syntactic errors are comparable to Juozulynas (1991) who discovered that the biggest problem in the students' writing seems to be syntax, especially the use of the verb with the required noun case or the use of the required case with the noun object of a preposition. Inflectional morphology with its much-feared "endings" takes second place. Thus, syntax and morphology together make up 53% of the errors in the corpus. This infers that students must be given more opportunity to raise their

awareness and skills in making sentences and paragraphs which are connected with one another to form meaningful compositions.

Table 3: The Global and Local Errors of the Respondents by College.

College/ School	Local Errors				Global Errors			
	Lexical Errors		Mechanical Errors		Morphological Errors		Syntactic Errors	
	F	%	F	%	F	%	F	%
CBE	107	18	77	22	68	15	128	20
COA	60	10	24	7	58	13	35	5
CON	59	10	40	11	39	9	78	12
CAS	33	5	15	4	39	9	35	5
CED	93	15	62	17	74	17	95	15
COE	42	7	14	4	19	4	63	10
CCS	67	11	24	7	29	7	69	11
SHM	147	24	100	28	116	26	144	22
TOTAL	608	100	356	100	442	100	647	100

Table 3 illustrated that SHM dominantly garnered the biggest percentages of errors in all of the four categories while CAS got the lowest in three out of four categories: lexical, mechanical and syntactic errors.

As a total, syntactic errors dominated the rest for 647, followed by lexical errors with 608, morphological errors for 442 and mechanical errors 356. This result is exactly in the same order with the study of Kato (2006). This denotes that errors in writing a composition are inseparable to students' learning. Moreover, the LSU students are non-native speakers who are more prone to making mistakes and/or committing errors .Indeed, errors clearly tell the teachers how far towards the goal the learners have

progressed and what remains for them to learn. Moreover, errors are means of feedback for the teachers reflect how effective they are in their teaching style and what changes they have to make to get higher performance from their students learning. Therefore, teachers should help students to improve their language proficiency and become more confident in their writing abilities and their linguistic accuracy at every level of proficiency.

Table reflects the significant difference between the students' local and global errors.

Table 4: Paired Sample Test

	T-Value	P - Value	Decision	Interpretation
LOCAL ERRORS GLOBAL ERRORS	1.96	0.014699	ACCEPT Hypothesis	No Significant

c. **Problem No 3:** Is there a significant difference between the respondents' local and global errors?

Hypothesis: There is no significant difference between the respondents' local and global errors?

The Paired Sample T-test was used to find out if there is no significant difference between the students' local and global errors. As indicated in Table 3, the T – value is 1.96 and the P – value is 0.014699. Since the computed T- value is less than the Tabular T – value, the null hypothesis is therefore accepted. The no significant difference therefore testifies that both local and global errors are incurred by students when they are writing compositions. They commit global errors which hinder their communication and affect the structures of the entire sentences whenever they make a composition, such as a missing essential part of the sentence subject

or verb. Hence, the message they want to convey has been prevented from being comprehended. Moreover, they incur local errors which do not basically prevent their message from being understood because there is usually a minor violation of one segment of a sentence that allows the hearer to guess the intended meaning. Consequently, teachers must view errors as means of feedback for them reflecting how effective they are in their teaching style and what changes they have to make to get higher performance from their students.

4. Summary, Conclusions and Recommendations

This chapter presents the summary, the conclusions drawn and the recommendations formulated.

Summary

This study made use of quantitative analysis method. It aimed to identify, categorize, and analyze the different errors of the students in their written composition.

The respondents chosen for this study were the 236 English 2 students of La Salle University. The total number of respondents represented the seven colleges and one school as follow: 14 respondents from the College of Engineering; 32 from the College of Nursing; 31 from the College of Education; 44 from the College of Business and Economics; 32 from the College of Accountancy; 19 from the College of Computer Studies and 14 from the College of Arts and Sciences; 50 from the School of Hospitality Management.

The data analyzed for this study were the errors in students' written composition. During their English 2 (Writing in the

Discipline) classes, the respondents were asked to write a composition about the topic, "What Does Christmas Really Mean? " The topic was timely because they were asked to compose a week before Christmas (December 18 -19, 2008).The compositions were completed during the second semester of 2008 – 2009.

EXCEL was used for statistical analysis and the Paired Sample T-test was used to determine the significant difference between the students' local and global errors.

Findings

The gathered data were analyzed and the following were the findings:

1. SHM got the highest in both local and global errors as revealed in their percentages of 24, 28, 26, and 22 in lexical, mechanical, morphological, and syntactic errors respectively while the lowest in global errors were CAS and COE and the least local errors went to CAS only.

2. COE encountered the least morphological errors as shown in its percentage of only 4, while CAS gathered the smallest percentage of 5 in lexical errors category.

3. For mechanical errors, the smallest percentage was exemplified by both CAS and COE with only 4% while COA and CAS both acquired the lowest proportion of syntactic errors with only 5%.

4. As a whole, syntactic errors accumulated the greatest total number of 647 while mechanical errors got the least with only 356.

Conclusion

        After having analyzed the data gathered, the researchers conclude that students from all the colleges and school of LSU incurred both local and global errors in their written composition. Students' errors are therefore indispensable and unavoidable in their learning; however, these errors can be very useful for more realistic and effective teaching.

        Among the students from the seven colleges and one school, SHM committed the greatest percentages of both local and global errors; thus, they need to actively involve themselves in remedial activities to reinforce their writing ability.

Recommendations

        Based on the findings and conclusion, the following recommendations are presented:

    1. Language teachers should give consideration on the development or reconstruction of teaching materials and effective teaching strategies/ approaches to suit the different levels and needs of the learners most especially in writing.

    2. Teachers must help students raise their awareness of how to organize English writing, and how units of sentences and paragraphs are connected with one another to form meaningful text; they should provide students with ample amounts of language input and instruction, as well as writing experience and they must integrate the grammar focus while encouraging creativity and teaching organizational form.

3. Students must identify their difficulties and needs by recognizing the importance of coherence in their writing ; they should dedicate themselves to the ideas or message that they are trying to convey In order to write coherent, well-structured paragraphs and essays. Moreover, they should have to be creative in writing and they should concentrate on the content as well. By reflecting on their writing process, students should internalize their grammatical and lexical knowledge and utilize it for production.

4. Students must have more exposure to authentic writing that will help them expand their vocabulary and write well-organized, reasonably cohesive paragraphs / essays. They should cultivate knowledge and their writing skills by consciously listening or reading extensively outside the class , taking every opportunity to use it, developing learning strategies outside of the class, and reflecting on the writing process before, during and after they write.

5. Remedial materials/ programs that are important to the needs of the students and that can improve their communicative competence especially in writing should be designed. Thus, SHM students should be first given the priority to take part in any of these programs.

6. More studies on students' global and local errors must be conducted which will not only focus on grammatical and lexical accuracy but also on creativity in context and logical flow of sentences

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College Students' Choices of Popular Contemporary Songs: Selection Processes, Preferences, and Rationales

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Abstract

This research is conducted to identify contemporary song choices of LSU College Students, their selection processes and rationales for choosing songs with the hope of incorporating those in future grammar and literature lessons. Students' bases for selecting songs are the song's implied value, melody/beat, and genre. It was also found out that respondents prefer country music and that specific songs are selected since they like their melody/beat.

1. Introduction

Listening is one of the four macro skills. It is the absorption of the meanings of words and sentences by the brain. It leads to understanding of facts and ideas. It takes attention to the task at hand in spite of distractions, thus, it requires concentration. A person who incorporates listening with concentration is actively listening. Like the other macro skills, listening can also increase the overall success of the students. However, due to the increasing curriculum demand, teachers fail to harness this skill (Dalton &

Rose, 2007). This, therefore, defeats the education mission which is to develop the learner holistically.

Having said so, to be able to find a way to incorporate it to the lessons would benefit everyone. Among the many avenues to incorporate listening is through songs as they are heard by the majority of the population, anywhere and everywhere.

Flattum (2004) defined song as combination of melody and poetry that is musically expressive of emotion. It is a musical work that serves as an umbrella for many genres such as R&B, rock, country, hip hop and ballade.

According to Damasio, (1994); Lane and Nadel, (2000); Ledoux, (2003); Ochesner, Bunge, Gross and Gabrielle, (2002) and Panskepp, (1998) as cited by Dalton and Rose (2007) music carries emotional content which separable from the words or syntax and understanding the meaning and the importance requires its own processing. The affective networks process this content in order to determine the value, importance and significance of what is listened to.

By this fact, it is the researcher's desire to find out the students' particularly college students, song selection, preferences and rationales. This study is, therefore conducted to identify which songs can be included in lessons, grammar and literature alike.

Review of Related Literature and Related Studies

Listening is the absorption of the meanings of words and sentences by the brain. It leads to understanding of facts and ideas. However, listening takes attention to the task at hand in spite of distractions. Thus, it requires concentration. A person who incorporates listening with concentration is actively listening. Moreover, Recording for the Blind and Dyslexic Incorporated

(RFB&D)'s Learning Through Listening online document (2008) added that listening is an interactive the interpretative process that requires an individual to tap into prior knowledge, organize the content, regulate listening speed and processing, interpret meaning, recognize the whole and the parts of an information and respond accordingly.

Since active listening skills can increase students' overall success, finding ways to integrate these skills into the classroom would benefit everyone. Some studies from the past made use of tape-recorded stories and audio-taped instructions for the learners to follow. Others made use of songs to find out the linguistic competencies, cognitive skills and affective skills. During the circle time, children sing songs that require turn-taking and group interactions. Songs like BINGO require students to listen for the silent pauses. They play rhythm games that involve listening to a clapping pattern and then repeating it. They play games where they dance until they hear the music stop, and they freeze. These activities clearly illustrate how listening is an integral part of the early childhood experience (RFB&D, 2007).

According to Flattum (2004), a song is a combination of melody and lyrics or poetry that is musically expressive of emotion. It serves as an umbrella for many genres like R&B, country, ballade, hip hop, and rock. These genres are visible in the Western contemporary songs thus bringing great influence to the listening public's interest.

R&B (Rhythm and Blues) is a term used to describe the blues-influenced form of music predominantly performed by African-Americans since the late 1930s. It was first used in the 1940s and was created for use in musical marketing by Billboard magazine. Further, the term was created to replace the designation "race music" which until then was the standard catch-all phrase to refer to most music made by the blacks. The "Rhythm" term comes

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from the music's typical dependence upon the four-beat measures or bars and employs backbeats. The "Blues" term comes from the lyrics and melodies of the songs, which were often sad, or "blue". Over time the name was shortened to R&B as a matter of convenience. Later in 1970s, it was used as a blanket term to describe soul and funk as well. Presently, the term can be used to loosely define most sung African-American urban music (Nero, 2008).

Country is based on the traditional music of rural South and the cowboy music of the West, whose songs express strong personal emotions. It has roots in traditional folk music and the old time music. Musicians of this genre play instruments such as the guitar and the fiddle (MSN Encarta, 2007). McLoughlin (2008) added that one can't have country music without a sense of loss and a lyric that will tear one's heart in two.

Hip-hop is often mixed with R&B however they are different from each other. Hip-hop is a modern culture consisting of music, fashion, and art made by the African Americans. It has four fundamental elements: hip-hop dance, hip-hop music, hip-hop art and hip-hop fashion. Hip-hop music includes Dj-ing, beatboxing, rapping, and hip-hop production. It consists of a rhythmic style of speaking called rap over backing beats performed on a turn-table by a disc jock. It began in New York in 1970s predominantly by African Americans to stop gang wars putting the music genre into a positive side (Marshall, 2005)

Rock on the other hand is a popular music with prominent vocal melody accompanied by guitar, drums, bass, keyboards and synthesizers. Generally, its theme is about liberation. It does not express a fixed state at all, but encompasses transition, the movement from one state to another (Paul, 2008). However, Scaruffi (2002) said in his study that there is actually no definition

for rock music. He further stated that it is music for young white rebels and as these young rebels grow up, it will lose its "young-only" quality.

Ballade likewise known as easy listening is a style of popular music and radio format that emerged in the mid-20th century. It features simple, catchy melodies, soft, laid-back tune. It was designed to be soothing and relaxing. Unlike the other genre, it slips into the background, which is the very reason, many critics and listeners dismissed the music as nothing more than a disposable fluff. Its primary characteristic is pleasant and easy on the ears (Limewire, 2008).

These are capsulated by Adel's (1960) definition of the contemporary songs that they are characterized by an expression of feelings that encompasses the whole range of human emotion. The lyrics have been expanded and altered through the centuries to become one of the chief literary instruments which focus and evaluate the human emotion. Dalton and Rose's (2007) study further supported that music carries emotional content that is separable from the words or syntax and understanding the meaning and the importance of that emotional content requires its own processing. The affective domain processes this content to determine the value implied, importance and significance of what is listened to.

In Saricoban & Metin's (2000) study, songs give new insights. They are the means through which cultural themes are presented effectively. Through using contemporary popular songs, which are already familiar to teenagers, the teacher can meet the challenges of the teenage needs in the classroom. Furthermore, the use of songs in the classroom can entertain and relax the learners while they are learning and they often eliminate the students' negative attitude towards learning. Teachers can also benefit from

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using songs, since the concern is to motivate the students and draw their utmost attention on the subject during teaching.

Each individual has different preferences when it comes to selecting a song. According to Fang (1996) in her study, the melody is an important factor in deciding a song. The popular song should be able to connote tenderness, softness and sadness. Further she stated that the lyrics play also an important part in supporting the melodic connotations and in constructing the songs' meanings. Thus, a good song must be meaningful, understandable, touching and realistic. Another song feature that is most likely considered by listeners is the theme. This feature helps them in building a connection to the song. Most of the young generation today prefers songs that are about love, separation, liberation, relationships with others. As young as they are they assume responsibilities while having fun. They are aware of the temporary limitation of their youth, and so with their fun.

Theoretical Framework

Students spend a large portion of the school day listening. They listen to announcements, to classroom instruction, to peers, to various school personnel, etc. Right after school hours, students seek refreshment, relaxation and or fuelling up or motivation while dealing with homework. One of the many solutions is listening to songs as supported by Dr. Gardner and his Multiple Intelligences Theory. However, the individual's preferred song differs from one another. A song might be of positive effect for a certain individual but may not be of the same effect to another individual. Furthermore, songs also give new insights (Saricoban & Metin, 2000). They provide authentic texts which are motivating and interesting. Its features, further, trigger an individual's critical thinking. Moreover, according to Kohler's Insight Theory, gaining insight is a gradual process of exploring, analyzing, and

restructuring until a solution or understanding, in this case, is arrived at.

This paper is a 3-part study on the student's preferences, selection processes and rationales for their song choices. It seeks to explore the college students' preferences among various contemporary songs, and to update teachers' understanding of their selection process. It is designed to explain how and why these young listeners choose their preferred songs.

Statement of the Problem

This study aimed to identify the contemporary song choices of the LSU College students, their selection processes, and their rationales for choosing such songs. Specifically, it attempted to find answers to the following questions:

1. Given a wide selection of frequently heard songs, which song is most likely preferred to be listened to by students?

2. Which of the five focused music genre-R&B, country, ballade, rock, and hip hop- is most preferred by the students?

3. What are the students' rationales for their specific choice of song?

4. What are the students' generalized song selection processes?

Significance of the Study

This study is significant for the following reasons. First, the result of the study could portray the song preferences, and listening level of the students. Second, it could provide a guideline to design

a comprehensive listening enrichment activity. Finally, it could also give teachers ideas on how to improve teaching literature through the help of the contemporary songs that students love to listen to.

Scope and Limitation

The foremost concern of the study is to find out the song preferences, selection processes and rationales of the college students across all colleges of La Salle University enrolled as of second semester of the school year 2009-2010.

The researchers had opted to use 40 college students across all colleges as respondents of the said project.

Given a wide selection of songs that are available according to the most requested contemporary songs, the researchers focused on the following modern popular music genre: rock, R&B, country, hip hop and ballade (likewise known as easy listening). The number of songs for each genre is limited to three only.

1. Methodology

The data and information discussed in this paper were gathered through the use of simple descriptive research method.

This study was conducted in the College unit of La Salle University Ozamiz formerly known as Immaculate Conception College-La Salle. It was founded in 1929 and is the only Catholic educational institution in Ozamiz City. In 1994, its supervision was passed from the Missionary Sisters of St. Columban to the De La Salle Brothers until the present.

Of the overall population of students of La Salle University in the college department, only 40 students across all colleges were taken as subject of the study. These students were enrolled during the second semester, SY 2009-2010.

The study used a researcher-prepared survey that targeted students' selection processes, preferences, and rationales.

The data gathering was done according to the steps below:

1. As a preparatory measure, the researchers identified the popular and mostly aired songs during the term belonging to these modern popular music genres—rock, R&B, country, ballade and hip hop. The researchers picked three songs only for each genre.

2. The respondents were presented with a varied selection of the most requested contemporary songs, three for each genre identified.

3. The administration of the questionnaire was done personally in order to ensure uniformity of instructions and also to explain the purpose of the research.

4. Retrieval of questionnaires was done on the same day when the questionnaires were distributed.

Percentage distribution was used to determine the respondents' selection processes, preferences, and rationales.

2. Results and Discussion

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

Table 1 shows the song selections of the respondents.

Table 1: Song Selections

Song Selections	Frequency	Percentage
R&B		
1. Papers	2	5
2. Mad	4	10
3. If I Were a Boy	1	2.5
Country		
1. White Horse	4	10
2. You Belong With Me	2	5
3. Love Story	5	12.5
Rock		
1. Careless Whisper	2	5
2. New Divide	3	7.5
3. 21 Guns	4	10
Hip Hop		
1. Kiss Me Thru the Phone	3	7.5
2. Drop It Low	3	7.5
3. Crack A Bottle	0	0
Ballade		
1. Better In Time	2	5
2. Note to God	4	10
3. Happily Ever After	1	2.5
Total	**40**	**100**

Table 1 showed that 12.5% of the respondents prefer to listen to Love Story, a song which belongs to country. This means that a good number of the respondents prefer the song which expresses personal emotions. Moreover, they added that they like the impact of the song the fact that they see the involvement of the artist to the track by playing a musical instrument, in this case, a guitar.

Table 2 presents the music genre preferences of the respondents.

Table 2: Genre Preferences

Song Genre	Frequency	Percentage
R&B	10	25
Country	12	30
Rock	6	15
Hip hop	8	20
Ballade	4	10
Total	**40**	**100**

As depicted in Table 2, a good number of the respondents prefer to listen to country. This means that they prefer to listen to sensible themes and lyrics that tear one's heart in two. This genre rooted from traditional folk music and old time music. Moreover, the result is consistent to that of the result in Table 1.

Table 3 shows the song selection rationales of the respondents.

Table 3: Song Selection Rationales

Selection Rationales	Frequency	Percentage
I like the melody/beat of the song.	12	30
My friends listen to it.	2	5
I could feel the emotion implied in the song.	9	22.5
The artist was able to make a connection with my feelings.	5	12.5
I like the morale implied in the song.	5	12.5
I like the arrangement of ideas in the song.	3	7.5
The complexity of the musical arrangement challenged me.	2	5

I appreciate the diction and the syntactic and semantic intelligence of the composer.	2	5	
Total	**40**	**100**	

The table illustrated that 30% of the respondents choose a song because they like the melody or beat of the song. This means that they choose a song based on whether the melody or the beat is appealing or not. Moreover, 22.5% of the respondents choose the song because they could feel the implied emotion in the song. On the other hand, 12.5 % chooses a song because of the connection they felt while listening to the song and the morale implied in the song. This means that a few number of students displayed active listening-further digging into the value implied in the literary piece.

In her study, Fang (1996) stated that the melody is an important factor in deciding a song. The song should be able to connote tenderness, softness and sadness or happiness. Such characteristics of a song can be found in country. This shows consistency to that of the results in Tables 1 and 2. Love Story, as one of the songs in the selection, belongs to country which is most preferred by respondents.

Table 4 presents the ranking of song features that affect the respondents' selection processes.

Table 4: Song Features Preferred by Respondents in their Song Selection Process

Song Features	RANK		
	1st	2nd	3rd
Title	15	21	4
Theme	21	10	9
Length of the song	2	5	2
Artist	2	4	25

Note: 1- Most preferred

*   3- Least preferred*

It is clearly shown in the table above that respondents found the theme of the song as the most preferred song feature that helped them decide in picking a song while the artist and the length of the song were least preferred. The result, however, is of minimal connection to the result of the previous table. The connection is minimal in the sense that if traced carefully, the establishing of the theme, as embedded in the lyrics, is primarily set by the melody or beat of the piece.

It is then concluded that in selecting a song, students consider the theme of the song. Next to it is the title. However, students do not regard the artist and the length of the song that much in selecting a song.

3. Summary of Findings, Conclusions and Recommendations

Findings

Based from the results, the researchers have come up with the following conclusions:

1. Most of the respondents chose to listen to Love Story over the other songs presented;

2. A number of respondents prefer country over the other genres presented;

3. Most of the respondents reasoned that they choose a particular song because they like the melody/beat of the song;

4. The respondents ranked the theme of the song as the number one song feature that helped them decide on what song to select.

Conclusions

Based on the findings of this study, the researchers have come up with the following conclusions:
1. Country is mostly preferred by the respondents;

2. Specific songs are selected because they like the melody/beat of the song as a surface part of the theme of the song;

3. Students choose a song of their choice based on theme which includes the implied value, melody and beat, and genre of the song.

Recommendations

Based on the findings and conclusions made, the following recommendations are given:

1. English teachers could include in their activities songs as benchmark for grammar discussions, value processing, literary criticisms and social or moral issues;

2. A further study could be conducted to determine the themes, particularly the implied value of songs, preferred by the students in picking songs of their choice; and to identify the students' level of comprehensive listening.

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Most Felt Non-Academic Problems Encountered by First Year CAS Students

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Abstract

This study was made to determine the most felt non-academic problems encountered by first year CAS Students. The study used a descriptive survey method research design that included the eighty male and female CAS students enrolled during the first semester of S.Y. 2009-2010. The findings revealed that financial problem is the most felt problem in the area of finance and living conditions. Parents too much expectations are the most felt problems under home and family. Not being attractive physically, lack of leadership ability and afraid of losing love ones are also problems in some other areas. It is recommended that parents should given feedbacks about their children, the Guidance Counselors together with the Student Affairs Director should organize more programs and activities to help students enhance positive self-concept and the teachers should also make the most impact on the lives of the students so that they can perform better.

I. Introduction

College life can be a roller coaster of striving and surviving. One fresh from secondary school will find it difficult and taxing. The nature of academic environment has changed and the people around seemed new. A campus-wide stimulus can be very demanding like class schedules, new subjects to enroll, room and building locations, and an immense deal of information on policy and procedures would likely enmeshed the first year students. But these are not the only challenges that first year college students are experiencing. There are also non-academic problems confronting them. Most of the college students, especially first year students,

belong to the adolescent stage and it is in this period wherein an individual is going through dramatic changes concerning his or her physiological as well as psychological health. There are various developmental challenges, issues and concerns that need to resolve in order to move forward through the path of development. These challenges that students will go through call for tangible support from group of persons responsible for student academic advancement and total welfare. But appropriate help or support will be extended if problems are properly identified.

This study was conducted to identify the most felt non-academic problems being experienced by the first year CAS students for the first semester of the school year 2009-2010.

Conceptual Framework

Below is the conceptual framework of the study.

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                    ┌─────────────────────┐
                    │   Non- Academic     │
                    │     Problems        │
                    └─────────────────────┘
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| Finances and Living Conditions | Home and Family | Health and Physical Development | Social Psychological Relations | Courtship and Sex |
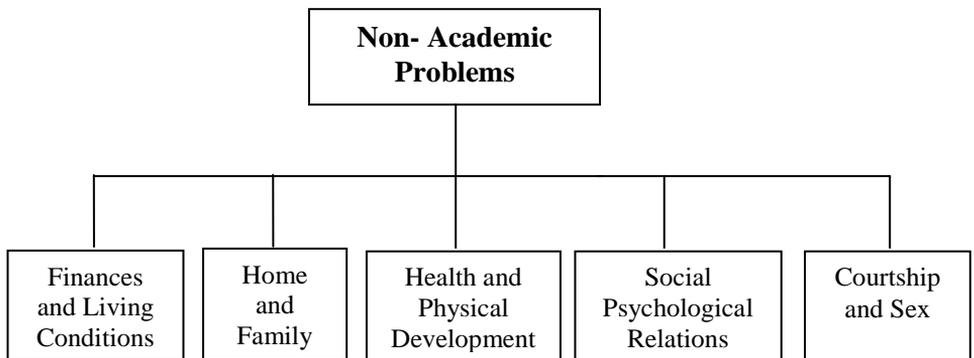
Conceptual Framework

There are 5 non-academic problems experienced by first year CAS students. One is the finances and living conditions. Every

family goes through some economic problems; parents might be laid off from work; parents might have unexpected bills like new car purchases arise, parents might get demoted at work, or they might get into any other financial problems. In today's day and age it is necessary for both parents to work to maintain a quality standard of life. What problem does this present to the teenage adolescent? It presents many problems. As cited in the article (2007) on *Low Income Affects Adolescent,* teenagers are very susceptible to peer pressure. Therefore, as a parent you will always hear about your adolescent wanting new clothes, wanting to go out with friends, or wanting to drive. A single parent will not be able to afford this; a family with both parents working might not be able either. Teenagers will feel left out or will feel bellow their peers.

Home and family is also another source of problem. Students desire a warm and supportive environment like home and family. No one can dispute the importance of family. According to Henry Rhodes, it is in the family where personality is developed, where identity is formed, where status is assigned, and where basic values and norms are learned. If family fails to provide the necessary support that students need, problems would set in.

Another problem is health and physical development. It is in this period wherein students are more concern about their physical appearance. Adolescents spend a lot of time worrying about their physical appearance, school and social situations. What their peers think of them is very important to them. This anxiety includes what people think about the way they dress, the way they act; what they say, how they look, and so on (Steinberg, 1996). Students tend viewing the negatives of their body rather than looking at the positive parts of their appearance. According to John Lounsbury in his article on *Understanding and Appreciating the Wonder Years,* adolescents who are obese, underdeveloped, overdeveloped or short, for example, are often so worried about what they look like;

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it is difficult for them to feel good about themselves. Feelings of inferiority develop because of lack of self-confidence, insecurity or feeling like they don't have any friends.

Social psychological relations is of another concern. Students do better when they are surrounded with love and support not only from their parents but also from their friends in school. Adolescence marks the emergence of larger groups of peers, or crowds. Crowds are large collectives of similarly stereotyped individuals who may or may not spend much time together. crowds are not settings for adolescents' intimate interactions or friendships, but instead serve to locate the adolescent (to himself and to others) within the social structure of the school. As well, the crowds themselves tend to form a sort of social hierarchy or map of the school, and different crowds are seen as having different degrees of status or importance.

One of the most important social transitions that takes place in adolescence concerns the emergence of sexual and romantic relationships. In contemporary society, most young people begin dating sometime during early adolescence. Dating during adolescence can mean a variety of different things, from group activities that bring males and females together (without much actual contact between the sexes); to group dates, in which a group of boys and girls go out jointly (and spend part of the time as couples and part of the time in large groups); to casual dating as couples; and to serious involvement with a steady boyfriend or girlfriend. More adolescents have experience in mixed-sex group activities like parties or dances than dating, and more have experience in dating than in having a serious boyfriend or girlfriend.

Statement of the Problem

This study aimed to identify the most felt non-academic problems experienced by First Year CAS students. Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of its course?

2. What is the most felt problem of the respondents in the following areas:

    a. Finances and Living Conditions
    b. Home and Family
    c. Health and Physical Development
    d. Social Psychological Relations
    e. Courtship and Sex

3. What are the top 5 most felt problems?

Significance of the Study

The findings of this study will benefit the following:

CAS students. They will be benefited from this research since the results give make them aware of some pressing factors that will somehow affect their college life.

Parents. This study provides necessary feedback to the parents to determine some pressing problems experienced by their college sons and daughters. Moreover, parents will make regular follow up to help students cope with the problems.

<u>Guidance Counselors.</u> The result of this study will help the counselors to come up with programs that will help students cope with different pressing challenges that confront them.

<u>Other researchers.</u> Future researchers who will conduct similar studies will benefit from this output.

2. Methodology

The place where the study is conducted, the description of the respondents, the research methods and instruments used how data are interpreted and discussed in this chapter.

Research Environment

The study is conducted in La Salle University – Ozamiz City during the first semester of the S.Y 2009-2010. La Salle University, formerly known as Immaculate Conception College-LA Salle, is situated in Aguada, Ozamiz City, Misamis Occidental. This academic institution is a member school of De La Salle Philippines.

Research Respondents

The respondents of the study were the eighty male and female CAS students enrolled during the first semester of S.Y. 2009-2010.The researcher used the stratified proportionate sampling in getting the number of respondents for the study. The respondents were well-represented by all departments of the School of Arts and Sciences.

Research Instruments

To gather and collect the necessary information from the research subjects, this study used a problem-checklist which was adopted from the standardized Mooney Problem Checklist. The problem-checklist was composed of 5 areas namely: 1.) Finances and Living Conditions; 2.) Home and Family; 3.) Health and Physical Development; 4.) Social Psychological Relations; 5.) Courtship and Sex.

Statistical Treatment

The researcher used the frequency distribution and percentile rank to analyze and interpret the data.

3. Results and Discussion

Figure 1: Summary of the Respondents Profile in terms of Courses

DEPARTMENT	No. of Respondents
Psychology	14
Social Work	9
Political Science	12
Criminology	24
AB- Mass Communication	9
Library Science	9
AB-English	3
TOTAL	**80**

Figure 2: Summary of the Most felt Problems of First Year CAS students

A. Finances and Living Conditions

	Frequency	Percentage
1. Receiving too little help from home	12	15
2. Having too many financial problems	**40**	**50**
3. Needing money for school allowance	28	35
4. Going in debt for college expenses	18	22.5

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5. Parents needing jobs	11	13.75
6. Living in an inconvenient location	10	12.5
7. Transportation or commuting difficulty	15	18.75
8. Not getting satisfactory diet	7	8.75
9. Having no place to entertain friends	11	13.75
10. Having less money than my friends	15	18.75

As shown in the table above, 50 percent of the respondents expressed that the most felt problem under the area of finance and living conditions is having too many financial problems.

B. Home and Family

	Frequency	Percentage
1. Being criticized by my parents	10	12
2. Parents expecting too much of me	**42**	**52.5**
3. Parents separated	7	8.75
4. Feeling I don't really have a home	12	15
5. Unhappy home life	14	17.5
6. Unable to discuss certain problems at home	**33**	**41.25**
7. Clash of opinion between me and parents	12	15
8. Wanting more freedom at home	12	15
9. Wanting love and affection	13	16.25
10. Carrying heavy home responsibilities	14	17.7

Majority (52.5%) of the respondents stated that too much expectation from their parents is one of their most felt problems and many (41.25%) affirmed that they are unable to discuss certain problems at home.

C. Health and Physical Development

	Frequency	Percentage
1. Being underweight	15	18.75
2. Being overweight	8	10
3. Not very attractive physically	27	33.75
4. Poor posture	10	12

5. Poor height	22	27.5
6. Frequent headaches	13	16.25
7. Trouble with hearing	6	7.5
8. Bothered by a physical handicap	3	3.75
9. Speech handicap	9	11.25
10. Weak eyes	16	20

Under health and physical development, many (33.75%) respondents perceived themselves as not very attractive physically.

D. Social Psychological Relations

	Frequency	Percentage
1. Being timid or shy	32	40
2. Having no close friends in college	3	3.75
3. Worrying how I impress people	17	21.25
4. Feelings too easily hurt	28	35
5. Feelings that nobody understands	8	10
6. Too self-centered	9	11.25
7. Hurting other people's feelings	11	13.75
8. Feeling inferior	5	6.25
9. Having no one to tell troubles to	13	16.25
10. Lacking leadership ability	**41**	**51.25**

As reflected above, 51.25 % of the respondents mentioned that they lack leadership ability and only few (3.75%) expressed that they have no close friends in college.

E. Courtship and Sex

	Frequency	Percentage
1. Afraid of losing one's love	**38**	**47.5**
2. Afraid of close contact with the opposite sex	9	11.25
3. Disappointment in a love affair	10	12.5
4. Being in love	22	27.5
5. Too few dates	7	8.75
6. Embarrassed by talk about sex	10	12.5

7. Thinking too much about sex matters	8	10
8. Too easily aroused sexually	7	8.75
9. Going with someone my family won't expect	12	15
10. Needing information about sex matters	14	17.5

In the area of courtship and sex, many (47.5%) of the respondents stressed that their most felt problem is being afraid of losing one's love.

Figure 3: Summary of Top 5 Most Felt Non-academic Problems

	Frequency	Percentage
1. Parents expecting too much of me	42	52.5
2. Lacking leadership ability	41	51.25
3. Too many financial problems	40	50
4. Afraid of losing one's love	38	47.5
5. Unable to discuss certain problems at home	33	41.25

4. Summary of Findings, Conclusion and Recommendations

The summary of findings, conclusions drawn and some recommendations are presented in this chapter.

Summary of Findings

The study included 80 First Year CAS students enrolled during the first semester of S.Y. 2009-2010. A stratified proportionate sampling was used to determine the number of respondents per department in the College of Arts and Sciences. The descriptive survey method was used. The instrument used is the Problem Checklist which was adopted from the standardized Mooney Problem Checklist. The statistical tool being utilized in

this study was the frequency distribution to determine the most felt non-academic problems of students.

The data gathered were analyzed and the findings were as follow:

1. In the area of finance and living conditions, 50 percent of the respondents expressed that too many financial problems is their most felt problem. Not getting satisfactory diet is the least felt problem in this area.
2. Under home and family, 52.5 percent of the respondents stated that parents too much expectation from them is the most felt problem and second concern is unable to discuss certain problems at home. Only few (12%) responded that being criticized by their parents is their most felt problem.

3. Many (33.75%) responded that the most felt problem under health and physical development is not being very attractive physically. The least felt problem in this area is being bothered by their physical handicap.

4. In the area of social psychological relations, lack of leadership ability is the number one problem since 51.25 percent responded in this item.

5. Many (47.5%) responded that afraid of losing one's love is their most felt problem under courtship and sex and only 10 percent of the respondents showed little concern about thinking too much about sex.

Conclusions

After the data have been analyzed, the following conclusions were drawn:

1. The most felt non-academic problem experienced by CAS first year students is too much expectation from their parents. Students showed greater concern about how and what parents expect of them.

2. Second problem that is of great concern for the students is lack of leadership ability. This might be the reason why students are afraid to be appointed as group leaders during group activities in the class.

3. Third most felt problem is financial problem. It is needless to say that majority of the respondents do not come from affluent families.

4. Fourth most felt problem is afraid of losing one's love. Respondents care much about their loved ones.

5. The number five most felt problem is the inability of the students to discuss certain problems at home. People need social and emotional support especially when times get rough. The best source for this support should be the family.

Recommendations:

Based on the findings of the study, the following recommendations were drawn:

1. Parents should be given feedbacks on the different challenges and issues confronting their children so that they could also help their children cope with their problem especially on financial matters.

2. The Guidance Counselors together with the Student Affair Director should organize more programs and activities that

will help develop students' leadership skills and enhance positive self-concept.

3. Teachers make the most impact on the lives of the students. Since students perform better when they have the sense of belonging inside the classroom, teachers need to create or build a family inside the classroom. Teachers should initiate activities that will improve a kind and friendly relationship among students.

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A Comparison of Extra-Curricular School Sport Participation Motives between Male and Female Froshies

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Abstract

The purpose of this study was to discover why college students participate in extra curricular school sport, and to find out whether there is a difference in males' and females' motives for participating. Therefore, this study aims to provide the reader with a deeper understanding of students' attitudes extra curricular school sport and their motives of participating in such activities.

Previous research suggested that students participate in activity and sport for the sheer enjoyment and fun that they associate with the activity. This study also suggested that girls are more influenced by sociological factors than boys. Therefore, suggesting that a difference between the two genders does exist.

This study used all its preceding research, along with other existing theories such as the hierarchy of needs (Maslow, 1954) and the theory of reasoned action(Ajzen & Fishbein, 1980), in order to provide answers to the following research questions;

1. What is the major motive influencing pupils' participation?
2. Is there a difference between boys' and girls' motives?

A total of 100 froshies enrolled in the second semester of SY 2009-2010 of La Salle university, consisting of 50 male and 50 female, participated in the study, all of which were participants in extra curricular school sport activities. Each student was asked to complete a questionnaire in which they were asked to agree or disagree on a scale of one to five. The responses from all 100 questionnaires were then analyzed and compared in order to find a difference between males' and females' motives.

The data showed that both boys and girls cited fun as their number one motive, therefore showing a similarity between both genders. However, the study found

that girls' motives were more sociologically based than their male counterparts whose motives were more widespread. These results therefore support previous findings which suggested that this was the case. However, these results also found that pupils were inspired to take part in sport out of school and into adult life due to positive experiences in sport in school. Therefore this study found extra curricular activities to be a starting point for the positive development of children's attitudes towards sport.

In conclusion, this research suggests that fun and enjoyable activities in school encourage pupils to participate in sport out of school, therefore implying that teachers should pay close attention to the fun element of their sessions in order to aid in the pupils' development of positive attitudes towards sport and to influence lifelong participation.

1. Introduction

It is a legal requirement for every pupil in all school across the Philippines to take part in curriculum physical education (Andin, 1998). However, there is no legislation stating that pupils have to take part in extra curricular school sport, so why do they?

Participation motivation has been a major area of research among sports psychologists since the mid twentieth century, with strong findings resulting from research by Maslow (1954) who created the Hierarchy of Needs which suggests that we all ascend a hierarchy satisfying each need as we progress. In addition to this, further research by McClelland (1961) and Atkinson (1964) led to the theory of Need Achievement, suggesting that achievement motivation is equal to the desire to succeed minus the fear of failure, basically implying that we are motivated to approach and take part by our desire to succeed.

Sports psychologists Kenyon (1968) and Simon & Smoll (1974) focused mainly on attitudes. Kenyon (1968) created the attitudes towards physical activity (ATPA) questionnaire, aiming to

discover what motivated people towards physical activity. More studies were conducted to focus on students' participation motivation and attitudes towards PE however, very little research, has concentrated on students' participation in extra curricular school sport.

It is a common belief that motivation plays a major role in participation in physical activity (Weinberg & Gould, 2003). Motivation in itself is an extremely broad and complex topic, "researchers consider motivation to be one of the most complex phenomena in psychology." (Carron, 1984), hence there has been considerable research conducted into the field of human motivation. The word motivation derives from the Latin verb 'movere' meaning to move, therefore in relation to this, the purpose of this study focused on what 'moves' a student towards participation in extra curricular school sport.

In the previous study of Sanes(2009), it was found out that college student respondents have a positive attitude towards physical education moreover it was also found out that there was no significant difference in attitude towards physical education between the male and female respondents. This finding is negated by Ewing & Seefeldt (1996) since their findings indicate that girls cite more sociological factors than boys. Girls take part in sport to be with their friends, however ultimately they found a similarity in that both gender cited fun and enjoyment as their main motive for participating in sport.

This study focused only on extra curricular school sport to keep the spotlight on sport and not recreational physical activity. The study further concentrated on froshies due to time restrictions and in order to keep the sample size manageable since the researcher is teaching only first year students. The purpose of this study was to discover what motivates students to participate in

these activities and more specifically to find the top male's and female's motives.

Review of Related Literature

Research by Ajzen & Fishbein (1980) led to the 'Theory of Reasoned Action' which suggests that an individuals actual participation is influenced by their attitude towards the activity and how socially desirable they perceive that activity to be. The theory has been left open to interpretation, allowing it to be used and discussed across many areas of psychology. In this study it can be used to explain the process an individual goes through when participating in a sporting activity. This theory of reasoned action suggests that two factors determine an individual's intention to take part in physical activity and sport; ie their general attitude towards sport and the subjective norms associated with that sport, or how socially desirable that sport is. For example, although a boy may have a positive attitude towards dance, they may not choose to take part in such an activity due to the social desirability associated with it. An example of such a situation is portrayed in the film Billy Elliot (Universal Studios, 2000), in which a boy goes through certain social issues with friends and family because he chooses to take part in dancing lessons, which are not viewed as a social norm for boys in that particular geographical location.

An investigation into children's attitudes towards sport by Hagger et al (1997) found that children with less positive attitudes participated less in physical activity and sport than those with more positive attitudes. This research would therefore imply that attitudes, both positive and negative, have a big impact on participation motivation, especially the theory of Cognitive Evaluation (Deci, 1975) which suggests that an individual's participation depends on how positive his/her attitude is and how persistent it is over time. However, attitudes do not directly decide

upon an individual's motive for taking part in physical activity or sport, they simply determine whether that individual will or will not participate (Vallerand et al, 1987). This is where motivation starts to come into play.

One of the leading academics in the realm of participation in physical activity was Maslow (1954) who invented the 'Hierarchy of Needs'. The aim of this hierarchy was to explain all types of human need and rank them in the order people seek to satisfy them. "The idea of the hierarchy is that we all ascend the pyramid addressing and fulfilling each need as we progress, thus providing us with a more detailed breakdown of individual motives. Such a hierarchy does not separate adults from children, or children from elite athletes, leading us to believe that we all aim to satisfy physiological needs first" (Jarvis, 1999) alternatively elite athletes would arguably aim to satisfy the need of self actualization primarily, compared to children who may aim to satisfy their social needs. Further research into this domain by Carron (1984) and Wankel (1993) showed that children have an equally mixed response of sociological, psychological and physiological reasons for participating, and in most cases the leading motive was that of the sheer enjoyment and pleasure they associate with sport.

There have been countless studies into participation motives over many years, some of which focused on adults (Ashford et al, 1993; Wankel, 1993), some on children (Simon & Smoll, 1974; Ewing & Seefeldt, 1996), and others focused on theories surrounding motives (Kenyon, 1968; Alderman, 1978; Passer, 1981; Vallerand et al, 1987). Most studies have found that intrinsic motivation plays a key role in determining an individuals desire to participate in sport, however some researchers discovered that adults generally have different motives to children, with adults preferring more extrinsic rewards. This may be due to the added responsibilities that adults have compared to children, thus the

activities need to be seen as worthwhile, leading them to believe that fun and enjoyment alone are not enough for adults. This may also imply that motives, although still intrinsically stimulated, change over time (Kenyon, 1968; Carron, 1984; Jarvis, 1999). Ashford et al (1993) found that adults participated more in individual activities than group or team activities compared to children due to time restrictions and responsibilities. One could also argue that as adults require more extrinsic incentives to make their time worthwhile, sociological factors associated with team sports, such as meeting new people and impressing others, are greatly reduced, therefore removing some of the enjoyment elements from their exercise.

Studies comparing boys and girls have commonly found that girls are more motivated by sociological factors, such as being with friends, with boys being more motivated by competition and skill mastery (Ewing & Seefeldt, 1996; Daley& O'Gara, 1998). However these same studies have discovered that both boys and girls participate mainly for fun and enjoyment. This would imply that each individual has more than one motive for participating, with girls citing fun with sociological factors, and boys citing fun with competition. Previous research therefore indicates that there is a difference between boys and girls motives for participating in sport. It may also support findings by Smith (1997, 1999) concerning the influence of peer relationships on participation, as it appears that girls' motivation is strongly influenced by their friends when deciding whether to participate. It could therefore be argued that girls are slightly more extrinsically motivated than boys, as social acceptance could be deemed as an extrinsic incentive.

Theoretical Framework

This study is anchored on the theories of Smith (1997), Daley & O'Gara (1998) and Gill (2000) that children's motives

include fun, enjoyment, physical fitness and many more, with fun being the primary motivator. Although this study aims to retrieve similar results it is more concerned with the comparison of motives between male and female respondents, in order to determine whether there is a clear difference or any similarity between the two genders.

Statement of the Problem

1. What is the major motive influencing students' participation in sports?
2. What are the top 5 school sport Participation motives of male and female respondents?

2. Methodology

Research Design

Descriptive type of research was used in this study.

Respondents

One hundred freshmen students enrolled in PE classes in the second semester SY 2009-2010 were used as respondents, 50 male and 50 female. As the study focused on extra curricular school sport participation, a stratified sample was used rather than a random sample, therefore only the students who took part in such activities were asked to participate in the study because students who did not take part in extra curricular school sport would have provided unnecessary data for this study. However, further research could be conducted with these non-participants to find reasons why they don't participate.

Instruments

This study employed the Likert technique (Likert, 1932) of measuring attitudes to examine pupils' motives for taking part in extra curricular school sport. The Likert Scale uses a set of statements each requiring response from participants who are asked to express agreement or disagreement on a five-point scale by; strongly agreeing; agreeing; being unsure; disagreeing; or strongly disagreeing. Each degree of agreement is given a numerical value from one to five, thus a total numerical value can be calculated from all the responses. Ostrow(2002) affirmed that this provides a more accurate scale of attitudes than a simple yes or no questionnaire would, and arguably this method would be more interesting to complete.

Data Collection

Respondents were gathered in order to answer the researcher-made questionnaire. Respondents were given instructions on how to complete the questionnaire and help was available from the researcher, if needed, with the understanding of a question or with the Likert Scale.

Data Analysis

Once all the data had been collected, all samples (N=100) were input into a computer software program called SPSS 11. Through the use of SPSS, it was possible to then export this data into a Microsoft Excel spreadsheet (Microsoft, 2002) where it was used to create tables showing the mean of both male respondents' and female respondents' motives together, independently, and in comparison to one another. This then made it easier to find the major motive cited by students in general and to compare their

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motives therefore providing answers to the two research questions.

3. Results and Discussion

This study sampled 100 students, and asked them to complete a questionnaire incorporating the Likert Scale (Likert, 1932) requiring a total of 20 responses regarding participation in extra curricular school sport. The reason behind this study was to discover what motivates students to participate in these activities, and in particular the comparison between men and women motives.

What is the major motive influencing students' participation?

The main purpose of this research question was to provide an understanding of why students participate in extra curricular school sport, and the data presented in Table 1 clearly answers this question. However, inadvertently, due to the strength and conviction of the students' attitudes towards fun being the major motive, it has to the suggestion that if the activity is not considered to be fun students will not take part. Therefore it could be argued that fun may be seen as a requirement more than just a motive. Table 1 clearly shows students' motives in descending order, ranking fun at the top of the list, and is therefore the major motive influencing students' participation. This supports previous findings by Ewing & Seefeldt (1996) and Daley & O'Gara (1998) as they also found fun to be the major motive for children

1. Extra curricular sport is fun	4.58
2. It inspires me to take part in sport out of school	4.12
3. When I leave school I will still take part in sport	4.03
4. I take part to be with my friends	4.03
5. Extra curricular sport is about keeping fit	3.97
6. I take part to improve my skills	3.80
7. I am good at sport	3.56
8. I take part to be a member of the school team	3.38

Table 1: Male and Female Respondents' Motives

9. My parents want me to take an interest in sport	3.37
10.I take part because I like to be competitive	3.27
11. Even if I am not good at the sport I still take part	3.26
12. I take part to impress my friends	3.17
13. I take part because I want to win things	3.16
14.I take part because I want to be a pro	3.00
15.I take part to impress my parents	2.94
16. I take part because I like the teacher	2.88
17.Some of the sports I like are not offered at school	2.61
18.I won't take part if I don't like the teacher	2.53
19. I won't take part if someone I don't like does	1.91
20. I feel embarrassed when I take part in sport	1.83

Table 1 also showed that the experience of extra curricular school sport inspires students to participate in sport out of school and influences lifelong participation. This, rather fortuitously, may suggest that fun plays a major role in determining students' participation out of school and during their lifetime, suggesting that a decrease in fun may lead to a decrease in participation. This supports previous findings by Ewing & Seefeldt (1996), Daley & O'Gara (1998) and Gill (2000) as the results show that children do cite fun as their major motive, however, it also implies that fun may have a chain reaction on other motives. It could therefore be argued that fun enhances the effect of other motives and the students' general attitudes towards physical activity and sport. This reinforces previous research by Hagger et al (1997) which suggests that pupils with positive attitudes participate more than those with less positive attitudes.

Fun is considered to be an intrinsic motive (Vallerand et al, 1987) and is cited as the major motive amongst these students. Therefore it is fair to agree with previous research by Daley & O'Gara (1998), Jarvis (1999), and Weinberg & Gould (2003), suggesting that children are, in general, intrinsically motivated.

However, students have also cited extrinsic motives such as impressing their friends, winning things, and competition, as having an important influence on their participation, therefore supporting the earlier claim that there is no one single motive (Carron, 1984). Also the suggestion that fun enhances other motives may imply that if the fun element is removed, or if intrinsic factors are replaced by extrinsic incentives, the influence of other motives may in turn decrease. This supports findings by Deci (1971) who asserted that with the increase of extrinsic rewards the intrinsic motivation was decreased.

What are the top 5 school sport participation Motives of male and female respondents?

Male and female respondents' motives were analyzed independently in order to rank the motives in order of importance, similar to the method used by Ewing & Seefeldt (1996) so that males' and females' motives could then be compared alongside each other in order to identify gender differences.

Male respondents' motives shown in Table 2 have been ranked in descending order of importance identifying the order in which each motive influences their participation. This data shows that the main motive influencing males' participation is fun, which supports research by Ewing & Seefeldt (1996) and Daley & O'Gara (1998) as these studies also found fun to be the main motivator for men. The data shows that the Male respondents' minimum score for this motive was four, meaning to agree. Therefore showing that not one single male was undecided or disagreed with this statement, it may imply that all male respondents are motivated by the fun they associate with the activity. This adds strength to the argument that if the activity is not fun it is not worthwhile taking part (Simon & Smoll, 1974; Gill, 2000).

Table 2: Male Respondents' Motives

Table 2 shows that male respondents' top five motives for taking part in extra curricular school sport are:
1. because it is fun,
2. it inspires me to take part in sport out of school,
3. I want to take part in sport when I leave school,
4. it keeps me fit,
5. I like to improve my skills.

The mean average for each of these responses was above four, meaning that the majority of male respondents at least agree

1. Extra curricular sport is fun	4.78
2. It inspires me to take part in sport out of school	4.60
3. When I leave school I will still take part in sport	4.50
4. Extra curricular sport is about keeping fit	4.40
5. I take part to improve my skills	4.38
6. I am good at sport	4.06
7. My parents want me to take an interest in sport	4.00
8. I take part to be with my friends	3.90
9. I take part because I like to be competitive	3.88
10. I take part because I want to win things	3.62
11. I take part because I want to be a pro	3.54
12. I take part to be a member of the school team	3.48
13. I take part to impress my parents	3.44
14. Even if I am not good at the sport I still take part	3.34
15. I take part because I like the teacher	3.26
16. I take part to impress my friends	3.26
17. I won't take part if I don't like the teacher	2.80
18. Some of the sports I like are not offered at school	2.60
19. I won't take part if someone I don't like does	1.72
20. I feel embarrassed when I take part in sport	1.48

with these statements with a high percentage of them strongly

agreeing. These results are similar to the ones presented by Ewing

1. Extra curricular sport is fun	4.38

& Seefeldt (1996) as fun, mastery of skills, and keeping fit, are also in the top five for males' motives in that particular study.

The uniqueness of this study is that it shows that extra curricular school sport inspires men to participate in sport out of school and helps to develop positive attitudes towards participation in sport in adult life. This supports Jarvis (1999) who suggests that developing positive attitudes in childhood leads to sustained and healthy attitudes in adult life. This would suggest that as these boys have positive attitudes towards extra curricular school sport, their attitudes will endure into adult life.

Table 3: Female respondents' Motives

2. I take part to be with my friends	4.16
3. It inspires me to take part in sport out of school	3.64
4. When I leave school I will still take part in sport	3.56
5. Extra curricular sport is about keeping fit	3.54
6.I take part to be a member of the school team	3.28
7. I take part to improve my skills	3.22
8. Even if I am not good at the sport I still take part	3.18
9. I take part to impress my friends	3.08
10.I am good at sport	3.06
11.My parents want me to take an interest in sport	2.74
12.I take part because I want to win things	2.70
13.I take part because I like to be competitive	2.66
14. Some of the sports I like are not offered at school	2.62
15 I take part because I like the teacher	2.50
16.I take part because I want to be a pro	2.46
17.I take part to impress my parents	2.44
18.I won't take part if I don't like the teacher	2.26
19.I feel embarrassed when I take part in sport	2.18
20.I won't take part if someone I don't like does	2.10

Female respondents' motives in Table 3 have also been ranked in descending order of importance, again identifying the order in which each motive influences their participation. The data show that female respondents' major motive is fun, again with a high mean score, suggesting that the majority of female respondents agree or strongly agree with this statement. This supports research by Ewing & Seefeldt (1996) and Daley & O'Gara (1998) as they also found fun to be the major motive for females.

Table 3 also showed that the minimum response to this statement was three, meaning unsure, therefore showing that no female disagreed with this statement. This may again suggest that if the activity is not perceived to be fun, females may not participate

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(Simon & Smoll, 1974; Gill, 2000).

The data in Table 3 depicted that female respondents' top five responses for participating in extra curricular school sport are:
1. because it is fun,
2. to be with friends,
3. it inspires me to take part in sport out of school,
4. I want to take part in sport when I leave school,
5. it keeps me fit.

There is a similarity between this data and that presented by Ewing & Seefeldt (1996) as again fun is cited as the major motive for female in both studies, and keeping fit is also in the top five in both studies. However, this study again found, unlike others, that extra curricular school sport helps to develop positive attitudes towards participation in sport out of school and into adult life. This suggests that sport in school has an important effect on females' and males' participation out of school, adding more strength to the assertion of Jarvis (1999). In addition to this, one would suggest that extra curricular school sport therefore has an important role to play in developing and shaping pupils attitudes towards sport in general.

Further, Table 3 presented that only the top two responses cited by females received a mean response between four (agree) and five (strongly agree). This would suggest that only these two motives are important to the majority of females, implying that if the activity is not perceived to be fun, or if their friends are not involved, girls may have no other reason for participating. This links back to Ajzen & Fishbein (1980)and the theory of reasoned action, as girls seem to be more susceptible to the subjective norms and social influences from their peers, which then has an effect on their intention to participate in the activity. Males on the other hand, have agreed or strongly agreed with seven motives, suggesting that

if any one of these motives is satisfied before, during, or after the activity, then the activity is worthwhile.

Table 4 supports this assertion as it shows that males' motives are more widespread than females' suggesting that males do not place so much dependence on one motive. This assertion is supported by the fact that males respond with a higher degree of agreement to each statement than females, with the exception of 'taking part to be with friends'.

Table 4: Males' and Females' Motives Compare

1. Extra curricular sport is fun	4.78	4.38
2. It inspires me to take part in sport out of school	4.60	3.64
3. When I leave school I will still take part in sport	4.50	3.56
4. Extra curricular sport is about keeping fit	4.40	3.54
5. I take part to improve my skills	4.38	3.22
6. I am good at sport	4.06	3.06
7.My parents want me to take an interest in sport	4.00	2.74
8. I take part to be with my friends	3.90	4.16
9.I take part because I like to be competitive	3.88	2.66
10.I take part because I want to win things	3.62	2.7
11.I take part because I want to be a pro	3.54	2.46
12. I take part to be a member of the school team	3.48	3.28
13. I take part to impress my parents	3.44	2.44
14. Even if I am not good at the sport I still take part	3.34	3.18
15. I take part because I like the teacher	3.26	2.5
16. I take part to impress my friends	3.26	3.08
17. I won't take part if I don't like the teacher	2.80	2.26
18.Some of the sports I like are not offered at school	2.60	2.62
19. I won't take part if someone I don't like does	1.72	2.1
20. I feel embarrassed when I take part in sport	1.48	2.18

The only motive that female respondents agree with more strongly than male respondents' is that of being with friends which is classed as a sociological motive. This supports research by Simon & Smoll (1974), Ewing & Seefeldt (1996), Daley & O'Gara (1998) and Jarvis (1999) as all these studies have found that girls cite more sociological motives for participating in sport than boys. This would suggest that girls are more dependent on others when determining their participation in extra curricular school sport. This implies that girls are more extrinsically motivated than boys as friendship could be seen as a reward.

The results of this study show that students' major motive for participating in extra curricular school sport is fun. Male respondents' motives are more widely spread than females', with influence from physiological, psychological, and sociological factors. Female respondents' motives on the other hand, are influenced more by sociological factors, with the majority of them taking part simply to be with friends.

3. Summary of Findings, Conclusion and Recommendations

Summary of Findings

1. This study found fun to be the major motive influencing students' participation in extra curricular school sport.
2. This study also found that fun experienced during physical activity in school may have a positive effect on students' attitudes towards sport out of school.

Conclusion

Upon close analysis of the results from this study it becomes clear as to what motivates students to participate in extra curricular

school sport. This study found that the students involved in the research participated in extra curricular school sport for the sheer fun and enjoyment that they associate with such activities, therefore providing a suitable answer to this particular research question. The study found that not one single respondent disagreed with this statement, and in fact the majority of them strongly agreed that fun played a major role in determining their participation in extra curricular school sport.

Recommendations

The researcher would suggest that to increase participation levels in physical activity and sport, teachers and coaches should consider both males' and females' motives in order to satisfy each of their needs. Also, an element of fun should be maintained in all activities they take part.

As this study only focused on froshies' motives in extra curricular school sport, further research should be conducted in similar areas of motivation and attitudes to help create a larger picture of participation in physical activity and sport. Such areas for consideration may be; adults' participation motives; a comparison of motives between children and adults, boys and men, or girls and women; the effects of extrinsic rewards on intrinsic motivation (Deci, 1971; Orlick & Mosher, 1978); why people discontinue their participation in physical activity and sport;the social desirability of sport and its effect on attitudes; and peer relationships in physical activity and sport. Further research into these areas may provide a deeper understanding of participation in physical activity and sport and may lead to new ways of motivating individuals to participate.

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Fear and Anxiety Provoking Situations of Second Year Nursing Students of La Salle University to Operating Room Exposure.

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Abstract

The operating room experience "perioperative nursing" is one of the most important areas were a nursing student must experience, preparing for this exposure has a daunting task that a student unprepared will be experiencing fear and anxiety in some ways. 32 second year nursing students joined in this study. The study established that the second year nursing students of La Salle University have identified some of the fear and anxiety provoking situations that they experience in anticipating their future exposure to the operating room. The Operating room has a scary environment and demands a lot of skill to work for a team of skilled professionals. It could be psychologically challenging and even to a point that a student experiences anxiety.

1. Introduction

One of the areas that a nursing student must experience is their operating room exposure or "perioperative nursing". Perioperative Nursing is one of the many specialties in the nursing profession that a student may undergo at a certain point in their studies. Perioperative learner environment may be a medical, nursing, or surgical technology student enrolled in a formal educational program. Some nursing schools offer basic exposure to

perioperative nursing, either as part of the core curriculum or as an elective (Berry & Khon's 2008).

Student nurses must undergo this exposure in order to comply a particular number of cases required in the Association of Deans of Philippine College of Nursing Inc. (ADPCN) mandated curriculum. These students will render an average of 40 hours a week during the exposure wherein they will have the chance to observe the flow of traffic inside the operating room, perform surgical scrub, put on a sterile gown, don a sterile glove, and arrange the instruments on the mayo table. They will be working with a team of trained professionals and be closely supervised by their respective clinical instructors. In this particular exposure, the student may experience fear and anxiety as the demand for accuracy and promptness are just a few essentials of a student nurse assigned in the operating room.

Review of related literature

Clinical experience is the most anxiety producing components for the nursing students. In a descriptive study by Beck and Srivastava 1991 learning in the clinical settings creates that are absent from the classroom: facilitators have little control of the environment conditions; students must combine the use of cognitive, psychomotor and affective skills to respond to individual client needs; clients safety must be maintained while he or she is cared for by a student; and, facilitators must monitor client needs as well as students needs (Windsor, 1987). Beck (1993) surveyed 18 undergraduate nursing students about their initial experiences in the clinical area. The students written descriptions were analyzed and the significant statements extracted. Some of these were: anxious and nervous; afraid of hurting the patient; no self-confidence; uncomfortable with the equipment; overwhelming; felt incompetent

or abandoned; confusing and shocking; felt scared and ignorant; and, felt stupid and worthless (Beck, 1993).

Pagana (1988) explored the initial medical-surgical nursing experience of 262 undergraduate students. The students were approached during the first week of their clinical experience and asked to participate. The survey tool contained open-ended questions which asked the respondent to describe the stresses, challenges and threats they were experiencing. The majority (77%) of students expressed feelings of inadequacy. Other stressful issues were fear of making mistakes (34%), fear of the unknown (28%), the clinical facilitator (26%), feeling scared (19%), and, the threat of failing (14%). The feelings of inadequacy were related to inexperience and lack of knowledge and were reinforced when trying to absorb large amounts of knowledge in a short time.

Lack of clinical experience, unfamiliar areas, difficult procedures, fear of making mistakes and being evaluated by the faculty/clinical instructors were expressed by the student as the factors that contribute to anxiety in their initial clinical experience (Beck and Srivastava 1995).

The stressful nature of the clinical environment for undergraduate nursing students has been described. Many students complain however that they do not spend enough time in the clinical area, although it is probably the quality of the experience rather than the quantity that makes the most difference. Adequate preparation by students for clinical practice has been credited with "making all the difference in the world" (Windsor, 1987). This preparation may include being familiar with assessment task, knowing who the clinical facilitator will be or reading the institution's policy on infection control. All these things can occur before the student arrives in the clinical area. Adequate preparation may also include teaching students' priority setting and problem

solving skills early in the undergraduate program (Beck and Srivastava, 1991). Students should also be encouraged to recognize the influence they exert over their own clinical learning environment and to proactively work to create the kind of environment which will best meet their learning needs (Denn and Hansford, 1997).

The clinical facilitator has been identified as a potential threat to students (Pagana 1988). Terms used by students to describe the facilitator include intimidating, threatening, demeaning, impatient, and strict and demanding (Pagana, 1988).

Statement of the problem

The study aimed to evaluate those fear and anxiety provoking situations that a second year nursing student may experience on their forthcoming operating room exposure "perioperative nursing". Particularly, this study sought to answer the following questions:

1. What are the second year nursing students feared or anxious about perioperative nursing?

2. Based on the result, what interventions will be done to encourage an optimistic awareness thus eliminating negative outlook?

Scope and delimitation

This study was narrowed to finding out the provoking situations of the second year nursing students about perioperative nursing. These nursing students will soon have their perioperative nursing exposure at Misamis Occidental Provincial Hospital, Oroquieta City, Mayor Hilarion A. Ramiro Sr. Regional Training and Teaching Hospital, Ozamiz City and Mercy Community

Hospital Incorporated, Iligan City. The second year nursing students were selected as the respondents of this study since they are not yet exposed to the operating room. Whereas, the third year and fourth year nursing students respectively had already been exposed to the operating room.

Significance of the study

The result of this study would be advantageous to the following:

Students. They may find the result advantageous for them to have a positive view of their operating room exposure.

Clinical Instructors. They may obtain significant information about the views of the second year nursing students of their perioperative nursing exposure. After that, they can guide and promote a positive view.

College of Nursing. The result of the study will provide fundamental information about how students are affected by such views and the necessary support measure that will boost their level of confidence on that particular area.

2. Methodology

The study was conducted in the College of Nursing La Salle University Heritage Campus. It employed a descriptive survey method to determine the views of the second year nursing students about perioperative nursing. A researcher made questionnaire composed of statements pertaining to some issues that provoke fear and anxiety while preparing for the exposure was used. A focused group discussion was conducted to the Level 4 nursing students and they came up with these 10 common factors that influenced them

during their exposure. The questionnaires were given to 32 2nd year nursing students who will be rotated in the operating room in the coming first semester of 2010-2011.

Frequency and percentage were used to determine the distribution of the responses in each category and to find out the position of the respondents responses out of the number of responses utilized in the study.

3. Results and Discussions

The following tables present the views of the respondents regarding perioperative nursing exposure.

Table 1: Feeling of anxiety related to dealing with an unfamiliar case.

	Frequency	Percentage
Agree	31	97
Disagree	1	3
Total	32	100%

Table 1 indicated that 31 out of 32 or 97% of the second year nursing students are going to develop anxiety in instances that they may deal with an unfamiliar type of procedure. According to Beck 1993, other sources of these feelings included high expectation of others, being actively responsible for nursing care or being asked to perform procedures that they were not familiar with. This may explain why 97% of the respondents agreed that they manifest the feeling of anxiety when exposed to such situation.

Table 2: Fear that an operating room is dim and dark.

	Frequency	Percentage
Agree	5	16
Disagree	27	84
Total	32	100%

Table 2 pointed out that 84 % opposed that the operating room is dim and dark. This may be true since most students have an idea that most areas of the hospital are well lighted. But a few number of students 16% perceived that the operating room is dim and dark, perhaps these students may not have the idea yet how important adequate illumination is inside the operating room.

Table 3: Fear of public humiliation.

	Frequency	Percentage
Agree	22	69
Disagree	10	31
Total	**32**	**100%**

Table 3 showed that 69% of the students feared that they would be experiencing embarrassment during their exposure. This could be true because the operating room is governed by a team of specialist and other personnel that work round the clock. The other 31% disagreed and perhaps these students have a high level of confidence in the clinical area.

Table 4: Fear of committing a mistake.

	Frequency	Percentage
Agree	32	100
Disagree	0	0
Total	**32**	**100%**

Table 4 proved that all 32 students feared that they may commit a mistake while performing in the operating room. Fear of committing a mistake is a very common feeling to all students, particularly when the area of assignment is new to them; perhaps all the students feel the same when dealing with a new exposure.

Table 5: Feeling of anxiety in dealing with extended hours of surgery.

	Frequency	Percentage
Agree	11	34
Disagree	21	66

	Frequency	Percentage
Total	32	100%

Table 5 indicated that 21 of 32 students or 66% does not believe that long hours of surgery might contribute to anxiety, students may already have an idea that in dealing with surgery one has to be prepared in cases surgery might extend for several more hours. For the remaining 34% who felt worried when faced with long procedures are perhaps unaware that in preparing for surgery one is expected to anticipate that surgery might last a little bit long than expected.

Table 6: Fear of being asked to leave the operating room when a mistake is committed.

	Frequency	Percentage
Agree	30	94
Disagree	2	6
Total	32	100%

Table 6 suggested that 94% of the respondents have great fear of being asked to leave the operating room; this is apparently true because students will feel that they are not competent and be humiliated when being asked to leave the operating room.

Table 7: Fear of being reprimanded by the clinical instructor, staff nurse, surgeon during an operation.

	Frequency	Percentage
Agree	29	91
Disagree	3	9
Total	32	100%

Table 7 gave an idea about students fear of being reprimanded as manifested by a 94% rating. The clinical facilitator has been identified as a potential threat to students (Pagana, 1988). Student's normal reaction when being assigned to a new area will be influenced by previous events that they may not know yet as to who are the people they are working with.

Table 8: Fear of being questioned and not being able to answer.

	Frequency	Percentage
Agree	24	75
Disagree	8	25
Total	32	100%

Table 8 illustrated that many of the respondents (75%) feel that they have the fear of being asked and not being to answer. As Pagana (1988) explored the initial medical-surgical nursing experience of 262 undergraduate students who were approached during the first week of their clinical experience and were asked to participate. The survey tool contained open-ended questions, which asked the respondent to describe the stresses, challenges and threats they were experiencing. Fear of the unknown (28%), is true in the operating room wherein students will be asked questions at any given time during the entire procedure. In some instances it adds more on the already tense situation that a student may feel during their duty.

Table 9: Feeling of inferiority with other schools.

	Frequency	Percentage
Agree	2	6
Disagree	30	94
Total	32	100%

Table 9 indicated that majority of the respondents a total of 94% disagreed to the feeling of being inferior with other schools. Probably the respondents are quiet confident that they can perform better than the other schools as shown on the table.

Table 10: Fear of failing the rotation.

	Frequency	Percentage
Agree	29	91
Disagree	3	9
Total	32	100%

Table 10 pointed out that 94 of the respondents feared that they may fail in the rotation. In the study done by Pagana (1988) explored the initial medical-surgical nursing experience of 262 undergraduate students. The students were approached during the first week of their clinical experience and asked to participate. The survey tool contained open-ended questions, which asked the respondent to describe the stresses, challenges and threats they were experiencing. The majority (77%) of students expressed feelings of inadequacy. Other stressful issues were fear of making mistakes (34%), fear of the unknown (28%), the clinical facilitator (26%), feeling scared (19%), and, the threat of failing (14%). Perhaps this is a normal reaction of students assigned in a new area that they have not been exposed to.

4. Summary, Conclusions and Recommendations

The study established that the second year nursing students of La Salle University have identified some of the fear and anxiety provoking situations that they experience in anticipating their future exposure to the operating room. The Operating room has a scary environment and demands a lot of skill to work for a team of skilled professionals. It could be psychologically challenging and even to a point that a student experiences anxiety.

The result of the study demand for a particular orientation to our students that a student may somehow understand, predict, and execute in accordance to the principles of the field being studied. The students were able to perceive the particular factor that could invoke anxiety and fear when faced with the real situation.

The study recommends that this second year nursing students will be prepared methodically so that when they will be

exposing to the operating room they will not experience much fear and anxiety.

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