

LASALLIAN RESEARCH FORUM
La Salle University
Ozamiz City

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Editor's Notes

Geomancers claim that the year 2010 is an auspicious year for all and apparently that holds true for our faculty should forecast get contextualized in the area of research.

This issue of the Lasallian Research Forum (LRF) showcases studies conducted in the university's three campuses (Main Campus, Integrated School Campus, Heritage Campus) and beyond its four wall structure.

Studies coming from the main campus include two book projects in Religious Education (ReEd) spearheaded by the ReEd coordinator **Ms Silvestra de Luna**. The titles of the books and the writers are: Living Fully a Christian Moral Life by **Mr. Wennie Aujero**; Church and Sacraments by **Ms De Luna & Mr. Crisanto Sebial**. Prolific researcher, **Dr Ana Bocar** on a very timely study entitled Voting Behavior among the College Unit Employees writes that the respondents do not focus on candidates' personal psychological affection towards a party or their social and economic group but on own need and individual interest.

Three studies from the Integrated School Campus involving faculty and Grade 10 students are entitled – Language Proficiency of the LSU-IS English Language Teachers by **Ms Natalie Gamolo**, Most Prevalent Problems of Grade 10 by **Ms Tessally Villanea**, Programs and Tertiary Institutions Preferred by LSU-IS Grade 10 by **Ms Rose Aimee Mangao & Ms Cynthia Tac-an**. The last two researchers are with the College of Accountancy who needed baseline data before proposing measures to capture more students for our own college.

From the Heritage Campus comes a study authored by **Dr Ludabella Aurora Sanes**, LSU PE coordinator with **Ms Maria Rizza Jain**, and **Mr Arniel Manili**. The trio poses the preference of the students at Br Martin Simpson Laboratory School (BMSLS) for a single sex method in PE classes although according to the researchers, this finding is more strongly associated with female respondents as opposed to the male.

Lastly, three refreshing studies conducted beyond the four walls of the university tackle the ethical standards of broadcast journalists in Ozamiz City by **Mr. Ryan Arances**, the LSU radio station manager; the hiring practices in the sixteen government agencies in Tudela by **Ms Rachel Armirola, Noeme Perez, and Ms Prudelen Pasok** of the College of Arts and Sciences and the feasibility study by **Ms Darryl Famacion-Quinco**, Dean College of Business and Economics, for a new degree program in agriculture.

If this is not auspicious for our researchers, what more? Happy New Year, Happy Teachers' Day, Happy Valentine's day, Happy reading!!!

Feasibility and Desirability of Offering a Bachelor of Science in Agriculture and other Related Fields

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Abstract

Field study was conducted to determine the feasibility of offering the programs in terms of income derived by the latter to recover the necessary fixed asset investments over a reasonable period of time. The researcher also aims to make viable recommendations that would help the school realize its desire to offer the programs.

The study showed that the viable programs to be offered are the BS Agribusiness and BS Agricultural Engineering with the highest desirability rating among all agricultural programs and related fields with an affordable project cost. The land-grant college model, the dominant model in higher education in agriculture, can also be utilized by the school to help attract students into the program.

1. Introduction

La Salle University in its aim to inculcate Lasallian values and develop critical social awareness that result in responsible action in the service of God and nation is contemplating on offering agriculture program and related fields in response to the call of the nation to strengthen the agriculture sector. Thus, this study is conducted to determine the feasibility of offering the programs in terms of income that will be derived by the programs to recover the necessary fixed asset investments over a reasonable period of time. This study is also conducted to determine whether the agriculture program and related fields are desirable to young high school graduating students for their college education. Therefore at the end of this study, the researcher aims to make viable recommendations that would help the school realize its desire to offer the programs.

Review of Related Literature

The Philippines has been faced with daunting and overwhelming problems in the agricultural sector. The growth in farm productivity over the past decade has been stagnant and even declining. Taking the year 1990 as base year, overall productivity has grown at barely 1 percent per year. In contrast, the agricultural sectors of Vietnam and Thailand have zoomed upward in growth by at least 6-8 percent per year. Likewise, the Philippine population has grown faster than agricultural production, while our agricultural land has declined due to increasing urbanization (www.census.gov.ph). Despite the decreasing importance of agriculture in the country's GDP and exports, the sector still represents a priority area to the Philippines as roughly three-quarters of the rural poor depend on agriculture for employment and income. (Table 1)

Table 1: Employment by Major Occupation Group in thousands

Major Occupation Group	Number				Percent Distribution			
	2003	2004	2005	2006	2003	2004	2005	2006
Laborers and Unskilled Workers	10,004	10,128	10,612	10,589	31.71	31.91	32.28	31.91
Farmers, Forestry Workers and Fishermen	6,088	6,140	6,268	6,265	19.30	19.34	19.07	18.88
Executives, Managers and Supervisors	3,646	3,551	3,767	3,874	11.56	11.19	11.46	11.67
Traders and Related Workers	2,889	2,836	2,767	2,689	9.16	8.93	8.42	8.10
Service Workers and Shop and Market Sales Workers	2,882	2,847	3,042	3,177	9.13	8.97	9.25	9.57
Plant Machine Operators and Assemblers	2,369	2,492	2,553	2,534	7.51	7.85	7.77	7.64
Professionals	1,350	1,378	1,391	1,437	4.28	4.34	4.23	4.33
Clerks	1,318	1,360	1,465	1,565	4.18	4.28	4.46	4.72
Technicians and Associate Professionals	884	874	871	914	2.80	2.75	2.65	2.75
Special Occupations	122	135	139	144	0.39	0.43	0.42	0.43
TOTAL	31,552	31,741	32,875	33,188	100	100.00	100.00	100.00

Higher agricultural education, however, attracts fewer students than other fields of study, probably due to perceptions of agriculture as being less prestigious and an unprofitable profession. These attitudes

are more prevalent in rural areas where farming has been the mainstay of the population and where much of the population still lives in poverty. All agricultural colleges in the Philippines have been experiencing declining enrollment with young high school graduates going for business courses as number one choice and a renewed interest in medical and allied courses especially nursing, as the second choice. (See table 2)

Republic Act 8435 otherwise known as the Agricultural and Fisheries Modernization Act (AFMA) is the codified mandate on which the vision and goals of agricultural modernization was anchored. The AFMA establishes the mechanisms and strategies for the more efficient use of available resources. It also emphasizes the primacy of private enterprises in agricultural modernization and growth. It is the declared policy of the State to enable those who belong to the agriculture and fisheries sectors to participate and share in the fruits of development and growth in a manner that utilizes the nation's resources in the most efficient and sustainable way possible by establishing a more equitable access to assets, income, basic and support services and infrastructure. The government is empowering the private sectors to help in the economic progress of the nation by contributing in the development and modernization of the agriculture sector.

Table 2: Enrollment by Discipline
(AY 1994-1995 to

Discipline Group	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000
Priority Disciplines:						
Agricultural, Forestry, Fisheries, Vet	59,400	66,760	71,228	64,760	75,475	85,266
Architectural and Town Planning	21,665	23,066	22,268	23,901	23,346	22,394
Education and Teacher Training	236,464	278,443	301,148	316,293	407,966	447,183
Engineering and Technology	254,889	275,695	287,461	279,339	322,648	338,578
Information Technology	91,829	117,799	143,769	156,613	211,964	205,633
Maritime	131,361	137,584	123,193	116,634	106,246	104,772
Mathematics	6,024	13,060	9,736	9,716	9,696	15,227
Medical and Allied	274,941	240,075	200,122	164,784	155,868	150,634
Natural Science	18,475	24,400	23,031	21,914	25,932	28,856
Non-Priority Disciplines						
Business Admin. and Related	545,982	593,402	615,817	620,681	635,398	632,760
Fine and Applied Arts	8,266	9,168	10,922	9,394	9,778	9,809
General	113,286	110,175	107,351	108,941	55,630	55,890
Home Economics	2,577	5,106	4,826	5,562	7,167	7,513
Humanities	6,105	8,484	14,014	9,227	21,617	21,343
Law and Jurisprudence	14,950	14,248	15,892	16,481	18,629	20,099
Mass Communication and Documentation	10,614	14,602	12,004	12,445	24,206	45,421
Religion and Theology	7,713	8,392	8,397	7,079	10,538	10,856
Service Trades	7,134	6,883	8,169	7,666	12,532	13,369
Social and Behavioral Science	27,158	35,044	41,873	34,735	63,184	62,113
Trade, Craft and Industrial	195	399	273	2,519	982	640
Other Disciplines	32,619	33,187	39,806	79,281	80,514	95,130
Total Enrollment of Priority Discipline	1,095,048	1,178,882	1,181,956	1,153,954	1,339,139	1,398,543
Grand Total	1,871,647	2,017,972	2,061,300	2,067,965	2,279,314	2,373,486
Percent of Priority Discipline to Total Enrollment	58.5	58.4	57.3	55.8	58.8	58.9

Group (Priority Discipline)
AY 2004 - 2005)

2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	Annual Ave. GR (1994-2000)	Annual Ave. GR (2000-2005)
87,492	94,900	84,609	78,201	70,824	6.2	-4.1
23,469	25,205	25,535	22,190	23,225	0.6	-0.2
469,019	439,549	417,619	404,078	366,988	11.2	-4.8
348,814	355,829	337,155	336,078	305,120	4.8	-2.6
226,203	249,937	256,854	248,247	229,321	14.4	0.3
100,585	94,713	83,753	79,843	73,250	-3.7	-6.1
13,728	12,197	14,440	12,379	10,857	16.7	-4.6
141,771	164,000	220,195	319,774	445,729	-9.5	25.7
29,215	30,451	28,372	26,143	23,468	7.7	-4.3
645,970	640,315	617,020	557,555	516,937	2.5	-4.4
10,138	8,967	10,186	10,360	12,221	2.9	3.8
68,223	43,627	35,852	39,768	34,234	-11.1	-12.9
10,060	6,460	5,788	5,545	5,342	19.5	-11.9
21,671	29,665	29,243	28,264	26,962	23.2	4.5
20,097	19,646	19,428	18,532	19,539	5.1	-0.6
21,622	30,638	33,882	27,779	25,299	27.4	3.2
9,507	7,828	7,642	7,426	7,892	5.9	-3.7
14,486	15,421	15,851	17,140	13,878	11.0	-0.9
62,860	80,077	73,718	74,496	66,490	14.8	1.1
988	4,651	3,209	1,367	14,890	21.9	72.0
104,934	111,980	106,625	105,691	109,859	19.5	0.9
1,440,286	1,466,781	1,468,532	1,526,933	1,548,772	4.2	1.5
2,430,842	2,466,056	2,426,976	2,420,856	2,402,315	4.0	-0.2
59.3	59.5	60.5	63.1	64.5		

Market Study

1. Demand

The demand of the proposed project is determined by using the population of the third and fourth year high school students of Ozamiz City National High School and the Ozamiz City School of Arts and Trade of 1518 and 422, respectively. These figures are derived from the registrar's office of the two mentioned schools. The two schools are chosen as the target market under study for this research since the two schools are the top 2 feeder schools of the freshmen college students of La Salle University and they are easily accessible by public transport.

Table 3: Top 10 feeder schools for first semester SY 2008-2009

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

Source: Admission and Testing Office

1.1 Major Customers

Table 4 shows that ninety-three percent (93%) of the population have plans to go to college after their high school education. It signifies that a good number of students are really planning to attend college education and are therefore prospective clients of the university for college education.

Table 4: Percentage of Students Who Plan to go to College

With Plans		No Plans	
Number	Percentage	Number	Percentage
1804	93%	136	7%

Table 5 shows that majority of the students (55%) who plan to go to college after their high school graduation are interested in attending La Salle University for their college education. Majority of those who are not interested in attending La Salle University for their college education have expressed that they are not willing to come to the latter because of the high tuition charged by the university. Among the other reasons stated by the students in their survey forms are: strict policies, lousy teachers, strict teachers and security guards, very high standards, lacking courses especially in sciences, their religious group will not allow them to enroll in La Salle University because of Religion classes, there are so many course requirements that are costly, and the students who attend LSU are only rich students.

Table 5: Interested in La Salle University

Interested		Not Interested	
Number	Percentage	Number	Percentage
992	55%	812	45%

Table 6 shows that majority (57%) of the students who have plans to go to college after their high school graduation are not interested to enroll in an agriculture program and related fields. Majority of their reasons are financial in nature since they wrote that they wanted courses that would assure that they would be able to go abroad after their college education. To name a few these courses are like nursing, information technology, engineering and hotel and

restaurant management. They also wrote reasons of high tuition since the program would involve a lot of laboratory courses.

Table 6: Interested In the Agriculture Program

Interested		Not Interested	
Number	Percentage	Number	Percentage
776	43%	1028	57%

Table 7 shows that among the agriculture programs and related fields preferred by those who are interested to enroll in an agriculture program (776 students), the BS Agricultural Engineering program and the BS Agribusiness program are most preferred garnering a rating of 29% and 27% while the Diploma in Agricultural Technology and BS Agricultural Entrepreneurship are the least preferred programs with only 8% and 9% rating from the students.

Table 7: Desirable Agriculture Program

Program	Number	Percentage
BS Agribusiness	210	27%
BS Agriculture	123	16%
BS Agricultural Engineering	223	29%
BS Agricultural Technology	91	12%
BS Agricultural Entrepreneurship	68	9%
Diploma in Agricultural Technology	61	8%

1.2 Potential Customers and their location

There are still other high schools located in the vicinity of Misamis Occidental and the nearby areas of Lanao del Sur and Norte, and Zamboanga del Sur and Norte. There could still be a certain percentage of their population that might be

interested in taking agricultural programs or related fields. These areas were no longer included in the study due to time and cost constraints. For further determination of other potential customers, these areas may yield additional enrolment to the programs under study.

2. Supply

2.1 Competitor

In Ozamiz City the only institution offering the programs in agriculture is Misamis University. The programs offered by Misamis University are: Bachelor of Science in Agricultural Engineering, Bachelor of Agricultural Technology, Bachelor of Science in Agricultural Education, Bachelor of Science in Forestry, Forest Ranger Certificate, and Diploma in Agricultural Technology. Currently, the enrolment figures for first semester of the current school year are shown below. The table below shows that the program with the most number of students is the BS in Agricultural Technology with 36 students currently enrolled in the program.

Table 8: Enrolment Statistics of MU in Agricultural Programs and Related Fields

Program	Enrolment Figures	
BS Agricultural Engineering	4	8%
BS Agricultural Technology	36	75%
BS Agricultural Education	1	2%
BS Forestry	7	15%
Forest Ranger Certificate	-	
Diploma in Agricultural Technology	-	-
TOTAL	48	100%

2.2 Desirability of Competitor to current and potential customers

Table 9 shows that 60% of those not interested to attend La Salle University for their college education prefer to go to Misamis University. Misamis University was established in 1929 and is an ISO accredited institution with Deregulated status from the Commission on Higher Education.

Table 9: Desirability of MU to Customers

Number	Percentage
487	60%

2.3 Current Tuition and fees of competitors

Misamis University is currently charging a tuition fee of P300.00 per unit and P2, 500.00 for the school fees for the agricultural program and related fields compared to what is currently being charged by LSU which is P364.00 per unit and about P2, 772.00 for school fees for all programs except for nursing.

Technical Study

A. Programs to be offered

Based on the desirability of the agricultural programs and related fields the following programs are to be offered.

Bachelor of Science in Agriculture (BSA)

The Bachelor of Science in Agriculture (BSA) program aims to educate students in the scientific habit of thought, entrepreneurial skills and prepare them to become professionals with entry level competencies in technical agriculture. It emphasizes the processes and techniques of identifying, diagnosing and analyzing problems and in designing, packaging and applying technologies needed in the development and conservation of the agriculture and food system resources.

Bachelor of Science in Agribusiness (BSAB)

To produce educated well-rounded professionals in agribusiness capable of meeting the national and global needs for highly trained managers, academics, researchers and extensionists and entrepreneurs.

Bachelor of Science in Agricultural Engineering (BSAE)

The Bachelor of Science in Agricultural Engineering (BSAE) program aims to train students in the application of engineering principles particularly in the solution of problems related to agro-industrial development. It also aims to prepare them to become professionals with entry-level competencies. The program aims to develop appreciation in the students, of the potentials of an agricultural engineering business enterprise and instill in the students a concern for the preservation and protection of the natural environment.

B. Personnel and Their Qualifications

Dean – The dean of the college must be at least a master’s degree holder with the rank of Assistant Professor in any of the disciplines for which the college offers a program; and a holder of a valid certificate of registration and professional license, where applicable.

Chair – The chair must be at least master’s degree holder with the rank of Assistant Professor in the discipline for which the unit/department offers a program or a master’s degree holder in an allied program identified in the policies and standards; and a holder of a valid certificate of registration and professional license, where applicable.

Faculty

1.1 As a rule, a master’s degree in the discipline or its equivalent is preferred for teaching in the tertiary level.

1.2 A minimum of 50% of the faculty teaching professional courses must have a Master's degree in the discipline or in the allied fields.

1.3 The institution shall maintain 50% of the faculty members teaching in each program

1.4 For the BSA program, there should be at least sixteen (16) full-time permanent faculty members. It should have a minimum of two (2) instructors in each of the following fields: crop science, crop protection, soil science, animal science, agricultural engineering, agricultural economics, agricultural extension and communication and food science.

3. Financial Study

3.1 Total Project Cost

Land Acquisition (for the BSA program) (50 ha)

P15, 000,000

Fixed Equipment for BSA

1,500,000

Fixed Equipment for BSAE

1,000,000

Animals for the BSA program

500,000

Buildings and other working sheds for BSA and BSAE

1,000,000

TOTAL COST

P19, 000,000

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3.2 Assumptions

- a. In costing the project, only the fixed asset acquisitions are considered since operating costs of the project will depend on the number of students. Operating costs are

shouldered by 70% of the tuition paid by the students. Thus, for the computation for project cost recovery 30% of tuition paid by students is used.

- b. Rough estimates of other fixed assets to be acquired are made based on estimates given by machinists who assemble the same kind of machine due to unavailability of the factory fabricated machines in the locality.
- c. Majority of laboratory equipment to be used in the agricultural engineering program are already available in the college of engineering in their engineering laboratories.
- d. Agribusiness equipment requirements are limited to audio-visual equipment which is already available in the media center of the university.
- e. Land acquisition for the agriculture program is estimated at P300.00 per sq.m. the current market rate for uplands.
- f. It is assumed that with the right marketing strategies the minimum number of students for each program would be at least 40 with 21 units enrolled in a semester.
- g. It is assumed that the minimum tuition fee increase is 5% for a given school year which would give a very minimal effect for payback period computation.

3.3 Payback Period

Total Project Cost

P19, 000,000

Divide by Revenue for Fixed Cost Recovery

$(40 \times 3 \times 21 \times 364 \times 2) \times 30\%$

550,368

Payback period in number of years

34.50

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4. Conclusions

The result of the study showed the following generalization:

1. Ninety-three percent of the third and fourth year high school students of OCNHS and OCSAT plan to attend college after their high school graduation.
2. Fifty-five percent of those interested to have a college education want to avail of a La Sallian education. A good number of those deterred from availing of the La Sallian education stated for their reasons the high tuition being charged by the institution; the strictness of the policies which are strictly implemented by the administrators, the faculty, and the guards; and that their religion group does not allow them to come to La Salle for their college education because of the Religion classes in the institution.
3. Fifty-seven percent of those intending to have a college education are not interested in the agriculture program and related fields because a majority want programs that would assure them of jobs abroad. These are nursing, information technology, engineering and hotel and restaurant management. Some also stated that they are deterred from going into the program because it would have a lot of laboratory subjects thus the total fees would be expensive and they cannot afford expensive courses.
4. Twenty-nine percent of those interested in the agriculture and related fields would prefer to take up BS Agricultural Engineering and 27% of those interested in agriculture and related fields are more inclined to take up the BS Agribusiness.

5. Seventy-five percent of the enrolment of the competitor Misamis University (MU) in their College of Agriculture is into the program Bachelor of Agricultural Technology. MU does not offer the BS Agriculture and BS Agribusiness programs.
6. Misamis University is currently charging a tuition fee of P300 per unit and a P2, 500 school fees for their college of agriculture programs.
7. A master's degree holder in agriculture or related fields is needed to chair the college that would offer the programs mentioned.
8. Land and equipment acquisition for offering the BS Agriculture program is estimated at a total of P17, 500,000.
9. Land acquisition is not a requirement for the BS Agribusiness and BS Agricultural Engineering.
10. Project cost to offer BS Agribusiness would be basically zero since the program would only require audio-visual equipment which is already owned by the school.
11. Project cost to offer the BS Agricultural Engineering is estimated at P1,500,000 since majority of the laboratory equipment are already in the engineering department.

5. Recommendations

The researcher would like to make the following recommendations. The school should:

1. Charge a competitive tuition and school fees to encourage enrolment in the agricultural program and related fields.
2. Give scholarships in the form of 100% tuition free for those that would get an average rating of 80% in the qualifying exam and 50% tuition free for those with 75% rating.
3. Use the land-grant college model, the dominant model in higher education in agriculture, to help attract students into the program. This would ensure that students have the financial capacity to sustain their education in the agriculture program.
4. Conduct an information marketing campaign regarding the benefits that can be derived from finishing an agricultural program and related fields in terms of employment, school privileges and benefits.
5. Use modes of marketing that the public school students can relate and not associate La Salle University as a school for the elite.
6. Offer the BS Agribusiness and BS Agricultural Engineering with the highest desirability rating among all agricultural programs and related fields with an affordable project cost.
7. Look into offering the BS Agriculture program but will have to take into consideration that it has a big financial implication because of the land acquisition requirement.

8. Offer the BS Agricultural Technology even if it ranked fourth most desirable program since the bulk of the enrolment of the competitor school is in this program. It is recommended that short term courses and certificate programs be offered, considering the profile of Filipino farmers and using equivalency program with emphasis on increasing productivity as learning outcome.
9. Conduct further study on how to market the programs effectively and efficiently that would reach the target markets in the level that they can relate and associate with.
10. Hire master's degree holders in agriculture or related fields to manage the program.

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Hiring Practices among the Sixteen Government Agencies in the Municipality of Tudela

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Abstract

Favoritism, cronyism and nepotism undermine the common good in the hiring of employees whether in public or private sector. When someone is granted a position because of connections, rather than having the best credentials and experience, the service that the person renders to the public may be inferior. This research examined the different hiring practices in the sixteen [16] government agencies in the Municipality of Tudela. Hiring practices is measured by the following terms: endorsement by a padreño, relationship between applicant and recommending officer, competencies of the employee, and educational qualification.

1. Introduction

Hiring the right people can make the world of difference in the success of a company but many owners do not approach hiring in the right manner and often make mistakes. Most companies or government agencies would deny the allegation of such practice even when there are clear examples of it in their midst. Good employees often get overlooked for promotions they well deserved while relatives or friends of those in power move up the ladder quickly and easily.

In the public or private sphere, favoritism, cronyism and nepotism also undermine the common good. When someone is granted a position because of connections, rather than because he or she has the best credentials and experience, the service that the person renders to

the public may be inferior (Murray, 2009). Also, different hiring practices are often covert (few elected officials are foolish enough to show open partiality to friends and family), and it undercuts the transparency that would be part of governmental hiring and contracting processes (Aronof and Ward, 1993).

Probably the biggest dilemma presented in different hiring practices is that, under various other names, few people see it as a problem. Connections, networking, and family - almost everyone has drawn from these sources of support in job hunting in the private or public sphere. Everyone can point to instances where cronyism or nepotism is an accepted fact of life in political sphere (Lynn, 2000).

Hence, this study is conducted to examine the different hiring practices in the sixteen (16) government agencies in the Municipality of Tudela.

Theoretical Background

This study is anchored on the principle of Aronoff and Ward (1993) who said, “ employers are free to hire whoever they want and some do end up hiring friends, industry acquaintances or former colleagues if they feel that their friends’ professional accreditation, past accomplishments and educational background is a good fit for their organization.”(5)

An article entitled *Lawfully Wedded Employees* said that organizations that choose to hire people that fly know should look past their personal relationship and conduct careful “due diligence” and thoroughly research the potential employees’ professional background as well as carefully check their references (Lynn, 2000).

Histories, experience, reason, sufficiently instruct us in the natural progress of human sentiments. Man born in a family is

compelled to maintain society for necessity, from natural inclination and from habit. The same creature in his farther progress is engaged to establish political society in order to administer justice and peace.

According to King (n.d), “reasonable people will differ about the appointment of friends and family in high-level positions, but public officials should be aware that such choices can give the appearance of unfairness”. (10)

Statement of the Problem

The purpose of this study is to look into the hiring practices in the sixteen (16) government agencies in the Municipality of Tudela as ascertained by the casual, regular and job order employees.

Specifically, it seeks to answer the question:

- I. To what extent are employees hired in terms of the following as perceived by the respondents:
 - 1.1 Endorsement
 - 1.2 Relationship
 - 1.3 Competencies
 - 1.4 Educational Qualification

Significance of the Study

Employees of the Municipality of Tudela. The employees of the Municipality of Tudela will be aware of the different hiring practices that their Municipality has. The result of this study will make them realize that hiring done with favoritism will undercut the transparency of partiality of hiring employees.

Local Government of Tudela. The result of this study will help the government evaluate their manner of hiring employees. It will help

them assess if they hire the appropriate person for the job. It will make them realize that hiring if accompanied with favoritism or biases will lead to chaos and unfairness of treating incoming employees.

Residents of Tudela This study will give awareness to the people of Tudela the different hiring practices of their local government. Proper hiring manner should be the sole reason why a person should be hired and that it should be based on merit and qualification.

Researchers. The researchers, as academic members of the University, find this study useful and worthwhile. By experiencing various phases of research process, they become appreciative of the positive contribution and outcome of the activity in improving the environment of the local government unit.

2. Methodology

Research Locale and Respondents

Tudela is a 4th class municipality. It has 33 barangays and the means of living of the people are into farming, fishing and small business enterprise. Tudela is known of its pineapple pie and buko pie delicacies. The people are very warm, friendly and helpful. The municipality is not prone to danger zone or any illegalities because local government units as well as the members of the national police adhere to peace and order of the locality. Every 1st of January the municipality celebrates “*Binalbal Festival*” and by of February celebrates its “*Araw ng Tudela*”.

This study focused on the sixteen (16) government agencies in the Municipality of Tudela. These government agencies have a total of ninety-two (92) employees. They are classified into three as casual, job order and regular employees. These three classifications of employees

consist of six (6) job orders, eight (8) casuals and seventy-eight (78) regular employees.

Research Instrument

The questions in this instrument were asked to determine the extent of hiring practices as perceived by the hired employees in the Municipality of Tudela. Each question was followed by a possible answer which best represent their responses as follows.

- | | |
|--------------|--|
| Never | - means that the hiring practices were not observed at all |
| 1 -3 times | -means that the hiring practices were observed sometimes. |
| 4 -6 times | -means that the hiring practices were observed most of time |
| 6 times more | -means that the hiring practices were observed at majority of the time |

Data Gathering Procedure

This study focused on the hiring practices of the 16 government agencies of the Municipality of Tudela as perceived by the job order, casual and regular employees hired.

The process involved the use of descriptive-comparative survey method of research. Researchers-made questionnaire was used as the main instrument of data collection. They were formulated then finalized. Once the instruments were administered, these were retrieved after a certain period of time and the responses were tallied. The generated data were then processed, and subsequently presented, analyzed and interpreted. The output of this study consisted of recommendations for the strictness of hiring employees in the 16 Governmental agencies in the Municipality of Tudela.

3. Results and Discussions

This chapter presents, analyzes and interprets the data collected in this study. The data pertained to the hiring practices of the sixteen government agencies in the Municipality of Tudela.

The dimension with which this study was concerned with the manner of hiring an employee to which the sixteen government agencies in the Municipality of Tudela practiced.

Endorsement made by a Padreño.

Table 1 highlights the data concerning the manner of hiring by endorsement made by a padreño.

Table 1: Frequency Distribution of Hiring by Endorsement by a Padreño

Scale	Job Order		Casual		Regular	
	F	%	F	%	F	%
Never	1	17	3	37.5	8	10.3
1-3 times	2	33	4	50	27	34.6
4-6 times	3	50	1	12.5	28	35.9
more than 6 times	0	0	0	0	15	19.2
Total	6	100	8	100	78	100

As shown in Table 1, three (3) of the six (6) job order employees or 50 % perceived that hiring of employee endorsed by a padreño is practiced most of the time. While 4 of the 8 casual employees or 50 % perceived that hiring of employee endorsed by a padreño is practiced by them. While 28 of the 78 regular employees or 28 -----

35.9% perceived that hiring of employee by a padreño is observed most of the time. The result of the study affirms the claim of Aronoff and Ward (1992) that some employers end up hiring friends for positions.

Hiring by a Relative of the Recommending Officer

Table 2 features the data concerning the manner of hiring by a relative.

Table 2: Frequency Distribution of Hiring by a Relative of the Recommending Officer

Scale	Job Order		Casual		Regular	
	F	%	F	%	F	%
Never	1	17	1	12.5	3	3.9
1-3 times	4	66	4	50	40	51.2
4-6 times	1	17	3	37.5	25	32.1
more than 6 times	0	0	0	0	10	12.8
Total	6	100	8	100	78	100

As shown in Table 2, the three classifications of employees perceived that the hiring of employees by relative of the recommending officer is observed sometimes. Lynn’s (2000) claim that sources of support for job hunting like connections, networking and family was evident in this study.

Hiring based on Competency

Table 3 shows the frequency distribution of hiring by competency.

Table 3: Frequency Distribution of Hiring based on Competency

Scale	Job Order		Casual		Regular	
	F	%	F	%	F	%
Never	1	17	2	25	2	2.56
1-3 times	0	0	2	25	3	3.86
4-6 times	3	50	0	0	45	57.69
more than 6 times	2	33	4	50	28	35.89
Total	6	100	8	100	78	100

As illustrated in Table 3, 3 of the 6 job orders employees or 50% perceived that hiring an employee based on competency is practiced most of the time. While 4 of the 8 casual employees or 50% perceived that hiring an employee based on competency is practiced at all times. While 45 of the 78 regular employees or 57.69% perceived that hiring an employee based on competency is practiced at all times.

Hiring based on Educational Qualification

Table 4 shows frequency distribution of hiring based on educational qualification.

Table 4: Frequency Distribution of Hiring based on Educational Qualification

Scale	Job Order		Casual		Regular	
	F	%	F	%	F	%
Never	2	33	0	0	3	3.86
1-3 times	0	0	3	37.5	15	19.2
4-6 times	3	50	0	0	30	38.47
more than 6 times	1	17	5	62.5	30	38.47
Total	6	100	8	100	78	100

As reflected in Table 4, 50% of the six job order employees perceived that hiring an employee based on educational background is practiced most of the time. While 62.5% of the eight casual employees perceived that hiring an employee based on educational background is practiced at all times. While 38.47% of the seventy-eight regular employees expressed that hiring an employee based on educational background is practiced at all the times.

4. Summary, Conclusion, and Recommendations

This study focused on the sixteen (16) government agencies in the Municipality of Tudela. The total number of respondents is ninety two (92). They were classified into three as casual, job order and regular employees. After the administration of the survey questionnaires they were collected, tallied, and analyzed. The following problems comprised this study: To what extent were employees hired in terms of the following terms as perceived by the respondents: endorsement, relationship, competencies, and educational qualification. The study used the frequency distribution to measure the difference among variables. The process involved the use of descriptive survey method of research.

The findings of the study are as follows:

- 1) The hiring practices in the sixteen government agencies in the Municipality of Tudela by endorsement by a padreño as perceived by the job and regular employees is practiced most of the times. While hiring an employee relative to the recommending officer is practiced at sometimes as perceived by the job order, casual and regular employees. While the respondents perception on hiring an employee based on competency and educational background is practiced at all times.

Conclusion

In the light of the findings of the study, the researchers conclude that although hiring practices vary in different perceptions as perceived by the job orders, casual and regular employees, manifested capabilities in performing their manner of hiring contributes to the attainment of the goal of the Municipality of Tudela. An employer's obligation to its employees and third parties for negligent hiring depend upon whether the employer acted as a reasonable prudent employer in hiring such employees. Reasonable people differ about appointment of friends and family members in high-level positions, but public officials aware that such choices can give the appearance of unfairness.

Recommendations

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

1. That, the sixteen (16) government agencies in the Municipality of Tudela should hire employees based on competency and educational merits.
2. That, hiring practices should satisfy the would-be employees and employers in order to attain the goal of highly successful government institutions, organizations, or agencies.
3. That, employers should create anti-nepotism policies to avoid employee's discrimination charges.

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Broadcast Journalists in Ozamiz City: Their Ethical Challenges in Radio and Television Broadcasting

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Abstract

The Philippine Center for Investigative Journalism (PCIJ), Philippine Press Institute (PPI) and Center for Media Freedom and Responsibility (CMFR), found out that there are two-thirds of all 100 respondents in national dailies and leading radio and television stations believed that the coverage on their beats is influenced by the money received by the reporters.

Thus, this paper sought to find out the problems in media ethics of the broadcast journalists in Ozamiz City. Twenty (20) respondents participated in this study from the different broadcast stations as they inform the Ozamiznons based on their gender, educational attainment and years of experience in radio and television broadcasting in Ozamiz City.

1. Introduction

Problems in media ethics are some of the reasons to make the lives of the broadcast journalists become much endangered. It is no coincidence that at least 33 out of 57 journalists killed since 1986 were radio journalists. Radio, after all, is a powerful medium, reaching out the remotest areas of archipelago. Community radio with its use of local languages and its coverage of local issues is very persuasive (PCIJ, 2006).

Unfortunately, radio's power has been abused. Commentators have sometimes used their programs for partisan objectives: to hit a business or political rivals and to promote politicians from whom the commentators receive special favors. Many times, commentators use

insulting or sensational language, airing unverified information, rumors and speculations which are very unethical.

Journalists, to be moral, should not be so concerned with the casualties with the war effort, the effort to collect and distribute information. The guiding generalization is that damage resulting from disclosure of information is seldom as great as damage resulting from suppression. Certainly, once we accept a principle of the primacy of information distribution, we can turn our attention to the business of assuring the least casualty. In my view, we too often accept the shortsighted view that any casualties are unacceptable, allowing us to reduce information distribution merely on speculation of damage.

Immanuel Kant would suggest that the best test for evaluating the ethics of a particular act is to determine whether the principle upon which the act is based could be applied universally. In other words, Kant would expand the logic of the Bible's Golden Rule to include a categorical imperative, which requires that actions be judged by whether they conform to a universal moral law that is unconditionally binding on everyone.

Review of Related Literature

Problems in media ethics continue to exist because codes of ethics are not explained well to the broadcast journalists. Johannesen (2001), in his book "Ethics in Human Communication", emphasizes that codes explain the ethical philosophy behind the ethical behavior such that journalists are stimulated to think about not only what is right or wrong, but also why it is right or wrong. Rather than simply providing a list of do's and don'ts, codes should articulate the importance of adhering to ethical norms.

Richardson (1994) suggests that, rather than a rule restrictive approach that focuses on what journalists should not do, an affirmative

approach to teaching ethics is more effective. In fact, Richardson has said that journalists often fear ethics because of the way it is presented to them. According to him “The way we teach ethics sends students and working journalists the message that ethics is about what they cannot do, that ethical behavior is more keeping secrets from people rather than publishing information for people”(p91-96).

Affiliation, education and experience of a broadcaster sometimes affect the ethical dilemmas. Broadcast journalists sometimes make poor ethical judgment because they work quickly and their actions can be haphazard, because the lust to be first with a story can override the desire to be right, because they sometimes do not know enough to question the truthfulness of what they are told because they can win attention and professional success quickly by ignoring ethical standard and because journalists are insensitive to the consequences of their stories for the people they cover.

An American journalist Anthony Brandt (2007) concludes that in the business of reporting, most of the broadcast journalists believe that the public should know what is going on, is, indeed, a responsibility; transcends the right to privacy the pushiness and therefore ought to protect from lawsuits even if they are wrong.

Another joint report of the PCIJ and CMFR (2005) describes the incidence and causes of ethical problems in Philippines media. The report presents the findings of a survey of 100 reporters of national dailies and leading radio and television stations conducted from September 1997 to March 1998. Out of 71% offered money by their sources, two out of three refused but a third accepted it. Of those who accepted the money, one-third said that they turned it over to the station manager while two-thirds said they pocketed it. Among those who accepted the offer, only five reporters admitted that it affected their reporting.

This research paper would like to present the challenges of the broadcast journalists of Ozamiz City based on their ethical practices toward information dissemination. There are 5 radio stations (DXDD, DXSY, DXOC, MBNN, Ronda Balita) in the city and 22 broadcast journalists. Moreover, this study is the trend on how the broadcast journalists in Ozamiz City practice their profession based on their gender, educational attainment and years of experience. This study aims to find out the ethical challenges experienced by the broadcast journalists of Ozamiz City during their tenure of service.

Statement of the Problem

This study aims to find answers to the following questions:

1. What is the profile of the broadcast journalists' personal attributes in terms:
 - a. Gender
 - b. Education Attainment
 - c. Years of Experience
2. What are the problems in media ethics of the broadcast journalists in Ozamiz City?

Scope and Limitation

This research paper is a presentation of the ethical challenges of broadcast journalists in Ozamiz City in the field of radio and television broadcasting.

This study includes only those who are presently employed as Broadcast Journalist in Ozamiz City. The study is limited to 20 respondents since we only have limited numbers of broadcast journalists in the city.

Significance of the Study

The significance of this study is the trend on how the broadcast journalists in Ozamiz City observe the ethical practices in their profession based on their gender, educational attainment and years of experience.

This study is important and realistic for it serves as basis of the differences of theory and reality in broadcast journalism. It shows the degree of credibility and responsibility of the broadcast journalism in Ozamiz City.

This study may also help those incoming media practitioners to avoid unethical problems. They may be informed that reality differs from the theories they have learned from the book. Thus, theories serve as guidelines on their profession.

This study encourages broadcast journalists to be more responsible and credible watchdogs. They are part of the problem but they are also part of the solution. They must actively promote the interests and protect the welfare of its members mindful of their duty to God, country, and people.

2. Methodology

This is a descriptive type of research depicting the ethical factors that affect the way the broadcast journalists render their reports.

The respondents of the study were the 20 broadcast journalists of the different radio and television stations in Ozamiz City. The respondents were randomly selected using the biased sampling. They were selected regardless of their age, sex, company and experiences as long as they are practicing broadcast journalism in Ozamiz City.

A questionnaire was the principal data-gathering instrument of the study. The set of questionnaire aimed to gather information especially on the field of journalism and on how credible these respondents in answering the questions with relation to the ethical challenges they had encountered during the performance of their duties.

3. Results and Discussion

This section shows the outcome of the data gathering.

Table 1: Respondents' Gender

Gender	Frequency	Percentage
Male	18	90%
Female	2	10 %
Total	20	100%

As shown in Table 1, there were only two or 10% were female respondents and 18 or 90% are males. It can be noted that there were more male broadcast journalists in the city compared to the females.

Table 2 shows the respondents affiliation.

Table 2: Respondents' Affiliation

Respondents' affiliation	Frequency	Percentage
DXDD	10	50 %
DXSY	2	10 %
DXOC	4	20 %
MBNN	2	10 %
RONDA BALITA	2	10 %
TOTAL	20	100 %

Most of the respondents are from DXDD with 10 or 50%, since at the time of conducting the survey there were more journalists present

in the office while the other stations, their broadcast journalists were out to gather news. DXOC followed with 4 or 20% and the rest got 2 respondents from each station with 10 % value.

As a whole, DXDD’s broadcast journalists dominated the seat of being the respondents of this research paper.

Table 3 shows the respondents educational background.

Table 3: Respondents’ Educational Attainment

Educational Attainment	Frequency	Percentage
College Graduate	19	95 %
High School Graduate	1	5 %
Grade School	0	0%
TOTAL	20	100 %

Ninety-five percent of the respondents were college graduate. It can be noted that the respondents are highly literate since they were able to finish college; hence, they can be considered professionals in terms of degrees. Only one respondent was a high school graduate.

Table 4 presents respondents’ reason for choosing this broadcast journalism.

Table 4: Respondents’ Reason for Choosing this Profession

Purpose of Choosing Broadcast Journalist as Profession	Frequency	Percent
Public Service	13	65 %
Salary	5	25 %
Popularity	2	10 %
TOTAL	20	100 %

As shown in Table 4, 13 of the respondents chose this career for public service. It has been said that “This profession can sometimes be about pain.” Jessica Soho says that being with this profession is about sacrifice that even in especial occasions such as Christmas or New

Year, broadcast journalist are out and away from their family to be able to give the public information or events during that day.

Moreover, 7 or 35% of the respondents said that they chose this profession because of salary. Salary is the main reason why people get to eat every day; thus, partly in this profession, broadcast journalists receive salary from the broadcast company they are working with.

Two or 10 % of the respondents said that they chose this profession because of popularity. Since broadcast journalists are mostly heard over the radio and seen on television, people tend to admire them to a point that some of the broadcast journalists get tempted in using the media as their venue for popularity.

As a whole, broadcast journalists chose this profession because of public service. The passion of serving the people by informing them about reality as it happens, indeed, is a noble act of the broadcast journalists even if it costs their happiness with their family as well as security of being. As long as they serve as the watchdog and protector of the people, these broadcast journalists would stand for the truth and for the common good of the people.

Table 2 shows the respondents' year of experience.

Table 5: Respondents' Year of Experience

Year(s) of Experience	Frequency	Percentage
1 month – 1 year	1	5 %
2 years – 5 years	1	5 %
6 years – 9 years	2	10 %
10 years above	16	80 %
TOTAL	20	100 %

In Table 5, 16 out of 20 or 80% of the respondents had served being broadcast journalist for more than 10 years. It shows that most of

the respondents have been into the profession; thus, they have a wider knowledge and experiences in the field of broadcast journalism. It has been noted that the longer the person in a particular profession the more credible and knowledgeable they are in the field. In this connection, having dominated by respondents serving the broadcasting industry for a decade or more, experiences of ethical challenges are surely being experienced by these journalists. Two or 10 % worked for 6-9 years, 1 for 2-5 years and 1 for a year.

As a whole, most of the respondents were well experienced in the field of broadcast journalism since most of them had been in the profession for a decade which gave them broad knowledge and wider experience in broadcasting especially in the event that their ethical commitment was continually being challenged.

Table 6 shows respondents' beat reports.

Table 6: Respondents' Beat Reports

Types of Report	Frequency	Percentage
Health	2	10 %
Education	2	10 %
Session	3	15 %
Police	3	15 %
General Beat	10	50 %
TOTAL	20	100 %

As presented in Table 6, 10 or 50% of the respondents were accustomed to do the general beat or freelancer type of reporting. They are labeled as freelancer since they gather news in its availability no matter what kind of beat it is. General beat reporters can write different kinds of news and not focusing only on a specific type of beat.

This Table also shows that both the Police and the City Council session had the same number of reporters. It shows that in these areas,

specific reporters were assigned to gather these types of beat reports while Health and Education beats both had 2 or 10 % number of reporters focusing into these areas.

As a whole, most of the respondents write reports as needed regardless of specialty in its particular field. Most of the respondent can write different beats of reports based on its availability and not on specialization.

Table 7 shows respondents accreditation.

Table 7: Respondents' Accreditation

Accreditation	Frequency	Percentage
KBP	10	50 %
Local Group	8	40 %
NUJP	2	10 %
Publishers and Editors	0	0 %
TOTAL	20	100 %

Table 7 shows that 10 or 50 % of the respondents had the accreditation from the Kapisanan ng mga Brodkasters sa Pilipinas (KBP). KBP is the most widely recognized organization of broadcast operators and stations in the country. Eight or 40 % of the respondents were accredited by the local groups as journalists and 2 or 10 % of the respondents by the National Union of Journalists in the Philippines. On the other hand, none from the 20 respondents was accredited by Publishers and Editors.

These accreditations were organized to elevate professional and ethical standards of journalists in the Philippine broadcasting, promote social responsibility in broadcasting and to protect the rights and interests of broadcasters. With this accreditation, broadcast journalists are obliged to enforce the code of conduct set to work with regard to the standards of Philippine broadcasting.

Table 8 shows respondents ethical challenges.

Table 8: Respondents' Ethical Challenges

Forms of Bribery	Frequency	Percentage
Gifts	3	15%
Meals	2	10 %
Travels	2	10 %
Cash	10	50 %
None	3	15 %
TOTAL	20	100 %

Table 8 shows that most of the respondents had experienced being offered bribes from different people for the purpose of covering them from the liabilities they have done or changing news item to suit the public interest. Mostly, 50% respondents got offered, while 15% or 3 received gifts and 10 % or 2 of the respondents received meals and other 2 or 10 % received travel offerings from the bribers. On the other hand, 3 or 15% of the respondents did not experience being offered bribes at all

As a whole, the field of broadcast journalism is full of tempting offers. Thus, it is really necessary for a broadcast journalist to be committed to his or her profession so as not to be tempted to accept bribes that will corrupt their minds in the discharge of their duties as watchdogs of the government.

Table 9 shows bribes that affect the news report.

Table 9: Bribes affect the News Report

Bribes Affect the News Report	Frequency	Percentage
YES	15	75 %
NO	5	25 %
TOTAL	20	100 %

Table 9 shows that 15 or 75 % of the respondents believed that taking bribes would be unethical, immoral and against their principles. These respondents did not accept bribes from sources since it might hold them liable and indebted to those who bribed them. Moreover, they were afraid that because of accepting bribes, in any forms, it might destroy their credibility and reputation as broadcast journalists. Accepting bribes will make them pay allegiance to their source and will protect them by either changing the real story or maybe help them gain more popularity. However, 5 or 25 % of the respondents disagreed with the idea that it affected the news reporting since it was then the discretion of the reporter to allow bribery to affect his or her point of view in a certain event. A broadcast journalist might accept the bribe being offered since it is not being asked as long as he or she can make sure that it will not change nor alter the accuracy of his or her report. With these reasons, these 5 respondents admitted having accepted the bribes offered to them.

Table 10 shows death threats experienced by the respondents.

Table 10: Death Threats Experienced by the Respondents

Death Threats Experienced	Frequency	Percentage
YES	12	60 %
NO	8	40 %
TOTAL	20	100 %

Table 10 shows that 12 or 60 % of the respondents received death threats in relation to their duty as broadcast journalists. It is widely known that Ozamiz City is a place where guns and goons are the measures of power and popularity and as journalists dealing with this kind of people is truly risky if not life threatening. On the other hand, 8 percent or 40 % of the respondents did not experience threats in the performance of their duty.

4. Summary, Conclusion, and Recommendations

This section presents the summary of findings, conclusion, and recommendations objectively drawn from the research conducted. The main reason of this study is to present the challenges of the broadcast journalists of Ozamiz City based on their ethical practices toward information dissemination.

The salient findings of the study are as follows:

1. Most of the broadcast journalists in Ozamiz City are males.
2. Most of the respondents are College graduates thus making them credible in bringing news since they are indeed highly literate and professionals.
3. Many respondents chose this profession to serve the public since their passion is to educate and inform the people about the happening in society.
4. General Beat reporter dominates more in writing the news reports since there are only few hard news that can be gathered in Ozamiz and being freelance journalists help them gather lots of news beyond the limitations of their assignments.
5. Most of the respondents have been in broadcast journalism profession for a decade and more. It shows that they have a wider knowledge and experiences in the field of broadcast journalism.
6. All of the respondents are accredited journalists in different respected accreditation organizations in the Philippines. These organizations make sure that a journalist follows the ethical standards of professional broadcast journalism.

7. Out of 20 respondents, 17 of them have experienced being offered bribes while three haven't experienced being offered such.
8. Fifteen out of 20 respondents revealed that they do reject the bribes offered to them since they see it as a factor that will affect their credibility in reporting the news while the other 5 confessed that they do accept bribes since they believe that it is still the discretion of the journalist if he or she will let the bribe alter the factuality of the report.
9. Sixty percent of the respondents experienced being threatened with their lives in the performance of their duty.

Conclusion

Based on the results it can be concluded that:

1. Educational qualification of the respondents adds to their credibility in reporting.
2. Public service is still the main reason why broadcast journalists in Ozamiz City have chosen this kind of profession.
3. Most of the respondents chose to have the general beat because of lack of source of news in the locality.
4. Length of service affects the credibility as well as the knowledge of the respondents in the field of broadcast journalism.
5. Bribery is rampant in the field of broadcast journalism.

6. Most of the respondents believe that bribery does affect the quality of news reporting.
7. Broadcast journalism is still a risky profession since journalists in Ozamiz City do experience being threatened in the performance of their duties.

Recommendations

Based on the findings, the researcher recommends the following:

1. Accrediting organizations must run series of seminars that will strengthen the journalists' commitment to the people through accurate and factual reporting so as not to alter the news in case of threats of bribery or to hinder them from dishing out relevant information.
2. Broadcast Journalists must reject bribes so as not to taint their credibility as reliable reporters.

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The Voting Behavior of the College Unit Employees in La Salle University – Ozamiz

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Abstract

The implied willingness of a voter to participate in an election is done through the casting of votes. There are also others who are unable to express their real preferences. Social scientists developed three models in order to understand the voting behavior of the electorate's party identification, social group and rational choice. This study aims to investigate the voting behavior descriptive of the teaching and non-teaching employees of La Salle University. The researcher concludes that rational choice model describes the voting behavior of the two groups of respondents.

1. Introduction

Voting is a method of decision making where a group such as a meeting or an electorate attempts to gauge its opinion usually as a final step following discussions or debates. Alternatives to voting include consensus decision making (which works to avoid polarization and the marginalization of dissent) and betting (as in an anticipatory democracy). In a democracy, voting commonly implies election, a way for an electorate to select among candidates for office. In politics voting is the method by which the electorate of a democracy appoints representatives in its government. A vote, or a ballot, is an individual's act of voting, by which he or she expresses support or preference for a certain motion (a proposed resolution), a certain candidate, or a certain selection of candidates. A secret ballot, the standard way to protect voters' political privacy, generally takes place at a polling station. The act of voting in most countries is voluntary; however some countries have compulsory voting systems. Nevertheless, a country's having an

election featuring the populace casting votes does not necessarily mean the country is democratic. Many authoritarian governments have "elections" but the candidates are pre-chosen and approved by elites, there is no competition, voter qualifications are restrictive, and voting is often a sham (Wikimedia Foundation, Inc., 2007).

The implied willingness of a voter to participate in an election is done through the casting of votes. In casting votes the electorates have their own feeling whom they are going to choose. There are voters who are expressive of their feelings about election. They resist or fail to support candidates, party or policies. There are also others who are unable to express their real preferences. They may lack enthusiasm for their choices or for the eventually chosen leader.

The strong preference of voters for a candidate or party, the intolerance of his feelings cannot be determined solely through the casting of votes. It is difficult to tell from the vote alone the behavior of the voters.

Voting behavior can be shaped by short as well as long term factors. Since short term interests are specific to one particular election it does not allow conclusion of voting patterns to be drawn. However, short term factors can be very decisive to an election outcome. Short term factors are influenced by state of the economy. Governments usually try to boost the economy before the general election in order to be reelected. High number of unemployment, inflation, decreasing income per capita as well as rising taxes could lead to voters' disinterests in the current government and therefore cause losses in the election. The personality and charisma of a candidate can be very decisive in an election and could help to improve the party's support. Popular policies can improve the government's image in spite of performing weak in the economy. Long term factors depend on an individual's party identification such as class, ethnic, gender or religion. Acquired through life long socialization, long term factors are received

not only during the election campaign. A person's family and social group can give a certain degree of party identification and therefore, a voter could have decided to support a party even long before the campaign starts. Long term factors can lose its influence if short term factors begin to affect the voter before the Election Day. New communications technologies such as the media and internet contribute to a decreasing influence of long term factors (Heywood, 2002).

In order to understand voting behavior, social scientists have developed theories with different focuses such as class, individual interest or party identification. Each theory has its own strengths and weaknesses.

Party Identification Model. The first theory on voting behavior focuses on a person's psychological affection towards a party. Voting is seen as a manifestation of partisanship. The party identification model put emphasis on long term factors such as family and social groups instead of short term factors such as economic situation or a candidate's personality. A person's attitude towards policy or leader tends to be influenced by that person's party identification. It is for example assumed that someone from a conservative family will most likely choose a conservative party during the election, since long term relations have created stability and continuity of habitual patterns in a person that can last for the whole life. The weakness of this approach is of course the lack of emphasis on individual interest and short term interest.

Social Group Model. Another early model which suggests that people vote according to their social and economic groups such as social class, gender, religion, education, ethnicity, income, age etc. Instead of focusing on psychological attachment this model stresses on the importance of social alignment and thus shows tension and division in a society. It is common that parties reflect class, religious or other interest groups. Even though lots of examples can be presented to

support the social group model, like the party identification model, it is not free from criticism. In focusing on group interest the model neglects the importance of individual interests.

Rational Choice Model. The rational choice model can be understood as an economic model applied in political science. Here voting is seen as an effort of utility maximization in order to fulfill self interest of the people. Voters are assumed to behave like consumers in a supermarket who choose policy products which they consider as best. Rational choice theorists like Anthony Downs consider parties as vote-maximizers and voters as interest-maximizers. Both behave in an economic relationship that can be found at the marketplace. Achievement of some personal even though not necessarily material needs is the main motivation of voting. Therefore, instead of psychological factors or social alignments individual interest becomes the emphasis of the theory. Parties seen as firms will try to identify the main interest of voters and match their policy according to the voter's interest. The assumption is that the party with the most popular policy is going to win the election. Rational voters are free from their culture or group's influence and vote based on their own needs. Many individuals in developing countries make choice based on "brand royalty". Policies do not become the main issue of voting and decisions are already made in their minds even before the election. Critics of rational choice stress that the theory ignores group influence. Besides, it is not always true that parties are following the voters interest. In many cases, parties only offer voters some options, without following exactly the people's wants. As a result, parties force the electorate to accept certain policies without sticking to the interest of the people (Lichbach & Zuckerman 1997).

Statement of the Problem

The purpose of this study is to identify the voting behavior of the teaching and non-teaching employees of La Salle University. The

sub problem that comprised as the guideline for undertaking the study is:

1. Which of the three models is descriptive of the voting behavior of the teaching and non-teaching employees of La Salle University ?

Significance of the Study

This study is significant to many specifically to the:

Voters. They are the primary and direct recipients of the quality services emanating from the elected political candidates. They will be benefited of the immediate actions that the elected officials will do for the general welfare.

Politicians. Benefits can be gained from this study by the politicians in Ozamiz City. The answers made by the different respondents provide them insights into the qualities required of individuals who temporarily in their hands the political functions are entrusted. As such, this will pave the way as an opportunity for their improvements on these areas.

City Officials. They can utilize the data from this study to analyze the voting behavior of the employees whom in one way or another represents the voting behavior of the people in different places in Ozamiz City. They will find this study useful in conducting voters' education.

La Salle University Employees. Through this study they will find out meaning of their voting behaviors.

La Salle University. The output of this study can be used by institution in undertaking some steps to transform the employees voting behavior, if and when necessary.

Researchers. The proponent, as an academic member of the university will also find this study significant. By experiencing the various phases of the research process, they became more appreciative of the positive contribution and outcome of the activity in improving the environment of the local government unit.

Other Researchers. They can utilize this research as their reference in a study which it is related.

2. Methodology

The descriptive survey method was utilized in this study. All the instruments used were made by the researchers. It was the main tool for gathering data which was supplemented with random interviews conducted among the respondents to clarify their answers and solicit their opinions.

On May 17, 1994, the school was formally turned over to De La Salle Brothers. Under the new ownership and management the future of Immaculate Conception College – La Salle is assured. Down through the years it has enjoyed a reputation for excellence in education and has been justly proud of its alumni who have assumed roles of leaderships in the Church and the Community not only in Ozamiz and other places of the Philippines but also in many counties in the world.

The school has a good number of employees both teaching and non teaching. The respondent - employees are classified into two groups for the purpose of this study. They are the sixty three (63) faculty members classified as teaching employees, the ones who handle classroom activities and have the direct contact with the students and thirty (30) staff who are considered the non-teaching employees. They are the ones who assisted the students with respect to the compliance of

their academic requirements. The total respondents in this study are ninety three. They are employees of La Salle University in Ozamiz City.

Voting Behavior Survey

The study made use of researcher-made instrument. The bases of the questions in this instrument were the statements from an on line article entitled *Theories of Voting Behavior*, which discussed the voting behavior of electorates. The validity of the contents of the instrument was determined by a panel of experts during the proposal hearing.

The questions in this instrument were asked for the purpose of determining the voting behavior of the teaching and non-teaching employees of the college unit in La Salle University. Each question was followed by possible response; each item was followed by qualitative equivalents as follows:

AGREE - the model/theory describes the voting behavior of the respondent; implying that voting behavior of the respondent falls in this model/theory.

DISAGREE –the model/theory does not describe the voting behavior of the respondent; implying that voting behavior of the respondent does not fall in this model/theory.

For interpretation purposes, the proponents assigned a hypothetical mean range to the instruments as follows:

1.0 – 1.5 for DISAGREE
1.6 – 2.0 for AGREE

The instruments were pre-tested by the Integrated School teaching and non-teaching employees of La Salle University. They

were the employees in the elementary and high school unit (integrated into one). They served as the dry-run respondents. Once the tools were retrieved, the proponents noted the incidence of non-response to any query and the trend of responses was also determined. Since the dry run respondents were able to answer all questions the instruments was then finalized.

Permission to conduct the study was sought from the Vice – President for Research, Development, Evaluation and Linkages. The administration of the survey instruments was done subsequently when permission was granted.

3. Results and Discussion

Party Identification Model. This model focuses on person’s psychological affection towards a party. An example is the family and social groups that the candidate belongs.

Table 1 shows the inventory items of Party Identification Model.

Table 1: Voting Behavior of the College Unit Employees based on Party Identification Model

Items	μ	Teaching		Non-teaching		
		INT	Decision	μ	INT	Decision
1. he/she belongs to a popular political party	1.11	D	Does not describe	1.30	D	Does not describe
2. he/she belongs to a party whose platform is				1.93		

to improve the country	1.88	A	Describe		A	Describe
3. he/she belongs to a wealthy family	1.09	D	Does not describe	1.23	D	Does not describe
4. he /she comes from conservative groups or pro - administration	1.12	D	Does not describe	1.23	D	Does not describe
5. he/she belongs to strong political party	1.41	D	Does not describe	1.43	D	Does not describe
Factor Average	1.32	D	Does not describe	1.42	D	Does not describe

Legend:

μ - weighted mean
 INT – Interpretation

1.0 – 1.5 for DISAGREE or (D). This means that the model/theory does not describe the voting behavior of the respondent. This implies that voting behavior of the respondent does not fall in this model/theory.

1.6 – 2.0 for AGREE or (A). This means that the model/theory describes the voting behavior of the respondent. This implies that voting behavior of the respondent falls in this model/theory.

Among the five items that described the party identification behavior of voters, only one got the favorable decision. This means that the four items do not describe the voting behavior of the employees.

Thus, party identification model does not describe voting behavior of the respondents.

Social Group Model. In this model the electorate votes according to social and economic grouping of the candidate. For example the social class, gender, religion, education, ethnicity, income, and age of the candidate matters a lot for the voter.

Table 2 shows the inventory items of Social Group Model.

Table 2: Voting Behavior of the College Units Employees based on Social Group Model

Items	μ	Teaching		Non-teaching		
		INT	Decision	μ	INT	Decision
1. he/she is a member of a popular civic organization	1.60	A	Describe	1.56	A	Describe
2. he/she is educated	1.98	A	Describe	1.96	A	Describe
3. he/she is an elite	1.11	D	Does not describe	1.20	D	Does not describe
4. he/she got low education	1.09	D	Does not describe	1.06	D	Does not describe
5. he/she earns little income	1.12	D	Does not describe	1.06	D	Does not describe
Factor Average	1.38	D	Does not describe	1.36	D	Does not describe

As shown in Table 2, only two of the five items describe the voting behavior of the respondents. The educational attainment is considered highly by the two groups of respondents. It has the highest weighted mean ($\mu=1.98$). Though the level of educational qualification

is not specified in the running for a public office; however, an educated public servant is much better than less educated (Interview, June 2008). The other item which describes candidate's membership in a popular civic organization garnered second highest weighted mean ($\mu = 1.60$). However, three of the items do not describe the voting behavior of the employees. Thus, the factor average of weighted mean ($\mu = 1.38$) implies that the respondents do not vote based on the social group model.

Rational Choice Model. The electorates vote the candidate based on their own need. The votes cast are based on individual interest.

The Table 3 highlights the items that are descriptive to the rational choice model.

Table 3: Voting Behavior of the College Units Employees based on Rational Choice Model

Items	μ	Teaching		Non-teaching		
		INT	Decision	μ	INT	Decision
1. he/she prioritizes personal interest	1.12	D	Does not describe	1.13	D	Does not describe
2. he/she takes urgent solution to voters' economic needs	1.85	A	Describe	1.90	A	Describe
3. he/she grants voters need no matter how immaterial	1.30	D	Does not describe	1.23	D	Does not describe
4. he/she can enact policies to control corruption	1.96	A	Describe	1.96	A	Describe
5. he/she can make immediate actions for general welfare	1.95	A	Describe	1.96	A	Describe
Factor Average	1.63	A	Describe	1.63	A	Describe

As shown in Table 3 the factor average of weighted mean ($\mu = 1.63$) signifies that the respondents both teaching and non-teaching are rational voters. They prefer to choose a candidate who takes urgent solution to voters' economic needs can enact policies to control corruption and can make immediate actions for general welfare. In an interview (July, 2008) a voter said, public office is a public trust and that therefore a candidate that must be voted should be one that has the capacity to make laws for the good of the people.

Voting Behavior Models

The Table 4 shows the three voting behavior models.

Table 4: Summarized Data of the Voting Behavior of the College Unit Employees

Models	Teaching			Non-teaching		
	μ	INT	Decision	μ	INT	Decision
Party Identification	1.32	D	Does not describe	1.42	D	Does not describe
Social Group	1.38	D	Does not describe	1.36	D	Does not describe
Rational Choice	1.63	A	Describe	1.63	A	Describe

As shown on the table there is only slight difference as to the value of the weighted mean in each of the models that is descriptive to the voting behavior of the college employees in La Salle University. The table shows that both teaching and non-teaching employees are rational voters.

4. Summary, Conclusion, and Recommendations

In the light of this study findings include:

1. Party identification and social group models do not describe the voting behavior of both the teaching and non-teaching respondents.
2. Rational choice model describes the voting behavior of the two groups of respondents.

Conclusion

Based on the findings of the study, the researcher concludes that the respondents do not focus on candidate's personal psychological affection towards a party or their social and economic group but they vote the candidate based on own need and individual interest.

Recommendations

The candidate's personality in an election may gain support from the people to vote. The government maybe weak in each performance but the popular polices that a candidate may enact will help improve the image of this government.

In the context of the findings of the study the researcher presents the following recommendations:

1. Voters should be vigilant in choosing the candidates because they are the ones that will represent the voice of the electorates.

2. Voters should elect the candidates that could boost the economy
3. During the election campaign and before the election day voters should not let themselves be influenced by the superficial words of the candidates.
4. Winning candidates as public servants should do good in their office because voters' disinterests in the current government would cause losses in the election.

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Perception of Students towards Single Sex and Co-Ed PE Class

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Abstract

The organization of lessons continues to raise questions amongst academics, as to whether lessons should be differentiated by gender especially as students reach adolescence and begin puberty. This study explored students' attitudes towards single sex and co-ed PE lessons, and to find out factors that influence their attitudes. Through the findings of this study, teachers and subject coordinators are expected to find innovations in the delivery of PE lessons and to enhance the PE curriculum in excellence and service.

This study aimed to explore the Brother Martin Simpson Laboratory School students' perceptions towards single sex and co-ed physical education lessons. The data revealed that student's preferences lie within the single sex approach to teaching physical education lessons. Both males and females thought they should not undertake PE lessons with the opposite gender. Furthermore, the students expressed that the factor behind their preference for single sex PE was due to gender, and equal opportunities.

In response to the above findings, it is recommended that physical educators question their current method of organizing physical education and endeavor to conduct single sex approach. However, it may be beneficial for males and females to experience lessons with the opposite gender in appropriate activities, whereby both males and females feel comfortable in the presence of one another.

1. Introduction

Past research has identified a need for physical educators to raise the status of PE, as some students fail to place a great importance on PE as a subject (Tinning & Fitzclarence, 1992.) Contrary to these

findings, it must be acknowledged that a significant number like Physical Education (Stidder, 2000). However it must be noted that boys prefer the subject more than girls (Milosevic, 1996). Moreover, as pupils grow into adolescence, the rate at which they tend to partake in PE is significantly reduced (Milosevic, 1996, Flintoff and Scraton, 2001). According to Luke and Sinclair (1991), this could be due to the organization of PE lessons and whether pupils undertake PE in mixed or single sex classes. There are several factors that are thought to influence pupil's attitudes towards their preferred PE setting. The factors include the teacher, facilities', parental influence, gender and activities (Milosevic, 1996). With this at the forefront, disparity between practitioners continues to thrive, with regards to which method is most beneficial.

Review of Related Literature and Studies

From the review of past literature, it is evident that there continues to be some disparity of opinions concerning the issue of co-ed or single sex groupings of pupils, resulting in a stimulated professional discussion amongst academics.

Perception Towards Single Sex or Mixed Sex P.E Lessons

According to Luke & Sinclair (1991) the organization of lesson is a prominent determining factor in males and females forming negative attitudes towards P.E. One could argue that pupil's standpoint for this could arise from a number of different contributing factors both socially, physiological and psychological (Flintoff & Scraton, 2001). However, previous research has illustrated that P.E remains the only subject to be predominantly taught in the single sex method in secondary school (Stidder, 2002). Although one could argue this portrays a sexist message by the way students are grouped (Williams & Bedward, 2001), Sadker & Sadker (1994) acknowledge this to be the best method due to the differences in physicality of boys compared to

girls. Supporting this view is Browne (1992) who identifies “following puberty boys are stronger, taller & heavier so girls are at a disadvantage.” Moreover, in Eccles & Harold’s (1991) study girls prefer single sex P.E classes because in coeducational classes, girls receive a more negative experience of P.E along with the lower participation rates. Putting this into perspective, it would seem to indicate that girls are generally less committed to the idea of mixed sex classes as opposed to their male counterparts (Browne, 1992). The National Curriculum highlights the importance of educators providing pupils with an equitable curriculum, ensuring that boys and girls are given opportunity to partake in the same curriculum.

Gender & Equal Opportunities

Luke & Sinclair (1991) state that coeducational classes are a prominent determining factor in males and females negative attitudes towards P.E. Supporting research has been documented by Eccles & Harold’s (1991) whose findings reveal that girls suffer more in mixed sex classes, as girls feel devalued and left out by the boys. Girls also receive negative comment by boys as well as encountering different forms of harassment (Flintoff, 1996). Therefore, they do have the confidence and motivation to compete on an equal level.

According to Talbot (1996) the gender of sports is predominantly considered male oriented, with boys portraying themselves as being of better ability, along with being more physically stronger compared with girls. Teanor et al (1999) highlights that gender plays a central arbitrating role into perception of P.E. According to Browne (1992) girls’ perceptions of themselves when going through puberty is difficult enough to deal with in it’s own right, without placing them in a highly exposed environment for opposing sex to make judgments on. Moreover, boys’ perception of themselves lies in similar perimeter, with their masculinities exhibited in such an environment for their female counterparts to form an opinion, which

could potentially lead to an extremely humiliating experience. “Boys who do not fit into the dominant ideology of heterosexual masculinity are potentially marginalized and harassed. Their alternative masculinities are highly exposed in coeducational contexts” (Scraton, 1993)

Hutchinson (1995) implies that it is merely not sufficient for teachers to place boys and girls in the same class and call it “gender fair”, as this approach may only serve to exacerbate misconceptions and reinforced masculine identities. Alternatively, in order for pupils to receive a positive, equal experience of P.E, then stereotypical views of pupils need to be challenged (Talbot, 1996). On the other hand, in order for these views to be addressed, teachers must acknowledge they exists (Hutchinson, 1995).

The problem at hand is whether co-ed or single classes are the best method of organizing the PE curriculum. Although research has identified benefits and constraints for each method, it is essential that teachers know how pupils perceived mixed sex or single classes, taking into account their considerations.

Statement of the problem

The purpose of this study is to investigate the students’ attitudes towards co-ed and single sex PE lessons. In addition, the study aims to discover the underlying factors influencing pupil’s preference to be taught with pupils of the same gender or opposite gender.

Specifically, this study aims to answer the following questions:

1. What is the gender profile of the respondents?
2. What is the respondents’ method of preference in teaching physical education?

3. What are the perceptions of students towards
 - a. single sex
 - b. co-ed PE class

2. Methodology

This section presents the methods and procedures on how the problem shall be treated. This study employed the descriptive research design. The respondents of the study were the 53 first year students of the Brother Martin Simpson Laboratory School (BMSLS) of La Salle University enrolled in the school year 2008-2009.

Data were gathered using a researcher made instrument, based on an administered pilot study. Although the questionnaire was researcher-made, some questions were influenced by other studies that had been carried out in a similar field. The justification for choosing a self devised questionnaire allowed the questions used to be specifically related to the study at hand.

Before the data gathering commenced, the questionnaire was pilot tested to the second year students to find its validity and reliability. Revisions were made then a letter request to the BMSLS Vice principal was submitted to allow the researcher to distribute the questionnaires to the respondents. Data were gathered after the approval then were quantified employing Microsoft excel. To further understand the students' perceptions, the researchers conducted follow up interviews and the interpreted the data.

Percentage and frequency distribution were the statistical tests used to reveal the profile of the respondents' gender and their perception towards single sex and co-ed PE class.

3. Results and Discussion

Gender refers to the social and psychological aspects of being a female or male. A gender role is a set of expectations that prescribes how female and male should act, feel and think. The distribution of the respondent's gender is shown in Figure 5.

Gender profile of the respondents

Table 1: Respondents' Gender Distribution

Gender	Frequency	Percentage
Male	17	32.08
Female	36	67.92
total	53	100.00

As revealed in Table 1, the majority of the respondents were female; thus, more female than male students enrolled in BMSLS. This number reflects the general picture of the gender distribution in the entire university. This is because most of the programs offered by LSU are more inclined to the preferences of females.

Respondents' method of preference in teaching physical education

The research subjects were asked on what method of groupings of pupils they liked for P.E. lessons. The data shows that more of the males (64.71%) as opposed to females (44.44%) like the co-ed method. Almost half of the females (55%) asked held a dislike for this method, compared with a considerable higher percentage of boys who like the co-ed method. The pupils who like the co-ed P.E lessons could see the potential benefits from girls and boys working together, expressing "it gives boys the opportunity to learn from each other along with its fun and everyone is equal". However, students who didn't like this method, especially girls, cited the reason behind their decision was "because

boys make fun of me” or “because boys call me names and annoy me”. Alternatively, boys’ reasons as to disliking the co ed method was due to “girls distract me and they’re always moaning” and “because we have to do girls sports”.

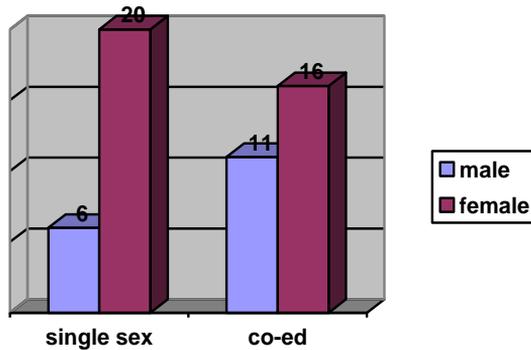


Figure 1
Respondents’ Methods of Preference in Teaching PE

Perceptions of students towards single sex PE class

I feel more comfortable doing PE with the same gender.

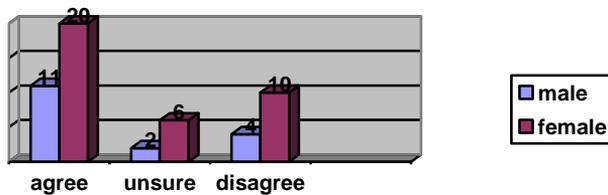


Figure 2
The information presented above illustrates that boys and girls differed in terms of how their P.E lessons should be organized. The

result shows that majority of females' views and opinions fall under the agree category on single sex PE class. Moreover, a number of boys agree on having PE class with the same gender. It could be that boys will be boys and girls will be girls in terms of performing physical activities. Boys tend to be so energetic and girls are gentler, more refine in actions.

Furthermore, Figure 3 shows that majority of the female respondents believed that students are better behave in a single sex class. However, majority of the boys disagreed on the idea that students behave better in the presence of the opposite gender.

I think students in single sex class are b.

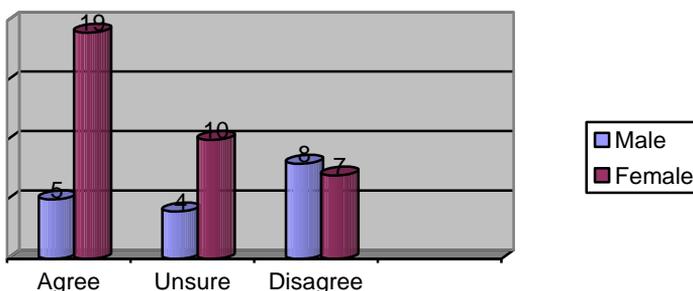


Figure 3

Figure 4 further shows the confidence the students have when they are in a single sex class.

I would feel confident in single class lessons.

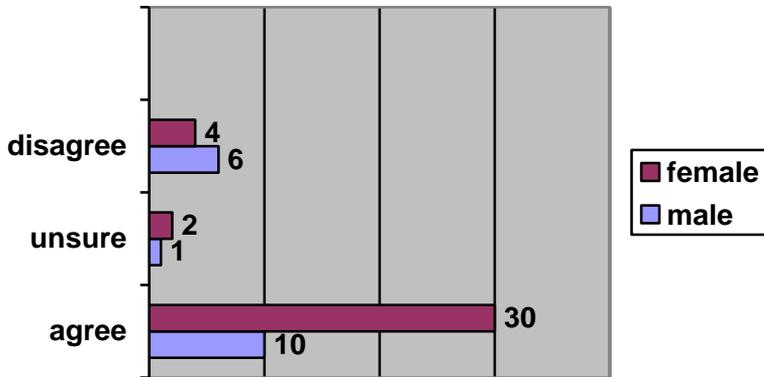


Figure 4

From the graph presented above, it clearly identified that twice as many girls and more than half of the boys agreed that they felt more confident in single sex P.E lessons. Less than half the boys, on the other hand, disagreed with this statement. The girls gave reasons behind their decision stating that they feel more confident in single sex lessons because “boys can not make fun of me” or “because boys take over”. Alternatively, the boys gave reasons why they disagreed with feeling more confident in single sex P.E lessons expressing it is better with girls because it is easy to beat them.

Figure 5 shows that a majority of the girls felt that they were less fearful of being hurt in single class while boys had different ideas regarding the fear of injury. More than half of the boys disagreed that there was less injury in single sex class. This implies that boys perceive boys’ activity more fearful than the activities participated in by girls.

I feel less fearful of being hurt in single sex class.

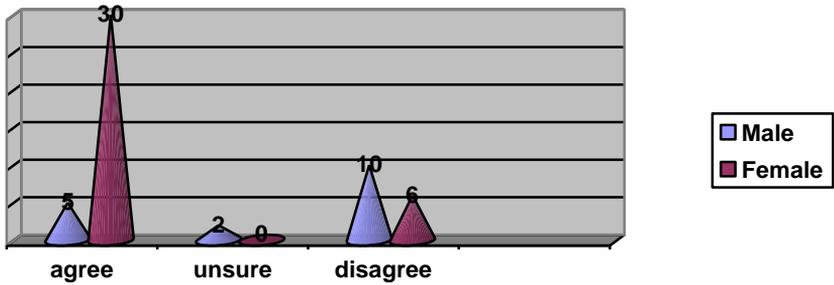


Figure 5

Perceptions of students towards co-ed PE class

Figure 6 presents the perception of students towards co-ed PE class.

I think boys and girls should do PE together.

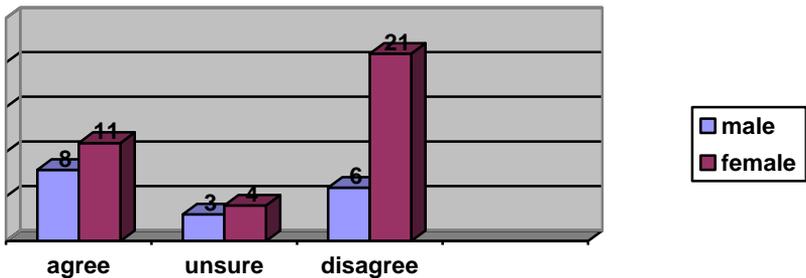


Figure 6

Majority of females disagreed that boys and girls do P.E together. When asked to give reasons behind their decision, boys could

see the potential benefits more than girls, stating “we can learn things from each other, and help each other in sports” and “then it is equal and both boys and girls get the opportunity”. Girls, on the other hand, expressed a slightly different view stating they disagree with boys and girls doing P.E together because “boys and girls like different things” along with “you don’t get as much opportunity when boys are there and it is embarrassing in front of boys.

With regards to how pupils P.E lessons are currently organized, the results show that majority of the girls disagreed on doing PE lessons with the opposite sex. As a high percentage of females and males liked the single sex method with females expressing “so we don’t have to do girls’ sports or do P.E with the girls”. Alternatively females held a slightly different perspective as to why they liked the organization of their P.E lessons, expressing “so boys can’t make fun of me...and show off”. Additionally, Scraton (1993) and Browne (1992), highlight the reasons for this as due to girls being more comfortable and confident with pupils of the same gender.

Although more than half the boys liked the co- ed method, seeing the potential social benefits from boys and girls working together, a significant number of girls expressed a dislike for this method, stating “because boys call me names and show off”. These findings are consistent with Eccles & Harold (1991) who initiated from their study that girls experiencing mixed sex classes receive a more negative experience of P.E. This could explain why only half of the girls compared to boys regard P.E as their favorite subject. Pupils’ rationale came from the fact that they felt P.E was embarrassing in front of the opposite gender. Sadker & Sadker (1994) suggest this could be due to the development differences of adolescent boys and girls.

I feel motivated in co ed PE class

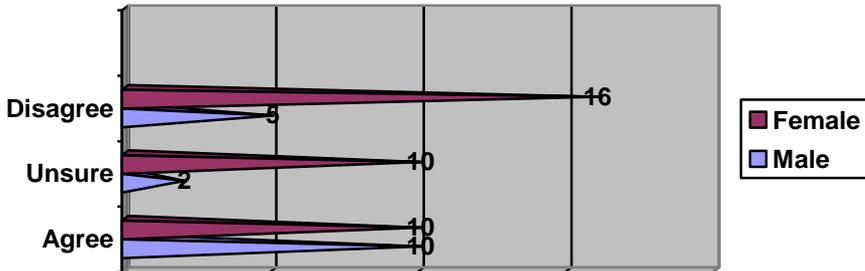


Figure 7

Notably more males compared to females displayed the dislike towards the idea of co-ed sex lessons,. Comparable findings are identified in Stidder's (2000a) study, highlighting that more males than females like mixed sex P.E lessons, with more females preferring the singles sex method. This portrays the message that although some pupils see mixed sex setting as an environment where boys and girls can socially interact with one another (Colgate & Rhyan,1999) more girls are less committed to the idea of mixed sex P.E lessons as opposed to boys (Eccles & Harold, 1991; Browne, 1992).

4. Summary, Conclusion, and Recommendations

The aim of the study was to discover pupils' attitudes towards whether they prefer single sex P.E lessons or co-ed PE lessons.

The study collected data from the 53 PEHM1 classes of the BMSLS through the use of questionnaires. The researcher was able to

gain an insight into pupils' thoughts and feelings into how their P.E lessons should be organized how the pupils would like them and the reasons as to why they feel this particular way.

The results showed that males and females prefer being taught P.E in the single sex method. Pupils stated they do not think males and females should do P.E together; however, this finding was more strongly associated with females as opposed to males.

The section recommends further studies on:

- Whether the organization of P.E lessons has an impact on pupils learning.
- Teachers' attitudes towards the teaching of single sex or mixed sex P.E lessons
- Whether the single sex and co-ed grouping of pupils has an impact on the choices made within the PEHM curriculum.

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Response by Pupils to the Interviews

1. Pupils attitudes towards the single sex method of organizing P.E lessons

- “so we don’t have to do P.E with boys because they show off”
- “boy’s can’t make fun of me”
- “so we don’t have to do girl sports”
- “so we don’t have to do P.E with the girls”

2. Pupils attitude towards the mixed sex method of organizing P.E lessons

- “it gives boys 7 girls the opportunity to learn from each other”
- “it’s fun & everyone is equal”
- “because boys call me names & annoy me”
- “girls distract me & they’re always moaning”
- “because we have to do girl sports”

3. Should boys & girls do P.E together

- “we can learn things from each other, & help each other in certain sports”
- “then it is equal & both boys and girls get the same opportunity”
- “boys and girls like different things”
- “you don’t get as much opportunity when boys are there and it’s embarrassing in front of boys”

4. Do pupils feel more confident in single sex P.E lesson

- “boys can’t make fun of me”

- “because boys take over”
- “it’s better with girls because it’s easy to beat them”

5. Do pupils feel more comfortable in single sex P.E lesson

- “Because I don’t like boys watching me. It’s embarrassing”
- “it’s better with all girls because you don’t get harassed”
- “so girls can’t judge me”

6. Are pupils less fearful of injury in single sex lessons

- “boys are too rough”
- “boys are bigger than girls who can be scary in football & rugby”
- “girl’s can’t play football & don’t know the rules”

Language Proficiency of LSU-IS English Language Teachers

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Abstract

This study attempts to assess the level of language proficiency of LSU-IS English Language teachers in terms of their listening, speaking, reading and writing skills and to analyze what program may be designed to develop language proficiency. This study employed the descriptive research to describe the language teachers' proficiency. This study involved ten (10) English Language teachers in LSU-IS (La Salle University – Integrated School). It was found out that the LSU-IS Language teachers were highly proficient in terms of the four domains mentioned above. Thus, we could say that the LSU-IS have well-equipped and proficient language teachers. The school should continue to support all the appropriate programs for Language teachers. The Language Coordinator should also encourage the Language teachers to engage themselves in activities which will enhance their skills in English. The English Language teachers should recognize the importance of being proficient in their field.

1. Introduction

Educators often ask: “How long will it take me to become a proficient language teacher?” This question is impossible to answer because a lot depends on a person's language learning ability, motivation, learning environment, intensity of instruction, and prior experience in learning foreign languages. Last, but not least, it depends on the level of proficiency the person wishes to attain.

Language proficiency or linguistic proficiency is the ability of an individual to speak or perform in an acquired language. As theories vary among pedagogues as to what constitutes proficiency, there is little consistency as to how different organizations classify it.

Additionally, fluency and language competence are generally recognized as being related, but separate controversial subjects. Thus, a high number of native speakers of a language can be fluent without being considered proficient.

In our country, the Philippines, the dominance of the Filipino educators in English Language is now in the brink of becoming a myth. For as far as we know, nowadays neighboring Asian countries which have willfully adopted no-nonsense measures to learn the English language are now catching up and have even overtaken the Philippines. That is why teachers in different schools or institutions must also improve their proficiency so that we may be able to compete with the other places.

And, specific examples of teachers who are aiming at being proficient in the said field are the Lasallian teachers specifically in LSU-IS.

Just recently, LSU-IS was accredited Level 3 status which indeed indicates that the school is seriously fulfilling its vision and mission. However, it doesn't mean that the teachers will stop from learning. And, we all know that the quality of education the students receive depends largely upon the skill and competence of the teachers; hence, any attempt to solve the English proficiency crisis in the Philippines must start with the teachers.

Review of the Related Literature

English language proficiency is a cornerstone of communication, business, economy and even education. Therefore, teachers must be proficient enough in teaching the English language. As what Kilgour (1999) says, language proficiency of the educators is obviously a vital tool. Not only is it a means of communicating

thought and ideas, but it forges friendships, cultural ties, and economic relationships.

Throughout history, many have reflected on the importance of language proficiency. Language, of course, is knowledge, and in our world today knowledge is one of the key factors on competitiveness. Thus, each one of us must be literate and educated (Kilgour, 1999). Moreover, proficiency in language is one of the most important areas of human development and experience (Needlman, 2000).

In addition to this, according to Fillmore & Swain (2002) and Hamayan (1990) an understanding of second language acquisition can improve the ability of teachers to serve the culturally and linguistically diverse students in their classrooms. That would mean significant professional development is necessary to gain a full understanding of second language acquisition, for some key concepts can be quickly understood and applied in the classroom.

Education is an important part of life. The amount and type of education that individuals receive are a major influence on both the types of jobs they are able to hold and their earnings. Lifelong learning is important in acquiring new knowledge and upgrading one's skills particularly in this age of rapid technological and economic changes. Furthermore, having a high educational attainment an educator could provide a better sense of vision and direction.

The language proficiency development focuses on four skills (listening, speaking, reading and writing). This is an essential tool for teachers acquiring English as a second language (August and Hakuta, 2002). Balanced literacy instruction incorporates background information, vocabulary development and strategies for constructing meaning through listening, speaking, writing and as well as reading (Melter and Hamann, 2004). Therefore, language proficiency programs

must not only engage teachers' interest, but also prepare them to meet the demand of their contest area classes (Alvermann, 2002).

In a recent review of the literature, Melter and Hamann (2004) state that the language proficiency development and the language learning needs of teachers are very important. The authors show that the best practices in language proficiency development encompass language domains.

While recent education policy equates proficiency with reading, second language acquisition standards cover instruction and assessment in four domains: reading, writing, listening and speaking (TESOL, 1997).

Theoretical Framework

This study is anchored on the theory of Cummins (1999) which says that language proficiency is usually measured in terms of four skills/domains: speaking, reading, listening and writing. We should not assume that non-native speakers who have attained a high degree of fluency and accuracy in everyday spoken English have the corresponding language proficiency. As Cummins (1991) states, "Conceptual knowledge developed in one language helps to make input in the other language comprehensible." Briefly stated, Cummins believes that the course of learning one language, a person acquires a set of skills and implicit metalinguistic knowledge that can be drawn upon when working in another language.

Further, being proficient in the language can help teachers develop appropriate skills, instructional strategies and assessments that will guide them as well as the students along a continuum of language development (Robson, 1995).

Statement of the Problem

This study aims to assess LSU-IS Language teachers' proficiency in English. Specifically, it attempts to answer the following questions:

1. What is the level of language proficiency of IS language teachers in terms of the following skills:
 - a. listening
 - b. speaking
 - c. reading
 - d. writing

2. What module may be designed based on the results of the study?

Significance of the Study

The findings of this study are beneficial to the language coordinator, English language teachers and school.

To the Language Coordinator. It may give them great ideas and insights as to what are the possible things that will help develop teachers' language proficiency.

To the Language teachers. It will help them improve appropriate instructional strategies and assessments that guide students along a continuum of language development.

To the School. It may inspire the school to continue to be strong and competitive, by nurturing and providing to the young generations, the tools to succeed.

Scope and Limitations

This study is limited to the LSU-IS English Language Teachers. It primarily centers on the LSU-IS English language teachers' proficiency in English.

2. Methodology

The study employed the descriptive research to describe the level of language teachers' proficiency in terms of listening, speaking, reading and writing.

This study was conducted in La Salle University – Integrated School Ozamiz City (Formerly Immaculate Conception College – La Salle). It became an Integrated School on the year 2006, that would mean the Grade School and High School Department were taken as one department, with only one principal.

This study involved the ten (10) Language teachers from LSU – IS. Majority of them are female and in the age around 25-35. Sixty percent of the respondents have already finished their Masteral Degree and forty percent have Masteral units. All of them have attended different seminars, workshops and faculty development programs.

The instrument used to assess and measure the teachers' Language Proficiency was a Standardized Test on English Language Proficiency. This was taken from the web (www.transparent.com/tlquiz/proftest/english/tlengttest.htm). This test is composed of four parts/domains namely: listening Skills, speaking Skills, reading skills and writing skills. In each domain/skill there are five indicators that would assess the Language Proficiency of a teacher.

The data collected from the study were analyzed using the percentage and frequency distribution and mean.

The following are the interpretations of the scores:

Interpretation	Scores	Verbal
	4.21 – 5.00	Excellent
	3.41 – 4.20	Very Good
	2.61 – 3.40	Good
	1.81 – 2.60	Fair
	1.00 – 1.80	Poor

The distribution of the research instrument was personally done by the researcher to guarantee strict compliance, to ensure an accurate collection of data and to retrieve the questionnaire early.

3. Results, Discussion and Interpretation

This section presents, analyzes and interprets the data gathered. The presentation is organized according to the following skills or domains: listening skills, speaking skills, reading skills and writing skills.

Table 1 shows level of language proficiency in terms of listening.

Table 1: Level of Language Proficiency in terms of Listening

Listening Indicators	Mean	Verbal Description
1. Follow simple and complex directions.	4.50	Excellent
2. Understand spoken English to participate in social contexts.	4.60	Excellent

<i>Table 1, continued</i>		
3. Identify main ideas and supporting details from spoken English.	4.60	Excellent
4. Identify the meaning of vocabulary in the content areas.	3.90	Very Good
5. Identify speaker attitude and point of view.	4.30	Excellent

The data in Table 1 suggests that majority of the Language Teachers were excellent in four indicators. This means that they indeed had knowledge and skills in listening mentioned above. While, in the fourth indicator they were very good in identifying the meaning of vocabulary in the content areas. This indicates they still have to improve more on their vocabulary.

Table 2 shows level of language proficiency in terms of speaking.

Table 2: Level of Language Proficiency in terms of Speaking

Speaking Indicators	Mean	Verbal Description
1. Use spoken language for daily activities within and beyond school setting.	4.20	Very Good
2. Engage in conversations for personal expression and enjoyment.	4.30	Excellent
3. Use spoken English and nonverbal communication in socially and culturally appropriate ways.	4.50	Excellent
4. Use English to interact in the classroom.	4.90	Excellent
5. Present information, concepts, and ideas to an audience of listeners on a variety of topics.	4.30	Excellent

As displayed in Table 2, the teachers had very well-developed speaking skills like engaging in conversations, using the language in appropriate ways, using it to interact in the classroom and presenting information to listeners in varied topics. While, they still have to put more effort in using the language in daily activities.

Table 3 shows level of language proficiency in terms of reading.

Table 3: Level of Language Proficiency in terms of Reading

Reading Indicators	Weighted Mean	Verbal Description
1. Recognize concepts of print literacy.	4.50	Excellent
2. Build vocabulary to develop concepts.	4.30	Excellent
3. Understand and use grammatical rules of English to improve comprehension.	4.20	Very Good
4. Apply reading skills in social and academic contexts.	4.60	Excellent
5. Make inferences, predictions, and conclusions from reading.	4.60	Excellent

As depicted in the Table above majority of the indicators was well-mastered by the teachers. This implies that the teachers recognize and develop concepts, apply reading skills to improve comprehension and make some inferences, predictions and conclusions from the material read. Although, there seems to be a need to review on the grammatical rules in English.

Table 4 shows level of language proficiency in terms of writing.

Table 4: Level of Language Proficiency in terms of Writing

Writing Indicators	Mean	Verbal Description
1. Use conventions and formats of written English.	4.30	Excellent
2. Use grammatical conventions of English.	4.50	Excellent
3. Write using appropriate vocabulary choice and variation.	4.40	Excellent
4. Use multiple sources to extend writing.	4.30	Excellent
5. Use the writing process to produce written products.	4.10	Very Good

As shown in Table 4, the Language teachers were excellently proficient in writing skills. This means they were able to understand, comprehend and use the necessary and appropriate skills in writing. On the other hand, they have to exert effort in using the writing process to produce written products such as research articles or papers.

4. Summary, Conclusion, and Recommendations

This study was conducted to assess the level of language teachers' proficiency of LSU-IS Language teachers and what program may be designed to develop language proficiency using a descriptive approach. The data collected from the study were analyzed using the percentage and frequency distribution and mean in order to answer the different levels of language proficiency in terms of the four skills (listening, speaking, reading and as well as writing).

The obtained data generated the following findings:

Majority of the LSU-IS Language teachers were highly proficient in terms of reading skills. Thus, we could say that they learned to develop a language by studying its vocabulary, grammar, and sentence structure.

In terms of listening and speaking skills the LSU-IS Language teachers were equally proficient on both of these skills. That would mean they can fend themselves in communication situations.

Lastly, when it comes to the level of language proficiency of LSU-IS Language teachers in terms of writing skills, majority of them were proficient in writing.

Conclusions

Overall the LSU-IS Language teachers' proficiency is excellent. No teacher got unsatisfactory rating in any skill. Thus, majority of the LSU-IS language teachers demonstrate a high level of proficiency as an English language model and an understanding of language as a system. They are prepared to help limited English proficient students acquire and use English for social and academic purposes.

Recommendations

On the basis of the findings and conclusions made in this study, the following recommendations are offered. Though, the researcher found out that LSU-IS Language teachers are proficient in the English language they still have to have development programs from time to time so as to maintain or enhance their language proficiency. And to closely improve the proficiency of teachers the language coordinator should encourage the language teachers to engage themselves to activities which will enhance their skills in listening, speaking, reading and writing.

Finally, the school should support all the appropriate programs for Language teachers in order to have not just ordinary teachers but, teachers who are well-equipped with the suitable knowledge and skills to be ready and confident to accept the challenges of a new environment and take appropriate risks with the necessary competence.

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Language Proficiency Module

Module #1	Objectives	Activities	Time Frame	Output/Manifestations
A. Listening Skills				
Source: Grace Stovall Burkart (2004)	<ul style="list-style-type: none"> ❖ develop teachers' awareness of the listening process and listening strategies ❖ practice the full repertoire of listening strategies by using authentic listening tasks ❖ evaluate their comprehension and their strategy use immediately after completing a task. ❖ build comprehension checks (how and when to use) ❖ develop listening 	<ol style="list-style-type: none"> 1. integrating metacognitive strategies: plan, monitor, and evaluate their listening 2. using authentic materials and situations 3. Top-down strategy: listening for the main idea, predicting, drawing inferences, and summarizing 4. Bottom-up strategies are text-based: Listening for specific ideas, recognizing cognates and recognizing word-order patterns. 	1 hour	<ul style="list-style-type: none"> ✓ raise teachers' awareness of listening as a skill ✓ teachers develop both the ability and the confidence to handle communication situations they may encounter in and beyond the classroom

Module #2	Objectives	Activities	Time Frame	Output/Manifestations
B. Speaking Skills				
Source: Grace Stovall Burkart (2004)	<ul style="list-style-type: none"> ❖ improve communicative efficiency ❖ make themselves understood, using their current proficiency to the fullest ❖ avoid confusion in the message ❖ observe the social and cultural rules that apply in each communication situation. 	<p>1. balanced activities approach that combines language input, structured output, and communicative output.</p> <p>2. language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside.</p> <p>Language input:</p> <p>Content-oriented input: focuses on information.</p> <p>Form-oriented input: focuses on ways of using the language.</p>	1 hour	<ul style="list-style-type: none"> ✓ use the right words in the right order with the correct pronunciation ✓ know when clarity of message is essential ✓ understand how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.
Module #3	Objectives	Activities	Time Frame	Output/Manifestations
C. Reading Skills				

Source: Grace Stovall Burkart (2004)	<ul style="list-style-type: none"> ❖ develop communicative competence in reading activities ❖ improve real-life reading tasks that involve meaningful communication ❖ identify relevant reading purposes 	<p>1. integrating reading strategies</p> <p>Previewing Predicting Skimming and Scanning Guessing from Context Paraphrasing</p> <p>2.using authentic materials and approaches</p> <p>3. construct the reading activity around a purpose that has significance</p>	1 hour	<ul style="list-style-type: none"> ✓ read extensively ✓ integrate information in the text with existing knowledge ✓ have a flexible reading style, depending on what they are reading ✓ motivated to read ✓ read for a purpose; reading serves a function
Module #4	Objectives	Activities	Time Frame	Output/Manifestations
D. Writing Skills				
Source: Sharon White (2006)	<ul style="list-style-type: none"> ❖ express more clearly and persuasively ❖ immerse in the work of writers admired and enjoyed ❖ know the basic foundations of writing ❖ recognize that 	<p>1.Using the "Compare and contrast" approach</p> <p>2. interactive sessions: express and articulate your ideas- from brainstorming to writing to revising.</p> <p>3. explore topics</p>	1 hour	<ul style="list-style-type: none"> ✓ sum up and point out the most important things ✓ emphasize appropriate ideas in producing written works ✓ use the right process in writing ✓ raise the awareness in using the formats in written English

	reviewing and revising are essential in writing ❖ use appropriate vocabulary choice and apply formats of written English	by free writing and clustering 4. gain perspective by giving and receiving peer responses.		
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Dear Colleague,

The purpose of this questionnaire is to assess teachers' English language proficiency. *Please read each question carefully and encircle the choice which reflects your answer best.*

Thank you very much for your sincere answers and contribution to the study.

Researcher

Name: _____ Date: _____

5 –Always 4 –Frequently 3 –Sometimes 2 -Seldom 1 -Never

A. Listening	5	4	3	2	1
1. Follow simple and complex directions.	5	4	3	2	1
2. Understand spoken English to participate in social contexts.	5	4	3	2	1
3. Identify main ideas and supporting details from spoken English.	5	4	3	2	1
4. Identify the meaning of vocabulary in the content areas.	5	4	3	2	1

5. Identify speaker attitude and point of view.	5	4	3	2	1
B. Speaking					
1. Use spoken language for daily activities within and beyond school setting.	5	4	3	2	1
2. Engage in conversations for personal expression and enjoyment.	5	4	3	2	1
3. Use spoken English and nonverbal communication in socially and culturally appropriate ways.	5	4	3	2	1
4. Use English to interact in the classroom.	5	4	3	2	1
5. Present information, concepts, and ideas to an audience of listeners on a variety of topics.	5	4	3	2	1
C. Reading					
1. Recognize concepts of print literacy.	5	4	3	2	1
2. Build vocabulary to develop concepts.	5	4	3	2	1
3. Understand and use grammatical rules of English to improve comprehension.	5	4	3	2	1
4. Apply reading skills in social and academic contexts.	5	4	3	2	1
5. Make inferences, predictions, and conclusions from reading.	5	4	3	2	1
D. Writing					
1. Use conventions and formats of written English.	5	4	3	2	1
2. Use grammatical conventions of English.	5	4	3	2	1
3. Write using appropriate vocabulary choice and variation.	5	4	3	2	1
4. Use multiple sources to extend writing.	5	4	3	2	1
5. Use the writing process to produce written products.	5	4	3	2	1

Living Fully a Christian Moral Life*

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Course Description:

Christian Morality is a course intended for ReEd 4 students. Christian morality is designed to equip the students with Christian moral norms as guides in living fully their Christian faith-life. Christian moral life is a faith response to God's love. Jesus is seen as our perfect response to God's total acceptance of each of us. Christian morality is therefore modeling our response to that of Christ. It looks into the attitudes, dispositions and the mind of Christ in the New Testament, as authentically human and presents these as a Christian's guide to become true disciple of Christ and thereby become more and more like Christ. Reference is made to those Christian lives, particularly those of the saints and other men and women, who have lived their lives closest to that of Christ. This course also looks into the contemporary moral issues that confront humanity today. The study of Christian morality therefore searches out for moral norms in the light of Christian faith in order to become more fully human and more fully Christ-like in our world today.

This course also provides for basic foundation and background for living a life characterized by social awareness and commitment to social justice through the social teachings of the church.

General Objectives: To help students

1. Understand the meaning of the demands of living a truly Christian life.

* NB: A book project by Mr. Winniw T. Aujero

2. Come up with an effective program of Christian living in the light of God's revelation in Jesus Christ.
3. Equip themselves with moral norms as guides in deciding certain moral issues they face today and in the future.
4. Form social conscience and to commit to the work for justice, solidarity and equality with rest of the human race.

Table of Contents:

I. What is Christian Morality?

- A. Elements of the Definition of Christian Morality
- B. Problem of Amorality
- C. Sources of Morality
- D. Experience of Morality
- E. 12 Boxes that confines most peoples morality

II. Who am I?

The answer to the question "Who am I?" will lead the students to understand themselves better through self-concept and an in-depth journey towards the inner self. The students will be lead to discover their own personal value system and moral standard.

- F. Human Dignity
- G. Faculties of the Human Person
- H. Human Relationships

II. What are the Moral Norms?

The Moral Norms (General Morals): Let the students grasp the idea and connect with the experience that Morality is basically a response of loving God back. To say Yes to God's UNCONDITIONAL LOVE. The authentic moral norm is the love of God and our ability to love unconditionally.

A. Love

1. The response to God's love
 - a. With Jesus ' attitude in Phil. 2:6-11
 - b. The Gospel Paradox- The way to death, the way to life-Today

B. Freedom

1. Meaning of True Freedom
2. Inner and External Freedom
3. Threats to Freedom

C. Conscience

1. What Conscience is?
2. What conscience is not?
3. Consciousness Examine
4. Principles in the formation of one's conscience

D. Virtues

1. Theological Virtues
2. Moral Virtues
3. Lasallian Virtues

E. Moral Law

1. Divine Law
2. Human Law

- 3. Natural Law
- 4. Church Law

- III. What are things to consider in deciding morally?
 - A. The Moral Agent
 - B. The Process in Making Moral decision
 - C. Principles in Making Moral Decision

- IV. What burning moral issues confront the Youth of Today?
 - A. Human Sexuality
 - 1. Pre-marital sex
 - 2. Homosexuality
 - 3. Masturbation

 - B. Respect for Human Life
 - 1. Birth Regulation
 - 2. Artificial Insemination
 - 3. Euthanasia

 - C. Other Moral Issues
 - 1. Environmental Concern
 - 2. Mass Media
 - 3. Human Rights

- V. What principles of the Catholic Social Teachings of the Church form a basis for moral response?
 - A. Basic principles of the Catholic Social Teachings of the Church
 - 1. The Principle of Human Dignity
 - 2. The Principle of the Respect for Human Life
 - 3. The Principle of Association
 - 4. The Principle of Participation

5. The Principle of Preferential Protection (Option) for the Poor and Vulnerable
6. The Principle of Solidarity
7. The Principle of Stewardship
8. The Principle of Subsidiarity
9. The Principle of the Common Good

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Church and Sacraments: Signpost to Christ*

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Preface

Church and Sacraments: Signpost to Christ is designed to help the Religious Education 3 students to explain how the Church and Sacraments present the Risen Christ to us by experiencing Christ of the Gospel in order to know, love and follow Him; to live and show Christian life in economic, political, cultural, religious institutions and God's creation and to celebrate our faith in God, with neighbors, institutions and care for creation.

This book was adapted from the format used in the book Catechism For Filipino Catholics. This format is also used by the Philippine Lasallian Family on District Catechetical Formation Guide, with the following procedure: Opening, Context, Exposition, Integration, Evaluation, and Challenge.



The **Opening**: introduces the topic within the natural flow of the intended message of faith. This can be done in a variety of ways. For example, an opening prayer like the Our Father or a spontaneous prayer may be led by the facilitator or one of the students, analysis of a song which may be liturgical or popular but relevant to the topic; or a short prayer service through which the Scripture readings and

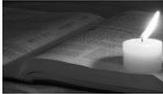
* NB: A book project by Miss Silvestra De Luna and Mr. Crisanto Sebial

reflections lead to the topic for the day, or a game wherein, the mechanics and procedures relate to the topic, or even just a simple question for brainstorming.



CONTEXT

The **Context:** presents practices, points of view, attitudes, and customs which manifest or relate to the strength or weaknesses of the participant/learner. For example, the lesson on the Sacrament of the Holy Eucharist may begin with common observations at the family meal.



EXPOSITION

The **Exposition:** the most important part of the lesson using the human experiences, Scripture and Church Teaching, the explanation of the Christian message or the topic takes place in this part. A balanced and proper use of all these in the explanation is the key to understanding the Christian message, feeling, valuing and appreciating the Christian values and attitudes from the lesson or topic and expressing through celebrations in prayer and in life.



INTEGRATION

The **Integration:** presents the topic in relation to other dimensions of faith. For example, if the lesson is about Jesus: His Words and Deeds which are a doctrine, Integration presents its relation with the Moral dimension (His commandment: Love one another...) and the Worship dimension of faith (Jesus taught us to pray the Lord's Prayer...) In short, this draws out the integration of the doctrinal, moral and worship dimensions of the lesson.

- **Doctrine:**

The doctrines provide the truth basis of the moral, worship and prayer dimensions of the faith.

- **Moral:**

The moral dimension demands the living-out of the doctrinal truth of prayer and sacramental life.

- **Worship:**

The worship dimension nurtures the affective religiosity which deepens one's conviction to the doctrinal truth and inspires the heart to do what is morally good.



The **Evaluation:** presents the summary of the lesson and the assessment on how the topic has been understood and could be possibly applied in the students own situation. A short quiz or simple question and answer activity exchange between the facilitator and students may take place in this part.



The **Challenge.** Every session may end with a challenge for concrete application of the lesson in daily life and a concluding prayer, song and other ways.

This book is divided into seven Units to be taken in one semester.

Unit I	The Origin, Growth and Nature of the Church
Unit II	Evangelization –Mission of Jesus: The Good News, The Kingdom of God
Unit III	Vatican Council II, Plenary Council of the Philippines II and Its Vision- Mission, B.E.C
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- Chapter 2 Anointing of the Sick: Strengthening divine life against vulnerabilities of old age and illness

Unit VIII Review of the basic doctrine of the Catholic Religion, Different Classroom activities and Community Bonding Songs

Most Prevalent Problems of Grade 10 La Salle University Integrated School Students for SY 2008-2009

Tessally A. Villanea
Integrated School

Abstract

Several writers on both fictional novels and scientific studies who dedicate their quest for inquisitive knowledge have always described the complexities of life in terms of its challenges, struggles or adversities. Depending on what extent, regardless of its nature, problems generally trigger negative emotions such as pressure, discomfort or even fear for some. Adolescence, among the stages in life is as critical period of transition. This descriptive type of research study aims to find out the most prevalent problems encountered by 148 Grade 10 students for the school year 2008 – 2009 as reflected in their responses in the Mooney Problem Checklist (High School Form, 1950). Maintaining a 0.05 level of significance, results showed no difference in the general problem areas between that of male and female. Both genders reported Personal-Psychological Relations, Social-Psychological Relations, and Adjustment to School Work as top three problem areas of utmost concern to them. However, there may be a slight difference drawn on the specific items or particular concerns per category.

1. Introduction

Many writers of both fictional novels and scientific studies who dedicate their quest for inquisitive knowledge have always described the complexities of life in terms of its challenges, struggles or adversities. Problems, as some would say, add up spice to life. Depending to what extent, regardless of its nature, problems generally trigger negative emotions such as weary, pressure, discomfort or even fear for some. Though existentialists view problems as opportunity for transcendence and growth, human beings at some point may break down if problems at its severity are left unresolved or at least

confronted. No human being is exempted from experiencing this fact of life embedded in the nature of human existence.

At any stage in life, individuals experience a variety of problems that accompany a rich variety of his experiences as one progress through stages in life. Adolescence, which is described by psychologists as period of transition from childhood to adulthood is a critical time for an individual. The existence of common problems is even made complex by this transition from old ways of thinking, feeling and doing to a higher and newer ways. Transition, which is equated to adjustment, includes many aspects of the developing adolescent in terms of his academic goals, familial environment, social relations and personal views and concept of himself and of the world around him. It is also in adolescence where one forms his or her identity. According to Erikson (1982) in his Psychosocial Theory of human development, this crisis on identity vs identity confusion has a great impact on the development of the individual as an adult later in his life.

In the academe, such transition is evident among students who are also preparing to embark on another chapter of their life as a student. La Salle University adopted the integrated system in its Basic Education curriculum. Thus, a graduating high school student is on his Grade 10 level. Culmination of secondary education presents not only challenges in the development of the academic aspect of a student. One who transcends from secondary to tertiary education also faces challenge of adopting more mature roles in terms of dealing with his own emotions, opinions, views and his relationships with other people.

In lieu of helping the adolescent prepare for this, the Guidance and Counseling program of any educational institution designs a Career Guidance program as one of its core services for the graduating students. This helps the adolescent gain a better view of what lies ahead and for him to also assess his own skills and interest in pursuing

a course in college. Aside from this concern, this Researcher aims to dig into other problems encountered by Grade 10 students of La Salle University so as to provide an expanded understanding of the issues faced by these adolescents. Results of this study can be beneficial in modifying and reviewing not only the Guidance programs and services intended for the Grade 10 and high school students of La Salle University in general, but as well as evaluation of school programs and procedures involving this population, in order to facilitate a healthy adjustment of these young people as they go a step higher to the next level of their development. Responses can be treated individually or collectively to help the Guidance Counselor in counseling students, although there is a limit to what extent the respondent may wish to disclose which problems concern him/her.

Review of Related Literature

This section provides related studies on the most common problems encountered by students in general. These literatures are presented to the readers to gain understanding on the core foundation of this research.

Adolescence and Problems

Adolescence, according to many psychologists, is a transition stage from puberty into adulthood. Erikson (1982) in his psychosocial stages of development stated that it is in this stage that an individual is faced with the crisis of identity vs. identity confusion. He sees adolescence as a period of social latency just as school age is a time of sexual latency. Although adolescents are developing sexually and cognitively, they are allowed to postpone lasting commitment to an occupation, a sex partner, or an adaptive philosophy in life. They are permitted to experiment in a variety of ways and to try out new roles and beliefs while seeking to establish a sense of ego identity. Another psychologist, Sullivan (1953), believes that adolescence is a turning

point in personality development. Furthermore, Sullivan feels the real issue during adolescence lies in getting along with other people. A study by Averett (2000) on Transition of Adolescents to Adulthood in a Latter Day Saints Population, focuses on various issues such as education, home and family, self-esteem, social relations, religious devotion, service activity, connectedness to parents, peers and church association. Based on the results of this study, there is no significant general effect correlating adolescent social capital, which is defined by James Coleman as the collective resources that reside in the network exchanges that people engage or the aggregate power allowing people to accomplish things they would otherwise be unable to do individually, and later success in competency as young adults. (www.youthandreligion.org/resources/ref_social.html)

Social capital is found to be very high among the sample during early teenage years.

A study conducted by Ancona (1997) on the contemporary problems faced by adolescents in Missouri High Schools shows no difference among the schools as to the problems of adolescent boy and girls in grades nine and twelve. There is however, a significant difference between male and female students, between schools and gender, and grades and gender. A significant difference is also found within subjects, especially in the problem areas. There is also significant difference found within grades and problem areas as well as gender and problem areas. Girls are significantly more concerned about interpersonal relationships than boys. Girls show a greater willingness to express problems in general. Daly Doris (1989) in her correlational study yields results proving that the top three ranking categories of concerns among the adolescents in this population are: Adjustment to School Work, Social/Psychological Relations, and Morals and Religion. Multivariate discriminant analyses reveal groups differentiated by each demographic variable--grade level, grade point average, and participation in extracurricular activities is significantly

different, with the exception of 11th and 12th grade groups. The tenth grade, low grade point average, and no activity groups have higher levels of total concerns with academic concerns as the major category.

An earlier study done by Rammers and Shimberg in 1929, using a 300-item Problem Checklist on a stratified sample of 2500 signed questionnaires from 15,000 high school students in all sections of the U.S. shows problem areas such as (1) school, (2) vocational, (3) personal, (4) social, (5) family, (6) sex, (7) health, and (8) general. The authors compared matched samples of signed and unsigned questionnaires and found that while the unsigned questionnaires yield slightly higher percentages on nearly all items, the results obtained from both samples are essentially the same.

Role of Gender in Adolescents' Problems

In previous studies aforementioned, one of the most common variables considered was gender. How one's sexual identity, as either male or female, affects or contributes to an adolescent's awareness of issues or problems concerning him/her are looked into with the succeeding research and studies.

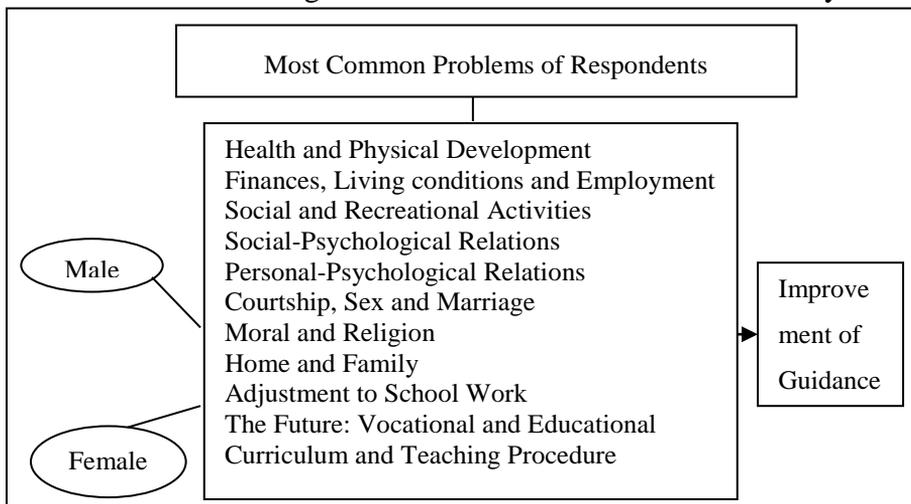
Bammer (1993) of West Texas AM University studied the effect of expanding gender roles on behavioral problems among college female students in Taiwan, belonging to two groups, Data Management and Nursing Degree Programs students from Jen-Te Junior College of Medical Nursing and Management. He selected Mooney Problem Checklist (MPC) (Mooney & Gordon, 1950) because of its proven validity for college students and its availability in both English and Chinese (Fu, 1993). The self-report test of the MPC provides an effective method of surveying identified problems. The MPC has a reported test-retest correlation coefficient between 0.90 to 0.98. In terms of the frequency of behavioral problems, both normal and serious behavioral problems for nursing students indicate that most problems

are concentrated in the same four areas: (a) Adjustment to School Work and learning (AS); (b) Curriculum and Teaching Procedure (CTP); (c) Personal-Psychological Relations (PPR), and (d) Social and Recreational Activities (SRA). However, little difference is seen in the ranking of normal problems and serious problems, just only in the area for number sequence differences. In terms of the frequency of behavioral problems, both normal and serious behavioral problems for data management students indicate that the most problems are concentrated in the same four areas, in order of priority: AS, SRA, PPR, and HPD. The CSM, HF, and FLE, the categories for both normal and serious problems were not significant.

Conceptual Framework

With reference to the previously mentioned studies and theories in developmental psychology, this paper centers on the quality of problems encountered by the respondents including the gender factor in describing the nature of problems of male and female respondents.

The schematic diagram below shows the focus of this study.



Statement of the Problem

The purpose of this research is to look into the most prevalent problems encountered by Grade 10 students as reflected in their responses in the Mooney Problem Checklist (High School Form, 1950).

This research aims to answer the following questions:

1. What is the profile of the respondents in terms of Gender?
2. Which among the ten categories of problems encountered were highly rated by the respondents as troubling them the most?
3. What are the specific concerns among highly rated categories that trouble the respondents the most (encircled items)?

Significance of the Study

The study can be of significant value to the following:

To the Guidance Counselor, it provides a profile of students with respect to specific areas of concern to the students. Results obtained will give the Counselor a view of the problem areas of most concern to students that may contribute to their adjustment as adolescents. In this way, the Counselor can make use of such data in reviewing and modifying the Guidance program that will meet the students' needs revolving around problem areas identified.

To the School Administrators, results of the study will serve as tool to come up with school wide activities and also review school procedures that will help the students cope with the demands in school.

To the faculty, the study will give them an idea of which areas students are having difficulty or trouble with and thus guide them on

how to facilitate the students' development inside the classroom as they are the ones in close and frequent contact with the students.

To the parents, this study will lead to a realization of the real issues and concerns facing the adolescents in this stage of their development. In turn, such insight can be of help in assessing and improving communication lines with their children to help their relationship become more open and thus, provide the students with an outlet to express their problems to their parents.

To the students, the study will provide an insight to students that their problems are not isolated cases, but rather represented as collective and general with respect to the stage that they are into at present. Such awareness that it is not a sole dilemma experienced by one or few somehow would give comfort to the students and by becoming more aware of their issues and concerns, they become more open to options available for them to resolve and address such concerns.

To future researchers, the study can serve as benchmark in considering other areas that may be of further relevance and importance aside from variables involved in the study such as gender, nature of problems.

2. Methodology

This section describes the research design, respondents, instrumentation, data gathering procedure and data analysis that constitute the entire method used in carrying out this study.

Research Design

This research was a descriptive study, which described the most prevalent problems encountered by Grade 10 students from La Salle

University Ozamiz City. It made use of both quantitative and qualitative data utilizing the Mooney Problem Checklist (High School Form, 1950) in obtaining the respondents' responses.

Respondents

The respondents of this study were the 148 Grade 10 students from La Salle University Integrated School – Ozamiz City for the school year 2008 – 2009. There were 67 males and 81 females, whose age ranged from 14 – 17 years old.

Instrumentation

The researcher used the Mooney Problem Checklist, High School Form in obtaining data for this study. The Mooney Problem Checklist consists of 330 items, categorized into eleven major areas of concern namely: Health and Physical Development (HPD), Finances, Living Conditions and Employment (FLE), Courtship, Sex and Marriage (CSM), Social-Psychological Relations (SPR), Personal-Psychological Relations (PPR), Moral and Religion (MR), Home and Family (HF), Adjustment to School Work (ASW), The Future: Vocational and Educational (FVE), and Curriculum and Teaching Procedure (CTP). Each category equally shared 30 items for the total item of 330.

Procedure

The Mooney Problem Checklist was administered to Grade 10 students. Testing covered a one period session and was carried out with the cooperation of the subject teacher for the class. Participants were tested in groups ranging in size from 30-45, and they were instructed to answer all questions openly and honestly. The participant read the items and if the item suggested an area of trouble for the student, he/she was instructed to underline it. Respondents were directed to proceed

through the entire list underlining areas of concern for them. The participant then reexamined those items underlined and circled the number in front of the items which were of most concern to them. The Checklist was checked, scored and tallied per category as specified in the Checklist. Data was tallied separately into male and female.

Data Analysis

The responses were tabulated. Entries were then recorded on the Statistical Package for Social Science (SPSS) for descriptive analyses. In determining the most common concerns that trouble the respondents, the researcher used the frequency count of the responses and supported by ranking.

3. Results and Discussion

This section summarizes the results obtained from the conducted research. To facilitate a better understanding of the said results, data are presented in tabular representations. Discussion of results follows the problem statements.

Surveys and other cross-sectional studies focused on identification of adolescents' concerns or persistent problems, considers gender as indicative factor that may explain differences between the two groups. The role of gender had been expounded and supported with studies in the previous section on the Review of Related Literature.

This scientific inquiry initially looks into the proportion between male and female respondents. Table 1 summarizes the profile of the respondents according to gender.

Table 1: Profile of Respondents according to Gender

	Male	Female	Total
Frequency	67	81	148
Percentage	45.27%	54.73%	100%

As shown in Table 1, there was a greater ratio of female respondents compared to that of the male respondents. The female comprised more than half of the sample population (54.73%), while the male respondents constituted the remaining 47.27% of the sample population.

The researcher also wished to address the question on which among the eleven categories in the Mooney Problem Checklist, reflective of the many various issues concerning adolescents in all aspects of their development, is highly rated by the respondents as troubling them (underlined items) and those that are troubling them most (circled items). Findings on this query are presented in Table 2.

Table 2: Item Mean per Category for Male and Female Respondents

Categories of Problems / Concerns	Male		Female	
	Circled	Underlined	Circled	Underlined
Health and Physical Development (HPD)	1.12	3.19	1.79	3.14
Finances, Living conditions, employment (FLE)	0.84	3.63	1.38	3.07
<i>Table 2, continued</i>				

Social and Recreational Activities (SRA)	1.06	4.06	2.10	4.81
Courtship, Sex and Marriage (CSM)	1.40	2.81	1.78	2.74
Social-Psychological Relations (SPR)	1.85	4.01	3.11	5.25
Personal-Psychological Relations (PPR)	2.0	6.0	3.77	5.69
Morals and Religion (MR)	1.37	4.09	2.05	4.06
Home and Family (HF)	1.13	2.67	2.56	3.36
Future: Vocational & Educational (FVE)	0.46	2.57	1.59	3.04
Adjustment to Schoolwork and learning (ASW)	2.82	5.55	3.58	4.99
Curriculum & Teaching Procedure (CTP)	1.31	2.57	1.57	3.14

As depicted on Table 2 and as indicated in their encircled responses, the male respondents considered items on Adjustment to School work as something that troubled them most. This was followed by issues concerning their Personal-Psychological Relations (PPR),

which revolved around assessment of their personal thoughts and feelings. Aside from intrapersonal relationships, male respondents also shared the same preoccupation on their Social-Psychological Relations (SPR). However, in terms of aspects of their living that somewhat suggested a rather moderate preoccupation on other aspects of their development, the male respondents marked again Personal-Psychological Relations (PPR), Adjustment to Social Work (ASW) and Morals and Religion (MR) as concerns that trouble them. On the part of the female respondents, items encircled that suggested greater preoccupation were those dealing with Personal – Psychological Relations (PPR), Adjustment to School work (ASW), and Personal-Psychological Relations (PPR). This may indicate that the female respondents equally value maintaining a healthy and positive relationship with that of the self and with other people in general. Furthermore, female Grade 10 students identified their concerns that may suggest troubling thoughts; however to a minimal extent. These items pertained to Personal – Psychological Relations (PPR), Social – Psychological Relations (SPR), and Adjustment to Social Work (ASW), which supported that the same issues that troubled the female respondents also trouble them the most.

This research also further investigated on the specific items among those highly rated as troubling among male and female respondents. The succeeding tables illustrate the items on categories aforementioned that had the highest number of frequency underlined or encircled by the respondents.

Table 3.1: Items Mostly Encircled by Male Respondents for the Category Adjustment to School Work (ASW)

Items	Frequency	Percentage (N=67)
Worrying about grades	25	37.13
Getting low grades	18	26.86
Not spending enough time in study	16	23.88
Worrying about examinations	16	23.88

A minimal ratio of male Grade 10 respondents from La Salle University Integrated School ranked these four items as mostly troubling them. As shown in the table above, one can draw possible causal relations among the items. The worry over the grades is effectual of not spending enough time in study and much of the concern on grades is highlighted in the students' anticipated performance in the examinations which they are also preoccupied about.

Table 3.2: Items Mostly Encircled by Male Respondents for the Category Personal – Psychological Relations

Items	Frequency	Percentage N=67
Lacking self-confidence	14	20.89
Forgetting things	11	16.42
Being punished for something I didn't do	10	14.92

Ranking second among the categories that troubled the male respondents the most, Personal-Psychological Relations included one's assessment of his own thoughts, actions and feelings. Among the 30 items for this category, the lack of self confidence, tendency to forget things and the feeling of being undeservingly punished are the mostly encircled items.

Table 3.3: Items Mostly Encircled by Male Respondents for the Category Social – Psychological Relations

Items	Frequency	Percentage N=67
Being timid or shy	12	17.91
Hurting people's feelings	9	13.43
Being too envious or jealous	7	10.44
Feeling that nobody understands me	7	10.44

Ten to eighteen percent (7 to 12 out of 67) of the male respondents also considered the negative feelings of being shy, offensive to others, jealous and misunderstood as disturbing. These items all belonged to the Social-Psychological Relations.

Table 4.1: Items Mostly Underlined by Male Respondents for the Category Personal-Psychological Relations

Items	Frequency	Percentage N=67
Forgetting things	35	52.24
Losing my temper	27	40.3
Being nervous	24	35.82

As depicted in the data above, more than half of the of respondents was troubled with the tendency to be forgetful of things. This was the same item that also troubled the 16% of the male respondents. Thirty-five to forty percent of these male respondents also reported losing temper and being nervous as moderately bothering them.

Table 4.1: Items Mostly Underlined by Male Respondents for the Category Adjustment to School Work

Items	Frequency	Percentage N=67
Not spending enough time in study	40	59.7
Worrying about grades	31	46.27
Not really interested in books	23	34.33

Third among the categories that suggested trouble to male respondents was Adjustment to School Work. In the tabular data above, it shows that a proportion of male Grade 10 students admittedly worry about not spending enough time in their studies, lack of interest in books, and worrying about their grades.

Table 4.1: Items Mostly Underlined by Male Respondents for the Category Moral and Religion

Items	Frequency	Percentage N=67
Can't forget some mistakes I made	32	47.76
Being tempted to cheat in classes	18	26.87
Not going to Church often enough	17	25.37

Of considerable importance to many of the male respondents marked items pertaining to Moral and Religion, specifically personal feelings of not forgetting mistakes made (47.76%), the tendency to give in to the temptation of cheating (26.87%), and failure to go to Church oftentimes (25.37%).

Table 5.1: Items Mostly Encircled by Female Respondents for the Category Personal-Psychological Relations

Items	Frequency	Percentage N=81
Being lazy	28	34.57
Lacking self-confidence	27	33.33
Forgetting things	26	32.09

Among the 81 female Grade 10 respondents, 30% of them reported being lazy, lacking self-confidence and being forgetful as troubling them most.

Table 5.2: Items Mostly Encircled by Female Respondents for the Category Adjustment to School Work

Items	Frequency	Percentage N=81
Worrying about grades	29	35.80
Not spending enough time in study	25	30.86
Trouble with mathematics	24	29.63

One third of the female respondents were also overly concerned about their academics, particularly on their grades (35.80%), not spending enough time in studying (30.86%), and having perceived difficulty in Mathematics (29.63%).

Table 5.3: Items Mostly Encircled by Female Respondents for the Category Social-Psychological Relations

Items	Frequency	Percentage N=81
Feelings too easily hurt	21	25.93
Being timid or shy	16	19.75
Hurting people's feelings	13	16.05
Having feelings of extreme loneliness	13	16.05
Being too envious or jealous	13	16.05
Feeling that nobody understands me	13	16.05

The preceding table enumerates the items under Social-Psychological Relations suggesting trouble among female respondents. Among these items, the tendency of the females to be sensitive by having their feelings easily hurt was predominant.

Table 6.1: Items Mostly Underlined by Female Respondents for the Category Personal-Psychological Relations

Items	Frequency	Percentage N=81
Worrying	32	39.51
Not taking some things seriously enough	31	38.27

<i>Table 6, continued.</i>		
Being nervous	28	34.57
Forgetting things	28	34.57

Based on the responses made the female respondents were also found to be troubled, though at moderate degree, with items only underlined, on their personal-psychological relations particularly on Worrying (39.51%), being nervous (34.57%), and forgetting things (34.57%). It can be noted though that the female respondents' trouble with worrying may or may not be related to their tendency to not take things seriously though (38.27%).

Table 6.2: Items Mostly Underlined by Female Respondents for the Category Social-Psychological Relations

Items	Frequency	Percentage N=81
Sometimes acting childish or immature	26	32.09
Finding it hard to talk about my troubles	24	29.63
Avoiding someone I don't like	23	28.39

Among the Social-Psychological Relations items, twenty-eight to thirty-two percent (23 to 26 out of 81) of the female Grade 10 students were somewhat troubled about acting childish or immature, difficulty in disclosing her problems, and avoidance of people she dislikes.

Table 6.3: Items Mostly Underlined by Female Respondents for the Category Adjustment to School Work

Items	Frequency	Percentage N=81
Trouble with Mathematics	26	32.09
Not smart enough	26	32.09
Not spending enough time in study	25	30.86
Afraid to speak up in class discussion	25	30.86

<i>Table 6.3, continued.</i>		
Worrying about examination	25	30.86
Not interested in some subjects	24	29.63

In terms of Adjustment to School Work, the female respondents mostly underlined items that highlighted their difficulties in Mathematics, feeling of not being smart enough, not giving ample time to study, fear of speaking up in class, worry about exams, and lack of interest in some subjects.

Table 7.1: Ranking of Problem Areas that Troubled the Respondents the Most (Encircled Items)

Rank	Male		Female	
	Category	Item Mean	Category	Item Mean
1	Adjustment to School Work	2.82	Personal-Psychological Relations	3.11
2	Personal-Psychological Relations	2.0	Adjustment to School Work	3.58
3	Social-Psychological Relations	1.85	Social-Psychological Relations	3.11

It can be noted based on the summarized table above that both the male and female Grade 10 students' worries fell under the same problem areas, namely Personal-Psychological Relations, Social-Psychological Relations, and Adjustment to School Work. However, females prioritized first their personal-psychological relations over adjustment to school work, which was reversed for the case of the male respondents.

**Table 7.2: Ranking of Problem Areas that Troubled
the Respondents (Underlined Items)**

Rank	Male		Female	
	Category	Item Mean	Category	Item Mean
1	Personal- Psychological Relations	6.0	Personal- Psychological Relations	5.69
2	Adjustment to School Work	5.55	Social- Psychological Relations	5.25
3	Moral and Religion	4.09	Adjustment to School Work	3.58

Table 7.2 summarizes the problem areas of concern to the Grade 10 students. As depicted in the tabular data, the male respondents had the same concern on Personal-Psychological Relations and Adjustment to School Work as mentioned also in previous table that recapped the problem areas suggesting the most trouble to male respondents. There was however a twist in the areas of concern, having Moral and Religion adding up to the list of top priority concern of male students. For the females though, the same problem areas of concern were evident for those suggesting most trouble and those that only trouble the respondents.

4. Conclusion and Recommendation

1. The areas of most concern or troubling the respondents the most are Personal-Psychological Relations, Social-Psychological Relations, and Adjustment to School Work. This is true for both the male and female respondents. There is, however, a difference in ranking of the problem areas, between that of the males and the females.

2. Specific concerns on Personal-Psychological Relations include feelings of lack of self-confidence and being forgetful. Among Social-Psychological Relations items, the respondents are mostly concerned on being timid or shy, hurting people's feelings, being too envious or jealous, and feeling of being misunderstood. For Adjustment to School Work, both the males and females are preoccupied with their grades and not spending enough time to study. As priority concern females also include difficulty in Mathematics.
3. Based on the results of this study, there is no difference in the general problem areas between that of male and female. Both genders reported Personal-Psychological Relations, Social-Psychological Relations, and Adjustment to School Work as top three problem areas of utmost concern to them. However, there may be a slight difference drawn on the specific items or particular concerns per category.

Recommendations

1. The Guidance Services Center:
 - 1.1 should conduct trainings and small group sessions that would provide students with opportunity to enhance interpersonal relations, as well as boost their self-confidence through structured learning activities.
 - 1.2 should also strengthen the involvement of Peer Facilitators through tutorials and small study groups.
 - 1.3 should be conducted to provide them with techniques on encouraging their children to practice effective study habits at home.

2. The curriculum should be reviewed so that value insights on student assessment of his personal values, conscience and competence should be integrated in daily lessons and activities.
3. Further studies on this topic should consider other factors such as familial background, age, and other demographic factors in describing the most prevalent concerns of students. It should also include other year levels to expound its scope and provide a basis for comparison among year levels.

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**Work Attributes and Values Possessed by the Graduating Students
of the College of Business and Economics and College of
Accountancy of La Salle University, Ozamiz City:
Basis for Curriculum Improvement**

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Abstract

The study aims to assess the work attributes and values of the graduating students of the Colleges of Accountancy, Business and Economics. One hundred and forty seven graduating students served as respondents in this descriptive research. The questionnaires were developed by the researcher and underwent a pilot test. Results show that the ability to conceptualize is the most prevalent work attribute and punctuality is the most dominant work values of the graduating students of the Colleges of Business & Economics and College of Accountancy

1. Introduction

Every university dreams of success for their graduates in their field of specialization. La Salle University (LSU) aims for 100% board passers for courses that require board exam, 100% employment for those programs that have no board exam locally or internationally and 100% entrepreneurship for those trains for such endeavor. LSU also adheres to the trust of the Commission on Higher Education for higher standard of learning by passing the IQuAME or the Institutional Monitoring and Evaluation for Quality Assurance in Higher Education. One of the requirements of IQuAME for higher education is to ensure that programs remain current and valid in the light of developments in the relevant field of study and related employment. Therefore, LSU develops curriculums that equip students with all the knowledge, skills and values they need for their careers and sets very high standards of

learning so that their graduates would be sought after by would-be employers. Our graduates will have a hard time getting employed in banks if the school, specifically the Colleges of Business and Economics and Accountancy fail to inculcate the work attributes and values that employers look for. A previous study by this researcher on the “Graduate Attributes Preferred by Eighteen Bank Managers in Ozamiz City” has laid the grounds for this present research. With this in mind, the researcher aims to conduct a study about the work attributes and values possess by the graduating students of the colleges mentioned.

The results of this study will be used to improve the curriculum of both colleges in order to assure our graduates that they would most probably be employable in banks if they choose to.

In the end, La Salle University would then provide Ozamiz City with bankers that are competent in their fields, committed to their company, compassionate in their dealings with their clients and to the less fortunate, confident in themselves and in their ability to be of service and being Christian in everything that they do personally and professionally for the service of God and nation.

Conceptual Framework

The study is anchored on the belief that the school’s curriculum would be the sole basis of the quality and caliber of its graduates to become successful professional in their respective field of specialization. These attributes such as problem solving/analytic skills, decision making skills, planning and organizing skills, personal organization and time management, risk taking skills, oral and written communication, listening skills, interpersonal skills, conflict management skills, leadership and influence, coordinating skills, creativity, innovation and change, ability to conceptualize, learning skills, personal strengths, technical and visioning skills could be the

traits that can produce efficient and effective workers . If these work attributes and values are part of the school's curriculum, then it is expected that the graduates possess such, if not, then the mentioned work attributes and values would be inculcated in the different curricula so that these values can be taught as part of the lessons in each of the subjects in the different programs of the colleges mentioned. Therefore, the school should know what these work attributes and values learned by the school's graduates so that it can be aligned with the preferred graduates attributes by the banks. Then, the researcher can recommend programs to enhance the curriculum of the Colleges of Business and Economics and Accountancy.

Statement of the Problem

The study aims to assess the work attributes and values that the graduating students of the Colleges of Accountancy, Business and Economics possess so that a development programs can be recommended that can enhance these work attributes and values.

Specifically, it seeks to answer the following questions:

1. What work attributes the graduating students of the College of Accountancy and the College of Business & Economics have?
2. What work values do the graduating students of the College of Accountancy and the College of Business & Economics manifest?

Significance of the Study

The findings of the study would benefit La Salle University – Ozamiz, specifically the Colleges of Accountancy, Business and Economics. Thus, Colleges would then produce graduates that are highly employable by target employers. This study would eventually

benefit the students because it would then be a basis for them to be hired by banks for they possess the attributes needed in their employment.

Scope and Limitation

This study covers one hundred forty seven graduating students of the Colleges of Business and Economics and Accountancy this second semester of school year 2008-2009. The respondents are given questionnaires to identify the work attributes and values they believe they have.

2. Methodology

This study was a descriptive research that aimed to identify the work attributes and values of the one hundred forty seven graduating students of the Colleges of Business and Economics and Accountancy this second semester of school year 2008-2009.

The study used a questionnaire developed by the researcher. The questionnaire underwent a pilot test involving ten Bachelor of Science in Hospitality Management graduating students. The questionnaire on work attributes has a high reliability rate of .951, while questionnaire on work values had a high reliability rate of .926. Therefore, both questionnaires were very reliable.

Descriptive statistics using percentage and frequency was used to identify of the work attributes and work values possessed by the one hundred forty seven graduating students of the Colleges of Business and Economics and Accountancy this second semester of school year 2008-2009.

Range:

1	-	1.75	Strongly Agree
1.76	-	2.50	Moderately Agree
2.51	-	3.25	Slightly Agree
3.26	-	4.00	Disagree

3. Results and Discussions

Table 1: Work Attributes Possess by Graduating Students

WORK ATTRIBUTES	Strongly Agree (1-1.75)	Moderately Agree (1.76-2.50)	Slightly Agree (2.51-3.25)	Dis-Agree (3.26-4)	Total	Ave- rage Mean
Creativity, innovation and change	27	41	12	0	80	1.96
Ability to conceptualize	23	47	10	0	80	1.97
Decision-making skills	31	36	13	0	80	1.93
Leadership and influences skills	43	29	8	0	80	1.66
Learning skills	45	28	7	0	80	1.71
Listening and interpersonal skill	41	33	6	0	80	1.69
Managing conflict skills	32	40	8	0	80	1.89
Oral and written Communication skills	29	44	7	0	80	1.91
Planning, organizing and coordinating skill	35	36	9	0	80	1.93
Problem solving skills	39	36	5	0	80	1.71
Technical skill	22	46	12	0	80	1.88
Visioning skills	25	47	8	0	80	1.89

Table 1 shows the highest average mean is 1.97 which is the ability to conceptualize and the lowest average is 1.66 which is leadership and influences skill. Although the students can conceptualize ideas, their ability to lead and influence is low. The

students may have a hard time implementing or actualizing their concepts. The gap may be due to lack of avenues for students to exercise their leadership skill in the classroom or outside.

From among the work attributes which students strongly agree that they possess, the highest is learning skill. This means that the graduating students can absorb information fast and may be able to apply it. The lowest in this category is technical skill. This means that although this attribute is low in the strongly agree category, the students believed that they have the technical skill necessary to practice their field of specialization. These work attributes would help them survive their different jobs and would eventually be their tickets to the higher position in the companies or organization that they will be employed in the future for these attributes are vital for managerial positions. The same attributes would help would-be entrepreneurs hurdle the complications of the business world.

From among the work attributes that the students moderately agree they have, the highest rankings were ability to conceptualize and visioning skill. This means that the students have moderate imagination and can envision what they want to see in the future. They can even conceptualize their visions. The lowest in this category is the learning skill because this attribute is the highest in the strongly agree range. Learning skill is the work attribute that the graduating students possess in abundance.

Table 2: Work Values Possessed by the Graduating Students

WORK VALUES	Strongly Agree (1-1.75)	Moderately Agree (1.76-2.50)	Slightly Agree (2.51-3.25)	Dis-Agree (3.26-4)	Total	Average Mean
Commitment	51	20	9	0	80	1.60
Compassion for co-workers	46	27	7	0	80	1.74
Courtesy	50	23	6	1	80	1.55

Integrity and honesty	47	30	3	0	80	1.63
Initiative	44	31	5	0	80	1.68
Punctuality	44	31	4	1	80	1.71
Responsibility	50	26	3	1	80	1.58
Self-motivation	47	30	2	1	80	1.58

Table 2 shows that the work value with the highest average mean of 1.74 is compassion for co-workers. This means that the colleges the students belong in were very successful in inculcating one of the core values which is compassion. The work value with the lowest mean of 1.55 is courtesy. This means that students are courteous but not as much as one would expect in their actions and words. This value may not be extensively inculcated in the classrooms or the students may not be able to see this value being practiced in school.

From among the work values which they strongly agree they have, the highest is commitment. This means that the graduating students would really give everything they have, effort, heart and mind in whatever they do. They are passionate about their work. This value was seen by students in the people that surround them, that is why they were able to absorb and practice it. The lowest in this category are initiative and punctuality. Although these values are low in rank, they were still in the strongly agree category, which means that students have this values in abundance. When these students work, they still meet appointments on time and still be able to think about other ways of doing things. These values were seen by students in the actions of their teachers and the people they are in contact with.

From among the work values the graduating students possess in moderation, the highest were initiative and punctuality though some values were lowest in the strongly agree category. This could mean that

in their young life they have already imbibed a ore intrinsic value which is commitment.

4. Summary, Conclusion, and Recommendation

The graduating students of the Colleges of Accountancy, Business and Economics strongly agreed that they posses the following work attributes: leadership and influences skill with an average mean of 1.66, learning skills with an average mean of 1.71, listening and interpersonal skill with a mean of 1.69 and problem solving skill with a mean of 1.71.

The graduating students of the Colleges of Accountancy, Business and Economics moderately agreed that they posses the following work attributes : creativity, innovation and the ability to adopt to change with an average mean of 1.96, ability to conceptualize with an average mean of 1.97, decision making skill with an average mean of 1.93, managing conflict skills with an average mean of 1.89, oral and written communication skills with an average mean of 1.91, planning, organizing and coordinating skills with an average mean of 1.93, technical skill with an average mean of 1.88 and visioning skills with an average of 1.89.

As to the work values, the graduating students strongly agreed that they possess commitment with an average mean of 1.60, compassion for co-workers with an average mean of 1.74, courtesy with an average mean of 1.55, integrity and honesty with an average mean of 1.63, initiative with an average mean of 1.68, punctuality with an average mean of 1.71, responsibility with an average mean of 1.58, and self- motivation with an average of 1.58.

Conclusion

The researcher has come up with the conclusion that the graduating students of the Colleges of Accountancy, Business and Economics possess in high degree work attributes such as leadership and influences skills, learning skills, listening and interpersonal skills and problem solving skills which would serve as their aces in the desire to be employed or if these students venture to the world of entrepreneurship.

The same graduating students also possess in moderation the following work attributes: creativity, innovation and the ability to adopt to change, ability to conceptualize, decision-making skills, managing conflict skills, oral and written communication skills, planning, organizing and coordinating skills, technical and visioning skills.

The researcher also concluded that the graduating students of the Colleges of Accountancy, Business and Economics possess in abundance very important work values such as commitment, compassion for co-workers, courtesy, integrity and honesty, initiative, punctuality, responsibility and self-motivation that employers would want their employee to be to possess.

Recommendation

For further inculcation of these work attributes and values, the researcher has the following recommendations:

1. The faculty should review the curriculum pacing guides to make sure lessons or activities that would increase the absorption of these attributes from moderately possess to strongly possess.
2. To be able to enhance further the work attributes and values that are strongly possess by the graduating students, the faculty should be given more seminars or academic exposures to

increase their knowledge and would eventually improve their performance in the classroom.

3. To be able to minimize the stress level of the faculty and staff of the colleges mentioned, they should be provided recreational activities to avoid work burn out and so that they would always have ways to energize them and would go back to work relaxed and highly motivated.
4. The Colleges of Business and Economics, and Accountancy should spearhead more academic or co-curricular activities as avenues for students to apply and enhance the attributes and values learned in the classroom.

List of References

Jaeger Garay (2009) Barangay Councilor, Malaubang, Ozamiz City

Project Proposal on Rent to Own Tricycle Drivers of Catadman,
Ozamiz City

Programs and Tertiary Institutions Preferred by LSU-IS Grade 10 Students

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Abstract

The study aims to determine the programs and schools preferred by the Grade 10 students of LSU-IS. Results show that of the total respondents, 48.57% chose to study in Ozamiz and the remaining 51.42% plan to study outside Ozamiz. Of those who chose to study within the city of Ozamiz, 85.30% selected LSU for their tertiary education. Among the programs ranked as first and second priority by the respondents, the nursing program got the highest percentage. For the programs ranked as third priority, Associate in Hotel and Restaurant Management is the most chosen. For the programs ranked as fourth priority, Bachelor of Science in Civil Engineering is first and for the programs ranked as the last priority, Bachelor of Science in Accountancy got the most number of respondents.

1. Introduction

Enrollment in La Salle University declined for the past years. Though presently, the enrollment has improved, still much effort is continuously exerted to further increase the figure. Competitive position of the school in terms of the courses/programs it offers, as a factor affecting enrollment, is what is being considered in this study.

The study aims to assess the competitive standing of LSU to other tertiary institutions with respect to the programs it is offering. It is conducted to determine the college gets minimal LSU-IS graduates. It seeks to answer the following questions:

1. What programs are preferred by the Grade 10 students of LSU-IS?
2. What institutions do they prefer for their tertiary education?
3. What reasons dot they have for not to choosing LSU for their tertiary education?

The findings of the study would benefit La Salle University-Ozamiz. The result will help the school improve its enrollment by knowing the reasons why we are getting only a minimal number of LSU-IS graduates to come and enroll in easy of the 7 colleges in LSU. These will help us evaluate the present programs the school is offering and the school’s image with regard to quality and standard of education we are offering.

The study deals only with the competitive position of LSU with regard to the programs it offers. The respondents are the Grade 10 students of LSU-IS for school year 2008-2009. The study used a descriptive research design to identify the programs and tertiary institutions that are preferred by the respondents. A questionnaire developed by the researcher to identify the programs and tertiary institutions preferred by the grade 10 students of LSU-IS was distributed and answered by the respondents.

2. Results and Discussion

This section presents the programs ranked as first priority.

Table 1: Programs Ranked as First Priority

Programs	No. of Respondents	Percentage
A. <u>Arts and Sciences</u>		
Bachelor of Science in Criminology	5	3.57
Bachelor of Science in Psychology	3	2.14

Bachelor of Arts major in:		
Mass Communication	3	2.14
Political Science	4	2.86
Journalism	4	2.86
English Language	2	1.43
History	1	.71
Bachelor of Science in Social Work	1	.71
B. <u>Education</u>		
Bachelor in Elementary Education major in	1	.71
Special Education		
Bachelor in Secondary Education major in:	2	1.43
Filipino	1	.71
Technology and Livelihood Education		
C. <u>Engineering</u>	6	4.29
Bachelor of Science in Computer Engineering	6	4.29
Bachelor of Science in Civil Engineering	4	2.86
Bachelor of Science in Electronics and Communications Engineering	3	2.14
Bachelor of Science in Electrical Engineering	3	2.14
	7	5
D. <u>Computer Studies</u>		
Bachelor of Science in Computer Studies	12	8.57
Bachelor of Science in Information Technology	7	5
E. <u>Accountancy</u>	23	16.43
Internal Audit		
Tax Consultancy		
F. <u>Nursing</u>	2	1.43
Bachelor of Science in Nursing	1	.71
G. <u>Business and Economics</u>	1	.71
BSBA major in:		
Marketing Management	7	5
Financial Management	7	5
Agribusiness		
H. <u>Hospitality Management</u>	7	5
Bachelor of Science in Hospitality Management	1	.71
	5	3.57
Associate in Hotel and Restaurant	2	1.43

	Management	1	.71
I.	<u>Others</u>	3	2.14
	Bachelor of Science in Medical Technology	1	.71
	Bachelor of Science in Pharmacy Medicine	1	.71
	Bachelor of Science in Marine Engineering	1	.71
	Bachelor of Science in Management Accounting		
	Bachelor of Science in Architecture		
	Bachelor of Science in Biology		
	Bachelor of Science in Physical Therapy		
	Bachelor of Science in Fine Arts		
	Bachelor of Science in Chemical Engineering		
	Fashion Designing		
Total		140	100%

Table 1 shows that of the programs ranked as first priority, Bachelor of Science in Nursing garnered 16.43%, Accountancy major in Internal Audit got 8.57% and Bachelor of Science in Hospitality Management, Associate in Hotel and Restaurant Management and Bachelor of Science in Medical Technology got 5%.

This section presents the programs ranked as second priority.

Table 2: Programs Ranked as Second Priority

Programs	No. of Respondents	Percentage
J. <u>Arts and Sciences</u>		
Bachelor of Science in Food Technology	2	1.51
Bachelor of Science in General Science	3	2.27
Bachelor of Science in Criminology	3	2.27
Bachelor of Science in Psychology	5	3.79
Bachelor of Arts major in: Mass Communication	4	3.03

	Political Science	6	4.29
	Journalism	3	2.27
	English Language	2	1.51
	Bachelor of Science in Social Work	2	1.51
	Bachelor of Science in Library and Info. Science	1	.76
K.	<u>Education</u>		
	Bachelor in Secondary Education major in:	1	.76
	English	1	.76
	Chemistry	1	.76
	Music, Arts, PE and Health Education		
L.	<u>Engineering</u>	8	6.06
	Bachelor of Science in Computer Engineering	10	7.58
	Bachelor of Science in Civil Engineering	2	1.51
	Bachelor of Science in Electronics and Communications Engineering	3	2.27
	Bachelor of Science in Electrical Engineering	6	4.29
		12	9.09
M.	<u>Computer Studies</u>		
	Bachelor of Science in Computer Studies	7	5.30
	Bachelor of Science in Information Technology	5	3.79
N.	<u>Accountancy</u>	13	9.85
	Internal Audit		
	Tax Consultancy		
O.	<u>Nursing</u>	4	3.03
	Bachelor of Science in Nursing	8	6.06
P.	<u>Business and Economics</u>	1	.76
	BSBA major in:	1	.76
	Business Economics		
	Marketing Management	2	1.51
	Human Resource Development Management	9	6.82
	Financial Management	1	.76
Q.	<u>Hospitality Management</u>	2	1.51
	Bachelor of Science in Hospitality Management	1	.76
	Management	1	.76
	Associate in Hotel and Restaurant Management	1	.76
	Management	1	.76

R. <u>Others</u>		
Bachelor of Science in Medical Technology		
Bachelor of Science in Tourism		
Bachelor of Science in Medicine		
Bachelor of Science in Interior Design		
Bachelor of Science in Architecture		
Bachelor of Science in Biology		
Total	132	100%

Table 2 shows that among the programs ranked as second priority is Bachelor of Science in Information Technology and the third is Bachelor of Science in Civil Engineering.

This section presents the programs ranked as third priority.

Table 3: Programs Ranked as Third Priority

Programs	No. of Respondents	Percentage
A. <u>Arts and Sciences</u>		
Bachelor of Science in Food Technology	7	5.69
Bachelor of Science in General Science	2	1.63
Bachelor of Science in Criminology	3	2.44
Bachelor of Science in Psychology	3	2.44
Bachelor of Science in Math	4	3.25
Bachelor of Arts major in:		
Mass Communication	3	2.44
Political Science	1	.81
Journalism	2	1.63
English Language	4	3.25
Economics	3	2.44
B. <u>Education</u>		
Bachelor in Elementary Education major in:		
Special Education	3	2.44
Bachelor in Secondary Education major in:		
English	1	.81
Chemistry	3	2.44

Music, Arts, PE and Health Education	1	.81
Social Studies	1	.81
Computer Technology		
C. <u>Engineering</u>	7	5.69
Bachelor of Science in Computer Engineering	6	4.88
Bachelor of Science in Civil Engineering	5	4.07
Bachelor of Science in Electronics and Communications Engineering	3	2.44
	2	1.63
Bachelor of Science in Electrical Engineering	8	6.50
Bachelor of Science in Geodetic Engineering	6	4.88
D. <u>Computer Studies</u>	5	4.07
Bachelor of Science in Computer Studies	2	1.63
Bachelor of Science in Information Technology	4	3.25
E. <u>Accountancy</u>		
Internal Audit		
Tax Consultancy	5	4.07
F. <u>Nursing</u>	5	4.07
Bachelor of Science in Nursing	2	1.63
G. <u>Business and Economics</u>	1	.81
BSBA major in:		
Business Economics	6	4.88
Marketing Management	10	8.13
Operations Management		
Financial Management	1	.81
H. <u>Hospitality Management</u>	2	1.63
Bachelor of Science in Hospitality Management	1	.81
Associate in Hotel and Restaurant Management		
I. <u>Others</u>		
Bachelor of Science in Medical Technology		
Bachelor of Science in Pharmacy		
International Studies		
Total	123	100%

Table 3 shows the programs chosen by the respondents as third priority. Associate in Hotel and Restaurant Management ranked first with 8.13%. Second, Bachelor of Science in Computer Studies with 6.50% and the third is Bachelor of Science in Computer Engineering with 5.69%.

This section presents the programs ranked as fourth priority.

Table 4: Programs Ranked as Fourth Priority

Programs	No. of Respondents	Percentage
A. <u>Arts and Sciences</u>		
Bachelor of Science in Food Technology	5	4.07
Bachelor of Science in Criminology	2	1.63
Bachelor of Science in Psychology	3	2.44
Bachelor of Arts major in:		
Mass Communication	4	3.25
Political Science	1	.81
Journalism	6	4.88
English Language	1	.81
History	1	.81
Bachelor of Science in Math	2	1.63
Bachelor of Science in Library and Info. Science	1	.81
B. <u>Education</u>		
Bachelor in Secondary Education major in:	1	.81
English	1	.81
Filipino	3	2.44
Music, Arts, PE and Health Education	1	.81
Biology	1	.81
Religious Education	1	.81
Mathematics		
C. <u>Engineering</u>	10	8.13
Bachelor of Science in Computer Engineering	13	10.57
Bachelor of Science in Civil Engineering	5	4.07
Bachelor of Science in Electronics and Communications Engineering	1	.81
	1	.81

Bachelor of Science in Electrical Engineering	8	6.50
Bachelor of Science in Geodectic Engineering	3	2.44
D. <u>Computer Studies</u>	4	3.25
Bachelor of Science in Computer Studies	2	1.63
Bachelor of Science in Information Technology	6	4.88
E. <u>Accountancy</u>		
Internal Audit		
Tax Consultancy	5	4.07
F. <u>Nursing</u>	3	2.44
Bachelor of Science in Nursing	2	1.63
G. <u>Business and Economics</u>	4	3.25
BSBA major in:	2	1.63
Business Economics		
Marketing Management	7	5.69
Human Resource Development	12	9.77
Management		
Financial Management	1	.81
Operations Management		
H. <u>Hospitality Management</u>		
Bachelor of Science in Hospitality Management		
Associate in Hotel and Restaurant Management		
I. <u>Others</u>		
International Studies		
Total	123	100

Table 4 shows the programs ranked as fourth priority by the respondents. The program which garnered the highest percentage of 10.57% is Bachelor of Science in Civil Engineering, followed by Associate in Hotel and Restaurant Management with 9.77% and then, Bachelor of Science in Computer Engineering with 8.13%.

This section presents the programs ranked as fifth priority.

Table 5: Programs Ranked as Fifth Priority

Programs	No. of Respondents	Percentage
A. <u>Arts and Sciences</u>		
Bachelor of Science in Food Technology	2	1.96
Bachelor of Science in Math	2	1.96
Bachelor of Science in Criminology	3	2.94
Bachelor of Science in Psychology	10	9.80
Bachelor of Arts major in:		
Mass Communication	4	3.92
Political Science	1	.98
History	1	.98
Journalism	3	2.94
Bachelor of Science in Social Work		
Bachelor of Science in Library and Info. Science	1	.98
B. <u>Education</u>		
Bachelor in Elementary Education in	1	.98
General Education	1	.98
Pre-School		
Bachelor in Secondary Education major	1	.98
in:	1	.98
English	1	.98
Biology	2	1.96
Computer Technology		
Music, Arts, PE and Health Education	4	3.92
C. <u>Engineering</u>	1	.98
Bachelor of Science in Computer Engineering	4	3.92
Bachelor of Science in Civil Engineering	2	1.96
Bachelor of Science in Electronics and Communications Engineering	3	2.94
Bachelor of Science in Electrical Engineering	5	4.90
Bachelor of Science in Geodetic Engineering	6	5.88
Bachelor of Science in Geodetic Engineering	10	9.80
D. <u>Computer Studies</u>	2	1.96
Bachelor of Science in Computer Studies		

	Bachelor of Science in Information Technology	5	4.90
E.	<u>Accountancy</u>	7	6.86
	Internal Audit	1	.98
	Tax Consultancy	2	1.96
F.	<u>Business and Economics</u>	1	.98
	BSBA major in:	1	.98
	Business Economics		
	Marketing Management		
	Human Resource Development Management	9	8.82
	Financial Management	2	1.96
	Agribusiness	1	.98
	Operations Management	1	.98
G.	<u>Hospitality Management</u>	1	.98
	Bachelor of Science in Hospitality Management		
	Associate in Hotel and Restaurant Management		
H.	<u>Others</u>		
	Nautical		
	Medicine		
	International Studies		
	Dentistry		
Total		102	100%

Table 5 shows the programs ranked as the least priority. Bachelor of Science in Accountancy major in Internal Audit got the highest percentage of 9.80%. Second is Associate in Hotel and Restaurant Management with 8.82% and third, Bachelor of Science in Business Administration major in Marketing Management got 6.86%.

This section presents the tertiary institutions preferred within the city.

Table 6: Tertiary Institutions Preferred Within the City

Tertiary Institution	No. of Respondents	Percentage
LSU-Ozamiz	58	85.30
Medina College	1	1.47
Misamis University	6	8.82
Misamis Institute of Technology	3	4.41
Total	68	100

Among the school chosen within Ozamiz City, LSU ranked as number one with 85.30%. Only 68 of the total respondents chose to study here in Ozamiz.

This section presents the tertiary institutions preferred outside the city.

Table 7: Tertiary Institutions Preferred Outside the City

Tertiary Institution	No. of Respondents	Percentage
Siliman University	7	9.72
Xavier University	13	18.05
University of San Carlos	15	20.83
University of the Philippines	6	8.33
Velez	8	11.11
Cebu Doctors University	5	6.94
University of Cebu	4	5.55
MSU-IIT	6	8.33
Cebu Institute of Medicine	2	2.77
Holy Name University, Tagbilaran	1	1.39
De La Salle University- Medicine School	1	1.39
Ateneo de Davao	1	1.39
Outside Ozamiz but haven't decided yet to what school	3	4.17
Total	72	100

Table 7 shows the tertiary institutions chosen by the respondents outside the city. Of the 72 respondents who plan to study

outside Ozamiz, 20.83% plan to study in University of San Carlos in Cebu; 18.05% plan to study in Xavier University, Cagayan de Oro City; 11.11% plan to study in Velez, Cebu.

Table 8: Reasons of Preferring Tertiary Institutions Outside Ozamiz

Reasons	No. of Respondents
1. Provides high standard/quality education	24
2. To be independent	28
3. One of the top/best schools	6
4. Course is not offered in LSU	8
5. Best school for my chosen course	2
6. Chosen by my parents, relatives, family friends	16
7. Cheaper and near Ozamis	3
8. More challenging	4
9. To have a fresh start	2
10. More opportunities, great experience, new environment/place to explore, meet new friends	25
11. technically improved, more facilities, extensive training, well-trained teachers	8
12. better job opportunities after college	5
13. Passed UPCAT/entrance exam	3

Table 8 shows the reasons why 72 of the 140 respondents chose or plan to study in tertiary institutions located outside the city. Most of them want to be independent, to explore new places and meet new people and they believe that these institutions provide better standard or quality of education.

3. Conclusion and Recommendation

It can be concluded that most of the programs chosen by the respondents are offered in LSU. 51.43% of the total respondents chose to study outside Ozamiz. Some of them believe that LSU offers quality education but still they chose to study in other tertiary institutions

outside Ozamiz to experience living on their own which will train them to be independent. Some of them have this notion that schools outside Ozamiz offer high standard and quality education and will provide them with better opportunities after college. Also, they want to explore new environment with new challenges and experiences.

Forty-eight and fifty seven percent of the respondents chose to study in Ozamiz and 85.30% selected LSU for their tertiary education. Our challenge now is to increase the number of graduates to study in LSU and believe in the quality and standard of education it offers.

To increase the number of LSU-IS graduates to study in LSU, the following recommendations are given:

- a. More important than offering new programs is to further improve the existing programs it offers since most of the courses chosen by the respondents are offered in LSU but we need to compete with the standard of education the other schools are offering.
- b. Increase the passing rates of programs with board exams to improve the school's reputation/image as an educational institution with high standard and quality of education.
- c. Improve scholarship programs, to encourage/motivate deserving students to study in LSU.
- d. Continue programs for teachers' training.
- e. Increase tuition fees at a minimal rate.

About the Researchers



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