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**INTERNATIONAL JOURNAL  
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for Higher Learning**  
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- The paper is recommended for publication but subject to minor revisions.

- The paper is recommended for publication but subject to major revisions.
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**Abstract** – After the title page, print a 150 to 200-word informative digest of the background, objectives, methods used and significant findings of the article. The title preceding the abstract should also be printed in Title Case.

**Keywords** – The keywords for the study must at least indicate the discipline of the study, concepts studied, research design/method, and setting of the study. The keywords are printed in sentence case. There is no period at the end of the last word.

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**Text** – The body must have the following main sections and headings: Introduction, Methods, Results, and Discussion. Conclusion is optional, and must be under the Discussion section (last part) when included and must be sub-headed “Conclusion”. Recommendations and Acknowledgment may be added at the end of the Discussion only when necessary. Results and Discussion may be combined as one section but should still clearly bear the elements of both. After the main body, these sections must follow: References (composed of sources from current content-covered or peer-reviewed journals within a 5-year time period) and Conflict of Interest Disclosure (if applicable).

Tables, graphs, photographs and illustrations should be submitted in separate files. Photographs, illustrations, and graphics should be of publishable quality (TIFF, or maximum quality in JPEG), and should be in 300 to 600 dpi with dimensions of at least 10 x 15 cm (4x6 in). Figures included in the article should be in black and white or grayscale only.

When placing legends on tables and graphs, they must be placed underneath using 10-point type, italicized and briefly stated.

The captions for images and other illustrations must be encoded 2 spaces below; 12-point type, bold, and observes brevity.

**Statistics** – All statistical procedures, including methods of analysis, should be identified. Number of replications and sub-samples, transformations, and statistical tests should be stated. Tables of analysis of variance are not normally reported. Present the results of analyses in the appropriate tables or figures.

Following the format and the order of presentation, the article should be no more than 5000 words or 20 pages, inclusive of photos, graphs, tables and illustrations.

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works cited within the text.

Every entry should contain all information necessary or unambiguous identification of published work. Writers then are strongly advised to use references which are traceable online, with Digital Object Identifier (DOI), indexed by international databases, written by authors or agencies and not links.

The URL must be written at the end of the bibliographic entry and provides the date of retrieval and the link. Sources must be at least three years old except sources of theories, historical documents or chronologic presentations of literature review. Writers must refrain from using unpublished thesis or dissertation because a research is never finished unless published.

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2. For manuscript dealing with field surveys or experiments: if the additional documentation (e.g. questionnaire, case, interview schedule) is sent as a separate file, then all information that might identify the author(s) must be deleted from the instruments.
3. The manuscript should be submitted via email as Microsoft Word or PDF file to the Managing Editor at email address: esagarino@uic.edu.ph. The author(s) should need to submit the following separately:
  - a. The manuscript’s title page which contains information to identify the author (not forwarded to the reviewers),
  - b. The manuscript with the title page and all other indentifying information removed,
  - c. Any necessary supplement files such as experiment instruction, and
  - d. A copy of research questionnaire or tools for referral by the editors and reviewers.
4. Revisions must be submitted within the date provided by the managing editor.

### About the Cover

Technically a simple picture frame, the cover design symbolically represents the big picture perspective of the essence of research publication. Conceptualized by Mary Gabrielle G. Barluado, the minimalist design features only two figures: an outside border of solid color and an inner quadrilateral of gradient hue. The former stands for strong framework foundation of the Journal's publication process while the latter, with the imposing Journal name and monogram, symbolizes the variety of the featured articles. Starting 2016, this design will be applied on the covers of the new **International Journal of Education Research for Higher Learning** as a consistent identity; only the color will be changed per issue. Also, the picture frame was designed blank not only to emblemize the limitless possibilities in education research, but also to provide artistic freedom for the editors to feature a teaser photograph related to any of the published articles in the issue.

**Mary Jane G. Barluado**

*Associate Editor*

### About the Monogram

The INTERNATIONAL JOURNAL OF EDUCATION RESEARCH for Higher Learning monogram depicts two feathers used in ancient quill pens. Intentionally juxtaposed to resemble the iconic Yin Yang symbol, this abstract form signifies the physicality and spirituality of the highest form of intellectual activity – research. Aside from capturing the dramatic glimpse of ancient writing, which is the essential aspect of any form of publication, this powerful image also depicts the interconnectivity and balance between the *multidisciplinary* and *international* characters of this research publication. In response to the UIC quest for quality research outputs that can pass international peer review process, this symbol was conceptualized to remind all researchers of UIC to commit to the truthfulness, credibility, and validity of information derived from the rigors of research writing. Created by Jo Caliph G. Rivera, this monogram is meant to become a unique emblem in every cover of the INTERNATIONAL JOURNAL OF EDUCATION RESEARCH for Higher Learning.

**Renan P. Limjuco**

*Editor in Chief*

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## PREFACE

This issue of the UIC Research Journal takes the new name **International Journal of Education Research for Higher Learning** – a change that concretizes the worldwide adaptability and relevance of the University of the Immaculate Conception (UIC) in the paradigm of boundless quest for knowledge and innovations.

In the ASEAN Citation Index (ACI) Editors Workshop hosted by the Commission on Higher Education (CHED), through its Office of Planning, Research and Knowledge Management, on April 1, 2016 at the Midas Hotel, Roxas Boulevard of Pasay City, a set of standards for international scholarly research publications were introduced. Primarily underscored were the roster of editors and articles which both must be limited to 40% internal, at least 60% must come from external affiliations and majority of which from international institutions.

One of the few higher education journals that earned official recognition from the CHED Journal Accreditation System (CHED-JAS), the UIC Research Journal has long applied many of the introduced standards like the refereeing process, open access, article content and format, etc. Yet unexpected was that the name of the institution that publishes the journal should not be reflected in the name of the journal, nor should any image relating to institution appear on the cover. Hence, starting this issue, the Journal will be called **International Journal of Education Research for Higher Learning**. As part of UIC’s internationalization strategy, the new name will deliver a message to international researchers and authors that the Journal is not exclusive to UIC institutional research by UIC faculty, but upholds global inclusivity.

Also pertinent to the Journal transformation was the newly released Guidelines for CHED Journal Incentive Program (JIP, per CMO No. 53, s. 2016) which stipulates criteria that are more demanding than its superseded CHED-JAS program, of note was the published articles’ utility and influence that must be proven by commentaries from experts and practitioners, references in public policy documents, and citations/talks in media platforms.

This adds another layer to the pressure faced by researchers to publish in prestigious journals; they must now also consider and foresee translational applications early on in their research conceptualization stage. The new **International Journal of Education Research for Higher Learning** incorporated potential for utility and innovations in its publication policy.

Being in the discipline of education for higher learning, research articles must embrace the full spectrum of appropriate and rigorous methods toward the development of new technologies, methods, and public policies for the improvement of human life, and not just fill virtual or print space. As technology innovator Jay Samit put it, multibillions of dollars worth of research knowledge have lain dormant. With this, we leave you with this to ponder – some say that invention is born from a mother of necessity, a father of creativity, by midwife knowledge.

We say (with doubts) with its allure, high cost, and tricks – research is the mistress.

We hope this journal will be useful to all professionals involved in the practice of research and education, and especially to inventors and policy makers.

**Mary Jane G. Barluado**  
*Associate Editor*

**Renan P. Limjuco**  
*Editor in Chief*

## **Verifying Volumes and Dimensions of Platonic Solids and their Duals: Basis for Enhanced Learning Plan in Mathematics**

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### ABSTRACT

Solving volumes and dimensions of Platonic solids aka regular convex polyhedra may be daunting to students; thus, inclusion of these special polyhedra in teaching math has remained an untaken challenge to many teachers. This study verified the volumes and dimensions of the Platonic solids (tetrahedron, hexahedron, octahedron, dodecahedron and icosahedron) and their duals by experiential and computational techniques, and determined existence of significant differences between the experiential-derived and computational-derived volumes. This study employed descriptive comparative research design, purposive selection of two Grade 8 classes from two secondary schools, and descriptive mean and t test to analyze the data. Overall, the descriptive results revealed variations in the obtained mean volumes using experiential approach but only very minimal variation in the mean volumes obtained by computational technique. Further, paired t test revealed no significant difference in tetrahedron's mean volume taken by computational and experiential methods. However, significant differences existed in the other four Platonic solids' mean volumes obtained using the two different approaches. Moreover, this study accomplished derivation of formulae for the calculation of the edge of the polyhedra duals, hence also their volumes. The results revealed that the tetrahedron-tetrahedron self-dual demonstrated the highest volume ratio. Based on the findings, an enhanced learning plan in Geometry integrating the use of Platonic solids as learning manipulatives, was developed.

**KEYWORDS:** Geometry, platonic solids, dual, volume, dimension, manipulative, Davao City

## INTRODUCTION

Mathematics is considered the mother of all learning in both arts and sciences. Applied Math has always been leading to important discoveries, and giving birth to new disciplines: in measurements in fashion, angles in sports, space travel, business decision-making, and others (Andaya, 2014). Studies have shown that math ability is to some degree genetic but motivation and study skills play more important role in student's subsequent growth, making inborn math talent just less important than hard work, preparation and self-confidence (Kou Murayama, 2012; Tao, 2006). Herein lies the importance of teachers' role in instilling passion or at the least appreciation for maths among students.

Mathematics is an important part of cognition and critical thinking. Low achievement in Mathematics is most probably due to teaching of mathematics being in a way that is mostly outcomes-based, not focusing on the process when students should develop understanding, reasoning, critical thinking and creativity (Warick & Reimers, 1995; Halai, 1998). The development of students' abilities in critical thinking and related skills calls for math teachers to focus on the possible difficulties faced by the students as they interact with mathematical problems. In view of this, this research hoped to find strategies to develop the critical thinking skills of students while at the same time awaken their interest in mathematics by providing them some manipulatives which could help them understand, appreciate and solve mathematical concepts and problems easily.

Manipulatives are materials designed to help teaching. The use of mathematics manipulatives can be a catalyst for deepening students' mathematical understanding about the concepts being taught (Heddens, 2007). In geometry, a good example of manipulatives are Platonic solids, which are special regular polyhedra rarely introduced in math classes but are thought to stimulate students' interests, maintain their attention, and encourage critical thinking during manipulations. A geometrical solid known since Plato's era, a Platonic solid is constructed by congruent regular polygonal faces with the same number of faces meeting at each vertex. Five solids meet these criteria, and each was named after its number of faces: the cube, dodecahedron, icosahedron, octahedron, and tetrahedron. These special polyhedra look the same from any vertex, the faces are made of the same regular shape, and every edge is identical (Cromwell, 1997). Most research on mathematics instruction have focused on the acquisition of traditional arithmetic skills, leaving a research gap on the use of manipulatives as instruction materials.

Anchoring on Kolb's (1984) Experiential Learning Model (ELM) as well

as Computational Model of Learning (CML) in Applied Mathematics, this current study is hoped to enhance the existing literature on Platonic solids by identifying variables that can serve as guidelines for verifying their and their duals' volumes and dimensions. Acknowledging the earlier work of Rogers, Jung, and Piaget, Kolb's ELM stresses that experiential learning techniques can provide opportunities to develop frameworks for adapting varying teaching and learning techniques into the classroom. On the other hand, CML is a mathematical model in computational science that uses extensive computational resources to study a complex system through a model of algorithmic computation. The input-process-output framework was employed in this study. The five Platonic solids serve as inputs while the sets of activities to determine volumes and dimensions by experiential and computational methods serve as the processes used in this study. An enhanced learning plan in Geometry was the output.

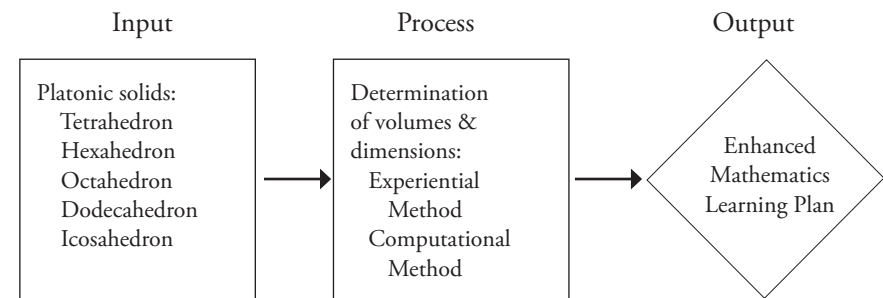


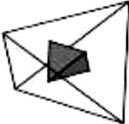
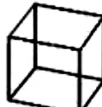




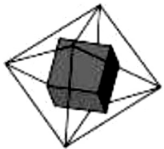




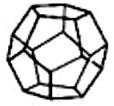



Figure 1. Conceptual framework of the study

The Platonic solids are characteristically unique and differ in their number of faces, edges and vertices: tetrahedron has four faces with six edges and four vertices; the hexahedron has six faces with 12 edges and 8 vertices; the octahedron has eight triangle faces with six vertices and 12 edges; dodecahedron is composed of twelve pentagonal faces, twenty vertices and 30 edges; and icosahedron has 20 triangular faces, 12 vertices and 30 edges. Duality is one of the distinct patterns among the platonic solids. It associates the regular polyhedra into pairs called duals (Brickner, 1990). By the duality principle, for every polyhedron, there exists another polyhedron in which faces and polyhedron vertices occupy complementary locations (Wenninger, 1990). Table 1 illustrates the five Platonic solids and their duals showing their relationships.

Table 1. The Platonic solids and their duals

Platonic solid	Platonic solid's Dual	Platonic solid - Dual Association
 Tetrahedron	 Tetrahedron	
 Hexahedron	 Octahedron	
 Octahedron	 Hexahedron	
 Dodecahedron	 Icosahedron	
 Icosahedron	 Dodecahedron	

The process of taking a polyhedron's dual is called reciprocation; that is, placing a point in the center of each face of the original polyhedron, connecting each new point with the new points of its neighboring faces, and erasing the original polyhedron. To obtain a dual, each edge of a polyhedron is replaced by a new edge, the new edge being perpendicular to its parent and cuts through the parent at its midpoint. In other words, the edges of a polyhedron and its dual form pairs of perpendicular bisector. Thus, these dual pairs are the octahedron

and the cube, the dodecahedron and the icosahedrons, while the tetrahedron is a self dual. These duals have the unique property of each having the same number of vertices as the other has faces (table 1). As shown in the framework, the experiential and computational learning methods are used as processes in this study. The experiential method involved the students filling the manipulatives with water to indirectly get their volumes, while the computational method required the students to compute their volumes using given formulas.

**Study Objectives.** The primary aim of this study was to verify the volumes and dimensions of platonic solid and their duals using experiential and computational techniques. Specifically, this study determined a) the mean volumes of platonic solids tetrahedron, hexahedron, octahedron, dodecahedron, icosahedron when measured using experiential and computational methods; b) the existence of a significant difference between the computational- and experiential- obtained mean volumes; c) ways to obtain the edge of the dual of the Platonic solids; and d) the volume ratio of a Platonic solid to its dual by computational technique. Ultimately, this study intended to develop an enhanced Geometry learning plan involving Platonic solids as manipulatives.

## METHOD

This study utilized descriptive comparative design in verifying the volumes and dimensions of Platonic solids and their duals, obtained using two different methods: experiential and computational. This study was conducted at Jose T. Quiboloy Sr. National High School located at Tamayong, Calinan, Davao City and Daniel R. Aguinaldo National High School located at Matina, Davao City. These are well established high schools and the latter actually has the 3rd largest population in the city. The data gathering activities were implemented inside the classroom to avoid disturbance to other classes.

The respondents of the study were the Grade 8 students of the two participating high schools. They were purposively chosen based on the study inclusion criteria of being a bonafide Grade 8 student of the said schools. Two Grade 8 sections were conveniently chosen, one from Jose T. Quiboloy Sr. NHS with 47 students and the other from Daniel R. Aguinaldo NHS with 46 students. The Grade 8 level was chosen since it is in this level high school geometry is being taught, which encompasses this study's subject matter on shapes. Hence, with the lessons fresh and familiar to the students, they were deemed able to solve the

problems included in this study's class activities.

This study used the following materials as tools: the Platonic solids, measuring devices (ruler, graduated cylinder, beakers), calculators, and formulae for the volume of Platonic solids. The Platonic solid materials served as manipulatives which students could see and touch. They were made of glass so that they could hold liquids such as water. Their dimensions are: (1) for tetrahedron,  $s = 4$  cm, where  $s =$  edge, with four faces, six edges and four vertices; (2) for hexahedron,  $s = 6$  in, where  $s =$  edge, with six faces, 12 edges and 8 vertices; (3) for octahedron,  $s = 4$  in, where  $s =$  edge, with eight triangle faces with 6 vertices and 12 edges; (4) for dodecahedron,  $s = 2$ , where  $s =$  edge, which has 12 pentagonal faces, 20 vertices and 30 edges; and (5) for icosahedron,  $s = 4$  in, has 20 triangular faces, 12 vertices, and 30 edges. These materials were used for the experiential method on getting the Platonic solids' volumes and dimensions.

For the computational method, the following formulae for calculating the volumes of Platonic solids were provided:

$$1) \text{ For tetrahedron, } V = \frac{\sqrt{2}a^3}{12}$$

$$2) \text{ For hexahedron, } V = a^3$$

$$3) \text{ For octahedron, } V = \frac{1}{3}\sqrt{2}a^3$$

$$4) \text{ For dodecahedron, } V = \frac{1}{4}(15 + 7\sqrt{5})a^3$$

$$5) \text{ For icosahedrons, } V = \frac{5}{12}(3 + \sqrt{5})a^3$$

Before undertaking the class surveys/activities, permissions from the Davao City Schools Divisions Superintendent and from the participating schools' principals were secured, and the materials and tools were validated by experts in the subject. The activities were implemented using two groups, one group employed the experiential approach and the other followed the computational approach, both are 60-minute activities.

The Experiential approach involved first-hand manipulations of the provided materials to impart a memorable experience to the students. Specifically, the students were tasked to get the volume of the different Platonic solids by filling them entirely with water. Afterwards, for each manipulative, they were instructed to transfer the water into a graduated cylinder to measure the volume.

The Computational approach involved discussion of the topic preliminaries and Platonic solids' concept. The students were only allowed to measure the dimensions of the Platonic solids, then with given formulae, were tasked to calculate their volumes. The edge of the dual of the Platonic solids was determined using the surface area, area, and the obtained volumes. Each Platonic solid dual's edge was then computed by mathematical formula derivation. All data results from the two groups were then compared and analyzed.

**Statistical Analysis.** For the set of data gathered by experiential and computational techniques, the mean were calculated for each polyhedron. To measure the significant difference between the two sets of techniques being compared, t test was performed.

**Ethical Considerations.** Approval of the principals of the participating high schools was secured. The students involved in the activities were made fully aware of the objectives of the study. They voluntarily participated and were aware that they could withdraw anytime during the activities. Privacy of their identities was ensured and confidentiality of their responses was assured. No personal data were collected from them and their name was not required so that they could participate with peace that their results would not affect their grades or class performance. Lastly, to promote justice, they were made aware that the results could benefit not only them but also other learners and schools.

## RESULTS AND DISCUSSION

**Volumes of Platonic solids obtained by experiential method**

In the analysis of the data gathered through the experiential approach, the mean volume of each platonic solid was calculated for each group of Grade 8 students from the two participating schools (table 1).

Table 1. Mean volumes (in<sup>3</sup>) of Platonic solids obtained by experiential method

School 1 (Group)	Tetrahedron	Hexahedron	Octahedron	Dodecahedron	Icosahedron
1	7.32	273.39	28.38	80.55	137.30
2	7.62	273.08	28.68	80.86	135.47
3	7.62	273.08	29.29	80.86	137.30
4	7.62	273.39	29.29	80.55	137.00
5	7.62	273.39	28.99	80.86	137.30
Sub-Mean	7.56	273.27	28.93	80.74	136.84
School 2 (Group)	Tetrahedron	Hexahedron	Octahedron	Dodecahedron	Icosahedron
1	7.62	269.11	28.99	80.86	137.30
2	7.62	272.17	28.99	80.86	137.00
3	7.62	273.39	28.68	80.55	137.61
4	7.62	273.39	29.29	80.25	137.61
5	7.62	273.39	28.38	80.55	137.61
Sub-Mean	7.62	272.29	28.87	80.61	137.43
Overall Mean	7.59	272.78	28.9	80.68	137.14

Table 1 shows each Platonic solid's mean volume as taken by each group of students from Jose T. Quiboloy Sr. National High School (school 1) and Daniel R. Aguinaldo National High School (school 2), using the experiential method. The students basically got the data by entirely filling up the polyhedra with water then measuring their volumes using the graduated cylinders. As shown in the table, tetrahedron has an overall mean of 7.59 in<sup>3</sup>, hexahedron with 272.78 in<sup>3</sup>, octahedron with 28.9 in<sup>3</sup>, dodecahedron with 80.68 in<sup>3</sup>, and icosahedron with

an overall mean of 137.14 in<sup>3</sup>. It is observed that in school 1 only one group has different result in tetrahedron, while only minimal differences with other Platonic solids. Likewise, school 2 obtained similar results in tetrahedron and has minimal differences on the rest of the Platonic solids, which nonetheless affected the mean volume. These differences could be due to factors like spillage of water while transferring into the beaker or graduated cylinder, precision of the measuring apparatuses, variations in reading the right calibrations in the apparatuses, and other human factors during the activity.

The task given to the student participants was an example of an experiential learning mechanism, wherein the learners' reflection on their experiences entail the use of analytic skills during the learning process. In this study, the participants followed instructions, performed tasks and computed edge and volumes using their prior knowledge of solving that required analytical skills. According to Kolb (1984), knowledge is continuously gained through both personal and environmental experiences. He stated that in order to gain genuine knowledge from an experience, the learner must (1) be willing to be actively involved in the experience; (2) be able to reflect on the experience; (3) possess and use analytical skills to conceptualize the experience; and (4) possess decision making and problem solving skills in order to use the new ideas gained from the experience.

In this stance, the student participants took the process that illustrates the four-step experiential learning model (ELM) set forth by Kolb. During the activity, the student participants immersed in experiential learning appeared enthusiastic and keen, directly involving themselves in the experience of manipulating the platonic solids. Their reflection on the experience was expected to stimulate their analytic skills, making them gain a better understanding of the newly acquired knowledge on platonic solids, which otherwise are not normally introduced in high school mathematics. In the task, the learner physically experiences filling the solids entirely with water and measuring the solids' volumes by measuring the volume of the liquid they contained using the beaker and graduated cylinder, and solving for the solid's dual edges.

**Mean volumes of Platonic solids obtained by computational method**

In the analysis of the data gathered by computational approach, the mean volume of each platonic solid was calculated for each group of Grade 8 students from the two participating schools (table 2).

Table 2. Mean volumes (in<sup>3</sup>) of Platonic solids obtained by computational method

School 1 (Group)	Tetrahedron	Hexahedron	Octahedron	Dodecahedron	Icosahedron
1	7.54	274.63	30.16	81.61	139.61
2	7.54	274.62	30.16	81.61	139.63
3	7.54	274.62	30.16	81.61	139.62
4	7.54	274.63	30.16	81.61	139.62
5	7.54	274.63	30.17	81.61	139.62
Sub-Mean	7.54	274.63	30.16	81.61	139.62
School 2 (Group)	Tetrahedron	Hexahedron	Octahedron	Dodecahedron	Icosahedron
1	7.54	274.63	30.16	81.61	139.62
2	7.54	274.63	30.16	81.61	139.62
3	7.54	274.63	30.16	81.59	139.62
4	7.54	274.63	30.16	81.61	139.62
5	7.54	274.63	30.16	81.61	139.61
Sub-Mean	7.54	274.63	30.16	81.61	139.62
Overall Mean	7.54	274.63	30.16	81.61	139.62

Table 2 shows each Platonic solid's mean volumes obtained by each group in the two Grade 8 classes using computational method. The students computed each Platonic solid's volume using appropriate formula provided by the researchers, instead of water-filling of the manipulatives used in the experiential approach. As shown in the table, the tetrahedron has an over-all mean of 7.54 in<sup>3</sup>, hexahedron with 274.63 in<sup>3</sup>, octahedron with 30.16 in<sup>3</sup>, dodecahedron with 81.61 in<sup>3</sup>, and icosahedron with an over-all mean of 139.62 in<sup>3</sup>. It was observed that the results of the activity using computational method are almost the same in both schools. However, the students' interest varied since they were observed not enjoying the computational approach, unlike in experiential approach where participants had the manipulatives in getting the volume of the platonic solids.

The computational method in getting the mean volume of the Platonic solids as performed by the participants was a vital scientific computing approach. Ulrich Langer (2015) in his journal titled Computational Methods in Applied Mathematics, pointed out various aspects of mathematical modeling and numerical methods for the approximate solution of problems arising in science

and engineering, which stresses the importance of scientific computing.

However, it was observed that although the students were able to perform the tasks and solve the problems, they had initial difficulty in understanding the formulae and obtaining the measurements, and particularly in analyzing and substituting for the formulae to solve for the correct measurements of the edges of each Platonic solid, as well as in the conversion of units of measurements.

### Comparison of the mean volumes of Platonic solids obtained by experiential and computational methods

The overall mean volumes of the Platonic solids obtained through experiential and computational methods were statistically analyzed to determine if there were significant differences between the results of two approaches (table 3).

Table 3. Significant difference between the mean volumes of Platonic solids obtained by experiential and computational methods

Platonic solid	Method	x	SD	p-value	t-value	Interpretation*
Tetrahedron	Experiential	7.59	0.090	.1299	1.6667	ns
	Computational	7.54	0.000			
Hexahedron	Experiential	272.78	1.340	.0018	4.3533	s
	Computational	274.63	0.003			
Octahedron	Experiential	28.89	0.350	.0001	11.3588	s
	Computational	30.16	0.003			
Dodecahedron	Experiential	80.66	0.210	.0001	13.7817	s
	Computational	81.61	0.000			
Icosahedron	Experiential	137.15	0.632	.0001	12.2799	s
	Computational	139.62	0.006			

Table 3 shows the results of paired t test conducted to measure the significant differences between the mean volumes obtained using the two approaches, at an alpha value of .05. As shown, there is no significant difference between the mean volume of tetrahedron determined by experiential method and its mean volume

determined by computational method ( $t = 1.6667, p = .1299$ ). This implies that for any given tetrahedron, which is the simplest platonic solid, employing either of the experiential or computational method to obtain its volume, will not result to a significantly different answer.

On the contrary, significant differences were observed between the experiential-derived and computational-derived mean volumes of hexahedron ( $t = 4.3533, p = .0018$ ), octahedron ( $t = 11.3588, p = .0001$ ), dodecahedron ( $t = 13.8299, p = .0001$ ), and icosahedron ( $t = 12.2799, p = .0001$ ). These results imply that for each of these platonic solids, employing both of the experiential or computational method to obtain their volumes will likely result to significantly different answers. These significant differences could have resulted from the fact that the participants found these polyhedra rather complex compared to the tetrahedron which is the simplest of the five Platonic solids, thus resulting to differences in their initial measured dimensions.

While the dimensions of experiential learning are analysis, initiative, and immersion, the dimensions of scientific learning expected from computational approach are constructive learning and reproductive learning. Both methods aim at instilling new knowledge in the learner – academic learning does so through more abstract, classroom-based techniques, whereas experiential learning actively involves the learner in a concrete experience (Kolb, 1984).

Hence, the employment of the combined experiential and computational methods in this study could have essentially helped the students understand the introduced concepts better, exercise their analytical skills more, and solve the problems faster. The complementation of the two techniques, for the main goal of teaching and learning improvements, is exemplified in the study. The differences observed in the results between the two techniques used could have been due to complexity of the solid manipulatives entailing multiple measurements, which could be source of operator-factor differences.

**Edge of the dual of Platonic solids**

The edge of the dual of each Platonic solid was determined using the values for the volumes obtained by the two approaches, as well as the surface area of the Platonic solid. Each Platonic solid dual's edge was computed by mathematical formula derivation. The results are presented in table 4.

Table 4. Edge of the dual of platonic solids

Platonic solid	Dual	Formula for Edge of Dual	Edge of Dual (in)	Volume of Dual (in <sup>3</sup> )
Tetrahedron	Tetrahedron	$e_2 = \sqrt{\left(\frac{1}{4}e_1\right)^2 + \left(\frac{1}{4}e_1\right)^2 - 2\left(\frac{1}{4}e_1\right)\left(\frac{1}{4}e_1\right)\cos 60^\circ}$	1.00	0.12
Hexahedron	Octahedron	$e_2 = \sqrt{\left(\frac{1}{2}e_1\right)^2 + \left(\frac{1}{2}e_1\right)^2}$	$\sqrt{2}1.13$	45.79
Octahedron	Hexahedron	$e_2 = \sqrt{\left(\frac{1}{4}e_1\right)^2 + \left(\frac{1}{4}e_1\right)^2 - 2\left(\frac{1}{4}e_1\right)\left(\frac{1}{4}e_1\right)\cos 90^\circ}$	1.41	2.80
Icosahedron	Dodecahedron	$e_2 = \sqrt{\left(\frac{1}{4}e_1\right)^2 + \left(\frac{1}{4}e_1\right)^2 - 2\left(\frac{1}{4}e_1\right)\left(\frac{1}{4}e_1\right)\cos 108^\circ}$	1.62	32.56

Table 4 shows the formulae for getting the edge of the dual of each Platonic solid. The formulae to get the edges of the solids' duals were formulated based on the measured dimensions of the Platonic solids, as guided by the method proposed by Hart (2000) in his publication entitled Sculpture based on Propellorized Polyhedra, Proceedings of Mosaic. It stated that for every polyhedron, there exists a dual polyhedron, which can be constructed in the following manner: (1) place a point in the center of each face of the original polyhedron; (2) connect each new point with the new points of its neighboring faces; (3) erase the original polyhedron. The computations were performed based on how the duals were constructed; hence the volumes of the duals were calculated by computational method.

In finding the formulae for the edge of the dual of Platonic solids,  $e_1$  was denoted as the edge of the Platonic solid and  $e_2$  the edge of its dual. The formula was derived by simply creating a new inside polyhedron by connecting the midpoints of the faces of each platonic solid. For example, in tetrahedron, to solve for the edge of its dual which is also a tetrahedron, the midpoint of each

faces were connected, the triangle in the midpoint was cut, divided into halves, and its distance up to the edge was measured to get  $1/4 e_1$ . The law of cosine was used to find the formula in getting the edge of the dual. Since equilateral triangle has an interior angle of  $60^\circ$ ,  $\cos 60^\circ$  was used, hence arriving at the formula:

$$e_2 = \sqrt{\left(\frac{1}{4}e_1\right)^2 + \left(\frac{1}{4}e_1\right)^2 - 2\left(\frac{1}{4}e_1\right)\left(\frac{1}{4}e_1\right)\cos 60^\circ}$$

The same process was employed to come up with the formulae for the edges of the duals of octahedron and icosahedrons, but they only differ in the measurement of the angles. For octahedron,  $90^\circ$  was used since the interior of octahedron when cut has a square face, and the angle for the square is a right angle which is  $90^\circ$ , hence the formula:

$$e_2 = \sqrt{\left(\frac{1}{4}e_1\right)^2 + \left(\frac{1}{4}e_1\right)^2 - 2\left(\frac{1}{4}e_1\right)\left(\frac{1}{4}e_1\right)\cos 90^\circ}$$

As for icosahedron, the interior angle of  $108^\circ$  was used because if the solid is cut, it shows a face of a pentagon, and the interior angle of a regular pentagon is  $108^\circ$ , hence the formula for the edge of its dual as:

$$e_2 = \sqrt{\left(\frac{1}{4}e_1\right)^2 + \left(\frac{1}{4}e_1\right)^2 - 2\left(\frac{1}{4}e_1\right)\left(\frac{1}{4}e_1\right)\cos 108^\circ}$$

As for hexahedron, to find its dual which is an octahedron, the midpoint of its face were first determined, cut into halves to get  $1/2 e_1$  hence arriving at a formula:

$$e_2 = \sqrt{\left(\frac{1}{2}e_1\right)^2 + \left(\frac{1}{2}e_1\right)^2}$$

As observed, table 4 shows no formula for the dual of a dodecahedron, so the task is recommended for future study. The edge of the dual of the Platonic solids used in the study was measured to get the volume ratio. All the solid polyhedra used are regular polyhedra, which had the special property that their duals are also regular polyhedra.

### Volume ratio of a Platonic solid to its dual

Having worked out both the volumes of the platonic solids and their duals, their volume ratios can then be solved and found (table 5).

Table 5. Volume ratio of platonic solid to its dual

Platonic solid	Volume (in <sup>3</sup> )	Dual	Volume (in <sup>3</sup> )	Volume Ratio
Tetrahedron	7.54	Tetrahedron	0.12	62.83
Octahedron	274.63	Octahedron	45.79	6.00
Hexahedron	30.16	Hexahedron	2.80	10.77
Dodecahedron	139.62	Dodecahedron	32.56	4.29

Table 5 shows the volume ratio of a platonic solid to its dual as determined using computational techniques. To get the volume ratio of each Platonic solid and its dual, the volume of a Platonic solid was divided by the volume of its dual.

The volume ratio of dodecahedron to its dual was not obtained since its dual's volume was not available, hence is recommended for further study. Nevertheless, the activities on getting the volume ratios in this study would have essentially encouraged critical and analytical thinking skills amongst the student participants. Sometime during the activities, they have actually inferred the fact that the volume ratio of a Platonic solid to its dual is the amount of volumes of Platonic solid dual per volume of the Platonic solid.

**Enhanced Learning Plan in Mathematics.** The objective of making an enhanced learning plan integrating both experiential and computational methods is to be able to involve students in different learning techniques; enabling them to solve problems using both manipulatives and computations, as well as relate scientific applications to real-life situations while enhancing their critical and analytical thinking skills. Thus based on the findings, an enhanced learning plan in Geometry was created incorporating the use of Platonic solids as math manipulatives and both computational and experiential techniques. The plan was designed to hone students' way of acquiring knowledge and sharpen their critical thinking skills, which is expected to in turn hone more their cognitive skills, leading to a cyclic and more impactful learning process. The plan presents the instructional objectives, lesson activities, instructional materials, evaluation and time frame.

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**Organization, Style, and Mechanics in Writing of Students Learning English as a Foreign Language**Ariel E. San Jose<sup>1</sup> and Jerome R. Vicencio<sup>1</sup>Gulf College of Oman, Masqat, Oman

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## ABSTRACT

This study aimed to determine the status of writing proficiency in terms of organization, style and mechanics and to understand the common issues in writing of EFL students. Using the Writing Analytic Evaluation Rubric and content analysis, the researchers found that in terms of organization, respondents could naturally express their feelings and opinions but lack focus for purpose and audience. On the other hand, in terms of style, it indicated that writers had the inability to elaborate ideas. In terms of mechanics, the use of punctuation, capitalization and correct spelling emerged as most problematic and needed attention. Discussions of the results and conclusions were provided.

**KEYWORDS:** Writing organization, style, mechanics, English as a Foreign Language (EFL), writing issues, Gulf College of Oman

## INTRODUCTION

Writing is not an innate ability. Like the three macro skills, writing is a difficult skill to develop especially when the learners' target language is syntactically and grammatically different. Moreover, vocabulary and idioms are also concerns.

Mohan and Lo (1985) claimed that learners' struggle in writing organization is connected to the native or first language (L1) and developmental factors. They reiterated that if the L1 and the foreign or second language (L2) were somewhat the same, then learning the target language would be easy. On the other hand, learning of the L2 at a late stage likely hinders accuracy and organization. This observation was supported by Bacha (2002) who said that Arabic L2 writers in university were known to face writing difficulty because of their L1. Another study conducted by San Jose (2011) found that college students' proficiency in the L2 is affected by dialect use. Thus, he concluded that L1 influence the learning of the target language particularly in syntax, grammar and phonology.

This problem in writing is not only true to college students but even to postgraduate students. Al-Khasawneh and Maher (2010) found that Arabic students of post graduate program faced problems in relation to vocabulary register, organization of ideas, grammar, spelling, and referencing. Their study supported Khuwaileh and Shoumali (2000) who found that Arabic students' poor writing in English was correlated with their deficiencies in their mother tongue. Thus, Mohan and Lo (1985) previously pointed out that there is a need for greater awareness of students' native literacy and educational experience as factors influencing the development of academic writing in a second language.

In the mapping conducted on the essays and compositions of the college students, we found disunity of thoughts and ideas, lack of coherence and emphasis, graphological confusion, misspelling due to substitution (p's are changed into b), improper diction, and punctuation lapses. We hypothesized that L1 has greatly influenced these problems. Moreover, we observed that students speak only in English when they encounter foreign teachers and speak Arabic when dealing with their colleagues or even with Arabic teachers. Al-Khasawneh and Maher (2010) said for learners to obtain proficiency of a foreign language, students need to surround themselves with good language learning environment. He mentioned that in Arab world, learners have little opportunities to use foreign language in their society; hence, (Abbad, 1988; Hisham, 2008; Rabab`ah, 2003; Zughoul & Taminian, 1984) learners linguistically struggle when they study at a university where the medium of instruction is English.

Several studies were already conducted regarding Arab students' difficulty in learning English as a second language. Moreover, these studies have been the basis for intervention among institutions to plan for better English language instructions. However, only few studies focused on the level of organization, style, mechanics and common writing issues using qualitative content analysis. It was in this ground that this study was conducted.

**Purpose of the Study.** This study was conducted not only to determine the status of writing proficiency but also to understand the common issues in writing of students in the General Foundation Program (GFP). Specifically, it determined the level of writing proficiency of the GFP students in terms of organization, style, and mechanics; and explored specific organization, style, and mechanic writing issues in the participants' writings.

**Theoretical Underpinnings.** This study anchored on several propositions. First is the cognitive models of writing which argue that writing difficulties source out from the learner's 'attempt to map language onto his or her own thoughts.' A proficient writer, however, can face these problems including generation of new ideas; syntactically correct clauses; proper use of punctuation and spelling; tone and diction. On the contrary, neophyte writers make simple and 'natural strategy in composing and adopting' narrative as their ability to write is restricted by their limited knowledge of the language. Second, this study was anchored on critical age hypothesis, which proposes that second language acquisition is bounded by age. Second language is easily learned before puberty. It implies that children as second language learners have 'superior ability' compare to adults because of the lateralization of the brain. Lastly, this study was also grounded on the idea of the 'influence of first language to second language'. The influence L1 heavily lies on phonology, syntax and spelling. It also contends that L2 is easily learned if sounds and grammatical structures are closely similar with L1.

In this study, the samples of writings were taken from freshmen students. Most of them were beyond adolescent. English was taught to them only when they were in secondary level. Moreover, they most of the time communicate in their first language outside the classroom. Lastly, Arabic and English are distinctively different in phonology and syntax. These conditions made this study interesting.

## METHOD

This study used the mixed methods research design. The quantitative method was used to determine the level of writing organization, style and mechanics of the respondents while the qualitative method was used to closely look at the written text. The combination of these two methods would make the findings reliable and valid. In this study, the quantitative method was first used in the form of inter-rater evaluation. The essays written by the respondents were subjected to assessments using the Descriptive Writing Analytic Evaluation Rubric developed by McGraw-Hill. On the other hand, content analysis of the essays was conducted to specifically determine organization, style and mechanics. According to Morse (1991) the use of at least two methods, commonly quantitative and qualitative, is necessary to give answer to research problems. On the other hand, Knalf and Breitmayer (1989) mentioned that if a single method is not enough to comprehensively address the problem, then, triangulation is an essential way to do.

This study did not directly involve individuals as research participants; rather it focused on the written texts by the participants. Sixty mock exam essays were subjected to inter-rater evaluation and content analysis. These mock exam essays were from the work of GFP students, who were chosen not only because they are fresh graduates from high school but also because they were considered as “at - risk”, which means that, they were in the adjustment period of their college life. In this period of adjustment, we hypothesized that freshmen were on the process of developing independence and self-identify of their communication abilities. It is here where they realized their professional survival. One of the challenges they could encounter is language for they are not fully exposed to English. Most of the time students use Arabic language in their daily interactions. Thus, believing in their own abilities to conquer language difficulties is essential. For Jones (2008), self-belief of learners was an essential factor which determines a writer’s success during their first semester in college.

There were two instruments used in this study. First were the mock exam essays of the respondents. Each essay contains 120-150 words. Also, these essays were subjected to content analysis to determine specifically the issues in writing. Second was the Descriptive Writing Analytic Evaluation Rubric, which was used in the assessment of the essays. The instrument particularly measured the essays’ organization, style and mechanics. The organization aspect deals with the expression of the writer’s views, thoughts and feelings, the clarity and significance of the writer’s idea and the appropriateness of the writing to the purpose and

audience; the style looks into the development of specific details, the use of vivid language and coherence using transitional words; while the mechanics assess the essay’s spellings, punctuation, diction and neatness of the text.

**Procedures of the Study.** For the smooth conduct of this research, we followed three stages. The first is identification of topic and gathering of information, which emerged after we noticed the writing difficulties of the students. Reading of literatures was done to know the gap, hence our decision to focus on the organizations, styles, mechanics and issues in writing. The second stage is location of materials. After the identification of the subject for study and gathering of information, we decided to use the writing mock exams of the students. Mock exams were formative assessment conducted by the college to determine the development of the students. Moreover, we also researched available writing rubrics from the web to guide us in the evaluation of the writing samples.

In the last stage, conduct of research objectives, the writing samples were evaluated by two writing experts based on the Descriptive Writing Analytic Evaluation Rubric. The rubric was composed of three aspects; organization, style and mechanics. A separate content analysis was conducted to look into writing issues. After formulating the findings, we wrote the discussions and implications.

### Trustworthiness of the Study

In observing the verisimilitude of this study, the researchers anchored on Guba and Lincoln’s (1985) four standards: credibility, transferability, dependability and conformability. Patton (1999) contended that credibility needs to ‘intersect with audience and intended research purposes.’ In this study, the target readers are the teachers or educators, administrators and curriculum developer. It was already expected that the findings of this study may be a basis for syllabus, curriculum or program development. The main purpose of the study was to determine the status of the writings of the freshmen students of the General Foundation Program and to look into some writing issues. Hence, the findings would give pertinent information that would guide in making interventions. Moreover, we demonstrated the real and exact status of the writings of the respondents by presenting some verbatim writing samples of the respondents.

On the other hand, transferability according to Shenton (2004) is addressed if the ‘findings of the current study could be applied to other setting.’ Thus, the

researchers need to provide sufficient details. In this study, we provided several literatures and readings which corroborated with the recent results. Moreover, those readings were of similar conditions and Arabic learners.

According to Marriam (1995), dependability is also equated with 'consistency'. However, this consistency does not refer to whether the current study is consistent with the first, second, or third study, but whether the 'results are consistent with the information collected.' This means that this is a straightforward connection between the information and findings. In this study, triangulation of the information collected was done. The results of the inter-rater assessments were compared to the content analysis of the sample texts. Moreover, verbatim texts were used as samples to strengthen the claim. On the other hand, Decrop (2004) claimed that dependability is achieved if there is a 'research plan' in the conduct of the study. In this study, we made sure that everything happened according to plan. Thus, the procedures on the conduct of the study were strictly observed. Further, prolonged engagement between the researchers and the participants was established. The researchers of the study were the teachers of the participants; thus, trust and understanding were established.

Lastly, conformability was addressed through following the neutrality. This meant that the results of the study were all based from the analyzed and triangulated information. Pandey and Patnaik (2014) maintained that conformability is following objectivity – 'the findings are shaped by the data not by the researchers' bias, motivation and interest. Further, the manuscript was subjected to peer-review by two disinterested writing experts. Their feedbacks were considered.

**Study Limitation.** This study was limited on determining the status of writing of freshmen students in the General Foundation Program, in terms of organizations, styles and mechanics. Additionally, it also identified writing issues. This study did not use persons as subjects instead 60 writing samples taken from the mock exams. The methods used were mixed and results were triangulated. Further, the study did not discriminate whether the writing samples were written by male or female students. Thus, the result of the study may only apply to this group of students. San Jose (2012) mentioned that due to limited samples 'results may not be applied to general populations because they were only representation of the samples.'

## RESULTS

Based on the inter-rater assessments conducted on 60 essays, descriptive ratings were given that measure the level of organization, style and mechanics of the texts. Moreover, the results of content analysis are presented. Although content analysis falls under qualitative method, we opted to use tabular format for easy understanding of information. Further, elaboration of the information was provided.

### Level of Organization of Writing

The results of the assessment on the organization of the writings of the participants revealed that generally, their writing organization is intermediate. It could be interpreted that the participants' ability to write was average. Their organization may be coherent and unified but ineffective at times and may demonstrate loose transitions between ideas. However, among the three indicators, expression of the writer's view or feelings obtained the highest main score while organization of the writing for the purpose and audience had the lowest mean score.

### Level of Style of Writing

In terms of style, the inter-rated results revealed that the participants essay were at early intermediate proficiency. It specifically showed that the use of vivid language to add interest to the writing and the utilization of connecting words to make the organization clear were only at the early intermediate proficiency. However, putting supporting details to the opinions and general statements was in the intermediate proficiency.

### Level of Mechanics of Writing

The overall results of the evaluation on writings of the participants revealed that the participants' cognition in writing was intermediate. Specifically, capitalization, punctuation and spelling emerged as the most problematic aspects of the participants' writings. Moreover, sentence fragments and run-ons were also one of the major concerns. However, neatness and legibility of writing obtained an early advance rating.

### Issues in Writing

In a closer look at the writings of the 60 participants, it was observed by the researchers that most students' writings lack control of sentences in paragraphs. This lack of focus led to disunity of information and incoherence of ideas.

Sample 43 shows lack of connection among the sentences. The writer started with the idea that he loves football. However, in the succeeding statements did not support his main idea rather he made a characterization of how football is played. On the other hand, his final statement showed that he had passion for the game.

*Football is my favorite. I play football in the college yard with my friends There are 11 players all the time and there are 2 teams. When the ball in the net a goal in football you can use all parts of the body except on the one hand and allowed the guard only to use your hands. I love playing with my friends (Sample Writing 43)*

Sample 46 shows disorganization of thoughts of the writer. The paragraph started with a statement about the writer's love for football and he explained his reason of not playing the game. However, in the middle of the paragraph he mentioned football teams, benefits of football and his other favorite sports. Further, the entire paragraph had run-on and grammar lapses which could hinder the readers' understanding.

*my most favourite sport football when Im was young most of my time playing football I was play with muscat time but after 3 years I stop playing because accident in my leg but I did not stop see the match football. my best time Barcelona and Brazil and sport it's very importen for our life he give us a good healthy and a good body and I hope to visit Barcelone To see the club. my favourite player misse and also I like to swimming and play basketball sometime (Sample Writing 46).*

Moreover, majority of the students write in simple sentences. Few attempted to write in longer sentences but resulted to run-on and fragments. Further, more than half of the writing samples showed the use of transitional words. However, there were only 14 conjunctions that were familiar to the students. These were "and, before, however, also, furthermore, firstly, secondly, but, because, finally, and also, then, after, and so". Among these conjunctions, and was generally used.

The conjunction and is commonly used:

A. to start a sentence

*myfavourit sport is basctboll. I love thesport am platingthes a sport what my bad. I like is sports becous it is my favorite whan in baby. and I looking in thesport a verye easy (Sample Writing 18).*

*My most favourite it's Iron Club. He loved dramatically lamas in Iron Club. and I am one of the people interested in the sport on a Daily basis... (Sample Writing 16)*

B. to give other idea

*my favourite is Sports is football. every day im play football whit my friends in the stadium and we are make a team 12 player and the second team 12 player also and play the match for strok 45 minutes and the strok too also 45 minutes a total is 90 minutes and football is useful for health and give the strength the body (Sample Writing 12)*

*sports useful to me and give the human activity and vitality my body and sports furthest from diseases and avoids obesistysharklak be sporty and tidy and orderly and beautiful and the body is not blabby and you can afford to buy any clothes for your body limb and I play any game... (Sample Writing 11)*

Another issue in the writings of the students was punctuation. This difficulty was generally observed in all the essays. Sample 48 shows the writer's lack of comprehension on the use of punctuation. Also, the paragraph had several misspelled words. However, there was unity of ideas in his narration. In Sample 23, the three or four ideas put in one long sentence resulted to run-on. The inability of the writer to put necessary punctuation made the thought of the paragraph unclear.

*In the coming lines I'd Like to tell you about My most memorable trip it was three years back when I first time visited Al Wahiba sands a day befor the trip my cusin called me on my mobailofaring me to joine his grup on a trip to Al wahiba sands, so I imedeatlygraped a pin and wrot a list of thing which I might need during the trip that day I completed my shapping at mednigh and I packed my bagegge at five early morning ... (Sample Writing 48).*

*This is one of my memorable that was the unforgettable and so especial for my to be remembered in my lifetime because that was the my first time to have a trip to a beautiful small island in any country Timor Leste which is called Atauro (Sample Writing 23).*

In bird's eye view, writing samples in general lack organization. Hence, a reader might find difficulty in comprehending what the writers want to convey. Specifically, the samples have less complicated sentences, few connecting words, and show ability of a novice writer.

In terms of word choice and grammar, the written samples show lack of vividness and preciseness in the use of modifiers. In samples 34 and 35, it could be observed that the writers use modifiers (adjectives and adverbs) in general terms. Elaboration of these modifiers were limited if there were any.

*My Most Favourite sport is football. it's nice sport and beautiful. it has many benefits in strengthening you body. This as sport of the most important sports. The best time to baly football with my friends and I love team Barcelone (Sample Writing 34).*

*My most favowrite sport is footbal is easy and nice sports also has halthy for bady and give you fitness also my anther sport is tennis is one of the world most widely played of all ages. It also a popular spectator sport and tennis is one of the few professional sports in which women earn as much prize money as men (Sample Writing 35).*

Lastly, mechanics in writing such as proper punctuations, correct spelling and capitalization were the most neglected. Almost all sample writings have these problems. Writers were not oriented when to use a full-stop, punctuations and capital letters. Moreover, spelling was generally poor. Substitution, dropping, and replacement were the common pattern used by the students. The following words were spelt incorrectly.

<i>basketball</i>	<i>basketbull basctball bastball bascatball bosketbull</i>	<i>because</i>	<i>becous becuse becouse beuces beacouse</i>
<i>beautiful</i>	<i>beautifull beuteful beautfull beautifl butiful</i>	<i>friends</i>	<i>friends frands farind firends frendes frinds</i>
<i>important</i>	<i>important importen importente importain</i>	<i>favourite</i>	<i>favourt favaurite fuvourit favourite</i>

It was also noticed in the sample writings have rampant substitution of “p” for “b”. This substitution is commonly seen in the following words.

<i>bebull</i>	<i>people</i>
<i>pest</i>	<i>best</i>
<i>bleng</i>	<i>playing</i>
<i>perb</i>	<i>bird</i>
<i>baly</i>	<i>play</i>
<i>broblem</i>	<i>problem</i>
<i>bosition</i>	<i>position</i>
<i>petter</i>	<i>better</i>
<i>bibol</i>	<i>people</i>

Also, the interchangeable sound of /e/ for /a/ affected the spelling skills of the writers. It was observed in many circumstances that /e/ sounds /a/ like in “Mohammed” pronounced as /mohammad/; Ahmed pronounced as /ahmad/. Learners adopted the sound of L1 for the L2. Here are some words which are wrongly spelled:

<i>angoy</i>	<i>enjoy</i>
<i>avreday</i>	<i>everyday</i>
<i>pleying</i>	<i>playing</i>
<i>hotal</i>	<i>hotel</i>
<i>fether</i>	<i>father</i>
<i>meny</i>	<i>many</i>
<i>regular</i>	<i>regular</i>
<i>bast</i>	<i>best</i>
<i>salf</i>	<i>self</i>
<i>capitel</i>	<i>capital</i>
<i>gethere</i>	<i>gather</i>

## DISCUSSION

It is indicated in the findings that the students’ organization was transitional. It means that the students can write essays; however, their cognition in putting together the details, uniting similar ideas and knowing their purpose of writing need attention. The researchers believed that there are two factors which may contribute to this condition. First, the learners are non-native speakers of English and that they only use their target language in class. Thus, they use their mother tongue in communicating with others either spoken or written all the time.

Moreover, it was observed that most students were not seriously considering English as a subject to learn with. However, although these students used Arabic language in their day to day conversation, they were not also fluent of their first language. Thus, a more complicated scenario happened. Doushaq (1986) mentioned that Arabic students’ inability to write sensible essays in English was ‘due to their weakness in the mastery of their native tongue. This idea was confirmed by Khuwaileh and Shoumali (2000) that Arabic learners’ inability to write in English ‘correlated with similar deficiencies in the first language.’ On the other hand, Scarcella (2002) mentioned that difficulties in writing are closely associated with the non-native speakers of a language. On the other hand, Bojana (2005) revealed that students’ first language writing ability, English proficiency and composing experience in English affect the quality of an essay. Second, it is a teacher or curriculum factor. Rhetoric, that is unity, coherence, and emphasis may not be taught or included in the module or worst (Gandara, Maxwell-Jolly, & Driscoll, 2005) ‘teachers lack adequate knowledge and teaching skills which made them poorly prepared to help the learners.’ Thus, the researchers believed that training or re-tooling for teachers should be done regularly to make them professionally equipped.

Results also showed that the writings of the participants lack vividness or can be characterized in early stage. This indicates that students’ lack creative imagination to support their ideas. This is usually manifested among elementary writers. For Kennamer (1998) ‘vividness of information has something to do with the writer’s emotion and imagination.’ Thus, neophyte writers lack this aspect of writing. On the other hand, according to Jampole, Konopak, Readence and Moser (1991) creativeness of the mind of students could be enhanced through instruction and practice. With this result, the researchers believe that English classes should not only focus on letting the learners develop the topic in general terms but also to push further their writing abilities by offering specific and concrete details. We also contend the students’ late learning of the English

language may contribute to the learners' inability to give further details of their writings.

Although the participants' cognition on mechanics was intermediate, capitalization, punctuation and spelling was most neglected in their writings. Their inability to put a proper punctuations lead sentences to sentence fragments and run-ons. This result confirms Adas and Bakir (2013) finding which said that 'combination of two or more ideas in a sentence is not an error rather acceptable in Arabic.' Al Qainai (2008) said that although English and Arabic have similar punctuation marks, Arabic has its own way punctuating a sentence. Moreover, Habash (2010) mentioned that punctuations are not correctly used in Arabic and Zaghouni, Mohit, Habash, Obeid, Tomeh, Rozovskaya, and Oflazer (2014) found that 'omitting punctuation marks is a very common on Arabic writing.' We found in this study that in the 60 writing samples, the use of punctuation and capitalization are generally absent. It was also observed that semi-colon and exclamation marks do not exist in the writings. Thus, great attention in teaching punctuation and editing rules and exercises may be offered in the classroom. However, Adas and Bakir (2013) warned that run-ons and fragments may be corrected by teachers but Arabic learners will repeat this mistake because long and run-on sentences are not errors in Arabic. We believe that the best thing to do is to let the learners know that unlike Arabic, long sentences without punctuations are confusing English.

Lastly, spelling is the most problematic among all aspects of writing in all writing samples. We contend that this difficulty among Arabic learners is due to the phonological differences between the Arabic language and the English language. The students' inability to grasp sound of the English word leads them to commit mistakes in spelling. This finding corroborate with previous research regarding Arabic students orthographic abilities of the English language. Haggan (1991) pointed out that Arabic students' mispronunciation and awareness of English spelling rules and patterns were contributory to spelling errors. Ryan and Meara (1992) concluded that Arabic learners confused consonants and vowels' structures. Finder (2008) believed that Arabic learners' English reading fluency contribute to their spelling skills. Saigh and Schmitt (2012) also mentioned that 'Arabic learners generally dropped English vowels'. The researchers believed that the learning of spelling among Arabic learners was also influenced not only by L1 but much so with their environment. The researchers observed that establishments were not mindful of the proper English spelling. Droppings and substitutions of letters were common.

## Conclusions

Teaching a second language is also teaching a culture. This is so because a language is a culture. Thus, in teaching a language, a teacher needs to understand the nature of the native language, the target language and the learners. However, this essential of teaching language is highly neglected by many language teachers. In the case of this study, Arabic language is phonologically, grammatically and syntactically different from English. These differences hinder the learners in learning the target language. It is but wise for the teacher to start with phonology and later the structure of the L2. But in real scenario, many teachers directly taught their learners with functional, situational and conversation, making it an uphill struggle for the learners.

The difficulties of students with organization, style and mechanics in English may be approached clinically. Teachers need to inquire why students have such organization and style in their writings; why students find spelling, punctuation and capitalization difficult; and what constitutes their struggles. If all these queries will be addressed then there may be a possibility of better learning of the target language.

Moreover, we believed that needs analysis may be conducted to the learners before any class starts. By this, teachers would be able to determine the capability of learners and they could make necessary strategies to address the needs. However, it was a sad reality that curricula do not do such. Further, we contend that if an institution gears towards making its students English speakers, the entire campus must be declared an "English Zone." By this, students would be forced to speak in English. Visual aids which showed spelling rules in English may be put up. Crash courses in courses in English may be offered and training of English may be conducted. If the teaching of English would only take place in each classroom without the cooperation and participation of the stakeholders, then it would be teaching English in vacuum.

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**A Demarcation of the Moves in Discussion and Conclusion  
Sections of Doctoral Dissertations: A Genre-Based Analysis**

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ABSTRACT

This study investigated the rhetorical move structure of the discussion and conclusion sections of Applied Linguistics and Educational Leadership dissertations. By genre analysis, this study specifically scrutinized the difference between the two sections, analyzed the manner in which linguistic signals are written with reference to the moves, and consequently determined the demarcations between them. Two corpora composed of 15 Linguistics and 15 Educational Leadership dissertations were analyzed using Yang & Allison's (2003) move model. The results revealed that all the seven moves in discussion and three moves in conclusion of the move model occurred in the corpora, however, with differences in their frequency of occurrence. It was noted that Applied Linguistics and Educational leadership writers did not focus on the importance of generalizing and contributing to existing knowledge. Their conclusion sections summarized the key points of the findings of the research conducted. The findings obtained in the current study may be useful particularly for graduate student writers by facilitating them to better understand the rhetorical structure of research article discussion and conclusion sections in the context of academic research writing. Also, the findings may yield implications for a pedagogical framework for the teaching of academic writing.

KEYWORDS: Applied Linguistics, doctoral dissertation, discussion section, conclusion section, moves, demarcation, genre analysis, Davao City, Philippines

## INTRODUCTION

In more than two decades of being an English teacher, I have always been asked questions regarding how to write a thorough research discussion and how to formulate its corresponding conclusion without redundancy. Thus, I have started reviewing many published literatures on research article (RA) writing and the Introduction-Method-Result-Discussion (IMRD) format and consequently, I take it upon myself to unveil the mystery which masks the borderline between discussion and conclusion sections. This becomes my inspiration for the conduct of this study.

For many years, genre-based analysis is the center of discussion among most linguistic writers in different sorts of text. Many studies in genre analysis include exploration of language use in broader sense in order to account not only for the way text is constructed but also for the way it is likely to be interpreted used and exploited in specific contexts to achieve specific goals (Bhatia, 2002). Authors usually explore the way text is constructed and exploited in specific contexts for them to achieve their goals.

Recent studies employing genre analysis focused on the “moves” found in research articles (RAs) which qualified for international journal publication. These research articles went through peer review process implemented by different international publication (Burrough & Boenish, 2013). This fact implies that the submitted manuscript and its texts must adhere to the discourse style and cultural norms of English specifically in terms of moves as observed by the editors of these publications.

At present, many schools and universities throughout the world aimed to be counted among the institutions whose research articles may be accepted in international level. Thus, to conform to the prescribed format and style of the international journals has become the major goal of higher education for their research outputs, especially those that encounter constraints, in their submissions. Moreover, one of the several problems that confront these institutions is the lack of knowledge in the framework for format of the research articles from thesis and dissertation manuscripts.

One of the genre-based approaches used to describe the structure of a research article is move analysis which has recently become an important interest for research. Some influential research on this particular form of analysis has been conducted in Swales' (1990) studies, which paved the way to Swales' Create A Research Space (CARS) model that has been used to analyze research articles in different disciplines.

A move means a discursal segment that performs a particular communicative function (Swales, 2014). It represents semantic and units of texts that have specific purpose (Connor, Upton & Kanoksilapatham, 2007). The focus of a move-based analysis is on the hierarchical schematic structures of texts (Nwogu, 1997). With this in mind, it can be said that a move is a semantic unit that must be learned to clarify and strengthen the writer's purpose. Swales (1990) presents the moves of the research discussion and conclusion as a general terrain or layout of a research.

According to Yang and Allison's (2003) move model the discussion and conclusion sections serve critical roles in the research article (Basturkmen, 2012; Holmes, 1997; Lim, 2010; Peacock, 2002; Yang & Allison, 2003). In the discussion section, the authors stake claims about how their results integrate with and contribute to disciplinary knowledge (Basturkmen, 2012). As Weissberg and Buker (1990) stated, when writing the discussion section, the author steps back and takes a broad look at the findings as a whole, trying to move the readers back from the specific information presented in the results section to a more general view of how the findings should be interpreted. The conclusion section, has been considered as part of the discussion section. This may be the reason why studies on this particular area are limited. It is also known that the conclusion sections of research provide not only an outline of the study but also other important elements such as implications and recommendations (Sandoval, 2010 cited in Morales, 2012).

Yang and Allison's (2003) move model for research article in discussion sections are Move 1: Background information, Move 2: Reporting results, Move 3: Summarizing results, Move 4: Commenting results, Move 4 has its four steps namely: Step 1: Interpreting results, Step 2: Comparing results with literature, Step 3: Accounting for results, Step 4: Evaluating results. Move 5: Summarizing the studies, Move 6: Evaluating the study, and Move 7: Deductions from research, Move 7 has its steps namely: Step 1: Making Suggestions, Step 2: Recommending Results, Step 3: Drawing Pedagogic Implications. On the other hand, Yang and Allison's (2003) move model for research article conclusion sections are Move 1: Summarizing the study, Move 2: Evaluating the study, Move 2 has its steps namely: Step 1: Indicating significance/ advantage, Step 2: Indicating limitations, Step 3: Evaluating methodology. Move 3: Deductions from the research, Move 3 has its two steps namely: Step 1: Recommending further research, Step 2: Drawing Pedagogic implications.

Moreover, previous research studies have shown that there are some significant variations in the structural organization in corpora of research discussion section. For example, Holmes (1999) revealed that the rhetorical structure of social science discussion sections displayed some distinctive features,

such as the non-implementation of some moves— a departure from the obligatory move as defined by the Swales' model. In an earlier similar study, Dudley-Evan's (1988) also developed his own model which consisted of eight moves. Likewise, in a study carried out by Peacock (2002), it was found that there was no compulsory move in 252 discussions from seven disciplines. In addition, there were some differences in terms of move employment in the discussion section written by native and non-native writers.

On the other hand, research studies which aimed to analyze the rhetorical structure of research conclusion sections are limited. According to Swales (1990) and Postegillo (1999), the conclusion section has been considered as part of the discussion section. This can be the reason why research studies on the structural organization of research conclusion sections are limited. It is known that the conclusion sections of research provide not only a structure of the study but also other important elements, such as implications and recommendations (Sandoval, 2010 cited in Morales, 2012).

Meanwhile, Kanoksilapatham (2007) has revealed considerable differences across disciplines, languages, and native versus non-native writers, in terms of the rhetorical structure of research articles (Jogthong, 2001; Kanoksilapatham, 2007; Peacock, 2001; Samraj, 2002). In the Thai context, Kanoksilapatham (2007) for example found that the move structures of Thai biochemistry RAs were different from those of English biochemistry RAs for example, 'Commenting results' and 'Stating limitations' moves were optional in the Thai corpus, while they were conventional in English corpus. Thai writers tended not to contextualize their results to the fields or relevant literature by comparing results obtained from the study with those found in previous research studies.

Having reviewed many literatures and related studies, I observed that there have been no enough studies relating to the demarcation of moves in discussion and conclusion sections in our local area. Another relevant reason why I undertook this endeavor is that many dissertations in my institution have been written and yet are not published. This question remains unanswered until I found that the format for the international publication differs greatly from that in our PhD dissertation. Because of this observation, I became committed to pursue this study to contribute to the improvement of dissertation format in the graduate school of the University of the Immaculate Conception.

Thus, this present study focuses on the discussion and conclusion sections in PhD in Applied Linguistics and PhD in Educational Leadership dissertations. These materials are compared and described with respect to the rhetorical moves of the discussion and conclusion sections using Yang and Allison's (2003)

model. Although some studies written by PhD in Applied Linguistics have been investigated through the schematic structure of research articles in our local area, I noticed that the focus was on other section such as the Abstract and Introduction.

Lastly, the analysis of differences found between the two corpora may contribute significantly to the teaching of academic writing, specifically in the development of discussion and conclusion sections of research articles in PhD in Applied Linguistics and other disciplines. Further, this effort would surely raise the level of awareness on genre analysis, particularly move structures and become relevant as a major consideration in the writing of thesis and dissertations of the graduate students.

### Purpose of the Study

Seeing the importance of rhetorical moves in genre analysis, this study aimed to record the move occurrences in the discussion and conclusion sections of doctoral dissertations. In particular, the study sought to discover the difference of the two sections of both corpora. I also would like to analyze the manner in which linguistic signals are written with reference to the moves.

### METHOD

In this study, I made use of genre analysis. As a type of discourse analysis, genre analysis is a process for grouping texts together, representing how writers typically use language to respond to recurring situation (Hyland, 2004). The genre involved in this study is the academic genre, specifically research manuscripts' discussion and conclusion sections. Hence, similar to other types of discourse analysis, this study involves interpreting and analyzing corpora taken from sample research articles. The moves including steps constituting the organization and the development of the corpora being studied were analyzed.

Two corpora, specifically the PhD in Applied Linguistics and PhD in Educational Leadership dissertations from the University of the Immaculate Conception (UIC) graduate programs were purposively selected, including 15 Applied Linguistics and 15 Educational Leadership dissertations from the submissions during the last three years (2011-2013) before this present study was conducted. For the purpose of anonymity of identifications and organization of data, the corpora were codified ALC1 to ALC15 for the Applied Linguistics

corpus, and ELC1 to ELC15 for the Educational Leadership corpus. Permissions and approval from relevant institutional authorities were secured prior to the conduct of this study.

Each corpus was analyzed comprehensively following the rhetoric model of analysis. In determining the moves of the research discussion and conclusion sections in both corpora, Yang and Allison's framework model (2003) was used, specifically their move model for the discussion and conclusion sections because it was developed from an analysis of research article in other researches in Applied Linguistics, which is the focus of the present study. Moreover, it is remarkable that some moves in their model contain a wide coverage of the constituent steps which are used to realize the moves explicitly.

In the process of move identification, the notion of communicative purpose was central for the analysis of research discussion and conclusion sections. Therefore, if there were cases where the communicative purpose of a unit of text was not self-evident, where multiple functions were served in the context, or where one sentence contained two or more moves, they were assigned to the move and step that appeared to be most salient (Del Saz-Rubio, 2011; Holmes, 1997; Ozturk, 2007).

Although the identification of moves based on function or content can be criticized for its subjectivity, the findings of my study were checked and validated by professional experts in their field.

### Trustworthiness of the Study

To obtain credibility, as defined by Holloway and Wheeler (2002), Macnee and McCabe (2008) as the confidence that can be placed in the truth of the research findings, I employed actual text from each corpus. I made sure that I gathered the data through reading and note taking the details from both corpora. I made sure that everything went smoothly, that no one got offended or subjected to risk as I went with my undertakings. Credibility can also be noted during the transcription and translation process. My research was credible because the corpora were real and authentic. The data were gathered straight from the UIC library, particularly in the graduate program area without alterations whatsoever to change the outcome of the result. Moreover, I rechecked the collected data from corpora, and after data interpretation, I conducted another rechecking of the collected data and my interpretation.

While strongly stressed by Lincoln and Guba (1998) that ensuring credibility

is one of the most important factors in establishing trustworthiness of the study, I also considered transferability, dependability, and confirmability. In the study, dependability or the stability of the findings overtime (Bitsch, 2005) was realized through a coding strategy. In the coding process that I employed, I coded the same data aside for me to see if they were in agreement with the information that I got from the various relevant sources and assessed if the patterns remained the same and unaltered.

Finally, for transferability and confirmability, I incorporated the findings of other researchers to corroborate with my own findings to see if the interpretations I put into my study were not just my sole analyses; but rather, they were also supported with the findings of other studies delving on the same objectives. Transferability is the generalization of the study findings to other situations and contexts (Tobin & Begley, 2004) while confirmability depends on the research findings' relatedness to the findings of other authors (Bowen, 2009).

**Ethical Considerations.** Although no direct human participants were involved in this study, as institutionally required, the procedures and manners for the conduct of this study, from data collection, documentation, interpretation and validation up to reporting of findings were reviewed and approved by the UIC Research Ethics Committee. Necessary permissions from relevant authorities were secured. Confidentiality of the identities of the dissertation owners was given utmost importance. That none of the information collected would embarrass or harm them in any case was assured. All included corpora were treated with high respect.

## RESULTS AND DISCUSSION

In the process of move identification, communicative purpose was considered for the analysis of the moves and texts in discussion and conclusion sections. This is how I found that the communicative purpose of the text in each unit was not clear. In some cases, I observed that there were two, or more moves and there were also multiple functions intended by the writer in one particular paragraph. Since these were variations in the moves, I assigned them to be assumed in the move and step that appeared to be most salient as Homes (1997), and Del Saz-Rubio (2011), and Ozturk (2007) established.

The occurrence of each move in each research article discussion and conclusion sections was recorded in order to determine the boundary to which a particular move was used. The criteria for justifying and classifying the occurrence of each move are defined according to Yang and Allison's (2003) model.

### Moves and Steps of Discussion Sections with Linguistic Signals

Move 1 which is background information is used to prepare the readers for the report or discussion of results that follows. This function includes some main statements describing research questions, the aims and purpose of the study, theoretical background or established knowledge and the research methodology. In the present study, the occurrence of discussion section in both corpora showed obligatory move, meaning most of the authors often use this move to restate the aims, objectives, procedural information, theories, and research questions. For this purpose, authors often use meta-discursive elements to signal their move to the reader. Below are examples of Move 1.

*The findings, analysis and interpretation of data are presented in this chapter. (ELC-15)*

*This chapter contains the interpretation and analysis of findings. (ALC-11)*

The function of Move 2 which is reporting results is used by authors to present the results of their studies. The main textual features that often signal this move are 'reporting verbs' and 'past tense'. The move is often made through the presentation of examples, numerical values, graphs, tables, or observations as well as comments on the expectedness and unexpectedness of outcomes (Rasmeenin, 2006). This is commonly known as data commentary. To indicate this move, some linguistic signals or expressions associated with numerical values, reporting verbs, and statements about upcoming outcomes involving graphs, figures, examples and tables were employed extensively. Both the past and present simple tenses were used in this move. This step is realized in the given examples below.

*As shown in the table, the data reveal the top three common errors in passivization. (ALC-12)*

*Result also indicates that having high levels of well-being, these doctoral students are frequently in a state of positive emotional and social functioning. (ELC-9)*

The function of Move 3 which is summarizing results is to sum up results. Results in this move differs from Move 2. Here, only a summary of the results is presented whereas in Move 2, particular results and factors are discussed.

*Linguistics signals used to identify this move were summarizing verbs/nouns/phrases such as to sum up, to summarize, in summary, and in brief.*

*Passive voice can also be used in summarizing results. Below are the following examples of Move 3.*

*In summary, teacher-level factor as an indicator is rated as high (3.69) while school-level factors are rated moderate (3.27). (ELC- 10)*

*In summary, the participants of the study were able to provide innovative words which can be regarded as neologisms. (ALC-6)*

The objective of Move 4 which is commenting on results is to establish the meaning and significance of the research results in relation to the relevant field. Authors make this move for such purposes as providing subjective judgments about their studies' results, interpreting their findings, and comparing their studies with the literature (Rasmeenin, 2006). The move very often draws on one or a combination of these four steps: (1) Step 1: Interpreting results, (2) Step 2: Comparing/Contrasting results with literature, (3) Step 3: Accounting for results, and (4) Step 4: Evaluating results

Move 4, Step 1 which is interpreting results is where authors make claims or generalizations based on the results of the study. In the present study, most of the authors from both corpora presented results and expounded their ideas on the results accordingly.

To interpret the results, the authors preferred using some words indicating either certainty or tentativeness such as seem, suggest, indicate, appear and modal verbs such as may, might, would, could, and likely to. These linguistics signals were likely to be used in the form of present simple tense either in active or passive voices. The first person pronoun 'we' was sometimes found to present the

author(s)'s comments, particularly in the applied linguistics corpus. Below are the following illustrations.

*The result discloses that the probability values of pluralization, adjective form, adverb form, verb form, pronouns, and passivization are all greater than the level of significance at alpha 0.05 which means that the null hypothesis is accepted. (ALC-8)*

*The implication here would be that present language analyst and even language teachers are challenged whether to treat passive constructions at a morphological or at a syntactical level. (ALC-7)*

Move 4, Step 2 which is comparing results with literature allows the authors to compare their study's findings with those of previous works. The high occurrence of this step indicated that Move 4 Step 2 was one of the preferred options to comment on the results in research discussion. Some distinct linguistic features were used to realize this step, particularly in the forms of 'be' plus some adjectives (e.g. be consistent with, be similar to) or certain words or phrases such as agree with, reported in, run counter to, supported those of. Noticeably, these linguistic signals coexisted with citations. This step is realized in the given examples below.

*In a similar vein, Dobel (1999) stipulated that an aphasic individual tend to substitute a word by another word that is present in the participant's language range. In conformity is Code's idea (1989) who purported that thos type of occurrence according to him is considered as "neologisms which cpontain recognizable pieces of real words from the speaker's language" (p.113). (ALC-11)*

*This finding is confirmed by the study of Kindt (2006) that statistical analysis of the relationship between measures of organizational climate and measures of job satisfaction revealed that the overall mean is of high level in the descriptive level. (ELC- 7)*

In Move 4, Step 3 which is accounting for results, the authors provide the readers with further explanation or give the reason for the observed differences in findings or unexpected outcomes. The rational explanations of the occurrence of this particular communicative purpose were highlighted by the use of words or phrases such as because, possible explanation for, it is possible, may be caused from, can be explained by. Authors in this study used present simple tense in the passive form. The first person singular pronoun 'I' was also used in the applied linguistics corpus. Below are the following examples in Step 3.

*Based on the insights of this study, I reflected on how students perceive their teacher's code switching in the classroom. I have become more aware of these perceptions because I believe that they give optimistic effects and deterrent effects as well as to the language learning process of the students. (ALC-3)*

*These types of writing the research introductions are common because introductions are believed to be the section where the problem must be pointed out and the need to solve or deal this problem must be put in mind while writing this section. (ALC-6)*

Move 4, Step 4 which is evaluating results is where authors evaluate their results by stating the strengths and weaknesses of the results. In the current study, Move 4 Step 4 is optional step in both corpora. It is optional because the result in the present study has zero occurrence in both corpora. It has the same result in Yang and Allison's (2003) study. This is exemplified by the lines below.

*Despite the two low levels found in this study, which were due to the limitations of the subjects' proficiency, this information is useful for the institution. (A)*

The function of Move 5 which is summarizing the study is to provide the readers with the main findings of the research study. Here, authors provide a summary of the whole study, but not just a summary of the results like in Move 3. Authors, often use such lexicogrammatical signals as the present perfect tense together with such words as 'study' and 'research' (Rasmeenin, 2006). This move is very often found at the end of discussions.

Discussion corpora was an optional move in the dissertations. There were only four occurrences in Applied Linguistic corpora discussions and no occurrence found in Educational Leadership corpora. The keywords used to signal this move were similar to those found in Move 3; however some differences were observed. The major difference is that summary or conclusive words or phrases, such as in sum, in conclusion were commonly followed by particular statements related to overall results, while those in Move 3 were followed by specific results. Below are the following illustrations.

*Finally, almost seventy percent (68.83%) of the teachers do not have other teaching jobs. (ALC-8)*

*As a whole, the sentence structures of the participants are illustrative of participants having Brocas' aphasia. (ALC-9)*

The objective of Move 6 which is evaluating the study is to evaluate the overall study by pointing out the limitations, indicating the contributions or evaluating the methodology. Move 6 is often made by authors to judge their studies in term of its significance, limitations, delimitations, generalizability, novelty, strengths, and weaknesses. Like Move 4, this move, too, often draws on one or a combination of steps: (1) Step A: Indicating limitations, (2) Step B: Indicating significance/advantage, and/or (3) Step C: Evaluating methodology (Rasmeenin, 2006). To this end, authors often use 'positive' verbs to signal what their studies 'expand on' or 'add to' the literature, 'gain' new things, 'contribute' to the existing body of knowledge, 'are confined to' certain bounds, are 'only a means' to an end, 'do not claim being exhaustive'.

The objective of Move 6, Step 1 is to describe the limitations of the research being conducted. Move 6 Step 1 commonly coexisted with Move 7 Step 1 (Making suggestions) or Move 7 Step 2 (Recommending further study). Present simple tense was the preferred tense used to present this communicative unit.

This step is realized in the given examples below.

*The finding is relatively obscure when considering the descriptive statistics (the means and standard deviations) of the three variables of the three groups of students which are more or less the same... (A)*

*It should be noted, however, that this is an exploratory study, and that the size of the corpus is quite small, being limited to... (A)*

The function of Move 6, Step 2 which is indicating significance/advantage is to allow the authors to point out the strengths of the study which may be significant for applications or implications. There were only two occurrences found in Move 6 Step 2 in both corpora. Statements in present simple tense relating to the significance of research conducted, such as value, benefit, advantage, essential were commonly used. Below are the following illustration.

*Another important thing, citations that show researcher as passive agent is not common. (ALC-5)*

*Davenport and Morse (Eds, 2010) assert that a structural approach to decision-making helps decision-makers act objectively. (ELC-7)*

Move 6, Step 3 which is evaluating methodology is used in realizing Move 6, and to comment on the strengths or weaknesses of the research methodology. In the present study the occurrence of Move 6 Step 3 is considered optional because there were only few occurrences found in this step in both corpora. Lexical items used as a clue to identify this step were some words related to design, model, approach, which were used in the form of tentative statements. This step is realized in the given examples below.

*According to the finding which indicated that the design of the program should be more creative to match learner age and preference, this issue had been raised significantly. (ELC-11)*

*For textual function, there are no textual themes present in the substantive topics because the message is devoid of any interaction to its reader. (ALC-9)*

Move 7 which is deductions from research is where authors draw inference about the results by suggesting what can be done to solve the problems identified by the research, proposing areas for further study or drawing pedagogical implications. This step allows authors to state the pedagogical significance of the study or indicate necessity for pedagogic changes. In this move authors often make suggestions concerning areas for further research or solutions to certain problems. They may as well provide implications for teaching. The move is quite often made in one or a combination of steps: (1) Step A: Making suggestions, (2) Step B: Recommending further research, and/or (3) Step C: Drawing pedagogic implications.

I have observed that the Yang and Allison's move model, is the most preferred model among the Applied Linguistics for move analysis. There are several other frameworks for move analysis.

The reason could be, Yang and Allison's move model is the most suitable move model for applied linguistics research (Holmes, 1997; Kanoksilapatham, 2005; Nwogu, 1997). Moreover, this model is an extension and modification of several other models, and its developers have found it to be the most comprehensive model for move analysis in Applied Linguistics (compare Holmes, 1997; Hopkins & Dudley-Evans, 1988; Peng, 1987; Yang & Allison, 2003).

Move 6 Step 1 commonly coexisted with Move 7 Step 1 (Making suggestions) or Move 7 Step 2 (Recommending further study). Present simple tense was the preferred tense used to present this communicative unit. In the present study this step is considered optional because, no occurrence found in both corpora. The examples given below are research made by the researcher for the reader to understand the move and apply it in the future. Below are the following illustrations.

*The finding is relatively obscure when considering the descriptive statistics (the means and standard deviations) of the three variables of the three groups of students which are more or less the same... (A)*

*It should be noted, however, that this is an exploratory study, and that the size of the corpus is quite small, being limited to 10 RA introductions from each subfield. (A)*

Move 7, Step 1 which is making suggestions allows authors to highlight how the research contributes to the existing knowledge in the field. Also, the authors provide some guidelines from the research findings for the readers in order to solve the problems identified by the research. Modal verbs were found in this step. In the present study, Move 7 Step 1 is considered optional because there is only one occurrence found in both corpora. Below are the examples of Step 3.

*On the part of the university... a university-wide research should be done focusing on the present... (ALC-6)*

*Still, the principals have to look into this indicator reflectively. (ELC-4)*

Move 7, Step 2 which is recommending further research states some possible areas for further studies. Its occurrence suggests that it was optional in both corpora. This step is to be signaled by words/phrases such as 'further studies/research', 'more studies are needed'. In the present study, only two occurrences found in ALC while, while no occurrence was found in ELC. Below are the following examples of Step 2.

*Lastly, further research should focus on the use of genre- approach in teaching writing, where communication topics are matched with the language functions. (ALC-12)*

*I likewise suggest that another study be conducted similar to this but perception of high proficient... (ALC-5)*

Move 7, Step 3 which is drawing pedagogical implication allows authors to state the pedagogical significance of the study or indicate necessity for pedagogic changes. In this study, there is one occurrence found in Move 7 Step 3 in ALC while no occurrence was found in ELC. Research findings may serve this particular need. This part of the results tells that authors of dissertations in both disciplines do not consider Step 3 obligatory statements relating to application of the results to learning and teaching contexts were used to address this step. This step is realized in the given example.

*The findings of this study suggest a number of pedagogical implications. Most of which rest in the teachers' accountability... (ALC-4)*

*These findings also have practical implications for EFL vocabulary instruction. (A)*

Aside from Yang and Allison's move (2003) model, I used criteria for justifying and classifying the occurrence of each move similar to Kanoksilapatham's (2005) study. Three categories are used in discussion and conclusion sections in the current study. If a particular move occurs 100% in every discussion and conclusion section, it is regarded as 'obligatory' if the occurrence of a move is below 60%, it is considered as 'optional'; and if the occurrence ranges from 60% to 99%, a move can be classified as conventional.

As shown in Tables 1a and 1b, the most frequent move of both data sets was Move 4 (Commenting on results), followed by Move 1 (Background Information). The frequent occurrence of move 4 in the written materials confirmed Yang and Allison's findings that in Discussion section, 'Commenting on Results' was the most substantial and frequent move. Moves 2 and 3 were considered conventional, while the remaining move were less frequent and they were optional in the two corpora.

### Moves of the Discussion Sections from the Two Corpora

Based from the analysis, there was no straightforward linear structure (M1-M2-M3-M4-M5-M6-M7) appearing in both ALC and ELC. All discussions in both corpora were constructed in various move structures. The patterns (Move 4, Move 1, Move 2, Move 3) were found in each corpus. The individual results and comments occurred alternatively. From the findings, the large variation in move structures that were found in the two corpora may be due to the fact that in the discussion section the author presents his/her point based on the research findings. The author has greater freedom in generating the ideas which is relevant to the research conducted.

Most discussions in both corpora were constructed cyclically (100% of the Linguistic Corpora and 87% in Educational Leadership Corpus), Move 4 (Commenting on results) and Move 1 (Background Information) were the most cyclical moves in both datasets.

Two moves including Move 2 (Reporting results), and Move 3 (Summarizing results) were also cyclical in nature, whereas, Move 5 (Summarizing the study) and Move 7 (Deductions from research) were non-cyclical moves.

### Moves and Steps of Conclusion Sections with Linguistic Signals

Conclusion is the last paragraph in a research paper, or the last part in any other type of presentation. In some research studies, dissertation conclusion sections are limited. According to Swales (1990) and Postegillo (1999), this particular section has been considered as part of the discussion section. This may be why the research studies on the structural organization of conclusion section are limited. It is known that the conclusion sections of research provide not only an outline of the study but also other important elements, such as implications and recommendations (Sandoval 2010 as cited in Morales 2012). Although there is a small number of research studies which analyzed the structural organization of this particular sections, the findings of two studies (Moritz et al., 2008 and Yang & Allison, 2003) in particular are interesting. For example, in Yang and Allison's (2003) study, it was found that the conclusion sections of applied linguistics articles contained three moves (Move 1: Summarizing the study, Move 2: Evaluating the study, and Move 3: Deductions from the research). These moves were organized linearly and Move 1 was found to be the most frequent move. In Moritz et al.'s (2008) study, which compared three corpora of conclusion sections in the field of applied linguistics written by three groups of different authors (Portuguese L1, English L1, and English L2), six moves were found including 'Restating the introductory statement', 'Consolidating the research space', 'Summarizing the study', 'Commenting on results', 'Evaluating the study', and 'making deductions from the research'. It was found that 'Making deductions from research was the most frequent move'.

In order to have a clear picture of the rhetorical moves employed in both corpora, the function and the occurrence of each move are presented below. In the examples given, citations used in the original texts were replaced by (A), the distinct linguistic signals that are regarded as the key words for each example are given in bold text.

The primary objective of Move 1: summarizing the study is to summarize the research or study by highlighting the findings. Here, authors provide a summary of the whole study – but not just a summary of the results/findings. The researcher observed that move appears in the very beginning of the conclusion of research and can be clearly identified. The occurrence of Move 1 in the present

study conformed to Yang and Allison's (2003) findings. There has been no difference found in both corpora regarding the occurrence of Move 1. It was the dominant move in both corpora.

In this move, authors highlight the main purpose, method, reference to previous research, and reviewing research results briefly. This implies that writers consider it compulsory to review and restate their study in the starting section of conclusion. Moritz et al. (2008) have carried out a study on research conclusion and Move 1 'Summarizing the study' is the least frequent move in their study. On the other hand, in Annuai and Wannaruk (2013) study on conclusion sections of RAs, Move 1 has higher occurrence than other moves. In this move authors often use such lexicogrammatical signals as the present perfect tense together with such words as 'study' and 'research'.

Also, the occurrence of the move in the present study conform with Yang and Alison's (2003) findings which found higher frequency of the summarizing move than for the other two moves. In this study Move 1 (Summarizing the Study) was the most frequent move in both corpora (Applied Linguistic Corpus and Educational Leadership corpus). Below are the following examples of Move 1.

*Crafting a story on the wild experiences of a child with Asperger syndrome is merely an attempt to scratch the tip of an ice berg.*  
(ALC-2)

*Based on the findings of the study, the following conclusions are drawn:* (ELC-11)

In Move 2: evaluating the study, authors justify the study by using three available options, which are 'Indicating significance/advantage', 'indicating limitations', and 'Evaluating methodology'. The occurrence of Move 2 is clearly different in both corpora: the occurrence of the Applied linguistic is optional, same with the results in Educational leadership. Authors often make this move to judge their study in term of its significance, limitations, delimitations, strengths, and weaknesses. So, the findings of our selected corpus have shown that in both corpora authors give less preference to Move 2. They mostly jump to the Move 3 after Move 1 by ignoring the significance of Move 2. This move is realized in the given examples below.

The purpose of Move 2, Step 1: indicating significance/advantages is to state the usefulness and importance of the study regarding the study's applications or

implications. Authors used prominent words which are used to indicate this step. This step is realized in the given example below.

*Moreover, the words that the participants produced are created through semantic relations either through attribution or circumlocution.* (ALC-4)

*The study shows also that there is a significant relationship between decision-making skills and quality of curriculum and instruction.* (ELC-5)

The function of Move 2, Step 2: indicating limitations is to state the limitations and weak points of the study. In this study, it has been noticed that both have the same occurrence in Move 2 Step 2. The result is optional because there were 5 of 15 occurrences found in both corpora. The authors indicate their limitations using linguistic signals. Below are the following illustration.

*However, in this study there remain many limitations that pave way for future research on this topic....* (ALC-14)

*Public elementary school/leads should always be aware of their leadership practices to enhance job satisfaction among their employees.* (ELC-5)

*Innovative leadership however, has a higher degree of significant relationship with ICT integration as compared to the attitudes of teachers towards ICT which shows a lower measure of significant relationship. It means that if principals exert more effort in encouraging innovative practices, and if teachers exhibit favorable attitudes towards ICT, the result would be a well implemented ICT integration program.* (A)

In Move 2, Step 3: evaluating methodology, authors evaluate their research methodology in terms of its strengths and weaknesses. As shown in Table 2, Move 2 Step 3 do not have any occurrence as compared to other steps of Move 2 in both corpora. Although, there is zero occurrence in both research corpora.

*I incorporated the method used in the study of Lunzaga (2012) morphological analysis of Gay Spoken Discourse. (A)*

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*The research shows that the corpus driven methodology has been proved very successful in fulfilling this objective.... (A)*

*To test hypothesized relationships between negative feedback, modified output, and L2 development, it was necessary to operationalize development very narrowly. (A)*

The function of Move 3: deductions from the research is to state, keeping in view the overall study, what the research adds to existing knowledge in the relevant area. This move is further articulated by two steps, namely 'Implications' and 'Recommendations'. In this move authors make suggestions regarding solutions to certain problems provide implications as well. The ALC reflects less occurrence of this move while no occurrence in educational leadership corpora. This implies that authors of applied linguistics are more inclined to present recommendations and practical implications for the purpose of exhortation to the readers.

Move 3, Step 1: recommending further research is the step where the authors offer some useful applications of their studies. Applied linguistics have five occurrence of this step. While no occurrence found in Educational leadership corpora. In Bunton's (2005) study Practical implications are more common in

Natural sciences conclusions than in Social Sciences corpora. In the case of the present study, the situation is different because Move 3 Step 1 do not have the same occurrence with each other. Authors used certain words, such as implication, application, help and modal verbs in recommending further research. This step is realized in the given examples below.

*This could as well hold true with their written discourse especially on the same grammar-structure items since errors committed in oral discourse are usually translated into written discourse or the other way around. (ALC-8)*

*This study provides a starting point for further research in understanding the field of email as an emerging genre. (ALC-11)*

Move 3, Step 2 which is drawing pedagogical implications offers suggestions as to how knowledge claims can be made for explicit purposes, both in real world and educational contexts. In present study, authors explicitly presented ways of using research findings in practical way. The statements of the authors clearly shows that making claims about research findings does not only authenticate the studies but also shows that how new knowledge can be put to practice life and pedagogical use. Below are the following examples in Step 2.

*The media should play its part to minimize its intelligibility gap. As the acceptability of a new language variety depends on intelligibility so it should not be compromised and media could play its part in removing the barriers in intelligibility of this variety..... (A)*

*Moreover, we recommend that a simple manual of herbaceous flora including local names and uses of species must be made for identification. Policy for the conservation of Natural plants should be also made..... (A)*

*Teachers must be aware of the different conventions inherent in any field of discipline. (ELC-3)*

*Swales model provides a framework in structuring an RA introductions, however, one must take into consideration that introductions are sometimes institutional and policies in writing RAI must be followed, thus, differs with Swales' has designed. (ALC-2)*

### Move Structure of the Conclusion Section from the Two Corpora

Based from my analysis, there were three move structures that were shared by at least two different conclusion sections including M1 -M2- M3, M1- M2 and M1, M2 and M3. The distributions of these three move patterns in the two corpora were different, for the Applied Linguistics corpus, the most frequent pattern was linear (M1-M2-M3). The second most frequent pattern was the M1 and M2, each of them was employed in two conclusion sections. In the Educational Leadership, the M1-M2 sequence was the most frequent.

The overall pattern from the conclusion corpora was M1 from the ELC got 100% while M1 in ALC got only 80% while Move 2 of both got the same percentage which 5 of 15 (33%). Meanwhile, Move 3 of ALC got 5 of 15 (33%) while there was no occurrence found in Move 3 ELC. This finding holds true with that found in Yang and Allison's (2003) study that three moves were found to be commonly organized in a linear structure. There was no occurrence in Move 3 (Deductions from Research in ELC since it was reflected in the table 2 that there was no occurrence found in Move 3, or writers might feel that deductions from research is not part of the conclusion section and have reflected it in other sections of the RAs.

In summary, three moves proposed in Yang and Allison's (2003) model were found in both corpora. Move 1 (Summarizing the Study), followed by move 2 and 3 respectively. The occurrence of each move in the ALC was far lower than that of the ELC especially the frequency of Move 1 summarizing the study. The linear structure of Move (M1-M2 –M3) was found in both corpora.

As shown in Tables 2a and 2b, all moves and steps proposed in Yang and Allison's (2003) model appeared in both corpora. It was noticed in Table 2 that the occurrence of each move in Applied Linguistic corpus was relatively different from those in the Educational Leadership corpus. Based on the percentage of occurrence, all three moves of the linguistic corpus were optional. This is different from Educational Leadership where move 1 (Summarizing the Study) was obligatory, move 2 (Evaluating the Study) was optional because the frequency of occurrence was lower than 60% and no trace of occurrence in move 3 (Deductions from Research) in Educational Leadership Corpora.

### Demarcation of the Moves in the Discussion and Conclusion Sections

The obvious differences found in the moves between discussion and conclusion sections in research in the present study were the moves and steps. The discussion section has its seven moves while the conclusion section has three moves. Out of seven moves from discussion section, three moves and two steps were actually found in the conclusion section, meaning these moves are duplication in both discussion and conclusion sections. These moves are Move 5 Summarizing the study, Move 6 Evaluating the study, Move 7 Deduction from Research, Move 7 step 2 recommending Further Research and Move 7 step 3 Drawing Pedagogic Implications. Because of these observations there are instances that these moves are present in both sections of the research. That is

why if multiple functions were present or served in the context or where sentence contained two or more moves, this move will be assigned to the move and step that appeared to be the most salient (e.g. Del Saz-Rubio, 2011, Holmes, 1997, Ozturk 2007).

Discussion varies from conclusion section according to its function. For discussion, it has been known that it is considered as the most difficult section. It has been noticed by some scholars in the field of second language teaching. (Swales & Feak, 1994, Swales & Feak, 2003). Swales and Feak, for example argued that – the problem is that discussion varies considerably depending on a number of factors. They noticed that one factor that determines this variability is the difference in the type of research questions from different studies set out to investigate; while some research questions require description of a particular phenomenon, others may be oriented towards finding solutions to a problem (Swales & Feak, 1994). In the discussion section the authors stake claim about how their results integrate with and contribute to disciplinary knowledge (Basturkmen, 2012). As Weissberg and Buker (1990) stated, when writing the Discussion section, the author steps back and takes a broad look at the findings as a whole, trying to move the readers back from the specific information presented in the results section to a more general view of how the findings should be interpreted. However, it is widely recognized that the discussion section is difficult to write and troublesome in both native and non-native speakers (Flowerdew, 2001, Jaroongkhongdachetal, 2012, Swales, 1990, Swales & Feak, 2004). This maybe because writers need to meet the cognitive demands of writing the discussion and the skills for writing in persuasive and argumentative styles (Pojanapunya & Todd, 2011).

On the other hand, conclusion section is the final part of the research. According to Swales (1990) and Postegillo (1999), this particular section has been considered as part of the discussion section, however, the most important element of conclusion that cannot be found in discussion is the implications and the recommendations (Sandoval 2010 cited in Morales 2012). In summary, the two conventional sections of research Discussion and Conclusion sections vary in pattern from Yang and Allison's (2003) model.

### Moves and Steps of the Discussion and Conclusion Sections

It was noted that there were similarities and differences in move occurrences and move structures of the discussion and conclusion sections in the two corpora.

For discussion section, three points are focused in here. First, with regard to move occurrence, the most frequent move in both sets of data was Move 4 (Commenting on results). This is due to the fact that the main function of the discussion section of research is to comment on the results by interpreting, accounting, and comparing with the previous work. Move 1 (Background information) was the second most frequent move in the two corpora appearing slightly less frequently than Move 4. Although, the third most frequent move in the two data sets was different, Move 2 (Reporting results) for the Applied Linguistics and Move 3 (Summarizing results) for the Educational Leadership corpus.

Second, Move 5 (Summarizing the study) was present in the Applied Linguistics dissertation but none in Educational leadership corpus. The reason for this is that this move is present in other sections of the graduate dissertations of both corpora. In general, members in the academic communities as well as the graduate students in all levels are required to include this move as part of the discussion section. In order to attract attention to the educational communities stating the value of the main findings, evaluating the study by pointing out limitations and providing practical implications for pedagogic implications are likely to be found in the research. In addition, English is considered as a medium of instruction in the classroom. Multiple and variety of topics concerning English language learning and teaching are being investigated in the field of applied linguistics. Therefore, it is possible that the findings of research that can contribute to English language pedagogy are stated in the research discussion. Likewise, some practical suggestions based on the research findings are usually made in order to encourage the graduate students to conduct more researches.

Third, the results showed that Move 4 (Summarizing results) was used to open the section in most Applied Linguistics discussion (15 of 15) whereas Move 2 (Reporting results) was the initial move in most Discussions in the Educational Leadership (15 of 15). This result demonstrates that Applied Linguistics graduate students preferred starting with results, as opposed to offering background information. On the other hand, Applied linguistics graduate students discussion sections were likely to be closed by either Move 1 (Background information) or Move 3 (Summarizing results, that is, 9 discussions ended by Move 2. This is significantly different from the Educational Leadership Discussions, where Move

4 was the most frequent choice to end the section.

Findings from previous literature showed various differences of move occurrence. Based on the frequency analysis, Move 4 (Commenting on results) stands out in the two sets of data. This finding is consistent with some past research. For example, this move occurred at one hundred percent in the biochemistry research analyzed by Kanoksilapatham (2005). Despite the fact that she relates this move as 'Consolidating results', its function is similar to Move 4, the commenting on the results move was an obligatory move in a study of Basturkmen (2012) who found out that the writers of Dentistry Discussions preferred to make comments on the results through two prominent steps (explaining result and comparing with results in literature). The second most frequent move was Move 1 (Background Information). It was a common move in Swales (1990) and Kanoksilapatham (2007). In addition, in a study conducted by Amirian, et al. (2008), the move called 'Finding' was obligatory. With the high frequency of Moves 4 and 2, it can be noted that these moves are substantial rhetorical moves in RAs discussion section.

Move 7 (Deductions from research) in both corpora contained least occurrence. Move 7 Step 1 contained 1 occurrence, Move 7 Step 2 contained 2, and 1 occurrence for Step 3 (Drawing Pedagogic implications). However, for the Educational Leadership corpus, only Move 7, Step 1 (making suggestions) contained only 1 occurrence.

This is contrary to the study of some previous research studies in which employment of such step varied in frequency. For example, in health science, its frequency was 53 and 33% in the biochemistry corpus (Kanoksilapatham, 2005) and 46% in her subsequent study (Kanoksilapatham, 2007). It occurred at a frequency of 57% in a computer science corpus (Posteguillo, 1999) and 40% in English Medical Discussions in ElMalik and Nesis's (2008) study. On the other hand, in soft science, the frequency of this step in Applied Linguistics discussions was 70% in an English corpus (Amirian et al., 2008) and 70% in Language and Linguistics discussions in Peacock's (2002) study. In short, the results of the previous research indicate that authors in the social sciences are more likely to recommend potential research directions more frequently than those in the heart sciences. This reflects the existence of Disciplinary Variation.

On the other hand, the research of the conclusion section of Applied Linguistics and Educational Leadership corpora in the present study have similarities and differences in terms of move occurrence and move structure. Move 1 (summarizing the study) was a conventional move in both sets of data. This finding is in consonance with that found in Morales' (2012) study in which Move 1

was employed at a frequency of 75 and 100% in the Filipino and Japanese corpora respectively. This is in consonance of the study of Moritz, et al. (2008), Move 1 was the least frequent move. It is likely to be noticed that although the corpus of both Moritz et al.'s (2008) study and Morales' (2012) study were from the field of applied linguistics the results of Moritz et al.'s (2008) study were significantly different. This shows the presence of rhetorical variations within the discipline.

The differences between the two corpora were the frequency of Move 2 (evaluating the study) and Move 3 (deductions from the research). Though the move of both data sets were the same, it varies from the steps of Move 2 in both sets of data. Move 2 Step 1 in Applied Linguistic corpora contained 5 of 15, while the Educational Leadership Move, 2 Step 1 has 2 of 15. Move 2, Step 2 in Applied Linguistics contained 6 of 15 and Educational Leadership contained 5 of 15. In Moritz et al.'s (2008) study, this particular move was the third most frequent move. Also in comparative study conducted by Morales (2012). Move 2 was an obligatory move, in which Step 1 (Indicating significance/advantages) was the frequent step (accounting for 100%) used by Filipino authors. The other two steps (Step 2: indicating limitations and Step 3: Evaluating methods) were commonly used by Japanese authors. Accounting for 63 and 50% respectively.

From the results, it could be inferred that there were evaluations however, these were placed in other sections of research. So, in other words there may be certain factors affecting the authors in writing and indicating significance and limitations of the study or evaluating the study as stated by some scholars (Jogthong, 2001; Kanoksilapatham, 2007). In addition, the scholars believe that writing includes the use of argumentative and evaluative skills. According to them, writing may affect one's communication norms, modesty, and humility may to some extent, have an influence to the non- native speaker. From these findings (previous research studies and the present study). It can be observed that when writing research articles, students or experienced writers need to be aware of the importance of evaluating their studies and contextualizing the findings of their research with reference to the existing knowledge in the field. So that the research may not only be more interesting, however may also be possibly considered for publication by well-known journals worldwide.

The frequency of Move 3 (Deduction from research) in Applied Linguistics was only five compared to Educational Leadership in which there was no occurrence on the said move. Compared to Morales' (2012) findings, the frequency of this move was relatively high, He found that both Step 1 (recommending further research) and Step 2 (drawing pedagogic implications) were extensively used to realize Move 3. In the same way, In Yang and Allison's

(2003) study, Move 3 was substantial move which was mainly realized by Step 2. This implies that deduction from the study (Move 3) is an important move in the conclusion sections of research in all disciplines. The difference in terms of the moves employed in the two sets of data can be used to raise the graduate students who are currently writing their dissertations' awareness of the structure/move of research articles and it may also be used to provide a practical guide for those who aim to publish in scholarly international academic journals.

The most important noticeable between the proposed model (Yang & Allison's, 2003) and the present study was the cyclicity Move 1 (summarizing the results). Yang and Allison's (2003) study found that Move 1 was the most cyclical move; which is also true in the present study, Applied Linguistics move occurrence in Move 1 was 12 of 15 (80%-conventional), while Educational Leadership corpus was 15 of 15 (100%-obligatory). The Educational Leadership authors are likely to provide deductions from research, recommending further research and drawing pedagogic implications from the study. This means that only Move 1 and Move 2 were sometimes reiterated in the move sequences, such as M1-M2-M3, M1-M2, M1-M2-M3 structures, where the structures are in the form of these two moves (Move 1 and Move 2) which occur alternatively.

Based from the results of the study, important implications can be drawn. Pedagogically, integrating the research article genre in the curriculum would be a practical option to language teachers. For example, to accomplish academic writing learners/graduate students need to be made aware of the relevance of the rhetorical moves and they should be encouraged or instructed to see the complexities and relationships among functions and language usage. It is expected that the findings will assist the graduate students as well as the writer specifically those who are encourage to publish international journals. As Sheldon (2011) pointed out, when writing a research article, writers need to contextualize their studies to wider audiences. Understanding the rhetorical move structure of research articles, particularly the discussion section which functions mainly to highlight and generalize research findings to the public, will enable novice writers to organize their work accurately which lead to an increased chances of being accepted. The template also provides a foundation for less experienced authors to write in such a manner that conforms to the conventions or expectations of the discourse community (Kanoksilapatham, 2007).

Likewise, in the conclusion section the present study attempts to compare the rhetorical moves of RA conclusion sections of doctoral dissertations. The results revealed that the three move proposed by Yang and Allison (2001) were employed in two data sets. However, with different frequency of occurrence.

Move 1 (summarizing the study) was the most frequent move in both sets of data. So it is considered as conventional move. The frequency of Move 2 (evaluating the study) of both sets of data have the same occurrence while Move 3 (deduction from research) in Applied Linguistics has five or 33% move occurrence compared to Educational Leadership with none occurrence on the said move.

In the present study, the rhetorical move structures of discussion and conclusion sections of Applied Linguistics and Educational Leadership are analyzed. Therefore, further research should compare the rhetorical move structure of discussion and conclusion sections written by the same writers published in both local and international contexts. With this suggestion, we may obtain explicit evidence on what are the influential factors that might contribute to the rhetorical strategies adopted by a particular writer when writing and publishing in different published environment.

A pedagogical suggestion, based on the study, would be that academic instructors and professors in research should teach their graduate students about the rhetorical move structure not only the discussion and conclusion sections but the conventional sections (IMRAD) as well. They should also overtly tell their graduate students the relevance of such moves and that following the correct structure would encourage graduate students to publish their work in international publication.

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### **A Tracer Study on the Employability Status of the University of the Immaculate Conception Accountancy Graduates: Implication of their Academic Training**

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#### ABSTRACT

The primary goal of the University of the Immaculate Conception is to produce competent graduates who can help transform the society. The competence of the UIC graduates could be manifested in their employability mainly on their field of expertise. Hence, this research was designed to gather information on the employability of the UIC's Accountancy graduates. The survey was conducted in a nationwide scope using the social media network like Facebook, personal distribution, and short messaging approaches. Results show that 75% of the respondents are Certified Public Accountants; 79% was employed with 26% landing on their first job in less than a month after submitting their application; and a majority (56%) is employed with the commerce and industry sector. The primary reason of changing job is for economic – better salary scale. On the other hand, the abilities identified by the respondents useful in their job include: the skills on entrepreneurial, human resource, communication, critical thinking, information technology and problem-solving.

**KEYWORDS:** Accountancy, tracer study, employability, descriptive survey, Davao City, Philippines

## INTRODUCTION

The growth of a country will depend primarily on the quality of workers or human resources of the different sectors of the economy (de Ocampo and Banzuela, 2009). Apparently, according to Mc Dowell (2002) the issue of quality in any sector can be attributed to the quality of training, education and professional development.

According to UN statistics, there are over 1 billion young people in 2000, which accounts for 20% of the total world population. 85% are living in developing countries, of which 60% are located in Asia. 100 million of these youths are enrolled in university-level education. Despite the fact that young people appear to be receiving more and better education, youth unemployment has increased steadily since 1993 (ILO, 2006). Global youth unemployment rate has been sticky and remained at its crisis since 2009. By 2015, the total number of young Filipinos is expected to rise to 61 million; 28 million will be of working age, further boosting the supply of young people in the market (ILO, 2013).

The Philippines also faces the same problems of high unemployment and underemployment rates. The unemployment rate in the Philippines as of 2012 was 7% and 21% of these are college graduates (Bureau of Labor & Employment Statistics, Philippines, 2012). In a study done by De Ocampo (2009), it was found out that most young people prefer the security of tenure in a job through the employment route, at least shortly after graduation. Fresh college graduates today, who are seeking gainful employment to compete for jobs, are not growing at the same pace with the demand from the industry for their services. The Philippine education system produces more and more college graduates with various professional disciplines such as commerce, engineering, health, sciences and law yet jobs are not readily available for these graduates (Albert, 2014). According to Senior Research Fellow of NSCB Jose Albert “while it is easy to label these cases as job mismatch, but the reality may be far complex especially since there are now more and more jobs that actually accept graduates from all sorts of disciplines.”

Filipinos have a deep regard for education. Dolan (n.d.) had observed that Filipinos view education as a primary avenue for upward social and economic mobility and the major sources of knowledge are the schools. He further observed that the higher a person achieve on the formal educational ladder, the more he/she attains knowledge and expectedly acquires more employment opportunities. In addition, according to Work-search Information Network although education makes an individual become eligible to apply for a job one must exhibit a mix of

skills to be successful at the job. These employability skills are divided into three skill sets: basic academic skills, critical thinking skills and personal qualities.

Employers require prospective employees to be well rounded and with employability skills relevant to their businesses. Education has become a major criterion for employment eligibility. It is expected of every graduate of higher education to be equipped with all that is needed to be employed and ultimately attain the fulfillment of their dreams. Verona (2005) said that it is the task of the different colleges and universities to train the human resources of the country with appropriate and relevant knowledge, skills and attitudes in order for these people to become useful, productive and gainfully employed members of society. Verona further stressed that investments in education would be a waste if manpower resources do not match with the industry's needs and demands.

The University of the Immaculate Conception (UIC) (previously called the Immaculate Conception College) started offering a business course called Collegiate Secretarial Course in July of 1950. This became the Associate in Commercial Science, a two-year collegiate course, in June 11, 1956. Five years later, in June 1961, this was offered as a four-year course known as Bachelor of Science in Commerce (BSC) with majors in Accounting, Marketing and Management. BSC major in Accounting is a licensure course where a national board examination is administered by the Professional Regulation Commission. The graduate, after taking and passing the examination will earn the title Certified Public Accountant (CPA). The Commission on Higher Education (CHED), in its Memorandum Circular (CMO) 009 Series of 1991 dated June 20, 1991 has mandated that the Bachelor of Science in Commerce, major in Accounting be changed to Bachelor of Science in Accountancy (BSA) effective School Year (SY) 1991-1992. From SY 1994-1995 up to SY 2012-2013, UIC has already produced 634 graduates and two topnotchers. For the five year period covered in this study – SY 2008-2009 to SY 2012-2013 out of 75 accountancy graduates, 55 or 73.3% successfully passed the CPA Licensure Examination one of whom was a ninth placer.

For more than two decades of producing BSA graduates, no research was made to map out their employability. Thus, this study is conducted to track down the graduates of the university's BSA program and to determine which skills these graduates have learned in college that they find very useful in their workplace. Moreover, this endeavor is in response to the challenge of the Commission on Higher Education to document the professional endeavors of the graduates of any academic program.

This study will serve as a feedback mechanism for the university to come

up with a more productive, competitive and effective business program for the students. In addition, this study will be the university's response to the call of CHED for Higher Education Institutions (HEIs) to conduct tracer studies.

### Theoretical Framework

The study is anchored on two curriculum theories – Big Bulk Theory and Transformation Theory made popular by Doll in 1996 as cited by Melina (2001) in her study about the relevance and effectiveness of general education curriculum among Higher Education Institutions in Cavite, Laguna, Batangas, Rizal, Quezon (CALABARZON) area. According to the Big Bulk Theory, one of the major purposes of a school is to hone the youth, especially the college students to be competent and productive. The curriculum therefore, of every academic institution must be geared towards the skill development of the students to prepare them to be competent workers in their respective field of expertise. The Transformation Theory which is also termed as Restructuring Theory focuses on the exposure of students to varied learning situations leading to authentic learning experiences. In this manner, graduates will be ready to combat challenges in life after college.

**Objectives of the Study.** This study aimed to gather information on the employability of the UIC's BSA graduates. Specifically, it intended to attain the following specific objectives: 1) to determine the profile – sex, civil status, residence and further studies of the respondents; 2) to present the respondents' CPA board examination data; 3) to document the respondents' employment data in line with employment rate, job information, waiting time prior to employment, means of finding their job, reasons of staying in their job, sectors of their employment, reasons of changing job and period of staying with the first job; 4) to identify the skills useful in the respondents' first job; and 5) to present the evaluation rating of the respondents on the ABA Program, Faculty, Facilities and Student Services.

### METHOD

The study used the descriptive survey design as it described the employment-related information of the respondents. The survey was conducted in a nationwide scope using the social media network like Facebook. It also employed the personal distribution, telephone brigade and short messaging approaches in prospecting respondents. The data gathering was intensified through the assistance of enrolled undergraduate students who have relatives and friends who are BSA graduates of UIC.

The data gathering tool consists of questions for the employed, not employed and never employed and those who opted for self-employment. The tool is a six page questionnaire comprised of 36 mostly close-ended questions. The questionnaire was adopted from the CHED Tracer Questionnaire but was modified to fit with the respondents.

The official list of the graduates was taken from the records of the Dean of the Accountancy & Business Administration Program. A total enumeration of 75 graduates was targeted, however only 54 participated in the survey. The respondents included only those BSA graduates of UIC from March, 2009 to March, 2013.

### RESULTS AND DISCUSSION

#### Profile of the Respondents

Of the 54 graduates who have been traced, 98% (53) were single and 2% (1) was married, 39% (21) were males and 61% (33) were females. 83% or 45 came from the cities/provinces outside Davao City and only 17% from Davao City (Table 1).

It is notable that 17% (9) of the respondents have pursued Graduate studies (Figure 2). They have revealed the following reasons of pursuing graduate studies: for professional development, for better employment opportunities and for promotion. On the other hand, the primary reason why only 17% of the Accountancy graduates from 2009 to 2013 took up further studies is due to adjustment to their jobs since most of them were hired for professional, technical or supervisory positions right after they passed the board examination. Another reason is attributed to the job assignments outside the city, hence, the difficulty of commuting.

Table 1. Profile of the respondents

Social status	Frequency	Percentage
Single	53	98
Married	1	2
Sex		
Males	21	39
Females	33	61
Permanent Address		
Davao City	45	83
Outside Davao City	9	17

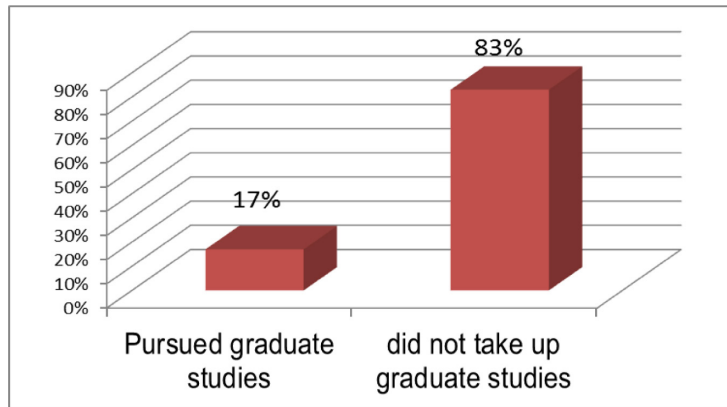


Figure 2. Data on further studies

**CPA Board Examination Data**

As to the CPA board examination data, as shown in Figure 3, 76% (41) of them had taken and passed the CPA Board Examination, 6% (3) took the examination but did not pass and 19% (10) had not taken the CPA Board. This result showed the very good performance of the BSA course of the university since out of 44 respondents who took the Board examination for the past five years, only three (3) did not pass. Moreover, most of the 10 respondents who had not taken the board examination were actually having their review classes for the CPA Board examination during the survey for this study.

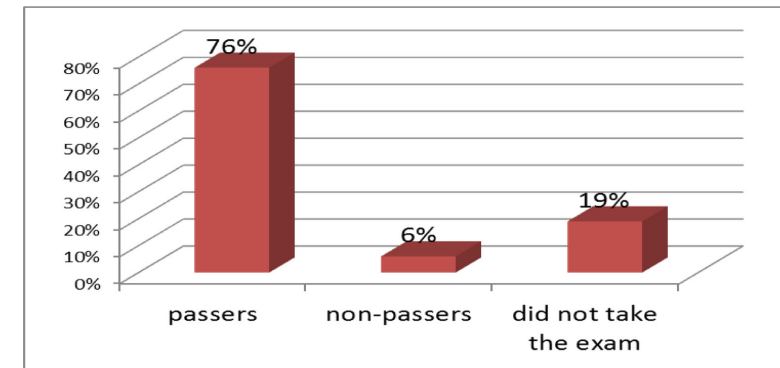


Figure 3. Board examination data

**Reasons for Taking up Accountancy Course**

The number one reason for choosing Accountancy was for better employment opportunities. Second, they were influenced by parents and relatives. Third reason was due to their good grades in high school. Fourth was their expectation of better compensation. Fifth was due to their good grades in the subject area. Sixth, they were influenced by their peers. The last was becoming a CPA as a childhood dream. The outcome of this question could be interpreted that the Accountancy graduates were looking forward as employees of the different industries with better opportunities and compensation as compared to graduates of other courses.

**Employment Data**

As shown in Figure 4, out of the 54 respondents, 79% (43) were employed, 13% (7) were not employed (undergoing CPA review classes when the survey was conducted). 6% (3) indicated they were never employed due to family concern, enrolled at Law school or due to health reasons and 2% (1) engaged in business. This finding could mean that there was really no employment problem on the university’s Accountancy graduates as most of them were immediately employed after passing the Board Exam, except those who were reviewing for the CPA Board Exam, those who took up Law, and with family problem. 82% (35) of these employed respondents were regular/permanent employees, 9% (4) on temporary

employment, 7% (3) on contractual and 2% (1) on casual employment. Lack of experience and relevant skills are the specific barriers to entry in the youth school-to-work transition (ILO, 2013). This barrier may not be necessarily true with regards to the UIC accountancy graduates covered by this tracer study.

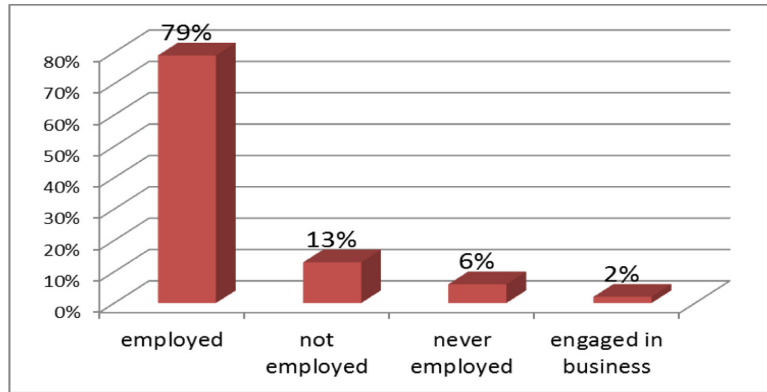


Figure 4. Employment data

As regard to the item on whether their current employment was their first job, 48% (26) of the respondents answered Yes while 51% (28) answered No. Among the 43 who were employed the job positions the respondents had for their first job were 56% (24) for professional, technical or supervisory positions and 44% (19) for rank and file or clerical position (Table 2). This result is very encouraging considering that all the respondents graduated in college five years and below and yet most of them were already on regular/permanent status and holding professional, technical or supervisory position, a feat not common to other courses.

Table 2. Job information

First job?	Frequency	Percentage
Yes	26	48
No	28	52
Job Assignment		
Professional/Technical/Supervisory	24	56
Rank and file	19	44

As to the waiting time before they land on their first job after graduating in college, 26% (11) answered in less than a month, 26% (11) in one to six months, 37% (16) in 7 to 12 months, 9% (4) in one year to less than two years and 2% (1) in 2 years to less than three years (Figure 5). This is again a very inspiring accomplishment of the Accountancy graduates as most of them were immediately hired in less than one year after graduation. This result implies that UIC Accountancy graduates are really employable since in a survey done by Asian Development Bank in Manila and Cebu in 2008, it takes a college graduate 1 year to find a first job and up to 2 years to find a permanent job.

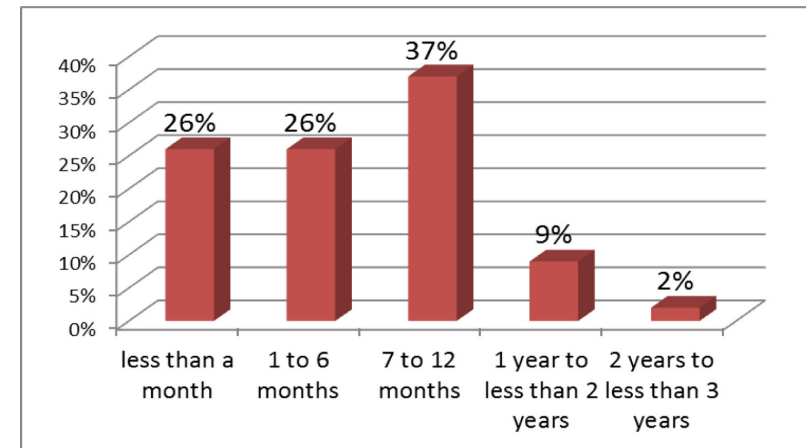


Figure 5. Waiting time prior to employment

As to how these respondents got their first job, 45% (19) answered as walk-in applicants, 32% (14) were recommended by someone, 12% (5) were introduced by friends, 2% (1) was arranged by school job placement office, 2% (1) respondent got through an advertisement and 7% (3) got from other means. This data could be construed that there is indeed a great demand for Accountancy graduates as they were hired mostly as walk-in applicants or just recommended by someone.

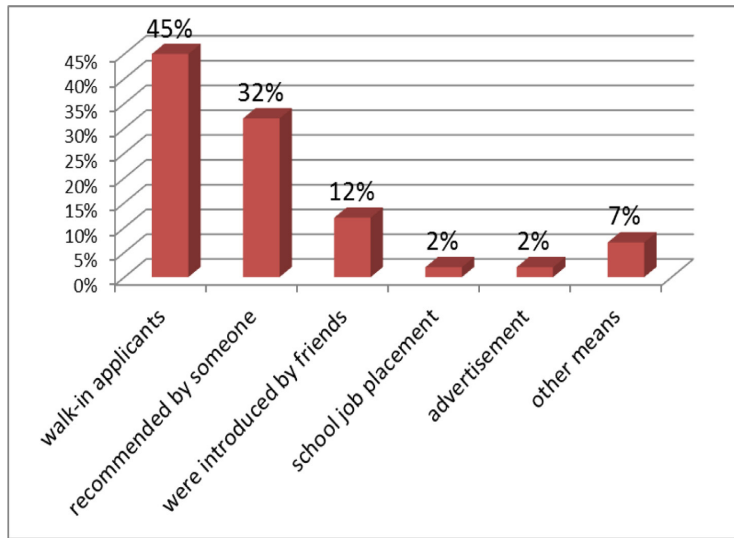


Figure 6. Means of finding their first job

The reasons of staying on their first job are shown in Figure 7. Twenty four (11) found their career as challenging, 24% (11) thought that their job was related to the course they had taken, 20% (9) believed that their job was related to their special skills, 13% (6) answered due to family influence, 7% (3) because of the proximity of their place of work to their residence, 4% (2) due peer influence, 4% (2) due to better salaries and benefits offered by their companies and 2% (1) due to other reasons.

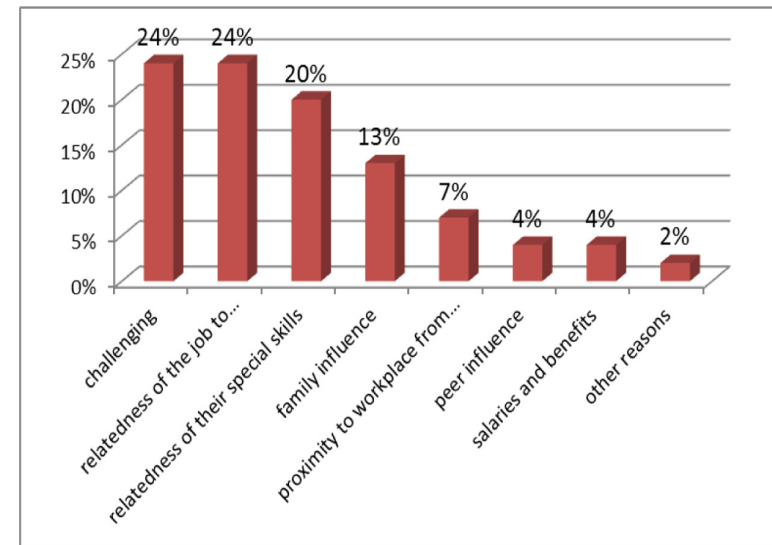


Figure 7. Reasons of staying on the job

The study also dealt with the respondents' employment in the different sectors of the accountancy profession where these BSA graduates are employed. As shown in Figure 8, 56% (24) worked with the commerce and industry sector, 21% (9) with the government, 18% (8) are in public practice and 5% (2) with the education sector. This data implies that Accountancy Graduates of UIC are more in demand in the commerce and industry sector and with the government sector. Only few of them worked in auditing and accounting firms as well as with the academic institution.

Most of the respondents also indicated that their first job was related to BS Accountancy course taken up in college 95% (41), and 5% (2) responded that their first job was not related to BS Accountancy.

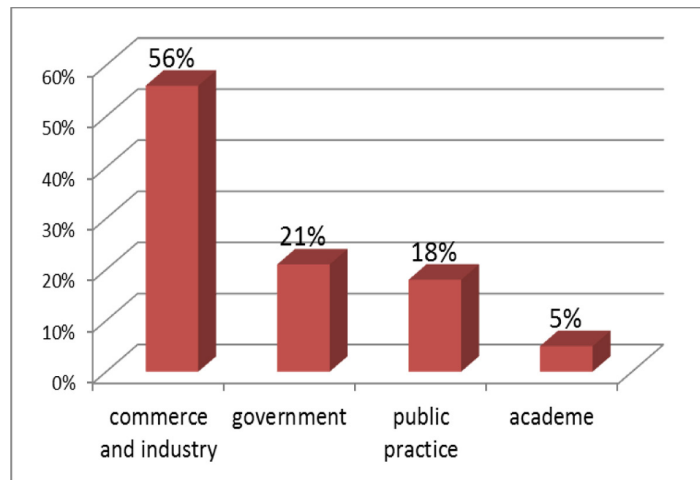


Figure 8. Sectors where respondents are employed

For those who changed jobs, most popular reasons why they left their first job were: for better salaries and wages 46% (10), 31% (7) for career challenge, 8% (2) for relatedness to their special skills, 5% (1) to be near to their residence and 10% (2) had other reasons such as expiration of contract and ministry (Figure 9). Likewise, when they were asked as to their job level position, majority or 62% (14) of those who changed jobs had professional, technical or supervisory positions, 32% (7) had rank and file or clerical positions and 3% (1) held managerial position.

As to how long they stayed with their first job before moving to their current job, 5% (1) answered less than a month, 36% (8) from one month to six (6) months, 8% (2) from seven (7) months to 11 months, 32% (7) from one to two years, 14% (3) from two to less than three years, and 5% (1) from three years to less than four years (Figure 10).

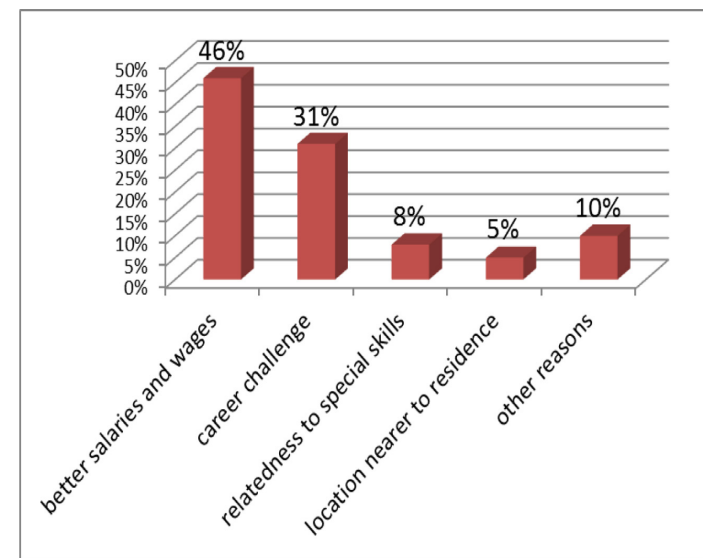


Figure 9. Reasons of changing job

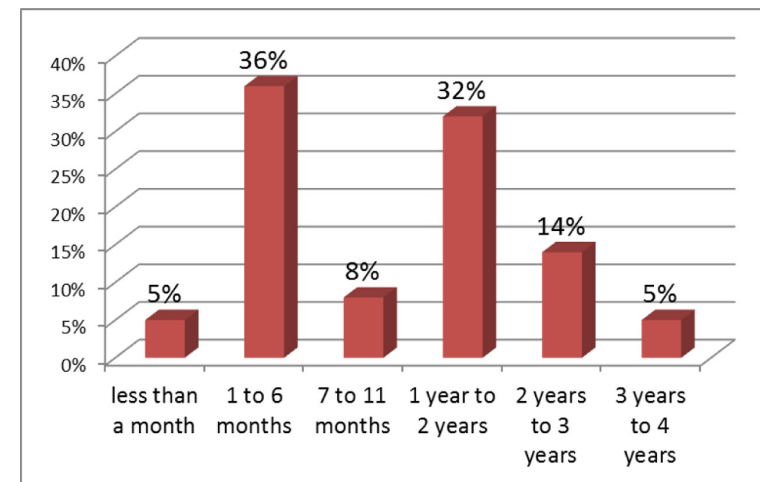


Figure 10. Period of staying with the first job

### Skills Useful in their Job

The skills acquired in college that the participants found useful in their work are ranked as follows: the entrepreneurial skills, human resource skills, communication skills, critical thinking skills, information technology skills and problem solving skills. The result of the survey could be interpreted that the Accountancy graduates applied some of the above-mentioned skills majority of the times in their actual workplace. The problem-solving skills of the participants may not be of use considering of the lower rank positions they have in their work place.

Apparently, entrepreneur is the aggressive catalyst for change in the world of business. Chief among the characteristics of an entrepreneur are personal initiative, the ability to consolidate resources, management skills, a desire for autonomy and risk-taking. Other characteristics are aggressiveness, competitiveness, goal-oriented behaviour, confidence, intuitiveness, reality-based actions, the ability to learn from mistakes, and the ability to employ human relations skills (Kuratko, 2012).

### Evaluation on Administration, ABA Program, Faculty, Facilities and Student Services

To improve the services of the school in the future, the respondents were also asked to rate the performance of the different services of the school. Most of the Accountancy graduates (59%) rated the performance of the administration as satisfactory, while 39% rated it very satisfactory, and only 2% rated it excellent. The performance of the ABA Program was rated satisfactory by 52% of the respondents, and very satisfactory and excellent respectively by 44% and 4% of the respondents. The performance of the faculty was rated very satisfactory, satisfactory, and excellent by 54%, 40%, and 6%, respectively by the respondents. Of the respondents, 60% rated the school facilities satisfactory while 32% and 2% rated them very satisfactory and excellent. As for the student services, 65%, 29%, 2%, and 4% of the respondents found them very satisfactory, satisfactory, excellent, and poor, respectively (table 3).

Table 3. Performance rating of the administration, ABA program, faculty, facilities, and student services by the respondents

Aspect	Frequency	Percentage (%)
<b>Administration</b>		
satisfactory	32	59
very satisfactory	21	39
excellent	1	2
<b>ABA Program</b>		
satisfactory	28	52
very satisfactory	24	44
excellent	2	4
<b>Faculty</b>		
satisfactory	22	40
very satisfactory	29	54
excellent	3	6
<b>School facilities</b>		
Poor	3	6
satisfactory	32	60
very satisfactory	17	32
excellent	1	2
<b>Student services</b>		
Poor	2	4
satisfactory	35	65
very satisfactory	16	29
excellent	1	2

The results of the study imply that graduates of the University of the Immaculate Conception were more likely to pass the CPA Board Examination and are highly employable as they were mostly employed with the various sectors especially with the Commerce and Industry and with the government sector. Only 18% were in public practice and 5% with the academe. Moreover, most of them despite of newly passing the board examination were offered technical or supervisory position. As to the BS Accountancy curriculum, most of the respondents find the curriculum relevant to their job.

On the basis of the findings emerging from this study it could be concluded that the Accountancy curriculum of the school was relevant to the current

employment requirements of the Accountancy graduates; that there was no problem for the graduates to find employment after graduation; their academic trainings particularly on entrepreneurial skills, technology skills and human relations skills were applied in their work, and that most of the graduates were fairly satisfied with the different services provided by the school while they were still in UIC.

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### **Cross-Cultural Adaptation Efforts of International Students in Relation to their Academic Achievement**

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#### ABSTRACT

Higher Education Institutions nowadays are faced with many challenges from the external environment. These challenges include but not limited to intercultural learning. Thus, the increasing numbers of international students enrolled in the University of the Immaculate Conception had inspired the researcher to explore their cross-cultural adaptation in this university. This study employed a descriptive correlation research design in which it tries to describe the level of cross-cultural adaptations and the academic achievement of foreign students. It also tries to determine whether the level of cross-cultural adaptation of foreign students had affected their academic achievement. The study was conducted among foreign students enrolled in the University of the Immaculate Conception for school year 2014-2015. The data was gathered through survey using a self-constructed questionnaire and interview of the participants. The statistical tools used in the study were t-test, ANOVA, and Pearson Product Moment Correlation. Results indicated that the level of cross-cultural adaptation such as language proficiency, study habits, and personal characteristics does not play any role in the adaptation of International students in terms of sex, nationality and length of residence. However, when cross-cultural adaptation is analyzed according to age, there is a significant difference in the level of cross-cultural adaptation specifically in the educational background. Data also revealed that there is a relationship between the level of cross-cultural adaptation efforts and the academic achievement of the foreign students. It was also found that there is a substantial correlation between the study habits of foreign students.

**KEYWORDS:** Education, cross-cultural adaptation, international students, academic achievement, Davao City, Philippines

## INTRODUCTION

Learning and living in foreign countries is exciting and interesting. This is so because experiences are challenging particularly those that are relating to academics, social and emotional adjustments. According to Ward, Brochner and Furnham (2001), most of the problems that arise among foreign students are differing language, interpersonal communication and cultural distance of the communication patterns. Moreover, Ilias and Mustaffa (2013) also mentioned that the academic style, environment, socio-cultural factors, emotions, communication apprehension, and sense of belonging to their universities are also factors affecting adjustments of foreign students.

In the research conducted by Mehdizadeh and Scott (2005) they mentioned that the closer the culture of the student to the host community the easier the adjustment will be. Not only that, while studying they have to try as well to make adjustments in new places and new schools including the teacher-student interaction, classroom culture, teacher expectation and other concepts related to teaching and learning (Ward, Bochner & Furnham, 2001).

Accordingly, no matter how well the international students' offices prepare the incoming students before their arrival, still they are bound to experience some kind of culture shock and, as a result, they find ways to adapt and survive (Yusliza, Yusoff & Shakar, 2010). But institutions cannot just admit foreign students and expect them to adjust to life in a new country and educational system without any appropriate support and programming (Andrade, 2006). However Andrade (2006) stated that even though adverse incidents provoked feelings of embarrassment, frustrations, disappointments, and boredom, international students respond with constructive behavior. To encourage intercultural learning, the interaction of international and domestic students in educational activities is necessary (Zhao et al. 2005). Andrade (2006) also pointed out that for suitable programming and services be developed, an understanding of adjustment is needed.

The study is anchored on the Integrative Theory of Communication and Cross-Cultural Adaptation of Young Yun Kim (2007) which says that humans have an intrinsic motivation to adapt and grow. It is also a process in and through which an individual achieves an increasing level of psychological and functional fitness with respect to the receiving environment. Further, the theory also emphasized that adaptation can be done through communication but the process involved is complex and dynamic. Cross-cultural adaptation requires one to learn and unlearn since a stranger's cultural identity are placed in the backdrop of

the general forces of the host culture. In most cases, the experience of learning and unlearning puts a stranger at least in a state of disequilibrium. But ones an individual undergo a progression of change some of the old practices and habits are replaced by new one.

Thus, this study aims to determine the level of cross-cultural adaptation of foreign students studying in UIC. It also attempted to determine the relationship between the level of cross-cultural adaptation efforts of International students and their academic achievement. Interpreting their level of adaptation and academic achievement will enable the school to design programs and services to assist and guide them while they stay and study in the university.

## METHOD

This study employed a descriptive-correlation research design. The study is descriptive since it tries to determine and describe the level of cross cultural adaptations and the academic achievement of foreign students. At the same time it is also correlational since it determines whether the level of cross cultural adaptation of foreign students relates their academic achievement.

The study was conducted among foreign students enrolled at the University of the Immaculate Conception for the school year 2014-2015. The respondents were International students who had already experienced to have their schooling in their origin country and had the chance to continue their education in the Philippines specifically in the University of the Immaculate Conception. There were about twenty-five foreign students enrolled in UIC and they were believed to have some degree of readiness and skills that will enable them to adjust to the new set of patterns of life, new environment and social expectations.

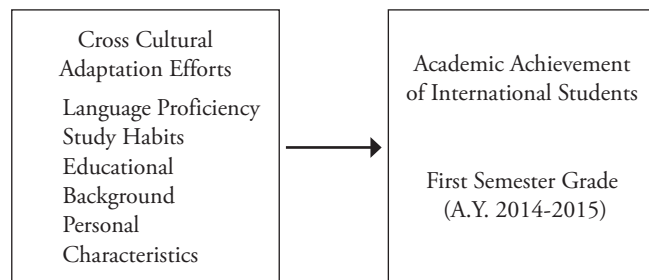
All foreign students enrolled in UIC were considered as the respondents. The data was gathered using a self-constructed questionnaire as the main instrument of the study. An interview was also conducted for the enrichment of the study. The said questionnaire consisted of two parts specifically: Part I is about the demographic information of the respondents and Part II is the level of cross-cultural adaptation of the foreign students. The said questions were answered using the following response options: 5-Always; 4-Often; 3-Sometimes; 2-Seldom; 1-Never. The questionnaire aimed to determine the level of cross-cultural adaptation efforts of foreign students studying in UIC. Further, an analysis of the differences of the level of cross cultural adaptation and the academic achievement was performed. The questionnaire was validated

by the experts and pilot tested with a reliability index of .869 Cronbach alpha. Lastly, the academic achievement of the foreign students was measured using their grade point average of the first-semester school year 2014-2015.

A request for permission to conduct the study was prepared and addressed to the Dean of College. The questionnaire was distributed to the identified respondents in the University. It was collected, collated and analyzed. Respondents were assured of the confidentiality of the data gathered. Data generated from the questionnaires was treated using various statistical tools, namely: t-test, ANOVA, and Pearson Product Moment Correlation.

In interpreting the descriptive rating of the responses of the foreign students, these are the following mean range and interpretation: 4.20-5.00 (Very High) which means that the actions are manifested always in the efforts of International students for cross-cultural adaptation, 3.40-4.19 (High) in which the actions are often manifested in the efforts of International students for cross-cultural adaptation, 2.60-3.39 (Moderate) the actions are manifested sometimes in the efforts of International students for cross-cultural adaptation, 1.80-2.59 (Low) the actions are seldom manifested in the efforts of International students for cross-cultural adaptation, and 1.00-1.79 (Very Low) which means that the actions were never manifested in the efforts of International students for cross-cultural adaptation.

### Conceptual Framework



**Objectives of the Study.** This study examines the factors affecting the adaptation of International students in relation to their academic achievements. Specifically, it inquires about their demographic profiles (age, sex, nationality and length of residence), their level of cross-cultural adaptation of International Students (language proficiency, study habits, educational background and personal characteristics), the level of Academic Achievement of the Foreign Students and how foreign students view their academic experiences with respect to their struggle to adapt culturally. Moreover, significance of the difference in the Level of Cross-Cultural Adaptation of the Foreign Students, and their level of academic Achievement of the Foreign students according to profile was sought. Also, significance of relationship was sought between the level of cross-cultural adaptation efforts and the academic achievement of the Foreign Students.

### RESULTS AND DISCUSSION

The respondents of the study were the Foreign Students currently enrolled in the University of the Immaculate Conception school year 2014-2015. Table 1 presents the demographic profile of the respondents. As reflected in this table, out of 21 foreign students, nine (42.9%) of them were at the age of 20-22. Fifty seven point one percent of the respondents are male. It was also noted that 15 (71.4%) of them were Filipino-American. There were seven nationalities among the International students and they were divided into two groups namely the Fil-Asian and Fil-American. Majority were Fil-American wherein they are the International students who were blooded with an American, German, British and Canadian. On the other hand, under the group of Fil-Asian were Korean, Chinese, Iranian, and Lebanese. Furthermore, there were around 12 or 57.1% of them have stayed in the Philippines for about 6 years and up. Data reveals that the respondents are varied in terms of age, gender, nationality and length of residence in the Philippines.

Table 1. Demographic profile of respondents

	Frequency	Percentage
<b>Age</b>		
17-19	8	38.1
20-22	9	42.9
23 and up	4	19.0
Total	21	100
<b>Sex</b>		
Male	12	57.1
Female	9	42.9
Total	21	100
<b>Nationality</b>		
Fil- Asian (Korean, Chinese, Iranian, and Lebanese)	6	28.6
Fil-American (American, German, British and Canadian)	15	71.4
Total	21	100
<b>Length of Residence</b>		
3 months to 1 year	4	19.0
2 to 3 years	2	9.5
4 to 5 years	3	14.3
6 years and up	12	57.1
Total	21	100

Table 2 shows that the foreign students' cross-cultural adaptation in terms of language proficiency is very high (4.45). This means that the actions are always manifested in the efforts of foreign students for cross-cultural adaptation. Language proficiency skills refer to a person's ability to use a language for a variety of purposes, including speaking, listening, reading, and writing (Office of superintendent of Public Instruction, n.d). They understand and interpret the lesson with ease because they used English as medium of communication (4.38), interpret written English Languages and Symbols with understanding and fluency (4.42) and engage in written English communication easily (4.42). Data also reveal that a high level of adaptation is evident on the items communicate and share information, concepts and ideas in English class (4.09) and engage in oral communication using English Language both inside and outside the class

(4.04). Based on the interview, students whose native language is not English exhibit a good preparation when it comes to learning the language, they even used English as medium of communication at home. According to Coetzee (2004), the adaptation of English as the medium of instruction has been getting across-the-board for higher education landscape worldwide. The outcome of which is connected to the adaptation level of the foreign students studying their courses since use of English language continues to increase (Coleman, 2006).

Also, the foreign students exhibited a moderately high level of study habits (3.43), this means that they sometimes manifested the action in the efforts for cross-cultural adaptation. Foreign students sometimes study their lesson in advance (3.00) and at times join in a group study session to discuss concepts and ideas related to the teachings (2.80). But, items such as take down notes to understand the concepts and lessons in the class (4.14), review lessons thoroughly in preparation for exams (3.66) and make sure that the requirements such as projects and assignments are done in advance (3.51) were rated as high. This was proven by Chew (2010) that students learn more during review than they do during initial reading. Moreover, according to the Foreign Students they lack time to study their lesson due to a lot of school requirements and projects. Some study their lesson when there are announced quizzes. According to Bailey & Onwuegbuzie (2010), foreign students tend to have the low level in their study habits because they put their lecture notes away after taking it and never consult them again. This statement was affirmed by the International students in which to them they were just taking down notes but after that they will not bother to scan it again. They just had it but other than that, they don't even mind to read it again for them to review their past discussion. Moreover, according to them they do not aim for high grades, and are not motivated to get better in their academic standing. They are contented with the passing grade given by the teacher. Lee and Wesche (2000) affirmed this statement and stated that international students are satisfied with their academic experiences. Additionally, they also prefer to study alone than with groups. Ngow (2013) stated that most students mix within people from similar backgrounds because they are thinking about the danger of prejudice when they will share their ideas so they prefer to be with individual of the same origins. Findings indicated that this group of students preferred to work alone and who dislike group work (Andrade, 2006). On the contrary, other students study their lessons and make some necessary preparations at least a week before the scheduled exam. They do some advance readings, research and always note taking at least an hour, two or even three hours every day. This group of students believes that study habit is directly proportional to academic

achievement. This is also backed up by the study of Anwar (2013) that an increase in the study habits would also mean an increase in the academic achievement of the students. The student added that to get a better grade you have to be diligent and responsible and never engage in procrastination. This statement proves that in the context of the psychology of learning, the students do really have the motivation to learn because they are always concerned with goals such as aiming a high grade. Furthermore, Andrade (2006) stated that being diligent and responsible would help them to adjust to educational methods. This was also acknowledged in self-regulated learning in which guided by metacognition that in learning an individual has the control to monitor, directs and regulates him/herself toward goals, and self-improvement. The statement mentioned by the students supports the idea that lack of study habits contribute to the poor performance of students in tests and examinations (Ogbodo, 2010).

Further, the cultural adaptation of the Foreign students in terms of educational background is high (3.81). This means that the actions were often manifested in the efforts of International students for cross cultural adaptation. Educational background refers to the knowledge and understanding of the students toward the status and standard of an educational institution. The foreign students orient themselves to the Philippine educational system (3.61), reinforce academic preparation to help cope with academic related activities (3.52), exert effort to understand the school policies to know the duties and responsibilities as a student (3.57), and condition themselves to be acquainted with the course they are taking (4.14). But preparing them to embrace the Filipino culture is rated as very high (4.23). It was affirmed by Tesse, Lamb and Duru-Bellat (2007) that students with better appraisals orient themselves primarily towards the next level. The students find it easy to adjust with the educational system in the Philippines since what they have back home is a little bit tough. According to them, they need to be aware of the standards of the school for them to be easily adjusted to the environment where they are in. Thus, student's awareness tends to yield the confidence of an international student about their performance (Dunning, Heath & Suls, 2004). Furthermore, Kuh (2007) added that in adapting the educational standards a foreign country, preparedness comes to conclusions on the success of the sojourner. But one student expressed that adaptation to the educational activities here in the country is challenging because in their own country learning and school activities are not so complicated. Hence, in self-regulated learning the students believes that the opportunities to take on challenging task, practice their learning, develop a deep understanding of subject matter and exert effort will give rise to academic success (Perry, Phillips & Hutchinson, 2006). Even though

incidents provoked them to be challenged, international students respond with constructive behavior (Andrade, 2006). They approached friends or classmates for assistance particularly on group projects and assignments. This was affirmed by Robertson et al. (2000) that exhibit a willingness to try new ways to become acquainted with peers as an excellent support to the international students. In contrary, one thing that disturbs them is the language used by the teachers in class because sometimes they forgot that they have foreign students. Professors often fail to recognize the complexity of language confronting foreign students and not aware the emotional and psychological problems experienced and identified by international students (Andrade, 2006) such as understanding the host language.

Moreover, the Foreign students' cultural adaption in terms of personal characteristics is high (4.13), this means that the actions were often manifested in the efforts of foreign students for cross-cultural adaptation. The foreign students express effort to understand the culture of the Filipino by being an outgoing person (4.19), share feelings rather than keep it in order to cope with stress (3.90), work best to embrace the Filipino values to integrate oneself in the society (4.00) and response positively to any challenges that are academic-related activities (3.85). But the item socializes oneself to other Filipino student and teacher to be able to adjust to the new environment is rated as very high. The idea that they will now live in the Philippines helps them to cope with and make adjustments. This was affirmed by Social Cognitive Theory (SCT) of Rotter in which the expectancies about environmental cues such as believing that they will now live in the Philippines will help them to adjust and learn from others. However, the students mentioned that this is home and so they have to adjust to the people and the environment. Hence, Rotter pointed out in SCT that the expectancies about living in the Philippines and thinking that this will be their home will more likely reflect individuals' behavior to influence outcomes. This is termed as outcome expectation. They also work best to integrate oneself but are sometimes scared especially if classmates and friends talked things in vernacular since there are still terms to which they do not understand even if they have tutorial sessions concerning Filipino Language before they arrived in the country. Moreover, there are still few who have tutorials every day to learn more about the Filipino language. This was affirmed by Senyshyn et al. (2000) in which international students had identified listening ability and oral communication as being problematic. Thus, the mother particularly taught them the Filipino Language in order for them to cope with the environment quickly. As they started going to school here in the Philippines they associate with classmates and friends to learn the language. The closer the student culture is to that of the host community, the easier the interaction and adjustment will be (Mehdizadeh &

Scott, 2005). These results affirmed that international students who socialize with host national peers report less acculturative stress (Hedrickson, Rosen, & Aune, 2011). Hechenova-Alampay et al. (2002) also indicated that the more interaction international students had, the greater their adjustments. Hence, social support such as friends significantly enhances adaptation (Glass, Gomez & Urza, 2013).

Table 2. Level of cross-cultural adaptation of foreign students

Item	Mean	Interpretation
<b>Language Proficiency</b>		
I communicate and share information, concepts and ideas in my English class.	4.09	High
I understand and interpret our lesson with ease because I used English as my medium for communication.	4.28	Very High
I engage in oral communication using English language both inside and outside the class.	4.04	High
I interpret written English languages and symbols with understanding and fluency.	4.42	Very High
I engage in written English communication with understanding and fluency.	4.42	Very High
Category Mean	4.25	Very High
<b>Study Habits</b>		
I take down notes to understand the concepts and lessons in the class.	4.14	High
I regularly study my lesson in advance.	3.00	Moderately High
I review my lesson thoroughly in preparation for exams.	3.66	High
I usually join in a group study session to discuss concepts and ideas related to the lessons.	2.80	Moderately High
I make sure that the requirements such as projects and assignments are done in advance.	3.51	High
Category Mean	3.43	Moderately High
<b>Educational Background</b>		
I orient myself about the Philippine Educational System to help me with my academic requirements.	3.61	High

I reinforce my academic preparation to help me cope up with the different academic related activities in school.	3.52	High
I exert effort to understand the school policies for me to know my duties and responsibilities as a student.	3.57	High
I condition myself to be acquainted with the course that I am taking with for my assistance.	4.14	High
I prepare myself to embrace the Filipino cultures and values towards learning.	4.23	Very High
Category Mean	3.81	High
<b>Personal Characteristics</b>		
I express effort to understand the culture of the Filipino by being an outgoing person.	4.19	High
I socialize myself to the Filipino student and teacher to be able to adjust to the new environment.	4.71	Very High
I share my feelings rather than to keep them myself so that I can cope with stress.	3.90	High
I work best to embrace the Filipino values for me to integrate myself in the society.	4.00	High
I response positively to any challenges that are academic-related activities.	3.85	High
Category Mean	4.13	High
Over-all Mean	3.91	High

Table 3 shows that personal characteristics have the highest level of significance with .725 and the least would be the study habits with a mean of .294. This shows that they are not statistically significant at .05 level of significance. Thus, there is no significant difference in the level of cross-cultural adaptation of the foreign students when analyzed according to sex. This result was affirmed in the study of Mustaffa and Ilias (2013) that there was no dissimilarity in terms of cross-cultural adjustment for both male and female respondents. Moreover, Dozier (2001) stated that international students may need different types of support but they may not affect on the gender of a sojourner. Proyrzali et al. (2001) also affirm that adjustment factor such as gender had no effect on adjustment.

Table 3. Test for the significance of the difference in the level of cross-cultural adaptation of the foreign students according to sex

Items	Group	Mean	T	Df	Level of significance	Interpretation
Language Proficiency	Male	4.15	.891	19	.384	Not Significant
	Female	4.40				
Study Habits	Male	3.33	1.078	19	.294	Not Significant
	Female	3.57				
Educational Background	Male	3.68	1.034	19	.314	Not Significant
	Female	4.00				
Personal Characteristics	Male	4.10	.357	19	.725	Not Significant
	Female	4.17				
Over-all total	Male	3.81	1.173	19	.255	Not Significant
	Female	4.04				

Table 4 reveals that language proficiency having a significance level of .684, study habits with .461, and personal characteristics with .255 are not statistically significant at .05 level of significance. However, the educational background with .021 is substantially significant in the level of cross-cultural adaptation efforts of foreign students. This means that the language proficiency, study habits and personal characteristics had no significant differences in the level of cross-cultural adaptation of the foreign students when analyzed according to age. Hence, the adaptation towards language proficiency, study habits, and personal characteristics doesn't rely on the age level of international students but on the educational background which may affect the adaptation of foreign students.

Table 4. Test for the significance of the difference in the level of cross-cultural adaptation of the foreign students according to age

Items	Group	Mean	F	Df	Level of significance	Interpretation
Language Proficiency	17-19	4.42	.444	2	.648	Not Significant
	20-22	4.13				
	23 & up	4.20				
Study Habits	17-19	3.55	.809	2	.461	Not Significant
	20-22	3.47				
	23 & up	3.15				
Educational Background	17-19	4.17	4.846	2	.020	Significant
	20-22	3.84				
	23 & up	3.05				
Personal Characteristics	17-19	4.25	1.474	2	.255	Not Significant
	20-22	3.93				
	23 & up	4.35				
Over-all total	17-19	4.10	.258	2	.258	Not Significant
	20-22	3.84				
	23 & up	3.68				

Table 5 shows that language proficiency having a significance level of .628, study habits with .606, educational background with .646, and personal characteristics with .700 are not statistically significant at .05 level of significance. This means that there are no significant differences in the level of cross-cultural adaptation of the foreign students when analyzed according to nationality. Thus, the capacity of a person to adapt the new environment doesn't depend on their nationality. Every individual can adopt and does have the road in working through adversity, changes in everyday life and challenges such as academic-related experiences (This Emotional Life, 2011). In the context of psychology, humans have faculty of social cognition, consisting of a rich collection of dedicated, functionally specialized, interrelated modules, organized to collectively guide thought and behavior with respect to the evolutionarily recurrent adaptive problems by the social world. Moreover, the mind consists of a set of adaptations, designed to solve long-standing adaptive problems human encounters. Hence, whatever situations that an individual may encounter, a human being has an innate capacity for adapting changes or challenges in the social world.

Table 5. Test for the significance of the difference in the level of cross-cultural adaptation of the foreign students according to nationality

Items	Group	Mean	F	Df	Level of significance	Interpretation
Language Proficiency	Fil-Asian	4.36	.492	19	.628	Not Significant
	Fil-American	4.21				
Study Habits	Fil-Asian	3.53	.525	19	.606	Not Significant
	Fil-American	3.40				
Educational Background	Fil-Asian	3.93	.467	19	.646	Not Significant
	Fil-American	3.77				
Personal Characteristics	Fil-Asian	4.07	.391	19	.700	Not Significant
	Fil-American	4.16				
Over-all total	Fil-Asian	3.97	.413	19	.684	Not Significant
	Fil-American	3.88				

Table 6 displays that language proficiency having a significance level of .129, study habits with .237, educational background with .460, and personal characteristics with .221 are not statistically significant at .05 level of significance. This means that there are no significant differences in the level of cross-cultural adaptation of the foreign students when analyzed according to length of residence.

Table 6. Test for the significance of the difference in the level of cross-cultural adaptation of the foreign students according to the length of residence

Items	Group	Mean	F	Df	Level of significance	Interpretation
Language Proficiency	3 months-1yr	4.55	2.170	3	.129	Not Significant
	1-3 yrs	3.30				
	4-5 yrs	4.27				
	6 yrs & up	4.31				
Study Habits	3 months-1yr	3.90	1.553	3	.237	Not Significant
	1-3 yrs	3.40				
	4-5 yrs	3.46				
	6 yrs & up	3.28				
Educational Background	3 months-1yr	3.95	.903	3	.460	Not Significant
	1-3 yrs	3.10				
	4-5 yrs	3.66				
	6 yrs & up	3.93				
Personal Characteristics	3 months-1yr	4.40	1.625	3	.221	Not Significant
	1-3 yrs	3.80				
	4-5 yrs	3.73				
	6 yrs & up	4.00				
Over-all total	3 months-1yr	4.20	1.813	3	.183	Not Significant
	1-3 yrs	3.40				
	4-5 yrs	3.78				
	6 yrs & up	3.93				

Table 7 reveals that academic achievement having a significant level of .097 is not statistically significant at .05 level of significance. This means that there is no significant difference in the level of academic achievement of the foreign students when analyzed according to sex. Another study showed that male and female expatriates felt they were equally able to achieve their adjustment in the host country (Gulick & Herman, 2007).

Table 7. Test for the significance of difference in the level of academic achievement of the foreign students according to sex

Items	Group	Mean	T	Df	Level of significance	Interpretation
Academic Achievement	Male	3.91	1.747	19	.097	Not Significant
	Female	3.00				

Table 8 shows that academic achievement having a significance level of .948 is not statistically significant at .05 level of significance. This means that there is no significant difference in the level of academic achievement of the foreign students when analyzed according to age.

Table 8. Test for the significance of the difference in the level of academic achievement of the foreign students according to age

Items	Group	Mean	F	Df	Level of significance	Interpretation
Academic Achievement	17-19	3.37	.175	4	.948	Not Significant
	20-22	3.77				
	23 & up	3.25				

Table 9 displays that academic achievement having a significance level of .422 is not statistically significant at .05 level of significance. This means that there is no significant difference in the level of academic achievement of the foreign students when analyzed according to nationality.

Table 9. Test for the significance of the difference in the level of academic achievement of the foreign students according to nationality

Items	Group	Mean	F	Df	Level of significance	Interpretation
Academic Achievement	Fil-Asian	3.16	.821	19	.422	Not Significant
	Fil-American	3.66				

Table 10 reveals that academic achievement having a significance level of .214 is not statistically significant at .05 level of significance. This means that there is no significant difference in the level of academic achievement of the foreign students when analyzed according to length of residence.

Table 10. Test for the significance of the difference in the level of academic achievement of the foreign students according to length of residence

Items	Group	Mean	F	Df	Level of significance	Interpretation
Academic Achievement	3 months-1 yr	2.75	1.658	3	.214	Not Significant
	2-3 yrs	2.50				
	4-5 yrs	4.33				
	6 yrs & above	3.75				

Table 11 shows that the average of the International students was 84.3 which imply that the International students were at the fair level of their academic achievement, this means that they passed in their subjects.

Table 11. Level of academic achievement of international students

WPA	Description
84.3	Fair

Table 12 presents the correlation between the level of cross-cultural adaptation and academic achievement of foreign students. Generally the cross-cultural adaptation has a slight correlation (p-.212) with the academic achievement of the foreign students but is not significant. This means that a change in the level of cross cultural adaptation may not be expected from a change in the academic achievement of the foreign students.

Moreover, data reveals that the language proficiency with an r value of .103; educational background with an r value of .173 and personal characteristics with an r value of .155 have a negligible correlation with academic achievement. This means that the attributes have no relationship to the academic achievement of the foreign students. the result also shows that language proficiency with the significance level of .657, educational background with .453 significance level and personal characteristics .503 significance level are not statistically significant at .05 level of significance. This means that there is no significant relationship between the mentioned attributes and the academic achievement of the foreign students. The result of language proficiency is in agreement with the study of Sivaramana (2014) on a group of Engineering students that lack of proficiency in English does not affect their academic performance in the engineering course.

On the other hand, study habits with an r value of .451 have a substantial correlation with the academic achievement of the foreign students. This means that a change in the study habits of the foreign students is expected from a change in their academic achievement. Further, study habits with a significance level of .040 are statistically significant at .05 level of significance. This means that there is a significant relationship between study habits and the academic achievement of the foreign students.

Table 12. Test for the significant relationship between the level of cross cultural adaptation and the academic achievement of the foreign students

Variables	r-value	Degree of Relationship	P-Value	Level of significance
Academic Achievement				
Language Proficiency	.103	Negligible Relationship	.657	Not Significant
Study Habits	.451	Substantial Relationship	.040	Significant
Educational Background	.173	Negligible Relationship	.453	Not Significant
Personal characteristics	.155	Negligible Relationship	.503	Not significant
Overall	.284	Slight Relationship	.212	Not significant

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**Effectiveness of BBC's Documentary Film *Resurrection: A Search for Answers* as a Teaching Material for Christ's Resurrection**

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ABSTRACT

Film documentaries have been used in the classroom for visual imagery and powerful audio which can engage students in ways that lectures in classrooms and textbooks cannot. With students in the classroom belonging to a highly mediatized generation in a highly visual culture, this quasi experimental study sought to determine whether a documentary film could replace or outdo the teacher's traditional lecture in teaching a particular topic in the classroom. A mini experiment was performed on students taking a theology course specifically the topic of Christ's Resurrection. The control group was given the lesson by their teacher using the traditional classroom lecture while the experimental group was exposed to a chosen documentary film produced by BBC entitled, *Resurrection: A Search for Answers* instead of a teachers lecture. The study found that the levels of performance of both the experimental and control group increased from Average to High. Moreover, this investigation found that there is a significant difference in the mean gain scores between the control and experimental groups, in favor of the former. Thus, the students who were supervised through the lecture method performed better as compared to those who were exposed to the chosen documentary film. Lastly, the attitude level of the students exposed to documentaries was established as high.

KEYWORDS: Theology, documentary film, teaching methods, quasi experimental, *Resurrection*, Davao City, Philippines

## INTRODUCTION

Documentary films have been used to educate, raise awareness and change opinions on many different issues. It delivers a huge impact to audiences in an emotional and personal way that the written word, reports and statistics cannot. The visual imagery and powerful audio of film documentaries can engage students in ways that lectures in classrooms and textbooks cannot. Their use of cutting-edge techniques and their modern perspective on the subject matter, poses them as yet another creative way of enriching the classroom experience.

These days, students are enthusiastic about using digital technology, discovering new ways to utilize media in their everyday lives- including their studies. Teachers have learned to utilize the media as well as they try to find the media literacy skill that will allow their learners to connect in significant ways with course content and the world around them by using documentary films in their classrooms. Gunnn (2013) discusses that documentaries have the unique capability to harness arguably the most powerful medium – cinema – in an increasingly visual culture. Before, screen projectors were cheap for anyone to own and so schools and teachers began using documentary films as an education tool for their students.

Since film documentaries are widespread nowadays they have become a great source of entertainment and information, many schools and colleges are using it. This is because documentary films can alleviate stress by enabling students to take time to relax and momentarily forget about the “school aspect” by delivering the lesson through watching a documentary film. Documentary films are more likely as lectures which help students in visualizing things. And in today’s generation schools and teachers all over the country are using documentary films in mounting their student’s knowledge.

By tapping into students’ natural attraction to film, teachers can help students understand key concepts such as theme, tone, and point of view as well as practice and improve their persuasive, narrative, and expository writing abilities. According to Dave Douglas’ comment in *Behind the Camera* (www.nfb.ca), documentary film is a broad facet of visual expression that is based on an attempt to document reality and educate audiences. John Grierson, the founder of the National Film Board, said that documentary films demonstrate the creative treatment of actuality.

According to the Hypodermic Needle Theory or the Magic Bullet (Watson & Hill, 2015) media has a direct, immediate and powerful effect on its audiences. The theory suggests that the mass media could influence a very large group of

people directly and uniformly by ‘shooting’ or ‘injecting’ them with appropriate messages designed to trigger a desired response. The visuals in the documentary film serve to reinforce the message and themes and delivers content uniformly to the students who are exposed to it.

Many scholars have supported the use of documentary films for instruction. Bailey and Ledford (2009) argue that films engage the sensory, emotional and intellectual aspects of the students and are a valuable medium for purposes of instruction. The use of documentary films has always been a significant element approach in education. Film captures students’ attention in ways print and other forms of teaching does not. As media plays an increasing function in their existence and their education. Conveying new media into the classroom can boost students’ commitment and provide them new break to connect dynamically with content about certain topics.

The challenge in a Theology classroom is that the teacher attempts to describe an event which happened thousands of years ago. Even for adult learners this is already quite difficult to imagine since the images that are associated with the Resurrection of Christ are completely unlike any of the images that are seen in everyday life. The documentary film can contribute greatly by allowing its audience to see the teachers intended images so that they can properly frame the information which is being given to them. Documentary films releases are very grounded on historical information as compared to theatrical film releases and the teacher need not worry about artistic allowances that may distort the accuracy of the information given.

A variety of past events are being brought to life when characters, costumes, traditions and way of life in that time are being portrayed on the screen. In addition, the use of film can provide a visual access to information for students with reading difficulties who might miss a chance to learn solely by print-based materials. Since text alone is a challenge for students understand and merely discussing something through description is limited, some students tend to lag behind in terms of their learning. Some students get confused that they not being able to comprehend what the teachers are explaining to them. Due to these observations, the researchers are intrigued on how documentary films can possibly contribute to and affect learning on students and if it was effective enough as an instructional tool. There are issues pertaining to documentary films like the attitude and performance of the students towards the given documentary film and the teaching strategy of the teachers vs. effectiveness of documentary film.

## Conceptual Framework

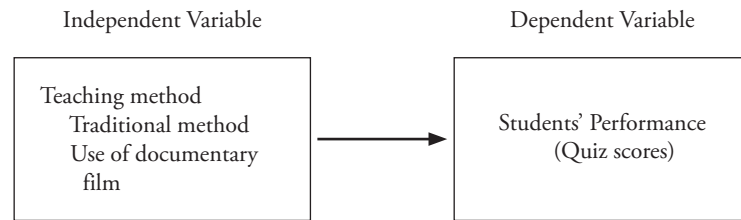


Figure 1. Conceptual framework of the study

In a school setting, teachers used documentary film as a teaching material and as an alternative teaching strategy for the lessons and topics which are difficult to visualize. Documentary film on the other hand serves as a material in which it will make the teaching process easier for the students and teachers also.

A topic itself is one factor that if the topic is complicated and difficult, the students would lose their interest hence they will not pay attention to the film and have difficulties in understanding the topic or the lesson.

In order to have a good result of learning, it involves different factors like Audio Visual Room (AVR) or conducive classroom, a credible topic with a clear copy of the film, and good quality of sound, as well as students' attitude towards the study.

**Objectives of the Study.** This study evaluated the effectiveness of the use of BBC's documentary film "Resurrection: A Search for Answers" as a teaching material on Christ's resurrection topic in Theology classes. Specifically, it determined the level of attitude of students towards the documentary film, and the level of performance in the topic quiz of two groups of students – one group received the traditional method by lectures (control group) while the other group was shown the film Resurrection: A Search for Answer (experimental group). Also, it tested the difference between the two group's level of performance in the quiz, as well as the difference between their gain scores.

## METHOD

This study made use of quantitative research methods, specifically the Quasi-Experimental method. Experiments are commonly carried out in order to discover the cause of a phenomenon. In actual sense, according to Paz-Soldán et al. (2016), experiments are a kind of structured observation to determine cause and effect relationship, and an effective way in developing accurate description of behavior. It uses survey results for the attitude of students towards the use of documentary film and test scores to show whether or not there is a relationship between their performance in the pre test from that of the post test. This experimental research involves two groups, an experimental group and a control group. The experimental group receives the treatment under investigation while the control group receives a usual treatment used by the teacher in the class.

This study was conducted at the University of the Immaculate Conception (UIC), a Catholic sectarian school run by the Religious of the Virgin Mary (RVM) Congregation. Specifically, this study was conducted in the college department in the Bonifacio and Father Selga Campuses. The Bonifacio Campus houses the Liberal Arts, Engineering, Accountancy and Business Administration, and Education programs while the Father Selga Campus houses the Information Technology Education (ITE), Nursing, Pharmacy and Chemistry, Medical Technology, Hotel and Restaurant Management, Nutrition and Dietetics, and Music programs.

This study used two instruments for its data gathering purposes. The first data gathering instrument was a 30-item researcher-made test questionnaire developed around the required syllabus content on the topic of the Resurrection of Christ by the Theology department of the University of the Immaculate Conception. The test was made according to the required Table of Specifications of the Religious Education Program which assessed the students in Knowledge, Comprehension, Application. The scores were converted to percentages of the correct responses to glean the Level of Performance and interpreted on a scale ranging from Very High to Very Low.

The respondents were all sophomore college students from the University of the Immaculate Conception taking up Christology. The respondents comprised of Catholics and Non- Catholics.

Frequency and Percentages, Mean and t-Test were used as statistical tools in the study.

RESULTS AND DISCUSSION

Table 1 shows that the control groups comprised 54.91% Catholics and 44.12% are Non-Catholics. The experimental group, on the other hand, comprised 45.08% Catholics while 55.88% are Non-Catholics. This implies that the majority of the participants are somewhat familiar with the resurrection since it is a central tenet in the religion that they practice. This may also imply that the students, being Catholic would be in a good position to appreciate the topic of the resurrection and the message of the chosen documentary film.

Table 1. Demographic profile of respondents in terms of religion

Group	Catholic	Percentage	Non- Catholic	Percentage
Control	67	54.91	15	44.12
Experimental	55	45.08	19	55.88
Total	122	100%	34	100%

Table 2 shows that the experimental group has a positive attitude towards the film: BBC's Resurrection: A Search for Answers. This means that students are receptive to the idea of using documentary films in classroom learning. This can be attributed to documentary films being a visual medium which allows students to easily associate the information they are hearing with the images they see.

Table 2. Level of attitude of respondents of the experimental group towards the film Resurrection: A Search for Answers as a teaching tool

Indicator	Mean	Interpretation
Level of Understandability	4.23	Highly Positive Attitude
Level of Appreciation	3.96	Positive Attitude
<b>Overall</b>	<b>4.09</b>	<b>Positive Attitude</b>

Table 3 shows the performance of students in the control group with respect to the topic of resurrection before and after they underwent the traditional classroom lecture of their teacher. Before the classroom lecture 89% of the students got an average score in the test while only 11% of the students scored High on the test. After being exposed to the chosen documentary film, the number of students who got an average score went down to only 9% for the control group. On the other hand the number of students who got a High rating in the test went up to 91% for the control group. This means that the performance of the students improved after the classroom lecture was given to them.

Table 3. Level of pretest and posttest performance of control group respondents

		Pre Test		Post Test	
Range	Description	Frequency	Percentage	Frequency	Percentage
0-10	Low	0	0	0	0
11-20	Average	62	89	6	9
21-30	High	8	11	64	91
<b>Total</b>		<b>70</b>	<b>100</b>	<b>70</b>	<b>100</b>

Table 4 shows the level of performance of the students in the experimental group before and after they were exposed to the documentary film BBC's Resurrection: A Search for Answers. Prior to watching to the video 90% of the experimental group got an average score (11-20 out of 30 items). This can be attributed to the fact that the vast majority of participants in the experiment were Catholics and had some prior knowledge about the topic of Resurrection. Only 10% got a high level of performance (score of 21-30).

After watching the chosen documentary film, only 33% of the students got an average level of performance (score of 11-20). Moreover, 67% of the students registered a High level of performance after the lecture (score of 21-30). This means that there was a marked increase in the performance of the students after the lecture was given. These finding echo the opinion of Baggs & Petrie (2000) that the high visual content of documentary films allow for proper contextualization of information leading to recall and associating images with the proper image. This also reinforces the earlier contention of the researchers that students in today's classroom are responsive to this kind of media. The

marked increase in their performance means that they did learn from the chosen documentary film as translated into achieving higher scores on the test. Based on this finding, documentary films can be recommended as a means by which classroom instruction and lesson content can be delivered to the students since it has shown that students can learn something from the videos. It is worthy to note that the choice of documentary films to be shown in the classroom must of course be dependent on the course content and in line with the teachers intended learning outcomes otherwise the information given in the videos may not dovetail with what the teacher wants the students to learn. In the case of this study, the chosen video documentary went through rigorous validation and checking against the required course syllabus. The level of performance could also be attributed to the fact that the content of the video was in line with the intended learning for the topic of resurrection.

Table 4. Level of pretest and posttest performance of experimental group respondents

		Pre Test		Post Test	
Range	Description	Frequency	Percentage	Frequency	Percentage
0-10	Low	0	0	0	0
11-20	Average	62	90	23	33
21-30	High	7	10	46	67
<b>Total</b>		<b>69</b>	<b>100</b>	<b>69</b>	<b>100</b>

Table 5 shows that the control and experimental groups' level of performance in the topic quiz significantly differ in favor of the control group ( $p < .05$ ). Although both groups registered a marked increase in the level of performance of the students, the participants in the control group performed better than those in the experimental group. This means that the students who underwent the traditional classroom lecture performed better than those who were simply exposed to the chosen documentary film. This finding implies that the role of the teacher as the central facilitator of learning cannot be surpassed by the documentary film alone as a mean of learning. It is worthy to point out that although the documentary film is saturated with visual content which facilitates learning, it does have its limitations. The chosen documentary film was

produced by an American media network and was thus narrated in American. Possible contributing factors to the participants in the experimental group not performing as well as those in the control group may include the accent with which the documentary film was narrated as well as the fact that documentary films are a linear form of media, meaning the documentary video does not pause to accommodate student's questions nor does it clarify points that may be unclear to the students. On the other hand the members of the control group could have scored significantly higher than their contemporaries in the experimental group because they are already used to the way their teacher conducts a lecture. Also the teacher factor or the teacher's style in delivering course content could also make a vital contribution to student achievement. Finally, the teachers manner of speaking, or his accent or the lack thereof also affects the way students receive and process the information they are hearing.

Table 5. Test of the difference in the level of performance between the control and experimental groups

Groups compared	Mean	t-value	p-value	Interpretation
<b>Control</b>	17.38	16.75	0.00	Significantly different
<b>Experimental</b>				

Table 6 shows that the control and experimental groups' gain scores in the topic quiz before and after the lecture and film viewing, respectively, significantly differ in favor of the control group ( $p = .007$ ). This means that the control group or those who were subjected to the traditional classroom lecture of their teacher in learning about Christ's Resurrection performed better than those who were simply exposed to the documentary film. This implies that the use of the traditional method still remains an effective means of delivering information to the students and cannot be completely replaced by the documentary film alone. To reiterate the discussions in the previous table, the documentary film alone can lead to an increase in the level of performance but in this case did not surpass the performance of those who went through the classroom lecture. Based on these findings, the limitation of the documentary is brought to light and at the same time help for the teacher emerges. First the documentary can contribute to student learning but it is not enough to be the sole source of information in the

classroom no matter how visually stimulating it may be. Even if the documentary film is entirely congruent to the intended classroom learning, its linear nature inhibits the interactivity in the classroom specifically in terms of clarification and further elaboration should the students need it. Second, these findings reinforce the teacher's role in the classroom. These findings imply that the teacher may use the documentary film as a medium for the enhancement of classroom instruction.

Table 6. Test of the difference in the gain scores between the control and experimental groups

Groups compared	n	Gain Scores	t-value	p-value	Interpretation
<b>Control</b>	70	8.29	2.74	0.007	Significantly different
<b>Experimental</b>	69	6.30			

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#### Multidisciplinary / Interdisciplinary Research

#### Construction, Development, and Evaluation of Teachers Sense of Self-Efficacy Scale

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#### ABSTRACT

This study examined the underlying factors explaining teacher sense of self-efficacy in the Philippine context to construct, develop and evaluate Filipino Teacher Sense of Self-Efficacy Scale. 700 public elementary school teachers of Region XI who were in the service for 5 years and above were involved in the study. The 24 items scale was modified in order to fit to the present cultural setting. The Exploratory Factor Analysis (EFA) yielded three factors which were labeled as Efficacy for Instructional Management, Efficacy for Teaching and Support and Efficacy in Classroom Management. Further, Confirmatory Factor Analysis trimmed down the factors into a 2-factor model. The final questionnaire considered the two factors: Efficacy in Instructional Strategies and Efficacy in Teaching and Support, both have 4 items each and yielded a high reliability when Cronbach alpha was determined. Results have revealed the similarities and differences of the previous structures of the Teacher Sense of Self-Efficacy discussed in the literature and have contributed to the multidimensionality of the instrument.

KEYWORDS: Educational leadership, construction, development, evaluation, Davao City, Philippines

## INTRODUCTION

Achieving positive student outcomes has been always the aim of the Department of Education; thus, several programs have been introduced in order to achieve such aim and meet the various demands of the society. However, the core actors that play the vital roles in the actual field must have to believe in themselves that they are capable, efficient, and can create a ripple of positive effect. They are the teachers.

Teacher sense of self-efficacy has been studied for almost three decades, and has positively affects the teaching-learning process. However, concerns about the multidimensionality of teacher self-efficacy or whether it be a single construct or distinct factors has continued to emerge which draws interest to the researcher to conduct the same in the present context setting. Teacher Sense of Self-Efficacy (TSSE) (Tschannen-Moran & Woolfolk Hoy, 2001; Henson 2001; Cheung, 2008; Sahile, 2013) is a teachers' judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated. It indicates teachers' confidence in their own ability to handle things in the classroom.

According to Rotter's social learning theory teachers who believe that they are competent to teach difficult or unmotivated students are considered to have internal control, whereas teachers who believe that environment has more influence on student learning than their own teaching ability are considered to have external control. Moreover, the Self-efficacy theory of Bandura, which is anchored on the bigger theory known as the social cognitive theory, emphasizes the evolution and exercise of human agency- the idea that people can exercise some influence over what they do and that maintained that people are self-organizing, pro-active, self-regulating and self-reflecting in this conception. (Bruouers & Tomic, 2003; Tsui & Kennedy, 2009).

However, (Magno & Sembrano, 2006), establishing reliable and valid measures of self-efficacy contextualized in teaching is what the focused of research trend on teaching efficacy of the 21st century which had factorial validity established by a more rigorous confirmatory factor analysis, utilizing a structural modeling program. Thus, it is not only the effect of teaching efficacy on performance that is established, but also its factor structure.

As researchers have engaged in an intensive attempt to develop a valid measure of TSE (Teacher Self-Efficacy), questions on construct validity, meaningfulness and usefulness for continued research began to emerge especially the Gibson and Dembo (1984) scale that is frequently used for measuring teacher sense of self-

efficacy. Tschannen-Moran and Woolfolk Hoy (2001) have developed a three dimensional teacher's sense of self-efficacy in response to the growing confusion over the conceptualization of teacher efficacy.

The impact of teacher efficacy in education is so great that it is continuously studied and associated to different variables and underlying factor structure is constantly investigated especially the one that is being developed by Tschannen-Moran and Woolfolk Hoy (2001). However, most of these researches were developed based on the suitability of Western participants and other Asian countries but little were being explored in Philippines that directed toward in-depth development and testing of scales designed to measure this construct among teachers who are already in the service. Existing scales used to measure TSE beliefs are commonly tested among pre-service teachers.

The absence of tools that would measure the sense of efficacy of Filipino teachers who are already in the service compelled the researcher to investigate further on this study. The researcher also felt that there is a need to explore dimensions of teachers' self-efficacy in the context of Philippine school system in order to have a better understanding as to how this variable affect the teacher and the school in general. In addition to that, an investigation of the psychometric properties of the Teacher Sense of Self-Efficacy Scale (TSES) of Tschannen-Moran and Woolfolk Hoy (2001) within the Philippines' cultural context can also provide evidence of the instrument's cross-cultural validity in response to the call of the authors of TSES for additional testing and validation.

**Conceptual Framework**

As shown in Figure 1, this study made use of the Input-Process-Output (IPO) framework. Review of published literature, draft of original questionnaire and the responses of the respondents served as the input. Based from the readings, teacher sense of self-efficacy has been the subject of interest over three decades because of its promising effect to teaching-learning process. The original questionnaire of teacher sense of self-efficacy scale was developed by Tschannen-Moran & Woolfolk Hoy (2001). This tool was carefully developed through a series of item development, item selection, and factor analysis-revision cycles, using numerous students and teachers to generate and critique the items. The final instrument taps teacher efficacy judgments in three contexts or domains: instructional strategies, classroom management, and student engagement.

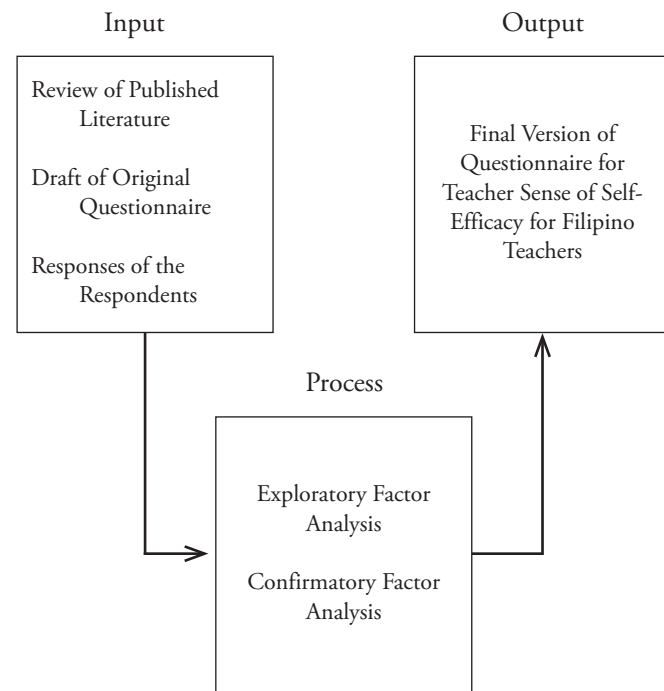


Figure 1. Conceptual framework of the study

## Objective

The primary objective of this study was to examine the underlying factor structure of the Filipino Teacher's Sense of Self-Efficacy beliefs. The secondary purpose was to construct, develop and evaluate Teacher's Sense of Self-Efficacy Scale for Filipino Teachers. More specifically, this study sought to identify the underlying dimensions of Filipino teacher's sense of self-efficacy beliefs, the underlying dimensions of Filipino teachers' sense of efficacy beliefs exhibit a parsimonious fit, and the reliability of the Filipino dimensions of sense of self-efficacy beliefs.

## METHOD

### Research Design

This study was conducted in order to explore the dimensions of Filipino teachers in terms of their sense of self-efficacy beliefs then made construction, development, and evaluation of scale. In gathering the necessary data, the researcher utilized quantitative approach; specifically construct validity to look for the latent dimensions. Quantitative research is used to quantify the problem by way of generating numerical data or data that can be transformed into useable statistics (Wyse, 2011). It is used to quantify attitudes, opinions, behaviors, and other defined variables – and generalize results from a larger sample population. In this study, the variable being quantified was the Filipino teachers' sense of self-efficacy beliefs.

Relationships between items and the hypothesized latent variables were examined using the above mentioned quantitative techniques to determine the factor structure of this instrument. Exploratory factor analysis (EFA) is defined as simplification of interrelated measures, and a variable reduction technique which identifies the number of latent constructs and the underlying factor structure of a set of variables. On the other hand confirmatory factor analysis (CFA) is a statistical technique used to verify the factor structure of a set of observed variables (Suhr, 2003).

### Research Locale

This study was conducted in elementary public schools of Region XI which includes divisions of Davao City, Davao Del Sur, Davao del Norte, Comval Province, Island Garden City of Samal, and Davao Oriental. Geographical distribution of the divisions is presented in Figure 2.

### Research Respondents

The respondents of the study were the 700 elementary public school teachers in Region XI. Using purposive sampling, the desired sample was obtained. Purposive sampling is a non-probability sampling design which is dependent upon certain consideration. The primary consideration in purposive sampling is

the researcher's judgment as to who can provide the best information to achieve the object of the study. According to Creswell (2003), it is a selection of sites or participants that will best help the researcher understand the problem and the research question, they must be willing to reflect on and share this knowledge. This type of sampling too is extremely useful when a researcher wants to construct a historical reality, describe a phenomenon, and or develop something about which only a little is known.

Furthermore, a predetermined number of samples is selected, whom the researcher think is in the best positioned who can provide the needed information of this study. Moreover, purposive sampling was utilized due to the limited time of gathering the data in which random sampling is not feasible. This study is delimited to the teacher respondents who were predetermined based on certain characteristics that they should be in elementary public schools and have served at least 5 years in the service. Although the characteristics of these teacher respondents maybe considered representative of teachers in all elementary public schools in Philippines, findings of this study cannot be generalized outside the study sample. The results of this study is applicable only on the nature of this study to the respondents and should not be used as a measure of other constructs beyond self-efficacy such as determining their effectiveness as to present status as a teacher.

Davao City had 150 (21.43%) respondents; Davao Oriental registered 139 (19.86%); Davao del Norte has 126 (18.00%); Davao del Sur accounted for 85 (12.14%) respondents; Samal had 119 (17.00%); and Comval Province had 81 (11.57%). A total of 700 respondents were surveyed of which 84 (12.00%) were male and 616 (88.00%) were female. In addition, some demographic characteristics of the respondents were also presented for reference of the nature of the respondents that may use for future analysis that might have bearing on this present study. Thus, the matrix shown below served as the guidelines.

Division	Number of Respondents	Percentage (%)
Davao City	150	21.43%
Davao Oriental	139	19.86
Davao del Norte	126	18.00
Davao del Sur	85	12.14
Island Garden City of Samal	119	17.00
Compostella Valley	81	11.57
Total	700	100.00

In terms of age, most of the respondents were at the age bracket of 36 to 45 years old which registered 249 (39.52%) of the total respondents, 225 (35.71%) were at the age group of 46 to 55, 86 (13.65%) were at the age of 25 to 35; 48 (7.62%) were 56 to 65. In terms of years in the service, 207 or 32.86% of the respondents had accumulate 6 to 10 years in their teaching career, while only 12 or 1.90% of the total respondents were able to be in the service for 31 and up. In addition, 239 or 37.94% of the respondents were currently in the Teacher II position and only 17 or 2.70% of the respondents were at the peak of the Master Teacher II position. Furthermore, it can be observed that most of the respondents have continued their schooling for graduate program. 335 or 53.17% have units in M.A., while 97 or 15.40 have completed their master's degree; and 3 or 0.47% of the respondents have successfully finished the doctorate program.

### Research Instrument

The drafted instrument was adopted from the Teachers' Sense of Self-Efficacy Scale (TSSES) developed by (Tschannen-Moran & Hoy, 2001). This is a measure of people's evaluations of their own likely success in teaching in which teaching is conceptualized as a complex activity and represents teacher efficacy. TSSES has a multi-faceted construct that has consistently been shown to represent three distinct, but related latent factors associated with three areas of teaching namely: Student Engagement, Classroom Management and Instructional Strategies.

The first dimension is Efficacy on Student Engagement, which is defined as the way teachers perceived themselves in helping, coping and motivating the students even those who are most difficult to deal with. Further, (Fletcher, 2005) defined it as the ability of the teachers to facilitate students' willingness to participate in routine school activities, such as attending classes, submitting required work, and following teachers' directions in class and participation in the activities offered as part of the school program.

The second dimension is Efficacy on Instructional Strategies which refers to teachers' perception on how well they utilize teaching strategies and methodologies to gauge students' participation for effective teaching-learning process. It also refers as the capacity of the teachers in using techniques to help students become independent and strategic learners (Bandura, 1997).

The third dimension is Efficacy on Classroom Management, which refers to how they perceived themselves in controlling disruptive behavior, establishing routines and rules inside the class. It also refers to teachers' skill to organize

classrooms and manage the behavior of their students which is critical to achieving positive educational outcomes and in establishing environmental context that makes good instruction (Emmer & Stough, 2001).

However, as part of the process, the responses of the respondents would determine the final factor model as well as the number of items that would be retained in the scale. These responses were subjected for exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) in order to construct and develop scale for Filipino teachers in terms of self-efficacy, which is the product of this study. EFA was used in order to indicate the factor structure of Filipino teacher sense of self-efficacy scale. This approach was useful because it was suspected that a measure designed to assess teacher sense of self-efficacy beliefs among teachers contains a meaningful dimensional structure and that assessing the separate dimensions would lead to a better understanding of the phenomenon (Carter, 2006). In addition, CFA was used in order to verify or confirm that the derived factor structure from the EFA exhibited a parsimonious fit or could still be subjected to a more fitting model.

After a series of thorough tests on the reliability, validity, and suitability of the statistical used in this study, the output would be the final version of the questionnaire for teacher sense of self-efficacy for Filipino teachers. This questionnaire would answer the kind of dimensions of teacher self-efficacy that the Filipino teachers exhibit and could be a respond to the call of the original authors of the TSES to further study this scale in order to add meaning to the multidimensionality of the teacher sense of self-efficacy in more diverse culture.

Each dimension or factor consists of eight (8) items which represents the individual variable of this study. Items 7, 10, 11, 17, 18, 20, 23, and 24 made up Efficacy on Instructional Strategies. The dimension concerning efficacy in student engagement was made up of questions 1, 2, 4, 6, 9, 12, 14, and 22 while efficacy on classroom management was made up of questions 3, 5, 8, 13, 15, 16, 19, and 21. This instrument assesses a teacher's sense of efficacy by measuring their beliefs based on specific questions and is designed to help teachers gain a better understanding of the kinds of things that create difficulties in their school activities.

### Statistical Tools

Factor analysis is the main statistical tool used in this study. It helps determine empirically how many constructs, or latent variables, or factors underlie a set of items. Factor analysis is a multivariate analysis method which aims to explain the correlation between a large set of variables (items) in terms of an independent set of underlying factors. This statistical method can serve as an important tool for validating the structure of instruments (Nunnally, 1978; Carpenter, 2006) pointed out that factor analysis is not a simply defined statistical method, but a broad category of methods for conceptualizing groupings of variables that includes mathematical procedures for assigning variables to certain groups. Hare et al. (1998) defined factor analysis as the name given to a group of statistical techniques that can be used to analyze interrelationships among a large number of variables and to explain these variables in terms of their common underlying dimensions (factors). The approach involves condensing the information contained in a number of original variables into a smaller set of dimensions (factors) with a minimum loss of information.

The first phase of this study dealt on reliability testing. Since this study involved evaluating and developing instrument, it is necessary to establish reliability of the data gathered because the scale should consistently reflect the construct it is measuring. Cronbach alpha is used to compute and interpret reliability value. As a rule of thumb,  $\alpha$  should be equal to greater than 0.7. In addition, in a reliable scale, each item of should have a correlation value of greater than or equal to 0.3, otherwise, said items should be dropped.

The second phase of this study involved testing the data for factor analysis suitability using KMO (Kaiser-Meyer-Okin measure of sampling adequacy) which signal in advance whether the sample size is large enough to reliably extract factors (Field, 2009) and Bartlett's Test which test for the over-all significance of the correlation within a correlation matrix (Hare, 1998). Prior to the conduct of factor analysis, data were divided equally into two. The first half (350) was used for Exploratory Factor Analysis (EFA) and the second half (350) was for Confirmatory Factor Analysis (CFA).

The third phase is divided into two parts. The first part dealt on exploring the dimensions of the unrotated factors of the data by initial extraction using principal axis factoring of Exploratory Factor Analysis (EFA). The first half of the data were utilized in this phase. Only the variables or items appeared on the matrix data that has a communality value of 0.30. The second part involved on rotating the factors using Varimax under orthogonal method. Rotating the factors is done in order to simplify the factor structure. It is in this phase which the number of

dimension or factor was determined using the Kaiser rule. Using this method, only the extracted factors whose eigenvalue  $> 0.1$  are retained. In order to achieve a simple factor structure, the following conventional designation rules were used: 1) only items with factor loadings  $> 0.5$  will be assigned to the extracted factors, and 2) only factors with 3 or more items will be retained. In addition, Cattell's scree plot criterion is also used in which eigenvalue of each factor is graphed.

The screeplot would further validate the number of extracted factors to be retained. Eigenvalues are defined by factor loading coefficients (factor loadings). These factor loadings are the correlation coefficients between the items or variables presented in rows and the factors or dimensions presented in columns which was labeled as Factor Rotation Matrix (Carpenter, 2006). This stage answered the underlying latent dimensions of the TSSES for Filipino teachers.

The obtained factors or dimensions were labeled according to the common theme of the items clustered.

The fourth phase focused on verifying the factor structure of a set of observed variables using confirmatory factor analysis (CFA). In this phase, the second half of the respondents ( $n = 350$ ) was used. CFA allowed the researcher to test whether the obtained factor structure in EFA is the best fitting model or could still be improved. The lavaan (latent variable analysis) package in R was used for this purpose. Latent variables were allowed to correlate, but negative and high correlations were properly checked. Additional within-factor error covariance were not allowed. This phase answered whether the latent dimensions derived in the first phase exhibit a parsimonious fit. Moreover, several statistical tools were also considered in making decisions on the best fitting model such as Chi-square test, Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), Root Mean Square Error of Approximation (RMSEA) and Standardized Root Mean Square Residual (SRMR). The criterion analyses of these tools were presented in the result section of this study.

The fifth phase focused on testing the reliability of the obtained two factor structure and each item of the factors is subjected for inter-item correlation. Cronbach alpha test of reliability and Pearson  $r$ - correlation were the tools used.

The sixth phase dealt on determining the level of teacher sense of self-efficacy based on the obtained new factor model. Prior to this, reliability and inter-correlation of the factors and its items were also established. Mean and standard deviations are used in order to identify the perceived level in each factor. Results from these statistical tools would serve as the foundation of designing an enhancement program to increase teacher sense of self-efficacy in terms of the underlying dimensions.

## Ethical Considerations

General safeguards of the teacher respondents were taken into consideration by informing them of the nature and purpose of the study. An informed consent was also made available as attached to the questionnaire survey wherein participants were asked of their voluntary participation of this study. In addition, respondents were asked of their time availability and convenience to answer all the questions involved. Moreover, anonymity of the participants was also addressed by excluding the name in the survey questionnaire. Furthermore, ethical issues were addressed in each phase of this study by reassuring the respondents that all their responses were taken with utmost confidentiality and no circumstances would their names or identifying characteristics be disclosed in this study.

## RESULTS AND DISCUSSION

### Construction of the Scale for Filipino Teacher Sense of Self-Efficacy

**Establishing Content Validity.** The teacher sense of self-efficacy scale developed by Tschannen-Moran and Woolfolk-Hoy (2001) which was the basis of the drafted instrument, underwent content validity by incorporating all the suggestions made by the experts or validators in order to capture the Filipino teacher sense of self-efficacy beliefs and to fit to the present context setting. According to DeVellis (2003); Carpenter (2006), these suggestions could maximize content validity. First, experts evaluated the clarity and conciseness of items and format by indicating problematic wording and structure. Second, the descriptive qualifiers were changed from "nothing to a great deal" to "strongly agree to strongly disagree", as well as the construction of each item was modified from question form to declarative sentences. These changes were made in order to adhere to the standard of the institution. Third, the Likert-scale was also modified from 9 to 5 levels.

After incorporating all the suggestions for content validity, the data were also tested for reliability. As shown on table 1, the data yielded an over-all Cronbach alpha of .961 which reveals a high reliability and further indicates that all the items of this instrument are measuring the same construct. Moreover, the three subscales of the teacher sense of self-efficacy scale which are Instructional Strategies ( $\alpha = .935$ ), Student Engagement ( $\alpha = 0.834$ ), and Classroom Management ( $\alpha = .898$ ) were found to be internally consistent and demonstrated high reliability. The

values obtained for Cronbach alpha are above the value of 0.8, which according to Kline (1999) as cited by Field (2006) is the general accepted value.

Table 1. Reliability analysis of the three factor construct

Dimension/Factor	Cronbach Alpha
Instructional Strategies	.935
Student Engagement	.834
Classroom Management	.898
Overall Mean	.961

**Testing the Suitability of the Data for Factor Analysis.** The data were also tested for its suitability for factor analysis, as the primary statistical tool being utilized in this study. To ensure the suitability of the data for factor analysis, Kaiser Meyer-Olkin Measure (KMO) of Sampling Adequacy and Bartlett's test of sphericity were determined. As presented in Table 2, KMO measures of sampling adequacy exhibited a superb value of 0.932 exceeding the recommended value of 0.6, Kaiser (1974) as alluded by Johar and Badrasawi (2014) recommends that values above .9 as superb. Likewise, Bartlett's test of sphericity was also large and significant of ( $p < 0.05$ ) which confirmed that the data has patterned relationships. Indeed this test showed that the data have patterned relationships amongst the variables or items since significant level of ( $p < 0.01$ ) and thus, factorability is assumed (Young & Pearce, 2013). Furthermore, conclusion can be derived that based on the KMO and Bartlett's test, the sample size was sufficient relative to the number of items in the scale and the correlations among the individual items are strong enough to suggest that the correlation matrix was factorable (Pett et al. 2003).

Table 2. KMO and Bartlett's Test

KMO and Bartlett's Test	Initial Analysis
Kaiser-Meyer-Olkin Measure of Sampling Adequacy	.932
Bartlett's Test of Sphericity (Approx. Chi Square)	2056.86
Degree of Freedom (df)	66
Significance	.000

As revealed on the reliability test and test for suitability for factor analysis, it can be generalized that the constructed teacher sense of self-efficacy scale for Filipino teachers exhibits consistency and adequacy which are needed for scale development.

#### Development of the Scale for Filipino Teacher Sense of Self-Efficacy

**Item Extraction in Exploratory Factor Analysis.** After establishing the fact that the data has high reliability and suited for factor analysis, initial EFA was then performed. Since there were modifications in the items and responses of the tools, the researcher opted to perform EFA to determine the factor structure of the scale. As shown in Table 3, 5 of the items subjected for deletion their initial communalities were less than 0.3 as the pre-determined rule for retaining the item. These pre-determined rules was supported by Hare et al. (1998) that even visual inspection if it reveals no substantial number of correlations greater than 0.3, then factor analysis is probably inappropriate. The items that were deleted include: (2) help my students think critically; (7) respond well to difficult questions from my students; (10) gauge my student's comprehension of what I have taught; (12) foster student's creativity; and (13) get students to follow classroom rules.

On the other hand, the retained nineteen (19) items have shown patterned coefficients or communalities ranging from .432 to .615 which indicate adequate for retention. Examples of these items were 8. establish routines well to keep activities running smoothly; 23. implement alternative strategies in my classroom which had the lowest and the highest value of patterned coefficients respectively.

However, after the initial exploratory factor analysis (EFA), the 19 retained items underwent extraction using principal axis factoring. This was done in order

to further verify whether these items should really be retained or not on the poll of questionnaire. As shown on Table 4, the extracted communalities showed very reasonable for retention of all the remaining items since the patterned coefficients or communalities have values ranging from .417 to .664, being the lowest and the highest respectively. The same decision was used in retaining these items which should be above 0.3 of communalities.

Table 3. Initial communalities of the items

Items	Communalities	Decision
1. get through to the most difficult students.	.437	Retained
2. help my students think critically.	.533	retained
3. control disruptive behavior in the classroom.	.516	retained
4. motivate students who show low interest in school work.	.456	retained
5. make my expectations clear about student's behavior.	.492	retained
6. get students to believe they can do well in school work.	.546	retained
7. respond well to difficult questions from my students.	< .3	discarded
8. establish routines well to keep activities running smoothly.	.432	retained
9. help my students value learning.	.517	retained
10. gauge my student's comprehension of what I have taught.	< .3	discarded
11. craft good questions for my students.	.488	retained
12. foster student's creativity.	< .3	discarded
13. get students to follow classroom rules.	< .3	discarded
14. improve the understanding of a student who is failing.	.556	retained
15. calm a student who is disruptive or noisy.	.477	retained
16. establish a classroom management system with each group of students	.467	retained
17. adjust my lesson to the proper level for individual students.	.485	retained
18. use a variety of assessment strategies.	.510	retained
19. keep a few problem students from running an entire lesson.	.452	retained

20. provide an alternative explanation when students are confused.	.589	retained
21. respond to defiant students.	.540	retained
22. assist families in helping their children to do well in school.	< .3	discarded
23. implement alternative strategies in my classroom.	.615	retained
24. provide appropriate challenges for very capable students.	.590	retained

These extracted communalities represented the percent of variance in a given item explained by the factors which are extracted (Bryant & Yarnold, 1995; Carpenter, 2006). These extracted communalities also indicated how well the factor structure worked for each item (i.e. how much of the original variable's variance is explained by the factor structure). Thus, from 24 items, only 19 items were able to meet the required criterion for retention to the poll of questionnaire under exploratory factor analysis, while 5 the items were discarded because they did not reach the required value of communalities.

Table 4. Extracted communalities of the items

Items	Communalities	Decision
1. get through to the most difficult students.	.433	retained
2. help my students think critically.	.515	retained
3. control disruptive behavior in the classroom.	.664	retained
4. motivate students who show low interest in school work.	.488	retained
5. make my expectations clear about student's behavior.	.578	retained
6. get students to believe they can do well in school work.	.604	retained
8. establish routines well to keep activities running smoothly.	.471	retained
9. help my students value learning.	.487	retained
11. craft good questions for my students.	.488	retained
14. improve the understanding of a student who is failing.	.562	retained

15. calm a student who is disruptive or noisy.	.504	retained
16. establish a classroom management system with each group of students.	.502	retained
17. adjust my lesson to the proper level for individual students.	.509	retained
18. use a variety of assessment strategies.	.552	retained
19. keep a few problem students from running an entire lesson.	.417	retained
20. provide an alternative explanation when students are confused.	.553	retained
21. respond to defiant students.	.541	retained
23. implement alternative strategies in my classroom.	.637	retained
24. provide appropriate challenges for very capable students.	.610	retained

For a better understanding of the process of the initial and extracted communalities in exploratory factor analysis (EFA), Figure 2 was presented. On the first box, the draft questionnaire had 24 items. As the teachers responded based on the judgment on their perceived sense of self-efficacy in each item, these responses were subjected to initial confirmatory factor analysis. As shown on the second box, the resulting initial EFA had 19 items which were retained. Then, these 19 retained items were subjected for extraction and still result yielded the same.

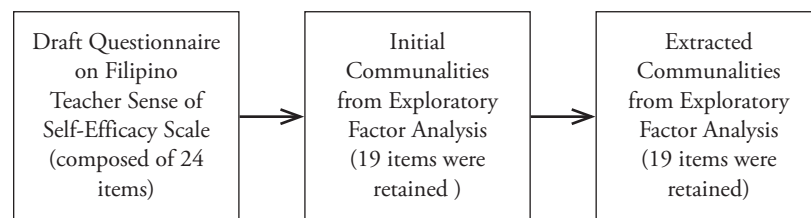


Figure 2. Item extraction in exploratory factor analysis

**Derivation of the Number of Factor Structure.** The initial unrotated factor matrix is computed to assist in obtaining a preliminary indication of the number of factors to extract ( ppendix G). In order to find out how many factors or dimensions could this 19 items formed, the amount of variance through eigenvalues for each item before extraction, after extraction and after rotation were determined. Before extraction, each item was presented with its corresponding eigenvalues, percent of variance and cumulative variance (Appendix G). Each item was considered as factor in this phase. Eigenvalues were calculated and used in deciding how many factors to extract in the overall factor analysis (Brown, 2001). Using the Kaiser rule, items with eigenvalues of  $\geq 1$  were considered (Carpenter, 2006). Result revealed that there were 3 factors emerged.

To further validate this observation, aside from Kaiser rule, scree plot test was also administered (Appendix H). Screeplot test for the initial Exploratory Factor Analysis showed a three-factor solution is adequate since three values represented by dot are above the eigenvalue of 1. The screeplot also revealed that there was a clear break after the third component, the shape of the curve changed its direction and became, nearly, horizontal, which meant just three components were suitable for analysis. (Cattell, 1966) as stated by Carpenter (2006).

After finding out that the data emerged to have three factors, the 19 items were then subjected for rotation. Rotational method is used in order to achieve simpler and theoretically more meaningful factor solutions. It also improved the interpretation by reducing some of the ambiguities that often accompany initial unrotated factor solutions. To decide which items correlate to certain factor, the value of factor loadings were the basis. Factor loading is the means of interpreting the role each item plays in defining each factor. Factor loadings are the correlation of each variable or item and the factor. Loadings indicate the degree of correspondence between the variable and the factor, with higher loadings making the variable representative of the factor. (Hares, 1998).

Applying orthogonal rotation method using Varimax, items were clustered or loaded on certain factor. Items 11, 14, 17, 18, 20, 23 and 24 were found to strongly correlate to factor 1 with factor loadings ranged from 0.51 to 0.70; items 4, 5, 6, 8, and 9 were strongly loaded to factor 2 with factor loadings from 0.60 to 0.72; while items 1, 3, 15, and 16 were tend to strongly loaded to factor 3 having factor loadings ranging from 0.54 to 0.72. However item no. 2 help my students think critically did not load to any of the factors because it was set at the cut-off of 0.5 communalities, thus it was deleted (Appendix I).

Moreover, each item didn't cross load to other factors, hence a better interpretation is achieved. The rotation of the factor structure made it clear that

there are only three factors and that each item or variable loaded only to one factor. This was made possible because communalities were being suppressed at the start that only factor loadings of 0.5 and above were displayed. According to Field (2005), suppressing the factor loading to a certain value would make the interpretation easier. These values of factor loadings indicate each item added meaning to the underlying factor or dimension.

**Identification of the Underlying Dimensions.** In exploring the dimensions or factors of TSES for Filipino teachers, analysis has resulted to three dimensions or factors with distinct variables or items from the original. The first dimension or factor contained 9 items that loaded strongly to factor 1, which was then labeled as Efficacy for Instructional Strategies (EIS), since 6 of these items were coming from the original TSES, thus the researcher decided to retain the original term used by Tschannen-Moran and Woolfolk-Hoy (2001). These 6 items were: 11. craft good questions for my students; 17. adjust my lessons to the proper level for individual students; 18. use a variety of assessment strategies; 20. provide an alternative explanation or example when students are confused; 23. implement alternative strategies in my classroom; and 24. provide appropriate challenges for very capable students. Two of the items 19. keep a few problem students from running an entire lesson; and 21. respond to defiant students were from the subscale Classroom Management and item 14. improve the understanding of a student who is failing is from Student Engagement of the original TSES. In addition these items of factor 1 or Efficacy in Instructional Strategies (EIS) have factor loading ranging from 0.508 to 0.698.

The second factor contained 5 items of which 3 of the items namely: 4. motivate students who show low interest in school work; 6. get students to believe they can do well in school work; and 9. help my students value learning were from the original TSES subscale Efficacy of Student Engagement, while items 5. make my expectations clear about student's behavior; and 8. establish routines well to keep activities running smoothly were from Efficacy in Classroom Management (ECM) These items have factor loadings ranging from 0.565 to 0.718. Since the items were split almost equally into two different subscales and the theme deals on arousing the interests of the learners, the researcher decided to label the Factor 2 as Efficacy in Teaching and Support (ETS).

The third factor was labeled as Efficacy in Classroom Management which included 4 items that has a loading factor ranging from 0.537 to 0.716. Three factors specifically 3. control disruptive behavior in the classroom; 15. calm a student who is disruptive or noisy and 16. establish a classroom management

system with each group of students are from the original subscale Efficacy in Classroom Management while item 1. get through to the most difficult students is from Efficacy in Instructional Strategies of the original TSES. Since majority of the items loaded in this factor were from Classroom Management, the researcher decided to retain the label of the original authors.

Result revealed that from 24 items at the start, 19 items were left during initial factor analysis then finally to 18 items. As shown on Table 5 is the summary of the three dimensions with item statement and corresponding factor loadings. The findings of the EFA showed that the TSES for Filipino Teachers has three factors or dimensions which were labeled as Factor 1: Efficacy in Instructional Strategies (EIS) composed of 9 items; Factor 2: Efficacy in Teaching and Support (ETS) with 5 items and Factor 3: Efficacy in Classroom Management (ECM) with 4 items. At a closer look of the labels used by the researcher in this study, it can be observed that the two original terms Efficacy in Instructional Strategies (EIS) and Efficacy in Classroom Management (ECM) were retained while Efficacy in Teaching and Support (ETS) was used instead of Efficacy in Student Engagement (ESM) of the original scale. Such decision was primarily based on the characteristics of the items loaded in the (ETS) where it reflected the work of the teachers in motivating the learners to become part of the teaching-learning process. The (ETS) label was in consonance with the term used by (Tsui & Kennedy, 2009).

Table 5. Factor loadings after rotation

Items	Factor Loading
<i>Efficacy in Instructional Strategies</i>	
<i>As a teacher, I can...</i>	
11. craft good questions for my students.	.508
14. improve the understanding of a student who is failing.	.542
17. adjust my lesson to the proper level for individual students.	.588
18. use a variety of assessment strategies.	.663
19. keep a few problem students from running an entire lesson.	.556
20. provide an alternative explanation or example when students are confused.	.615
21. respond to defiant students.	.643
23. implement alternative strategies in my classroom.	.695
24. provide appropriate challenges for very capable students.	.634

*Efficacy in teaching and support**As a teacher, I can ....*

- |   |      |
|---|------|
| 4. motivate students who show low interest in school work.      |      |
| 5. make my expectations clear about student's behavior.         | .600 |
| 6. get students to believe they can do well in school work.     | .718 |
| 8. establish routines well to keep activities running smoothly. | .690 |
| 9. help my students value learning.                             | .613 |

*Efficacy in Classroom Management**As a teacher, I can ...*

- |   |      |
|---|------|
| 1. get through to the most difficult students.                          | .537 |
| 3. control disruptive behavior in the classroom.                        | .716 |
| 15. calm a student who is disruptive or noisy.                          | .560 |
| 16. establish a classroom management system with each group of students | .557 |

Such label was made since the theme of the items focused on teaching the student by supporting them to perform better in their academics especially those who are deemed to be low learners. This extracted latent dimensions provided additional empirical evidence that the TSES construct of Tschannen-Moran and Woolfolk Hoy (2001) is a multidimensional construct in nature. Findings also support previous studies that teacher sense of self-efficacy as a construct may yield different dimensions from the original. According to Cerit (2010), such differences of the latent factors or dimensions construct of the TSES is due to the cultural differences where study is conducted. In addition to that, Tsui and Kennedy (2009) also pointed out that teacher self-efficacy construct was subject to cultural influences which might be affected due to the different beliefs of the roles of teachers.

### Evaluation of the Scale for Filipino Teacher Sense of Self-Efficacy

**Testing the goodness of fit of the 3 factor model.** The derived three factor dimensions based on the EFA was evaluated whether it exhibited an adequate fit or could still be subjected for a better model fitting. To determine this, the second half of the 350 data was utilized for initial Confirmatory Factor Analysis (CFA). Several indices were used as the bases for evaluating the model (Appendix J). Arbuckle (2009), posited that the CMIN/DF should be <3.0 and the p-value should be greater than 0.05. Moreover, MacCallum, Browne and Sugawara (1996) have used 0.01, 0.05, and 0.08 to indicate excellent, good, and mediocre fit respectively.

Furthermore, P of close fit (PCLOSE) should be greater than 0.05 (Kenny, 2011) and the NFI, TLI, CFI, and GFI should exceed .95 to indicate good fit.

By careful analysis of the indices attained in the 3-factor model, this model has resulted to a poor fit in some indices such as CMIN/df p-value = 0.004, and RMR = 0.012 which did not meet the criteria for an adequate fit structure, although other indices satisfied. It can also be observed that there is very high inter-correlation between Factor 2 or Efficacy in Teaching and Support and Factor 3 or Efficacy in Classroom Management with a correlation coefficient of .98. This denotes discriminant validity issues and the two factors can be measuring the same factor. According to Torkzadeh, Koufteros, & Pflughoeft (2003), that 0.85 as a rule-of-thumb, is the cutoff for this assessment, fearing that correlations above this level signal definitional overlap of concepts— correlation among indicators of different constructs.

**Respecification of the 2-factor model.** To improve the model fit structure, the 3 factor model was then collapsed into a simpler 2-factor model. Based on the derived indices using CFA, the 2- factor model suggests a relatively better fit since the indices like CMIN/df = 1.839; p-value = 0.014; NFI = 0.970; CFI = 0.986; TLI = 0.979; GFI = 0.976 showed an improved model; although RMSEA = 0.049 still shows an inadequacy in a model data fit. Factor 3 or classroom management was deleted since this was not well represented by its factors. After the removal of the classroom management, the model fit values remarkably changed into an acceptable range for a good fitting model. According to Joreskog (1993) as cited by (Chavez, 2012) the respecification of the model may be either theory or data driven; hence the ultimate objective is to find a model that is both substantively meaningful and statistically well fitting, thus the 2-factor model was preferred over the 3-factor model.

As shown on Figure 3, is the flow on how the final 2-factor model was obtained with 8 items left. In the first box, 18 items were left which were loaded on three factors or dimensions when EFA rotation was applied. These 3-factor factor model was then subjected for initial confirmatory analysis in order to determine whether it exhibited a better fit model where the rest of the items' correlations was also evaluated by checking the coefficient patterns, hence result showed that only eleven (11) items satisfied the condition and were retained, however in general the 3-factor model was not a better fit. Thus, in the final confirmatory factor analysis, it was found out that the 2-factor model was better than the previous model using several tests and indices which served as the basis of establishing a more fitting model.

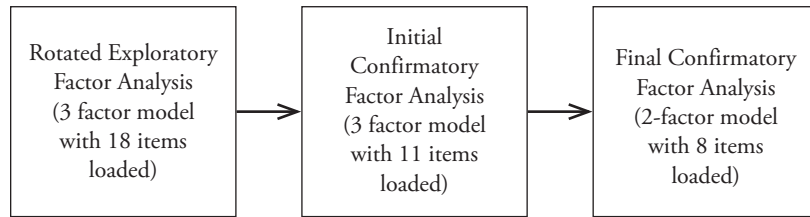


Figure 3. Re-specification of the model

While establishing that the two factor structure is a better fit model, items involving these 2 factors were subjected for another set of reliability testing. Such decision was made in order to prove that these obtained factors together with the items which constitute the Filipino teacher sense of self-efficacy scale consistently reflect the construct it is measuring. The reliability of this scale is computed through the internal consistency method using Cronbach's alpha coefficient since this statistical index measures the extent of correlation among the items in the scale.

Establishing the Reliability of the final model. As shown in Table 6, the reliability of Efficacy in Instructional Strategies was 0.811 which is described as very high, while Factor 2 or Efficacy in Teaching and Support was .801 and was described as very high. Both factors exhibited a high and good reliability according to George and Mallery (2003). Moreover, Field (2005), said that a value of 0.8 is a reasonable degree of reliability. Furthermore, (Decoster, 2005; Curada, 2007; Paramo, 2011), reliability coefficients for each subscales of a multidimensional instrument should be computed instead of relying on the overall reliability as umbrella measure of the instrument's reliability.

Table 6. Reliability analysis of the two factor construct

Factor	No. of Items	Cronbach Alpha	Description
Instructional Strategies	4	.811	Very High
Teaching and Support	4	.801	Very High
Total	8	.806	Very High

After investigating on the reliability of two factor structure, each item was also subjected for inter item correlation (Appendix I). Four items of Efficacy in Instructional Strategies has an inter-item correlation values ranging from .434 to .681, while all of items of Efficacy in Teaching and Support has an inter-item correlation ranging from .462 to .542, which is quite smaller than the latter factor on the average. However, all items exhibited characteristics which were worthy to be retained. An item correlation of .40 and above shows a good item correlation which is an indication that an item should be considered in the construct (Field, 2005). In addition, Tschannen-Moran and Hoy (2001) posited that in order for the construct to be valid, each factor should have at least 3 items. In this present investigation, each factor has four items which satisfies the condition.

**Final Version of the Scale for Filipino Teacher Sense of Self-Efficacy.**

The final version of the instrument, which is the output of this study, is presented in the form provided on the next page. This scale consists of 8 items. Specifically, Efficacy in Instructional Strategy has 4 items which include keep a few problem students from running an entire lesson; provide an alternative explanation or example when students are confused; implement alternative strategies in my classroom; and provide appropriate challenges for very capable students. Likewise, Efficacy in Teaching and Support has also 4 items which composed of motivate students who show low interest in school work; make my expectations clear about student's behavior; establish routines well to keep activities running smoothly; and help my students value learning.

The 5 Likert-scale was utilized with the corresponding verbal description of strongly agree to strongly disagree based on the suggestion of the validators or experts.

**Filipino Teacher Sense of Self-Efficacy Scale**

This instrument measures your perception on how you judge your self-efficacy as a teacher in terms of instructional strategies and teaching and support. It also measures on the kinds of things that create difficulties as a teacher in your school activities. Please indicate your opinion about each of the statements by putting a check ( / ) in each corresponding column using the scale below:

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### **Campus Journalism-Related Factors and Journalistic Merits: Basis for Upgrading of the Student Paper in Response to ASEAN Integration 2015**

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#### ABSTRACT

There are issues and concerns which confront student journalism these days, and these include concerns regarding the needs of the students especially due to the upcoming ASEAN Integration 2015. This study aimed to determine whether the campus journalism-related factors affect the journalistic merits of student publications in Davao City. The researcher made use of descriptive correlation design as well as the descriptive comparative approach involving 87 student journalists from 13 student publications of selected colleges and universities. Utilizing researcher-made questionnaires and employing mean, standard deviation, t-test, Chi-square, and Pearson r, this investigation found that the student writers have high levels of journalism proficiency; the writers' journalistic freedom is granted and provisions of RA 7079 are implemented. Also, the relevance of issues is rated high, periodicity and regularity is rated very high, while volume of relevant articles and recognitions and awards are moderate. Moreover, the journalism proficiency is significantly correlated with the volume of relevant articles and recognitions and awards while the writers' journalistic freedom is significantly correlated with the relevance of issues and periodicity. Lastly, the extent of implementation of RA 7079 is significantly correlated with relevance of issues. Thus, the more proficient the student writers are, the more relevant articles can be found in the issues of the student papers and the higher the quality of the write-ups are. The results suggested for the creation of an action plan for the improvement and upgrade of the student publications which would make them more adoptive and responsive to the needs of ASEAN Integration 2015.

**KEYWORDS:** English, writing, campus journalism-related factors, journalistic merits, student journalists, descriptive correlation, descriptive comparative, t-test, Chi-square, Pearson r, Philippines

## INTRODUCTION

The student publication, or the school paper, plays many important roles in a school community. Campus journalism, thus, is inherently essential. Some of these important roles that student publications play include conveying an image of the school to the community, giving both students and faculty knowledge and understanding of school issues not otherwise available, helping silence rumors that often arise in the absence of information, and providing a check on and fiscalizing the student government, the school administration, and even the students, an essential for any democratic institution. The student publication, also, helps maintain order in the campus by reporting violations of school rules, and interpreting these school rules and regulations and providing feedback on student reactions, and its forum of editorials, letters, and signed columns encourages the resolving of issues by reasoned debate.

According to the College Editors Guild of the Philippines (CEGP), an alliance of tertiary student publication, the student publication is an important element in schools as events and information are relayed to its immediate readers, the students, their publishers, through issues of student newspapers. The usual content of these newspapers are events, ideas, and issues that concern the students while some advanced practices manifest studies about the social situation. This means that in school campuses, the student newspapers are the sources of information.

And, just like the role of the mainstream press in society, the student press also helps provide relevant information to students so that they could make informed decisions. Arao (2010) says that campus journalists help make sense of realities not only by providing data but also analysis. Borrowing a mathematical equation, he further explains this by saying that information is equal to data + analysis where the term data refers to “observable reality” and the term analysis refers to the framework used in making sense of what one observes through any one or a combination of his or her five senses.

Campus journalism, also, functions as a means to strengthen the ethical values and encourage the creative and critical thinking of the Filipino youth, as well as functions to help in the development of personal discipline and moral character of the young. This is an important function to take note of because human history has taught us that the youth play a major role in the shaping of history, as in the case of the Cultural Revolution in China, or more familiarly, the Philippine Revolution in 1896. In today’s setting, Arao (2010) adds, the campus press can help strengthen the youth and student movement and consequently foment social change.

There are, however, many issues and concerns confronting student journalism nowadays. One of these, Luna (2004) cites, is the fact that about 30% of the operating campus publications in Metro Manila alone, despite the existence of Republic Act 7079 or otherwise known as the Campus Journalism Act of 1991 that is provided for the development of campus journalism in the Philippines, are not technically capable of producing well-versed and quality newspapers; 25%-40% cannot exercise press freedom because of threat from the school administration; and 30%-40% is involved in radical activism. He also adds that today, the country has tens of thousands of young writers who all become very fragile components of society as they are very prone to corruption and harassment.

Another emerging concern for student publications nationwide is the looming ASEAN 2015 integration and the subsequent internationalization of universities, colleges, and schools in the country. One of the many things that ASEAN 2015 will lead to or cause is the integration of educational systems which will pave the way for cross-ASEAN relationships, inevitably increasing cross-enrollment within ASEAN. Student publications, then, will have to adjust to this as this will mean that institutions around the country will become host to and will have to cater to foreign students, and foreign teachers and administrators as well, from different ASEAN nations who will all come over to study and work.

According to Kovach and Rosenstiel’s (2001) Theory of the Interlocking Public which purports that every member of society falls into one of three key categories, or publics – the involved public who have a personal stake in an issue, the interested public who are not directly involved in an issue, and the uninterested public who care little for an issue and are highly disengaged from the dialogue which the writers try to accomplish. Consequently, it is a newspaper’s job to feature multiple stories in order to cater to the issues which appeal to the broadest spectrum of involved and interested publics without alienating the uninterested public. Also Normative Media Theory by Siebert, Peterson, and Schramm (1956) which is concerned with what the media ought to be doing in society rather than what they actually do. According to them, “the press takes on the form and coloration of the social and political structures within which it operates”. The press and other media, in their view, will reflect the “basic beliefs and assumptions that the society holds”.

Considering the significance of the different roles that publications have in a school community, it is imperative that student publications serve and truly perform their functions. However, to truly function the way a student publication is supposed to function, and to be able to do the things a newspaper ought to do, student newspapers should be “good” student newspapers.

However, in the actual practice of campus journalism, there has been no existing study as to the journalistic freedom and extent of implementation of RA 7079. Also, even if it is assumed that the student writers have capabilities of writing because of the screening process of the publications, there has been no actual formal assessment as to the journalistic merits for their respective student publications.

Now, are student newspapers in Davao City “good”? Are the student journalists capable of fully performing their functions? Are the student publications ready for ASEAN 2015? It is because of these questions that the researcher aims to do a study on the journalistic merits of student publications in Davao City and on how quality of a student publication is affected by the publications’ journalistic merits and campus-journalism related factors.

**Conceptual Framework**

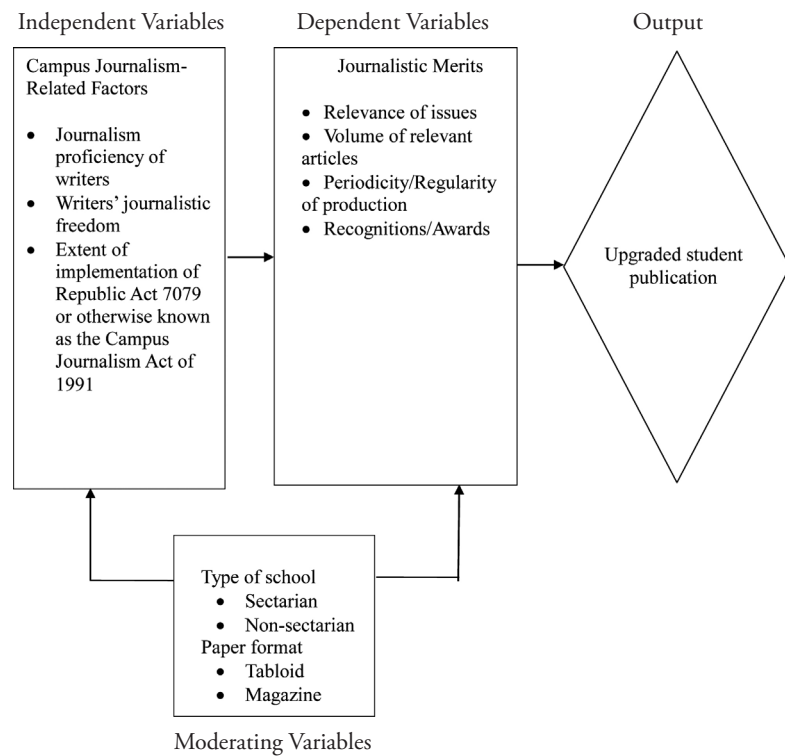


Figure 1. Conceptual framework of the study

Figure 1 shows the conceptual paradigm of the study. It presents that journalistic merits includes relevance of issues which pertain to the coverage of the articles to include socio-economic, environment, technology, trends, human attitude and behavior, values and morality, graft and corruption, human rights violations, military abuse and violence to children and women, state visits, partnerships and linkages of the government with foreign countries, international matters, and OFW matters. They were measured using the student publication issues. Also included as journalistic merits is the volume of relevant articles which pertains to the quantity or number of relevant articles found on the publication issues. This was also measured using the student publication issues. Periodicity/regularity of production refers to the frequency of paper releases that the publication has for a school year. This was measured by the number of publication issues released in a year. Lastly, recognitions/awards pertains to the number of awards received by the publication or its staff. These variables are affected by campus journalism-factors which include journalism proficiency of writers which will be measured using an English proficiency test comprising items of regarding usage of prepositions, editing skills, vocabulary, and reading comprehension. Writers’ journalistic freedom refers to the autonomy that that the publications and their staff enjoy and extent of implementation of Republic Act 7079 or otherwise known as the Campus Journalism Act of 1991 refers to how the provisions of the RA 7079 are being implemented in the schools. Both of these indicators were measured by a questionnaire that was answered by the respondents. The figure also shows that the type of school, categorizing whether the school is a university or a college, and the publications’ paper format, categorizing whether the publication makes use of the magazine or tabloid formats, are the moderating variables. Figure 1 also shows that coming up or designing an upgraded version of the publication is the output of the study.

**Objectives of the Study**

This study determined the relationship between campus journalism-related factors and journalistic merits of school publications in Davao City and assessed the identified campus journalism-related factors that affect the quality of the school publication. Specifically, the research aimed to identify the level of campus journalism-factors (journalism proficiency of writers, writers’ journalistic freedom and extent of implementation of Republic Act 7079 or otherwise known as the Campus Journalism Act of 1991) and the level of journalistic merits of

the student publication in Davao City (relevance of issues, volume of relevant articles, periodicity/regularity of production and recognition/Awards). Moreover, significance of difference in Campus Journalism Related Factors and Journalistic Merits of the student publications when classified according to type of school and paper format was sought. Also, significance of relationship between campus journalism-related factors and journalistic merits of student publications was assessed and the basis format changes that should be implemented based on the result of the study.

METHOD

The study used descriptive-correlation. In particular, this design evaluated the relationship between campus journalism related factors and journalistic merits. Also, this study used descriptive-comparative approach where journalistic merits and campus journalism-related factors of different schools are compared.

The following tertiary schools of Davao City were the locale of the study: University of the Immaculate Conception, Ateneo de Davao University, Assumption College of Davao, San Pedro College, University of Mindanao, University of Southeastern Philippines – Obrero, Davao Doctors College, DMMA College of Southern Philippines, Philippine Women’s College, Brokenshire College, Holy Cross of Davao College, University of the Philippines Mindanao, and St. Peter’s College of Toril. The schools were chosen based on the ability of the schools to produce a publication yearly.

The following are the names of the publication of the different participating schools:

<i>Name of the Publication</i>	<i>School</i>
The Clarion	Davao Doctors College
The Collegiate Immaculate Primum	University of the Immaculate Conception
The Lamp	University of Mindanao
Layag	Brokenshire College
Crossroads	Assumption College of Davao
The Philwomenian	Holy Cross of Davao College
The Collegiate Headlight	Philippine Women’s College
Retrean Voice	University of Southeastern Philippines
Atenews	St. Peter’s College of Toril
	Ateneo de Davao University

The DMMaxim	DMMA College of Southern Philippines
The Rock	San Pedro College
Himati	University of the Philippines - Mindanao

The respondents were the editorial board members of the student publications for the second semester of school year 2014-2015 only, excluding the adviser. There were a total of 87 student journalists coming from the thirteen participating student publications who acted as the respondents. The study used total enumeration as the sampling technique.

The researcher used multiple questionnaires to determine the journalistic merits and the levels of the campus journalism-related factors of the different student publications in Davao City. The questionnaire for writer’s journalistic freedom and extent of implementation of RA 7079 is researcher-made. It had undergone reliability testing with a Cronbach alpha of .80. The English proficiency test is adopted from the English Grammar Test of the Vista Language Center but it is modified by the researcher to fit the study. It has also undergone a test re-test method with a reliability coefficient value of 0.66. Journalism proficiency of writers was measured through an English proficiency test that comprises different parts that will assess the respondents’ grammar capability, vocabulary, and reading comprehension. The writers’ journalistic freedom was measured by four questions (numbers: 3, 8, 9, 10) included in the questionnaire regarding implementation of RA 7079. The extent of implementation of RA 7079 was also measured by this questionnaire.

The questionnaire on journalistic merit is also researcher made but this was validated by professional writers. The questionnaire on relevance of issues and volume of relevant article were answered by three professional and practicing writers. These journalists include and editor in chief, a political science researcher, and a columnist. The questionnaires for periodicity, recognition/ awards and campus journalism related factors were all answered by the editorial board members.

Relevance of issues was measured by the publications’ tackling and inclusion of important societal issues, timely issues, ethical issues, and tackling of human injustices and international affairs in their issues. To measure the relevance of issues and volume of relevant articles, the submitted publication issues of the student publications were used. However, a limitation of the study is that only one publication issue from each of the thirteen participating schools will be used to evaluate and measure the relevance of issues and the

volume of relevant articles of the publication. The publication issues also may vary in terms of theme or nature. Volume of relevant articles was measured by the number of relevant articles found in the publication issue. This, too, was evaluated and assessed by the practicing journalists. Periodicity and regularity of production were measured by the number of publication issues produced in a school year. Finally, recognitions and awards were measured by the number of awards the publication itself or its staff received. Periodicity and regularity and recognitions and awards were given by the editorial board members of the publication.

The questionnaire has three parts. The first part contains statements that were used to evaluate the journalistic merits of the student publications. This part was used by the three evaluators. It is a five point likert scale with the following choices: very high, high, moderate, low and very low.

The second part of the questionnaire is about the campus journalism related factors. This is composed of statements about RA 7079 and the writers' journalistic freedom. It is also a five point likert scale with the following choices: strictly implemented, implemented, fairly implemented, limited implementation and not implemented. On the other hand, statements about periodicity and recognition are a five point likert scale with the following choices: very high, high, moderate, low and very low.

The third part of the questionnaire is about journalism proficiency of writers. This is composed of multiple choice questions relating to grammar (preposition and identifying wrong words/statements), vocabulary, and reading comprehension.

In answering the problem statements mean and standard deviation, t-test, and Pearson r and chi-square were used. Below are the matrix used in the interpretation:

Journalistic Merits of Student Publication  
(Relevance of issues and volume of relevant articles)

4.20-5.00	Very High	societal, ethical, human injustices, international and timely issues are discussed thoroughly in the paper
3.40-4.19	High	societal, ethical, human injustices, international and timely issues are discussed but lacking emphasis in the paper

2.60-3.39	Moderate	societal, ethical, human injustices, international and timely issues are mentioned but not discussed in the paper
1.80-2.59	Low	only two of the following: societal, ethical, human injustices, international and timely are mentioned in the study
1.00-1.79	Very Low	societal, ethical, human injustices, international and timely issues are not mentioned the paper.

Journalistic Merits of Student Publication (Periodicity)

4.20-5.00	Very High	2 issues consistently
3.40-4.19	High	1 to 2 issues consistently
2.60-3.39	Moderate	1 issue consistently
1.80-2.59	Low	0 to 1 issue consistently
1.00-1.79	Very Low	0 issue

Journalistic Merits of Student Publication (Recognition)

4.20-5.00	Very High	4 or more recognition
3.40-4.19	High	3 recognition
2.60-3.39	Moderate	2 recognition
1.80-2.59	Low	1 recognition
1.00-1.79	Very Low	0 recognition

Journalism Proficiency of Writers

10.02-13.00	Very High
7.02-10.01	High
4.02-7.01	Moderate
1.00-4.01	Low

Campus-Journalism related factors (Writer’s Journalistic Freedom and Extent of Implementation of RA 7079)

4.20-5.00	Strictly Implemented
3.40-4.19	Implemented
2.60-3.39	Fairly Implemented
1.80-2.59	Poor Implementation
1.00-1.79	Not implemented

RESULTS AND DISCUSSION

Campus journalism-related factors pertain to the proficiency of writers, which refers to the scores of the students journalists in the exam composed of multiple choice questions relating to English grammar (prepositions and editing skills, identifying wrong words/statements), vocabulary, and reading comprehension; and writers’ journalistic freedom, which pertains to the degree of autonomy that the writers of the publications enjoy as provided by RA 7079. Also, these factors also include the extent of implementation of RA 7079. This, collectively, means the rest of the stipulations in the Campus Journalism Act of 1991.

Campus Journalism-Related Factors

With regard to the proficiency of writers as shown in Table 1, majority of the respondents have high journalistic proficiency (M=11.17). This means that the campus journalists are proficient in terms of English grammar, specifically in identifying words or phrases in sentences that are incorrect (M=14.00). However, they are not that good in terms of English vocabulary (M=9.15), majority of them getting a low rating.

Table 1. Level of campus journalism-factors

Variable	Categories of the English Grammar Test	Mean	Standard Deviation	Description
Proficiency of Writers	Prepositions (15 points)	12.62	1.77	High
	Editing skills (15 points)	14.00	1.66	Very High
	Vocabulary (15 points)	9.15	.99	Low
	Reading Comprehension (8 points)	7.08	1.28	High
	<b>Overall Mean</b>	<b>11.17</b>	<b>90</b>	<b>High</b>
Journalistic Freedom	Determine its own editorial policies.	4.30	.75	Strictly Implemented
	Adviser as Technical Guidance.	3.53	.78	Implemented
	Based on the articles written.	4.23	.73	Strictly Implemented
	Based on the performance of duty in the publication.	4.38	.65	Strictly Implemented
	<b>Category Mean</b>	<b>4.11</b>		<b>Implemented</b>
Extent of Implementation	The publication adviser is chosen by the members of the editorial board.	3.38	1.26	Implemented
	The editorial board and publication staff are selected through fair and competitive examinations.	4.07	.76	Implemented
	The editorial board freely manages its publication’s funds.	4.00	.71	Implemented
	The money of student publication includes the savings of the respective school’s appropriations, student subscriptions, donations, and other sources of funds.	3.92	.64	Implemented
	The subscription fees collected by the school administration were released automatically to the student publication.	3.61	.65	Implemented

The publication adviser was selected by the school administration from the list of recommendees submitted by the publication staff.	3.15	.90	Fairly Implemented
The members of the editorial board participate in periodic competitions, press conferences and training seminars.	4.23	.73	Strictly Implemented
<b>Category Mean</b>	<b>3.76</b>		<b>Implemented</b>

The low rating and the absence of a very high rating overall in the journalism proficiency of the writers contradicts popular belief that student writers are very good in the English language, including vocabulary.

A study by Blinn (1982) which differentiated the language skills of journalism writers and non-journalism students also strengthens this contradiction as data gathered showed journalism writers made very few errors in an English exam given. With regards to the sub-indicators in the journalism proficiency of writers, they are not valued equally or they are not given the same weight. The weights are as follows: use of prepositions (2 units), editing skills (2 units), vocabulary (2 units), and reading comprehension (1 unit).

Also, the report found out journalism writers made significantly fewer errors in word context, spelling, redundancy, punctuation, and agreement. According to an article entitled Journalism is the New English by the Colorado High School Press Association, (2011), journalism courses encourage vocabulary building among journalists and audience alike, including specialized jargons to a profession or a pursuit. Also, the same article explained, the students' vocabularies are often stretched when interviewing expert sources and conducting research.

However, there might be other factors that could have affected the failure of majority of the students to get a very high rating, including tenure and academic performance. Napoli et al. (2004) stated that higher levels of writing efficiency come with writing experience. Additionally, de Burg (2003) also explained that journalism is a balance of academic and real working experience with the real world with a high degree of transferability of skills particularly in research and composition skills. The editor in chief of one of the student publications involved in this study also said that not all student writers are taking journalism course or English-related courses, and this could have had an effect on the proficiency of some of these writers.

In terms of writer's journalistic freedom, the data shows that the student publications' editorial board freely determines their own editorial policies (M=4.30). Also, the schools strictly implemented that no students are to be expelled or suspended on the basis of articles he or she has written (M=4.23) and that no students are to be expelled or suspended on the basis of the performances of his or her duties in the student publication (M=4.38).

On the other hand, the provision of the law that the function of the adviser should just be limited to that of just technical guidance (M=3.53) is implemented. All of these results mean that majority of the student publications and their writers enjoy a high degree of journalistic freedom as the data indicated that the schools implement to a certain extent some of the provisions of RA 7079 which ensure freedom for the student publications and the journalists. While there have been no reports of students being expelled or suspended because of what they have written or for their performance of their duties as a student writer, this could have been because the writers are prevented to write sensitive issues, especially those that are critical of the institution.

Although there is an implementation of the provision of RA 7079 which limits the function of the technical adviser to that of just technical guidance, there are still reported incidences of adviser/moderator intervention. According to the present editor in chief of one of the participating schools, before the articles are forwarded to the press and printed, these articles are read and scrutinized first by their moderator, checking for articles that could affect the image of the school. Arao (2013) said that this should not be the case. According to him, citing RA 7079 specifically Section 6, the function of the technical adviser should be limited to technical guidance and his or her role should be limited because the law provides for the autonomy of campus publications. In 2008, CEGP identified 61 cases of adviser/moderator intervention nationwide.

In terms of the extent of implementation of RA 7079 or otherwise known as the Campus Journalism Act of 1991, the data has established that the schools strictly implemented that the members of the editorial board participate in periodic competitions, press conferences, and training seminars (M=4.23). Meanwhile, closer examination of the data reveals that the schools implemented the following provisions: that the publication adviser is chosen by the members of the editorial board (M=3.38), that the editorial board members and staff are to be selected through fair and competitive examinations (M=4.07), that the publication board should freely manage its publication funds (M=4.00), that the money of the student publication should include the savings of the respective schools' appropriations, student subscriptions, donations, and other sources of

funds (M=3.92), that the subscription fees collected by the school administration should be released automatically to the student publication (M=3.61).

However, with respect to the provision that the publication adviser should be selected by the school administration from a list of nominated advisers submitted by the publication staff, the schools only fairly implemented it (M=3.15). This fairly implemented rating indicates that although there are schools which uphold this provision, there are also those schools which still choose the adviser with the publications and its staff having no hand in the selection.

The absence of a very high rating implies that there are schools violating the law on this. Arao (2013), still citing Section 6 of the law, explained that the school administration should select the adviser from a list of recommendees submitted by the publication staff. On the other hand, schools have strictly implemented the provision which sees to it that members of the publication are periodically sent to competitions, seminars, conferences, and trainings.

Overall, the data signifies that the schools, majority of them, abide by the different provisions of the law on a certain level as evidenced by the overall rating of implemented. However, the absence of a strictly implemented rating could be attributed to the inconsistencies shown by the schools which sometimes fail to follow or neglect the guidelines set by RA 7079. In fact, in 2010, CEGP documented 204 cases of campus press freedom violations nationwide from 42 respondent publications. From April to August of 2013, CEGP reported 230 cases of violations.

**Journalistic Merits**

Journalistic merits in this investigation are operationally defined to mean the relevance of issues, which pertain to the variety of socially relevant themes tackled by the student writers in their respective publications. These concepts encompass the volume of relevant articles in the papers produced, periodicity or regularity of production, and recognitions and awards received by the publications in a year.

Table 2. Level of journalistic merits

Categories of the English Grammar Test	Mean	Standard Deviation	Description
<b>Relevance of Issues</b>			
1. The student publication tackles important societal issues for an average Filipino (e.g. economic, political and health).	4.01	.89	High
2. The student publication tackles timely issues (e.g. environment, technology, trends).	3.95	.68	High
3. The student publication tackles ethical issues (e.g. attitude, human behavior, values, morality).	4.15	.53	High
4. The student publication tackles human injustices (e.g. graft and corruption, human rights violation, military abuse, violence to children and women)	3.83	.73	High
5. The student publication tackles international affairs (e.g. state visits, partnerships and linkages of the government with foreign countries, international conflicts, OFW matters)	3.44	.74	High
<b>Overall Mean</b>	<b>3.87</b>	<b>3.87</b>	<b>High</b>
<b>Volume of Relevant Articles</b>			
Every issue of the student publication has an average number of relevant articles reaching 4 (Very High) or 3 articles (High) or 2 articles (Moderate) or 1 article (Low) or 0 article (Very Low).	2.92	.95	Moderate
<b>Periodicity/Regularity</b>			
In one school year, the student publication can produce 2 issues consistently (Very High) or 1 to 2 issues consistently (High) or 1 issue consistently (Moderate) or hardly 1 issue (Low) 0 issue at all (Very Low).	4.61	.51	Very High
<b>Recognition/Awards</b>			
In a year, the average number of citations/ awards received by the student publication or its staff is 4 or more (Very High) or 3 (High) or 2 (Moderate) or 1 (Low) or 0 (Very Low).	2.76	.73	Moderate

As shown by Table 2, many of the student publications have articles with high relevance in terms of the subjects or themes being covered as indicated by the overall mean ( $M=3.87$ ).

The data registers only high ratings in the student publications' tackling of important societal issues like the economy, politics, and health ( $M=4.01$ ); of timely issues including environment, technology, and trends ( $M=3.95$ ), of ethical issues such as attitude, human behavior, values, and morality ( $M=4.15$ ); of human injustices like graft and corruption, human rights violation, military abuse, violence to children and women ( $M=3.83$ ); of international affairs such as state visits, partnerships and linkages of the government with foreign countries, international conflicts, OFW matters ( $M=3.44$ ).

With regards to the volume of relevant articles, the student publications mention societal, ethical, human injustices, international and timely issues but these issues are not thoroughly discussed in the paper ( $M=2.92$ ). Even though the data shows that the student publications have high ratings in the relevance of the issues that are tackled in the papers and a moderate rating for the volume of relevant articles, the absence of an overall very high rating in both point out the inability and failure of the student writers to thoroughly discuss and provide in-depth analysis of these issues. This failure could be attributed to the tendency of the student writers to avoid topics that would bore the average readers, thus they, the writers, tend to settle on covering news that happen on campus such as student activities, instead of delving on more important issues such as those which affect society in general.

Furthermore, a lot of student journalists still have the perspective that a school paper should contain news and other information about the school's activities rather than off-campus critical issues since the paper is primarily a student publication, a factor that caused the failure of the student publications to attain very high ratings in the relevance of issues and the volume of relevant articles. The former editor in chief and current honorary editor of one of the participating schools, in an interview, revealed that the current staff members of her publication are not interested in sociopolitical discussions because they feel that the students, the readers, would not bother reading the articles.

Though the student writers occasionally tackle socio-political issues in the paper, they were done only for the sake of having some articles fill up the space intended for sociopolitical articles. Majority of the topics discussed in the paper are meant to get the attention of the students. This fact does not fit the description of a good newspaper in terms of articles that are written. According to Cruz (1997) in her article *Criteria of a Good Newspaper*, it is imperative

that the student papers should tackle local, national, and international events that are of major significance in its own community. APMEA, said that a good newspaper prints the important news and provides the information, comment, and guidance most useful to its readers (Cruz, 1997). Additionally, Messbauer, cited by Flynn (2009), said that school newspapers should cover a variety of topics, from current events within the school to international issues, and added that if a paper has something of interest for everyone it will be successful and widely read among both students and teachers.

Most of the student publications, in terms of the periodicity, produce only two issues, although consistently ( $M=4.61$ ). There are factors that affect the number of paper issues produced by the publications. According to the present editor in chief of a participant publication, some of the factors he could think of which affect periodicity are the publication budget and the number of issues that the publication is used to producing every single year, that is, if the publication usually produces two issues per year for the past years, the present staff of the publication is also inclined to produce only two issues for the present year. Another factor in the regularity of production, according to the managing editor of one the schools, is the publication fund. According to him, their publication has a very limited publication fund, the reason why they only produce two issues in a year. Also, the news editor of the same school explains that campus writers are also students, they are not full time writers, so one simply cannot expect a publication to release their papers weekly or monthly. In terms of recognitions and awards, most of the student publications receive an average of two awards in a year ( $M=2.76$ ), which is moderate in rating. The failure of the publications to receive and garner more awards, aside from their substance quality and technical excellence, could also be attributed to the absence of other award-giving organizations outside of CEGP that recognize campus papers in the college level. Presently, only CEGP hands out awards for tertiary student publications nationwide, and they only give out the awards once a year.

Table 3. Difference in campus journalism-related factors

Campus Journalism	Sectarian	Non-Sectarian	T-value	p-value	Decision
Proficiency of writers	44.17	41.43	2.17	.046	Reject Ho
Writers Journalistic Freedom	4.00	3.89	0.50	.624	Accept Ho
Extent of Implementation	3.83	3.86	0.07	.942	Accept Ho

Table 4. Difference in campus journalism-related factors

Campus Journalism	Tabloid	Magazine	T-value	p-value	Decision
Proficiency of writers	43.00	42.43	0.38	.703	Accept Ho
Writers Journalistic Freedom	4.00	3.86	0.50	.624	Accept Ho
Extent of Implementation	3.83	3.86	0.09	.924	Accept Ho

As shown in Table 3, there is a significant difference in the journalism proficiency of the writers when it comes to the type of school where they are from (M1=44.17, M2=41.43, p=.046). This means that student writers who are from sectarian schools are more proficient in terms of English grammar, English vocabulary, and English reading comprehension compared to student writers from non-sectarian schools. However, the proficiency of writers do not differ when it comes to the paper format, whether tabloid or magazine (p=7.03). Coleman, Hoffer, and Kilgore (1982) reported that going to a secular institution provided substantial positive effect on the English reading and writing skills of students in the US.

There are, however, no credible researches in the Philippines that support that claim. There is, nonetheless, a belief that students receive stronger academic education in sectarian schools than in non-sectarian schools. Based on the questionnaire that was administered for this study, student writers from sectarian schools, on average, had higher scores than the other student writers from the non-sectarian schools. This could be because the sectarian schools involved in this study are big and prestigious schools, with better facilities and amenities for the students to use, which could have aided the improvement of their English

proficiency, including reading and writing skills. These schools also have bigger publication budgets, having the ability to send writers and staff members to trainings, seminars and workshops. Reardon, Cheadle & Robinson (2008), however, explain that there is also the big question whether the higher scores of the students from sectarian schools over those from the non-sectarian schools are the result of the “school effect” or whether the higher scores are attributed to other factors such as parent income, parent education, and elementary and high school education. Disentangling these factors proves a difficult task.

In an interview with one of the student writers from one of the non-sectarian schools involved, she revealed that the curriculum of the course she is taking up only offers four English subjects, while the editor in chief of another publication revealed that as a school which offers mostly maritime-related course offerings, they only have three English subjects in their academic curriculum. On the other hand, an interview with the editor in chief of one of the biggest Catholic institutions in the city revealed that they have five English subjects incorporated in their school curriculum. This could have also spelled the difference between the campus journalism-related factors between the schools, specifically on the journalism proficiency of the writers, when classified according to type of school.

Based on table 4, no significant difference was found on writers’ journalistic freedom and extent of implementation of RA 7079 when it comes to type of school (p=.624 and p=.942 respectively) and paper format (p=.624 and p=.924 respectively). This means that all the thirteen schools implemented RA 7079, including provisions such as that the publication advisers are chosen by the members of the editorial boards and that the editorial board members and staff are selected through fair and competitive examinations, regardless of type of school and paper format. Furthermore, this denotes that all thirteen schools give the student writers’ journalistic freedom, like the editorial board of each respective school freely determining its own editorial policies, and that no student are expelled or suspended on the basis of articles he or she has written. This is good since the ending of the age-old “battle” between the school publications and the school administration can lead to more efficient student services. This so-called freedom by the student writers can lead to enhancing the creativity and journalism skills of the writers, as well as develop the full potential of the writers as journalists. Luna (2012) explains that having journalistic freedom can boost the morale and spirit of the student journalists, thus, fully realizing their potentials as agents of change rather than instruments of radical activism and sensationalism. Also, according to Masajo (2007), there are many advantages to a free publication: First, a free publication trains the students on journalism and

provides an avenue to concretely practice truth, fairness, and balance. Second, it provides check and balance for the administrators, the student councils, and the students. Campus journalists and publications become the students' eyes in things that the institutions hide. Third, it safeguards democracy in the campus level. A campus publication, being an independent entity, is accountable to nobody but its readers and protects democracy and freedom of expression while encouraging the readers to do the same. He further adds that a free student publication, in its very essence, is central to development. According to him, a free campus paper is important as it safeguards the halls and the posts of democracy and provides the student readers, and everyone else, a deeper perspective of things. On a national level, however, there are still cases of campus press freedom violations. In 2010, the CEGP documented 204 violations of campus press freedom nationwide from 42 respondent publications. Arao (2013) says that although there is no new data on campus press freedom violations, the information provided by the CEGP is alarming, especially in a situation where there is supposed to be a law that promotes and upholds campus press freedom which is RA 7079.

Table 5. Difference in the journalistic merits according to type of school

Campus Journalism	Sectarian	Non-Sectarian	T-value	p-value	Decision
Relevance of Issues	3.78	3.94	0.53	.601	Accept Ho
Volume of relevant Article	3.33	3.29	0.10	.915	Accept Ho
Periodicity	4.83	4.42	1.48	.159	Accept Ho
Recognition/Awards	2.67	2.85	0.45	.657	Accept Ho

Table 6. Difference in the journalistic merits according to type of school

Campus Journalism	Tabloid	Magazine	T-value	p-value	Decision
Relevance of Issues	3.73	4.00	0.97	.346	Accept Ho
Volume of relevant Article	3.00	3.57	1.39	.182	Accept Ho
Periodicity	4.67	4.57	0.32	.751	Accept Ho
Recognition/Awards	2.50	3.00	1.25	.230	Accept Ho

As shown in table 5 and 6, there is no significant difference on the journalistic merits when it comes to type of school and paper format. This means that in terms of relevance of issues, the thirteen schools all discuss relevant issues. This also means that all the thirteen schools, sectarian or non-sectarian, have the same volume of relevant articles in each paper, magazine or tabloid. All thirteen schools also are the same in terms of the periodicity or the number of papers released in a year and number of recognitions and awards. Clearly, the type of school and the paper format of the publication issues do not have a significant effect on the differences in the schools' journalistic merits. To make sure that the publication receives awards, an editor of one of the respondent sectarian schools revealed that the editorial board of the publication only submits to the competition organizers their publication issue they deem to be very good in terms of its content and form. Another editor from a sectarian school, for their part, admitted that they choose and submit their best issue, sanitized and edited to ensure excellence, when joining "Lanog", an activity aimed at increasing the competence of school publications in various fields and determining exemplary and innovative performance of campus press. During this activity, the organization gives out the Ernesto Rodriguez Jr. Awards (also known as Gawad ERJ Award), giving due recognition to outstanding quality of student publications. This is part of the organization's objective to "raise the standard of campus journalism in the country and develop conscious and patriotic student writers." Since the awards take into account the technical excellence and content of each article in a publication, the fact that there is no significant difference in the journalistic merits of the school, particularly in the awards and recognitions, when classified according to type of school or paper format, goes to show that all student publications involved in this study make sure that in order for their respective publications to receive awards, they ensure the good quality of the issues they submit for the competition, whether they come from a sectarian or non-sectarian school and whether they use the tabloid or magazine format.

Table 7. Relationship between campus journalism related factors and journalistic merits

Factors (x)	Journalistic Merit (y)	Computed value	p-value	Decision on Ho
Journalism Proficiency of Writers	Relevance of Issues	r = -.115	.300	Accept Ho
	Volume of Relevant Articles	$\chi^2 = .492$	.028	Reject Ho
	Periodicity	$\chi^2 = 4.836$	.184	Accept Ho
	Recognition	$\chi^2 = .492$	.020	Reject Ho
Writers Journalistic Freedom	Relevance of Issues	r = .358	.001	Reject Ho
	Volume of Relevant Articles	$\chi^2 = 20.394$	.558	Accept Ho
	Periodicity	$\chi^2 = 44.736$	.084	Accept Ho
	Recognition	$\chi^2 = 53.138$	.163	Accept Ho
Extent of Implementation of RA 7079	Relevance of Issues	r = .214	.050	Reject Ho
	Volume of Relevant Articles	$\chi^2 = 42.301$	.217	Accept Ho
	Periodicity	$\chi^2 = 56.152$	.394	Accept Ho
	Recognition	$\chi^2 = 86.223$	.121	Accept Ho

**Significant Factors of Journalistic Merits**

There are only five significantly correlated pairs of variables, namely writer’s journalistic freedom and relevance of issues, extent of implementation and relevance of issues, journalism proficiency of writers and volume of relevant articles, writer’s journalistic freedom and periodicity, and journalism proficiency of the writers and awards and recognitions received by the publications. As with the rest of the other paired variables, the statistical tests failed any significance.

**Campus Journalism-Related Factors and Relevance of Issues.** There is a significant relationship between the writers’ journalistic freedom and relevance of issues (p=.001). Specifically, for their positive relationship (r=.358), 12.8 percent of the variance of the relevance of issues is attributed to the writers’ journalistic freedom. To a certain extent, when writers enjoy and/or are given by the schools journalistic freedom, the students produce papers that contain articles which tackle relevant issues like the economy, politics, health, environment, technology,

trends, attitude and human behavior, values and morality, graft and corruption, international conflicts and OFW matters. This is the reason why it is imperative that student writers are given freedom to write and discuss issues concerning the student body in particular and society in general without fear of repression. According to Arao (2013), the only way that campus journalists can be relevant in their respective communities is when they can help in the shaping of public opinion. He added that everyone should be aware of what is happening in society so that everyone could better analyze burning issues and put everything in proper context. The readers of these publications deserve nothing less than quality coverage. Campus journalists, he explains, must keep in mind their role in their respective schools. To become real “torch bearers”, these student writers should help open the minds of students to the situations not only on campus but also in society as a whole. Truth-telling is fulfilled when they are able to present both the data and the analysis of issues. Balacruz (2011) further adds that freedom by the student press provides an opportunity for the publications to create awareness and participation of communities in national concerns and other important issues.

Additionally, there is also a significant relationship between extent of implementation of RA 7079 and the relevance of issues and (p=.050). Specifically, for their positive relationship (p=.050), 4.5 percent of the variance of the relevance of issues is attributed to the extent of implementation of RA 7079. To a very small extent, the extent of implementation of the provisions of RA 7079 allows the writers to write relevant issues since the writers do not have fear of being expelled or suspended on the basis of articles he or she has written and on the basis of his or her performance of his or her duties in the publication. In fact, the law, considered to be one of the strongest laws protecting the rights of the youth, particularly student journalists and which seeks to “uphold and protect the freedom of the press even at the campus level”, promotes the development and growth of campus journalism by encouraging critical and creative thinking as a means of strengthening ethical values, aside from developing moral character and personal discipline among the youth. An editor in chief of a publication involved in the study explains that genuine journalistic freedom granted by the school to the student writers creates a wide range of discussions and formulation of ideas even on sensitive issues touching school administration conflicts and interests that journalists can present on the paper without fear of getting censored.

**Campus Journalism-Related Factors and Volume of Relevant Articles.** Based on the Chi-square test analysis, there is a significant association between the campus journalism-related factors and journalistic merits. Specifically, on

journalism proficiency of writers and volume of relevant articles ( $p=.028$ ), it can be established that the quantity of write-ups which tackle socio-political and health and environmental and other significant themes is largely dependent on the journalism proficiency of writers, which means that if the students are proficient in English grammar, it is easier for them to write articles that are relevant to issues concerning the society, thereby increasing the number or volume of relevant articles in the paper. In his Pyramid of Journalism Competence, Clark (2014) explains that the competence of journalists is built upon a foundation, and that one of its blocks is the effective use of language, including journalism proficiency, to express reports, stories, and other appropriate forms of communication. Also, the news editor of a participant student publication in this study says that journalism proficiency of the writers equates loosely to an increase in the outputs of the student publications with greater social relevance, and this is mainly because the writer has deeper understanding of what to write and how to write it. Furthermore, this proficiency enables the student writers to make a social issue relevant to the lives of the students, the readers, in such a way that the articles have impact to them. Another editor of the same publication adds that when a journalist is equipped with journalistic skills, such journalist is capable of recognizing who or what kind of readers the publication has. This is important since knowing and understanding who the readers are enables the journalists to feed the readers with outputs that they, the readers, will easily understand and comprehend without losing the social relevance of the issues tackled. For his part, Arao (2015) says that proficiency in journalism can only be achieved by focusing on news that matters or that are relevant, not the “fluff” and other forms of gossip, trivia, and rumor that could be in demand at a particular moment. He adds that insignificant and inconsequential news items theoretically have no place in the practice of journalism as this does not help in the practice of the journalism profession.

**Campus Journalism-Related Factors and Periodicity.** The findings reveal that periodicity and the writers’ journalistic freedom ( $p=.084$ ) is marginally significantly associated with each other which means that if the students are given freedom to write on any issues without fear of any sanctions from the school, the more they are likely to produce more papers in a year. According to Arao (2015), the simple explanation for this association between periodicity and freedom of the writers is that regularity of production inherently translates to regular practice of the profession, thereby imbibing the ethical and professional standards more consistently. He adds that campus journalists who deal with publications that are published once in a blue moon have no venue to apply what they have learned

in journalism, giving them the tendency to either forget the profession or ethical standards or to know them only in theory and less in practice; furthermore, to know the ethical and professional standards, praxis (or the combination of theory and practice) is the key.

Meanwhile, analysis of the data also shows that the recognitions earned by the student publications are dependent on the journalism proficiency of the writers ( $p=.020$ ), since the commonly used criteria to determine the meritorious and outstanding student papers would zero in on the capability of the student writers to expound and probe on the issues assigned to them with grammatical excellence. Hence, student publications with student writers who have high journalism proficiency as staff members receive more recognitions and awards. Arao (2015) seems to agree with this. According to him, proficiency and efficiency are their own rewards in journalism, and the awards/recognitions received by the individual journalist and the news media organization should be seen as mere confirmation of the work that had been done. The bigger challenge is to sustain such good work by maintaining and developing the proficiency in the practice of the profession.

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### **Understanding the Psyche of Modern Filipina as Depicted in “The Legal Wife”**

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#### **ABSTRACT**

Popular television series or soap operas show various portrayals of women and are reflective of the shifts in societal views on women's roles and relationships. Two of the most popular stereotypes of women shown on television are that of the Wife and the Mistress. This study sought to examine the views of women from different walks of life on the popular television ABS CBN soap opera “The Legal Wife”. This case study looked at the views of the informants on issues of marriage and marital infidelity, as well as their perspectives on the wife and the mistress by using the soap opera as a reference point. The study participants shared that through watching “The Legal Wife” feelings of fear regarding their own life and identity as a woman surfaced. Most of them revealed that they are willing to endure or ignore marital infidelity if it meant protecting their children and keeping their husband. The women also shared that they feared the loss of financial stability and the absence of a father figure to their children, although they do not fear the loss of a partner. The women also shared that although they see a Mistress as a woman who is more sophisticated, more sensual than themselves, they see her as a woman to be pitied and not judged based solely on the fact that she has had a relationship with a married man.

**KEYWORDS:** Communication Arts, psyche of modern Filipina, legal wife, teleserye, Davao City, Philippines

## INTRODUCTION

The media is a widespread source of popular culture. Where television has been part of human lives with programs becoming linked with the lives of the audience, thus, the viewers can “relate” with the pictures of the story being showed. It not only entertains audiences or simply gives them access to information but also serves as an instrument for pushing a particular perspective about issues of society. The media also holds sway over audiences by being a likely baseline for subtle or obvious changing of one’s values and personal beliefs. Through their telling of human stories, the media suggests to audiences a way of looking at the world.

The portrayal of women has long been a popular subject in media studies as popular culture experiences shifts in the way it sees women as a whole. The role of women and how they are seen by society is reflected in various media like film and television. According to Ingham (2007), television soap operas represent and reinforce the mainstream patriarchal ideology of the Western culture. Depictions of women in stereotypical roles where women were housebound, dedicated to husband and family, have seen shifts towards portrayals of career women who are capable of juggling home, family and work and other bolder, braver more independent portrayals encouraged by feminist thought and philosophy. Feminists have pointed at the media as being a factor in influencing the image of women. Television shows may have influenced the way people behave especially television series or locally known as teleseryes. Its effects are brought by the popular actors and actresses portraying certain characters in these teleseryes. Here, the society’s norms, beliefs, and behaviors are greatly affected by what is exhibited in the television atmosphere. In the study of Santiago (2012), she said that “the constructions of the image of women, both literature and other media, remain a disturbing phenomenon”. In line with this, Santiago (2012) presented the traditional roles being imbedded in projecting a woman: keeping an orderly household, pretty, has smooth, porcelain-like skin, alluring effect, etc. Where unlike in modern society, women are projected as liberal and can stand on her own: both women and men, in equal measure are shown in positions of power such as heads of corporations, presidents of countries, as innovators and other strong roles.

Although television has only started representing women in strong, authoritative roles these last twenty years, there is still a considerable amount of media material where women are “sidelined and sexualized” (Bahadur, 2012). In an article of McNamera (2013) of Los Angeles Times, she discussed that “early

feminists”, including Louisa May Alcott, Edith Wharton, Virginia Woolf and later Kate Millet created characters who were memorable women who often railed against the narrowness of society, but in the end they either got married or died, often by their own hand which gives a somewhat negative perception on the liberal minded woman.

One of the more popular and more widely depicted stereotypes in the media, specifically television, is that of the wife and the mistress. These two stereotypical characters and the phenomenon of adult relationships, extramarital affairs, marriage and marital infidelity have been depicted in various ways throughout television’s history. The housewife is often depicted as a bore or a nag, as someone who is plain and unsophisticated who suffers and struggles in the love triangle in order to save her marriage while the mistress is often cast as a temptress, a loose woman who uses her wiles and subtle seductions to ensnare the married man. Whatever the stereotype, both type of women are strong stereotypes and have multi- faceted personalities which the media have explored from various angles. The conflict between these two women characters often become the center of conflict and make for spell binding entertainment.

Filipino viewers seem fascinated by these kinds of television series where the other woman barge into the peaceful life of a happy couple. Where the other woman will always be projected as someone who deserves a healthy slapping and the sympathy will always be with the legal partner. Contreras (2014) said in his article that men are the ones now used and objectified in this post-feminist world and “there will be no female victims if the legal wives can also deploy their natural power over the pleasures of their husbands“, thus, being the “other” woman could be a liberating position. He also added that “the contestations between women no longer as a battle between the victimized wife and the sinful other woman, but as a fair game between and among women who are fully aware of the power of and in total control over their bodies and their pleasures.” Hence, women who are conscious of their power of their bodies and their sexuality over men are empowered women and in the game of empowered women, the power of men to control the allocation of women to positions of who becomes legal and who becomes the other woman can effectively be undermined.

Such TV shows that portray different faces of women is ABS-CBN’s “The Legal Wife” classified as a family drama which revolves on the story of a hard working mother, Monica Santiago (Angel Locsin) the wife of Adrian de Villa (Jericho Rosales) who happened to meet Monica’s best friend, Nicole Esquivel (Maja Salvador). Adrian and Nicole go on to have an extramarital affair which later becomes known to Monica. The plot focuses much on the competition of

both women to gain superiority over the other. The characters Monica (Locsin) and Nicole (Salvador) in “The Legal Wife” could be viewed as products of television’s increasing ascendancy and the proliferation of feminist thought. The confrontation between Monica and Nicole was promoted by the network as “The Royal Rumble” alluding to the inevitable fight that would ensue between the legal wife and the mistress. The network reported a record viewership share of between 30%- 40% as an average for the show which is indicative of its wide viewership.

According to the Cultivation Theory of George Gerbner and Larry Gross when the person spends more time watching television, the more likely they are to believe what is portrayed on television. (Cohen & Weimann, 2000). The Cultivation theory is concerned with the shaping the way our society thinks and relates; and postulates that realities created by television are not based on real facts but on speculations (Gerbner & Gross, 1986) and the television is centralizing a story telling while the audience is watching (Gerbner, 1998). In the context of the study, the characters of the legal wife (Monica) and the mistress (Nicole), although fictional, are relatable to women in the audience. The events in the story depict a perspective on marital infidelity, the reasons why it happens and how humans react when placed in a similar situation. The show also presented a possible outcome of the experience to the audiences. The portrayal of women in “The Legal Wife” could possibly serve to make its audiences think about or rethink their views when it comes to marriage, its surrounding issues and their perspectives of the wife and the mistress.

“The Legal Wife” gave audiences perspectives of the wife and the mistress. Both characters are shown struggling for equity in terms of love, attention, respect, and ultimately the man. The protagonist, Monica, struggles to save her marriage. Her character is shown in various phases of the struggle. She is depicted as first being oblivious to the fact that her best friend and her husband have played her for a fool then later being in a state of shock and hurt over the betrayal. Then her character shifted from pitiable to formidable as she confronted the mistress. The character of Monica in some ways broke the conventional Filipino stereotype of the martyr wife and happy endings when she decided to end her marriage.

On the other hand, the character of Nicole is depicted as spiteful and wilful. Her advances towards Adrian, her best friend’s husband, are shown to be the product of her envy towards her friend. She is also shown to be somewhat insecure in spite of her beauty and sensuality and eventually assumed the wife’s paranoia when faced with the possibility of losing the man’s affections in the course of the plot. In spite of these aspects of her character, Nicole, is also depicted as a strong

female character owing to the fact that although infidelity is an unacceptable relationship norm, she is depicted as a women who fights for her love of a man.

There are feminist scholars who have sought to understand the relationship to women’s everyday lives of soap operas in popular culture. McCabe and Akass (2006) discussed the study of Tania Modleski’s analysis, which identifies the rhythms of television as similar to those of domestic labour and how the episodic, multi-linear narrative form of soap opera replicates patterns of distraction and disruption. Modleski also recognised how the soap opera meets real socio-cultural needs for women feeling isolated at home, playing out the intimacies of family life and providing a ‘collective fantasy’ of community. The images that the television transmits affect the way how society acts just as how most of us want to be just like our favorite actors and actresses where the audience can relate on either the character’s journey or the character’s philosophy and principles portrayed.

**Purpose of the Study.** This study sought to find out how the scenes, characters, or values as depicted in the soap opera “The Legal Wife” change the view of Filipina women on marriage, marital infidelity, as well as their views on wives and mistresses. This study aimed to add to the existing pool of knowledge by examining this phenomenon in the Philippine setting and determine how televisions shows like “The Legal Wife” sits with its female audience as well as how the varying depictions of women find their way into the minds of the women of today. The study also gained insights on how Filipinas in this day and age see themselves when gauged against the characters depicted in the soap opera and answered the question as to whether modern Filipina remain “conservative” (moderate, soft spoken, and cautious) or turned to being “liberated” (strong, out spoken, and independent). The study also aspired to look at how Filipino audiences being from a dominantly conservative Catholic tradition of upbringing, where divorce and infidelity are sensitive issues, perceive the unconventional ending of the soap opera wherein there is no “happily ever after”.

## METHOD

This study made use of qualitative case study methods, which is defined by Cresswell (1998) as “research which illuminates local perspective is rich detail”. This inquiry process of understanding is based on distinct methodological traditions of inquiry that explore a social or human problem. Specifically, this study used phenomenology to get a holistic picture on the psyche of the modern Filipina as depicted in the series “The Legal Wife” by analyzing the experiences of the informants, and report on the detailed views of informants by conducting the study in a natural setting. It is further discussed by Denzin and Lincoln (2000) as “the studied use and collection of a variety of empirical material... that describe routine and problematic moments and meanings in individuals’ lives... hoping to get a better understanding of the subject matter at hand.”

In examining the data the study employed thematic analysis, a qualitative analytic method for “identifying, analyzing and reporting patterns (themes) within data. It minimally organizes and describes your data set in (rich) detail. However, frequently it goes further than this, and interprets various aspects of the research topic.” (Braun & Clarke, 2006).

The study was conducted in Davao City, the third most populous metropolitan area in the Philippines. It is located in the Southern part of Mindanao and is home to almost 1.4 million Filipino television viewers. The participants of the study comprised of married, separated, cohabiting and single females engaged in various professions and occupations. All the respondents were avid followers of the soap opera “The Legal Wife”. By avid, we mean the participants religiously followed the soap opera from the time it began to the time that it ended.

To reduce the subjectivity and misinterpretation, we employed data triangulation in its methods and results. Data triangulation increases credibility of the study and involves using different sources of information in order to increase the validity of the study. The triangulation came from answers obtained from the transcription of the Focus Group Discussion (FGD) and researchers notes. We strived to increase the transferability of the study by giving proper descriptions of the respondents and how the data collection was done.

We documented extensively by recording FGD, taking field notes, and maintained meticulous records which were kept well so that they could be available upon request even after the findings of the study will be published. Once all the data was analyzed through thematic analysis, we asked for a critique from another researcher to read the completed work so that they could confirm findings.

The participation of the participants is voluntary. They were asked to sign an informed consent form signifying that they are fully aware of their as participants. It was emphasized to them that confidentiality is guaranteed.

## RESULTS AND DISCUSSION

### Filipina Views on Marriage

Marriage nowadays, according to a participant is not anymore sacred because Filipinos give less value and importance to it. Thus, this made some woman to fear for entering marriage which resembles the portrayal shown in “The Legal Wife”.

*“So it’s like you are afraid to marry or like the marriage these days is not that sacred anymore because of cases of infidelity.”  
...”Now, it’s like the women are being wise – they will not enter in the world of marriage.”*

Furthermore, two had confessed that it is so hard to trust men nowadays because of extramarital affairs that are happening around as a result of creating the fear of entering into a relationship. The show portrayed a happily married couple in the beginning which fell into shambles due to marital infidelity.

*“It’s really tragic (laughs) and now you have fears... for example, in a relationship, you have the fear to enter into marriage because of what you saw in them – it happened to them even if they are friends, Monica was betrayed”*

*“One of the reasons why I am afraid to enter into a new relationship – there are guys who will fool you, which had happened to me before.”*

Women also fear about the possibility of having a broken family that is why as much as possible they want to keep their family united.

*“What I think about is that the family will not be broken because of the child.”*

*“In my point-of-view, my concept of ‘happy ever after’ is that the family is still united until the end, then in-tact. It does not matter if we are having a hard time or not always happy – there are always the fights but still the family is in-tact.”*

While some think about the effect on the children as they might keep on expecting for their father.

*“...as much as possible the family should not break for children’s sake, it does not matter whether the father comes in and out of the house as long as he is there.”*

Concerns regarding losing the family’s financial provider were also raised.

*“It involves many factors – of course if you do not have a job you cannot just give up your husband because who will provide for your children’s needs?”*

However, two participants argued that they can stand and raise their children on their own. Some of them are willing to go through “martyrdom” just to make sure that the family is intact.

*“I will be a martyr. If ever I will know that he has someone else. I will not mind (like blind and deaf) because of my love for him... In marriage, I don’t want to have a broken family. I entered into marriage; we made a promise in front of the altar then why leave?”*

*“What I think about is that the family will not be broken because of your children. I fear that it maybe instilled in their minds that they belong to a broken family”*

*“I will be a martyr. For me, I can provide but you know, the children will look for their father, too.”*

But in the case of a participant it will depend. If she have her children, she will remain inside their marriage but if she doesn’t have a child yet then she will leave the husband. For another participant, since she is self-confessed single mom, said that if ever it will happen to her as married, she will not chose to be martyr.

*If ever that will happen to me, I will never choose to be martyr... Maybe if example my child will ask about her father, I will just explain that this is what happened; that you can’t do anything about it because your father left us; that I can raise you, something like that.*

Few participants said that in marriage, there should always be trust, understanding, support, and God should be placed at the center of the relationship.

*“Trust one another, no matter how well you monitor him when both of you do not trust each other then, your marriage would not last.”*

One also mentioned that “a wife should refrain from mumbling, instead, forgive your husband and serve him in accordance to your vow, “in richer or in poorer, till death do us part.” Despite the fact that there is a recurring issue on infidelity, some participants still acknowledge the concept of “happy ever after”, although some are losing hope because of the advent of modern society.

*“...we do not know, perhaps now, everything is fine. Just like what happened to them (Monica and Adrian).”*

### Filipina views on Marital Infidelity

According to a participant, marital infidelity is very alarming and is incredibly rampant among live-in, married couples and boyfriends/girlfriends wherein the problem is usually centered to men, thus, women should do everything to keep their man. In the opinion of another participant, infidelity nowadays is just normal especially when talked along with boys. It is like infidelity is becoming a normal part in the concept of relationship. One had stressed that the “The Legal Wife” portrayed one of the biggest social problems in our country today. Another participant is fearful of entering into a new relationship because she is afraid to be fooled again. Due to this previous experience, in addition, another participant confided she has trauma on men; that because of television series like “The Legal Wife”, some of them said in one way or another affects their views in trust and somehow the teleserye helps.

*“you learn how not to fully trust your partner because even if you give your complete trust, men always has the tendency to fool around and it is men who usually looks for another one”  
... “...The Legal Wife” awakened us that we, women who have husbands or partners, have to be watchful and we should not trust too much.”*

They said that if ever their husbands commit infidelity, one jokingly said, “I am going to put chilli on his underwear.” But she still has trust on her partner but if ever he cheats, it is up to him. The other one would pound his husband and will not let her husband see their children, if ever. In addition, one shared that when her mother and her father argues, her mother warns: “...just do not let me catch you with another girl or else I will chop you off”. Because of some insecurities cited, one participant noted that the woman should do everything to keep her man.

*“So you, as a woman, should do everything so that your husband or your boyfriend will not leave you? So you, as a wife or a girlfriend or whatever, should give excitement to your husband.”*

A number of informants are open for violent confrontations to the mistress.

*“Maybe if you knew about the affair and meet the mistress of your husband, you will undoubtedly hurt the girl; maybe spit on her too... I will bomb her”*

*“I will beat her out of rage”*

On the other hand, one participant still believes in the power of a peaceful confrontation. She would try to talk to his husband calmly and let him choose whether as to her and their three children or the mistress. Another participant would also try to confront his husband discreetly, but if ever talk is ineffective then she might resort to law and send her husband to jail. Another participant believes that prayers could help enlighten his husband. She wants to settle things in discreet manner. She believes nothing bad will happen through a proper conversation and then eventually ask her to look for someone compatible for her and of course. She is firm that the mistress will be enlightened and soon realize with the help of prayers.

### Filipina Views on the Other Woman

In today’s society, when a man cheats, he is called a womanizer but when a woman cheats she is labeled as a flirt. As compared to a traditional woman who happens to be a mistress, they say that before, a woman is discreet in terms of having an affair woman minds that if everyone will know that she is a mistress that can destroy their dignity.

*“In the old times because they will hide people they will not know that you are a mistress or whatever because it was simple way back then.”*

Nowadays, a mistress in this modern era is liberated; who is proud of being a mistress and much stronger than the wife because they got the attention of the man; who doesn’t care about what will people feel about them – even if the friendship will be over. According to one participant, as long as she is assured

that the man chooses her over the legal wife, she will stand and fight for it; that because woman of today is economically empowered, there are mistresses who are capable of sustaining the needs of a man; that mistresses are tough.

According to some participants they are strong; they will fight back; they will not surrender the husband to the wife because they claim that they are the one who is loved; they are shameless and are always ready to wrestle because they are able to get the attention of the man; they have the fighting spirit regardless whether the wife is their friend or not; and above all they are willing to kill just to keep the property which do not belong to them.

Almost all the informants agreed that it is unfair to judge a mistress just as being a “flirt”. For them, it is unfair to condemn a mistress because we are just human beings who commit mistakes and we do not know the whole picture of the story. Instead of judging, we should help them and encourage them to find the right partner for them.

*“I pity them because of course, why would they reach to the point that they will be desperate? Why is it like that? Maybe they have a family problem, in personality, like that.”*

They cling to the hopes of change that when you continue your advocacy of enlightening them, these mistresses will come to realize something that might lead them to change and correct their mistakes.

*“We have a friend... and the guy has his own family then she became a mistress so we as friends, gave her advice... that it can be corrected. We emphasized that it is a wrongdoing – the guy has a family...”*

All of them sympathizes a mistress. Some says that some women does not really wanted to be a mistress but unfortunately became one because they were victims from the pitfalls of sugar-coated words from men; that some of them just gave in to temptation.

*“A mistress is so pitiful – the guy is just making fun of her but in the end he will go home to his wife, like you will feel pity to them because they are just made fun of”*

They find a mistress disgraceful because they assumed that some men are just making a mistress a “girl-for-the-mean-time”. Though they find a mistress pitiful, however a mistress has to be blamed because as a human, you have a choice; that a girl has the last say as to whether she will say “YES” or “NO”. There are mistresses who already knew that the man they “love” is a married person, thus a woman should opt to stop and stay away from that man. Still, a mistress, a traitor will never be and can never be justified. They view some (if not most) mistresses as more interesting, more sexy, has “x-factor” than the wife and being a mistress is a status symbol.

### Relating to Characters in “The Legal Wife”

As to whom the participants can relate to the characters of “Monica” and “Nicole”, two participants can relate to Nicole.

*“Though it was her fault... I can relate to Nicole – not totally relate but like – I pity Nicole because as they say ‘it is not my fault because I just loved the person’, like that.”*

The rest) is to Monica.

*“a mistress will never be and can never be justified” .*

*“Nicole knows that her friend Monica is married to Adrian, so why would Nicole wants to take Adrian?” ... “Nicole was not blinded by that fact; they are married so why would I barge in? It is really Nicole’s fault”*

*“Nicole already knew it was her best friend’s husband so from there, Nicole should have accepted that fact and Nicole has a choice (to choose the good) and Adrian has a choice, too. I am in the side of the legal wife.”*

*“I am to the legal wife... Monica will fight for her family because she does not want her family to be broken because of course, what will be the essence of the so called family if she will lose the father figure of her children, right?”*

As to either “Monica” or “Nicole” represents the modern Filipina, three participants said that Nicole represents the modern Filipina. One said that Nicole is too liberated that she got influences from the American culture.

While one thinks Nicole best represents the modern Filipina because she chose to be a mistress. Another said that it is Nicole because aside from choosing to be a mistress, she vulgarly confessed that she is bearing her child with Adrian, the husband of Monica.

*“Nicole, is of course, the modern one because she has a strong spirit that she will fight her love for Adrian and does not mind their friendship – best friends since childhood. The friendship does not matter, friendship over as long as Adrian is mine.”*

One participant said that it is Monica because she did her part to save the relationship and the family.

However, two participants said that both Nicole and Monica depict the characters of a modern Filipina. Another participant also agreed because both of them knows their right and fought for their rights as a mother to their children and according to another participant– as compared to the traditional times, Monica gave Adrian the liberty to choose and as a legal wife, she really did confront the mistress, Nicole.

### Views on the Aftermath of Extramarital Affairs

As stated by one participant, extramarital affair causes them to fear about getting married and entering into a relationship. Besides, she admits that her previous experience with his ex-boyfriend traumatized her to enter into a new relationship today.

They have sighted that the children are the ultimate victim and will be greatly affected once the family is broken. The children will have endless questions as to where is their father, why did the father left, and so on. The role of the father is vital because the children might look after their father, thus, for some the so called “father figure” is very important.

*“The child was asking her teacher: ‘teacher, have you seen my papa? My papa has gone’ ... ‘it’s been a long time since he come home and I really miss him”*

Also, the child learns to hate the mistress and once the child will have the chance to meet the mistress of their parent, they are capable of hurting.

*“My uncle chose his mistress. Now, my uncle is dead; I feel pity to his children then they asked me: why did he choose his mistress over us?” They said: ‘If ever I will meet that woman, I will push her face on the ground!’ ... They were really angry.”*

They have also cited that once the family is broken, there will be a lack of guidance from either the mother or the father; that the child may have narrow views on having their own family because of what they have heard and seen in their environment. A child with in a broken family may encounter a problem of sense of instability; that the child may think of, “they will just part ways later.” Therefore, the child who has an experience of broken families will have a lack of trust to their future partners.

Another participant personally confessed that she belongs to a broken family and said that her father and two other sisters have experienced financial constraints.

*“There are times that we have something enough but there are times that we have nothing. So it is really better to have a mother and a father because once you ask something from your father and he has nothing to give, you can ask from your mother. Because a mother – even if it is just enough or she has nothing – she will find a way to provide for their children particularly on school-related needs.”*

Also, another participant shared that she has fear for her daughters. One example she shared is the contact with guys but she said her point was only to be cautious.

*“When my daughter had her first menstruation, it took one month after she went to our church again because she was not sure anymore what to say because she was told to stay away from guys. I am now having a hard time because she does not take the communion (holy host) anymore”*

They have also discussed that some woman in effect to the distress in the aftermath of their marriage are affected emotionally. Just like what one participant shared to the group...

*The mother of the child was always crying, and hiding. She was three months pregnant with their second child then... maybe because the mother was emotionally stressed, she lost the child.*

One participant said that there are woman who will seek retaliation out of pain and frustration. She shared a story from the experience of her uncle.

*“I have an uncle, he got his mistress pregnant and his mistress is also married. He kept it secret particularly about the baby. When my auntie found it out, she retaliate; she got pregnant from another man who is also married. It became reciprocal and got their family destroyed.”*

### **Filipina Views on the Media as the Purveyor of Culture**

The participants believed that our media is a big factor as to why there is an unending occurrence of the infidelity issue. As stated by a participant, the television is a huge factor which distorts the thinking of viewers giving them the clue or idea of doing unacceptable actions.

*“Yes ma’am, it is a big factor because the guys may think--this will probably happen – I can fight for my wife even if I have a mistress – I can have them both”.*

*“Like what you’ve said, in television, it’s like that, they’re giving the audience clues on what we call family problem. Just like scenes about hold-ups, they applied what they saw on the cinemas and robbed the bank. Before, there are no movie houses, there are no cases of hold-ups but now it became rampant because of what the media continuously shows.”*

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## Trade Performance of the Philippines

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### ABSTRACT

This paper investigates the revealed comparative advantage of the Philippines by using the net exports formula, as a ratio to total trade volume per year. It also identifies countries that are termed as 'pure buyers' of Philippine goods and 'pure sellers' to Philippine markets. Results show that the country has been a heavy importer of goods from 1990 to 2014 except in years 1999 and 2000. Germany and Netherlands emerged as pure buyers of Philippine products with Hong Kong joining in recent years. On the other hand, Malaysia, Indonesia and the Kingdom of Saudi Arabia served as pure sellers to Philippine markets. Although Malaysia has stopped preferring Philippine products in the later years, Taipei, China replaced its position. The study is conducted in September 2016 and data were accessed from the Key Indicators of Asia and the Pacific of the Asian Development Bank.

**KEYWORDS:** Revealed comparative advantage, Philippine trade, pure buyers and sellers

## INTRODUCTION

The Philippine economy in 2005 performed below full potential on its relatively open trade regime. Factors contributory were slow pace of reforms and the presence of prevailing constraints on overall growth, such as inadequate infrastructure, low investments and some governance issues (World Trade Organization, 2012). It also noted that growth has been broad –based across private consumption, investments and exports that were helped significantly by fiscal stimulus implemented in 2008 and 2011. In 2010, the country was the world's 37th largest exporter and the 29th importer of goods and ranked 27th among exporters; 36<sup>th</sup> among importers in services trade. Overall, trade composition relies heavily on manufactured products (85% of exports and 67% of imports).

Meanwhile Thailand's growth, a neighbouring country of similar economic strengths and constraints, also experienced slow growth around that period due to tsunami, prolonged drought, and the return of avian flu, the high oil prices and tightening monetary conditions (Monetary Policy Group, 2006). On the external front, its export value rose by 15% while imports continued to expand reversing the surplus created the previous year to a deficit in the current year. On the second half of the year, exports took a rebound and registered a positive exports performance. The rebound was attributed mainly on the strong economic fundamentals – buoyant tourism industry, declining external debt while maintaining an adequate level of international reserves.

Why do Thailand and the Philippines, and in general countries, differ in trade performance? Different theories explain trading behaviour of nations. The theory of comparative advantage explains that one country can still improve trade performance even if it does not possess production's absolute advantage. By specializing on doing what one nation can relatively do better, the overall growth potential will be achieved. The Heckscher-Ohlin theory on the other hand, explains how to achieve comparative advantage through the factor proportion theory. In reality, however, the world economy is complex that expectations do not always equal the actual. One example is presented in the Leontief Paradox, where the US economy was found to have been exporting more labour-intensive goods when the reversed was expected.

Other trade theories are more firm-based. This is because the country-based theories fail to account the emergence and expansion of many multinational corporations. The Global Strategic Rivalry theory by Paul Krugman and Kelvin Lancaster describes firms' competitive advantage by optimizing barriers to entry

for an industry or market (Carpenter & Dunung). The Porter's Theory of Harvard Business School suggests that nation's competitiveness depends largely on the capability of the industry to innovate and upgrade, determinants to which are local market resources, local market demand, local supplies and complimentary and local firm characteristics. The Product-Life Cycle theory conversely, presents three production stages, arguing that new products are initially developed in home country but will be mass produced in another country when the standardized stage is reached.

This paper though does not evaluate inter-country trading behaviour but opts to use the revealed comparative advantage (RCA) model of the country-based theory to describe and interpret Philippine trade performance; the objective of which, is to measure the country's trading strengths from 1990-2014. It further identifies the ten major trading partners of the Philippines and unearths what countries are pure buyers of Philippine merchandise and pure sellers to Philippine markets. Ultimately, this aims to extract possible insights deduced from the trends. Expectedly, all other theoretical models, to a certain extent, are assumed to have worked, either in the domestic or on the external front. Fiscal reforms and monetary policy effects are subsumed in actual trading values and politics is held constant. Thus any leadership shifts do not necessarily affect trading behaviour of the country.

## METHOD

There are other alternatives for calculating RCAs like that introduced by Bella Balassa in 1965 and those of Donges and Reidel in 1977, Bowen in 1983 and Vollrath in 1991 (Food and Agriculture Organization). The Revealed Comparative Advantage of Dalum et al. (1998) and Widodo (2009) have obtained revealed symmetric comparative advantage (RSCA) that ranges from -1 to 1 (Shohibul, 2013). When  $RSCA_{ij}$  index of country  $i$  is above zero, then country  $i$  has a comparative advantage of product  $j$ , conversely a comparative disadvantage. This manuscript redefined revealed comparative advantage by considering net exports index only, because of its overall ability to show the changes in RCAs when exports and imports behavior change. The limitation of this study is that it fails to calculate the net export index RCA per product per industry due to constraints but which possibility may be taken in future investigations and study.

The Revealed Comparative Advantage (RCA) follows the following formula:

$$RCA_n = \frac{X_n - M_n}{X_n + M_n} \quad (1)$$

Where: RCA<sub>n</sub>= Revealed Comparative Advantage for year n  
 X = Philippine Exports in US Dollars, 1990-2014  
 M = Philippine Imports in US Dollars, 1990-2014  
 n = for years 1990-2014

A positive RCA indicates that a country is a net exporter, otherwise a net importer. Data came from the Asian Development Bank publication, Key Indicators for Asia and the Pacific for various years. To identify major trading partners, the direction of trade is also taken. Countries that import and export from the Philippines are called trading partners. Countries that import from the Philippines but do not export in return, are called pure buyers. Countries that export to the Philippines but do not import in return are pure sellers. Pure buyers reveal their need toward Philippine goods for their consumption and growth and pure sellers reveal the Philippines' need for other countries' goods for its domestic consumption and growth as well.

## RESULTS AND DISCUSSION

### Philippine Exports and Imports, Revealed Comparative Advantage 1990-2014

Trading performance of the Philippines from 1990 to 2014 has been an exciting, challenging but predictable trend. Exports and imports trends continue to rise with fluctuations along the line, depicting a vibrant active international trading with the rest of the world. As observed, the country emerged to have been a heavy importer of goods across time, with 1999 and 2000 as exceptions. Tables 1 and 2 present this information and Graph 1 shows the trends.

It is further noticed from the overall trend patterns, that exports follow the positions of imports except in 1999 and 2000, although there is not much clear indication as to which trend is following or which is being followed. What can only be deduced is that the country adjusts its exports and imports so as not to create large gaps producing pressure on foreign exchange volumes and exchange

rates valuation. Such observation is not without implications. The trend implies possible regulations in both the exports and imports to manage exports so as not to create over appreciation of currency and to adjust imports so as to normalize foreign exchange outflows. Either way presents a strong and apparent government control.

How strong is Philippine trading? Table 2 and graph 2 show the calculated RCAs and trading performance of the country. From graph 2, it is demonstrated that the largest dip in the difference between imports and exports happened in 1996. The gap drastically is reduced in 1998 and immediately shifted position in 1999 to 2000 where exports blew higher than imports. Liberalization and open policy drove the country to a better competitive edge and resiliency during these periods (World Trade Organization, 1999). Part of the strength was brought by tariffication and reduction in tariff rates over the past six years. These have significantly opened the economy. It has removed most of its non-tariff barriers, except on rice, which remains traded exclusively by a State agency. The Philippines has abolished most of its quantitative restrictions.

More than a decade after that, the trade performance shifted opposite. The current year's report by the Philippine Statistics Authority on imported goods showed that for the month of July 2016, imports value reached to \$6.358 billion, an increase of 11.7 percent from the \$5.691 billion recorded during the same period a year ago (Bersales, 2016). The increase was due to the positive performance of six out of the top ten major imported commodities led by iron and steel (66.3%) followed by industrial machinery and equipment (50.4%) other food and live animals (34.9%), electronic products (30.1%), telecommunications equipment and electrical machinery (26.0%) and miscellaneous manufactured articles (14.1%).

Philippine exports on the other hand reached to about 51.1% share to total exports valued at \$2.441 billion a decline by 15.1 percent from the \$2.875 billion last year, (Recide, 2016). Most of these exports went mainly to countries in East Asia-Japan, China and Hong Kong (51.3%) while goods going to the ASEAN communities amounted to only 14.2 percent. European Union members' imports from the Philippines are valued at around \$645.00 million, a 12.0 percent share to total merchandise exports. Major exports are electronic products (42%), other manufactures (10 %), and woodcrafts and furniture (6%) (Trading Economics).

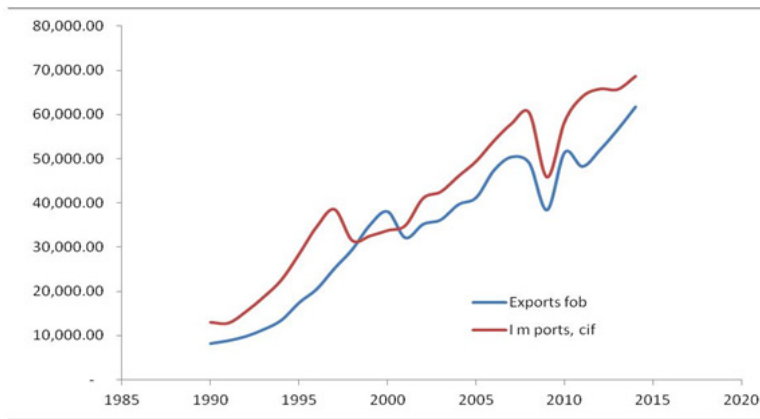
The following export product groups represent the highest dollar value in Filipino global shipments during 2015. Also shown is the percentage share each export category represents in terms of overall exports from the Philippines (Workman, 2016).

1. Electronic equipment: US\$26 billion (44.3% of total exports)
2. Machines, engines, pumps: \$8.2 billion (14%)
3. Wood: \$2.9 billion (5%)
4. Medical, technical equipment: \$2.4 billion (4.1%)
5. Ores, slag, ash: \$1.6 billion (2.8%)
6. Ships, boats: \$1.5 billion (2.6%)
7. Vehicles: \$1.4 billion (2.4%)
8. Animal/vegetable fats and oils: \$1.2 billion (2%)
9. Knit or crochet clothing: \$872.4 million (1.5%)
10. Copper: \$860.2 million (1.5%)

Table 1. Exports and imports of the Philippines, (in million US dollars)

Year	Exports, fob	Imports, cif
1990	8,186.00	13,042.00
1991	8,840.00	12,856.00
1992	9,824.00	15,465.00
1993	11,375.00	18,773.00
1994	13,483.00	22,638.00
1995	17,447.00	28,488.00
1996	20,543.00	34,701.00
1997	25,228.00	38,581.00
1998	29,496.00	31,530.00
1999	35,037.00	32,568.00
2000	38,078.00	33,807.00
2001	32,150.00	34,939.00
2002	35,208.00	41,092.00
2003	36,231.00	42,576.00
2004	39,681.00	46,102.00
2005	41,255.00	49,487.00
2006	47,410.00	54,078.00
2007	50,466.00	57,996.00
2008	49,078.00	60,420.00
2009	38,436.00	45,878.00
2010	51,498.00	58,468.00
2011	48,305.00	64,097.00
2012	52,100.00	65,839.00
2013	56,698.00	65,739.00
2014	61,810.00	68,704.00

Graph 1. Exports and imports trends, Philippines, 1990-2014



Graph 2. The Revealed Comparative Advantage of the Philippines, 1990-2014

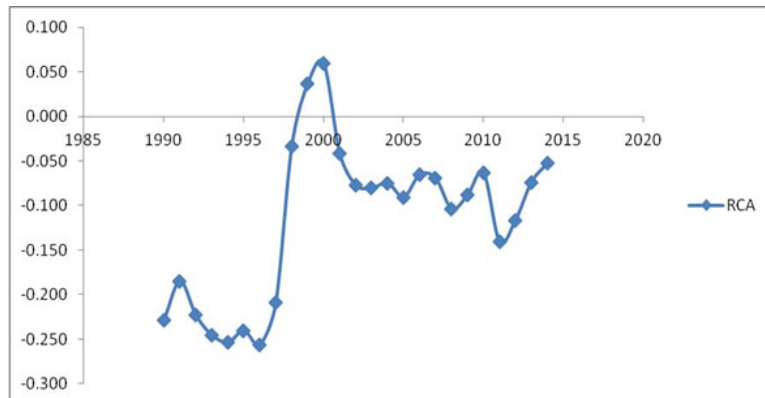


Table 2. Revealed comparative advantage of the Philippines, trading performance, 1990-2014

Year	Exports, fob	Imports, cif	RCA	Trading Performance
1990	8186	13042	-0.229	Net Importer
1991	8840	12856	-0.185	Net Importer
1992	9824	15465	-0.223	Net Importer
1993	11375	18773	-0.245	Net Importer
1994	13483	22638	-0.253	Net Importer
1995	17447	28488	-0.240	Net Importer
1996	20543	34701	-0.256	Net Importer
1997	25228	38581	-0.209	Net Importer
1998	29496	31530	-0.033	Net Importer
2001	32150	34939	-0.042	Net Importer
2002	35208	41092	-0.077	Net Importer
2003	36231	42576	-0.081	Net Importer
2004	39681	46102	-0.075	Net Importer
2005	41255	49487	-0.091	Net Importer
2006	47410	54078	-0.066	Net Importer
2007	50466	57996	-0.069	Net Importer
2008	49078	60420	-0.104	Net Importer
2009	38436	45878	-0.088	Net Importer
2010	51498	58468	-0.063	Net Importer
2011	48305	64097	-0.140	Net Importer
2012	52100	65839	-0.116	Net Importer
2013	56698	65739	-0.074	Net Importer
2014	61810	68704	-0.053	Net Importer

Medical and technical equipment was the fastest growing among the top 10 export categories, up 276.5% for the 5-year period starting in 2011. Philippines-made ships and boats follow this, which rose in value by 139.5% led by cargo vessels. Filipino electronic equipment posted the third-fastest gain in value at 118.8% (Workman, 2016).

Major exports of the Philippines as of July 2016 include electronic products, electronic integrated circuits, the country's top export revenue, woodcrafts and furniture, coconut, pineapple and abaca. In most of these goods are primary goods and inputs, having perishability characteristics – physically and competitively. Hence, are priced relatively lower Countries competing in the exports of most electronics integrated circuits are Hong Kong, Singapore, China, Taiwan, South Korea, United States, Malaysia, Japan, Vietnam, Germany, Thailand, France, Israel and Netherlands (Workman, 2016). It is not impossible for the Philippine product to surface as a Giffen good amidst tough competition with these countries.

### **Philippine Trade Partners, Pure Buyers and Sellers**

The Philippines' vibrant trading with other countries is described by the classifications of partners buying Philippine goods and selling to Philippine markets. Table 3 shows that Philippine products reached the first world economies and the strongest economies. From 1990-2014, Netherlands and Germany are buying Philippine products although there is no need for the Philippines to buy from them. These two countries prefer to consistently import Philippine goods over time. Hong Kong joined the two in 1996-2013. These are termed as the Philippine pure buyers (could be interpreted as the satisfied markets of Philippine products). Factors attributable to this could be product quality, product price and product attributes not found in other market competitors.

On the other hand, Saudi Arabia, Indonesia and Malaysia have products Philippines could not live without. These must be goods on fuel, oils, industrial and electrical machinery and the like. These countries are termed pure sellers because there was no need for them to buy Philippine goods. One factor for this could be competition. Products of other competing countries are sold at relatively lower prices that the Philippines could not follow. The rest of the top 10 countries in the list, have traded (export and import) with the Philippines. What is noticeable is that the Philippines used to export and import from Hong Kong but in later years, the country stopped buying from it. On the other

hand, Malaysia that used to be a trading partner has stopped importing from the Philippines. Taipei, China replaced its position in the partnership. Table 3 presents that the United States of America is no longer the top trading partner where the Philippines imports most in the more recent years. It dropped second place and is replaced by China. Japan takes as the main destination of Philippine exports from 1997-2014.

In terms of imports, the country imports intermediate and capital goods mostly from Japan and the USA in 1996-2000 and raw materials mostly from the Kingdom of Saudi Arabia, Iran and United Arab Emirates on the same period (World Integrated Trade Solution (WITS), 2000). The country also, during the same period, exports raw materials mainly to Japan, intermediate and consumer goods to US and flood its market with Philippine capital goods. Moreover, in 2011-2015, the country's main imports on raw materials came from the Middle East with the Kingdom of Saudi Arabia as the main supplier. It imports intermediate inputs from China; consumer and capital goods from Japan and the US. Finally, the country's exports on raw materials, intermediate and consumer goods went to China and Japan, while capital goods exports to China, Japan and Hong Kong (World Integrated Trade Solution (WITS), 2000).

Table 3. Philippines' direction of trade, major trading partners, pure buyers, pure sellers, 1990-2014

Exports	Imports	Pure Buyers	Pure Sellers
1. United States	1. United States	Netherlands	Saudi Arabia
2. Japan	2. Japan	Germany	Indonesia
3. China, People's	3. Singapore	Hong Kong	
4. Hong Kong, China	4. China, People's Rep. of	Netherlands	Saudi Arabia
5. Netherlands	5. Saudi Arabia	Germany	Indonesia
6. Singapore	6. Korea, Republic of	Germany	Malaysia
7. Malaysia	7. Thailand	Netherlands	
8. Germany	8. Malaysia		Saudi Arabia
9. Korea, Republic of	9. Hong Kong, China		Indonesia
10. Thailand	10. Indonesia		Malaysia
1996-2013			
1. Japan	1. United States		
2. United States	2. Japan		
3. China, People's Rep. of	3. China, People's Rep. of		
4. Singapore	4. Singapore		
5. Hong Kong, China	5. Taipei, China		
6. Korea, Rep. of	6. Korea, Rep. of		
7. Netherlands	7. Thailand		
8. Germany	8. Saudi Arabia		
9. Thailand	9. Indonesia		
10. Taipei, China	10. Malaysia		
<i>Note: Malaysia is no longer buying from the Philippines, Taipei replaced its position</i>			
1997-2014			
1. Japan	1. China, People's Rep. of		
2. United States	2. United States		
3. China, People's Rep. of	3. Japan		
4. Singapore	4. Singapore		
5. Hong Kong, China	5. Korea, Rep. of		
6. Korea, Rep. of	6. Taipei, China		
7. Germany	7. Thailand		
8. Thailand	8. Saudi Arabia		
9. Taipei, China	9. Indonesia		
10. Netherlands	10. Malaysia		

### Insights Given the Trends

Despite implementing substantial trade and investment policy reforms of the country following a three-track approach involving unilateral, regional and multilateral modalities towards freer trade and investments, although this has created improvements in some key areas of the economy, these have not been found as robust as expected (Austria, 2002). The choice to shift from primary goods exportation to manufactured goods exportation may not have been enough to pull the economy up outside the ring of underdevelopment and backwardness. The general overall condition still has not levelled up.

At the outset, it seems that the long run solution of building a nation, through genuine education, has not been found successful overtime. The low exports relative to imports, creating a negative net exports index and RCA, measure the overall success of the educational system in technical, scientific inventions and overall productivity of the country. The country fails to develop technologies. Scientific innovations are hardly felt in the market. Science and technology schools and universities of the state are slow in leaping up forward. This shows labour as unable to create products attractive for exports.

This same labour is found productive in other countries. The volumes of remittances indicated the market value of Filipino labour abroad. They have helped make the employer country grow and develop. Unfortunately, the remittance buoyancy effect still has not been translated into long-term technical breakthroughs that could repair, rebuild and boost the economic base of the Philippines.

**Conclusion.** The study concludes that Philippine Trade from 1990-2014 has been characterized as weak. The RCAs were negative, except in 1999 to 2000, implying that the country is a heavy importer economy. Germany, Netherlands and Hong Kong are pure buyers of Philippine goods and Malaysia, Indonesia and Kingdom of Saudi Arabia are pure sellers to Philippine market. Most of Philippine products are traded in East Asia, Germany, Netherlands, United States and the Southeast. The weak trade patterns can be traced from defective and inefficient educational system that is unable to spur creativity among students and future labour. However, even if exports are weak, considering strong OFW remittances, the study makes a guess that Philippine labour has significantly contributed to the strengths of the economies of the employer countries, contributing robust vibrancy to domestic private consumption – an outcome that is quite difficult to comprehend.

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**Alternative Learning System Literacy  
Program: The Badjaos' Standpoints**

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ABSTRACT

The study described the standpoints of Badjaos on the literacy program of Alternative Learning System (ALS) of Department of Education in Matina Aplaya. Specifically, it described the experiences of Badjaos in ALS through which the lessons and insights were drawn for the improvement of the literacy program. In the attainment of this purpose, qualitative design particularly phenomenological approach was used. To establish the trustworthiness of the study, the data were triangulated with the use of qualitative tools such as, in-depth interview, focus group discussion, and observation notes. Six Badjao learners were purposively selected. After analysing the information, the findings revealed that through ALS literacy program, the Badjaos had learned to read and write and developed good manners and values of cleanliness and orderliness. Their irregularity in attendance was attributed to their need for daily subsistence and for taking care of their young children. Meanwhile, as regards their insights on their experiences, the learners had realized the great help of the program to their lives. As for lessons learned, they were pleased by their teacher's patience, kindness, and helpfulness. They added that they had learned from the class. Finally, they perceived that the program had built their self-confidence and character, provided them opportunity to improve their socio-economic condition. Hence, these results imply that ALS literacy program has a great impact on the lives of Badjaos, thus recommending the sustainability of its operation and extension to areas where Badjaos live.

KEYWORDS: Literacy program, Alternative Learning System (ALS), lived experiences, Badjao, Philippines

## INTRODUCTION

Illiteracy is one of the societal problems which any government across the universe strives to obliterate because it drowns an individual citizen or a marginalized group of people into a quagmire of poverty. But, despite the remedy which the government provides, this problem on illiteracy has remained widespread and alarming.

In Matina District, Davao City, the Alternative Learning System (ALS) of the Department of Education (DepEd) is put up to serve not only the out-of-school youth and adults but also the indigenous people specifically Badjaos in Barangay 75-A Matina Aplaya. We have recently noticed the declining number of Badjao youth attendees in the literacy program since the time it was introduced to them. We find it alarming for two reasons. First, if they quit schooling, they may go back to their custom of begging on the streets, risking their security or safety. Second, if they remain illiterate, their socio-economic conditions will certainly not improve, resulting to them leaving a culture of ignorance with their children.

Driven by our interest in this phenomenon, we have searched online literature and, surprisingly, discovered only a few studies on literacy. Among these studies, we have found out some possible causes leading to the “failure” of the program. Prinsloo and Breier (1996), on the project known as SoUL (the Social Uses of Literacy) found that the social uses of literacy are highly contextualised and often different from schooled literacy practices in South Africa. In these phenomenological studies, these ‘illiterates’ demonstrate how they engage with various forms of literacy, make use of their informally acquired skills, and draw upon their social networks in order to deal with the literacy-related tasks of their everyday lives. Prinsloo and Breier also discovered that instead of literacy being an individualised activity, it is a highly collaborative activity. Above all, they noticed that the participants themselves feel the inappropriateness of a curriculum designed for them. An informal ‘service and advice’ type of activity is what the participants rather seek to sue for their own learning strategies.

Similarly, Canieso-Doronila (1996) discovered that among the 13 marginal Philippine communities that she had examined through an ethnographic study, the concepts of literacy and numeracy could not be separated from their social and cultural settings, and the standard measures of literacy which is used in industrialized countries are often inappropriate in other nations. The findings suggest two points. First, the youth or adults from marginalized sectors of the society who have joined in the literacy program need functional literacy for a practical living and survival in the community. Second, in teaching them, they

find it more encouraging and meaningful if they are taught with due consideration to their own culture and linguistic diversity.

Acero (2016) using qualitative phenomenological study found that the low literacy and numeracy of the Badjao participants in his study has an effect to their maritime skills and living conditions. Generally, their poor literacy in letters, such as identifying time using a clock and identifying colors greatly affect their daily activities as seafarers. Though they are very good in counting numbers, they still belong to the indigenous people as the poor families in Davao City and in the entire Region XI. Hence, one of the suggestions of Acero is the intensive literacy program on reading, writing and arithmetic.

In these preceding studies, the emerging factors which adversely affect the effectiveness of literacy program are the incompatibility of teaching and learning strategies to the socio-cultural needs of the participants, the inappropriateness of materials used in the class, and the lack of intensiveness of the program on reading, writing and arithmetic. But, what makes us interested in the problem is the possibility of unearthing other factors from the experiences of Badjao students in Matina District in the literacy program of ALS including the lessons and insights which we could have drawn. Through these, we furthermore propose redesigning the blueprint of teaching and learning strategies and developing meaningful instructional materials in consonance with our clientele's practical and socio-cultural needs. In addition, we are hopeful that in some academic conferences in the country and abroad, we can present the findings of our study to benefit more audience especially those who handle ALS programs across the globe.

This study is anchored on Vygotskian Perspective on Literacy Acquisition and Holdaway's theory of literacy. In Vygotsky's theory, literacy is viewed as a complex interactive and interpretative process whose development is determined by its cultural and social factors (Bruner, 1967; Luria, 1982; Vygotsky, 1978). This explains that through social interaction and the use of culturally determined tools and symbols, basic literacy processes are transformed into higher intellectual functions (Vygotsky, 1978, 1989). It means that each intellectual function must appear two times: first on a social, external plane between two people, and next, on a personal, internal plane within the child. The connection between external and internal activity is conceptualized by Vygotsky (1978) as inter and intrapsychological functioning.

On the other hand, by Holdaway's theory developed in 1979, learning to read is a natural development that is closely linked to a child's natural development of oral language skills. Literacy development begins in children's homes and is based on meaningful learning experiences. According to Godwin

et al., 2013, this theory has four key components: observation, collaboration, practice and performance. At first, on observation, children need to have the chance to observe literacy behaviours from others. Next, on collaboration, they need to interact with others who provide encouragement and help with the reading process. Then, on practice, they need the change to practice alone for self-evaluation, make corrections and increase their skills independently. Finally, on performance, they need the chance to share their new reading skills with those who support them.

**Purpose of the Study.** Using the qualitative phenomenological approach, we described the standpoints of Badjaos in the literacy program of Alternative Learning System (ALS) of Department of Education in Matina District and inferred from their experiences some lessons to learn and insights to improve the literacy program.

## METHOD

### Philosophical Assumptions

**Ontology.** Reality is subjective and multiple, as seen by participants in the study. According to Creswell (2012), the ontological issue addresses the nature of reality for the qualitative researcher. Reality is constructed by individuals involved in the research situation. Thus, multiple realities exist, such as the realities of the researcher, those of individuals being investigated, and those of the reader or audiences interpreting the study.

With regard to this, we relied on standpoints of our Badjao participants through extensive quotes, themes that reflected their words and provided evidence of different perspectives.

**Epistemology.** Guba and Lincoln as cited by Creswell (2012) state that on epistemological assumption, the researcher attempts to lessen distance between himself or herself and that being researched. It suggests that he or she collaborates, spends time in the field with participants, and becomes an 'insider'.

In this study, as researchers, we have already established relationship with our Badjao learners since they joined the ALS Literacy Program in Matina District where they live. Due to our prolonged engagement with them, we could even understand some of the expressions they use.

**Axiology.** For the axiological assumptions, Creswell avers that the role of values in a study is significant. It suggests that the researcher openly discusses values that shape the narrative and includes own interpretation in conjunction with interpretation of participants.

In this study, we greatly considered the information of our Badjao participants very valuable as it would serve as our basis to improve the system from which the Literacy Program has stemmed out. Since we saw the importance of the said program for their social mobility, we have given much value on their experiences with it.

**Rhetoric.** In rhetorical assumptions, Lincoln and Guba as cited by Creswell state that the investigator uses specific terms and a personal and literary narrative in the study. In adherence to it, we wrote informally the texts in this study with the use of personal voice and utilized qualitative terms such as, credibility, transferability, dependability, and confirmability instead of internal and external validity, generalizability, and objectivity. We also put limitation to words that we must use. For instance, in writing the purpose statements and researcher questions, we used qualitative term such as, 'describe'.

### Procedures

We adhered to Creswell's guidelines (2006) in which 'open-ended' questions for interview were applied to get authentic understanding of people's experiences. Furthermore, through this interview approach, we encouraged our participants to offer their own definition or meaning of the phenomenon.

According to Corbetta (2003), qualitative interview is an in-depth method that can grant access to deep knowledge and explanations and help to grasp the subject's perspective. Bryman (2008) adds that, through interviews or face-to-face discussions, subjective and detailed personal story can be told, with focus on how the interviewee understands and explains different phenomena. Portelli (1998) adds that oral sources are valuable precisely because they tell us 'less about events and more about their meaning'.

Hence, in this study, most of the interviews were conducted in the homes of the Badjaos where they felt safe to share information. We followed any fixed patterns on the interview process. We started on the topics that the informants could easily talk about, such as traditions and practices, until important issues began to surface. The average interview duration concerning their experiences in

the literacy program, lessons learned and insights ran for more than an hour in the houses of the informants.

In the process of qualitative interview, we put emphasis on the interviewee's standpoint, but we needed the assistance of a translator during the actual interview so that the information which we gathered were not only thickly rich but comprehensible to us and to our audience (Bryman, 2008).

### Research Participants

As researchers, we found it essential to get informants who could provide quality data in the course of investigation. So, in adherence to Silverman's guidelines (2006) as cited in Bryman (2008) for purposive sampling, we set the criteria for the selection of six informants to ensure the authenticity of the information, and these include their affinity to Badjao ethnicity, being bonafide students of the literacy program, and 18 to 50 years old. Furthermore, in limiting the size of the informants, Oinas (2004) as cited in Kuosmanen (2013) justifies that it is an advantage in qualitative studies because it is easier to secure the differences among the participants in generalizations.

The informants were purposively chosen so that the information needed to expedite the study would be the exact data necessary to answer the research questions posted in the earlier part of this paper. Snowball sampling was also employed to find and utilize a minimum of six Badjao ALS Literacy learners until data saturation was attained. Corbetta (2003) emphasized that appropriate number of participants expected to provide thematic saturation in qualitative research should be employed.

### Ethical Considerations

Dominant concern of this study was reflected in the rights of privacy and confidentiality, and the minimization of risk to participants. Reasonable steps were taken to guarantee participant confidentiality. In this study, we closely observed ethical considerations. We found it extremely important to give high esteem to any of the informant's individual rights to privacy and confidentiality. Hence, before involving them in this undertaking, we assured them that their identity would be concealed and whatever information they would disclose to us would be kept highly confidential. So, as researchers, we reserved the right to

employ the use of coding in the interest of the protection of the identity of our participants in all subsequent data analysis and reporting. They were also advised of their right to withdraw at any time until the completion of the data collection process. Gaining the trust and support of phenomenological research (Chandra & Navin, 2006), all participants were given an informed consent form before scheduling the interviews and participating in the phenomenological research process. The purpose of the informed consent letter was to introduce her research effort, provide contact information, articulate the intent of the study, request voluntary participation by the recipients, and identify the anticipated information that participants were expected to provide. Additionally, an informed consent letter was given to each which articulated the procedural steps to maintain privacy, confidentiality, and the non-attribution of individual's responses. Restricted access to information is ensured to protect and secure any information and to maintain confidentiality and anonymity. All responses were, henceforth, secured from inappropriate disclosure to enhance reliability and validity of provided data. Each participant was required to provide a signed personal acknowledgement, consent and an indication of a willingness to participate in the study release. All responses were secured in a locked repository.

### Role of the Researcher

We played the role of interviewer and transcriber. As interviewers, we gained first the trust of the informants before interviewing them. We assured them that their identity would be hidden and whatever information they disclosed with us would be kept confidential. During the interview, we requested the assistance of a translator in translating some information spoken in Badjao's mother tongue by the informants to Tagalog or Visayan. Likewise, if the informants could not understand some of our questions, we asked the service of the translator for a better understanding. As a transcribers, we decoded the data from recorded form to another including those noted non-verbal cues such as, facial expressions, vocal tone and manner of reactions or responses of the informants. If some information were incomprehensible to us due to inclusion of Badjao's expressions, we would seek the assistance of the translator.

## Data Collection

To ascertain the credibility of the information, we did not rely on one source of information, but we rather collected information or data from extensive forms such as, observation, recorded notes, interviews, focused group discussion, online journals and books (Creswell, 2012).

## Data Analysis

One of the most typical features of qualitative research design is interpretive. With the purpose of providing “knowledge and understanding of the phenomenon under study” content analysis is implemented for the subjective interpretation. Qualitative content analysis concentrates on “the characteristics of language as communication with the attention to the content or contextual meaning of text”. The method means that data collected results in patterns of themes (Corbetta, 2003).

For data analysis, we adopted the tradition of case study for data managing, reading, memoing, describing, classifying, interpreting, representing and visualizing (Glaser & Strauss, 1967; Goetz & LeCompte, 1984 as cited in Creswell, 2012). As for data managing, we created and organized files of data which we had gathered from interviews, focus group discussions, observations, recorded notes, articles from online journal and books. We read through the transcribed texts, made margin notes and formed initial codes for reading and memoing. We described the case and its context for describing. We used categorical aggregation and established patterns of categories for classifying. For interpreting, we used direct interpretation and developed naturalistic generalization. For representing and visualizing, we presented the narratives augmented in tables.

## Trustworthiness of the Study

To establish trustworthiness of the study, we ensured its credibility, transferability, dependability and confirmability (Steinke, 2004). We engaged in activities which a facilitator prepared for the informants. Like a normal student, we participated in any of these activities and noted down our observation on the reactions or responses of the entire class in order to achieve credibility. To realize transferability, we invited an external researcher to act as reader of the transcribed interviews. In addition, he noted down the specific details of

the research situation and methods and compared them to a similar situation that he was more familiar. To attain dependability, we used the richness of the collected information from interviews and observations. We also included those which we had gathered from the focused group discussion. Finally, to ascertain confirmability, we used intertextuality for audit trail. Through this, we could easily get access to data and crosscheck accuracy.

## RESULTS AND DISCUSSION

### On Standpoints of Badjao Learners on Alternative Learning System Literacy Program

Based on the gathered information from one-on-one interview with six Badjao learners in response to the first sub-problem, three dominant themes emerged:

#### Development of Reading and Writing Skills

This theme is derived from five Badjao learners during the individual interview. They admit the fact that they have learned to read and write (*amatiya ah anulat*) through the Literacy Program of ALS. Though there is one of them who admits that she experiences difficulty in learning how to write her name, but she has striven hard to develop it.

Nevertheless, they are generally happy (allasig) and thankful for the government has helped them through the Literacy Program but there is one who is expressive of her gratitude for she has learned from her ALS teacher. She says, “Akoya’yallasigakoya’ykatawaymaya’y IM (I’m happy I learned from my IM).”

During the FGD session, the five (5) Badjao learners specifically P1, P2, P3, P5, and P6, except for P4 confirm that they develop the ability to read and write. So, they are thankful to the government for it has extended their helping hands to the Badjao learners through ALS. This is adverted in the following testimonies:

*“Kataunay? (experiences?) Ah ...magkuan mam ah anulatpangalan (write my name), naglisod ko mam pero naningkamot lng jud ko.” (P1)*

*“Amatiya ahanulat” (learned to read and write) “Pasalamat kay naay tabang sa mga Badjao”, tabang sa gobyerno pinaagi sa pageskwela .” “Makatubag ko sa pangutana sa maestra.” (P2)*

*“SaunapangalanIngnkoakobalan, dugay ahliodwalakaygrado mam”. “naaynatun- an !, “gidayedpudnkoang ALS mam, kabalonkomobasaugkasabotpudgamay hehehe..... gamay lang words makasabot nko gamay mabasa nko mam.” (P3)*

*“Mag eskwela school amtiyaanulat (read and write) walasauna mam..” “Importantekaayo mag-eskwela, makabalosa Math, samagsulat.” (P5)*

*“Kataunay ... ah amatiyaanulat”.(I experienced to read and write). “Maayo man ang ALS naakaymasabtanmagsulat, magbasa mag ihapsa Math.” (P6)*

This information is confirmed in the actual observation of the class where these Badjao learners are involved. As researchers, we observe how they have enjoyed the session. They also demonstrate their skills in drawing, counting using concrete materials and using pictures in reading.

### Development of Good Manners and Values

This theme is extrapolated from one of the six (6) Badjao learners. P4 admits that their male teacher teaches good manners (pamatasan), cleanliness (manghinlo) and orderliness (ayos) in the house (luma) to them, and this is inferred from the statements below:

*“Gitudluan mi ni sir ug pamatasan....mam kanangah..ah.. saayos*

*Saluma (house) manghinlo.” “Pasalamat pod ko ky sir mam allasig (happy) tudluan ko .....sa ALS mam usahay matulog lngko kapoy mn eskwela mam.” (P4)*

In the FGD, it is only P4 who confirms that she learns how to keep orderliness in their house as it is taught to them by their teacher. During the conduct of actual observation, the teacher reminds the learners to keep the area clean. As we observe, there are four (4) learners who pick up pieces of papers and throw them in the garbage bin. However, it is not observed by everyone including P4.

### Source of Living and Looking after Young Children

This theme is taken from the four (4) of the six (6) Badjao learners who express their anguish for having been irregular in school attendance. They seem sad about the fact that they are sometimes absent from their sessions with their ALS teacher. According to them, there are two reasons why they have to be absent. First, they have to look after their young children while their parents or husbands sell out goods such as, “ukay-ukay” for a living. Second, they have to work for their daily subsistence.

In FGD, this information is confirmed. P1, P3, P4, and P6 admit the truth that they are irregular in their class attendance because they need money for subsistence. This is adverted in the extracted statements below:

*“Oo , sir Lito ako maestro kung wala koy trabaho eskwela, kanang naa koy trabaho dili ka eskwela wala man mi kaunon” (P1)*

*“Usahaylangkomakaeskwela mam oi.....naamnkoarikianak (small baby) ibilinlngkokay mama akoanak mam para eskwelako. Tagsalng ....manuroyako mama ukay-ukay .....dili ko pwede wala bantay akoa anaksukoakobana mam.” (P3)*

*“O...O mam, tabangkomaninda ... akobanamanuroy mi ukay-ukaysa Crossing mam.Eyyy... mam walapalitpagkaon mam...manuroysapatossabuntag mam haponlngeskwelanako.” (P4)*

*“Daghantrabahasabalay”.Dili koeskwelapirme.” (P6)*

Similarly, this phenomenon is confirmed at the actual session where some of the participants do not come back after getting home. Few of them do not finish their class activities.

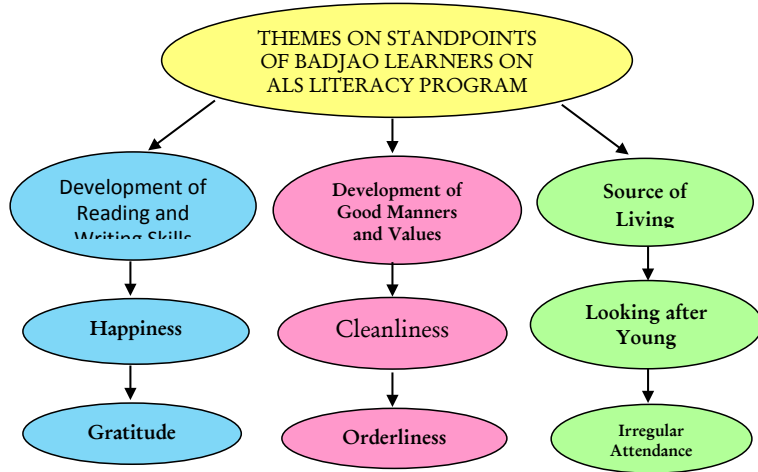


Fig. 1. Themes on Badjao Learners' Standpoints on ALS Literacy Program

**On Insights from Badjao Learners' Experiences**

This part presents the insights of Badjao learners on their experiences in ALS Literacy Program but, these are sorted out in the following themes:

**Development of Self-Confidence, Reading and Writing Abilities**

This insight is dominant among the six (6) Badjao learners. They generally suggest that the Literacy Program of ALS is of great help to them. Their improvement in reading and writing has built up their self-confidence. Hence, they are thankful of their teacher who has taught them well. However, they are hopeful that ALS can help them continue schooling so that they can graduate and improve their living condition.

In FGD, as regards the impact of ALS to them, this information is confirmed. P2 admits that she is no longer afraid of people, for she already has the ability to write. Besides, she cannot be cheated anymore by Bisaya either because her brain is already filled with knowledge as indicated in her statements:

*"Kabalo nako mosulat dili nko mahadlok saatao. Naa na sulod ako utok bright nako maam habahahaba...emmmmdilinko mailad sa mga bisaya".*

Likewise, P4 confesses that she is already confident to ride on a jeep because she can already read the street where she desires to go. She also knows now how to buy medicines at a pharmacy because of her acquired reading ability. This is suggested in her statements:

*"Kabalo Nako mgpalit sa tambal", sa botica makabasa nako sa sulat sa tambal. "Dili namahadlok sa kalsada magsakay sa jeep." Kabasa nako sa lugar asa ko adto"*

**Education through ALS towards Getting a Job**

Seeing the importance of getting a course to land a job through the program is the wish of P1, P3 and P5 as hinted in his statement:

*"Matabangan ko kung dghan nkomakatunanmakakuha ko kurso madawat na kosa trabaho. Kung wala ky grado dili ka tagdon katawaan dili ka dawaton nila." (P1)*

*Tabangansa ALS ang mgam Badjao...sample mam si ate Lolit Barangay Health Volunteer sakynaa siya edukasyon."Dako matabang ang edukasyon sa Badjao mam." (P3)*

### Continuing Education at ALS

Seeing ALS as an instrument for him to continue schooling, P5 suggests it in his statement: “MakagraduatesaALS mageskwelapakopadayonsa ALS.” It indicates further that he is dreaming to graduate like any other Badjaos who aspire to get a degree as a means for them to get hired.

In the actual session, we have not observed the phenomenon that the ALS learners are ashamed to one another because the participants already have known one another. But, they rather show the skill of communicating using the cebuano dialect which they need in dealing people in the Bisayan community.

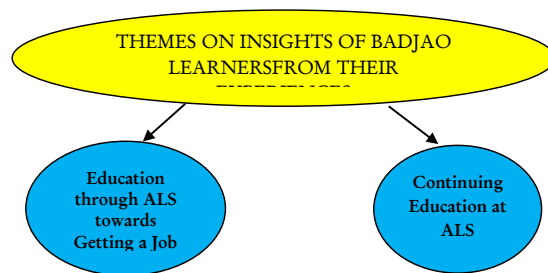


Fig. 2. Themes on Insights from Badjao learners' experiences

### On Lessons Encouraging Badjao Learners to Attend the ALS Literacy Program

This part describes the lessons which inspire or encourage the Badjaos to attend the ALS Literacy Program, and these are presented in the following themes:

#### Teacher's Good Qualities

Patience and kindness are the qualities of the teacher whom the participants admire much. P1 and P5 disclose their Teacher Lito is lenient and caring for them. Such qualities of their teacher are the reasons why they continue attending the program as proffered from the statements below:

*“Buotan si sir... Heheheh tudluan ko magbasa ug magsulat ganahan ko magsulod sa klase.” (P1)*

*“Ako titser buotan dili masuko kung dugay ko mahuman... sa spelling.” (P5)*

In the actual session, their enjoyment in class activities is a confirmation that their teacher is compassionate with them. Hence, they do not show any discomfort in the class.

Helpfulness is another good quality of the teacher. P1 acknowledges the fact that she is encouraged to attend the session because their teacher teaches well until she learns how to read, write and count numbers. If she cannot understand the lesson or activity, the teacher is right at her side to help her read and write. This is insinuated in the statements below:

*“Kung diliko’ makasabot mangutana saako titser... tabangan mi ni sir Lito. Buotan si sir... Heheheh tudluan ko magbasa ug magsulat ganahan ko magsulod sa klase.” (P1)*

### Good Teaching and Pleasing Personality

P5 admires her teacher's teaching method and personality. She suggests that her teacher teaches them gradually. But, above all, she gets motivated to study because her teacher is handsome. This is indicated in her statement:

*Hinaybinay siya magtudlo. Ganahan ko magtuon haplala (Handsome) si sir hehehe.” (P5)*

### Use of Pictures and Translation

Using of pictures and translation in teaching is one of the strategies which sustain the interest of P3 in coming to their literacy classes. She says that her teacher let them see pictures in the class, and she likes it. But, interestingly, she likes her teacher's strategy of using their language as a medium of instruction and translating it to Visayan. In this mode of teaching, she admits that she already

understands Visayan. This is implied in her statements below:

*“Ganahan ko sa klase ni sir ,mgtan aw mi picture mam tudluan mi ni sir sa badjao! Tapos sa bisaya makasabot ko mam.” (P3)*

In FGD, P1, P3, P5 and P4 confirm all these information they disclose during the interview. However, in the actual session, it is observed that some of them are conscious of time, so they keep on asking their teacher. This suggests that they have other priority to accomplish.

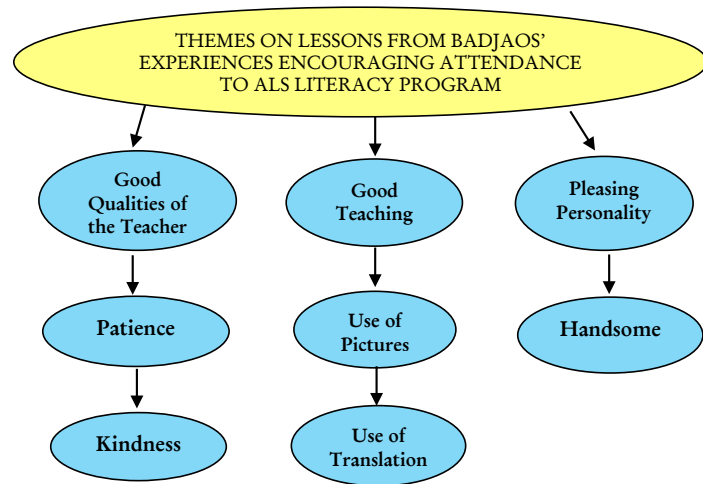


Fig. 3. Themes of lessons from participants' experiences

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### **Teacher Evaluation Practices of Evaluators in the University of Baguio**

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#### ABSTRACT

Evaluation is a rational basis for determining the professional development and incentives to be given to teachers, and policies affecting their welfare. This descriptive study surveyed the practices of 304 graduating students, 9 deans, 17 subject heads/ program chairs and 8 Human Resource Management Center (HRMC) personnel when evaluating faculty members and the ways by which the HRMC and the deans and subject heads/program chairs utilize the results of the faculty performance evaluation. A questionnaire was used in identifying the practices of the evaluators; interview was used to determine the utilization of the evaluation results. The findings show that the HRMC personnel randomly choose classes to evaluate and do routine administration of the tool. The supervisors (deans, subject heads, and program chairs) have similar practices though they differ in priorities. The deans keep a logbook of daily observations while the subject heads/ program chairs consider students' feedback. The students utilize a standard tool, form judgments through observation, and do not allow personal feelings to influence their ratings. The evaluation results were used by both the HRMC and the deans to give awards. The deans do not usually consider the evaluation results when determining professional development training for the faculty. The results are used more for determining the load of the teachers and for re-hiring them. No increase in salary accompanies a good evaluation result. It is recommended that the HRMC conduct training for evaluators and craft strong policies for the utilization of the evaluation results.

**KEYWORDS:** Human resource, evaluation, practices, supervisors, training, utilization, Baguio City

## INTRODUCTION

Teacher evaluation has two major purposes typically. First, it seeks to improve the teacher's practice by identifying strengths and weaknesses for further professional development – the improvement function. Second, it is aimed at ensuring that teachers perform at their best to enhance student learning – the accountability function (OECD, 2009). The California Teachers Association (2011) believes that “the purpose of an effective teacher development and evaluation system is to inform, instruct, and improve teaching and learning; to provide educators with meaningful feedback on areas of strength and where improvement is needed, and to ensure fair and valid employment decisions.” Smaller scale studies found out that the effectiveness of formative teacher evaluation and development depended in large part on the manner in which feedback was given and on whether teachers had opportunities to discuss teaching methods, and were able to take on new approaches over time (Looney, 2011).

Teacher evaluation policies raise questions about what constitutes effective instruction and whether those can be fairly measured. They also tend to be highly politicized since they involve issues (e.g. compensation, hiring and firing, and career advancement) central to the collective bargaining agreements between teachers' unions and school districts (Sartain, 2011). Decades ago, Searfross and Ernzt (1996) reiterated research findings that confirm that most evaluation systems are ineffective. They typically fail to provide teachers with information to make timely and effective improvement in their teaching. Many evaluation tools are subjective, and most do not differentiate between strong and weak instruction, rendering evaluation meaningless (OECD, 2005; McLaughlin, 1990). Tan and Diao (2007) cited Arreola's comment in 1984 that faculty evaluation still continues to elicit reaction among teachers which ranges from cold apathy to heated anger where the reasons can be valid and complex. In the United States, teacher evaluation in public education consists of a single, fleeting classroom visit by a principal or other building administrator untrained in evaluating teachers. They use a checklist of classroom conditions and other teacher behaviors that don't often focus directly on the quality of instruction (Toch, 2008; National Education Association, n.d.).

The Organization for Economic Cooperation and Development (OECD) Review in Evaluation and Assessment Framework for Improving School served as the framework for this study. According to the OECD (2009), the overarching policy objective of this framework is “to ensure that teacher evaluation contributes to the improvement of student outcomes through enhanced teaching performance

and improved teaching practices.” In this framework, teacher evaluation has six interrelated aspects, namely the unit assessed or who; the capabilities to assess and use feedback, or by whom; aspects assessed or what; evaluation technology, or how; purposes, or for what; and agents involved or with whom. In this paper, only the second aspect – the evaluators' capabilities to assess and to use feedback – is considered.

Controversies surrounding teacher evaluation systems abound in literature, with teachers becoming indifferent to the results eventually. In the University of Baguio, teachers are evaluated by three or four groups. Those who are teaching general education, major and professional subjects are evaluated by the students, the dean, program chair, and subject head; whereas those teaching general education subjects only are evaluated by the students, the dean, and the subject head. In determining the overall rating of the teacher, 40% of the dean's evaluation is considered, 40% from the students, and 20% from the program chair and subject head.

In order to make teacher evaluation serve its purpose of helping the teachers improve their craft and for the administrators to come up with objective decisions affecting the welfare of teachers, it is necessary to revisit the teacher evaluation practices of the university. Hence, this study aimed to identify the practices of the evaluators when evaluating the faculty members and determine how the Supervisors (dean, subject head/ program chair) and the Human Resource Management Center (HRMC) utilize the results of the evaluation.

## METHOD

This study utilized descriptive survey, both qualitative and quantitative. It is necessary to identify the practices of evaluators in evaluating teachers since evaluation practices have been identified in some literature as the culprit behind the dissatisfaction of teachers in the evaluation process. The practices listed in the questionnaire for the students, HRMC personnel, and supervisors were culled from the different literature on evaluation. The respondents were asked to check from the list all that they observed or practiced when rating the teachers. The frequency of their responses was the basis for the order of the presentation of the practices. The comments they have written were analyzed using content analysis and were used to supplement the discussions of the findings. Further, their qualifications as evaluators considered only the number of times they have conducted personnel evaluation and the evaluation training they had.

Some staff of the HRMC office, especially the one in-charge of faculty evaluation, and five deans were interviewed to determine how the results of the evaluation were utilized by their offices. Documentary analysis was done to validate the answers given by the informants. The respondents, who were the evaluators, were 9 deans, 17 subject heads/ program chairs, 8 HRMC personnel conducting the evaluation, and all the 304 graduating students of the October 2013 batch. The deans, subject heads/ program chairs were collectively referred to in the discussion section as supervisors.

The respondents were informed that participation was voluntary. Hence, there were students and faculty members who opted not to participate. They returned the questionnaire unanswered as per instruction. Also, the participants were assured that their responses were to be used in this research and that they will not in any way be identified in the study.

## RESULTS AND DISCUSSION

### Qualifications of evaluators

The literature largely agrees on the need for in-depth training of teacher performance evaluators (Ampadu, 2012). First, evaluators should be trained to rate according to the limited evidence they gather, based on criteria of good teaching and levels of teacher quality. Training is particularly important when the evaluators have limited knowledge of the content and pedagogical skills needed for the subject taught by the teacher being evaluated. Second, evaluators should be trained to provide constructive feedback and coaching to the teachers for further improvement. These are echoed by Danielson (2012) who said that evaluators need to acquire skills to conduct fair and reliable observations, and training on assessment of their skills, to ensure they can conduct the observation with fidelity because, according to Oliva et al. (2009), lack of training can threaten the reliability of the evaluation and the objectivity of the results. Inadequate training leads to potential bias. Effective training is essential to ensure that observers or evaluators are familiar with the standards being measured, the evidence to be examined, and how to appropriately score the evidence (National Comprehensive Center for Teacher Quality, 2012).

Eight HRMC personnel were tasked to administer the classroom teacher evaluation; all of them have previous experiences in evaluating school personnel. However, only 50% of them have attended in-service training on evaluation but

not teacher evaluation. All have experienced evaluating teachers more than once. Before the start of the evaluation months, they were given orientations on the procedural aspect of evaluation. However, students and teachers revealed that procedures were not being followed by some HRMC personnel. This scenario suggests that they need a more in-depth training on the procedures involved in evaluating teachers.

All the deans claimed they experienced evaluating teachers more than once and had attended training on evaluation. Their training, however, revolved on program evaluation like program management training, assessment of tools, rubrics on evaluation and reliability testing, and general quality assessment of institutions. Similarly, the subject heads/ program chairs claimed they have previous experiences in evaluating school personnel. However, 52.94% claimed they had no training on evaluation, and 47.06% claimed they had none. This scenario justifies the weaknesses identified in their practices when evaluating teachers.

Clearly, the evaluators of teachers at the University of Baguio need specialized training on the conduct of teacher evaluation in order not to compromise the integrity of the ratings given to the teachers. An in-depth training of evaluators is necessary for a teacher evaluation system to succeed. According to the OECD (2009), evaluators should have a range of characteristics and competencies, including “background in teaching, knowledge of concepts of teaching quality, familiarity with systems and procedures of educational and school quality assurance including the role of teaching quality in school quality and the role of teaching quality in personal development, understanding of instrument development, awareness of the psychological aspects of evaluation, expertise with the quantitative rating of an assessment, making of evaluation-related communications, and feedback skills.”

### Practices observed by evaluators in evaluating teachers

Peterson (2014) said that to improve teacher evaluation, more than one person should judge teacher quality and multiple data sources must be used to inform the judgment of teachers. In the conceptual framework to analyze teacher evaluation developed by the OECD (2009), the “capabilities to assess and to use feedback concerns the preparation to evaluate, to be evaluated and to use the results of an evaluation as well as the choice of the groups undertaking these functions. It includes issues such as the choice of the evaluators and the

development of the skills to perform the assessment of a teacher; the preparation by teachers to be the subject of evaluation; the development of competencies to effectively use the results of an evaluation for the improvement of teaching practices; and the design of agencies to review teacher evaluation results with a view to holding agents accountable and to inform policy development.”

**Practices of the HRMC personnel.** The HRMC facilitate the evaluation of faculty members, subject heads, program chairs, deans, and non-teaching personnel to promote efficient and effective delivery of services of the University (University of Baguio, 2009).

*Giving reminders and instructions before administration of the evaluation tool.* All the evaluation facilitators remind the students to observe fairness and objectivity when evaluating their teachers. The reminder is given to increase the likelihood that the ratings to the teachers are not results of biases and vindictiveness on the part of the students since some students consider the evaluation as an opportunity to air their perceptions about the quality of instruction that they received (Hedges & Webber, 2014). Among the HRMC respondents, 87.5% reminded the students to evaluate their teacher based on the criteria embodied in the tool and on the teacher’s performance only in the class. Further, all of them assured the students of their anonymity as evaluators and of confidentiality of their responses, and 87.5% stated the purpose of evaluating the teacher.

*Reading the instruction before the students begin rating the teacher.* This practice was done by a majority of the HRMC evaluation facilitators to ensure comprehension of evaluation procedures, and clarification of any vague instruction that may affect the manner by which the students evaluate their teacher.

*Giving students enough time to evaluate the teacher.* Since there are 66 items in the tool, 87.5% of the HRMC respondents claimed they gave at most 15 minutes for the students to accomplish the task of evaluating their teacher. The time included reading the criteria and rating the teacher, and sometimes get extended to 20 minutes. Few of the HRMC personnel claimed they stick to the time limit given for the activity.

*Requesting the teacher to leave the classroom before evaluation.* Teachers who have experienced the evaluation facilitated by the HRMC personnel know that they have to leave the classroom and wait outside while the evaluation is going on. However, the HRMC personnel still inform and request new teachers to leave the classroom and that someone will call them back when the evaluation is finished.

*Randomly choosing the classes to be evaluated.* Teachers are usually evaluated in three or four classes, depending on the number of their preparations. Choosing the classes and schedule randomly has become an established practice of the HRMC amidst protests from some teachers that they should be evaluated in their area of specialization or major classes, not in their filler subjects. Another issue that emerged is that General Education teachers get evaluated by freshmen students from different courses while those teaching major subjects were evaluated by those whom they have established rapport with already and were more mature to evaluate. Many HRMC personnel said they encountered teachers who refused to be evaluated in a certain subject, and those who preferred to be evaluated in another class or subject. They dealt with the situation by informing the teachers that classes and subjects were randomly chosen and that there are consequences if they refuse to be evaluated during that time. The HRMC personnel consider valid reasons for a teacher’s request to re-schedule the evaluation, such as when a long quiz or activity was scheduled for that time, in which case, they evaluate the teacher in another class or return some other time in the same class. However, if they believed that the teacher’s refusal was to evade evidently being evaluated and indirectly to choose the students to evaluate them, they insisted on pushing through with the evaluation.

**Practices of the supervisors.** Conducting informal observation, referring to office documents and keeping logbooks of daily observations were done by all the deans. Holding a post-conference with the teacher and requesting supporting documents were practiced by 88.88% while 77.77% sought clarifications from students on certain items in the tool not directly observable at the moment of classroom visit. The common practices of all the subject heads/ program chairs were making approximations when rating the teacher, requesting supporting documents from the teacher, considering feedbacks from the students and other teachers, and holding a post-conference with the teacher. These were similar to the practices of the deans except that only 66.66% of the deans made approximate ratings and 11.11% considered feedbacks from other teachers.

*Conducting informal observation.* All the deans and majority of the subject heads/ program chairs conduct informal observations, admitting occasionally peeping to see what was going on inside the classroom. This practice was done not for purposes of snooping and verifying complaints of some students, but to substantiate any observation they may have when they sit in the classroom. This is because some items in the classroom evaluation tool (e.g. actively involves students, maximizes time on hand, uses appropriate audio-visual materials, etc.) cannot be observed in one setting. Similarly, majority of the subject heads/ program chairs

occasionally peep in the classroom as informal observation. Additionally, they observe teachers in the faculty room to satisfy certain items in the tool that were not directly observable during classroom observation. However, only 35.29% reported that they kept a logbook of their daily observations and referred to it when giving the final rating which implies that majority of the subject heads/program chairs observed but did not document. According to 17.64% of them, a conference for informal observation was done but did not affect the final rating of the teacher provided there was change after the conference.

*Keeping a logbook of daily observations.* Informal observations were not limited to the classroom. The Deans also observed the teachers in the faculty room to justify their ratings to the teachers' professional conduct and deportment. The Deans used these observations in deciding the rating given for the following: wears ID at all times, wears the prescribed uniform on designated days, adheres to the policies of the school and the university, shows cooperation to the members of the organization, and dismisses class on time among others. Among the Subject Heads/ Program Chairs, this was not a common practice as evidenced by 35.29% who practiced it.

*Referring to office documents.* As observed, the common log books in the Deans' Offices were those that recorded the utilization of instructional materials and submission of documents. Only 33.33% of the Deans have a log book for faculty consultation/visits, and only 11.11% has a record of off-campus and on-campus whereabouts of the faculty. These documents were used by the Deans, accordingly, to rate the teacher on some items particularly in areas relating to co-curricular/extra-curricular activities, professional growth and development and professional conduct and deportment. There were 22.22% of the Deans who also claimed that in rating the faculty on the item "strives to grow professionally by attending graduate school," they considered the outreach activities involvement and in-service training attended by the faculty member especially those who have completed their doctorate degrees. Evidence of the in-service training was in the 201 files of the faculty members kept in the Dean's Office.

Among the Subject Heads/Program Chairs, there were 82.35% who referred to records from the Dean's Office concerning the teachers' performance of their professional responsibilities related to instruction and professional growth and development. There were Subject Heads/ Program Chairs who considered the frequency by which the teachers used the LCD projector or the overhead projector and their reservations of rooms for specific functions/activities. However, similar with the Deans, no one consulted records from other offices such as the library and the AVR.

*Holding a post-conference.* Feedback plays an important role in education and teacher evaluation system, particularly meaningful, actionable and effective feedback to colleagues, regardless of their roles in schools (Drago-Severson & Blum-DeStefano, 2014). There were 88.88% of the Deans who claimed they hold post-conferences with the teachers. The practice of holding a post-conference varies from one Dean to another. There were Deans who conferred only with faculty members who have an overall rating of below satisfactory. There were also Deans who encouraged the faculty member to drop by his/her office for a conference if he/she believes there is a need to. Most of the Deans discussed their general observations during faculty meetings. In Allegheny College (n.d.), it is their evaluation principle that the teacher and the evaluator should confer rights after the evaluation so that the teacher will be relieved of any anxiety caused by the visit. Whatever process the Deans adopt to conduct their post-conference, they have a single aim: to point out the strengths and weaknesses of the teachers so that these could be addressed. To gather additional information, the Subject Heads/Program Chairs hold a post-conference with the teachers. Since the usual practice was for the teacher to rate herself/himself on the items, the Subject Heads/Program Chairs requested supporting documents from the teacher as the basis for giving the final rating. However, practice in this instance varies since there were Subject Heads/Program chairs who accepted the self-ratings of the teachers at their face value. Doing this lends subjectivity again to the evaluation process.

*Making approximations of rating.* All the Subject Heads/ Program Chairs do this, reflecting their subjectivity in rating the teachers. There were 58.82% who claimed they strictly followed the rubric that accompanies the evaluation tool. Teachers did not validate this claim of the Subject Heads/Program Chairs because according to them, they have not seen their evaluators use one. In the absence of a rubric, an approximation of rating is the next thing to do and hence, the results were subject to questions.

There were 66.66% of the Deans who claimed they make approximations when rating the teacher based on the items in the tool. This practice reinforces the action of only 55.55% of the Deans who strictly followed the rubric that accompanies the evaluation tool. The practice of 55.55% who claimed they go beyond the items in the evaluation tool when rating the teacher further substantiated this. These suggest that the Deans were not immune from subjectivity when evaluating because there were those who did not refer to a standard basis for rating.

*Considering feedbacks from students.* The students are the people encountered daily by the faculty members in their academic career hence, are in the best position to evaluate the teachers. According to a majority of the Deans, they considered feedbacks from students when evaluating the teacher. As previously mentioned, when doing classroom observation, 77.77% of the Deans asked students questions related to some items in the evaluation tool when in doubt of their rating of the teacher. Feedbacks from other teachers were not considered, except by 11.11%. A Dean mentioned that feedbacks from the staff nurses/charge nurses/chief nurses were vital to rating the performance of the clinical instructors because of the time they spend together. The other Deans, to infuse as much objectivity as possible in rating the teachers, did not consider unfounded feedbacks from the other teachers.

The Subject Heads/Program Chairs did multi-sourcing of information for rating purposes. They asked feedback from other teachers regarding the performance of the teacher being evaluated. It was important to do these since the Subject Heads/Program Chairs did not usually belong to the same school. Teachers supervised by the Subject Heads were those teaching general education subjects while teachers supervised by the Program Chairs were those teaching in the specific program of the school – some of which were with the school itself while others may be from other schools. There were also 82.35% who verified with the students how the teacher practiced some items in the evaluation tool. Verifying is a fair thing to do because the Subject Head/Program Chair may not be able to observe in one setting how the teachers do the items in the tool.

This practice of the supervisors conforms to the principle espoused by Center for Research in Learning and Teaching (2014) and the findings of Hanover Research (2012) that the most important consideration in teaching evaluation is the use of multiple methods involving multiple sources of data.

*Classroom Observation.* A UNESCO report in 2007 states that classroom observation is the most common source of evidence used in OECD countries. This process permits to observe if the teacher adopts adequate practices in his more usual workplace: the classroom (UNESCO, 2007). Miller and Seldin (2014) found in their study that the use of classroom visits by Deans rose dramatically between 2000 and 2010. Unfortunately, only a mere 33.33% of the Deans and 17.64% of the Subject Heads/Program Chairs stay from the beginning to the end of the period when observing classes. There were items in the evaluation tool that can only be observed from the start to the end of the class such as punctuality, on-time dismissal, maximization of time on hand, synthesis of lesson towards the end of the class or end of the lesson, and many more. The teachers who claimed

that their Dean, Program Chair, and Subject Head stay in the classroom for just 5 or 10 minutes validated this practice. They also entered the classroom in the middle of the lesson. This practice clouds the credibility of teacher evaluation. In Allegheny College (n.d.) as a matter of principle, the observer minimizes disrupting the class and does not speak with the students during the lesson. The observer arrives early to give him time to observe how the teacher manages the class transition. The varied practices of the supervisors indicate the absence of a common standard for evaluating the teachers. With this, several implications could be deduced. One, the evaluation results of the teachers lack accuracy and reliability, affecting the credibility of recognitions or incentives given to them. Two, the results could not be used as a single measure in determining policies involving teacher evaluation. It should be used in conjunction with other factors. Three, subjectivity is prevalent in evaluating teachers who could lead to abuse of “management prerogative” among the supervisors. Four, the evaluation results could not be used by the supervisors as the sole reason for terminating a low-performing teachers. Lastly, the teachers can lose their trust in the integrity of the evaluation system of the University and would become skeptical of programs or policies involving teacher evaluation.

**Practices of the Students.** Côté and Allahar (2007) asserted that professorial fear of student evaluations is a major contributing factor to rampant grade inflations across North America. In Russia, many faculty members are sure that the students are incapable, in principle, of adequately evaluating their work (Andrushchak, 2008). One of the controversies pertains to the capability of the students to assess the teaching ability and course content accurately. Several research studies have shown that students’ ratings of their teachers can provide useful information (Hanover Research, 2012) and accurate feedback (Marsh, 2007) about teacher performance. Researches point out that students’ ratings are valuable indicators of teachers’ effectiveness (Barnett et al. 2003; Imhanlahini and Aguele 2006; Pozo-Munoz et al. 2000), but Nuhfer (2004) and Pozo-Munoz et al. (2000) warned that students’ rating should be one of the indicators of a comprehensive evaluation system. It should never be the sole measure of teachers’ effectiveness.

*Utilizing a standard.* It is good to note that students temper their subjectivity when evaluating their teachers. One cannot be absolutely objective, but subjectivity is lessened if a set of standards guides the thinking of students who are evaluating their teachers. Rating teachers based on the items in the evaluation tool was done by 97.03% of the students. There were 54.60% of

them who reflected first on the items in the evaluation before giving a rating while 55.92% reviewed the rating before submission of the evaluation form. This finding implies an understanding of the nature of the evaluation process that can only be achieved if one knows the procedures and consequences of evaluation. In relation, the students suggested that the evaluation tool should include more items on the personality of the teacher and reduce the number of items since most do not read them. Such observations were valid since the tool contains 66 items, 14 of which are on personality. Further, 91.77% of the students based their rating on the teacher on how he/she teaches and 54.93% rated their teacher based on what he/she teaches. These suggest that among the students, delivery of the content was given a higher premium over the content itself, implying that the methods, techniques, and approaches were significant factors that must be considered by the teachers.

*Forming judgments through observations.* Students observe the behavior of teachers inside and outside the classroom. There were 63.48% and 60.52%, respectively, who considered these as the basis for evaluating their teacher. Beyond the teaching routine of the teacher are other actions or behavior that impress themselves in the minds of the students. These form part of the teacher's perceived personality that were also rated by the students and in which 65.10% considered as a basis for rating. According to 60.52% of the students, the manner by which the teacher dealt with them affected the rating they gave. On one hand, this can be interpreted as having an undertone of subjectivity because of the emotional response that may be generated by such treatment. On the other hand, there is objectivity if the rating is based on the contents of the evaluation tool related to the teacher's personality and if the students are not vindictive. If 60.52% of the students considered the teacher's manner of dealing with them when rating, 28.61% claimed they also considered the way their teacher treated their classmate. This practice shows objectivity on the part of the 71.39% who did not use this as a basis in rating their teacher. In other words, the students detached the treatment they received from the teacher from the treatment given by the teacher to their classmates.

*Not allowing personal feelings to influence their rating.* Personal feelings, impressions, and experiences with teachers were considered by 19.40%, 34.86% and 39.37%, respectively, of the students when rating their teacher. This finding implies that a lesser number of students allowed their biases and subjective perceptions to affect the ratings they gave their teachers. It could be deduced, therefore, that the more mature the evaluators are, the more objective they are in rating their teachers. Even the low scores given by the teacher did not influence

their evaluation, although a mere 29.94% claimed they thought of these low scores during the evaluation. As mentioned by Evans and McNelis (2000), when grades are high, university teachers are viewed more favorably than instructors who grade using a more rigid scale. Contrary to the general notion among teachers that the grade they give to their students affect the students' rating on them, only 27.30% of the students concurred with this, indicating that a higher percentage do not allow their grade in the teacher's subject to influence them. In general, the findings show that while evaluation is objective on the part of the student evaluators, there are a fewer number who allow subjectivity to influence them. The degree of maturity of student evaluators, however, is a variable to consider in this instance.

The timing of the evaluation is one factor that limits the efficacy of student surveys in the evaluation process (Kelly, 2012). There were 97.03% of the students who preferred to evaluate their teachers during the last week of the final grading period since an early evaluation does not give them the opportunity to rate their teachers in all of the indicators asked in the tool. In the study of Witt and Burdalski (2003), students said their last-day evaluations were the same as or higher than during the 11<sup>th</sup> week, but the evaluations were, in fact, consistently lower.

Selection bias was identified by Kelly (2012) as another limiting factor to the efficacy of student surveys in the evaluation process. This suggests that the validity of the evaluation of the students is determined largely by the maturity of the students in evaluating. Hence, it is necessary that the HRMC personnel consider this when choosing classes to evaluate the teachers. Further, Whitehurst and colleagues (2015) noted that the four districts covered by their study have no processes in place to address possible biases in observation scores that arise from some teachers being assigned a more able group of students than other teachers. The evaluators of the teachers observe different practices when evaluating. No standard procedures are adopted to ensure the elimination of subjectivity in the process. It is noted, however, that some of the supervisors utilize multiple measures that many researchers conclude as effective in determining the performance of the teacher (Strunk, Weinstein & Makkonen, 2014; Center for Research in Learning and Teaching, 2014; Hanover Research, 2012; Hiller, 2001).

### Utilization of Evaluation Results

The evaluation of teaching performance involves collecting evidence from various stakeholders. A successful evaluation generates outcomes that are valid and reliable (University of Exeter, 2014). Making the best of teacher evaluation results raises a number of challenges such as “feeding information on performance back to those who deliver educational services; developing mechanisms for the improvement of teaching practices; establishing rewards, support systems and consequences that flow from evaluation results; and, developing the channels which ensure that information generated by teacher evaluation is used for educational policy development” (OECD, 2009).

**Awards for outstanding and top performing teachers.** The HRMC sends the faculty members the results of their evaluation the semester following the term they were evaluated. The following areas served as the basis for analyzing the results: Instruction (35%), Use of Instructional Materials (10%), Classroom Management (20%), Evaluation (25%), and Personality (10%). These are for the students’ evaluation. For the supervisors, the ratings were not analyzed according to areas.

Accordingly, the HRMC uses the results for purposes of giving awards like the Nanay Rosa Top Performing Teacher Award and the Fernando Bautista Most Outstanding Teacher Award during the annual celebration of the FAMERS. The results of the performance evaluation are one of the factors considered in giving these awards. Faculty members who have a rating of 3.75 and above are eligible for the Most Outstanding Teacher Award while those with ratings of lower than 3.75 but within the level of outstanding may qualify for the Top Performing Teacher Award. Recognizing the performance of faculty members is a good motivation to excel. However, as said by Peterson (2000), the perpetual rewards of “Teacher of the Year” programs usually result in alienated and other negative sociological payoffs for the recipient. A teacher who was awarded Most Outstanding Teacher several times expressed that being given the award does not make her better than the others because she does not see herself improving regarding her professional growth and development, and, most importantly, the award does not affect her salary. Some low-performing teachers receive more than she does. This sentiment could be explained by the Equity Theory, an important theory of satisfaction and motivation that is the fundamental basis of the design of most modern compensation systems. It is based on the premise that employees evaluate the level of their pay by comparing their contributions

(inputs) and rewards (outcomes) to the contributions and rewards of others, or referents (Scholl, 2006). A corollary to this, one of the largest benefits reported by proponents of performance-based rewards is an increase in the motivation of teachers. It is argued that performance-based pay will increase teacher motivation by adequately rewarding productivity gains. This perspective links the attitude of teachers to student outcomes, by arguing that once the motivation and skill of the teacher determine salaries, teacher quality will be improved (Harvey-Beavis, 2003). In most other professions, performance matters and good performance is rightfully rewarded with promotions and salary increases. But not in teaching. In the United States, there is little attempt to base teacher salary on performance (Doherty and Jacobs, 2013). In the University of Baguio, performance evaluation has no effect on the faculty members’ salary.

**Instruction load of faculty members.** All the Deans use the evaluation results to determine the teaching load of the faculty members. The Collective Bargaining Agreement (CBA) (2009) provides that the load of faculty members depends on their educational qualifications, the length of service in the university, and performance evaluation results. The HRMC has no role in the loading of teachers.

**Non-renewal of contract.** The evaluation result was also one of the considerations for non-renewal of contract. The HRMC is a secondary actor in this matter since the endorsement for non-renewal comes from the Dean. In a nation-wide study by Jim Hull (2013) in the United States, he found out that in 32 states, poor evaluation rating can lead to the dismissal of teachers. However, typically teachers are not eligible to be dismissed until they have been rated as low-performing over multiple years and only after being provided interventions to improve. Even if the teacher fails to improve, in most states the decision to dismiss is left up to the discretion of the school district. In another study, it was found out that not even half of the states with ambitious evaluation policies surveyed by the National Council on Teacher Quality require districts to use improved evaluations to make better staffing decisions when and if layoffs become necessary (Doherty & Jacobs, 2013). This situation is similar to the University of Baguio. There were times a probationary low-performing teacher was not terminated when the Dean exercised his/her management prerogative. The HRMC does not interfere in such matter. Accordingly, they just process the papers of the teachers.

**In-service Professional Development.** The evaluation results were not utilized to determine professional development program for teachers due to the inadequate manpower in the office. Accordingly, the seminars given by the HRMC to the teachers were based on the requests of the Deans that, they believed, has nothing to do with the evaluation results most of the time. This practice echoes the findings of OECD (2013) in Chile that there appears to be a little culture of professional development in the country. Even though the importance of professional development is recognized at the policy level, its provision appears fragmented and not systematically linked to teacher evaluation. There is an insufficient use of formal teacher evaluation to identify teacher professional development needs that respond to school-wide needs. On the contrary, a study conducted by the National Council on Teacher Quality (Doherty & Jacobs, 2013) revealed that about half of the states with ambitious evaluation systems in the US specifically require in state policy that teacher evaluation results be used to inform and shape professional development for all teachers.

Less than half of the Deans claimed they use the evaluation results to determine the theme of their in-service training. According to a Dean, she graphs and analyzes the ratings of the teachers on the different sections of the evaluation tool to determine problematic areas. From the results, she identifies priority areas for in-service training. Such practice agrees with the belief that an evaluation system is only useful to the extent that it can produce actionable, evidence-based suggestions for professional learning (Pennsylvania State Education Association, n.d.). The most important phase of the evaluation is using the results to support professional learning. An evaluation system's capacity to reliably identify highly effective and ineffective teachers are important. However, ensuring that teacher ratings can reliably detect teacher strengths and weaknesses is essential for accurately targeting professional development (Center on Great Teachers and Leaders, (2014). According to Howard and Gullickson (2013), one of the major threats to the potential of teacher evaluation to improve teaching is the disconnection between evaluation and professional development. Timberly and colleagues (2007) showed that professional development was most effective when school leaders supported teachers' opportunities to learn and to process new information.

The preceding discussions suggest that there is the absence of incentive for good evaluation rating, and that the HRMC has no policy for long-term rewards, particularly regarding salary increase. Along the area of professional growth and development, the evaluation results were not fully utilized to identify training needs of the teachers such as a mentoring program for the low-performing and

a continuing education program for the high-performing teachers. This shows that the university has not fully imbibed the spirit of accountability in terms of teacher evaluation. According to Looney (2011), in systems emphasizing accountability, teacher evaluation may include high-stakes incentives such as performance-based advancement, salary increases, bonus pay, or, the threat of teacher job loss or school sanctions for underperformance. On the other hand, Santiago and Benavides (2009) argue that teacher evaluation systems that emphasize accountability may be counterproductive to improvement. Teachers are less likely to reveal any weaknesses in their performance, and, therefore, miss opportunities for feedback or professional learning and development. Moreover, there is an insufficiency of training given to administrators and teachers in using the evaluation results to assess the learning environment, classroom management, and instructional practices. If they were not trained in their preparation or leadership programs, there might be a need for such training so that they can learn to use evidence and results to guide decisions about areas where teacher growth is needed (National Comprehensive Center for Teacher Policy, 2012).

## Conclusions

There is a need to rethink the teacher evaluation practices at the University of Baguio. In particular, there is a need to revisit the qualifications and practices of the evaluators, and the utilization of the evaluation results. The evaluators do not uniformly do the many good practices in an evaluation. The ultimate aim of evaluation is to improve the teaching practice. However, the results were not utilized to design a professional development program that would address the identified weakness of the teachers. Giving recognitions and awards to outstanding teachers is a good practice. However, this proves to be not the top motivator for teachers to excel because there is no corresponding increase in the salary. The monetary award is given one time only.

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