

Lasallian Research Forum
L A SALLE UNIVERSITY
Ozamiz City

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Message of the Dean



The publication of this research output is another mark of achievement among the Faculty of the College of Education. Your expertise not only in the first-rate training of would-be teachers but likewise in conducting quality research has always been acknowledged. For this, it is but fitting to say “Congratulations”!

I understand that time, effort, and skills are invested in the concretization of your works. May the devotion you all possess be an inspiration for others to venture into completing more researches which are of great benefit to the Institution and the community as well.



Dr. Sotera Faelden Diaz

**Tracer Study of Education Graduates Employed in
Ozamiz City Division**

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Abstract

The study assessed the training, employability and accomplishments of 302 ICC/ ICC-La Salle / La Salle University Education graduates employed in the Division of Ozamiz City in School Year 2008-2009. The findings revealed that LSU graduates are occupying more than half (53.74%) of the elementary teaching force in the Division of Ozamiz City. Sixty eight percent of the respondents had teaching as their first job and fifty nine percent of them were employed in less than a year period from graduation. The respondents expressed satisfaction on the training they received from their Alma Mater in the overall performance of their career. Further, the respondents find the teaching and competency skills developed in them highly. Although only 21 have finished their graduate studies, many have started with 9 to more than 45 units but have not completed the requirements and about 45 have completed the academic requirements but have not written or finished their thesis. Only a very few of the respondents have received regional and national awards but a big number of them are holding administrative positions with six division supervisors and the head of the division, the Division Superintendent herself is an alumna of LSU. These findings are important in planning programs to improve the Teacher Education Program at the same time give direction on what more can be done to prepare our education students to meet the demands of teaching.

1. Introduction

The primary goal of teacher education programs is to produce good teachers who are qualified to teach in the elementary and

secondary schools. Feiman-Nemser, 2003 in Casey and Childs (2007) noted that students enrolled in a teacher education program can acquire subject matter knowledge, study the learning process, and grasp the rudiments of approaches to planning, instruction and assessment. Graduates in teacher education program are expected to have acquired teaching and competency skills during their pre-service training to be better prepared for the teaching profession. These skills include: lesson planning, preparation of instructional materials, use of a variety of methods, good communication skills, skills in the use of information technology, problem-solving skills, critical thinking skills, human relations skills and research skills.

There is therefore a need to make a follow-up study of the education graduates not only to locate them but more importantly to find out how adequate is the training provided by Immaculate Conception College now La Salle University in the overall performance of their career life, the extent by which the teaching and competency skills were developed, the employment status of the graduates as well as their achievements in the field. Hopefully the results will be used to document outcomes related to becoming a center of development in teacher education, to address the needs of the graduates to be able to meet the demands of teaching, to continually improve program quality, and to serve as baseline data for planning activities.

Statement of the Problem

The study aims to assess the training, employability and accomplishments of ICC/ ICC-La Salle / La Salle University Education graduates employed in the Division of Ozamiz City. More specifically it seeks to answer the following questions:

1. What is the profile of the respondents in terms of :
 - 1 .1 area of specialization
 1. 2 years of teaching experience

1. 3 first job after graduation / length of time it took them to get it
 1. 4 position titles held
 1. 5 graduate studies pursued
 1. 6 awards received
2. To what extent did ICC/ ICC-La Salle / La Salle University develop in the respondents the following teaching and competency skills:
 - 2.1 Lesson Planning
 - 2.2 Preparation of Instructional Materials
 - 2.3 Use of Variety of Methods
 - 2.4 Communication Skills
 - 2.5 Information Technology Skills
 - 2.6 Problem-solving Skills
 - 2.7 Critical Thinking Skills
 - 2.8 Human Relations Skills
 - 2.9 Research Skills
 3. How do the respondents rate the training they received from ICC/ ICC-La Salle / La Salle University in the overall performance of their career life?
 4. What programs may be proposed to help our education graduates meet the demands of teaching?

2. Methodology

The respondents of the study were the 302 graduates from La Salle University. They comprise 53.74 percent of the total teaching force of 562 teachers who are actively teaching in the elementary level of the four districts of Ozamiz City Division in School Year 2008-2009. Of the total respondents, 278 or 92.05 percent are female and 24

or 7.95 percent are male. Majority, 251 or 83.11 percent are married and 51 or 16.89 percent are single.

The descriptive method of research was used to uncover the profile of the graduates as to their area of specialization, years of teaching experience, first job after graduation and the length of time it took them to get their first job, position titles held, graduate studies pursued and awards received. Likewise, the study tried to determine the extent by which LSU developed the teaching and competency skills of the graduates and the respondents' ratings on the usefulness of the trainings received in the overall performance of their career life.

Mean, frequency and percentage distribution was used to come up with the profile of the respondents. Weighted mean was used to determine the extent by which the teaching and competency skills of the graduates were developed and the ratings they gave on the trainings received in the overall performance of their career life using a five point scale. To determine the extent by which the teaching and competency skills of the graduates were developed, the following range and interpretation are used:

Range	Interpretation
4.21 – 5.00	Very Highly Developed
3.41 – 4.20	Highly Developed
2.61 – 3.40	Moderately Developed
1.61 – 2.60	Fairly Developed
1.00 – 1.80	Poorly Developed

To determine the usefulness of the trainings received in the overall performance of their career life, the following equivalents are used:

Range	Interpretation
4.21 – 5.00	Extremely Useful
3.41 – 4.20	Very useful

2.61 – 3.40
 1.61 – 2.60
 1.00 – 1.80

Useful
 Somewhat Useful
 Not Useful

3. Results and Discussions

Area of Specialization

The academic preparations of the respondents include the bachelor's degree earned and their major or area of specialization. Since the focus of the study are the elementary teachers of Ozamiz City Division, almost all, 300 (99.34%) are Bachelor in Elementary Education (BEED) graduates except for 2 (66%) who are Bachelor of Arts and Bachelor in Secondary Education with units in Elementary Education. The major or area of specialization of the respondents is shown in Table 1.

Table 1: Respondents' Major Area of Specialization

Major	Dist 1	Dist 2	Dist 3	Dist 4	Total	Percent
English	23	15	13	11	62	20.53
Filipino	19	23	14	20	76	25.17
Math	13	9	9	5	36	11.92
Science	2	0	2	2	6	1.99
Social Studies	11	9	5	4	29	9.60
MAPE/ PEHM	3	3	6	2	14	4.63
HELE/THE	9	12	10	9	40	13.25
Library Science	0	0	1	0	1	0.33
<u>General</u>	<u>14</u>	<u>18</u>	<u>2</u>	<u>4</u>	<u>38</u>	<u>12.58</u>
	94	89	62	57	302	100

The data revealed that majority (45.70%) are Filipino and English majors, a few (11.92%) are Mathematics majors and only very few (6.62%) are Science and MAPE majors. This means that Science which is one of the core subjects is handled by teachers who are not majors in these learning areas. Monk, (1994 in Casey and Childs (2007) found out that the high school students of teachers who had taken more university courses in mathematics but were not mathematics majors performed better on tests of mathematics than students whose teachers had less mathematics content knowledge. Similarly, students had higher science achievement if their teachers had taken more science courses.

The practice of allowing teachers to teach outside of their area of specialization is a reality in the public schools which is being addressed by CHED and DepEd through the revision of the Teacher Education curriculum effective SY 2005-2006. The BEED program is now a generalist with additional content courses in English, Science and Mathematics. This is so because the BEED graduates although have their area of specialization are made to teach all the subjects in the elementary levels especially in self-contained classes. Only teachers in the higher grades and in big schools may be able to teach their area of specialization when there is departmentalization.

Table 1 further presents the teaching force in the four districts of the Division of Ozamiz. Coming from La Salle University. District 1 which comprises the Ozamiz City Central School, Ozamiz City Central School –SPED Center, Baybay Elementary School, Misamis Annex Elementary School and San Roque Primary School which are all found in the heart of the city has the most number of LSU graduates. The total LSU graduates in the elementary level of Ozamiz City Division is 53.74% while other schools which contribute to the 46.26 % of the teaching force are Misamis University, State Colleges and Universities and teachers from other private schools in the country.

Years of Teaching Experience

The years of teaching experience of the graduates refer to the number of years they have been engaged in teaching including their substitution years, teaching in the private schools and teaching related work like tutorial and being a catechist. The years of teaching experience of the respondents are shown in Table 2.

Table 2: Years of Teaching Experience
of the Respondents

Years in Service	Dist 1	Dist 2	Dist 3	Dist 4	Total	Percent
less than a year	1	0	2	16	19	6.29
1-5 years	18	17	13	13	61	20.2
6-10 years	22	17	9	9	57	18.87
11-15 years	19	20	15	9	63	20.86
16-20 year	14	21	11	6	52	17.22
21 years and above	20	14	12	4	50	16.56
Total	94	89	62	57	302	100

Looking at the years of teaching experience of the respondents, we can say that a big number 80 (26.49 %) of these teachers coming from LSU are young and have been in the service for five years and below, 50 (16.56%) have been in the service for more than twenty years while the majority, 172 (56.95%) have been teaching for more five to twenty years. This means that LSU is the main provider of elementary teachers in Ozamiz City Division especially in district 1 which comprise the Ozamiz City Central School, Ozamiz City Central School –SPED Center, Baybay Elementary School, Misamis Annex Elementary School and San Roque Primary School which are all found in the heart of the city. Other schools which contribute to the 46.26 % of the teaching force are Misamis University, State Colleges and Universities and teachers from other private schools.

First Job after Graduation and the Length of Time it took them to get it

Employability of the graduates is determined by the alignment of the degree and type of job they take after graduation and the length of time it took them to land on their first job. Table 3a presents the type of job the respondents first had while Table 3b presents the length of time it took the respondents to get their first job after graduation.

Table 3a: First Job after Graduation

	Dist 1	Dist 2	Dist 3	Dist 4	Total	Percent
Teaching	64	59	43	38	204	67.55
Non- Teaching	18	25	9	10	62	20.53
cashier/teller	1	3	1	1	6	
Med-Rep	3	4	0	1	8	
Secretary	1	2	1	1	5	
Sales Rep/Lady	5	8	2	3	18	
Clerk	1	3	2	2	8	
Promodizer	3	2	1	1	7	
Nutritionist	2	0	1	0	3	
Own Business	2	3	2	1	8	
Not Indicated	12	5	10	9	36	11.92
Total	94	89	62	57	302	100

The data reflect that more than two-thirds or 67.55 percent of the respondents had teaching as their first job and only 20.53 percent had non-teaching jobs. Based on my experiences as supervisor of BEED student teachers then Dean, College of Education, I usually get request of teachers from private schools not only in Ozamiz City but

also in the nearby provinces of Lanao del Norte, Misamis Occidental and Zamboanga del Sur. In addition, La Salle University is also the supplier of Teachers for the Archdiocesan Commission on Education (ACE) schools and Lasallian School Supervision Office (LASSO). This is so because private schools accept fresh graduates or non-board passers who passed the written examination, interview and teaching demonstration to replace their teachers who left for greener pasture. A few of the graduates confirmed that their first job was teaching related since they did tutorial services or served as catechist with minimal fee. Of the non-teaching job, being a sales lady or representative has the highest number because Ozamiz City has enough shopping malls which can accommodate a few of our fresh education graduates.

Table 3b presents the length of time it took the respondents to land on their first job after graduation.

Table 3b: Length of Time to Get their First Job after Graduation

	Dist 1	Dist 2	Dist 3	Dist 4	Total	Percent
a. Less than a month	18	15	20	11	64	21.19
b. 1- 6 months	26	18	21	12	77	25.50
c. 7-11 months	13	12	5	8	38	12.58
d. 1 year to less than 2 years	16	23	8	15	62	20.53
e. 2 years to less than 3 years	12	12	6	8	38	12.58
f. 3 years to less than 4 years	9	9	2	3	23	7.62
Total	94	89	62	57	302	100

Table 3b shows that more than one-half, 179 (59.27%) were employed in less than a year period from graduation. This means that the employability of our education graduates is high and that our

tenacity education graduates have apply for a job after graduation. In the unstructured interview with some of the respondents and their administrators, they mentioned that the confidence and competence shown by the graduates during their teaching demonstrations and interview paved the way towards their employment. The respondents' commitment to service and the enjoyment in their work with children made them stick to their teaching profession.

In addition, the graduates are very eager to get a job after graduation so that they can help their family or support the schooling of another member in the family. It can be noted that a number of these graduates were able to finish their degree through hard work as a working scholar of the university or by some families.

Position Titles Held by the Respondents

In the Department of Education (DepEd), a newly hired teacher is usually given the rank of Teacher 1. With units or completion in graduate studies they can be promoted to administrative position or to a master teacher rank to try new and effective strategies to improve the performance of the learners and to share this to fellow educators. Table 4 presents the position titles held by the respondents in the Department of Education, Ozamiz City Division.

As shown in Table 4 majority 214 (70.86%) are in the Teacher 1 to 3 levels, with salary range from P 14,000.00 – 16,000.00, 22 (7.28%) are Master Teachers 1 or 2 with salary range from P 19,00.00 - P 20,00.00 and a big number , 66 (21.85%) are holding administrative position as head teacher or principal in the elementary level of the Division of Ozamiz with salary range from P 17,000.00 - P 24,000.00. The data also reveal that our graduates have shown administrative or leadership skills to have been given the responsibility as Master Teacher or Demonstration Teacher and Head Teacher to District Supervisor. In addition, it is worthy to note that the Ozamiz City Division has six supervisors for Elementary Mathematics, Elementary

English, Social Studies, Physical Education, Health and Music, Secondary Science, Secondary English coming from LSU and most of all the Division Superintendent of Schools in the division is an alumna and once a critic teacher in the Laboratory School of Immaculate Conception College now La Salle University.

Table 4: Position Titles Held by the Respondents

Position Titles	Dist 1	Dist 2	Dist 3	Dist 4	Total	Percent
1. Teaching						
Teacher 1	43	0	34	34	111	36.76
Teacher 2	18	17	8	3	46	15.23
Teacher 3	20	17	12	8	57	18.88
Master Teacher 1	6	4	3	3	16	5.3
Master Teacher 2	3	2	0	1	6	1.99
Master Teacher 3	0	0	0	0	0	0
Total	90	40	57	49	236	78.15
2. Administrative						
Elem. School Head Teacher 1	0	20	1	1	22	7.28
Elem. School Head Teacher 2	0	21	1	0	22	7.28
Elem. School Head Teacher 3	0	5	1	4	10	3.31
Elem. School Principal 1	2	3	0	3	8	2.65
Elem. School Principal 2	1	0	2	0	3	0.99
Elem. School Principal 3	1	0	0	0	1	0.33
Total	4	49	5	8	66	21.85
Grand Total	94	89	62	57	302	100

Graduate Studies Pursued by the Respondents

Education is an on-going process. Change is the only permanent thing in education and thus the need for further studies is a must in order to keep track with the changing needs of the time. A further study is a gateway for raising the rank or promotions in the service. The graduate studies pursued by the respondents are presented in Table 5.

Table 5: Graduate Studies Pursued by the Respondents

Post Grad/CAR/ units earned	Dist 1	Dist 2	Dist 3	Dist 4	Total	Percent
None	15	23	13	11	62	20.53
9 units and below	12	8	3	8	31	10.26
10-18 units	6	4	8	7	25	8.28
19-27 units	10	9	2	2	23	7.62
28-36 units	8	6	11	6	31	10.26
37 - 45 units	17	14	8	11	50	16.56
more than 45 units	6	4	0	4	14	4.64
CAR	11	16	13	5	45	14.9
MAEd/MT	2	3	2	1	8	2.65
MA in Educ	7	2	2	2	13	4.3
Total	94	89	62	57	302	100

The data on Table 5 discloses that a big number, 174 (57.62%) have gained 9 to more than 45 units in their graduate studies but have not completed with the academic requirements. This is a big challenge to the Graduate School of Education and Continuing Program to assist these graduates to finish their graduate degrees including the 45 (14.90%) who have completed their academic requirements but have not written or defended their thesis. In the unstructured interview with the respondents, they give financial reason, attending to their kids or giving priority to help other members of the family to be educated as

hindrance in finishing their graduate studies. Others mentioned their difficulty in writing their thesis or their inability to do scientific research. This shows the lack of skill in doing research. A seminar on research writing can be planned for this group of graduates. In addition, research skill must be strongly integrated in the undergraduate program for our graduates to be used to doing it.

Since there are still a number of graduates, 62 (20.53%) who have not started their graduate studies they should be contacted and encouraged to start their graduate studies in our school. It is alarming to find out that about two-thirds of the graduates pursued their graduate at Medina College or Misamis University Graduate School instead of enrolling in our own Graduate Programs. Based on my unstructured interview, I found out that they find it convenient and economical to enroll in these schools because the fees are affordable and there is lack of pressure on their part. Raising the tuition discounts of alumni may be a big help to address the problem.

Awards Received and Award-Giving Body

The accomplishments of the graduates are a plus factor of the alma mater where they come from. It is important therefore that the awards received by our alumni are noted for documentation purposes. The awards received by the respondents are presented in Table 6.

Table 6: Awards Received by
the Respondents

Awards	Dist 1	Dist 2	Dist 3	Dist 4	Total	Percent
Regional	17	10	10	13	50	72.46
National	7	3	5	4	19	27.54
Total	24	13	15	17	69	100

The Table shows that of the 302 respondents only 50(16.56%) have received regional awards and 19 (6.29%) for national awards. Most of the regional and national awardees, 24 (34.78%) are teachers of district 1. These awards were related to their being coaches and trainers of various regional winners in academic, cultural and sports competition like; 1st place in various categories in Journalism, Science Olympics, Science Quiz Bee, Spelling Bee, Science-Art competition, School Paper contests, Flower arrangement and 1st place in Archery. In addition, the national awards were related to their being coaches/trainers of winners in academic, cultural and sports competition in the national level. This further reveal that our graduates have the potentials of being award-winning coaches, only other graduates need to be encouraged and pushed to show off their potentials and they must be given opportunities/chances to coach or train their students for regional, national or even international awards.

Extent in Developing Teaching and Competency Skills

The respondents were made to rate the extent by which their teaching and competency skills in lesson planning, preparation of instructional materials, use of variety of methods, communication skills, information technology skills, problem – solving skills, critical thinking skills, human relation skills and research skills were developed during their pre-service training in the university. Results are presented in Table 7.

The data shows that the respondents rated the development of teaching and competency skills from **highly** to **very highly develop**. The grand mean of 4.17 means highly developed teaching and competency skills of the respondents. Of the teaching and competency skills with very highly developed rating, lesson planning got the highest weighted mean of (4.36) while research and information technology skills got the lowest mean of (3.98 and 3.90) respectively. The competency in lesson planning can be attributed to the three

teaching strategies required in the BEED program before where students will do actual lesson planning of the subject matter provided specifying the grade levels they are supposed to teach them. Research which was required before as a required subject in the fourth year level may have helped the respondents but not very much compared to the other skills. There is a need therefore to integrate research in all English and Professional Education classes of the undergraduate program so that the graduates will get used to it and will find research a part of their responsibility as future educators who must continue to search for new ways to improve teaching and learning process. In addition, enough research background will prepare them for research work in the graduate program.

Table 7: Extent in Developing Teaching and Competency Skills

	Mean	Interpretation
1. Lesson Planning	4.36	Very Highly Developed
2. Human Relation Skills	4.29	Very Highly Developed
3. Prep of Instructional Materials	4.28	Very Highly Developed
4. Communication Skills	4.25	Very Highly Developed
5. Use of Variety of .Methods	4.24	Very Highly Developed
6. Critical Thinking Skills	4.13	Highly Developed
7. Prob-Solving Skills	4.11	Highly Developed
8. Research Skills	3.98	Highly Developed
9. Information Technology Skills	3.90	Highly Developed
Grand Mean	4.17	Highly Developed

Respondents Ratings on the Trainings Received

The respondents were made to rate the usefulness of the training they received from ICC/ ICC-La Salle / La Salle University in the overall performance of their career life. The results are presented in Table 8.

Table 8: Respondents Ratings on the Trainings Received

DistrictSchool	UsefulExtremely	UsefulVery	Useful	UsefulSomewhat	Not Useful	Total	Mean	Interpretation
D 3	145	120	9	0	0	274	4.42	Extremely Useful
D 1	225	164	15	6	0	410	4.36	Extremely Useful
D 4	90	136	15	0	0	241	4.23	Extremely Useful
D 2	165	168	27	10	0	370	4.16	Very useful
Grand Mean							4.29	Extremely Useful

10. Findings, Conclusion and Recommendations

Findings

1. Forty six percent of the respondents are Filipino and English majors, yet they are made to handle all learning areas including Mathematics and Science.

2. Eighty percent of the respondents are young and have been in the service for five years and below.
3. Sixty eight percent of the respondents had teaching as their first job and fifty nine percent of them were employed in less than a year period from graduation.
4. Seventy one percent of the respondents are in the Teacher 1 to 3 levels, seven percent are Master Teachers 1 or 2 and a big number, and twenty percent are holding administrative position as head teacher or principal. Six division supervisors and the Division Superintendent herself is an alumna of LSU.
5. Fifty eight percent of the respondents have gained 9 to more than 45 units in their graduate studies but have not completed with the academic requirements. Fifteen percent have completed their academic requirements but have not written or defended their thesis and twenty one percent who have not started their graduate studies.
6. Only seventeen percent of the respondents have received regional awards and six percent for national awards.
7. The respondents rated very highly the following teaching and competency skills; lesson planning, human relation skills, preparation of instructional materials, communication skills and use of variety of methods. However, research and information technology skills were only rated highly.
8. The respondents find the training they received from La Salle University extremely useful.

Conclusion

The findings reveal that the respondents were satisfied with the Teacher Education Program of La Salle University and affirmed that the training they received were extremely useful in their field of work. That such training had built their confidence and competence which made them employable in the field at the same time rise to administrative positions. However, research and information and technology skills have to be further developed and graduate studies must be pursued by graduates so that they will be updated and continue learning.

Recommendations

1. The administration and faculty of the College of Education should take the challenge of maintaining a very high degree of graduate satisfaction while keeping pace with changing professional requirements. It must continue to develop graduates' employability and enhance the attributes that make them employable.
2. The graduating students must be advised to continue their professional development and lifelong learning
3. Graduate School and Continuing Education should be made accessible and affordable for our graduates. Graduates should be guided to be able to finish their graduate program.
4. Research work should be required in all English and Professional Education classes.
5. Seminars on the use of Information and Technology in the classroom should be made available for our graduates during weekends or summer time.

6. Graduates must be reached and regularly informed on annual homecoming to be updated on what's going on in the University. At the same time annual gatherings should be well-planned to encourage the alumni to return.
7. Continue to develop excellent communication skills in our students.
8. A similar follow-up study should be conducted by all colleges to locate its graduates, to find out whether the training they received have helped them in their field of work and to find out what else can be done to prepare our graduates in their respective fields.

List of References

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Experiential Learning Courses
Handbook 2007

Survey of the Causes of Failure among Education Students

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Abstract

The study attempted to find out the causes of failure among Education students. It involved sixty-four students who failed in one or more subjects in the first semester of SY 2008-2009. It identified seven major causes such as: (a) difficulty of subjects and tests, (b) high passing score, (c) financial problems, (d) difficulty of understanding teacher's explanation, (e) course not their choice, and (f) noisy boarding house. Subject teachers may make use of varied methods and techniques to facilitate understanding and look into the degree of difficulty of test items. Academic administrators may review the grading system.

1. Introduction

In all life's endeavors there always are successes and failures. Whether one succeeds or fails, there are valid reasons for having been such. One rejoices because he succeeds or mourns because he fails, but in both cases it is equally important to look back and identify the factors that brought about either success or failure.

Teachers monitor both students' successes and failures. They do so due to their concern for them, especially for those who fail. The impact of college failure can cause lasting damage to self-esteem, and the consequences can influence an entire lifetime, (Pitcher, 2006).

Statement of the Problem

This study aimed to find out the significant causes of students' failure and to find likely means for modifying failures to successes. More specifically it sought answers to the following questions:

1. What is the profile of the respondents as to course, year level, and gender?
2. What are the causes of their failure in some subjects?

2. Methodology

The descriptive-qualitative research was used in this study. It was primarily concerned with describing and interpreting the data about the factors that might have caused their failure.

The respondents of the study were first and second year BEED and BSED students who failed in one or more subjects. These students were enrolled in the first semester of SY 2008-2009.

The data were gathered through questionnaires. The questionnaire was teacher-made. It was in the form of a checklist which contained twenty probable factors that have affected them in their studies. Each of the factors in the questionnaire expressed the extent of the probability that each might have caused their failure. The questionnaire was submitted to the experts for correction.

To facilitate the answering of the questionnaire, the researcher, after acquiring permission from the Dean of the College of Education, sent the respondents notices through their teachers. The respondents were requested to report to a particular room at an appointed time during the day. There, in one classroom they answered simultaneously.

The weighted mean was used to show the respondents' significant causes of failure. The formula for computation was:

Where: \bar{X} = weighted mean
 $\sum fx$ = sum of the frequencies (f) multiplied by the assigned N
N = number of respondents

The rating of the probable causes of failure among students used a five-point scale and interpreted as follows:

5 – Very Much
4 – Much
3 – To some extent
2 – A Little
1 – Never

To arrive at a qualitative interpretation of the respondents' ratings, the means of their weighted averages were rated as follows:

4.6 – 5.0	Very much
3.6 – 4.5	Much
2.6 – 3.5	To some extent
1.6 – 2.5	A little
1.0 – 1.5	Never

3. Results and Discussions

The findings of the study are presented in tables. The table that follows presents the respondents' course distribution.

Table 1: Course Distribution of the Respondents

Course	Number	Percent
BEED	36	56.25
BSED	28	43.75
Total	64	100

There were more BEED's comprising 56.25 percent against the BSED's that comprised only 43.75 percent out of the sixty-four respondents.

The last five years' enrolment showed a majority of BEED against BSED students, thus the predominance of the BEED's. Further, the researcher, in her study to evaluate the performance of the Education graduates in 1998, found the BSED's having an edge over the BEED's.

The next table presents the respondents' year level distribution.

Table 2: Year Level Distribution of the Respondents

Year Level	Number	Percent
First Year	23	35.94
Second Year	41	64.06
Total	64	100

Table 2 unfolds a prevalence of failure among Second Years than First Years. This is because subjects in second year are more difficult than those in first year.

The respondents' gender distribution is presented in Table 3.

The data shows that majority of the respondents were females corresponding the majority of female population among Education students.

Table 3: Gender Distribution of the Respondents

Gender	Number	Percent
Female	48	75
Male	16	25
Total	64	100

The table that follows reveals the respondents' ratings of the causes of their failures.

Table 4 shows seven major causes which had significantly affected students in their studies **to some extent**. These factors are both intellectual and non-intellectual in origin. First among them is difficulty in understanding the subject. If subjects are difficult to understand, tests, in the same vein become very difficult. Difficult tests will eventually yield results which do not meet the standard passing score, thus become a failure. Pitcher (2006) in his research about the causes of failure in college in the University of Alabama, reports that college work is likely to seem grim, difficult and even meaningless if it is not related to personal goals and objectives. Difficulty in understanding the teacher's explanation maybe due to poor language skills. To succeed in college, one must be able to read, to write, to speak and to listen effectively, Pitcher (2006) further reports.

Many students though smiling outside are so broken and disturbed inside. The burdens they carry, like being financially incapacitated and disturbed due to noisy boarding houses affect their studies, and subsequently fail.

Table 4: Summary of the Respondents' Ratings
of the Causes of Their Failure

Causes	Weighted Mean	Verbal Interpretation
1. The subject is difficult to understand.	3.28	To some extent
2. The tests are difficult.	3.12	To some extent.
3. The passing score is high.	3.12	To some extent
4. I have financial problems.	2.76	To some extent
5. I don't understand the explanation.	2.70	To some extent
6. The course is not chosen by me.	2.65	To some extent
7. The boarding house is noisy. It's not conducive for studying.	2.64	To some extent
8. I don't study my lessons regularly.	2.53	A little
9. The teacher is strict.	2.50	A little
10. I have poor intellectual ability.	2.35	A little
11. I have poor high school background.	2.29	A little
12. I feel inferior.	2.26	A little
13. I have problems with my parents.	1.92	A little
14. I have been late several times.	1.70	A little
15. I usually go out with my friends.	1.64	A little.
16. I missed quizzes.	1.62	A little
17. I have many absences.	1.56	Never
18. I am a working student. I have no time to study.	1.54	Never
19. I failed to pass assignments.	1.53	Never
20. I have problems with my boyfriend/girlfriend.	1.32	Never

Grand Mean = 2.25 A little

Aysan(1996) in his study about the perceived causes of academic failure among students at the College of Education, University of Buca, found that psychological problems ranked third among the factors considered most significant. These problems may become overwhelming and seriously interfere with academic performance Kuon (2005) continued.

Finally, because Education was not their choice, they were not intrinsically motivated. Investing into something against the will would only redound to failure. The aforementioned results are supported by Gulane (1996) in her survey on factors affecting academic performance of BSED interns which revealed intellectual and non-intellectual factors significantly affecting academic performance.

It is also significant to note that the respondents **never** incurred absences, **never** failed to pass assignments and **always** found time to study despite their hectic schedules, yet their efforts were to no avail. This finding gains support from Pitcher (2006) when he said that in college, students may actually work harder than they had ever worked before and still find that their efforts are not sufficient.

4. Summary of Findings, Conclusion and Recommendation

- 1.** The study involved sixty-four respondents, majority of whom were female, second year BEED's.
- 2.** The questionnaire used was teacher-made. It was based on the probable causes of failure in school. It was submitted to experts for correction, pre-tested and revised for improvement.

3. The respondents had these first seven reasons for failing in one or two subjects:
 - a. Subject was difficult to understand.
 - b. Tests were difficult.
 - c. Passing score was high
 - d. They had financial problems.
 - e. They didn't understand the explanation.
 - f. The course was not their choice, and
 - g. Their boarding houses were noisy and not conducive for study.

4. The respondents were regular in attendance; always passed assignments; found time studying their lessons yet found their efforts insufficient.

Conclusion

There were more BEED's than BSED's who failed in one or more subjects. This poses a challenge to the BEED's to work on equal footing with the BSED's. The findings also imply that first and second year teachers of Mathematics, Natural Sciences and English explained lessons less clearly and constructed difficult test items. The difficulty escalated because of the high passing score. Moreover, the findings suggest that college failure maybe caused by psychological problems.

Recommendations

1. Teachers consider reviewing the basic teaching methods for a more organized lesson presentation.

2. Teachers consider using varied teaching techniques like organizing board work, using more examples, drawings/illustrations, graphic organizers, demonstrations or

simple experiments and or other necessary teaching aids to facilitate understanding.

3. Teachers look into constructing test items of varied difficulty.
4. Subject coordinators monitor closely the test questions prepared by their respective subject teachers.
5. Academic administrators review the present grading system to best serve the bright and the academically challenged students.
6. Teachers take time to listen not only to the responses given by students but also to how the students are feeling when giving the answers for them to be able to reach out to those needing assistance.
7. Students continue to do their responsibilities and further enhance their comprehension skills by more and more readings and never give up.
8. Other researches on causes of college failure that consider other factors be worked on.

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Assessment of the LSU Preliminary Examination Questions: Basis for Faculty Development

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Abstract

The study assessed the types of test, levels of the test questions according to the categories of the cognitive domain and the areas in test construction that need improvement. Thirty-nine preliminary examination questions were analyzed. The findings revealed that the teachers constructed more low order thinking questions than the higher order thinking skills questions. The teachers need more skills in constructing grammatically correct sentences, classifying the items according to the levels of categories, following the guidelines in test construction and in constructing a better table of specifications.

1. Introduction

Teaching, learning and evaluation are the interdependent aspects of the educative process (Gronlund, 1998) this interdependence is clearly seen when the main purpose of teaching is to help students achieve a set of learning outcomes in the affective, cognitive and psychomotor domains.

The instructional process is composed of three general steps (Popham, 1991). The first step includes planning of instruction that includes identifying desired student behavior changes, selecting materials and organizing learning experiences into a coherent, reinforcing sequence. The second step involves the instruction portion. Finally, the third step determines whether the objectives of instruction have been realized. This last step ascertains whether students have learned the topics and skills that need to be acquired. Hence one of the

main concerns in the teaching learning process is the quality of assessment tools used by the classroom teachers.

Assessment tools contribute to the understanding of students' achievement and thinking skills. They also reveal what teachers have taught and how lessons are taught. Moreover, they reveal teachers' priorities on what students should learn and what skills are to be mastered.. When properly designed and appropriately used, assessment procedures can contribute to more effective instruction and greater student learning. Hence it is the ultimate purpose of this study to improve teaching performance and student learning through well constructed test questions

Benjamin Bloom's Taxonomy was used as the framework in analyzing the levels of cognition measured (Cooper, 2004). The six levels are as follows:

Knowledge: Remembering previously learned material or memorizing facts and information. Test items ask the student to recall or recognize facts, theories, rules, principles, people, places, events, etc.

Comprehension: Grasping the meaning of material or understanding materials read. Test items require the student to go beyond simple recall and demonstrate the ability to arrange and organize information mentally. The student must use previously learned information by putting it in his own words and rephrasing it.

Application: Using learned material in new and concrete situations. Test items require the students to apply such things as rules, methods, concepts, principles, laws and theories.

Analysis: Breaking down a large body of information into component parts so that its organizational structure may be understood. Questions in this level often require students to identify causes, reasons, to

analyze information to reach a generalization or conclusion and to find evidence to support a specific opinion, event or situation.

Synthesis: Putting bits of information together to produce something unique and original. Questions require students to use original communication, making predictions and solving problems for which there is no single right answer.

Evaluation: Judging the value or worth of methods, ideas, people, or products that have a specific purpose. Questions require the student to state the basis for his/her judgments.

Statement of the Problem

This study aims to assess the Preliminary examination questions constructed by LSU college faculty in the second semester of school year 2008-2009. The findings will be the basis for a faculty retraining workshop on test construction. Specifically it seeks answers to the following questions:

1. What types of test are used by the teachers?
2. What levels of the cognitive domain are measured by the test items?
3. What areas in test construction need improvement?

2. Methodology

This study employed the descriptive type of research. It was directed towards determining the types of tests used, analyzing the categories of the cognitive domain measured and identifying the teachers' weaknesses in test construction

Thirty-nine test questions constructed for the preliminary examination in the second semester of school year 2008-2009 were analyzed. One subject was randomly chosen from the subjects taught by the 39 teachers. The teachers were from the College of Arts and Sciences, College of Nursing, and School of Hospitality Management teaching the following subject areas:: English, Science, Religious Studies, Social Studies, Criminology , Social Work, Hospitality Management and Nursing.. A total of 2812 items were analyzed.

3. Results and Discussions

The findings of this study are presented into three areas of analysis, namely: the types of tests used, the levels of the cognitive domain measured, and the areas of test construction that need to be improved.

Types of Test

Table 1 shows the types of test used by the 39 teachers.

It is shown that the supply-response type constituted 53.13 percent followed by the selected-response type, 40.01 percent. Among the supply response tests, the essay (25.92%), identification (10.10%) and enumeration (9.03%) types were used mostly by the teachers. Among the selected response type, the most commonly used tests were multiple choices (26.96%), alternative response (4.34%) and the classification type (3.34%). Problem solving items constituted 6.86 percent only of the total number of items. These were used by the science and hospitality management teachers who claimed that problem solving was the appropriate test to assess the objectives of their subjects.

Table 1: Distribution of Test Items According to Type of Test

Type	Number of Items	Percent
A. Supply Response	1494	53.13
Essay	729*	25.92
Identification	284	10.10
Enumeration	254	9.03
Completion	102	3.63
Illustration	65	2.31
Construction	60	2.13
B. Selected Response	1125	40.01
Multiple Choice	758	26.96
Alternative Response	122	4.34
Classification	94	3.34
Matching	90	3.28
Rearrangement	61	2.17
C. Problem Items	193	6.86
Problem Solving	178	6.33
Case Analysis	15	.53.
TOTAL	2812	100

Number of points

Levels of the Test Items

Varied instructional objectives are measured by appropriate test types. The test items reflect the levels of cognitive categories measured. Table 2.presents the data on the categories measured by the test questions constructed by the LSU college faculty.

It can be noted that half of all the test items belong to the knowledge category (50.11%). This could mean that teachers focused on letting students memorize facts and information. Students' thinking skills were not well tapped considering the fact that the types of test

that measured them were relatively easy and the level of thinking was limited to the lower order. If the thinking process is limited to knowing of facts, undeniably students will not develop the ability to compare, infer, analyze, synthesize and evaluate. However, it can be noted that the application to evaluation categories constituted 38.76 percent of the total number of items. There were efforts to construct items of higher thinking categories.

Table 2: Distribution of Test Items According to Cognitive Categories Measured

Categories	Number	Percent
1. Knowledge	1409	50.11
2. Comprehension	313	11.13
3. Application	403	14.33
4. Analysis	572	20.34
5. Synthesis	50	1.78
6. Evaluation	65	2.31
TOTAL	2812	100

A similar study by De Juan (Retrieved March 10, 2009) in her assessment of the midterm examinations of 30 college teachers, found out that 93.34 percent of the teachers' test items belonged to lower order thinking skills. Similarly, Gonzales (1999) in his study on the techniques of assessing, types and taxonomy of measures of thinking skills also revealed that more lower order thinking skills were measured than the higher order thinking skills by the college social science teachers. There seems to be a common deficiency of test questions constructed to measure the higher thinking skills.

Among the tests used by the teachers, multiple choice type, essay type and true or false test can measure the higher categories if properly constructed. What these tests measured is presented in Table 3.

Table 3: Categories Measured by Selected Tests

Categories	Multiple Choice		Essay		True-False		Total	Percent
	No.	%	No.	%	No.	%	No.	%
Knowledge	311	41	281	39	80	66	672	41.77
Comprehension	15	2	298	40	0	0	313	19.45
Application	57	8	20	3	22	18	99	6.15
Analysis	375	49	50	7	20	16	445	27.66
Synthesis	0	0	15	2	0	0	15	.93
Evaluation	0	0	65	9	0	0	65	4.04
TOTAL	758	100	729	100	122	100	1609	100

Table 3 reveals that 41 percent of the multiple choice items, 39 percent of the essay type test and 66 percent of the true-false test items measured the knowledge category. The versatility of the multiple choices was not used to measure all the categories. Most of the test items measured the knowledge and analysis categories. In fact Gronlund (1998) stated that the multiple choice test is the most highly regarded and useful selective type of test since it can be designed to measure various intended learning outcomes ranging from simple to complex. The essay which can measure the higher categories focused on the knowledge and comprehension categories only. True-false test likewise was used mainly to measure the knowledge category. These test types could have been effective ways to assess the students' ability to analyze, synthesize, apply, evaluate, give reason, explain relationships and formulate conclusions.

Areas for Improvement

The analysis of the test questions revealed that the following areas need improvement: constructing grammatically correct sentences, following rules in test construction, classifying the cognitive categories of the test items, and making a table of specifications.

A. Rules in Grammar

Mistakes committed by 59 percent of the teachers were on subject-verb agreement and good language expression. Here are some of these items:

1. Blood samples with saline solution **gives** a pink color.
2. Nutrient that **build and repair** body tissues.
3. It is known to be **mature monocytes in response to inflammation.**
4. Thrombocyte is the smallest of blood particles.
5. What particular view of man **who** promotes this belief that life has a final meaning which resides outside of me, that is, in God, and in my final relationship to Jesus Christ? (Long sentence)
6. Leaf of plant that is valued for **their** taste, scent and medicinal value.
7. James Yap, together with her teammates (present, presents) a formidable opponent on the basketball court.
8. How high above the ground does the water **strikes** the building?
9. How do we call the amount of heat energy **it takes** to raise the temperature of 1 g of water by 1 degree C?
10. These are dark purple staining granules **involving** in the production of symptoms associated with inflammation and allergic reaction.
11. It is **cause** by loss of whole blood, plasma or interstitial fluid in large amounts.
12. What style of prayer **when we pray** in our own words?
13. Describe a **child possible behavior who** receives physical punishment.
14. Filipinos are known of **its** hospitality
15. All **term has** general supposition.
16. One of the basic food groups that **regulate** body processes.
17. St. John Baptist de la Salle born on ...

18. How important your knowledge of the Filipino family in your future practice?
19. How to prevent a drug addiction? 10 pts.
20. Who are children needs of Special Protection? 10 pts.

B. Rules in Test Construction

All types of tests follow certain rules or guidelines in construction. The rules are taken from Gronlund (1998) and Kubiszyn and Borich (2007).

B.1. Multiple Choice

Rule 1 Make all alternatives grammatically consistent with the stem of the item and parallel in form.

Consider items No. 1 to 6. This rule is violated by 50 % of the teachers. Here are some of the items.

1. Why did God create human beings?
 - a. to be greater than angels
 - b. to be like God
 - c. to be slaves
 - d. in God's image**

2. Ferdinand Magellan's expedition proved that the
 - a. east can be reached by sailing south
 - b. **colonization of the Philippines** be traded by sailing west
 - c. world is flat
 - d. east can

3. Which of the following organisms **has** moderate toxicity to endosulfan?
- aphids
 - beattles (spelling)
 - fishes
 - man (the only singular option)
4. What **is the building block** of proteins? (**The choices are all plural , the verb in stem is singular**)
- nucleic acids
 - fatty acids
 - amino acids
 - carboxylic acids
5. It **is** also called as the secretory organelle of the cell ____
(**2 choices are singular and 2 plural**)
- cytoplasm
 - Golgi apparatus
 - peroxisomes
 - ribosomes
6. The following are not true about food except
- It has the complete source of nutrients.
 - Foods have generic chemical composition.**
 - It releases and absorbs energy.
 - Food supplies raw materials for synthesis of macromolecules.**
7. Which of the following does *not* belong to the importance of sketch? (**NOT should be capitalized**)
- supplements information
 - protecting the scene** prosecution
 - reconstructs the scene
 - powerful tool for the

8. Which of the following factors affecting precipitin reaction is FALSE?
- a. **high temperature cause weaker and extended precipitation**
 - b. putrefaction
 - c. exposure to air
 - d. **label the blood stain**
9. A living organism normally present in the seminal fluid. **(The choices are not organisms but cells)**
- a. semen
 - b. spermatozoa
 - c. genes
 - d. epithelial cells

Choices that are not parallel provide a clue to the correct answers, or at least make some of the distracters ineffective. When the grammatical structure of one alternative differs from that of the others, some students may more readily detect that alternative as a correct or incorrect response.

Rule 2 Make the distracters plausible and attractive to the uninformed.

10. What is used to wipe tools and utensils dry?
- a. clean wet cloth
 - b. clean dry cloth
 - c. floor mop
 - d. kitchen rags

Choices a, c, and d are obviously wrong and can be answered by common sense.

Rule 3 Avoid repeating the same material in each of the alternatives. By moving all of the common content to the

stem, it is usually possible to clarify the problem further and to reduce the time the student needs to read the alternatives.

11. Which of the following best describes neurogenic shock?
- a. **Results from** loss of circulatory blood volume.
 - b. **Results from** compensated cardiac output.
 - c. **Results from** loss of venous dilatation.
 - d. **Results from** severe allergic reaction.

B.2. Matching Type

The following rules in constructing a matching type test were not observed by all the teachers (100 %) who used this type of test.

Rule 1 Always indicate in the directions the basis for matching Column A with Col B.

Rule 2 Include only homogeneous materials in each matching item. This homogeneity is necessary if all responses are to serve as plausible alternatives.

Rule 3 Add 2 or more “jokers” to avoid automatic matching.

Here is an example:

Directions: Match the terms/formulas in Column A with the terms in Column B.

Column A	Column B
1. brownish black stain	a. oxidizing agent
2. KNO_3	b. liquid used as heating
3. brownish black precipitate	c. corrected melting point
4. melting	d. silver sulfide
5. sulfuric acid	e. coefficient of expansion of Hg

- | | |
|--------------------------|--------------------------|
| 6. 0.000156 | f. nail polish remover |
| 7. $C_{12}H_8$ | g. lead sulfide |
| 8. sublimation | h. solid to liquid state |
| 9. acetone | i. solid to gas phase |
| 10. $C_{12}H_{22}O_{11}$ | j. naphthalene |

All the three rules were not followed. It is difficult to give clear directions which indicate the basis for matching if the material is heterogeneous. The items consist of formulas, processes, uses and chemical names of substances and a value. Column B should have 2 more choices as “jokers.” The items in Column B should be placed in Column A

B.3. Completion Type

Consider these items:

1. _____ is a set of interacting elements in a system
2. Under the doctrine of _____ each state has its own separate court system.
3. A _____ is an abnormal condition of an organism that impairs bodily functions and _____ can be deadly.

Rule Place the blanks at the end of the statement. This permits the student to read the complete problem before coming to the blank to be filled. With this procedure, confusion and rereading of the item is avoided and scoring is simplified (Gronlund, 1998)

All of the teachers who used this type of test did not follow this rule.

B.4. Essay

Gronlund (1998) stated that essay test is being reserved for those situations that require the student to give reasons, explain relationships, describe data, formulate conclusions or in some way produce the appropriate answer. This is supported by Kubiszyn and Borich (2007) who asserted that well-constructed essay items aim to test complex cognitive skills by requiring the students to organize, integrate and synthesize knowledge, to use information to solve novel problems, or to be original and innovative in problem solving.

Here are some items:

1. Who are the national actors who should be involved in a DDR programme? 10 pts.
2. What are the pharmacological classification of drugs and their differences? 10 pts.
3. What is the purpose and reason in grading the hotel and business industry? 10 pts.
4. Point out the main difference between the Australoids and Lyman? 5 pts.
5. Enumerate 5 benefits that most people get from turning free accommodations into business. 10 pts.
6. Define acid and base according to the following theories:
a. Arrhenius Theory b. Lewis Theory c. Bronsted Theory
7. Define drug addiction 5 pts.
8. State the primary goal of case management. 5 pts.
9. List at least 3 effects on the following commonly abused drugs.
10. Define what is meant by need. 5 pts.
11. Differentiate initial *and* ongoing planning. 10 pts

These questions do not require the higher thinking skills but require students to answer by simply memorizing. Fifty percent of the teachers constructed essay questions that measured the knowledge category. Good essay questions do not begin with “what”, “who”,

”enumerate”, “define”, “state”, “list”. Students can be asked to differentiate using their own words. It can be noted that big number of points was given to each question. This was done by 32 % of the teachers. If the teachers do not have a scoring rubric for rating the answers then scoring would be done subjectively. .Obviously the essay items required the students to do no more than recall information as they were presented in the textbook or lecture. No novelty in presenting the problem was shown either.

As revealed in Table 3, 39 % of the essay tests measured the knowledge category. .This is due to how the essay items were constructed. Gronlund (1998) emphasized that essay questions should measure complex learning outcomes only.

Consider Items 12 and 13.

12. Discuss forensic psychology 10 pts.
13. . Discuss the Christian way of life. 10 pts.

Well constructed essay items clearly indicate the cognitive skills that should be employed to formulate the answers (Kubiszyn & Borich, 2007). Items 12 and 13 are broad items that do not let the students know what is required for a satisfactory response. These kinds of questions could be the source of scorer inconsistency. These items also encourage students to bluff.

The questions below show the number of points given to each item.

14. How does being a member of a certain social class affect your interaction with others in your community? 15 pts.
15. “Jesus is an evangelized evangelizer” Explain it in 2 lines (10 pts.)
16. .Explain briefly how the drug addiction proliferated. (10 pts.)
17. Why are questions important in our life journey? 10 pts.

Although these questions require higher thinking skills, yet they do not specify how many ideas or ways are needed to get the perfect score. It can be noted too that the number of points is too high for each item. .

C. Constructing a Table of Specifications

A table of specifications or a test blueprint is a technique to guide the teachers to write test items at different levels to ensure that the test includes items that measure higher-level thinking. More specifically, the table ensures that a test will sample whether learning has taken place across the range of content areas covered and the cognitive processes considered important. It ensures that the test will include a variety of items that tap different levels of cognitive complexity. (Kubiszyn & Borich, 2007).

Perusal of the tables of specifications revealed the following weaknesses: The tables specified certain categories which were not found in the test questions. This means that there was confusion on how test items were to be classified according to their categories. This misclassification was committed by 64 percent of the teachers. For example definitions were classified as evaluation items, tracing a process as an application item, differentiating terms as an application item when they all belong to the knowledge category. The present practice of filling up the table of specifications did not indicate where the items were found. Hence this presents a difficulty to the coordinators to check the TOS and the test questions.

Good Features

Although this study focused on areas of test construction that need to be improved, the researcher commends some well constructed test questions. These tests used the Morse type and categorization type of multiple choice test which required analysis; creative essay type

questions which presented novel situations that required students to apply some principles and theories and multiple choice test patterned after government board examinations. However if the entire test consists of multiple choice items only then other important skills are not developed. The students are not only prepared for the government examinations but for a lifelong practice of their profession.

4. Summary of Findings, Conclusion, and Recommendations

Summary of Findings

1. More than half of the test items were of the supply response type such as essay identification and enumeration.
2. This is followed by a big number of items which were of the selective response type such as multiple choice and alternative response test.
3. The problem solving items constituted a very small percentage of the test items.
4. More than half of the items measured the low order thinking skills (knowledge and comprehension) while less than half measured the high order thinking skills (application, analysis, synthesis and evaluation)
5. The teachers committed mistakes in constructing grammatically correct sentence, following guidelines in constructing the different types of test, classifying the test items according to the categories of the cognitive domain and constructing a good table of specifications.

Conclusion

If evaluation is based on instructional objectives it can be inferred that most of the teachers' objectives belong to the low order thinking skills. This implies that students' thinking skills are not maximally tapped. It could also imply the teachers' lack of expertise and creativity in evaluating the outcomes of instruction. The findings necessitate an ongoing program to improve the teachers' skill in test construction.

Recommendations

1. A seminar-workshop for teachers in each subject area is organized to improve the teachers' areas of weaknesses. These will include the following topics: construction of a revised table of specifications, classification of items according to categories, guidelines in constructing the different test types and construction of grammatically correct sentences.
2. All new non-Education should be required to enroll in Educational Measurement and Evaluation. Most of the mistakes in test construction were committed by these teachers.
3. Subject coordinators and deans should have a refresher seminar-workshop in test construction. As instructional supervisors, they should possess the expertise in evaluating the outcomes of instruction. Then they are in the position to guide teachers and critique the teachers' test questions correctly.

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Learning Preferences of the BEED-2 College Students of La Salle University

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Abstract

This study aimed at determining the learning preferences of the BEED-2 students. Brain dominance of the 47 respondents was determined through the use of a Hemispheric Dominance Inventory questionnaire. The study revealed that most of the BEED-2 students are left-brain dominance and least is right-brain dominance. It implies that most of the BEED-2 students are more verbal, logical, linear, concrete, and time and detail oriented. These are good indicators of students' behavior or characteristics. Recommendations were given in order to develop their least brain hemisphere for them to become more competent in their chosen field.

1. Introduction

Methods and strategies are said to be important to make teaching more effective. Thus, understanding student's learning style is the key to make teaching and learning a success. What are learning styles? Grasha (1996) has defined learning styles as, "personal qualities that influence a student's ability to acquire information, to interact with peer and the teacher, and otherwise participate in learning experiences". LdPride (2008) also defined learning styles as various approaches or ways of learning. Individuals therefore, perceive and process information in different ways.

Researches and scholars like Dr. Rita Dunn and Dr. Kenneth Dunn (1978) wrote in their book *Teaching Student's through their Individual Learning Styles: A Practical Approach*, on how learners are affected by elements of the classroom. Dunn said that "learners are

affected by their: (1) immediate environment (sound, light, temperature and design); (2) own emotionality (motivation, persistence, responsibility, and need for structure and flexibility); (3) sociological needs (self, peers, team, adult or varied); and (4) physical needs (perceptual strengths, intake, time and mobility)”.

According to Dunn, Griggs, Olson and Beasley (1995) in their experimental studies, matching student’s learning style preferences with educational interventions compatible with those preferences is beneficial to their achievement.

What are the different learning styles? McCarthy (1987) purported four types of learners (innovative, analytic, common sense and dynamic) in association with two different brain modes (left or right). The four domains are the active-reflective learners, the sensing-intuitive learners, the visual-verbal learners and the sequential-global learners.

Table 1 summarizes the characteristics of the learners, their learning styles and brain hemisphericity in accordance to Felder and Solomon (2001) as well as McCarthy’s (1987) proposition.

Table 1: Characteristics of the Learners, Learning Styles and Brain Hemisphericity
(Felder and Solomon’s Learning Styles, 2001 and McCarthy’s, 1987)

Characteristics of the Learners	Learning Styles	Brain Hemisphericity
Active	Retains and understands information best by discussing in group, applying it of explaining it to others.	
Reflective	Prefers to think about and work out something alone	

Table 1, continued

Sensing	Likes to learn facts, solve problems by well-established methods. Good at memorizing facts and doing hands-on (laboratory) work. Dislikes complications as well as surprises. Resents being tested on material that has not been explicitly covered in class. Does not like courses that have no apparent connection to the real world.	Left-brain
Intuitive	Prefers discovering possibilities and relationships. Likes innovation and dislikes repetition. Good at grasping new concepts and is more comfortable with abstractions and mathematical formulations. Does not like courses that involve a lot of memorization and routine and routine calculations.	Right-brain
Visual	Remembers best what is seen in pictures, diagrams, flow charts, time lines, films, and demonstrations.	Right-brain
Verbal	Get more out of words from written and spoken explanations.	Left-brain
Sequential	Tends to gain understanding in linear steps, with each step following logically from the previous one in a logical stepwise path in finding solutions	Left-brain
Global	Can solve complex problems quickly or put things together in novel ways once he/she has grasped the big picture without seeing connections. May have difficulty explaining how he/she did it.	Right-brain

Objectives of the Study

The purpose of the study was to find out the learning preferences of the BEED – 2 College Students under my advisory who were officially enrolled in La Salle University in the SY 2008-2009. Furthermore, this study aimed to answer the following questions:

1. What are the learning preferences of the BEED -2 students?
2. Which side of the students' brain is dominant?
3. From the findings or results of study, what are the recommendations to help the students improve their learning environment by developing and using both sides of the brain?

2. Methodology

This study was descriptive which tried to find out the learning preferences or styles of BEED -2 college students in the university.

Respondents of this study were the 47 BEED students who were officially enrolled in the university.

Research Instrument

The Hemispheric Dominance Inventory questionnaire of Dr. Carolyn Hoppers was used to know the students' brain dominance. The questionnaire consists of 19 questions with two choices A and B. Each letter corresponds with the left or right brained person.

Procedure

The Hemispheric Dominance Inventory Test was administered to Forty-seven BEED-2 students. The questionnaire has 19 items. Each item has 2 choices A and B wherein students were asked to choose one that closely describe their preference.

Statistical Tool

Frequency and percentage distribution was used for the descriptive data.

3. Results and Discussions

Table 1 shows the summary of the BEED – 2 students' answers in the Hemispheric Dominance Inventory test.

Table 2: Summary on Students' Preference / Style

Questions	A		B	
	f	%	f	%
1. Are you usually running late for class or other appointments? a. Yes b. No	19	40.4 3	28	59.57
2. When taking a test, do you prefer that questions be a. Objective (true, false, multiple choice, matching) b. Subjective (discussion or essay questions)	30	63.8 3	17	36.17
3. When making decisions a. You go with your gut feeling – what I feel is right? b. You carefully weigh each option	5	10.6 4	42	89.36
4. When relating an event to a friend a. You go straight to the main point then fill in details.	23	48.9 4	24	51.06

<i>Table 2, continued.</i>				
b. You tell many details before telling the conclusion.				
5. Do you have a place for everything and everything in a place? a. Yes b. No	31	65.9 6	16	34.04
6. When faced with a major change in life, you are a. excited b. Terrified	36	76.6 0	11	23.40
7. Your work style is like this a. You concentrate on one task at a time until it is complete. b. You usually juggle several things at once.	30	63.8 3	17	36.17
8. Can you tell approximately how much time has passed without a watch? a. Yes b. No	22	46.8 1	25	53.19
9. Which is easier for you to understand? a. Algebra b. Geometry	35	74.4 7	12	25.53
10. It is easier for you to remember people's a. Names b. Faces	4	8051	43	91.49
11. When learning a new piece of equipment a. You jump in and wing it. (Manual is last resort)	15	31.9 1	32	68.09

Table 2, continued.

b. Carefully read instruction manual before beginning				
12. When someone is speaking, do you respond to	17	36.1	30	63.83
a. What is being said (words)		7		
b. How it is being said (tone, tempo, volume, emotion)				
13. When speaking, do you use few or many gestures?	27	57.4	20	42.55
a. Few (very seldom use of hands when you talk)		5		
b. Many (couldn't talk with hands tied)				
14. What is your desk, work area, or laundry area like?	33	70.2		
a. Neat and organized		1	14	29.79
b. Cluttered with stuff I might need				
15. When asked your opinion, you				
a. Immediately say what's on your mind (often foot in mouth)	14	29.7	33	70.21
b. Think before you speak		9		
16. Do you do your best thinking				
a. Sitting	30	63.8	17	36.17
b. Walking around or lying down		3		
17. When reading a magazine do you				
a. Jump in whenever looks most interesting	37	78.7	10	21.28
b. Start at page one and read in sequential order		2		

<i>Table 2, continued.</i>				
18. When your shopping and see something you want to but a. You save up until you have the money. b. You charge it	45	95.7 4	2	4.26
19. If you hanging a picture on a wall. Would you a. Carefully measure to be sure it is centered and straight b. Put it where it looks right and move it if necessary.	15	31.9 1	32	68.09

Table 3: Frequency Distribution on Students' Brain Dominance

Right		Left		Both		Total	
f	%	f	%	f	%	f	%
9	19.15	25	53.19	13	27.66	47	100

Table 3 shows that only 19.15% of the BEED – 2 students are right brain dominant. Students who are right brain dominant are often good at seeing the big picture, cooperating in groups, giving and receiving praise, reading body language, going with the flow, doing several things at once, focusing on ideas / themes and reading between the lines. They almost always visualize the future, think fast on their feet, have good rapport with others, see many solutions, accept many kinds of people and try to avoid conflict. They may be frustrated by having to explain things step by step, accepting criticism without taking it personally, not knowing the meaning of or purpose in doing something, keeping detailed records, having to choose one answer and re-doing anything once it is done. They are often more visual, intuitive, holistic, abstract, special and oriented toward main ideas. They may

prefer to organize material and study with charts, maps, time, graphs using colors and different formatting (Louisiana State University).

The table also shows that 53.19 of the BEED – 2 students are left brained. Students who are left brain dominant are often good at looking at details, focusing on one thing, giving direct answers, organization, individual competition, establishing routines, working through ideas and following schedules. They almost always do things the same way, like a neat environment, are self-motivated, value facts over feelings; ask “how do I do it?” They may be frustrated by not knowing the purpose, not understanding how a teacher grades, dealing with generalities, having an opinion expressed as fact, having to find personal meaning in what you learn, working in groups, questions with no right answer. They are often more verbal, logical, linear, concrete, and time and detail oriented. They may prefer to organize material and study with outlines (Louisiana State University).

Twenty-seven percent of the BEED – 2 students are balanced brain (no clear dominance). A balanced score means that students are able to draw on the strengths of both the right and left hemispheres of the brain, depending upon a given situation. This combination makes a person creative and flexible thinker. The down side to having a more “balanced brain” is that the person may sometimes feel paralyzed by indecision when the two hemispheres of the brain are competing to solve a problem in their own unique ways. A person with no clear dominance may also find career choices difficult due to proficiency in several areas.

4. Conclusion and Recommendations

Based on the result of the findings, most of the BEED-2 students are left brain dominant. With the identification of the students’ learning style, lectures should always look for more effective teaching

strategies to enhance the students' learning process. This will in turn develop a better learning environment where both parties will benefit. Even though the finding show that most of the students are left-brain thinkers, teachers are still challenged to develop a whole brain concept teaching strategies so as to not marginalize any group of students. The teaching strategy should help students to use either sides or 4 quadrants of the brain, which will make the students better learners. The teachers should also be given seminars and workshops on teaching strategies that would cater to the different learning preferences or brain dominance of our students as bases for our methods in teaching. The findings of this study are beneficial on my part hence this group of students will be under me in some education subjects and somehow this will help me understand my students' behaviors and characteristics. This simply means that majority of them are verbal, logical, linear, concrete, time and detail oriented. Least of them are right brain dominant who are visual, intuitive, holistic, abstract, special and oriented toward ideas.

On the part of the right-brained students, you are recommended to do the following:

1. Right-brained have difficulty following a lecture unless they are given the big picture first. It is necessary then for them to read an assigned chapter or background information before a lecture or to survey a chapter before reading.
2. Students must make schedules and make lists.
3. Students must make a special effort to read directions.
4. Create opportunities for hands-on activities, use something real whenever possible.

5. Right-brained students need to know that it may take them longer to write a paper and they may need more revision before it says what they want it to say. This means allowing extra time when a writing assignment is due.
6. Right-brain students are sometimes not aware that there is anything wrong. Make sure you constantly ask for feedback and reality checks.
7. Keep a careful record of your assignments and tests.

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The Br. Martin Simpson Laboratory School Students' Socioeconomic Status: Basis for the Development of Policy Guidelines

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Abstract

This research was conducted to find out the socioeconomic status of the BMSLS students. This will serve as basis for the development of policy guidelines for the admission of student applicants. This is important because the school needs to maintain its intention of serving the economically poor families of the community.

1. Introduction

The Br. Martin Simpson Laboratory School (BMSLS) is a La Salle University extension for the economically poor children in the community. It aims to provide the less privileged children with an affordable quality Lasallian basic education through its dynamic, committed and competent volunteer teachers. The school offers preparatory, elementary, and secondary education. Also, the school provides an avenue for creative and innovative teaching strategies and methodologies by the College of Education student teachers.

The BMSLS started its operation in June 2007-2008 with one hundred ninety pupils from the Kindergarten 1 up to Grade 4. In school year 2008-2009, the population increased to three hundred seventy students comprising the Kindergarten, Grade 1 to Grade 5 for the elementary and Grade 7 for the secondary. The population increase is expected in the next three years as the school continues to complete its basic education program.

With the growing population, the school tries to uphold its intention of serving the poor but deserving students in the community. However, the administrators' and faculty's observation of the students gave them an impression that there are some in the BMSLS who are economically better than the other. This observation is evident in the kind of things the students have and the kind of food they eat during recess and lunch time.

It is for this reason that this study is conducted. It aims to review the socioeconomic status of the present students as basis in coming up with improved guidelines in accepting student applicants.

Related Literature

Socioeconomic status refers to the categorization of people according to their economic, educational and occupational characteristics (Santrock, 2004). It is commonly described in terms of three levels namely the upper, the middle, and the lower class. The upper class is the smallest segment of the population and is composed of highly educated (usually a college degree), and highly paid professionals. The middle class includes managers, administrators, teachers and white-collar workers who perform non manual work. However, families in the lower socioeconomic status class have a high school education or less, and work in blue-collar jobs and are considered the lowest earning segment.

In this study, the occupation, income and educational qualification of the students' parents were considered. According to the National Statistical Coordination Board (NSCB), more than 23.5 million Filipinos were living below the poverty line in 2003 with a decrease of 8% or almost 2 million Filipinos from year 2000 figures of 25.4 million poor Filipinos. The decrease was due to the new average family size used by the NSCB in its computation: five members from the previous six.

The NSCB estimated the magnitude of poverty in the country using an annual per capita poverty threshold figure of P12,267 in 2003. According to these figures, an individual needs only P33.61 a day to meet his or her minimum basic food and non-food needs. For a family of five members, it is believed that a monthly income of at least P5,111 is enough to sustain their minimum food and non-food basic needs. Of this amount, P3,211.25 would be enough to meet said family's monthly food needs.

This estimate by the NSCB was contradicted by the IBON. According to IBON estimates, as of December 2004, a family of six members needs at least P492.19 a day to meet its basic food and non-food needs, or a minimum monthly income of P14,765.70. In fact, the daily poverty threshold for 2003 of P201.65 is less than half the estimated average daily cost of living for 2003 of P450.14 (US Census Bureau Report, 2003).

Statement of the Problem

This study aimed to identify the socioeconomic status of the BMSLS students. Specifically, it sought answers to the following questions.

1. What is the students' profile of the following?
parents' educational background
parents' occupation
parents' income
2. What policy guidelines can be proposed based on the results of the study?

Respondents

The respondents of the study were the parents of the students enrolled in BMSLS for school year 2008-2009. There were 220 parents who filled up the survey form. Parents who have more than one child enrolled filled up the survey form once.

2. Methodology

This study used the descriptive method of research to find out the level of the socioeconomic status of the students. The researcher constructed a questionnaire to gather information about the socioeconomic status of the respondents. The questions were checked by the expert group. The respondents' profile on their socioeconomic status is determined by getting the sum of the values assigned to their highest educational attainment, the total monthly income and occupation of parents. The educational attainment of the parents is given corresponding weight values as follows based on Bularon (2000).

Educational Attainment	Weight Value
Post Graduate	5
College Graduate	4
College Undergraduate	3
High School Graduate	3
High school Undergraduate	2
Elementary Graduate	2
Elementary Undergraduate	1

The occupation of parents is also given corresponding weight value. The weight values are as follows:

Occupation	Weight Value
Seaman, OFW	5
Police/Soldier, Teacher, Government Employee	4
Businessman/woman, Electrician, Private Employee	3
Farmer, Laborer, Driver, Carpenter, Fisherman, Vendor, Security Guard, Brgy. Sect. Treasurer, Health Worker, Cashier, Laundrywoman, Salesgirl, dressmaker, house helper, beautician	2 2
Jobless, deceased, Housewife	1

Parents' total monthly incomes are categorized as follows:

Income	Levels	Weight Value
15,001 -above	Very High	4
15,000 – 10,501	High	3
10,500 – 6,001	Average	2
6,000- below	Low	1

Socioeconomic status is determined by getting the sum of the values assigned to the educational attainment, monthly income and occupation of their parents. The values are interpreted as follows:

Values	Levels
12.61 - 15.00	Very High
10.21 - 12.60	High
7.81 - 10.20	Average
5.41 - 7.80	Very Low

3.00 - 5.40

Low

In addition, the researcher also conducted personal interview with the parents to verify or clarify some of the data revealed in the survey form.

Statistical Treatment

Frequency and Percentage Distribution. This was used to show the profile of the respondents' as to occupation, educational background and income.

3. Results and Discussions

This section presents, analyzes and interprets the gathered data about the respondents.

Respondents Profile

Parents' Educational Background

Parents' educational background refers to the highest education attained by the students' parents. Table 1 shows the distribution of the parents' educational attainment.

The data show that majority of the parents (60.00%) were college undergraduates and high school graduates. Some (21.59%) were college graduates and the rest (18.41%) were college graduates. The data also indicate that majority of the parents were college undergraduates. None of the respondents were elementary undergraduates probably because elementary education is very accessible to everyone. Every baranggay in Ozamiz City has an elementary school.

Table 1: Parents' Educational Attainment Distribution

Educational Attainment	Father		Mother		Total	Percent
	No.	%	No.	%		
Post Graduate	0	0	0	0	0	0
College Graduate	32	14.5	49	22.2	81	18.41
College Undergraduate	13	60.9	130	59.0	264	60.00
High School Graduate	4	1		9		
High School Undergraduate	54	24.5	41	18.6	95	21.59
Elementary Graduate		4		4		
Elementary Undergraduate	0	0	0	0	0	0
TOTAL	220	100	220	100	440	100

Santrock (2004) espoused that the families in the lower SES class have a high school education or less, and work in blue-collar jobs and are considered the lowest earning segment.

Another indicator of the socioeconomic status of the respondents is the parents' occupation. Table 2 reveals the distribution of the respondents' occupation.

The majority (61.36%) of the students' fathers is engaged in servile work and the majority (60.91%) of their mothers is housekeepers. This result is consistent with the data presented in Table 1 that most of their parents are college undergraduates and high school graduates. Thus, they do not qualify for high paying jobs.

Table 2: Respondents' Occupation Distribution

Occupation	Father		Occupation	Mother		Total	%
	No	%		No	%		
Seaman, OFW	7	3.18	OFW	2	0.91	9	2.05
Teacher, Gov't Employee, Policeman, Soldier	5	2.27	Teacher Government Employee	10	4.54	15	3.41
Private Employee Businessman	37	16.82	Private Employee Businessman	42	19.09	79	17.96
Farmer, Laborer Driver, Carpenter Fisherman, Vendor Tailor, Security Guard, Waiter Mechanic	135	61.36	Brgy. Secretary, Brgy. Treasurer Brgy. Health Worker Cashier Laundry woman Dressmaker House helper Salesgirl Vendor Beautician	32	14.55	167	37.96
Jobless			House-				

Deceased	36	16.36	keeping Jobless	134	60.91	170	38.64
TOTAL	220	99.99		220	100	440	100

Another determinant of the socioeconomic status of the respondents is their parents' combined income. Table 3 discloses the distribution of the combined monthly income of the respondents.

Table 3: Combined Monthly Income
Distribution of Respondents

Monthly Income Bracket	Number	Percent	Verbal Interpretation
15,001 -above	3	1.36	Very High
15,000–10,501	12	5.45	High
10,500-6,001	87	39.55	Average
6,000- below	118	53.64	Low
	220	100.00	

Table 3 reveals that almost all (93.19%) of the BMSLS students have low to average monthly income. Only a few (6.81%) have high to very high monthly income. This data implies that the BMSLS has maintained its intention of serving the low-income families.

Socioeconomic status is determined by getting the average weight values of the parents' educational attainment, occupation and combined monthly income. Table 4 presents the summary of the respondents' level of socioeconomic status.

Majority (93.19%) of the respondents have low to very low socioeconomic status and only very few (6.81%) belong to the average and high level. These data further show that the parents could hardly send their children to school even with a very low tuition fee (P100 per month) due to financial constraints. It is a fact that during examination

time, many of the parents will make a promissory note for not paying the tuition fee and book rental of their children on the scheduled date. During the interview, it was found out that some students especially those with single parent are supported by their grandparents and relatives.

Table 4: Respondents' Level of Socioeconomic Status

Values	Level	Number	Percent
12.61-15.00	Very High	0	0.00
10.21-12.60	High	1	0.45
7.81-10.20	Average	14	6.36
5.41-7.80	Low	94	42.73
3.00-5.40	Very Low	111	50.46
TOTAL		220	100.00

4. Findings, Conclusion and Recommendations

Findings

1. Majority of the parents (60.00%) were college undergraduates and high school graduates.
2. Majority of the students' fathers (61.36%) are engaged in servile work and the majority (60.91%) of their mothers are housekeepers.
3. Almost all (93.19%) of the respondents have low to average monthly income.

4. The majority (93.19%) of the respondents' level of socioeconomic status is low.

Conclusion

The majority of the Br. Martin Simpson Laboratory school students belong to the economically poor families. Thus, they deserve to avail the services offered by the school.

Recommendations

1. To maintain the school's intention of serving the economically poor children, it is recommended that the policy guidelines for the admission of the applicants be strictly followed.
2. A study showing the relationship of the BMSLS students' socioeconomic status and academic achievement will be conducted.

Policy Guidelines for the Admission of Student Applicants Of Br. Martin Simpson Laboratory School

1. **Application:** The student applicant must accomplish the following requirements.

Photocopy of Birth Certificate duly authenticated by the National statistics Office

Form 138 (Progress Report Card and Good Moral Certification (for transferees)

Income Tax Return or Tax Exemption Certificate from the Bureau of Internal Revenue.

Barangay Certification of Indigence

Recent Electric and water bills
 Completion of the Socioeconomic Survey Form

2. **Admission:** The applicant will qualify for admission if he/she meets the following requirements:

Pass the entrance test

If the family income falls under the categories stipulated below. The tuition fee will depend on what category the student belongs.

Categories of Income	Regular Tuition fee(Entire School Year)	Scholarship Grants
A. 15,000-10,501	Php10,000	Eighty Percent (80%)
B. 10,500-6,001		Eighty-Five Percent (85%)
C. 6,000-below		Ninety Percent (90%)

Note: An applicant whose family income is more than Php15,000 monthly is disqualified from availing the program.

To ensure that many families can avail of the BMSLS services, only two children per family will be accepted.

Fraudulent and deceitful statements or declaration of the above-mentioned requirements shall forfeit the clientele’s scholarship.

The implementation of these policy guidelines will take effect in the coming school year 2009-2010.

Prepared by
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Approved by
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President

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Levels of Assertiveness of LSU Academic and Alumni Scholars

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Abstract

This study used a descriptive research design which aimed to assess the levels of assertiveness of LSU Academic and Alumni Scholars. It was delved that most of the respondents were highly assertive but are afraid to speak to high ranking officials or officers. It was further revealed that some of the respondents could not afford to verbally express their feelings of anger and frustration to concerned people. It was therefore recommended that the respondents be made to realize and understand importance of assertiveness in their lives.

1. Introduction

Assertiveness means the confident putting forward of oneself, opinions, claims, or rights. A trait taught by many personal development experts and psychotherapists and the subject of many popular self-help books.

As a communication style and strategy, assertiveness is distinguished from aggression and passivity. Passive communicators do not defend their own personal boundaries and thus allow aggressive people to harm or otherwise unduly influence them. They are also typically not likely to risk trying to influence anyone else. Aggressive people do not respect the personal boundaries of others and thus they are liable to harm others while trying to influence them. A person communicates assertively by not being afraid to speak his or her mind or trying to influence others, but doing so in a way that respects the boundaries of others. They are also willing to defend themselves

against aggression. Expressing your thoughts, feelings and opinions and standing for your right is important because you are your first and biggest supporters, so it is important that you speak up for yourself.

Assertiveness plays a very important function in employee-employer relationship and personnel-client transactions (2004 Ramirez and Beltran). They also added that managers hire assertive people because they promote healthy and direct professional employer-employee relationships.

In the study of Daniel Ames and Francis Flynn, professors at Stanford Graduate School of Business found that assertiveness was by far the most frequently mentioned problem more than charisma, intelligence and self- discipline.

In line with the effort of LSU to develop proper behavior and stronger personalities to their students, the researchers would like to find out the levels of assertiveness of LSU Academic and Alumni Scholars to determine the development program that is most helpful to them.

Statement of the Problem

The study aims to find out the levels of assertiveness of LSU Academic and Alumni Scholars during the second semester of school year 2008-2009. Specifically, this study will answer the following questions:

1. What is the level of assertiveness of LSU Academic and Alumni Scholars?
2. What development program could be provided to the LSU Academic and Alumni Scholars to understand better the importance of assertiveness in life?

Scope and Limitation

This study focuses only on the levels of assertiveness y of LSU Academic and Alumni scholars during the school year 2008-2009 – 12 of which are Alumni scholars and 35 are Academic Scholars.

2. Methodology

This study uses the descriptive method of research. It will find out the levels of assertiveness of the respondents. The levels of assertiveness will be determined through a questionnaire adapted from the book “Man, Values, Work Ethics” by Ramirez and Beltran (2004).

Scoring Range:

4.21 – 5.00	Very Highly Assertive
3.41 – 4.20	Highly Assertive
2.61 - 3.40	Moderately Assertive
1.81 – 2.60	Fairly Assertive
1.00 – 1.80	Poorly Assertive

3. Results and Discussions

The indicators of the respondents’ levels of assertiveness are shown in Table 1.

Table 1: The Indicators of Assertiveness

Indicators	Weighted Mean	Interpretation
1. I am not afraid to speak to high-ranking officials or officers.	3.34	Moderately Assertive
2. I admit to my mistakes readily.	4.04	Highly Assertive
3. I verbally express my feelings of anger and frustrations to concerned people.	3.27	Moderately Assertive
4. I can calmly and rationally correct others' mistakes without offending them.	3.70	Highly Assertive
5. I can say "no" when someone asks me to do something I can not or am not willing to do.	3.36	Highly Assertive
6. I do not feel nervous when speaking to a large group.	3.23	Moderately Assertive
7. I can delegate tasks to other people without feeling guilty or shy.	3.31	Moderately Assertive
8. I don't get swayed by others' opinions. I firmly and confidently hold on what I believe is right.	3.65	Highly Assertive
9. I eagerly establish camaraderie and familiarity with new acquaintances.	3.80	Highly Assertive
10. I consider my priorities as important and as significant as those of others.	4.38	Very Highly Assertive
11. I can't take responsibility for new and strange tasks with	3.76	Highly

<i>Table 1, continued.</i>		
confidence.		Assertive
12. I do not blame others for failures and disappointments.	3.74	Highly Assertive
13. I can confidently advocate my views to people in authority.	3.34	Highly Assertive
14. I do not doubt others' capability and integrity when assigning those tasks.	3.87	Highly Assertive
15. I do not keep quiet when I know my views are correct even if they oppose the mainstream opinions.	3.42	Highly Assertive
Grand Mean	3.61	Highly Assertive

Table 1 shows that majority of the academic and alumni scholars are highly assertive because they consider their priorities important as those of others, admit mistakes readily, and eagerly establish camaraderie and familiarity with new acquaintance. Besides, they do not get swayed by other's opinions and confidently hold on what they believe is right.

4. Summary of Findings, Conclusion and Recommendations

1. Most of the respondents are highly assertive but they are afraid to speak to high ranking officials or officers.
2. Some of them can't afford to express verbally their feelings of anger and frustrations to concerned people.

Conclusions

Based on the findings of the study, the following conclusions are drawn:

2. There is a need for the respondents to understand better the importance of assertiveness and how it can change their lives.
3. None of the respondents have poor levels of assertiveness.
4. The over all grand mean of the Academic and Alumni Scholars for all the Levels of Assertiveness is **3.61** which means **highly assertive**.
5. Majority of the respondents have high levels of assertiveness.
6. Majority of the Academic and Alumni Scholars consider their priorities as important and as significant with those of others.

Recommendations

1. It is strongly recommended that a seminar on assertiveness will be provided or conducted to help the LSU Alumni and Academic Scholars improve their work ethics and interpersonal relationships as future employees.
2. The findings of the study will serve as basis in developing their confidence so that they will not be afraid to speak with their mind in a way that they respect boundaries of others.

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Customer Food Preferences to be served on Lasalle Diners- LSU-Ozamiz City

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Abstract

This paper sought to find out the food preferences of the customers in La Salle Diners-LSU, Ozamiz City. A descriptive design was used to collect data through the use of a survey questionnaire. It included all the customers in La Salle Diners both students and teachers (male and female), during the 2nd semester 2008-2009.

This will serve as the basis for the cook (personnel) in La Salle Diners on what foods to prepare for their customers.

1. Introduction

Many scientists agree that lifelong taste preferences and eating habits are directly linked to what and how we eat in our early years, possibly as early as within the womb. Instinct tells us to refuse new foods—particularly flavors like bitter and sour, typically associated with poisonous foods in nature—because we don't know yet that they are safe. Once we accept a food as safe, we learn a taste preference.

According to Brown (2005), people are not born with a compass that directs them to select a healthy diet. If given access to a food supply like that available in the United States, people show a marked tendency to choose a diet that is high in animal fat, and low in complex carbohydrates. Such a diet also tends to include processed foods that are often high in salt or sugar and low in fiber, vegetables, and fruits.

The symbolic, emotional, and cultural meanings of food come to life in the form of food preferences. We choose foods that based on our cultural background and other learning experiences, give us pleasure. Foods give us pleasure when they relieve our hunger pains, delight our taste buds, or provide comfort and a sense of security. We find foods pleasurable when outwardly demonstrate our superior intelligence, our commitment to total fitness, or our pride in our ethnic heritage. We reject foods that bring us discomfort, guilt and unpleasant memories and those that run contrary to our values and beliefs.

Food symbolism, cultural influences, and emotional reasons for food choices are broad concepts that may become clearer with concrete examples.

Food preferences and selections are also affected by the desire to consume foods considered healthy. Reducing fat intake, eating more fruits and vegetables, and cutting down on sweets bring pleasures such as weight loss and maintenance of the lost weight, an end to constipation, lower blood, cholesterol level, and a newly discovered preference for basic foods. (Gatchalian, 2003).

Statement of the Problem

The researchers would like to survey the food Preferences of the Customers on La Salle Diners -La Salle University, Ozamiz City. Specifically, the study intends to answer the following questions:

- 1.) a. What are the foods most like by the teachers and students of the La Salle Diners?
b. What foods least like by them?
- 2.) Do they differ their choices of foods in terms of:
 - a. Age
 - b. Gender

Significance of the Study

Since La Salle Diners is a newly open restaurant in LSU-Ozamiz , it is therefore important to offer foods that are really like by the customers for their satisfaction.

Definition of Terms

As used in this study, the following terms will be defined:

1. Food—a chemical substance taken from plants and animals which contain nutrients
2. Food Preference—the food preferred before another food.
3. Eating Habit ----- a tendency to eat constantly in a certain food.

2. Methodology

A descriptive method is used to collect data through the use of a survey questionnaire which will be administered by the researcher. This research includes the entire daily/regular customers of the La Salle Diners-LSU, Ozamiz City.

3. Results and Discussion

This section presents, analyzes and the gathered data about the foods which are best like by the respondents.

Table 1: Percentage Distribution of Respondents

Gender	Number	Percent
Male	39	41%
Female	56	59%
Total	95	100%

Table 1 reveals that majority of the respondents 56 (59%) were female diners while only 39 (41%) were male as the regular customers in La Salle Diners.

Table 2: Male Choices

Main Dish	No. of Respondents	Rank
Beef Steak	30	1 st
Pork Chop	22	2 nd
Fried Chicken	20	3 rd
Pork Barbeque	17	4 th
Bulalo	16	5 th
Nilat-ang baka w/ petchay	16	5 th
Lumpia Shanghai	15	6 th
Fish Tinola w/ Vegetables	15	6 th
Nilat-ang Baboy w/ Vegetables	14	7 th
Chicken Curry	13	8 th
Pusit Adobo	13	8 th
Pork Menudo	12	9 th
Sweet & Sour	12	9 th
Fish Escabetche	12	9 th
Afritada	11	10 th
Fish Tinola	10	10 th
Penakbet	10	11 th
Beef Menudo	10	11 th
Fried Fish	10	11 th

<i>Table, continued.</i>		
Pork Sinigang	9	12 th
Guinataang Nangka	9	12 th
Pancit Guisado	8	12 th
Pork Kawali	8	13 th
Paklay	8	13 th
Meat Balls	8	13 th
Balcua	7	14 th
Bihon Guisado	6	15 th
Pork Dinuguan	6	15 th
Chicken tinola	5	16 th
Law-oy	5	16 th
Fish Sinigang	5	16 th
Fish Paksiw	5	16 th
Mongo	4	17 th
Veggie Lumpia	4	17 th
Guinataang law-oy	3	18 th
Guisadong Ampalaya	3	18 th

Table 2 shows that male diners love to eat meat such as beef, pork, chicken and fish. It can be noted that they don't like to eat vegetables. Moreover, meats that are cooked with vegetables are not even attractive / appealing to them like chicken tinola with sili leaves and fish sinigang. Furthermore, majority of the male diners doesn't want to eat guinataang law-oy and guisadong ampalaya.

Table 3: Female Choices

Main Dish	No. of Respondents	Rank
Beef Steak	38	1 st
Fried Chicken	37	2 nd
Pork Chop	33	3 rd
Nilat-ang Baka w/ Petchay	31	4 th
Pork Barbeque	27	5 th

Table 2, continued.

Lumpia Shanghai	22	6 th
Penakbet	22	6 th
Sweet and Sour Fish	21	7 th
Chicken Curry	21	7 th
Nilat-ang Baboy w/ veggies	21	7 th
Fried Fish	20	8 th
Fish Escabetche	19	9 th
Humba	18	10 th
Pork Sinigang	16	11 th
Fish Tinola w/ vegetables	16	11 th
Pork Dinuguan	15	12 th
Guinataang Nangka	15	12 th
Fish Tinola	14	13 th
Pusit Adobo	14	13 th
Behon Guisado	14	13 th
Chicken Tinola w/ sili leaves	13	14 th
Balbacua	12	15 th
Afritada	12	15 th
Meat Balls	12	15 th
Paklay	11	16 th
Guisadong Ampalaya	11	16 th
Pork Kawali	10	17 th
Bulalo	10	17 th
Pancit Guisado	9	18 th
Fish Sinigang	8	19 th
Law-oy	7	20 th
Mongo	7	20 th
Beef Menudo	4	21 st
Fish Paksiw	3	22 nd
Guinataang Law-oy	3	22 nd
Veggie Lumpia	3	22 nd

Table 3 reveals that female diners love to eat meat such as beef, pork, chicken and fish. They also like to eat penakbet (mixed vegetables seasoned with alamang bagoong). Just like the male diners, female diners do not like to eat fish paksiw and vegetables especially guinataang law-oy and veggie lumpia. It can be noted that some female diners like to eat guisadong ampalaya than the male diners. Furthermore, though they love to eat beef steak but they don't like beef menudo maybe because of the vegetables much as potato and carrots or tomato sauce which are the other ingredients in beef menudo.

4. Findings, Conclusion and Recommendations

Findings

1. The most liked foods for both male and female diners are beef steak, fried chicken, and pork chop.
2. The least liked foods for both male and female diners are vegetables especially law-oy, mongo and veggie lumpia.
3. Though both female and male diners like to eat fish such as sweet and sour, tinola, escabetche and fried fish, but both of them do not like to eat fish paksiw.

Conclusion

Majority of the respondents are ages between 17-21, love to eat foods such as beef steak, fried chicken, and pork chop.

Recommendations

1. It is strongly recommended that there should be information-dissemination to all students in LSU the importance of eating vegetables or including vegetables in our diet. This can be done during Nutrition Month celebration in July.
2. Teachers, especially in Health subjects must consider integrating in their lessons the importance of eating vegetables.
3. Parents on the other hand, must encourage their children to eat vegetables while they are still young, because food preference start and develop even if the child is still in the womb of the mother.

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Marketability of the Bachelor of Science in Tourism Management in La Salle University: Basis for Program Offering

Rodelo T. Salburo

School of Hospitality Management

Abstract

This study was undertaken to determine the marketability of the BS Tourism Management Program of the School of Hospitality Management. The descriptive method was utilized employing a researcher-made questionnaire administered to 250 fourth year high school students of the five feeder schools. The data revealed that seventy-seven percent of the respondents were interested to enroll in BS Tourism. Thus, offering the said program is feasible.

1. Introduction

Tourism has been one of the world's most consistent growing industries for the past 30 years. Increases in leisure time, cheaper travel and rising curiosity about other lands, peoples and ways of life promise a bright future for tourism industry in the twenty first century. Governments of many nations are encouraging the growth of both domestic and international tourism as means of job creation (Cruz, 2004).

Tourism also promotes understanding and trust among people of different culture. Furthermore, Tourism has the promise of becoming the world's first peace industry—an industry which recognizes, promotes and supports the belief that every traveler and every host can be an ambassador for peace promoting understanding goodwill and respect among the peoples of the world (Cruz, 2004).

There is an increasing demand for tourism industry professionals and the need for training to those who will enter a career in tourism. Many colleges/ universities, privately managed institutions are continuously expanding their programmes to include courses on various aspects of hospitality and tourism (Cruz, 2004).

Tourism degree program is a must in order to supply manpower needs of the tourism industry such as Travel Account Representative, Tour Coordinator, Local Tourism Officer, Airline Flight Attendant/ Flight Stewardess, Tour Escort/ Tour Guide, Staff of the Department of Tourism and other tourism- oriented institutions. Tourism related establishments prioritize tourism graduates over the others.

Review of Related Literature

There are approximately a total of 300+ schools in the Philippines offering degree as well as non- degree programs related to tourism and hospitality management. The degree programs are governed by the rules and regulations of the Commission on Higher Education (CHED) while the non- degree or certificate programs are governed by the rules and regulations of the Technical Education and Skills Development Authority (TESDA).

The curriculum of the BS. Tourism and BS. Hotel and Restaurant Management/ Hospitality Management programs of the different colleges and universities around the country should be compliant with CHED Memorandum Order No. 31 Series of 2001. The curriculum in BS. Tourism and BS.HRM/ Hospitality Management programs of the different colleges and universities should remain relevant to the needs of the global and local tourism industry in order to make the graduates employable. To date Filipino Tourism and HRM graduates are among the most in demand hotel workers in the world. Approximately every four years, the curricula of these two course programs are updated by CHED upon the recommendation of the

technical panel for these courses that comprise experts in the industry and the academe.

For the schools seeking to operate a BS. Tourism Management program, they need to secure a government permit from CHED. After one or two years, they have to apply for government recognition so they graduate the first batch of students within four years. One of the salient aspects of the instrument used by CHED is the section on laboratories.

CHED has now devolved the inspection of schools to the regional offices through the Regional Quality Assessors Team (RQAT). Schools are inspected by the members of the academe and industry experts. Inspectors look at the quality of equipment or machinery appropriate for industrial use, provisions for sanitation, safety and security and conduciveness to learning (Cabulay et. al., 2008).

Statement of the Problem

The study aims to find out the marketability of the proposed BS. Tourism Management program in Ozamiz City to be offered in LSU-School of Hospitality Management. Specifically, it tried to answer the following questions:

1. What is the school of choice for college of the high school graduates in Ozamiz City?
2. Are the students interested to enroll in the BS. Tourism Management in La Salle University?
3. What motivates/ discourage them to enroll in BS. Tourism Management program?

Significance of the Study

The significance and importance of this study lies in the fact its result reveals the marketability of the proposed BS. Tourism Management program as basis for program offering. This study is one of the CHED requirements when applying a new program to be offered by a school.

2. Methodology

2.1. The research used the descriptive method in determining the marketability of the proposed BS. Tourism Management program.

2.2. The study involved the fourth year high school students of the following schools;

- Labo National High School (50 students)
- Pulot National High School (50 students)
- Tabid National High School (50 students)
- San Antonio National High School (50students)
- Clarin National High School (50 students)

2.3 A questionnaire developed by the researcher to identify the marketability of the proposed program. It underwent face validation with Dr. Flordelis J. Ejercito, Vice- President for Research, Development, Extension and Linkages, and content validation with Dr. Ching Montanano, Former Director of the CHED Zonal Research Center- NCR and the University Research Coordination Office of the De La Salle University, Manila.

2.4 The statistical treatment of the study is frequency and percentage distribution.

3. Results and Discussions

This section analyses and interprets the data gathered from the high school graduating students.

Table 1: School of choice for college of the high school graduating students

School	MIT n=50		LSU n=50		MU n=50		Medina College n=50		Total	%
	f	%	f	%	f	%	f	%		
									50	100%
1.Labo National High School	3 3	66%	1 0	20%	5 5	10%	2 2	4%	50	100%
2.Pulot National High School	2 3	46%	1 7	34%	1 0	20%	- -	- -	50	100%
3.Tabid National High School	3 7	74	1 3	26%	- -	- -	- -	- -	50	100%
4.San Antonio National High School	2 1	42%	2 0	40%	6 6	12%	3 3	6%	50	100%
5.Clarin National High School	3 8	76%	8 8	16%	4 4	8%	- -	- -	50	100%

Table 1 shows that LSU has a bigger market share compared to other colleges and universities in Ozamiz City, followed by Misamis

University. For most of the high school graduating students their school of choice is La Salle University for their college education.

With 76 percent (38 out of 50) Clarin National High School has the highest number of students that will enroll in LSU. Tabid National High School ranks second with 74 percent (37 out of 50), while Pulot National High School with 66 percent (33 out of 50).

Table 2: Students who will enroll in the BS. Tourism in La Salle University

School	YES		NO		TOTAL	
	f	%	f	%	f	%
1. Labo National High School	28	85%	5	15%	33	100%
2. Pulot National High School	18	78%	5	22%	23	100%
3. Tabid National High School	32	86%	5	14%	37	100%
4. San Antonio National High School	17	81%	4	19%	21	100%
5. Clarin National High School	22	58%	1 6	42%	38	100%
TOTAL	17 7		3 5		15 2	

Table 2 shows that Tabid National High School has the highest number of students who will take BS. Tourism in LSU with 32 out of 37 or 86 percent followed by Labo National High School with 28 out of 33 or 85 percent. San Antonio National High School with 17 out of 21 or 81 percent. Pulot National High School 18 out of 23 or 78 percent, while Clarin National High School with 22 out of 38 or 58 percent.

A total of 117 out of 152 high school graduating students who will take BS. Tourism. The remaining 35 plan to take other courses at La Salle University.

Table 3: Factors that motivates the students to enroll in BS. Tourism.

Motivational Factors	Labo		Pulot		Tabid		San Antonio		Clarín	
	f	%	f	%	f	%	f	%	f	%
1. High quality of education	23	82%	13	72%	26	81%	15	88%	17	77%
2. Adequate facilities	3	11%	5	28%	6	19%	-	-	4	18%
3. Religious instruction	2	7%	-	-	-	-	-	-	-	-
4. Values oriented school	-	-	-	-	-	-	-	-	1	5%
5. Qualified teachers	-	-	-	-	-	-	2	12%	-	-
TOTAL	28	100%	18	100%	32	100%	17	100%	22	100%

Table 3 shows that the main factor that motivates the students to study in La Salle University is the high quality of education. The high school graduating students have the trust and confidence that La Salle University can deliver quality tourism education.

Table 4: Factors that hinders them to enroll in BS. Tourism Management.

Factors	Labo		Pulot		Tabid		San Antonio		Calrin	
Parents' decision	4	80%	3	60%	5	100%	4	100%	1 3	81.25%
Expensive program	1	20%	2	40%	-	-	-	-	3	18.75%
Well traveled course	-	-	-	-	-	-	-	-		
	5	100%	5	100%	5	100%	4	100%	1 6	100%

Table 4 reveals that the main factor that hinders them to enroll in BS. Tourism program is their parents' decision. Most of the parents are the ones to decide what course their sons/ daughters to take in college.

Secondly, they believe that BS. Tourism program is expensive due to a lot of tours / travels in different places here and abroad, especially if tours/travels are handled by a travel agency the more expensive it is.

4. Findings, Conclusion and Recommendations

Findings

1. Most of the high schools graduating students in Ozamiz have chosen La Salle University for their college education, and majority of them will take BS. Tourism.
2. A total of 117 out of 152 students from the five (5) secondary schools in Ozamiz City who will enroll in BS. Tourism. This figure will create three (3) sections of BS. Tourism freshmen.

3. The La Salle University's commitment to provide high quality of education is the main reason why they have chosen LSU for tourism education.
4. The 35 of the 152 students preferred to take other programs in La Salle University, because of two reasons:
 - A. BS. Tourism Management is an expensive program
 - B. Parents decision

Conclusion

BS. Tourism Management is feasible to be offered in La Salle University- Ozamiz. The 117 high school graduating students that will enroll in BS. Tourism Management is a very good start for a program to operate.

Recommendations

1. It is strongly recommended that the School of Hospitality Management in La Salle University should immediately process the application for its initial permit to offer BSTM at CHED Regional office 10.
2. Qualified Tourism Instructors should be hired to handle the professional subjects in the curriculum.
3. To lessen the cost of travel/ tours of the BSTM travel subjects. Tourism students should be the ones to construct the tour packaging and pricing as their hands-on activities.

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About the Researchers



Dr. Calixta Colarte was born on December 29, 1954 in Punta Cruz, Maribojoc, Bohol. She is the ninth child of eleven children of the late Mr. & Mrs. Severino Colarte who are native Boholanos. She finished her elementary years in Punta Cruz Elementary School with honors and her secondary education at Sacred Heart High School, Molave, Zamboanga del Sur. Through the support of her elder sister when was able to pursue higher education at Immaculate Conception College-La Salle and finished the degree Bachelor of Science in Elementary Education in 1977. Right after graduation she was absorbed in the ICC Elementary Training Department as Class Adviser to Grade 6 pupils and Cooperating Teacher to BEED Student Teachers. In 1986 she was moved to the College department to supervise the BEED Student Teachers. Due to the demands of the Tertiary Education she was able to finish her MA in Education major in Educational Management in 2007 at La Salle University.

Dr. Colarte's other work experiences include being Principal of ICC-La Salle Grade School in 1997 to 2002. She was also seconded to a La Salle Supervised School (Jesus the Risen Savior School) in Laguna for two years. Upon her return in 2005 she was assigned Dean to the College of Education until the end of the SY 2008-2009. At present, she is appointed as the Vice-Chancellor for Student Affairs. Through the Executive Program and the Scholarship offered by La Salle University she finished her Doctor of Philosophy in Education in 2007 in La Salle University.



Dr. Sotera Faelden Diaz was born on February 10, 1948 in Dimiao, Bohol, to the late Serapion Lagumbay Faelden and Segundian Akiatan Saluta. Had her primary education at Banban Primary School and continued at Dimiao Central Elementary School. Pursued her secondary education at San Isidro Academy, Tudela, Misamis Occidental and graduated biology and English respectively, at Immaculate Conception College-La Salle and graduated Cum Laude in April of 1971.

She was hired as a classroom teacher teaching Biology, English and Religion, and a cooperating teacher in June 1971, right when the ICC Laboratory High School was opened. Since then she has been doing part-time job in the College Department teaching English until 1988. She underwent a special training for Values Education sponsored by Maryknoll College, Manila, held in Davao City in December of the same year.

She transferred to the College Department, taught Education as well as English subjects and continued the responsibility of supervising student teachers. She finished the degree Master of Arts in education (M.A), major in Education Management in 1998 from ICC-La Salle. Finally in October of 2007, she graduated with the degree Doctor of Philosophy in Education (Ph.D.), major in Educational Management from La Salle University-Ozamiz. At present, she is the Dean of the College of Education.



Dr. Erlita Gulane is a graduate of Bachelor of Secondary Education Major in Biology at Immaculate Conception College. She earned her Master in Educational Management at ICC on 1972, and in 1987 she finished her Doctor in Educational Management at Xavier University, Cagayan de Oro City. Formerly, the Dean of the College of Education, ICC-La Salle, Dr.

Gulane currently, is teaching education subjects at La Salle University (LSU).



Ms. Chielo B. Heray is a faculty of the College of Education and teaches some HRM subjects for the School of Hospitality Management. She finished her Bachelor of Science in Secondary Education major in Home Economics in the year 1998, and finished her Masters in Education major in Educational Management (non-thesis) at La Salle University, Ozamiz City.



Dr. Wenny Muñoz Caseros is the eldest among the six children of Julio Tapaling Muñoz and Constancia Pusta Padayhag. In September 1993 she got married to Joselito Diez Caseros and is blessed with three loving and responsible children Mary Camille, Brent Liwen, and John Paul.

She is a holder of the following degrees; Bachelor in Elementary Education which she graduated Cum laude in 1991, Master in Education major in Educational Management in 2002 and Doctor of Philosophy in Education in 2007. All were obtained respectively, from La Salle University (formerly ICC-La Salle)

Since June 1991 up to the present, she is tasked in supervising the BEED student teachers and teaching Education subjects of La Salle University. In June 2007, she was appointed Vice Principal of Br. Martin Simpson Laboratory School. With her experiences, she realizes that success is a product of hard work, strong determination and prayer.



Ms. Pablita M. Posadas is a Master of Arts in Education major in Educational Management. She is a faculty member of the College of Education in La Salle University, Ozamiz City. As a college faculty, she handles education subjects. At present, she is the coordinator of the Lady Work Scholars.



Ms. Mary Grace O. Dagaang is a graduate of Bachelor of Secondary Education major in English at ICC-La Salle, and in 2002 she finished her Master of Arts in Teaching English at the same school. Presently, she is the Director of Student Assistance



Ms. Maritess M. Tapitan is a graduate of Bachelor of Secondary Education major in Home Economics at ICC-La Salle. Currently, she is a faculty member of the School of Hospitality Management, La Salle University, Ozamiz City.



Mr. Rodelo T. Salburo is a graduate of Bachelor of Science in Hotel and Restaurant Management at the University of the Visayas in the year 2001. He also finished his Master in Business Administration in the same school in 2004. Currently, he is taking his Doctor in Management at Liceo de Cagayan, Cagayan de Oro City. At present, he is the dean of the School of Hospitality Management at La Salle University, Ozamiz City.