

**LASALLIAN RESEARCH FORUM**  
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# *Foreword*



# **Selected Filipino Migration Poems: Its Impact to Parents' Diaspora (International Labor Migration) to LSU College Students' Literary Explications**

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## **Abstract**

Migration poems offer a very good crutch for college students to express their views about the novel concerns of Filipinos today-migration due to kaleidoscopic reasons.

This paper aims to offer a small step in trying to bridge the important role that poetry plays in encouraging students to pour out their ideas, opinions and insights into the impact of the Filipino Diaspora not only on the migrants especially the parents themselves but also on their host countries and the Philippines they temporarily left behind.

Filipinos are the second largest migrant population in the world. Their remittances assist in the growth of the country's GNP and their financial contributions help to put food on the table in many Filipino households and to maintain a comfortable standard of living which would be unattainable without the inflow of hard-earned currencies.

Finally, this work attempts to mirror the students' breadth of the migrant experience that there are more beneath and beyond the statistics and dollars.

## **1. Introduction**

Filipino poems that speak about the migration of Filipinos to work in other countries have already surfaced years back but have mushroomed even more today. This migration has been a source of mixed blessings to the country. On the other hand, the

social costs are a cause of great concern. Fortunately, all of these experiences are reflected in a special type of literary genre, poetry. As a special genre, poetry presents words which are arranged and chosen to create a certain effect. It is a living, breathing document of the times. People from different time periods experience the same emotions, reflections, needs, and dreams. Poets are the people who communicate what people feel.

Poetry was heard for thousands of years before anyone thought of writing it down. It may well be the oldest of literary forms, for certainly a great deal of the oldest literature of which people have written records is in verse. It has been known as a source of delight, nurture and illumination. William Wordsworth defines it as “the breath and finer spirit of all knowledge”, and “the impassioned expression, which is in the countenance of all science” (Myszor 170). Poetry had acquired a political and a social value long time ago. Plato, in his book, *The Republic*, had stated: “if poetry is to earn respect, it must demonstrate that it is not only ‘pleasant’ but also ‘useful’ to states and to human life” (40).

Many of the poems surviving from the ancient world are “a form of recorded cultural information” about the people of the past. Such poems are “prayers or stories about religious subject matter, histories about their politics and wars and the important organizing myths of their societies” (<http://en.wikipedia.org>). Poetry has, thus, interacted with politics by affecting people, influencing the way they see the world, the way they live and the way they tolerate the different types of lifestyles in the world. Here comes the social and political function of poetry.

Today, poetry is regarded as the most difficult and sophisticated of all literary forms. This perception may very well stem from the fact that poetry is different from everyday speech. It is a lot shorter yet says much more therefore; it does offer a

very good avenue for self expression regarding family, country and world in general.

La Salle University college students for that matter consider studying poetry their vehicle of pouring out their emotions as regards the novel issue today which is the 'Diaspora' or the disintegration or scattering of family members especially their parents to work abroad. Indeed, Filipino families are in motion today and it has become legendary. The scale, extent and diversity of international labor migration from the Philippines has become legendary. In 2003, 8.9 million Filipinos left to find work in more than 100 destinations. In the same year, \$7.6 billion worth of remittances were ploughed back to the economy, a major boost to the country's lifeline. However, there is more beneath and beyond the statistics and the dollars. (POEA. Gov.ph. 2004).

#### Theoretical Background

As the bases in explicating this work and in analyzing the selected migration poem's literary analysis of the students, the writer uses the theories advocated by Finley & Knowles, ( 1995), Brearley ( 2002), Eisner (1991), Lerner, (1997) Richardson (1992, 1993) and Cleanth Brooks and Robert Penn Warren (1989).

The use of the arts as a tool in social research has been growing steadily over the last several decades (Finley & Knowles, 1995). Researchers who utilize the arts challenge the notion of an objective, omniscient observer and value the richness and complexity of artistically generated data (Brearley, 2002). In a seminal article in the field of educational research, Eisner (1981) explored the use of various artistic approaches to qualitative research. He asserts that the attention to observation that is key to artistic training is equally essential to the researcher. Indeed, he credits his training as an artist as greatly influencing his skills as a researcher (Eisner, 1991). Poets have sought to chronicle the

subtleties of human thought and emotion through the vehicle of the poem since the beginning of language (Lerner, 1997). The insights of poets were respected throughout the ages, until the scientific method began to gain prominence as the most important source of knowledge (Postman, 1992). Until that time, knowledge gained from artistic contributions were seen as valid means of understanding and portraying the human experience. While there has been some diminution of the importance of poetry as a means of understanding the capacities and needs of human beings, it has remained influential. For example, Chan (2003) utilized poetry as a means of exploring the complexities of life as a doctoral student. Furman (2003) has used poetry to explore the complexities of adjusting to stepfatherhood, as well as the difficulties in contending with the loss of friendships (Furman, 2004).

Social scientists have utilized poetry as a means of inquiry and data presentation in their work with vulnerable populations. This work relies upon the tools of the poet/artist, those of the social scientist, and in some cases a synthesis of both. These methods have been referred to as part of the “seventh moment” in the development of qualitative research methods (de Beer, 2003). This research is characterized by refusing to privilege theory and method over the voice of the participant, recognition of the role of power in the research endeavor, and the valuation of the creative/expressive voice of the researcher. Faulkner (2005) argued that these methods can be utilized when traditional methods such as prose do not present the fullness and depth of research participants’ stories.

Richardson (1992, 1993) has been one of the forerunners of utilizing poetry as a tool in presenting qualitative research. She notes that compressing narrative into poetic forms helps convey the complexities of the lived experience of subjects. Her research poems about marriage eloquently describe the subtleties of marital relationships, yet do so in a more concise manner than traditional



qualitative narratives. Poindexter (2002) presents research poems of HIV patients and caregivers utilizing formal methods of constructing line breaks based upon the linguistics work of Gee (1991). Langer and Furman (2004b) utilize research poems as a means of exploring the complexities of cultural identity formation of Native Americans. They posit that when conducting research with native populations it is important to utilize methods that are congruent with the worldviews of the research participants. They found that the research poems allowed them to present both data and affect succinctly and in a manner that validated the perspective of the research subjects.

Furman (2004b & in press, 2005) has utilized various poetic forms in conjunction with traditional, qualitative analytic methods to study various social problems. This work combines approaches from the creative and expressive arts with those from the social sciences. Such work is situated on the boundary between the humanities and social sciences. In this work the researcher is neither artist nor scientist, but a synthesis of the two whose role is to present an evocative and “truthful” representation of what is being explored. While this work may not be considered generalizable in the statistical sense of the word, it does strive for a sort of existential or metaphorical generalizability (Stein, 2004).

Cleanth Brooks and Robert Penn Warren (1989), presented the principle in the *Understanding of Poetry*. It starts with inferential reasoning which means that the end of the poem governs the shape; end and shape govern the manner; end, shape and manner govern the material. Since the function of poetry is two – fold; to delight or entertain; to teach or instruct, pleasant and detestable things have been considered potentially poetic with the core which must be of human relevance or philosophical truths. The core must take a universal and lasting viewpoint. It must be

concerned with the paradoxical nature of man and the conditions under which he/ she exists.

A Poem as utterance somehow always has a speaker and usually a listener too. The implied speaker is called the *persona* and the implied or direct listener is called the *addressee*. Poets carefully select words for their sounds and meanings and combine them in different and unusual ways in order to communicate ideas, feelings, new ways of looking at things, experiences, and sometimes stories. They use the elements of poetry to convey the sounds, emotions, pictures, and ideas they want to express.

To further guide the learner; Cleanth Brooks and Robert Penn Warren (1989) laid down the following STEPS.

### **Step 1. Begin with the words in the poem**

Some obstacles in the understanding of the language of poetry:

- a. unfamiliar words
- b. familiar words used in an unfamiliar way
- c. words used ambiguously
- d. words in opposition to its apparent sense
- e. syntactical obscurity
- f. words left out ( ellipses)

### **Step 2. “Define the “Context” in which the words are spoken”**

Context: particular situation/ circumstance, in which the utterance is made which tell: who is speaking , where , when and why. There are also two types of context:

1. Those in which the utterance represents a direct communication of the author’s ideas to his audience.

a. Those poem that make an ASSERTION.

Subject& what is predicated; it attempts to particularize the quality of a person, place, or event, an object, or even the speaker ( his mood, attitude, motives intentions, build up details, definition, etc.) illustrate by analogy, compare and contrast

b. Poems that make an assertion, also urge the reader to ACCEPT IT by MEANS OF SUPPORTING EVIDENCE. which part presents: conclusion ( the assertion)

reasons ( evidence) logical implications (allows the conclusion to be drawn from the evidence)

2. Poems that portray human EXPERIENCE require an analysis of the DRAMATIC CIRCUMSTANCES like statements/ arguments arise as a RESPONSE out of a specific situation in which the speaker or PROTAGONIST is placed. A human experience is a CASUAL AFFAIR or CASUAL RELATIONSHIP which involves: the words spoken; why they were spoken; under what circumstances there are also THREE ASPECTS of HUMAN EXPERIENCE:

1. What the action/ reaction of the protagonist is?
2. What his moral character is?
3. What his state of mind is?

### **Step 3. Analysis and Interpretation**

“Ask what unifies the context”

1. Meaning of Unified Context tells what is needed is somehow included. These things are connected somehow by the principle of relationship

2. Explanation: Human Experience is a casual relationship which connects together the protagonist's response to the situation, his thoughts, his moral character. A person thinks, feels, speaks, acts in a certain way because of something in his situation, and because he has a certain cast of mind, which maybe because of his moral character.

3. How does a poet unify human experience?

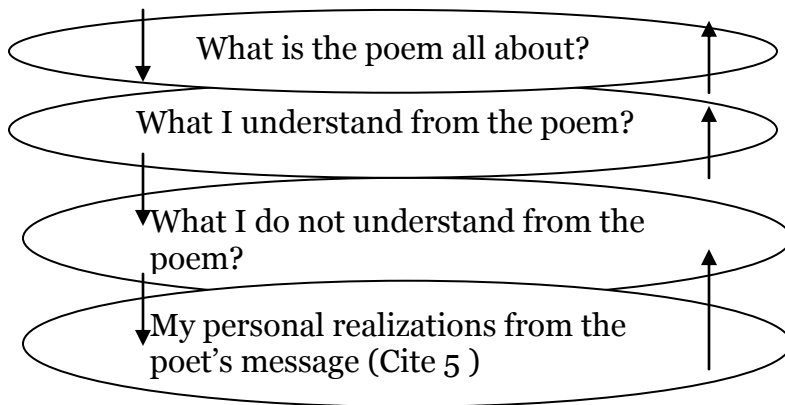
He takes one of the above elements and make it as the central concern or principal part of the poem.

b. His choice of the principal part will guide him what to do with the part.

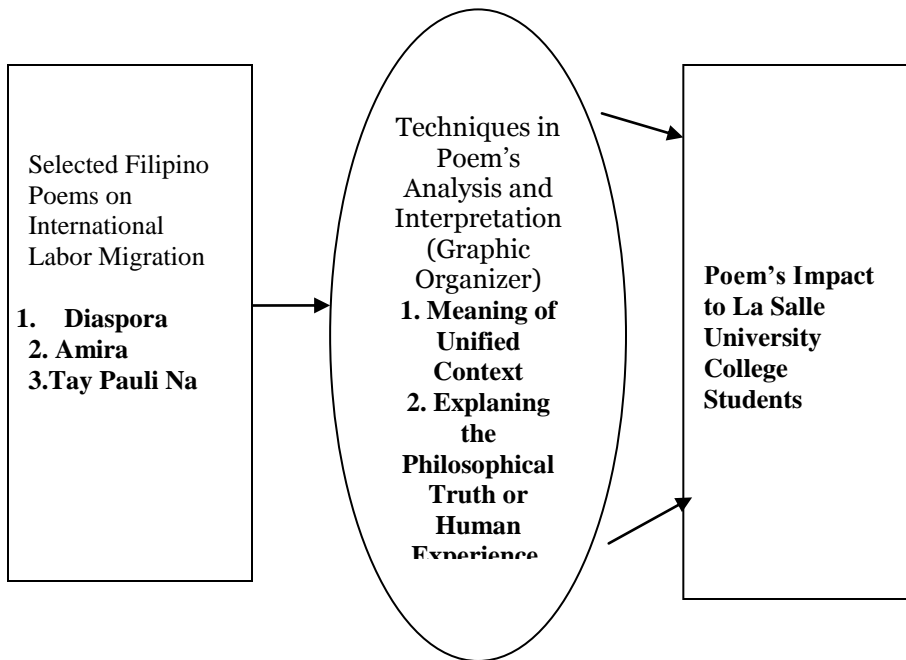
The choice of the Protagonist's Response as the central concern involves 2 types of response:

1. As static: single instant of reacting
2. As dynamic: 2 or more instants of reaction which may either be Simple dynamic or complex dynamic
3. Unity of Argument refers to an argument which is unified if all the statements are brought to bear upon the conclusion; and if all the statements are logically related to one another & to the conclusion.

In this study, **step 3 which is Analysis and Interpretation** or "Asking what unifies the context" using Meaning of Unified Context and Explanation are being used. A graphic organizer is also employed to generate vivid and organized poem explication. Below is the graphic organizer used.



To follow is the schema of the study;



## Statement of the Problem

This study was undertaken to find out how the migrant poems under study project the views of LSU students in establishing a close relationship between poetry and the socio-economic status of the Filipino families whose parents are migrants. Specifically, the research work intends to arrive at answers to the following:

1. Do the Filipino the migration poems, 'Diaspora' 'Amira' and 'Tay Pauli Na Bayai and Saudi' hold greater impact in the lives of the LSU College students.
2. What do the poems focus to tell and its role in carrying out the social and economic circumstances of Filipino migrants as viewed by the college students?
3. From the findings of this study, how will literature and other teachers from other disciplines carry out their responsibilities in educating the students about the vital issue on migration?

## Significance of the Study

Poets have sought to chronicle the subtle ties of human thought and emotion through the vehicle of the poem since the beginning of language. (Lerner, 1999). Teachers' vital role in helping literature students to appreciate poetry specifically migrant poems and understand the deeper impact it brings to their lives poses great deal of consideration. It is in this light that the researcher considers the gravity of the issue and has made this study important to the following:

**To the teachers in the content-area,** that they may also become active partners of English language teachers in helping the

students acquire and improve their awareness of poetry's value as a tool of social considerations.

**To the English language teaching professionals,** that they may consistently include in their lessons texts or articles about the global realities of parents migration to foster better understanding of difficult students whose parents are OFW's.

**To the school administrators,** that the result of this research may urge them to strongly support the faculty development programs geared toward the enhancement of both the teachers' and students' in appreciating the not so- loved literary genre, poetry.

**Finally, to the students themselves,** that they may continue to value poetry not only those that speak about migration but other poems that air out human experiences especially that of Filipino realities to better gain a good grasp about themselves and the people around them.

## **2. Methodology**

This study made use of qualitative research. The vehicles of data representation are the research poems, the valuable innovation within qualitative research. The research poems presented were derived from the lessons in Literature of the Philippines.

Moreover, the research poems under study were written by Filipino poets. The socio-economic factors that present a philosophical truth and context are also explored. The researcher used for this study actual literary explications of 120 English10 students enrolled in the second semester 2009-2010 which were written on a short- sized bond paper. The explications employed the Step 3 in understanding a poem technique which is Analysis and

Interpretation or “Asking what unifies the context” using Meaning of a Unified Context. The poem’s explications of students in the researcher’s three English 10 classes were closely studied and used. Those students who were absent during the actual explication writing were tasked to undergo the FGD (Focused Group discussion). In the selection of the migration poem to be explicated, the researcher made use of poem’s philosophical truth or core content as the basis. Since the migration poems are discussed in the English 10 subject (Literature of the Philippines) thus the students were definitely qualified as respondents. Thus, the following three poems have been introduced and discussed to the class; the English 10-1 students (first group 8:00-9:00 with 42 students) made literary explications on the poem by Oscar Picazo in titled, ‘**Diaspora**’, the second group, English 10-2 (10:00-11:30 with 37 students) explicated the poem ‘**Amira**’ by Mae Monteclaro Roca and ‘**Tay Pauli Na Bayai and Saudi**’, and ilonggo poem by Eugenio M. de Pablo by 41 students from the 1:00-2:30 class.

### **Text and Literary Background of the Migration Poems Used in this Study**

#### **Diaspora** by Oscar Picazo

#### *rhyme scheme*

My grandpa went to <u>Hawaii</u>	a
My mother is in <u>California</u>	b
My father died in <u>Saudi Arabia</u>	b
My sister is a maid in <u>Hongkong</u>	c
My brother is singing in <u>Japan</u>	d
My cousin marries an <u>Australian</u>	d
We are no <u>Jews</u>	e
But everybody’s <u>leaving</u>	f
I pray I’ll go to <u>heaven</u> .	g



**Amira**  
by Mae Monteclaro Roca

My consciousness is <u>lulled</u>	a
Racing through oceans and <u>miles</u>	b
Nibbling over my <u>fingers</u>	c
The number of days and <u>months</u>	d
Tracing in <u>anxiety</u>	e
Through the mirror of my <u>mind</u>	f
The image of an <u>infant</u>	g
I couldn't <u>help</u>	h
But leave <u>behind</u>	f
Her coos and <u>cry</u>	i
Are now all <u>echoes</u>	j
Being reviewed in my <u>skull</u>	k
Hopelessly capturing a <u>sight</u>	l
Of her growing <u>up</u>	m
An unfolding so <u>beautiful</u>	n
That I will never <u>witness</u>	o
At <u>all</u> .	k

**Tay, Pauli Na, Bayai ang Saudi**  
by Eugenio M. de Pablo

	<i>rhyme scheme</i>
Tay, pauli na, bayai and <u>Saudi</u>	a
Si Nanay <u>nagamasakit,</u>	b
<u>nagalala,</u>	c
<u>nagagrabe</u>	d
 Nagapakonsulta sia sa mga <u>diskohan</u>	 e

Kaupod si Kumpare mo <u>Bistre</u> .	D
Nagapa- admit sia sa balay <u>madyongan</u> ,	e
Charity kag pong ang iya <u>balatian</u>	e
Ang aton balay nga sadto <u>mabakod</u>	f
Nagaamat-amat na <u>hilay</u> .	g
Ang mapag-on sini nga mga <u>haligi</u>	a
Subong nagagabok, <u>nagahuyang</u> .	h
Tay, pauli <u>na</u> ,	i
Ang Saudi <u>bayai</u> ,	a
Si Nanay <u>tabangi</u> .	a

### 3. Results and Discussion

Social scientists have utilized poetry as a means of inquiry and data presentation in their work with vulnerable population. On the other hand, this work relies upon the tools of the poet / artist, those of the social scientist and in some cases a synthesis of both. These methods have been referred to as part of the study.

1. The Filipino migration poems, **‘Diaspora’** **‘Amira’** and **‘Tay Pauli Na Bayai ang Saudi’** hold greater impact in the lives of the LSU College students as shown in their literary explications.

Each poem has been unraveled using the given graphic organizer cited in the techniques in understanding the poem. The first poem discussed in the class where the first group of literature students explicated is written by Oscar Picazo. Little has been known about this writer. However his ‘Diaspora’ leaves deeper imprints into the minds of the students as regards Filipino migrants. The term "Diaspora or Dispersion" is a translation of the Greek word "Diaspora" referring to the scattering and resettlement of Jews outside of the land of Israel. The earliest references to the idea of

dispersion are found in Leviticus 26:33; Deuteronomy 4:27; 28:64-68; Psalms 44:11; 106:27; Jeremiah 9:16; 13:24; and Ezekiel 12:13-16. Israel's unfaithfulness and disobedience to God's covenant were punishable by law like ruin or exile.

In the poem, 'Diaspora', the Filipinos have been compared with the Jews. Many of the students in the first group wrote;

"The persona in the poem is a Filipino boy or girl whose family members are scattered in order to work abroad." Evident is the mention of the following countries like Hawaii, California, Saudi Arabia, Hongkong, Japan and Australia."

As repeatedly read and heard in media almost everyday, Filipinos are truly the second largest migrant population in the world. When asked why many Filipinos worked and preferred to work abroad, the explications and interview showed that many of the students firmly agreed and believed what they heard and read on papers Filipinos are prized for their highly skilled labor and incomparable sense of service. Their warmth, their dedication, their diligence are prized most by their employers. Filipinos overseas comprise 10 percent of the current Philippine population. Their remittances assist in the growth of the country's GNP and their financial contributions help to put food on the table in many Filipino households and to maintain a comfortable standard of living which would be unattainable without the inflow of hard-earned foreign currencies. Filipino migration continues to affect the life of every Filipino, whether living in the Philippines or overseas.

There were also students who poured out their sentiments that OFWs (Overseas Filipino Workers -Bagong Bayani) are not really Bagong Bayani as what this country calls them. In the line, "My father died in Saudi Arabia," it was such a pity according to

the students that the head of the family died away from home, away from them. This adds up to the pain. Since migration is not always safe, there are also concerns about the safety and protection of Filipino nationals abroad. These students could not seem to understand why everyday, Filipinos line up at different embassies, applying for work in other countries, ignoring the hunger and waiting in long lines just so that they can have a glimpse of the better life. They like to go and work in the countries that treat them less than a human being. They line up in POEA, more lines to wait, and more corruptions to go through, paying incredibly horrendous amounts of cash just so that they can work like slaves in other country. Some are even wallowing in the mud of debts so that one can finally reach the dream of working like slaves in other countries notwithstanding the drawbacks their leaving will have to the family members they have left behind.

Many of the students when asked to discuss who are ‘OFW’S’ to connect with the term Filipino **Diaspora** wrote;

Overseas Filipino is a person of Philippine origin who lives outside of the Philippines. This term applies both to people of Filipino citizens abroad on a more temporary status.

Most overseas Filipino migrate to other nations to find employment or support their families in the Philippines. As a result of this migration, many countries have a substantial Filipino community. Often, these Filipinos are referred to as “Overseas Filipino Workers” or “OFWs”. The term “Global Filipino” is another term of more recent vintage but less widely used.

Half of the students just could not understand why Filipinos really have to work abroad. As manifested in the last three lines of the poem;

**“We are no Jews, but everybody’s leaving, I pray I’ll go to heaven”** the persona is perplexed why Filipinos and immediate members of the family glorify the act of going abroad.

As regards students’ realizations, they firmly believed that this country has still a lot to offer to its people than driving them away due to poverty, corruption and crab mentality. To synthesize their personal realizations, the students were one in saying that Filipino migration is really a major issue of concern for the Philippine government. So as not to repeat what happened in 1995, the distress over the plight of overseas Filipino workers that erupted with the death of Flor Contemplacion, the Philippine government should bring about radical redefinition of the priorities of Filipino migrants. Today, the protection of Filipinos overseas constitutes a strong third pillar of Philippine Foreign policy.

In closing, it is also worth noting that many English 10 students still love to stay in the Philippines and serve the country than adding the many Filipino ‘Diaspora’ all over the world.

A director/ choreographer of the dance drama is Potri ranka Manis also known with her Christian name, **Mae Monteclaro Roca**. She is referred to as a “Princess from Mindanao” and daughter of the Maranao Sultan of the Maranao tribe.

Mae Monteclaro Roca’s **‘Amira’** (‘Amira’-Muslim name for princess) is strongly associated with the famous Filipino song, ‘Sa Ugoy ng Duyan’. According to the explications of the second group of literature students;

Amira is a poem that speaks of a mother who works abroad and leaves her baby girl in the Philippines. It expresses the pains, yearnings of a mother to her ‘princess’ whose growing up could never be witnessed by her anymore. The bitterness of not being able

to keep track of how the infant grows into a girl truly pains the mother. But she has to confront the reality that she is one of those many Filipino mothers who have to leave their families for a job abroad.

In 1980's, women started to take up jobs abroad and the trend has become irreversible with women's migration, more questions came up and more unease was felt. Given the role of women as the primary caregivers in the family, their departure has put the well being of the family on the line. With the increasing participation of women in international labor migration, 16 students in the researcher's class have the same queries or realizations written on their explication paper;

"I just do not know if the father or other caregivers successfully take the place of mothers." How will the family adjust to the absence of mothers? How will the children be raised without them? What kind of adults will result from children who will be growing up without mothers, or both?

There are also many mothers who worked abroad and became depressed. As in the poem, 'Amira', they missed their children very much. Some of them will be subjected to psychological assessment. Some of them will not be able to finish their contracts due to homesickness. However; it is also worth knowing that the profile of a Filipina migrant for example in Switzerland is multifaceted. She is a wife and mother who juggles her identity between seriousness in her Swiss household and the gaiety and spontaneity she expresses among her Filipina circle. She can also be a nurse who makes her elderly patients feel they are being taken care of by their own daughters, and more. She can also be a domestic worker in one of the foreign embassies who is efficient at all levels-cook, a buddy to the children, a confidant to the lady of the house, and a loyal housekeeper to the ambassador.

Many foreigners doff their hats to the Filipina migrants. They are one of a kind; even at the expense of their own 'Amira' back home.

In De Pablo's Ilonggo poem, '**Tay Pauli Na, Bayai ang Saudi**', is exactly an opposite to 'Amira'. Here, the father left the family to work in Saudi Arabia. This country has also been mentioned in the poem 'Diaspora' that goes, " My father died in Saudi Arabia".

Fathers who are leaving the home to find work elsewhere was part of their role as providers. In the realm of public opinion, the verdict is largely negative. Many stories, rumors and speculations circulate about philandering wives. When men migrate, the left-behind wives indeed assumed more responsibilities with their dual roles as fathers and mother.

In the poem explicated by the third group of literature students, the students have analyzed that the persona speaks of her/his woes about what has become of her/his mother with a father/husband away from home working in Saudi. The migration phenomenon can only be fully understood by those who have undergone this bittersweet experience.

**2. What do the poems focus to tell and its role in carrying out the social and economic circumstances of Filipino migrants as viewed by the college students?**

As reflected in the graphic literary organizer to help the students explicate the migration poems, the explications showed that the poems did focus to tell on the plight of the OFW's or migrating Filipinos and the family members they left behind in this country. Further, this qualitative study investigates the views of LSU college students, some of whom also have plans to leave the country.

**‘Diaspora’, ‘Amira’, and ‘Tay Pauli Na Bayai and Saudi’** are migration poems that project the realistic and kaleidoscopic experiences of Filipino migrants and why in spite the drawbacks of migration, Filipinos still leave the country. As is often said, migration is a global phenomenon and a global problem as well. The problem does not lie with the migrants themselves. Oftentimes, the problem lies with the host countries. As viewed by the three groups of college students, they were one in saying that Filipino people migrate because there is a demand for their services. For example, the first wave of Filipino workers were brought to Hawaii to work in the plantations. Today, dozens of western countries cannot survive without their foreign workers. They simply do not have the worker capacity from their own citizens. In Switzerland, without immigrants, care, kitchen, cleaning and maintenance work would be unthinkable; one quarter 315 of the entire volume of work is carried out by gainfully employed foreign nationals.

Filipinos work abroad because of the social and economic circumstances they are in. When the three groups of students were asked to conduct a research on Filipino migration on papers and web they found out that;

‘Three thousand four hundred Filipinos leave daily for work abroad, over a million a year, to join the nearly ten million Filipinos (out of 90 million) already out of the Philippines, scattered around the world. It is the largest global diaspora of migrant labor next to Mexico, the highest exporter of labor in Southeast Asia relative to population size.’

By now, for many, this unprecedented daily occurrence of departures is a paltry news item. The facts when repeated sound now to be more a matter of bad taste or inept mannerism than a banality: of the ten million OFWs, 75% of them are women,



chiefly as domestics and semi-skilled contract workers, in 197 different countries. Over four million more leave, without proper/legal travel and work permits, for unknown destinations. About 3-5 coffins of these OFWs (Overseas Filipino Workers) arrive at the Manila International Airport every day. Obviously, the reason is not for adventure of tourism, or even for an exciting, less constrained life (Pagaduan 2006). Frankly, it is for livelihood (any income-generating work, including “sex work”) and a materially improved future. Studies of immigration rarely explore the impact of people migrating from the “developed world” to the “developing world.”

This may be due to an erroneous perception that such migratory shifts are inconsequential or do not greatly impact indigenous populations. However, as economic and political globalization continue to accelerate (Keigher & Lowery, 1998; van Wormer, 1997), such migratory patterns have a significant impact upon indigenous populations, and need to be better understood by the professional and scholarly communities.

Another reason is because they know, understand, write and speak the lingua franca-English. This helps them become very confident in leaving the country. Learning the language helped them gain effective interaction with the foreigners and an edge over other migrants who do not master the language.

3. From the findings of this study, how will literature and other teachers from other disciplines carry out their responsibilities in educating the students about the vital issue on migration?

The use of the arts as a tool in social research has been growing steadily over the last several decades (Finley & Knowles, 1995). Researchers who utilize the arts challenge the notion of an

objective, omniscient observer and value the richness and complexity of artistically generated data (Brearley, 2002).

Teachers are also considered also Social Scientists. They can utilize poetry and other pertinent topics in their lessons as a vital tool of social research. These topics will be problems like migrating Filipinos. Knowledge gained from artistic contributions were seen as valid means of understanding and portraying the human experience. While there has been some diminution of the importance of poetry as a means of understanding the capacities and needs of human being, it has remained influential and effective means of teaching truths about life.

With the findings of the study, the teachers must reiterate that the Philippines is one of the most fascinating and beautiful countries in the world. Any literary piece that calls for important issues like understanding and loving this country should not be taken for granted by the teachers. As much as possible, students should also be prepared about the rigors of migration and teachers play the role of giving the students significant light to the novel issues.

#### **4. Summary, Findings, Conclusions and Recommendations**

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

The main target of this research work, with the aid of teacher's techniques in understanding poetry was to look into the college students critical literary analysis on the novel issue on Filipino migration as depicted in the three migration poems, **“Diaspora”, ‘Amira’, and ‘Tay Pauli Na Bayai ang Saudi’.**

Summary

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As literature teachers and teachers from other disciplines play a crucial role in providing students accurate knowledge about migration, it is must that teachers should not gloss over the 'migration thing' since many of the students if given the chance really have plans to migrate with only one main issue in mind-migrating for economic reasons.

## Conclusion

Based on the findings of the study, it is found out that LSU College students' view migration as one which is very economic. Majority wrote in their literary explications that migration of Filipinos is attributed to economic reasons, primarily because of need, and secondarily in order to better their lives. With regard to migrating mothers, majority of the college students were against their mother's departure. They aired out that fathers as the providers should work abroad but not the mothers. Understanding poetry with themes on migration played a vital role of self expression among college students. Students' ideas about migration were heard, considered and valued.

## Recommendations

On the basis of the findings and conclusions, the following are recommended.

1. As regards the methodology, it is hoped that this paper will inspire other researchers to utilize poetry and the arts in their university research endeavor with other themes that speak of social realities.
2. That poetry and the arts can help enliven research findings as a tool that may help draw attention to the dilemmas of those most in need like the Filipino families. Too often,

historically oppressed populations have been viewed and portrayed as objects in social research. The Philippines and its migration issue is of no exception.

3. That by utilizing research methods that focus on the complexity and depth of human experiences like migration, Filipinos will get to improve the eroding sense of nationalism brought by overseas migration.

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

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## **Abstract**

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

## **I. Introduction**

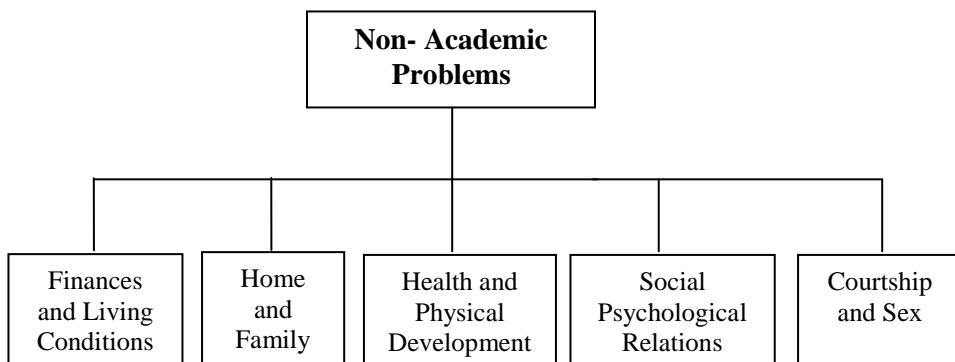
College life can be a roller coaster of striving and surviving. One fresh from secondary school will find it difficult and taxing. The nature of academic environment has changed and the people around seemed new. A campus-wide stimulus can be very demanding like class schedules, new subjects to enroll,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

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

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

### Conceptual Framework

Below is the conceptual framework of the study.



### Conceptual Framework

There are 5 non-academic problems experienced by first year CAS students. One is the finances and living conditions. Every family goes through some economic problems; parents might be

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

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

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



inferiority develop because of lack of self-confidence, insecurity or feeling like they don't have any friends.

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

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

Statement of the Problem

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

1. What is the profile of the respondents in terms of its course?
2. What is the most felt problem of the respondents in the following areas:
  - a. Finances and Living Conditions
  - b. Home and Family
  - c. Health and Physical Development
  - d. Social Psychological Relations
  - e. Courtship and Sex
3. What are the top 5 most felt problems?

#### Significance of the Study

The findings of this study will benefit the following:

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

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

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

Other researchers. Future researchers who will conduct similar studies will benefit from this output.

## **2. Methodology**

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

### **Research Environment**

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

### **Research Respondents**

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

### **Research Instruments**

To gather and collect the necessary information from the research subjects, this study used a problem-checklist which was

adopted from the standardized Mooney Problem Checklist. The problem-checklist was composed of 5 areas namely: 1.) Finances and Living Conditions; 2.) Home and Family; 3.) Health and Physical Development; 4.) Social Psychological Relations; 5.) Courtship and Sex.

### Statistical Treatment

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

## 3. Results and Discussion

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

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

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

#### A. Finances and Living Conditions

	Frequency	Percentage
1. Receiving too little help from home	12	15
2. Having too many financial problems	<b>40</b>	<b>50</b>
3. Needing money for school allowance	28	35
4. Going in debt for college expenses	18	22.5
5. Parents needing jobs	11	13.75
6. Living in an inconvenient location	10	12.5
7. Transportation or commuting difficulty	15	18.75
8. Not getting satisfactory diet	7	8.75

9. Having no place to entertain friends	11	13.75
10. Having less money than my friends	15	18.75

As shown in the table above, 50 percent of the respondents expressed that the most felt problem under the area of finance and living conditions is having too many financial problems. About 35 percent of the students mentioned that they need money for school allowance. Since there are a lot of expenses confronting every family unit, at times parents find it hard to support their children's school-related needs. Students really felt the need for financial support from their parents.

#### B. Home and Family

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

Majority (52.5%) of the respondents stated that too much expectation from their parents is one of their most felt problems and many (41.25%) affirmed that they are unable to discuss certain problems at home. Since parents expect a lot from them, students do not have the courage to open up their problems to their parents. Some also expressed they want affection and freedom at home. Others felt that they don't have a home. These might be the reasons why they are afraid to discuss their problems at home.

### C. Health and Physical Development

	Frequency	Percentage
1. Being underweight	15	18.75
2. Being overweight	8	10
3. Not very attractive physically	27	33.75
4. Poor posture	10	12
5. Poor height	22	27.5
6. Frequent headaches	13	16.25
7. Trouble with hearing	6	7.5
8. Bothered by a physical handicap	3	3.75
9. Speech handicap	9	11.25
10. Weak eyes	16	20

Under health and physical development, many (33.75%) respondents perceived themselves as not very attractive physically. Some have issues on height, body weight and weak eyes. Since teenagers/adolescents are very particular with how they look and being perceived by others, any problem on their physical appearance is of concern to them.

### D. Social Psychological Relations

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

The table above revealed that 51.25 % of the respondents lack leadership ability. Many (40%) expressed that being shy is their problem. Some (21.25%) were concerned about how they impress people. Being sensitive, sociable, and amiable are

important traits when influencing and leading people. Being shy, aloof and too sensitive to their feelings may affect one's leadership ability.

#### E. Courtship and Sex

	Frequency	Percentage
<b>1. Afraid of losing one's love</b>	<b>38</b>	<b>47.5</b>
2. Afraid of close contact with the opposite sex	9	11.25
3. Disappointment in a love affair	10	12.5
4. Being in love	22	27.5
5. Too few dates	7	8.75
6. Embarrassed by talk about sex	10	12.5
7. Thinking too much about sex matters	8	10
8. Too easily aroused sexually	7	8.75
9. Going with someone my family won't expect	12	15
10. Needing information about sex matters	14	17.5

In the area of courtship and sex, many (47.5%) of the respondents stressed that their most felt problem is being afraid of losing one's love. Most of the people, if not all, are afraid to lose the people they loved. Since we love them we want them to be around always. Some (27%) expressed that being in love is of concern to them. During adolescent years, attraction towards opposite sex is expected to happen. From attraction that may blossom to an intimate relationship and that is falling in love with somebody.

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

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

The table above reflected the top 5 most felt problems experienced by first year college students in the 5 categories. Top 1 and 5 are under the area of home and family. Too much expectation from the parents is of great concern to students. Second is in the area of social psychological relations. Students felt that they lack the leadership ability. Next in rank is too many financial problems which is under finances and living conditions. Students felt the need for financial support from their parents for their allowance and other school-related expenses. Another problem is being afraid to lose one's love under courtship and sex.

#### 4. Summary of Findings, Conclusion and Recommendations

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

##### Summary of Findings

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



Mooney Problem Checklist. The statistical tool being utilized in this study was the frequency distribution to determine the most felt non-academic problems of students.

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

1. In the area of finance and living conditions, 50 percent of the respondents expressed that too many financial problems is their most felt problem. Not getting satisfactory diet is the least felt problem in this area.
2. Under home and family, 52.5 percent of the respondents stated that parents too much expectation from them is the most felt problem and second concern is unable to discuss certain problems at home. Only few (12%) responded that being criticized by their parents is their most felt problem.
3. Many (33.75%) responded that the most felt problem under health and physical development is not being very attractive physically. The least felt problem in this area is being bothered by their physical handicap.
4. In the area of social psychological relations, lack of leadership ability is the number one problem since 51.25 percent responded in this item.
5. Many (47.5%) responded that afraid of losing one's love is their most felt problem under courtship and sex and only 10 percent of the respondents showed little concern about thinking too much about sex.

### Conclusions

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

1. The most felt non-academic problem experienced by CAS first year students is too much expectation from their parents. Students showed greater concern about how and what parents expect of them.
2. Second problem that is of great concern for the students is lack of leadership ability. This might be the reason why students are afraid to be appointed as group leaders during group activities in the class.
3. Third most felt problem is financial problem. It is needless to say that majority of the respondents do not come from affluent families.
4. Fourth most felt problem is afraid of losing one's love. Respondents care much about their loved ones.
5. The number five most felt problem is the inability of the students to discuss certain problems at home. People need social and emotional support especially when times get rough. The best source for this support should be the family.

#### Recommendations:

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

1. Parents should be given feedbacks on the different challenges and issues confronting their children so that they could also help their children cope with their problem especially on financial matters.
2. The Guidance Counselors together with the Student Affairs Director should organize more programs and activities that

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

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

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# **Comparisons of Fitness Levels in Active and Inactive College Students**

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## **Abstract**

Physical inactivity is the present major health problem. Living and practicing unhealthy lifestyle is the caused of inactivity. This work presents the comparison between the fitness level of active and inactive college students of La Salle University for the school year 2009-2010. In order to identify the students' level of physical activity, they were asked to answer the Baecke Questionnaire of Habitual Physical Activity.

The following are the findings: For the work index, active students have a high level of physical activity compared to inactive students who are doing moderate physical activity. Active students sometimes sit during work but inactive students are often sitting while at work. Active students often stand and lift heavy loads during physical activity. This marks that they have heavier physical activity compared to others. On the other hand, inactive students sometimes stand and lift heavy loads that are why their physical activity is lighter than those who are active.

It is also found out that active students often play sports and during their leisure time they often sweating while doing the activity. The inactive students seldom play sports and because of this they sometimes sweat while doing their activity during leisure time.

Furthermore, active students sometimes watch television during their leisure time while inactive students often watch television.

The result of this study reveals that active students are doing high level of physical activity which may lead them to have a healthy and better life. The result also shows that inactive students are practicing an unhealthy lifestyle like the often watch television during their leisure time instead of doing activities that would enhance their level of fitness.

## 1. Introduction

Exercise is any bodily activity that would help for man's growth and development. The major public health problem at present is physical inactivity (Sollerhed et.al, 2007). It has been proven by many researches that physical activity and physical fitness are important for healthy growth in children (Bouchard C. et.al, 1994), It also helps for the socialization into a physically active lifestyle (Riddoch C. et.al., 1999).

Regular exercise has been shown to have a number of positive effects on health. It lowers blood pressure, eases low back pain, and reduces cardiovascular diseases, osteoporosis and cancer. As the children grow older, there is high risks tend to do inactively. Naturally, children are active (Raitakari et al., 1996). The most considered active stage of life is childhood but many studies indicate that children have become less physically active in recent decades (Boreham C. et.al., 2001). Computer games and other activities that utilize technology and do not need humans to move cause this sedentary kind of life.

Physical education as part of the schools' curriculum plays a very important role for this problem. Physical educators' motivation towards physical activities and students' perception towards it may help to solve this problem.

According to Weiss M. et.al. (1996), the perceptions of one's physical competence appeared to influence both physical achievement and motivational orientation. Children tend to behave and to interpret their experiences in ways that preserve or confirm self-judgments and expectations.

Moreover, the children's perceptions of what is responsible for their successful and unsuccessful endeavors

seem to be the most important links to future achievement and self-esteem (Harter S., 1985). One's perceptions of ability appear to have a more influential effect on future achievement and motivated behavior, even more than actual performance (Philips D., 1984).

## Review of Related Literature

Human beings were designed for physical or bodily activity. Regular physical activity is a positive health habit and is vital to the overall wellness for the individual. People lack adequate physical fitness and suffer from lifestyle disease called hypokinetic disease. These conditions, caused by under activity, include coronary heart disease, cancer osteoporosis, diabetes and obesity (Pate, Russel, et al, 1995).

According to Dr. Steven Blair, epidemiologist for the Copper Institute for Aerobics Research, a sedentary life is as much a risk factor for disease as in high blood pressure, obesity and smoking (Powell, Blair 1994). The college students show early symptoms of hypokinetic disease through low levels of energy and creeping obesity. It is known that you reach the peak of your natural fitness during the late teens to early twenties and unless you maintain physical activity, the body deteriorates and ages even more quickly. Several studies have shown that a full third of our nation's youth are not physically active enough for aerobic benefit (Ignico, 1990).

Miller (2005) defines attitude as the sum of beliefs about a particular behavior weighted by evaluations of these beliefs. Example, you might have the beliefs that exercise is good for your health, that exercise makes you look good, that exercise takes too much time, and that exercise is uncomfortable. Each of these beliefs can be weighted (e.g., health issues might be more important to you than issues of time and comfort).

Attitudes are positive, negative or neutral views of an "attitude object", example, a person, behavior or event. People can also be "ambivalent" towards a target, meaning that they simultaneously possess a positive and a negative bias towards the attitude in question. Attitudes are expected to change as a function of experience.

The link between attitudes and behavior has received much attention. Many agree that attitudes are influential in behavior, however it is theorized that this relationship is not singular, but rather multidimensional. Biddle and Chatzisarantis (1999) write in predicting behavior, attitudes are only part of a more complex decision making process where other factors can also be of influence. Values, beliefs, perceptions of control, and intentions moderate attitude-behavior relationships. Specifically, attitudes cannot determine behavior unless they lead to the development of intentions.

## Theoretical Framework

This study is largely anchored on the theory about self-perception.

Self-perception theory asserts that we develop our attitudes by observing our own behavior and concluding what attitudes must have caused them (Albarracin & Wyer, 2000; Bem, 1965, 1970).

Self-perception theory (Albarracin & Wyer, 2000; Bem, 1965, 1970), predicts that participants who develop attitudes consistent with the exercise they performed will also develop intentions to participate in the same type of program as the exercise. For example, participants who hear the lecture advocating weight

training and perform dancing should be more likely to select the dancing than the weight training exercise.

### Statement of the Problem

The study aims to evaluate the fitness level of students who are very active in sports or any forms of exercise and students who are merely doing their normal daily routine of La Salle University, Ozamiz City 2<sup>nd</sup> semester for the academic year 2009-2010. Moreover, this study sought to answer the following problems:

1. What is the profile of the students in terms of:
  - 1.1 Gender
  - 1.2 Age
2. What is the level of physical activity of the active and inactive students in the following indices:
  - 2.1 Work Activity
  - 2.2 Sports Activity
  - 2.3 Leisure Activity
3. Are there differences between the level of physical activity of active and inactive students?

### Scope and Significance of the Study

This study delves into the difference of the active and inactive students of La Salle University for the academic year 2009-2010.

The significance of this study lies specifically on the following grounds.

The findings of this study will help them to know their level of physical activity. Thus, it would help them encourage doing an



activity that increases the level of their fitness in order to avoid diseases that may deteriorate or may cause of death.

The findings of this study will also help the PE department to provide programs suited for the active and less active students. A maintaining, shaping and toning program will be designed for the active and a program that increases the level of fitness of the students who are less active.

## **2. Methodology**

This section deals with the research methodology of the study which includes the research design, the respondents, the sampling procedure, the research instruments, the data gathering techniques and the statistical instrument which are used in analyzing the obtained data.

### **The Research Design**

The study used the descriptive-evaluative method since it described the students' gender, age and level of their physical activity. It also looked into the difference of the fitness level of active and inactive students.

### **The Respondents**

The respondents of this study were classified into two, the active and inactive students. The 46 PE 2 students enrolled in the 2<sup>nd</sup> semester for the academic year 2009-2010 were for the inactive students and 46 for the active students who are varsity, PE majors and Cultural Arts members.

Table 1  
The Respondents

Total Number of Inactive Students	Total Number of Active Students
46	46

### The Research Instrument

The questionnaire used in identifying the students' level of physical activity is the Baecke Questionnaire of Habitual Physical Activity. This questionnaire has been validated in several investigations and has been shown to be an easily administered and accurate instrument. The questionnaire consists of 3 sections: work, sport (exercise), and non-sport leisure activity. Most of the questionnaire is scored on a 5-point Likert scale, with descriptors ranging from never to sometimes or very often.

### The Questionnaire of Baecke for Measurement of a Person's Habitual Physical Activity

#### Work Index

Question	Response				
What is your main occupation? (Level of Physical Activity)	Low Activity (1)	Moderate Activity (2)	High Activity (3)		
At work I sit	Never (1)	Seldom (2)	Sometimes (3)	Often (4)	Always (5)
At work I stand	Never	Seldom	Sometimes	Often	Always
At work I walk	Never	Seldom	Sometimes	Often	Always
At work I lift heavy loads	Never	Seldom	Sometimes	Often	Always
After working I am tired	Very Often	Often	Sometimes	Seldom	Never
At work I sweat	Very Often	Often	Sometimes	Seldom	Never

In comparison of others of my own age I think my work is physically	Much Heavier	Heavier	As Heavy	Lighter	Much Lighter
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### Sports Index

Question	Response				
Do you play sports?	Very Often	Often	Sometimes	Seldom	Never
In comparison with others of my own age I think my physical activity during leisure time is	Much More	More	The Same	Less	Much Less
During leisure time I sweat	Very Often	Often	Sometimes	Seldom	Never
During leisure time I play sport	Never	Seldom	Sometimes	Often	Very Often

### Leisure Index

Question	Response				
During leisure time I watch television	Never	Seldom	Sometimes	Often	Very Often
During leisure time I walk	Never	Seldom	Sometimes	Often	Very Often
During leisure time I cycle	Never	Seldom	Sometimes	Often	Very Often
How many minutes do you walk and/or cycle per day to and from work school and shopping?	5 Minutes	5-15 Minutes	15-30 Minutes	30-45 Minutes	>45 Minutes

### Scoring Procedure

In the interpretation of data, scales were made to measure the variables in the study.

The students' physical activity mean scores were described as follows:

Work, Sport and Leisure Indices:

Range	Interpretation
2.31-3.00	High Activity
1.61-2.30	Moderate Activity
1.00-1.60	Low Activity

Range	Interpretation	Interpretation	Interpretation	Interpretation
4.21-5.00	Always	Never	Much Lighter	Much Less
3.41-4.20	Often	Seldom	Lighter	Less
2.61-3.40	Sometimes	Sometimes	As Heavy	The Same
1.81-2.60	Seldom	Often	Heavier	More
1.00-1.80	Never	Very Often	Much Heavier	Much More

### The Data Gathering Techniques

To gather the data needed the PE 2 students, varsity, PE majors and Cultural Arts members were asked to answer the questionnaire given indicating their name, gender and age.

### The Statistical Treatment

Weighted mean and percentage were used to present the description of the students' gender, age and their level of physical activity.

### 3. Results and Discussions

This section presents analyses and interpretations of data. The data are presented according to the sequence of the specific problems stated in the introduction.

#### Problem No. 1

1. What is the profile of the students in terms of:

1.1 Gender

1.2 Age

Table 2 presents the number and percentage of age and gender of the active and inactive students.

Table 2  
Students Gender

Respondents	Active	Percentage	Inactive	Percentage
Male	20	44%	8	18%
Female	26	56%	38	82%
Total	46	100%	46	100%

As shown in Table 2, 20 or 44% of the students are male for the active and 8 or 18% male for the inactive. There 26 or 56% for the female active students and 38 or 82% for the inactive female students.

In Table 3, the highest age percentage for the active students is 19 which has 35% of the whole respondents followed with 17 and 18, 20, 16 and 21. For the inactive, the age which has the highest percentage is 17 years old or 59% of the whole respondents followed with 18, 6, 20 and 25 years of age.

Table 3  
Students Gender

Age Range	Active Students	Percentage	Inactive Students	Percentage
16	3	6%	6	13%
17	10	22%	27	59%
18	10	22%	11	24%
19	16	35%	0	0%
20	6	13%	1	2%
21	1	2%	0	0%
25	0	0%	1	2%
Total	46	100%	46	100%

### Problem No. 2

2. What is the level of physical activity of the active and inactive students in the following indices:

- 2.1 Work Activity
- 2.2 Sports Activity
- 2.3 Leisure Activity

Table 4  
Work Index for Active Students

Question	Rating	Interpretation
1. What is your main occupation? (Level of Physical Activity)	2.69	High Activity
2. At work I sit	2.93	Sometimes
3. At work I stand	3.82	Often
4. At work I walk	3.36	Sometimes
5. At work I lift heavy loads	2.71	Sometimes
6. After working I am tired	2.28	Often
7. At work I sweat	1.89	Often
8. In comparison of others of my own age I think my work is physically	2.47	Heavier

It is shown in Table 4 that the active students have high level of physical activity. The active respondents were sometimes seated during work but often stand. They sometimes walk and lift heavy loads during work. At work they were sweating and after working they felt tired. They were asked to compare their physical activity to other students; they are doing heavier activities compared to others.

The attitudes and self-perception of the students towards the importance of physical activities is evident to the result of the first index. It is shown that active students have high level in engaging physical activity compared to inactive students. Active students have more positive attitudes and positive perception on the importance of doing physical activities compared to those students who are less active in doing physical activity.

In Table 5, often, the active respondents are playing sports. They found themselves that they have the same level of physical activity during leisure time with other students. They sometimes play sports and often sweat during leisure time.

Table 5  
Sports Index for Active Students

<b>Question</b>	<b>Rating</b>	<b>Interpretation</b>
Do you play sports?	2.04	Often
In comparison with others of my own age I think my physical activity during leisure time is	2.76	The Same
During leisure time I sweat	2.47	Often
During leisure time I play sport	2.80	Sometimes

Table 6  
Leisure Index for Active Students

Question	Rating	Interpretation
During leisure time I watch television	3.04	Sometimes
During leisure time I walk	2.86	Sometimes
During leisure time I cycle	2.63	Sometimes
How many minutes do you walk and/or cycle per day to and from work school and shopping?	2.56	5-15 Minutes

Table 6 reveals that during leisure time, the active students sometimes watch television, walk and do cycling. They have 5-15 minutes walking or cycling going to school and shopping per day.

As reflected in Table 7 for the Inactive students' work index, they have moderate physical activity. They often sit but sometimes stand and walk at work. They seldom lift heavy loads. Though they were often sweating at work, they sometimes felt tired. Comparing their physical activities with other students, they found it as heavy.

Table 7  
Work Index for Inactive Students

Question	Rating	Interpretation
What is your main occupation? (Level of Physical Activity)	1.71	Moderate Activity
At work I sit	3.43	Often
At work I stand	3.10	Sometimes
At work I walk	3.30	Sometimes
At work I lift heavy loads	2.45	Seldom
After working I am tired	2.65	Sometimes
At work I sweat	2.47	Often
In comparison of others of my own age I think my work is physically	3.17	As Heavy



Table 8  
Sports Index for Inactive Students

Question	Rating	Interpretation
Do you play sports?	3.43	Seldom
In comparison with others of my own age I think my physical activity during leisure time is	3.45	The Same
During leisure time I sweat	3	Sometimes
During leisure time I play sport	2.41	Seldom

Table 8 presents the sports index of inactive students. It reveals that they seldom play sports. Comparing their physical activity with other students they are the same but during leisure time they seldom play sports and sometimes.

Table 9  
Leisure Index for Inactive Students

Question	Rating	Interpretation
During leisure time I watch television	3.52	Often
During leisure time I walk	2.86	Sometimes
During leisure time I cycle	2.21	Seldom
How many minutes do you walk and/or cycle per day to and from work school and shopping?	2.39	5-15 Minutes

Table 9 shows that the inactive students often watch television. During leisure time, they sometimes walk and seldom do cycling. They spend 5-15 minutes walking or cycling to and from work or shopping.

### Problem No. 3

3. Are there differences between the level of physical activity of active and inactive students?

Based on the statistical result, the following are the differences:

#### Work Index:

<b>Active Respondents</b>	<b>Inactive Respondents</b>
High Physical Activity	Moderate Physical Activity
Sometimes sit during work	Often sit during work
Often stand at work	Sometimes stand at work
Often lift heavy loads	Sometimes lift heavy loads
Heavier Physical Activity	Physical Activity is As Heavy

#### Sports Index:

<b>Active Respondents</b>	<b>Inactive Respondents</b>
Often play sports	Seldom play sports
Often sweat during leisure time	Sometimes sweat during leisure time
Sometimes play sports during leisure time	Seldom play sports during leisure time

#### Leisure Index

<b>Active Respondents</b>	<b>Inactive Respondents</b>
Sometimes watch television	Often watch television
Sometimes do cycling during leisure time	Seldom do cycling during leisure time

## 4. Summary of Findings, Conclusions, and Recommendations

### Findings

The following are the findings: For the work index, active students have a high level of physical activity compared to inactive students who are doing moderate physical activity. Active students sometimes sit during work but inactive students are often sitting while at work. Active students often stand and lift heavy loads during physical activity. This marks that they have heavier physical

activity compared to others. On the other hand, inactive students sometimes stand and lift a heavy load that is why their physical activity is lighter than those who are active.

It is also found out that active students often play sports and during their leisure time they often sweating while doing the activity. The inactive students seldom play sports and because of this they sometimes sweat while doing their activity during leisure time.

Furthermore, active students sometimes watch television during their leisure time while inactive students often watch television.

## Conclusion

The result of this study reveals that active students are doing high level of physical activity which may lead them to have a healthy and better life. The result also shows that inactive students are practicing an unhealthy lifestyle like the often watch television during their leisure time instead of doing activities that would enhance their level of fitness.

## Recommendations

Since it is proven that inactive students are doing unhealthy lifestyle that may cause living a detrimental life it is better that the PE department will create a Physical activity program that would motivate them do it whether it is done intrinsically or extrinsically.

Active students are also very active in doing physical activities, it is also recommended that a maintaining, more shaping

and toning program will be provided in order to maintain and enhance them more.

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# Teaching Performance as Influenced by Educational Qualification

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## Abstract

### 1. Introduction

Teaching is an art, and like all arts, it demands devotion, perception, humor and understanding, solid training and plain hard work. It is an investment of everything one puts into it. Gregorio cited that teaching profession is one of the oldest of all learned professions known in civilization. It ranks with the profession of law, medicine, and ministry in point of age. Because when teaching takes place as according to Mosston and Ashworth (1994), a special human connection evolves a connection of many dimensions that simultaneously affect the learner.

Moreover, the view that a full education had both physical and mental components led to the establishment of physical education as part of education. It was believed as Hennessey (1996) complimented that physical education classes could contribute to the emotional, social, mental and physical development of children

so that they might become well-rounded adults and contributing citizens.

Seaton, et.al (2000) acquiesced that physical education has been misinterpreted in several ways. To some it is associated with play, a concept denoting little or even no purpose at all. To others it has become synonymous with the highly competitive endeavor we attribute to interscholastic and intercollegiate athletics. Furthermore, he explained that physical education is education and is based on a common core of learning experiences planned on a sequential arrangement appropriate to the individual's stage of social, emotional, intellectual, and psychomotor development.

In addition, physical education is many things. It is a major course of study in colleges and universities, it is offered as a program in school; the term described a variety of activities, filed of study, and an established profession. Singer, et. Al (2002) adduced that throughout its history in the United States, physical education has been primarily concerned with its educational aspects. A logical outgrowth of this concern has been that great deal of profession attention has been paid to programs to physical education and to the preparation of teachers.

Physical education when planned and taught properly is education through physical, where the activity serves as a medium through which a total learning takes place. Seaton, et.al (2002) stated that physical education focuses on the teaching of skills, the acquisition of knowledge and the development of attitude through human movement. Therefore, it remains a vital part of the total process of education that utilizes games, sports, aquatics, dance, and other vigorous activities to help individuals achieve the goals of education. Physical education is education. It must always be in step with the current practices and procedures in education. it must

always contribute to the all around development and education of students, he added.

For many years, many requirements that would ensure student exposure to physical education throughout their secondary schools careers had been advocated, but due to numerous curricular and administrative circumstances relatively, few schools have been able to provide programs, facilities, equipment and personnel with which such requirements should be met. Then too, the requirement has made the students in effect a “captive audience” with numerous negative results influencing student’s attitudes toward the program (French and Lehsten, 2000).

Consequently, (Byra 1996) emphasized that Physical Education (“fizz ed or P.E) does not mean punishing fitness and conditioning exercises (“no pain, no gain”), even at times inflicted as a form of punishment (“Give me 20 push-ups”). Much more physical education is not an avenue where students are demanded anything in any form of valuables or favors if the student is not attending physical activities in the subject. Physical education especially in this crucial stage of the learner as an adolescent contributes a tremendous influence where they develop and acquire skills including moral values through various experiences in the class leading towards excellence in athletics, sports and others.

Considering therefore the important role played by physical education in the total education of certain individuals, the need for further researches in this field is therefore relevant. For it suggests that physical education-like the other fields of learning should also be given prime consideration and that it must be provided with proper and sufficient supervision and treatment for a well-rounded and quality instructional program specifically in the elementary and secondary levels which serve as the basic foundation of experiences leading to their acquisition and development of skill.



Furthermore, the researcher believed that the physical education program even in the basic education specially the teaching performance is severely affected or influenced by many factors such as environmental or non-students factors; of which educational qualification of the physical education teachers is one of.

Byra (1996) stated that, fundamental to the role of a teacher is the capacity to identify and plan quality instructional programs. They are particularly assumed learners throughout the occupation's socialization process, from pre-training, through professional preparation and into professional practice. Yet according to Pissanos and Allison (1996) little is known however about how experienced physical education construct, value, and practice professional learning or the factors that influence their perceptions and actions.

This strengthens Bucher's notion that the main concern of physical educators wherever they are employed is to do the best job possible. In other words, one should be enthusiastic, develop as much expertise as possible concerning the position and responsibilities one has and provide the best service possible to the students being served.

Most importantly as Gensemer (2002) stressed out that one of the valuable assets teaching physical education is certain level of performance ability among physical educators that the ability to demonstrate skills undeniably helpful. Dien 2005 supported that in teaching physical education and sports, the teacher needs such specialized qualification because the students must have the opportunity to learn the right skills at the right time to reach their individual performance. Therefore, the teacher and educator in professional preparation have to give more attention to the fact that

similar to language teaching, physical education techniques depend on the realization of the technical efficiency of the teacher.

On the other hand, physical education classes in some public high schools especially in the rural areas as claimed by some teachers themselves are sometimes confronted by the necessity of teaching an activity or physical education classes with which teachers handling are not completely familiar with or of giving enough guidance to “start the ball rolling”. Seaton, et.al (2000) suggested that to master a certain activity in the present wide offerings in physical education should refer to teachers in this specialization.

In this context, the researcher formulated this framework considering the factor of the teacher’s educational qualification handling physical education, health and music subjects in selected secondary schools of Aurora, Zamboanga del Sur.

### Conceptual Framework

This research deals with the relationship between educational qualification and their teaching performance as rated by the students in their respective classes.

### Statement of the Problem

1. What is the profile of the respondents in terms of:
  - a. Educational qualification; and
  - b. Teaching performance
2. Is there a significant relationship between the educational qualification and the teaching performance of the respondents?

## **2. Methodology**

### **Research Design**

This research is descriptive-correlation focused on finding the relationship between the education qualification and the teaching performance in physical education, health and music (PEHM) of the respondents (as rated by their respective students), in selected public secondary schools in Aurora, Zamboanga del Sur.

### **Research Samples**

The samples were the 21 teachers presently teaching physical education, health and music (Pehm) classes, male and female, in selected public secondary schools in Aurora, Zamboanga del Sur. The student raters who evaluated the teacher respondents were the number of students in the respective classess of these teachers.

### **Research Instrument**

The researcher adopted a Teaching Performance Evaluation questionnaire from a PAASCU accredited school in evaluating the teaching performance of their teachers. This questionnaire was administered among the students as the raters for their respective teachers in Physical Education, health and music classes.

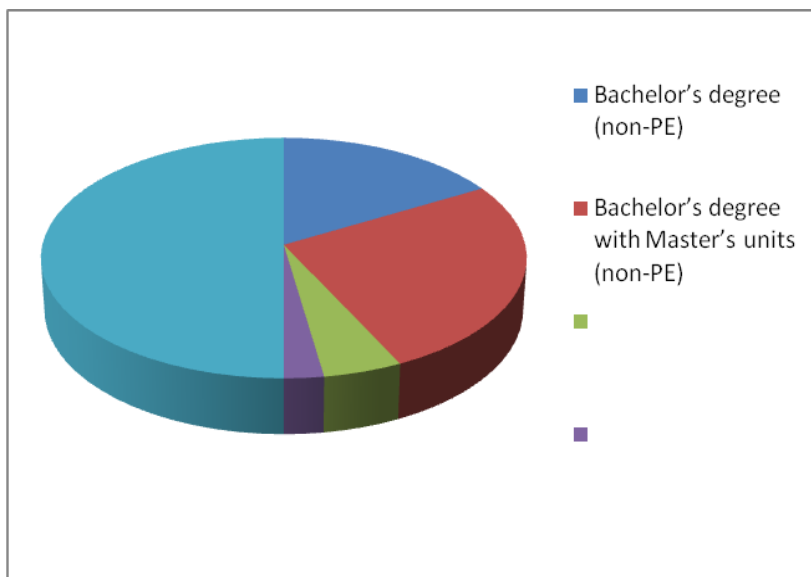
### **Statistical Tool**

All the data gathered in this study were treated with SPSS.

## **3. Results and Discussion**

### 1.1 What is the profile of the respondents in terms of educational qualification?

Percentage Distribution of the Respondents' Educational Qualification



It could be observed that the educational qualification level of the respondents is not quite progressive since none of them are master's degree holder of any specialization, much more than none of them is a master's degree holder specialized in physical education. The graph presents that 52% of the teachers teaching physical education classes although with master' units earned but are non-PE majors, 33% only earned bachelors degree and are non-PE majors. Among the five secondary schools, only earned bachelors degree and physical education as well alone earned master's unit in physical education is teachings the subject.

This simply implicates that physical education, health and music curriculum in these secondary schools are handled by non-specialized teachers of the field.

### 1.2 What is the profile of the respondents in terms of teaching performance?

On the criterion of commitment to students and their learning, the graph showed that most of the teachers or 52% has a “good” teaching performance. This description validates that they were mediocre teachers in this field. Only 34% of the respondents had a very satisfactory commitment to students and their learning and 4% has a fair commitment.

On the criterion of instructional skills and methodologies, the table shows that majority or 76% of the respondents had a “good rating, only 14% was very satisfactory and 9% with fair rating.

On the criterion of class management and monitoring system, the graph presents that 52% were rated “good” and 48% were rated “very satisfactory”.

Considering their total teaching performance as rated by the students, majority of the respondents are rated “good” or satisfactory. With the result, it doesn’t show productive learning in the field of physical education as far as the evaluation rated by the students is concerned.

### 3. Is there a significant relationship between the educational qualification and the teaching performance of the respondents?

#### Results of Test Statistics on the Significant Relationship between Educational Qualification and Teaching Performance

Independent Variable	Dependent Variable				
	Teaching Performance Evaluation Criteria				
	Commitment to Students and their Learning <b>r-value</b>	Instructional Skills and Methodologies <b>r-value</b>	Class Management/ Monitoring System <b>r-value</b>	Total Rating  <b>r-value</b>	Finding
<b>Educational Qualification</b>	<b>0.16</b>	<b>.52*</b>	<b>-.01</b>	<b>.22</b>	<b>Not Significant</b>

**Critical value = + or - = 0.37**

The table discloses that educational qualification is not significantly related with the teaching performance of the respondents as shown by the r-value of .22.

On the other hand, pointing out on the criterion of instructional skills and methodologies, it has a significant relationship with the educational qualification of the respondents as shown by the r-value of .52 which is greater than the critical value of .32. it explains that physical education classes should be handled by physical education majors as to the fact that, similar to language teaching, physical education techniques depend on the realization of the technical efficiency of the teacher since it affects the teacher's instructional skills and methodologies in the subject (Dien, 2005).

Since it is physical education where human movement or physical activities serves a medium through which a total learning takes place (Seato, et.al., 2000).

This finding agrees to the study conducted by Brophy, 1998 on teacher effectiveness in the classroom that indicated students generally demonstrate lower achievement in classes where less than 80% of time is spent in classroom instruction. It implies that students' experience in physical education activities outside the four corners of the classroom enables them to acquire and develop motor skills and probably provide them with wider satisfaction and appreciation towards physical education.

### Recommendations

Based on the significant findings, the following are recommended:

1. Secondary high school teachers specializing in the field must be the one to handle physical education subjects to ensure quality instructional skills and methodologies through technical efficiency so as to inflict positive experiences to the students especially during this stage which is more fragile in their skills acquisition and development.
2. Different approaches in the implementation of the physical education program must be seriously taken into account by the teacher handling the subject to develop different interests of the students toward physical activity.
3. PEHM curriculum must conform to a well-rounded program to increase the teachers' as well as the student's awareness towards the subject.
4. Non-PE teachers handling the subject must be given opportunities to workshops and trainings to essentially improve their knowledge and techniques.

## Conclusion

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

Educational Qualification did not affect the respondents' teaching performance implying that Educational qualification is not a factor to influence the teachers' teaching performance in Physical Education classes as far as a competent typical teacher is described. However, educational qualification revealed to be significant when the criterion of instructional skills and methodologies of the teachers is considered. It implied further that educational qualification was a factor to influence the instructional skills and methodologies of the physical education teacher.

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# **Standardization of the Kitchen Facilities of the School of Tourism and Hospitality Management**

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## **Abstract**

This study aims to improve the current facilities and equipment of the School of Tourism and Hospitality Management. This will contain the design and quintessential details specifically for the kitchen to be used by the students under the said school. It will highlight the absence of the standard equipment used in the discipline of culinary arts.

## **1. Introduction**

The School of Tourism and Hospitality Management has opened certificate courses in line with the culinary arts that have been making a trend around the world. Change is inevitable in the society – and to reach quality instruction, individuals need to continually modify.

Majority of the students of La Salle University – Ozamiz belongs to the same school – a population that still does not include the certificate courses made available to enthusiasts, professionals, and the like.

With the emerging trends, students need to be globally competitive in the field of the culinary arts. It is only right that the school will be able to provide the right facilities to compliment the knowledge and skills to be acquired.

#### Review of Related Literature

A kitchen is a room generally intended for cooking and food preparation (wikipedia.com). This room is vital for the practice of the arts. It is visible that not only professional kitchens acquire the best equipment but also in the homes as well. This is evident in homes of enthusiasts, home-makers, and even professionals in the other fields of expertise.

There are three (3) types of kitchens: (1) the preparation kitchen, (2) the working kitchen and (3) the demonstration kitchen. The preparation kitchen is a separate kitchen designed for stock and mis-en-place preparation and meat fabrication. The working kitchen allows the students to work on their culinary abilities, particularly, in cooking. And the demonstration kitchen is intended for classroom discussion and application where both the students and instructors can view the process of cooking through demonstration (ahaphil.com).

Part of the culinary courses offered by the School of Tourism and Hospitality Management must provide standard and adequate facilities in line with the culinary arts for the students. It is indeed a basis for continually improving such.

#### Statement of the Problem

The researchers drafted the following problems present with regard with the kitchen facilities and equipment that will deter the endeavors of the school:

1. What are the needed facilities and equipment that should be present in the kitchen?
2. What are the necessary actions to be taken to facilitate the student's culinary education?

### Research Objectives

The objectives of this study are the following:

1. To provide and/or supply a guideline of adequate of kitchen facilities and equipment needed by the students.
2. To improve the quality of teaching through the use of the standard kitchen equipment and facilities.

### Scope and Limitation

The study evaluates the current facilities and equipment to the standard or the required measures. It will also deliver the function of the said measures to keep up with the progress in this field of the arts.

### Significance of the Research

This study will serve as the basis for the improvement of the school's program. It will not just confer benefit to the said school but for the university, faculty and its students as well.

In the pursuit of quality education, the university should continually update and upgrade its services and resources. Quality education also means offering to the society best graduates. Best graduates convey best trainings possible. Best training requires better facilities. Therefore, this study presents an avenue wherein the university could examine if the resources that they are having currently is still fit and useful for its goals, mainly focusing on the School of Tourism and Hospitality Management.

#### *Faculty of School of Hospitality Management*

Teachers alone cannot deliver good lessons without the aid of some resources. Good facilities are of paramount importance in imparting an updated and clear lesson and ideas towards the students. This research will grant teachers the ability to inculcate knowledge in the best way possible through the use of standard facilities. This study will take teaching a step further than the usual.

#### *Students of Hospitality Management*

They say, “Experience is the best teacher”. Learning does not take form only by means of discussion but most importantly it is coupled with demonstrations and exercises. Through these various activities students may be able to enhance their knowledge and skills. This endeavor does not center on the quality of teaching and of the facilities required, this also showcases the learning experiences of the students that is fundamental in producing world-class graduates.

#### *Partner Schools and Other Universities*

As this research commences, it focuses in the standardization of the kitchen facilities and equipment of the School

of Tourism and Hospitality Management. Through this, La Salle University can become a leading example or a benchmark for quality education and services among partner schools and universities. Thus, putting La Salle University in a pedestal and in the region as a whole.

## **2. Methodology**

### Research Design

This research applies a comparison wherein the standard kitchen facilities and equipment are compared to the current kitchen facilities and equipment of the School of Tourism and Hospitality Management. A supplemental developmental study will be needed for further installation of these facilities.

### Research Procedures

The researchers focused on the standard kitchen facilities and equipment of the current curricula of the School of Tourism and Hospitality Management. This was made possible through comparison of the present kitchen facilities to the preferred kitchen facilities. It was also made sure that the data collected are from updated and reliable sources both through the field and the Internet. It is vital that online resources play a role in this study since the society adapts globalization.

### Treatment of Data

The information derived from this research are enlisted as preferred or the standard kitchen facilities and what ever is made available to the institution today. It will be then visible

what is absent and what is exaggerated. The details will be shown in the latter part of this research.

### 3. Results and Discussion

Table 1.1 Checklist of the Preferred Kitchen Facilities and Equipment for Culinary Arts

Preferred Facilities and Equipment	Present Facilities and Equipment
Knives	
• Paring Knives	✓
	✓
• Serrated Knives	✓
• Chef's Knives	
Measuring cups	
• Metal and/or plastic cups	✓
	✓
• Glass cups with spout for liquid	
Spoons	
• slotted spoon	✓
	✓
• wooden spoon	✓
• soup ladle	
Mixing Utensils	
• electric mixer	✓
	✓
• wire whisk	x

- egg beater

#### Spatulas

- Straight Spatulas ✓  
✓
- Rubber Scraper

#### Sieves and Colanders

- varying sizes in stainless steel ✓  
✓
- flour sifters ✓
- steel or plastic colander

#### Pots and Pans

- sauce pans ✓  
✓
- skillet ✓  
✓
- roasting pan ✓  
x
- cake pans
- pie pan
- muffin tin

Grater with various sized holes ✓

Rolling pin ✓

Can opener ✓

2 – Door Refrigerator and Freezer x

#### Coffee-making equipment

- coffee pots x  
x  
x



- coffee grinder
- espresso machine

Microwave Oven	✕
Oven Toaster	✕
Stove Hood	✕
Salamander Broiler	✕

The checklist above shows the needed kitchen facilities and equipment. The check mark (✓) signifies the presence of such facilities while the other mark (✕) represents the absence. As shown, 10 out of 33 or approximately 31% of the kitchen equipment and facilities needs to be refurbished.

Table 1.2 Estimated Amount of Kitchen Facilities and Equipment in Detail

Name of Equipment	Price per Unit
Egg Beater -----	Php 120.00
Muffin Tin -----	Php 134.00
2-door Refrigerator and Freeze -----	Php 124, 154.00
Coffee Pot -----	Php 389.62
Coffee Grinder -----	Php 8,279.54
Espresso Machine -----	Php 27, 597.70

Microwave Oven -----	Php 16, 928.00
Oven Toaster -----	Php 10, 442.00
Stove Hood -----	Php 111, 225.70
Salamander Broiler -----	Php 136, 518.80
<b>Total:</b>	<b>Php 435, 789.36</b>

### Recommendations

1. That another study be conducted for the developmental study of the standardization of the kitchen facilities and equipment.
2. The facilities and equipment that are lacking needs to be bought for the standardization of the kitchen facilities and equipment of the School of Tourism and Hospitality Management.

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

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## **Abstract**

The study aimed to identify fear and anxiety provoking situations of the second year nursing students of La Salle University to operating room exposure. A descriptive design was used to collect data through the use of a survey questionnaire. It involved thirty-two (32) 2<sup>nd</sup> year BSN students who will be rotated in the operating room exposure for the first semester of 2011-2012.

This study revealed that the second year nursing students of La Salle University have identified some of the fear and anxiety provoking situation that they experience in anticipating their future exposure to the operating room.

## **1. Introduction**

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

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

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

#### Review of related literature

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

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

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

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

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

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

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

#### Statement of the problem

The study aimed to evaluate those fear and anxiety provoking situations that a second year nursing student may experience on their forthcoming operating room exposure “perioperative nursing”.

Particularly, this study sought to answer the following questions:

1. What are the second year nursing students feared or anxious about perioperative nursing?
2. Based on the result, what interventions will be done to encourage an optimistic awareness thus eliminating negative outlook.

#### Scope and delimitation

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

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

### Significance of the study

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

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

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

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

## 2. Methodology

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



they came up with these 10 common factors that influenced them during their exposure. The questionnaires were given to 32 2<sup>nd</sup> year nursing students who will be rotated in the operating room in the coming first semester of 2010-2011.

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

### 3. Results and Discussions

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

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

	<b>Frequency</b>	<b>Percentage</b>
Agree	31	97
Disagree	1	3
<b>Total</b>	32	100%

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

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

	<b>Frequency</b>	<b>Percentage</b>
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Agree	5	16
Disagree	27	84
<b>Total</b>	32	100%

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

Table 3  
Fear of public humiliation.

	<b>Frequency</b>	<b>Percentage</b>
Agree	22	69
Disagree	10	31
<b>Total</b>	32	100%

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

Table 4  
Fear of committing a mistake.

	<b>Frequency</b>	<b>Percentage</b>
Agree	32	100
Disagree	0	0
<b>Total</b>	32	100%

Table 4 proved that all 32 students feared that they may commit a mistake while performing in the operating room. Fear of committing a mistake is a very common feeling to all students,

particularly when the area of assignment is new to them; perhaps all the students feel the same when dealing with a new exposure.

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

	<b>Frequency</b>	<b>Percentage</b>
Agree	11	34
Disagree	21	66
<b>Total</b>	32	100%

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

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

	<b>Frequency</b>	<b>Percentage</b>
Agree	30	94
Disagree	2	6
<b>Total</b>	32	100%

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

Table 7

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

	<b>Frequency</b>	<b>Percentage</b>
Agree	29	91
Disagree	3	9
<b>Total</b>	32	100%

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

Table 8

Fear of being questioned and not being able to answer

	<b>Frequency</b>	<b>Percentage</b>
Agree	24	75
Disagree	8	25
<b>Total</b>	32	100%

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

Table 9

Feeling of inferiority with other schools.

	<b>Frequency</b>	<b>Percentage</b>
Agree	2	6
Disagree	30	94
<b>Total</b>	32	100%

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

Table 10  
Fear of failing the rotation.

	<b>Frequency</b>	<b>Percentage</b>
Agree	29	91
Disagree	3	9
<b>Total</b>	32	100%

Table 10 pointed out that 94 of the respondents feared that they may fail in the rotation. In the study done by Pagana (1988) explored the initial medical-surgical nursing experience of 262 undergraduate students. The majority (77%) of students expressed feelings of inadequacy. Other stressful issues were fear of making mistakes (34%), fear of the unknown (28%), the clinical facilitator (26%), feeling scared (19%), and, the threat of failing (14%). This is a normal reaction of students assigned in a new area that they have not been exposed to.

#### **4. Summary, Conclusions and Recommendations**

This section presents the summary, the conclusions drawn and some recommendations of the study.

##### **Summary**

The study involved thirty-two 2<sup>nd</sup> Year BSN students from La Salle University, Ozamiz who were enrolled in the first semester 2011-2012. The main purpose of the study was to identify fear and anxiety provoking situations in the operating room. The descriptive method was used and the data gathering was facilitated by means of a checklists.

## Conclusion

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

## Recommendations

The study recommends that second year nursing students should be prepared methodically so that when they will be exposed to the operating room they will not experience much fear and anxiety.

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## **The Many Faces of a Teacher**

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### **Abstract**

This qualitative study aimed at identifying the enduring good qualities of teachers which have significant impact on the lives of students. The respondents of this study were 66 fourth year Education students. The data gathered by a questionnaire, interviews and focused group discussions centered on the qualities of the respondents' best teachers and the ways their best teachers changed or influenced them. Findings pointed out to the importance of both the personal and professional qualities of teachers in teaching their minds, in touching their hearts, touching their minds and transforming their lives. Truly the teacher has many faces – the faces of a mother, a father, a sister, a brother, a motivator, and an inspiration, a friend a guide, a moral booster, a counselor, an idol, a healer, a role model, and even a tormentor. Some faces may appear ugly but underneath the surface of this face is the heart whose goal is to make difference in the lives of the students.

### **1. Introduction**

The teachers are at the heart of the educational process. They rightfully deserve to be enthroned at the center stage of any educational endeavor for they are distinct rays of light that illumine the mind, touch the heart and buoys aloft the spirit of the young. (Salandanan, 2001). They are co- creators with God in shaping the human personality for they nurture the intellect, develop skills, and

values, shape character and develop children's potentials to the fullest. They indeed have the tremendous work of teaching minds, touching hearts and transforming lives.

The teacher has many faces to the students. These are the faces of a parent, a disciplinarian, a friend, an inspiration, a motivator, or a credible example who possess qualities worth remembering emulating. These are the faces that cannot be forgotten because they have made a difference in the students' lives.

What are the qualities of the students' best teachers? What are they made of? What are their trade secrets? How do they touch the lives of their students? What are their lifelong legacies? Why have they left an indelible imprint in the heart and mind of the students? These questions motivated the researcher to undertake this study. The results of this study may serve as reminders to teachers on how to carry out ones' teaching ministry effectively and efficiently. Hence this study documents students' personal experiences and insights on the significant impact of teachers in their lives. Their testimonies reveal the teachers' different faces and the heart beneath these faces.

### Statement of the Problem

The main purpose of this study was to identify the good qualities of the respondents' best teachers that have made significant impact in their lives. Specifically it sought answers to the following questions:

1. What is the profile of the students' chosen best teachers as to:

gender  
marital status



level taught  
years of teaching experience  
choice of the teaching course

2. What qualities made them the students' best teachers?
3. In what ways were the students influenced or changed by these teachers?
4. What are the students' realizations on teachers and the teaching profession?

## **2. Methodology**

This study used a qualitative method of research since it was concerned since it was concerned with the gathering of data on respondents' experiences, feelings, values, realizations about teachers and the teaching process. The responses are directly quoted to capture the respondents' personal perspectives, insights, and experiences.

The respondents were the 66 fourth year Education students enrolled in the course, the Teaching Profession in the first semester of school year 2009- 2010. Data were gathered by a questionnaire, focused group discussions and follow up interviews. Open- ended questions were asked to gather in- depth responses as well as the details of their unforgettable experiences with their best teachers. The following questions were asked:

1. Recall your teachers from the elementary, high school and college. Who among them is your best teacher? Why have you chosen him/her to be your best teacher? What are the qualities that made him/her your best teacher?

2. In what ways were you influenced or changed by the teachers? Cite instances or experiences.
3. What are your realizations about teachers and the teachings process?

### 3. Results and Discussions

#### A. Students' Best Teachers' Profile

The respondents' best teachers' profile which consists of data on gender, age, marital status, years of teaching and choice of course are presented in the tables that follow.

Table 1  
Gender of the Best Teachers

Gender	Number	Percent
Male	18	27.27
Female	48	72.73
TOTAL	66	100

Table 1 shows that women (72.73%) outnumber the men (27.27%) in the sample of 66 best teachers covered in the study. Reyes (2002) in her study of the 69 expert teachers in the country reported a similar finding. This ratio could be accounted to the preponderance of women educators in Philippine schools in all levels.

Table 2  
Teacher's Years of Teaching Experience

No. of years	Number	Percent
More than 30	12	18.18
30-25	5	7.58
24-19	6	9.09
18-13	18	27.27
12-7	14	21.21
6-1	11	16.67
TOTAL	66	100

The teachers' average length of teaching experience is 17 years. The oldest teachers had taught more than 30 years while the youngest ones had taught for at least a year. It is worth nothing that teaching effectiveness can still be acquired in the early part of the teaching career. On the other hand the many years of experience may have honed the teachers' skill in performing in their work well.

Table 4 presents data on the career choice of the teachers. The teaching course could be chosen by the teacher himself/herself or by another significant person.

Table 4  
Teacher's Choice of a Teaching Course

Person Choosing the Teaching Course	Number	Percent
Myself	48	72.73
Others	18	27.27
TOTAL	66	100

Table 4 shows that the big majority (48 or 72.73%) chose teaching themselves. However, the rest (18 or 27.27%) just followed what others decide for them. These teachers may not have wanted to be teachers initially. They may have learned to love teaching over the years. One teacher who was interviewed said: "I may be a teacher by accident but this accident brought me this unusual smile that I have right now. This unusual happiness made me stay in this job for a long time." Another teacher who did not choose the teaching course herself advised: "Even if the course is not your choice, if you do everything the best that you can, everything will follow and it can give you happiness that you have never thought of."

Reyes (2002) who reported a similar finding inferred that an initial liking is not essential although it may be contributory to the attainment of teaching expertise.

#### B. Qualities of Their Best Teachers

The qualities of the teachers best liked by the respondents are categorized into six themes and their core ideas. This classification is patterned after Bustos- Orosa's (2008) and Reyes' (2002) studies.

- 1.1 approachable
- 1.2 friendly
- 1.3 Motherly
- 1.4 Patient
- 1.5 Understanding
- 1.6 Caring
- 1.7 Intelligent
- 1.8 Energetic
- 1.9 Flexible
- 1.10 Kind
- 1.11 Humble
- 1.12 Sincere
- 1.13 Gentle
- 1.14 Firm

## 2. Commitment to the Profession

- 2.1 possess passion in teaching
- 2.2 dedicated
- 2.3 committed

## 3. Ethical Conduct and Integrity

- fair
- good role model
- Good moral values
- Religious

## 4. Instructional Expertise

- 4.1 show mastery of the lessons
- 4.2 employ varied teaching strategies
- 4.3 teach with enthusiasm
- 4.4 make learning fun and enjoyable
- 4.5 connect lessons to real life

## 5. Classroom Management

- 5.1 discipline the class
- 5.2 organize activities
- 5.3 manage time wisely

## 6. Relational Expertise

- 6.1 have sense of humor
- 6.2 trust and believe in the capabilities of the students
- 6.3 avoid embarrassing the students
- 6.4 give generous praises
- 6.5 respect the students
- 6.6 communicate clearly with the student

Following are some of the testimonies of the students on the personal qualities of their best teachers. Personal qualities are those that stem from the teacher's personality, his interests, attitudes, and beliefs, his behavior in working relationships with the students (Ladizarabal, 1991).

The following are the students' stories that tell about their best teacher's personal qualities:

Motherly:

One student attributed her strength to a motherly teacher. She said:

*She was the only teacher who encouraged me much like what a usual mother does to her kids. She did not stop*

*reminding me of God's words and promises to His children. If we remain humble and faithful to Him. He makes us strong in our day to day living. Above all she was able to establish fairness and discipline to her students.*

Another shared:

*The best thing about her is her being a mother to us. She always had a motherly approach. She considered her students as her own children pampered with love and tender care which the students were also able to feel.*

Even small acts of the teacher are remembered. Here is a students' reminiscence:

*My teacher did not only act as our teacher but as our second mother as well. She used to comb our hair whenever we look untidy.*

Their best teachers inspired, enlightened, corrected and counseled them as recounted by some respondents:

*She inspired me to move forward. She enlightened me that life is beautiful and life is full of discoveries. She is a mother who is very understanding and approachable.*

*I can compare her with my mother at home. I can feel her love and care. She really felt that I was her own son. She always corrected me when I made mistakes and praised me for my good accomplishments.*

*She was not only a teacher to her students but also a counselor. She was like a sister to us and a mother in some ways she was very considerate and flexible.*

*He really gave time and effort in teaching us. He considered us his sons and daughters.*

This motherly trait could explain why the respondents chose more female teachers as their best teachers.

Fair

Students are won trustingly by impartial and honest teachers. Statements exemplifying how fairness is important to them are the following:

*He treated us equally. I never felt the presence of favoritism in his class. As far as I can remember, our class was well organized even when we belonged to multigrade class. He gave us varied activities that helped us understand lessons well.*

*She treated all her students fairly. She was very approachable. I was able to talk to her easily even if she was busy. She spent time to talk with her students.*

Passion in Teaching

Passion is synonymous to fire in the heart and determination in the mind to make a difference (Clarck in Salandanan, 2007). Teachers are revealed in the following:

*I can see in her performance her passion or love, commitment and dedication of being a teacher.*

*I can see in her the essence of being a good mother at the same time.*

*I see in her the real meaning of passion in teaching.*



*Because of her, I am able to establish a concrete picture of what teaching is really all about.*

*She is the best teacher for me because she always let me feel that she believed in me.*

*She is my best teacher because she had the passion in teaching.*

*I really felt how sincere she was in teaching her students.  
I also experienced how she loved my classmates and me.  
She is really the superteacher in my life.*

*He is one of my best teachers because he was dedicated in his work.*

*He challenged his students in every activity that he gave because he wanted them to work hard. Through this students were able to work for the best.*

. Another was highly impressed by her best teacher's passion:

*In all my life, she is one of the best teachers I have simply because she taught her students with love, passion and humility.*

One requisite of passion is love for learning. A good teacher is a lifelong learner who is interested in developing one's knowledge base and expertise in the field. This trait was caught by student. She observed:

*I see in her the passion of teaching, her willingness to learn more and develop her teaching abilities.*

It can be noted that the teacher's genuine and authentic passion in teaching is clearly caught by students. They saw their best teachers' passion as reflected in their sincerity, commitment, dedication and humility. Freid (in Salandan, 2007) stated that it is the quality of caring about the ideas and values, the fascination with potential growth within people, the depth and fervor in doing things well and striving for excellence that set the passionate teacher apart from the rest of their passion.

Commitment which is one of the elements of passion is the unwavering pledge to perform all teaching and learning activities with consistency and intensity for the best interest of their students. Salandana (2007) refers to it as zeal that is intended to make lives intellectually advancing morally deepening, supported with patience and understanding. Moreover, Brother Agathon (2000), the Superior General of the Brothers of Christian Schools pointed out that of the twelve virtues of a good teacher, zeal is the most excellent virtue for it is zeal that makes that make the teachers act with strength and gentleness – with strength because it is magnanimous and incapable of getting discourage when encountering pain and difficulties; with gentleness because it is mild, tender, compassionate and humble in a word conformable to the spirit of Jesus Christ. Moreover, he said that a zealous teacher instructs his students, in the first place, by his good example. He compared a teacher to a lamp placed on a lamp stand, which, of course gives light by its shining but which must also warm by its heat.

### *Patient*

Patience refers to a teacher's uncomplaining nature, self-control, and persistence. It is closely associated with one's willingness to accept sufferings and determination to calmly endure students' limitations (Saladan, (2007). Some respondents recounted the patience of their best teachers:

*I made my assignment ahead of time and learned to have patience in everything I did. I was an impatient individual when it comes to solving problems. But when I took up Chemistry under him, I learned how to make any experiment. I learned from him that patience is always a virtue.*

*I'm empress with her patience. It is the fact that many students find Mathematics a difficult and boring subject but she looked for ways to make it easy for the students. She really motivated me to continue with my major. She monitored my performance and the other majors as well.*

*She has influenced my personality much. I learned from her to be patient and strong. She told us that if you want to achieve something you must find ways to have them through hard work and belief in you.*

*He was patient in handling stubborn children.*

*She made sure that everybody in the class learned from the class discussion. If somebody was not performing well, she taught that child every snack time or during free time.*

*She was very patient and considerate through we were noisy. I felt her presence as our mother because she was very kind of us. She treated us equally as her children.*

The best teachers showed patience through generously spending additional time and effort in attending to students' difficulties. This walking of extra miles indicates that teachers not only recognize students' limitations but work zealously for students' improvement. Brother Agathon (2000) aptly describes a patient teacher as one who never grows disheartened or weary from repeating the same things

often and at length but always does so with goodness and affection.

### *Sense of Humor*

Laughter brings life to a class. It serves as an energizer both for the teacher and the students. It can take away the boredom, mend a heart and lift the weariness. Humor promotes a firm spirit of togetherness as well. Ornstein (1990) added that it is also an excellent way of showing that the teacher is secure during a stressful incident. This quality of the teachers is remembered by the respondents:

*When she detected that we were sleepy or bored, she gave good jokes that made us smile or laugh. We easily restored our energies and motivated us again to listen to her. That's why for me she is one of my best teachers that I could keep or treasure, remember and value.*

*She has a good personality. She inspired me most because of her kindness, sense of humor and respect for her students. She was very sincere and dedicated in her profession.*

The qualities that follow reflect teachers' professional qualities. Lardizabal (1991) describes professional qualities as the teacher's knowledge of general subject matter to be taught, his understanding of psychological and educational principles, and appreciation of the teaching profession.

### *Subject Matter Expertise*

Subject matter expertise is having through mastery of content as indicated by knowledge of latest advancements related to the lessons, relationships of the lesson to other subjects or discipline, varied examples and applications and effective ways organizing content to facilitate learning (Reyes, 2002). Here are some of their impressions about best teachers:

*He is my best teacher because he really affected the lives of his students. He mastered the lessons and communicated with good English. He was able to teach me the essential facts that until now are very useful. He indeed touched and transformed me into a better person.*

*She was really a master of her subject matter and because of this I was able to appreciate music. Moreover, she integrated good values and right conduct.*

### *Instructional Expertise*

Teachers must not only know the “what” of teaching but also the “how” of teaching. Teachers must know both the content and pedagogy of teaching which is otherwise termed as instructional expertise. Reyes (2002) defines instructional expertise as facility in the use of varied instructional methods and strategies, effective use of instructional methods and strategies, effective use of instructional devices and materials and instructional clarity to facilitate learning. The respondents’ best teachers are described as follows:

*He had lots strategies that made her subject enjoyable and interesting. She made her subject easy to understand.*

*He explained concepts, principles and theories as simple and easy as he could. He made things easy for the students to understand. He had patience in explaining over and over again until his students understood. He enhanced my interest in solving numbers because I definitely love numbers.*

*She explained thoroughly. Her teaching did not just stay in the classroom but she also saw to it that the students applied what they learned in the class. What I really adored in her was her humility.*

*She had reached greater heights but yet she remained to be simple, humble and approachable.*

*When she became my instructor, I really experienced the life of a real student. I was always challenged by her activities and learning strategies. The way she handled the class, her manners and ways in teaching and the way she motivated us were really admirable and worth emulating. I consider her my best teacher because she is concrete and ideal example of an effective educator.*

*Very innovative and creative in presenting his lesson. He even gave tutorial to his students after class. Very dedicated to his work*

A good teacher makes learning enjoyable and fun. Some respondents remembered:

*She avoided embarrassing the students. She clarified difficult lessons for understanding and created a sense of fun in the learning task.*

*I saw in her mind my ideal teacher. She is a kind of teacher who lets her students feel the excitement in class. She let us know that*

*she cared for our success. She was supported, encouraging, smiling, caring and loving.*

*I really hated Chemistry for I had problems understanding it. I was never motivated to go to her class o to listen to her discussion. But the way she treated us and the way he taught Chemistry was fun. Then I started to enjoy her class and listen to her. She never forgot to write a short message on our paper and projects. That was really touching and sweet. That's why she will always be my favorite teacher.*

The sense of fun could have been brought about by enthusiasm and buoyancy of the teachers. Their lively and zestful disposition energized and motivated students to get involved in learning activity. Their passion in teaching was clearly shown in the way they made classes interesting, enjoyable and challenging.

### *Disciplinarian*

Discipline which is an aspect of classroom management is integral in the teaching learning process. At times the teacher has to specify rules of behavior and consequences for disobeying them and to communicate these rules and consequences clearly. Students accept this strictness when they understand the teachers is appreciated by the students as they related:

*She was my best teacher in the elementary because she set herself as a good example. She was a type of teacher who got angry and gave a sermon every time we were not serious in our studies. I remember that our eyes should not listening and participating in the class discussion.*

*She was my best teacher because she had the power and authority inside the classroom especially in imposing discipline. I*

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*like her strictness inside the class because she wanted that her pupils would strive, focus on the discussion and retain knowledge. Also she established an atmosphere inside the class that is so organized and quiet, she wore a strict face but if you try to know her, she is friendly.*

### C. Ways Students Were Influenced by Their Best Teachers

Good teachers not only teach minds but also touch hearts and change lives. The following experiences of the students bear witness to how teachers have left indelible marks in their hearts and minds. The teachers' influences are presented into three topics, namely: career, choice, change of habits and challenges

#### *Career Choice*

Teachers who have impressed students by their good qualities and deeds can guide the students' choice of career. The teacher's role modeling has a lifetime legacy. Some of the Education students choose a teaching course because of their teachers' encouragement, inspiration and strong influence. Here are their stories:

*He was the teacher who encouraged me to take Education. I learned a lot of good values from him, like to be humble, generous, courteous and honest. He always encouraged me to study hard so that in the future I can get a good job. I consider him as my second parent because just like my parents he was always there to guide and help me*

*She put a mark in my life which cannot be erased. She was one of the reasons why I have chosen and pursued an Education course. The days spent with her were memorable and not waste of time because of her ways and techniques in presenting the lessons well.*



*I take an Education course because I would like to become like her someday. I work very hard because she reminded me always that success can be achieved only through hard work.*

*She influenced me to take Education. I learned that I have to do what I say but I should not say something that I cannot do.*

*Her words of wisdom motivated me to love my course. She said that I can find real happiness compared to other jobs. My experienced will be priceless. The salary that I will receive is nothing if I love my work.*

*I take this course because I was inspired by the way he taught. He really gave his best in all things that he did.*

*I was influenced by this teacher so I choose Education as my course now. Before I didn't really like teaching but because of her, I was changed through her passion and love for teaching. She hated absences and tardiness. That's why I was always present and punctual in attending classes until now. I was afraid of this teacher but I like her so much she has changed me.*

*The way she spoke and the ay she taught really influenced my personality. She was very extraordinary for me. I remember once she told me about "learning to love one's work." I was touched with what she told me because she knew for a fact that I personally didn't like Education as my course. She gave me pieces of advice that serve as my mirror every time I wake up and go to school. She encouraged me to be strong in every problem that I face.*

*She understands me the way I am. She always encouraged me because I was hesitant to take this course. Incessantly, she continued to believe that I'm good. When I had a failed demonstration, she encouraged me to perform better.*

## *Change in Habits*

One of the goals of teaching is to develop good habits. What these habits are and how their best teachers developed these habits recounted by the students. These are:

*Because of her, I learned to value my studies because before I didn't make my assignment and I loved to make absences. She always scolded me at the same time she gave inspiring and encouraging words.*

*I was encouraged to study in advance. She influenced me to become responsible and to give my best in everything that I do. I'm more confident now.*

Here is a dramatic change of a student's heart because of a teacher:

*Before, I can say my heart was full of hatred and I wanted to take revenge to the person who committed a mistake to me, my father. However, Ms. Viernes taught me how to forgive and how to set free the negative emotions that I had. She assigned me to discuss "Merchant of Venice" which is about vengeance. All the negative thoughts and feelings that I had burst in front of my classmates by defending shylock and agreed that it was good to take revenge if you have justifiable reasons. All of my classmates disagreed from my opinion and the class became noisy. Ms. Viernes explained everything about vengeance and forgiveness. I learned and realized many things when she spoke. It was then that I forgave my father. I realized that teachers could be good doctors- doctors who do not treat the body but heal the heart and the spirit.*

Their experiences also emphasize the inspiring role teachers have in their lives. Here are their stories:

*I was influenced by his diligence and dedication in his work in our special classes every Saturday, my teacher was not late nor absent even when he was not feeling well. I always made it sure that I reported to class on time.*

*Some of my attitudes changed because of him. He encouraged me to continue working hard to prepare for my future. He also encouraged me to continue serving others even if they don't appreciate my work. I work hard to fulfill my dream. I make sure that I accomplish my requirements and I see to it that I make it to the best that I could.*

*Before I went to his class, I never even wanted to pick up a book but because of his encouragement, I learned to love books, I learned to love reading and now I have different books every month.*

*My favorite teacher changed my entire life. She taught me to be responsible in everything that I do and in every moment in our lives. She encouraged me to do my best in everything that I said so and be ready for the consequences of my decisions in life.*

The spirituality of the best teachers is shared by these transformed students:

*My Rel Ed teacher really changed me. It was during my Rel Ed 2 when I felt I was enlightened. "Take time to pray for a short while in the midst of your work and talk to Him mentally." Because of her, I love Rel. Ed. I learned to accept mistakes, to have a strong faith, to study hard, to achieve her dreams in life and remain strong despite the trials in life. She taught me to manage my time properly*

*and to read lots of books. Above all, I learned from her to make God the center of everything.*

### *Confidence and Trust*

Teachers build students' self – efficacy. This is the students' belief about their personal competence or effectiveness in a given area. The trust and positive expectations that teachers give to students develop confidence and improve self- worth. (Wolfolk, 2001). Here are their life stories:

*I become more confident in my capabilities because she always makes me feel that I can do things which others can do also.*

*Because of her fairness, I was able to develop my self- worth. I learned to fight for myself, and believe in my skills and talents despite my social status. I developed the confidence to face other people.*

*I come to believe in my capabilities because she always made me feel that I can do things which others can do also.*

*She always believed in her students that's why I learned how to trust in my own capacity because she always made me feel that I can perform and give my best. She always listened to the students' reasons and points of view hence I also learned how to weigh things before making any decision in life.*

*Ms. Raagas held my hand and said, "You are one of my good students; you are bright and pretty. Just continue dreaming. Keep your feet on the ground and I'm sure you will become successful." Because of these words, I have believed in myself as she had believed that I can attain my dreams.*

*She let me feel that I was worthy to join the activity. I felt so important to my teacher. In that way, she believed and trusted that I can do what she expected. That experience has contributed a lot to my life. I've learned to believe in myself. I've gained confidence.*

*She believed that I can do all my tasks if only I believe and trust in myself. I always think of Ma'am Grace who really believes in my capacity. She has become my inspiration as I preserve to become a good teacher in the future. "You can do it John, just believe in yourself." With these words, I felt relieved and confident in doing my task. I instilled those words in my mind and planted them in my heart.*

*Words of encouragement, words of appreciation and many inspiring words- these were what my teacher filled me when I enrolled in her class. Every time I answered her questions or shared any experience, she would always give this remark, "Perfect! Five big claps!" But one thing really stays in my heart and that was when she wrote in my reflection letter, "Dan, you can do it. I believe in you".*

*I'm proud to say that there is really a great transformation of myself. From being shy and aloof, I became friendly and able to handle conversations. I am engaged in different activities without any fear and hesitation. I have really come out from my shell.*

*She is my best because she taught me to love her subject even if I'm not really interested in it at first. She taught me to believe in myself and she always encouraged me to do best always.*

Teachers communicate their expectations of students through verbal and nonverbal cues. Onstein (1990) stated that it is well established that these expectations affect the in interaction which

between teachers and students what achievements and eventually the performance of the students. In the same vein, Good and Brophy (in Onstein 1990) said that this interaction which suggests to students what achievements and behavior the teacher expects from them, affects their self concepts, motivation and performance. Teachers are therefore remembered for the enduring influence that they have on students. These teachers' empowering attributes are commendable and with emulating. Belief in one's capabilities, self- confidence and high self-worth are teachers' legacies that last a lifetime.

## Challenged

Others experienced altogether different stories about teacher "tormentors". Instead of discouraging them, these teachers propelled them to do better.

Here are their experiences:

*I realized that "terror teachers are not hindrances or obstacles in our student life. We as students must understand that these teachers are challenges to be faced. These teachers aim that we must be competent and better citizens.*

*Olives are crushed to make oil. Grapes are mashed to make wine. Roses are pressed to make a fragrant perfume. When I feel crushed, mashed and pressed, I should be glad because God is bringing out the best in me through teachers.*

*Her sternness is unbelievable. She sticks to the rule, no exemptions. She always asked for opinions and comments. Through these, I develop the sense of discipline and awareness with sensitivity towards my classmates and environment. I learned the teachers should start the change we want to see our students.*

*I was embarrassed when my teacher said, “I thought that you are intelligent. You just have enough”. I took it as a stepping stone to renew myself, to prove to him what I can do. He is a reminder that I have to impress him with good scores.*

The respondents’ experiences with their best teachers point to the importance of both the personal and professional qualities of teachers. They attested the human-to-human nature of the teaching process. They verified the influential behavior and character of the teachers who give life to the classroom. This finding is congruent with the study of Bustos- Orosa (2008) which concluded that good teaching is the confluence of several critical factors: personality-based disposition, teaching competence, content mastery and expertise and pedagogical knowledge. The study by Ejercito and Cadosales (2009) likewise reported that teaching artistry which refers to the teacher’s personal qualities and skills, which are the teacher’s professional qualities, are needed to bring about effective teaching. Moreover, the study of Reyes (2002) viewed teaching expertise in terms of subject matter expertise, instructional expertise, communication expertise, diagnostic expertise and relational expertise.

#### C. Realizations about Teachers and the teaching Process

The following are the students’ realizations about good teachers and the teaching process.

1. Teachers are the carpenters of my life; they are the ones who push my lifeboat in the ocean of life. A teacher is someone who accepts who you are and someone who corrects your mistakes because they care.

2. The teacher's words are nourishment for a very fragile and weary soul making a significant contribution to someone's life.
3. Teaching is about those life altering moments you never expect.
4. Just beneath the surface in most teachers beats a heart of service. It is the teacher's heart that will ultimately change of their children.
5. The teacher is one of the privileged ones whom God has given a special heart- an enduring strong yet tender heart.
6. To become a teacher, I must have the heart for teaching. I need to do my best to develop my skills, talents, and overcome my weaknesses so that I can be that I can be.
7. Teachers are the living witnesses of God's good deeds and unchanging love to his people.
8. I realized that as a teacher we should not take it as a profession only but as our life.
9. Teachers are not just facilitators of learning but also a friend, a parent and a guidance counselor.
10. Teachers are remembered if they have changed the life of the students.
11. Love and dedication are the keys to be fulfilled and satisfied in whatever we do. If love is present, we make the impossible things possible.



12. Teaching is about touching a student's life and having a student touch yours.
13. Teaching is a commitment to serve and to help people change.
14. Dedication and commitment are highly needed in one's work.
15. Teaching is not just giving knowledge but touching the heart and eventually transforming lives to become better individuals.

It is worth nothing that these realizations reflect the true essence of teaching as vocation, a mission and a ministry. If Education students apply these learnings and realizations in their future teaching work, then the young will be in the hands of teachers whose commitment, dedication and competence will never fail.

## Conclusion

Truly the teacher has many faces. For the students, most of these are beautiful faces- the faces of a mother, a father, a sister, a brother, an idol, a motivator, an inspiration, a friend, a guide, a morale booster, a counselor, a role model, a healer, and even tormentor. Some make a difference in the lives of the students.

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# **A Survey on Practices of Proper Waste Disposal Among HRM<sub>3</sub> and HRM<sub>7</sub> Students of LSU- Ozamiz City 2nd Semester 2010**

## **Maritess M. Tapitan**

### **Abstract**

The study aimed to find out whether students in HRM<sub>3</sub> and HRM<sub>7</sub> in the second semester 2010 at LSU- Ozamiz City have observed the proper way of disposing their garbage or waste.

### **1. Introduction**

Solid Waste management is a discipline associated with the control of generation, storage , collection transfer and transport, processing, disposal of solid waste in a manner that is in accordance with the best principles of public health, economics, engineering, conservation, aesthetics and other environmental considerations and that is also responsive to public attitudes. It refers to any resource recovery system or component thereof; any system, program or facility for resource conservation, and facility for the collection, source separation, storage transportation, transfer, processing, treatment or disposal of solid waste. (David, 1993).

An ideal solid waste management system passes a number of phases on implementation. Before reduction and recycling component, waste characterization has to be done to determine the constituent materials comprising the waste generated. (Baum, 1974)

Rapid increase of the urbanization and industrialization of the different cities, particularly Ozamiz- attracts migrants, resulting the increase population that contributes to the increasing problem of environmental pollution of air, water and land. Pollution escalates as population grows and the demands per person continually

increase, more wastes are generated by each person year by year. (Pepper, 1996)

Proper means of waste disposal is crucial to public health and the environment. This helps maintain a clearer environment. This helps maintain a clearer environment and reduces the chances of spreading diseases. Proper waste disposal also reduces the probability of contamination of the soil and ground water. There are several alternatives available for disposing of waste in a suitable manner. (Revelle, 1984),

Properly disposing of waste is not just a personal responsibility some kinds of waste, usually hazardous, must be properly disposed of according to law set forth by the Environmental Protection Agency. Toxic waste can seep into the ground and contaminate our water supplies and sometimes cause widespread disease. Even non-toxic waste causes pollution that contributes to global warming and a general negative impact on the public health. (Carless, 1992).

When people dispose of waste properly and protect the environment, this almost always carries with it added improvements to the public health. Reducing pollution lowers the chances of respiratory illness, and cleaner water lessens the risks of drinking dangerous chemicals.

Proper waste disposal is of great importance to both rural and urban areas. Not doing this may bring us to danger in many ways and surely everybody knows this. Time and again, people are always being educated about the importance of waste disposal but then this process should not stop because every now and then, people forget. Some of the kids grow, even if they have learned the proper way of disposing the waste someday they will forget about it. Big thanks to the people who made effort to spread word and continue to be of service to other people.

## Significance of the Study

Since health is considered as wealth, it is therefore important to maintain good health. One way of maintaining good health is to have a clean environment and fresh air. It is therefore important to us all how to dispose or manage our waste properly. Thus, this study may give insights on the expected duties and responsibilities of each individual on the proper practices of disposing our waste.

## Statement of the Problem

The researcher would like to survey the practices on Solid Waste Disposal among HRM3 and HRM7 students of La Salle University Ozamiz City. Specifically the study intends to answer the following questions:

- 1.) What are the garbage or wastes they are usually throw in the trash can or waste bin?
- 2.) Are they diligence enough to throw their garbage properly?
- 3.) To what extent do the students in HRM3 and HRM7 (2<sup>nd</sup> semester 2010) manage their waste or garbage?
- 4.) Does the school or administration do their part by supplying materials in the proper waste disposal?

## 2. Methodology

The respondents of the study were the HRM3 and HRM7 students in LSU- Ozamiz City-second semester 2010. There were 61 students in all as respondents. The researcher used the descriptive-survey method. The study focused on the assessment of solid waste practices and problems met by the HRM3 and HRM7 students of the LSU on Solid Waste Disposal.

### 3. Results and Discussion

Table 1  
Respondents

HRM3	40
HRM7	21
Total	61

As noted in table 1, that there are 61 students as respondents in the study.

Table 2  
Solid waste or garbage that are usually throw in the waste bin or trash can.

Wastes	Number of Respondents	Rank
1.Papers	59	1 <sup>st</sup>
2. Plastic Wrappers	56	2 <sup>nd</sup>
3. Candy Wrappers	55	3 <sup>rd</sup>
4. Plastic Bags	46	4 <sup>th</sup>
5. Food Scraps	45	5 <sup>th</sup>
6. Plastic Cups	42	6 <sup>th</sup>
7. Used Styrofoam	9	7 <sup>th</sup>
8. Broken Glasses	8	8 <sup>th</sup>
9. Cardboards	7	9 <sup>th</sup>
10. Rugs	5	10 <sup>th</sup>
11. Cigarette Butts	0	11 <sup>th</sup>

Table 2 reveals that majority of the respondents frequently throw papers in the waste bins, maybe because they used papers as

one of their needs in their schooling. Furthermore, it shows that our University campus is a “Smoke Free” campus since all of the respondents are not able to throw cigarette butts in the waste bin- a good indicator that the respondents will not smoke.

Table 3  
Waste Management

	Always (3)	Seldom (2)	Never (1)
1. Reusing	18	38	6
2. Heaping	8	40	14
3. Segregation	24	35	-
4. Throw directly in waste bin	34	27	3
5. Reducing	8	48	2
6. Biodegradable	18	41	4
7. Non-biodegradable	16	38	4
8. Burning	-	-	60
9. Digging	-	-	61

Table 3 reveals that majority of the respondents throw their waste directly in the waste bin, meaning they don’t throw their garbage anywhere. Some of them even segregate their garbage upon throwing and even reuse it. They don’t burn garbage maybe because it is in the school campus, which is good since burning garbage can destroy mother earth, however, they don’t exert their



effort to dig their garbage, which they should also be done especially plastic garbage.

Table 4  
Education, Information, Campaign and Advocacy on waste  
management by LSU- Ozamiz Administration

	Highly Observed	Less Observed	Not Observed
1. Lack of waste bin/ trash can	30	31	5
2. Lack of collection of waste bin	16	40	6
3. Lack of information on effects of solid waste to human & environment	14	27	10
4. Lack of policy framework	14	42	7
5. Lack of office directly in-charge of solid waste management	10	45	6
6. Absence of reminders on the location of waste bin	18	40	4
7. Low level awareness of waste management	17	27	8
8. Lack of cooperation	20	34	9
9. Lack of budgetary support/ black bag	16	30	12

Table 4 reveals that majority of the respondents highly observed the lack of waste bin or trash can in the campus. Furthermore they highly observed the lack of cooperation to some students in the campus in the proper way of disposing the garbage properly. It is therefore important that the school must provide

additional material equipment where students can dispose their garbage properly.

Table 5

	Fully implemente d	Partly Implemente d	Not Implemente d
1. Anti-littering	26	32	5
2. Segregation of Waste	26	33	1
3. Conserve resources	19	43	2
4. Clean the Surroundings	28	35	1
5. Provide the waste bins	35	21	1

Table 6

	Agree	Disagree	Uncertain
1. Waste bin are sufficient	30	29	3
2. Waste bins are strategically located	38	23	1
3. Collection of waste bins is prompt & sufficient	36	24	2

Table 5 and table 6 shows that majority of the respondents fully aware or they do their part on the proper way of disposing their garbage. They are fully aware that the school has provided equipment/materials to dispose garbage properly but on the other hand, there is still a need of the school to provide additional equipment or materials such as trash can or waste bin in the campus.

### **Conclusion:**

From the findings revealed in the study, the conclusion drawn includes the following:

1. Paper is the most frequent waste that are usually thrown in the garbage among HRM3 and HRM7 students.
2. LSU-Ozamiz Campus is really a “Smoke free Campus” since; all of the respondents never throw cigarette butts in the waste bin.
3. Majority of the respondents throw their waste on the waste bin/ garbage can.
4. Some of the respondents practiced the segregation of waste such as biodegradable; non-biodegradable and even re-use/ recycle some of the garbage.
5. Majority of the respondents highly observed the lack of waste bin and the lack of cooperation to some students on disposing their garbage properly.
6. Majority of the respondents are fully aware on how to dispose their garbage properly.

7. Majority of the respondents are fully aware that the school has provided equipment or materials to dispose garbage properly; and yet there is still a need for them to provide additional equipment or materials such as trash can or waste bin in the campus.

### **Recommendations:**

The following recommendations are presented in this study:

It is recommended that there is a need to be vigilant on what are the provisions on solid waste management. Thus, education, campaign and advocacy on waste management must be disseminated to all concerned not only to all students but to the whole population in LSU-Ozamiz including faculty, staff and personnel. Furthermore, it is recommended that the school should provide additional waste bin in the campus.

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# **Academic Performance of the LSU Fraternity Students S.Y. 2008-2009**

**Paulino R. Tagaylo  
Dr. Fernando Sumondong**

## **Abstract**

This paper reveals that respondents of the study had a very low average CGPA but have a very good level of confidence in school. The research reveals that there is no significant relationship between the cognitive and self-confidence factors in academic performance of the fraternity students. Its in the researcher's conclusion that students must abstain and/or not to join to any fraternal recruitment because it do harm to their academic success with the fact that fraternal societies are always present any where and any time after education.

## **1. Introduction**

The MUC, Ohio website cited that Academic excellence is one of the ideals upon which Greek organizations were founded, and support the premise that academic responsibilities should unquestionably receive the highest priority throughout college. To this end, fraternities and sororities promote scholarship by providing opportunities for members to develop critical skills and engage in issue-oriented discussions outside of the classroom. A variety of creative educational programs have been initiated by Greek students.

Today, fraternities are expanding and most colleges and universities now permit national fraternities to organize at their campuses. Its proliferation is unstoppable but it can be regulated by all educational institution, particularly colleges and universities.

Thus, La Salle University-Ozamiz City did not allow fraternities and sororities to operate in the institution. It is not part of the recognized school organizations or co-curricular program of the university. As a catholic educational institution in the Archdiocese of Ozamiz City, La Salle University serves as a center of excellence in its three major functions of teaching, research and extension and at the same time a resource of the Church in its ministry of evangelization and social transformation.

To be able to illustrate this contrast among the schools regarding the permission of the fraternities, this research would base the academic performance of the fraternity students pursuing the LSU's Mission and Vision.

### Theoretical Background

Early fraternal societies were very competitive for members, for academic honors, and for any other benefit or gain. Some of this competition was seen as divisive on college campuses. Today there is still competition, but that competition is intended to be within limits, and for nobler purposes, such as charitable fund raising. Often, organizations compete in various sporting events. There is also a greater emphasis on inter-fraternity cooperation. The single greatest effort along these lines was the creation of the National Inter-fraternity Conference a century ago, which was intended to minimize conflicts, destructive competition, and encourage student members to recognize members of other fraternities and sororities as people who share common interests (Wikipedia).

Abstract Several studies indicate that students who are involved in extracurricular activities during college are more academically successful than are those who are not; however, most studies do not distinguish between different types of activities nor do they adequately consider the unique experiences of under-

represented college students. Drawing on Ogbu's theory of oppositional culture and Tinto's theory of educational departure, the author examines the effect of involvement in six different types of student organizations, as well as involvement in a co-ethnic student organization, on the academic performance of African American and Latino college students attending 27 different selective colleges. The author finds that student organizations differentially affect academic performance, depending on the type of organization and the race and gender of the students (Baker).

The relationship between Black Greek-letter organization membership and African American student engagement in almost exclusively White college classrooms was explored in this study. Data were collected through interviews with 131 members from seven undergraduate chapters at a large, predominantly White university in the Midwest. This study resulted in an explanatory model that shows how under-representation, voluntary race representation, and collective responsibility positively affect active participation, while Forced Representation has a negative effect. Findings also reveal that faculty teaching styles both positively and negatively affect engagement among African American sorority and fraternity members in their classes. Also, Pascarella, Edison, Whitt, Nora, Hagedorn, and Terenzini's (1996) study revealed that fraternity membership positively affects cognitive development among African American male collegians (Harper).

#### Flow of the Research Process

This study is anchored on the theory that cognitive and self-confidence as cited from Dr. Sumondong's dissertation "Co-curricular involvement and School Outcomes: Basis for a New Co-curricular program for La Salle University Students 2008". The school outcomes in college have been measured both by progress along Chickering's (in Chebator, 1995; Kodama et al., 2001;

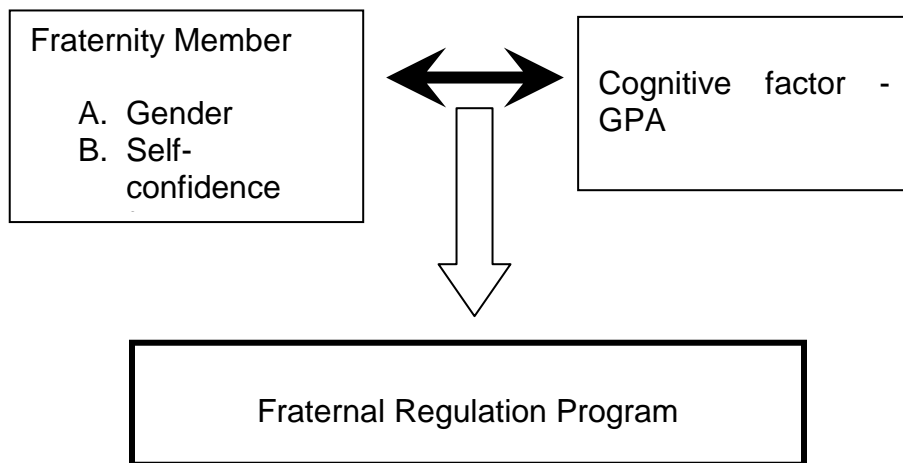


Bowers, Dickman & Fuqua, 2001) first two vectors namely: achieving competence and managing emotions, and by student's satisfaction with the overall college experience. Successful college outcomes are measured based on Chickering's first two developmental vectors which are (1) academic success, (2) self-confidence, (3) the ability to manage emotions as well as the (4) assessment of student satisfaction with the overall college experience (Chabator, 1995).

The cognitive factor is the CGPA of the respondents' school year 2008-2009 as the respondent's school outcomes.

The second factor is self-confidence; several researchers believed that self-confidence predicts future performance. Chickering (1969) relates competence to college students' increased confidence in themselves and their abilities which can directly construct student success in college.

#### Conceptual Framework



The process involved the use of the descriptive survey method of research. Researcher pulled questionnaires from the two sources was used as the main instruments of data collection. They were organized, reviewed then finalized. Once the instruments were administered, these were retrieved after a certain period of time. But the CGPA was personally checked and collated by the researcher in the registrar's office and the responses were tallied. The generated data were then processed, and subsequently presented, analyzed, and interpreted.

### Statement of the Problem

This study aim's to find out the Academic performance of the Fraternity LSU students S.Y. 2008-2009. The result will be used as basis in making the students academic performance more active than their involvement in the fraternity activities.

Specifically this study seeks to answer the following questions:

1. What is the profile of the fraternity LSU students in terms of?
  1. Cognitive  
S.Y. 2008-2009 Grade Average
  2. Self-confidence
2. Is there a significant relationship between the cognitive & self-confidence factors in academic performance of the fraternity students?
3. Is there a good outcome when students involved in fraternities?

## Significance of the Study

This study is important specifically to the:

**Parents.** This will help them to supervise closely and advise their secondary and tertiary students on fraternity issues.

**Guidance Personnel.** This will serve as basis in giving advice, consultation and making the students aware on the implication of joining fraternal organization.

**School Officials.** The general welfare should be the utmost priority of the school officials when it comes to student's affairs implementation. This will help them to strengthen their student's supervision and analyze the programs that will give benefits to the entire students.

**Faculty.** This will give awareness to all faculties and will encourage all their students especially those who are involved in fraternal organizations to do more in school and take extra care when they are on the fraternity activities.

**La Salle University.** The school as an academic institution in one way or another has the obligation to the people more specifically to the students that some not all used to brotherhood in their day to day activities. Through this research the awareness of the students will be enhanced.

**Other Researchers.** This study will be useful in giving insights to help other researchers in their future research activities.

## 2. Methodology

The descriptive survey method was utilized in this study. The questions in this study are standardized to meet the existing situation. It was the main tool for gathering data which was supplemented with random interviews conducted and the registrar's data on CGPA among the respondents to clarify their answers and solicit their opinions.

### Research Environment

The La Salle University Ozamiz City is the Center of this study. This institution was formerly Immaculate Conception College (ICC) located at Las Aguadas, Valconcha Street, Ozamiz City. La Salle University is the only Catholic University in the province of Misamis Occidental and is also the only La Salle University in the Southern part of the Philippines.

### Research Respondents

The total number of respondents of this study was 15 identified students who are member of different unrecognized fraternities inside the campus. They were the subjects of this study to answer the researchers made questionnaire.

### Reliability and Validity of the Instrument

The researcher went through the proposal hearing with the members of panel of experts and then conducted a dry run to the selected students at random which resulted in major changes in the questionnaires. Suggestions and comments were shown to the research consultants for final content validation.

## Research Instruments

The study made use of a standardized instrument which consisted of two sections. One of the questions determine the Cumulative General Point Average (CGPA) School Year 2008-2009, while the second question helped the researcher to determine whether there are differences in the perceptions of the respondents as to their self-confidence in the classroom. The validity of the contents of the instrument was determined by a panel of experts during the proposal hearing.

The questions in this tool were followed by possible responses. Each item has the following meanings:

- 4 – The indicator is true to a great extent about me.
- 3 – The indicator is true to some extent about me.
- 2– The indicator is true to a little extent about me.
- 1 – The indicator is not true all about me.

## Data Gathering Procedure

The questionnaire was administered to the respondents after getting the approval of the Panel of research committee. The researchers explained to the respondents the purpose of the study. The respondents were, likewise given adequate instruction on how to answer the survey questionnaires.

The questionnaires were retrieved after reasonable time. Retrieval problems in some of the questionnaires for analysis were encountered and experienced by the researcher during the entire duration of the administration of the questionnaires, however, the researcher managed to finish and gather all the necessary data needed for this research.

### 3. Results and Discussion

This section discusses the presentation, analysis, and interpretation of data based on the finding in the study.

The following Tables show the response of the respondents to the questionnaires as tallied, analyzed and interpreted. Scales were used to arrive at a quantitative interpretation.

Table 1 presents the Cumulative General Point Average of the respondents involved in the study.

***Table 1***  
***Cumulative General Point Average (CGPA)***

This investigation focuses on the descriptions of the respondents' academic success and self-confidence.

#### Academic Success

Like other educational institutions, academic success at La Salle University is determined through the grades of students. Since the respondents of the study belonged to the different year levels, the cumulative general point average (CGPA) of all the subjects taken in college for the school year 2008-2009 was used as basis of determining academic success. The respondents CGPA were categorized base on the university's grading system where the highest grade is 1.00 and the lowest passing grade is 3.00. Table shows the respondents cumulative grade point average.

### Respondents' Cumulative General Point Average

Cumulative General Point Average	Verbal Interpretation	Number of Respondents	Percent
1.00-1.49	Very High Achiever (5)	0	0
1.50-1.89	High Achiever (4)	0	0
1.90-2.29	Average (3)	1	6.7
2.30-2.69	Low Achiever (2)	2	13.3
2.7-3.00	Very Low Achiever (1)	12	80
Total		15	100

Legend: LSU's Grading System

= 97 – 100 %

1.75 = 88 - 90%

2.25 = 78 – 82%

1.25 = 94 – 96%

2.00 = 85 – 87%

3.00 = 75 – 77%

1.50 = 91 – 93%

2.50 = 82 – 84%

Majority (80%) of the respondents had very low average CGPA. Two (13.3%) of the fifteen respondents were low average CGPA and only one (6.7%) reached average CGPA.

The respondents have very low level of academic success. Their cumulative grade point average denotes that involvement in the fraternal organization does harm to academic tasks of the students.

The result negated to the aims of the early fraternal societies that members were very competitive (Wikipedia) and that involvement uplift students from their academic success. Furthermore, results support Harper study which revealed that fraternity membership positively affects cognitive development among African American male collegians.

Table 2: Self-Confidence in the classroom

- 4 – The indicator is true to a great extent about me.  
 3 – The indicator is true to some extent about me.  
 2– The indicator is true to a little extent about me.  
 1 – The indicator is not true all about me.

Indicators	4	3	2	1	Mean	Verbal Description
1. I can study effectively on my own.	7	8			3.46	True to great extent
2. I can produce best work even under heavy pressure.	5	8	2		3.2	True to some extent
3. I can respond to questions asked by a lecturer in front of the group.	4	10	1		3.2	True to some extent
4. I can give presentation or report to the class effectively	4	10	1		3.2	True to some extent
5. I can attain good grades in my subjects	4	9	2		3.1	True to some extent
6. I can engage in academic debate with my fellow students.	3	8	3	1	2.86	True to some extent
7. I can ask questions about the topic that the teacher teaches.	5	8	2		3.2	True to some extent
8. I can ask questions about the topic that a resource person discusses, during symposium or forum.	6	7	2		3.26	True to great extent
9. I can follow the debates in lectures or classes.	5	6	4		3.06	True to some extent
10. I am prepared for every class discussion.	5	7	3		3.13	True to some



						extent
11. I can pass requirements at the required standard.	6	7	1	1	3.2	True to some extent
12. I ask for help if I do not understand.	7	8			3.46	True to great extent
13. I am afraid to answer if I am not sure with my answer.	6	6	1	2	3.06	True to some extent
14. I can balance my time for academic and co-curricular activities effectively.	5	9	1		3.26	True to great extent
15. I do not want to be absent from classes.	5	8	2		3.2	True to some extent
16. I produce best work in coursework assignment.	3	11	1		3.13	True to some extent
17. I am dependable.	4	8	3		3.06	True to some extent
18. I exert efforts to develop my skills as well as learn new skills.	8	6	1		3.46	True to great extent
19. I have leadership skills.	7	7		1	3.33	True to great extent
20. I can communicate to others effectively.	5	9		1	3.2	True to some extent
Average Weighted Mean					3.20	True to some extent

Legend:            3.26-4.00 = True to a great extent,  
                          2. 51 – 3. 25 = True to some extent,  
                          1.76 – 2.50 = True to a little extent,  
                          1. 00 – 1.75 = Not true at all

The data reveals that among the 20 indicators, six (6) were rated True to great extent. The rest of the indicators were rated True to some extent. It indicated respondents' good self-confidence level in their academic study though interventions were still needed for enhancement.

The respondents had very good confidence level in leadership skills, exert efforts to develop their skills as well as learn new skills, can balance their time for academic and co-curricular activities effectively, can ask for help if they do not understand, can ask questions about the topic that a resource person discusses, during symposium or forum and can study effectively on their own.

During the interviews of the respondents, they are willing to learn and love to do trial and error process. They also agreed to the co-curricular officers that it is better to try and learn in the process than not trying and not learning at all despite of the fear in answering if they are not sure with their answer as average weighted mean shows True to some extent about me.

Table 3 - Statistics

	Cumulative General Point Average	Self Confidence
Mean	1.2667	2.7333

## Frequency Table

Table 4 - Self Confidence

Verbal Description	Weighted Mean	Frequency	Percent
True to a little extent	2.00	4	26.7
True to some extent	3.00	11	73.3
Total		15	100.0

Table 5 - Correlations

			Cumulative General Point Average	Self- Confidence
Spearman's rho	Cumulative General Point Average	Correlation Coefficient	1.000	-.050
		Sig. (2-tailed)	.	.860
	Self Confidence	Correlation Coefficient	-.050	1.000
		Sig. (2-tailed)	.860	.

Table 5 shows that there is no significant relationship between the cognitive and self-confidence factors in academic performance of the fraternity students. Respondents very good level of confidence support to their fraternal involvement but it does not correlates to their CGPA.

## 4. Summary, Conclusion, and Recommendations

### Summary

The study sought to assess the fraternal involvement of the LSU students to be used as basis in making effective learning approach of La Salle University- Ozamiz. The variable of the study

is the school outcomes with specific constructs such as academic success (CGPA) and self-confidence. The respondents of the study are the LSU students involved in the different fraternal societies confidentially identified by the researcher of La Salle University.

In gathering the data, the researcher made use of a modified standardized survey questionnaires. From the results of the survey questionnaires, the researcher used statistical instruments such as; 1) Mean- to get the respondents' profile on student fraternal involvement and school outcomes and 2) Correlation Matrix – to get the relationship between the constructs of student fraternal involvement and the school outcomes.

The results of the investigation were used as basis in the formulation of the learning approach for fraternal member students and/or giving awareness to those students who are about to join in any fraternal societies.

The salient findings are:

1. The research revealed that majority of the respondents belonged to the very low average in their CGPA S.Y. 2008-2009 from the LSU registrar's grade system files.
2. The respondents agree to some extent on the on the self-confidence questionnaire in the classroom. The respondent's levels of self-confidence were very good.
3. The research revealed that there is no significant relationship between the cognitive and self-confidence factors in academic performance of the fraternity students.

## Conclusion

Based on the stated findings, the following conclusions are drawn:

- The respondents (LSU fraternity students) must be identified by the LSU teachers/professors and must be given sufficient opportunities to be actively involved in the classroom activities to increase their CGPA level.
- The respondents' confidence in school is very good that can help boost their academic success or CGPA when teachers/professors keep topping and/or encouraging them while they are still in the lower year level.
- The respondents' active involvement in their fraternal organization activities diminishes when reaching the terminal year of their course.

## Recommendations

Based on the findings and conclusions of the study the following recommendations are offered:

1. **La Salle University Administration-** will continue not recognizing fraternal society's involvement to be part of the co-curricular program.
2. **LSU Teachers/Professors-** must be aware of their students' involvement in the fraternal organizations and identify them. Giving them special attention and treatment and not going against their fraternal involvement.
3. **Professional Ethics and Code of Conduct Instructors-** close monitor and intensify efforts in instilling in the minds of the students the values of the any organizations civic, social, institutional, and others.

4. **Parents-** must supervise closely and advise their secondary and tertiary siblings/students on fraternity issues especially the results of this research.
5. **LSU Students-** must abstain or not to join fraternal recruitment and must focus on their curricular and co-curricular involvement in school. Like the respondents' realization that fraternal recruitment is always present any where and any time after they finish their studies.
6. **Fraternity Member Students-** lessen their fraternal involvement and will focus on curricular and co-curricular programs of the school.
7. Further research maybe undertaken on the factors that contribute students involved in the fraternity not to succeed in their education.

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# **Motivational Orientation of La Salle University BSA Freshmen Students in English Language Learning**

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## **Abstract**

This descriptive-correlational type of research study aimed to determine the motivational orientation of LSU BSA Freshmen students in their English language learning. There were 75 respondents. It was found out that the students were both integratively and instrumentally oriented though latter was rated higher compared to the former.

## **1. Introduction**

English language has been the common language of the world and has not been an exclusive property of America as many have thought. English language draws people from different parts of the world together and makes people understand each other. In short, English just makes the world go round.

It was impossible to find a country where learning English has not become a norm; yet, learning English still remains a challenge most especially to learners in non-English speaking countries like the Philippines. It is not enough that a learner becomes familiar with the English word and its sound but it is necessary that he/she must understand the principles and exceptions that comprise the spoken and written English. Learning English is not just an acquisition of a new language but a mastery of the technical aspects of the language like grammar, syntax, phonetics, pronunciation, lexicon, etc.

According to Posey (2009) in her article “Overcoming the Challenges of Learning the American English Accent”, English is difficult to learn because of several reasons: Pronunciations of English words are far different from their spellings. Though there



are certain rules followed in English; yet, many exceptions to the rules are still to be observed. Lastly, there are many irregularities in using words and in their rules.

Because of the reasons presented by Posey (2009), learning the English language has become very difficult to master.

Learning English is not just a perennial problem in the Philippines but is also true to all English learners all over the world. It is true that the whole world is facing the problem but the challenge among non-native speakers is doubled. Speakers who used to speak their language (L1) find it hard to change their accent to the second language (L2). Research shows that the difficulty of learning English is dependent on the degree of nearness which the first language has to the second language.

To help lessen these problems in English language learning, researchers and scholars continue to study and discover indicators of success and failure in second language acquisition. One indicator that many researchers and scholars have found out is motivation.

In the point of view of educational psychologists, motivation is an internal desire to sustain interest in an activity in order to achieve a goal. It is also the creation of a desire that energizes, directs and maintains behavior towards a goal and is an essential condition which learning is dependent. (Vega and Prieto, 2006; Kelly, 1965).

Educational psychologists have identified two types of motivation: intrinsic and extrinsic. Intrinsic motivation is an internal stimulus that pushes students to learn in order to achieve specific objectives without the influence of an outside force. Extrinsic motivation refers to motivation coming from outside that learner and resulting from reinforcement in the form of marks, prizes, and other tangible rewards (Gines, et. Al. 1998; Vega and Prieto, 2006).

The intrinsically motivated is one who finds and enjoys the learning activity itself. He works not for the marks, medals and other tangible things but for enjoyment and satisfaction he gets in the learning process. He looks at learning tasks as a source of enjoyment and self-fulfillment and as a mean of self expression, creativity and personal growth. On the other hand, an extrinsically motivated learner works for incentive. He needs social approval and other forms of rewards as he works on a learning task. (Lupdag, 1984; Vega and Prieto, 2006).

In the second language learning, researchers (Song, n.d.; Gardner, 1985; Dörnyei, 2001; and Kam, 2002) agree that motivation directly influences language and that the success of second-language learning is dependent on how motivated the learner is in learning the second language.

Gardner and Lambert (1972) introduced two clusters of motivation, integrative and instrumental. Integrative motivation refers to the learner's positive attitude towards the target language group and the desire to integrate into the target culture. It is learning the language for social or/and cultural purposes. Instrumental motivation refers to a more personal desire or to a more functional reason in learning the target language (Gardner, 1985; Holt, 2001 and Khan, 2007).

In La Salle University, it has been the thrust of the English Department to produce graduates who are effective users of English and who can fend for themselves in any English communication situation. A number of programs like live wire, peer tutoring, etc. have been created to help make its graduates fluent speakers of the English language. Moreover, several researches have also been conducted to find out where the problem lies why students even after their four-years stay in the university still can hardly express themselves in English.

As observed, there have been many attempts to solve the problems in second-language learning but, still problems constantly persist. Programs have died in natural deaths and the death of every program gives the English department the feeling of being a failure in addressing the problem in language learning. At the end, it is the department that always receives the blame when students in the university cannot speak the language.

In an effort to do something, the researcher reviewed the past researches and found out that nobody got interested in studying the role of motivation in English language learning and acquisition. She also discovered that no researcher tried to know the reasons why students want to learn English or their motivation of learning English and that most of the researchers centered on the solution of solving the difficulty in learning the target language.

The reason above encouraged the researcher to conduct a study on the motivational orientation of BSA students in La Salle University. The researcher wants to find out whether students want to learn English for social or/and cultural purposes or for utilitarian reasons. Lastly, the result of this study can be her basis in taking further studies on the relationship between motivation and English Language Proficiency.

## Theoretical Framework

Learning English seems to be a duty of all learners. Even if they do not want to learn English, they really have to, for English has become the means of communication everywhere. That is why this study is conducted to guide learners in identifying their own reasons or motivation in learning English.

This study is anchored on the idea of Gardner and Lambert's idea on motivation. Gardner (1985) defines L2

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motivations as “the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity”. (p.10). Motivation is classified into types namely the integrative and instrumental motivation. Integrative motivation refers to the desire of the students to learn English to learn and integrate into the L2 community, its people and its language. Instrumental motivation is the desire of the students to learn for future career and for other practical reasons. These two types of motivation were introduced by Gardner and Lambert (1972) who were the first among the researchers to make a distinction between the two types.

According to Moiiinvaziri (2009) the two motivational orientations of Gardner function merely as “motivational antecedents that help to arouse motivation and direct it towards a set of goals, either with a strong interpersonal quality (integrative) or a strong practical quality (instrumental)” (p.2).

Brown (2000) makes the point that both integrative and instrumental motivation are not selective which means learners usually use a combination of both orientations in learning a second language.

In support to Brown’s idea, Holt (2001) states.....since motivation plays an important role in L2 acquisition, it is imperative to study the two types of orientation and their combination to facilitate success in the second language acquisition. Furthermore, he points out “it is necessary to view motivation as one of a number of variables in an intricate model of interrelated individual and situational factors which are unique to each language learner” (p.4).

## Statement of the Problem

This study is undertaken to find out the motivational orientation of La Salle University BSA Freshmen students in English language learning.

Specifically, this study seeks to answer the following questions:

1. What is the profile of the respondents in terms of:
  - a. Integrative motivation and
  - b. Instrumental motivation?
2. Is there a significant difference between integrative motivation and instrumental motivation of BSA Freshmen students.

## Hypothesis

There is no significant difference between integrative and instrumental motivation of BSA Freshmen students.

## Significance of the Study

One of the main goals of any university is to produce graduates who can effectively express their thoughts and emotions in English. Thus, the researcher viewed it vital to conduct a study on motivational orientation of students to know their dominant reasons why they want to learn English.

The results of this study may be beneficial to the following:

1. Organizational Level
  - a. Languages Department

The findings of this study may provide the department a baseline for planning and designing activities and programs that can help students become motivated in learning English.

b. La Salle University

The results of this study will be beneficial to the university as it may encourage its faculty members to conduct researchers that will practically address the problems of the students in second-language learning.

2. Individual Level

a. Students

The results obtained from this study may benefit students since they are the primary target of this study. This study will help them identify and become aware of their own motivational orientation in learning English. Their knowledge of their orientation will direct them on how they will manage their own phase of learning.

b. Teachers

This study may encourage teachers to be more sensitive to the needs of their students by making themselves available in guiding their students identify their orientation. Furthermore, this study will also help teachers select appropriate materials and techniques in teaching English to their students.

Scope and Limitation of the Study

The scope of the problem includes the integrative and instrumental motivation of BSA freshmen students. It only seeks to

find out the profile of the respondents in terms of the two orientations. The data were collected through the questionnaire that was adapted from Gardner's Attitude/Motivation Test Battery (AMTB 1985).

The study is limited to 75 BSA freshmen BSA students enrolled in the second semester. The reason for selecting only the freshmen students from the College of Accountancy is mainly twofold: firstly, these students are easily identified for they are enrolled in the same English subject and secondly, these students belong to a block section, which makes it easier for the researcher to conduct the survey.

## **2. Methodology**

This chapter presents the research design of the study, descriptions of the research respondents, research instruments, data gathering procedure and the statistical treatment of data.

### **Research Design**

The study employed the descriptive method to gather the needed data for analysis. It is descriptive since this aimed to find out the profile of the BSA freshmen students of La Salle University in terms of integrative and instrumental motivation. This study is also correlational because it sought to find out the significant difference between the two orientations of motivations.

### **The Respondents**

The 75 freshmen BSA students who were enrolled in the second semester 2009-2010 were all used as respondents of the study.

The respondents of the study were enrolled in English 1b, a subject which is exclusive for BSA students only and which is equivalent to English 2 taken by students from other colleges.

## Research Instrument

This present study used the Attitude/Motivation Test Battery (AMTB 1985) formulated by Gardner (1985). However, questions which the researcher thought not applicable in the present study were not included. Thus, the researcher revised some of the questions to fit the language that is tested.

The questionnaire consists of two parts that correspond to the two types of motivational orientation and each part has four close ended statements.

The respondents answered the items found in the questionnaire using a 5-point scale interpreted as follows:

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

To arrive at a qualitative interpretation of BSA Students' integrative and instrumental motivation, the means of their weighted scores were rated as follows:

4.60	-	5.00	Very high
3.70	-	4.59	High
2.80	-	3.69	Average
1.90	-	2.79	Low
1.00	-	1.89	Very low



## Data Gathering

The researcher personally distributed the questionnaire and conducted the survey to 75 BSA freshmen students. After the distribution of the questionnaire, she explained to the respondents what they needed to do without informing them that their motivational orientation to English language learning was being investigated. After giving the respondents 10 minutes, the researcher collected the survey questionnaire.

## Statistical Treatment

The data were treated using the following statistical measures:

1. The weighted mean was used in computing the average to determine the levels of the integrative and instrumental motivation of the respondents.
2. T-test was used to determine the significant difference between the two types of orientation.
3. Presentation, Analysis and Interpretation of Data

This chapter presents the findings, analysis and interpretation of the data gathered. The data are presented in the order of the problems as stated in the first chapter.

**Problem No. 1. What is the profile of the respondents in terms of:**

- a. Integrative motivation and**
- b. Instrumental motivation?**

## Integrative motivation

The concept of integrative motivation is considered by many researchers to be a significant indicator of the success and failure of second-language learning (Gardner, 1985; Dornyei and Schmidt, 2001).

According to Gardner (n.d) integrativeness “reflects a genuine interest in learning the second language in order to come closer psychologically to the other language community. A low level of integrativeness would indicate no interest in learning the language in order to identify with the group, while a high level would indicate considerable interest” (p.4).

Table 1  
Integrative Motivation of BSA Freshmen Students

Integrative Motivation	Mean	Interpretation
Studying English can be important for me because it will make me more comfortable speaking with other people who speak English.	4.73	Very high
Studying English can be important for me because it will allow me to appreciate English art and literature.	4.36	High
Studying English can be important for me because it will give a chance to love more books written in English.	4.43	High
Studying English can be important for me because it will enable me to understand activities of other cultural groups.	4.28	High
<b>Grand Mean</b>	<b>4.45</b>	<b>High</b>

Table 1 reveals that among the four statements under the integrative motivation, only the first question was rated very high with the mean score of 4.73 and the rest of the statements were rated high. It shows that students want to learn English because they want to be at ease with persons who speak English and be able

to speak with them. It has been observed that La Salle University students are usually reluctant every time they are confronted by English-speaking people. Because they are so conscious of their English, they are afraid that they might commit mistakes in grammar and might not be understood. That is why; they find it very important to learn English to gain confidence in speaking with others. They believe that they will not appreciate the company of English people and will not enjoy a conversation with them unless they have full control over the English language.

In her study on “A Study of College of Arts Students’ English Learning Motivation, Jing (2009) confirmed students’ integrative motivation in learning a language by pointing out that students are not only interested in Learning English because it is a compulsory subject in school but also “they have their desire to identify themselves with English culture”(p.4). Furthermore, she stressed that the number of people who go to other countries to study or work is increasing.

### Instrumental Motivation

An instrumental type of motivation is defined as the learner’s desire to achieve proficiency in the language for utilitarian purposes or practical reasons (Gardner and Lambert, 1985). Dornyei(1994) expanded the socio-educational model of Gardner and asserted that in foreign language setting instrumental motivation would have a greater influence on language learners. He created a model of FL learning that includes the expanding views of motivation.

The table below shows the level of the instrumental motivation of the BSA freshmen students of La Salle University.

Table 2

Instrumental Motivation of BSA Freshmen Students

Instrumental Motivation	Mean	Interpretation
Studying English can be important for me because I will become more confident in participating in class discussions.	4.84	Very high
Studying English can be important for me because I will become a more knowledgeable person.	4.72	Very high
Studying English can be important for me because it will give me an edge over the others in getting a job after graduation.	4.83	Very high
Studying English can be important for me because it will make me more respected if I know English.	4.48	High
<b>Grand Mean</b>	<b>4.72</b>	<b>Very high</b>

Table 2 shows how instrumentally motivated the BSA Freshmen students at La Salle University are. Among the four close ended questions, only one was rated high with the mean score of 4.48 and the rest of the statements were rated very high. As shown in the table, students desire to learn English in order to actively participate in class discussions. It is not true that La Salle University students are passive. They really want to participate only they are not so comfortable with their English.

As revealed in Table 2, students are instrumentally motivated in learning the second language. With the grand mean, 4.72 which is very high, it shows that students are more interested to learn the second language for utilitarian reasons.

This finding corroborates the findings of Jing (2009), who maintained that most of the undergraduate students have instrumental motivation in learning English. Also, Lukmani (1972), found that an instrumental orientation was more important than an integrative orientation in non-westernized female learners of L2 English in Bombay (cited in Moiin vaziri, 2009).

**Problem no. 2. Is there a significant difference between integrative motivation and instrumental motivation of respondents in English language learning?**

Table 3 illustrates that there is a significant difference between integrative and instrumental motivation. Therefore, the hypothesis of this study is rejected. It can be explained since that the second variable has a higher grand mean compared to the first variable.

Table 3  
T-test Table

Variables	Mean	Std. Deviation	Sig.(2-tailed)
Mean 1-mean2	-.26667	.48514	.000

The result shown in Table 3 implies that BSA freshmen of La Salle University are interested to learn English and become competent users of it for practical reasons. This means that students believed that learning English gives them an opportunity to excel in the classroom and be on top in all their undertakings.

#### **4. Summary, Conclusions and Recommendations**

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

##### **Summary**

This study aimed to find out the motivational orientation of the respondents in terms of:

- a. Integrative motivation and
- b. Instrumental motivation and the significant difference between motivational orientations in English language learning

The study involved 75 freshmen students enrolled in the two sections of ENGLISH 1B during the second semester of the school year 2009-2010.

The research instrument used in the study was the adapted 1985's Robert Gardner's Attitude/ Motivation Test Battery (AMTB).

The data gathered were statistically treated using the Weighted Mean and T-test.

## Findings

1. The students have both the integrative and instrumental motivation in learning the second language.
2. The students' level of integrative motivation was high while their instrumental motivation was very high.
3. The students were more instrumentally motivated to learn English. This means that they believed that learning English will help them become achievers in the classrooms; have an

edge over the others in getting a job after graduation, and other practical reasons.

## Conclusion

After having analyzed the gathered data, the researcher concludes that the BSA freshmen students in La Salle University are both integratively and instrumentally oriented. Although it was proven that students have both orientations, this study still supports the many studies in Asia which say that in a foreign language situations, students are instrumentally oriented.

## Recommendations

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

1. The school must expose teachers to trainings outside the country to help them become proficient and efficient English teachers as they continue to teach their students to speak like native speakers.
2. Teachers who are one of the primary sources of learning must help create interest in their students to learn the second language.
3. The study did not aim to find out the relationship between varieties of motivational orientations and the language proficiency of the learners. The future studies could aim at these issues and could give more insights to the linguistic realities of La Salle University.

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# **Level IV Nursing Students Perception on Nursing Research**

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## **Abstract**

Nursing research to undergraduates presents many challenges in the nurse academics. Their views and perceptions on the topic gives insights on how an academe would present research to students. This study would help assess students and give recommendations to improve the unit and develop the culture of research.

This paper gives insights on how students perceive research as they endeavor the topic as part of their curriculum. Sixty percent of the 4<sup>th</sup> year nursing students from La Salle University – Ozamiz were asked to answer a questionnaire taken from another study.

With the use of frequency and percentage to determine the respondents' responses, majority of them have positive perceptions of nursing research. They felt that it was challenging, inspiring, nurturing, motivating, exciting and fulfilling even if it was tedious, confusing and exhausting.

Negative views can be improved if an adviser in each research group is provided to motivate and inspire them in their undertakings in research.

## **1. Introduction**

College as what we all know is an educational institution that caters the needs of the students for good education. Students would choose the institution which they think that would help them achieve the best education for them to have good career and better future. Institutions believe that for students to trust to the school they have chose, the institution would seek ways and means to

make their school competent and globally competitive. They need to comply with the requirements set to them.

In La Salle University – Ozamiz, education is considered as a mastery of skills, the acquisition of habits and the cultivation of virtues. The institution believes that to educate is to promote responsible autonomy and self-direction. These philosophies of La Salle University - Ozamiz would help mold students to become better professionals. For La Salle University - Ozamiz to achieve the best quality of education, the trilogy of function was designed which are teaching, research and extension.

In accordance with the requirements set forth by La Salle University - Ozamiz, students are to make a research before graduation. This is done for students to appreciate the value and relevance of research.

It is in this premise that the researchers conducted this present study. The researchers would like to know the perception of the Nursing Students on Nursing Research. The result of this study will help the researchers assess the students and make recommendations in order to help La Salle University – Ozamiz develop the culture of research among students.

## Review of Related Literature

Nursing research is a systematic query made to develop a concrete evidence about issues related to nursing profession. (Pollit, 2008). Almost all of the practices in nursing even before are from research giving a sound evidence. Scientists develop ways on how prevent diseases and promoted lives with research. Research has become a link to science even time immemorial.

With the professionalization of nursing and the move of nurse education into the higher education sector, has come the

expectation that baccalaureate prepared nurses will undertake undergraduate education related to nursing research (Australian Nursing & Midwifery Council, 2006).

Universities have inculcated research to be part of the curriculum for their undergraduates be competent in their fields. In East Tennessee State University, they define undergraduate research as “any creative effort undertaken by an undergraduate that advance the knowledge of the student in an academic discipline and that leads to new society insights or the creation of new works that adds to the wealth of the discipline.” It is learning through experiencing in other fields of study. Students are encouraged in their fields to compose, experiment, create and discover in the manner of research.

Undergraduate research is important and popular for the following reasons: (a) to integrate young scholars in the community of learning; (b) to motivate undergraduates to become independent thinkers; (c) to ensure that research experience be a necessity (Merkel, 2003); and (d) to prepare students for graduate programs (Adamsen, et.al., 2003).

Students are not left on their own to do the research but they are provided with advisers to guide them through the process. In the study of Halcomb-Peter (2008), three key themes emerged from the data about what the students enjoyed most about the unit and two of these is the appreciation of the teaching staff and enjoyment of the group work and class interaction within the unit. A competent, supportive and motivating research mentor would lead the students to positive experience to research (Tan, E. 2007, Abdudayeh, 2003).

The views and perceptions of the undergraduate matter most since they are the ones who will undertake the program. In a research held among pharmacy students, they perceived research to

be a beneficial experience and should be continued post graduate (Sylvia, E., et.al, 2011). In the Halcomb-Peters' study (2008) where it explores students' feedback of research as part of academics. Majority have a positive view on the clarity of the unit outline, reasonable workload and an overall satisfactory learning experience. There were also adequate teaching and learning spaces and the unit provided flexible study time.

Research endeavor matters on the stages wherein at the start the undergraduate students would feel insecure and fearful of what they will encounter with the challenges they have to take. A mixture of the feeling of exhaustion, inspiration, confusion, motivation and frustration will overflow during the data gathering process but at the end of the research endeavor, a sense of fulfillment was achieved (Tan, E., 2007, Burrows and Baillie, 1997).

#### Statement of the Problem

The study aims to assess the perceptions of the 4<sup>th</sup> year nursing students in La Salle University-Ozamiz City on their experience in research making.

Specifically, this study seeks to answer the following questions:

1. What are the perceptions of the fourth year nursing students on nursing research?
2. Based on the result, what improvements may be done to eliminate the negative views?

#### Scope and Delimitations

The study is limited in finding the perceptions the 4<sup>th</sup> year nursing students of La Salle University-Ozamiz City on nursing research. All respondents are officially enrolled in La Salle University-Ozamiz City school year 2008-2009.

### Significance of the Study

This study aims to determine the fourth year nursing students' perception who are done taking their research education unit.

The results of this study would be beneficial to the following recipients:

#### *Individual Level*

**Students.** The findings of this study may find the result of the study beneficial to their studies that they may perceive a positive outlook of research making.

**Clinical Instructors.** They will acquire significant information about the perceptions and experiences of fourth year students on making nursing research and they can guide and improve the skills of the students for the development of their future careers.

**Patients.** They will be the ultimate receiver of the services provided by the practicing nursing students. When student nurses are well provided with knowledge, skills, and attitudes by the institution, then they will perform better in the actual care of the patients. As a result, patients will be helped in any way.

#### *Organizational Level*

**College of Nursing.** The findings of the study will provide the basis of program modifications to improve the perceptions of the nursing students of their research education unit.

## **Definition of Terms**

**Nursing** is a disciplined involved in the delivery of health care to the society. It is a profession and service-oriented to maintain health and well-being of people.

**Nursing Student** is a learner in the clinical learning environment with direct tutor supervision of the clinical instructor.

**Perceptions** is the process of attaining awareness or understanding of the undergraduate nursing students.

**Research** is a process of gathering information for the purpose of initiating, modifying or terminating a particular investment or group of investments.

## **2. Methodology**

This chapter presents the research locale, design, population sampling, and respondents of the study, research instruments, data analysis, and statistical treatment.

### **Research Locale**

The study was conducted at La Salle University, formerly known as Immaculate Conception College which is located within parameter of Ozamiz City.

The college of Nursing is located at La Salle University Heritage Campus. The College is committed to develop a person who

assumes responsibilities for personal and professional growth and competencies of their course. The Nursing Department is presently run by Sr. Marilyn B. Bacsain, DC as the dean of the College.

### **Research Design**

Items from the questionnaire were taken from the study made by Emily B. Tan (2007) in determining the fourth year nursing students' perception on nursing research.

### **Population Sampling**

Sample of sixty students out of 103 3<sup>rd</sup> year nursing students that had their Research Method unit was selected through judgmental or purposive sampling.

### **Respondents of the study**

The respondents of the study were sixty 4<sup>th</sup> year nursing students that were done on their Research Method unit from November to March 2008-2009.

### **Research Instrument**

Items from the questionnaire were taken from the study made by Emily B. Tan (2007) in determining the fourth year nursing students' perception on nursing research.

### **Data Analysis**

The following statistical methods and techniques were utilized:

Frequency and Percentage. This tool were used to determine the distribution of the responses in each category, while percentage was employed to determine the position of the respondents' responses out of the number of responses utilized in the study.

### 3. Results and Discussions

Table 1: Research is challenging

	Frequency	Percentage
Yes	69	92%
No	6	8%
Total	75	100%

Table 1 shows that most of the respondents viewed research as challenging. The students were challenged with their research topic conformed to the advisor's research agenda. It is challenging for them since being exposed to new articles and brainstorming broaden their ideas on certain issues. (Tan, 2007).

Some also think that research is not challenging to them since they did not fully understand the subject and that it was tiresome for them to do the research.

Table 2: Research is Confusing and Exhausting

	Frequency	Percentage
Yes	69	92%
No	6	8%
Total	75	100%

Table 2 shows the same result with Table 1 with the same percentage. Most of the respondents claimed that research is confusing and exhausting in ways wherein they need to search for related articles bases on their topics. Paraphrasing sentences from the related articles were confusing since some important



information was too long. Though they have lots of articles, it was exhausting to them to choose from them (Tan, 2007). In the same study by Burrows & Baillie (1997), nursing students often view nursing research as confusing and difficult thus it develops the negative feeling on the subject matter.

Some of the respondents were not confused and exhausted with the research since internet provided them most of the information they needed that it was easier for them. Their adviser's guidance and discussions helped them on what to do with the articles they have.

Table 3: Research is Inspiring and Nurturing Experiences

	Frequency	Percentage
Yes	69	92%
No	6	8%
Total	75	100%

In this table, research can be inspiring and nurturing if the students know how to apply the methods of research, how to treat data correctly and encouraged by their adviser (Abudayyeh, 2003).

Some respondents did not consider research to be inspiring and nurturing since some groups are difficult to meet and some also had quarrels over the tasks given to them. With the guide of their adviser, they were still able to make a good output.

Table 3: Research is Motivating and Humanizing

	Frequency	Percentage
Yes	69	92%
No	6	8%
Total	75	100%

Table 4 shows that most of the respondents think that research is motivating and humanizing in gathering the data. The

feeling of wanting to acquire the information's which was extrinsic and also from the motivations given by their support systems which was extrinsic. They had to be patient, persevering and cooperative for them to collect the required data.

Some of the respondents were not motivated and felt it was not humanizing since they had the difficulty with financial support and they have the difficulty collecting the data with the methods that they have chosen.

Table 5: Research was Tedious but Fascinating

	Frequency	Percentage
Yes	63	84%
No	12	16%
Total	75	100%

Table 5 implies that most of the respondents felt tired but fascinated with research. They need to spend financially and they need to spend long hours making it, adjusting to the schedules they had. But discovering something new with what they had gathered opened their minds and gave them the feeling of accomplishments.

Some of the respondents were not fascinated with research since they could not keep up with the workload and the time needed. They were frustrated with some outcomes of their research since some respondents lack cooperation.

Table 6: Research is Exciting and Fulfilling

	Frequency	Percentage
Yes	69	92%
No	6	8%
Total	75	100%

Table 6 shows that most of the respondents felt that research is exciting and fulfilling. This stage includes the making of discussion. Making the conclusion was easier to them since there are many articles that can be paraphrased for the discussion. They felt knowledgeable with their topics and confident with what they made. They were also excited that they have reached the conclusion that they've waited for.

Some respondents did not agree with being excited and fulfilled since their results were not what they have expected and they did not use the sources that they have gathered to support their discussions.

Table 7: Research is Frustrating yet Fulfilling

	Frequency	Percentage
Yes	63	84%
No	12	16%
Total	75	100%

Table 7 shows that most of the respondents felt that research is frustrating yet fulfilling. They were able to present their output to their adviser. There were many corrections and realizations that many data were lacking from their research but still, it was accepted. They were fulfilled that they were able to contribute new ideas through their research. (Abudayyeh, 2003).

Some were having difficulty formulating the conclusions because only at the end of their research they've realized that their data were insufficient to support their conclusion.

#### **4. Summary, Findings, Conclusions, and Recommendations**

##### **Findings**

1. The study involved seventy-five nursing students who were enrolled in Nursing Research S.Y.2009-2010 second semester.
2. The questionnaire used was taken from the study made by Emily Tan (2007) about the perceptions of students on research.
3. The perceptions of the level four nursing students on nursing research were:
  - a. Challenging
  - b. Confusing and Exhausting
  - c. Inspiring and nurturing experiences
  - d. Motivating and humanizing
  - e. Tedious but fascinating
  - f. Exciting and fulfilling
  - g. Frustrating yet fulfilling
4. Based on the results, the improvements that can be done to improve negative views on research are:
  - a. Assign a faculty to serve as an adviser for a group to monitor the students' work, go guide and assist them in their research undertakings.
  - b. Support and motivation from the adviser should be enhanced to promote confidence.

##### **Conclusion**

The findings reveal that the level four nursing students had a good experience with nursing research. Although at first they were confused on what they are going to undertake and exhausted with all the related articles they need to paraphrase but along the way, they have improved their skills in thinking, research, communication and relation skills. They were motivated with what they have made, being able to learn from the corrections and mistakes. It was tiring and patience was really needed to acquire the data they needed but it was all worth the effort. After the research endeavor, they felt frustrated but yet fulfilled with their output.

### Recommendations

1. Another research can be conducted to know the perceptions of students in other colleges.
2. Since nursing research is confusing and exhausting, look for ways or ideas to lessen the confusion and exhaustion.

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**Level of Awareness and Motivation of Fourth Year High  
School Students in La Salle University on Library and  
Information Science Profession:**

**Basis for Promotional Strategy**

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Abstract

**1. Introduction**

Background of the Study

The shortage in the supply of library science professionals can be attributed to the few graduates of Library and Information Science (LIS) course. In this regard, it is but logical to presume that the course lacks rigorous promotion. First and foremost, awareness of the target market must be established before any promotion takes place (Bebeng, 2007).

Awareness of the LIS course is not, at times, easily determined because voluminous profession arises. It should be stressed that librarianship as a profession deals with human knowledge, with the organization of and access to this knowledge, an area that today stands in the forefront of technological development. Librarianship and information studies are an entire world, complex and rich, in which everyone can find interest. This will motivate them to choose the LIS course.



Takfuchi and Kim (1999) in their article, revealed that one criterion for the success of professional education is the number of graduates entering the profession. The survey of OCLC in (2003) revealed that there are around 690,000 librarians worldwide. The total number of librarians in the U.S. is 203,000. Based on the ranking of professions employed in the U.S., librarians ranked in fourth place. This is roughly equivalent to pharmacist and architects. U.S. librarians deliver more than 422 million hours of service annually. *U.S News and World Report* (2008) revealed that library and information science rank as one of the “Best Careers of 2008.” In Japan, approximately 10,000 “qualified” librarians are produced under the Library Law yearly. Summer training courses produce an additional 1,000 librarians annually. Despite these numbers of librarians produced by library schools yearly, the library profession is still facing a shortage. (Jackson, 2008). This would mean that library schools will be faced with recruiting new students capable of leading their organizations into the future. In the Philippines, as of February 2009, only about 5,675 have licenses to practice librarianship and there are some 60,000 individuals serving as librarians in various institutions without professional competence. (Gonzalez, 2009). This figure is only about 10% of the total number of libraries in the country. There is indeed an evident need for the library schools to attract more students to enrol in the LIS course.

Furthermore, there is a need to increase the number of enrolment in Library & Information Science program by encouraging high school graduating students to consider librarianship as a career. Hence, the researcher would like to determine the level of awareness and contribute to the understanding of the motivation of students to choose Library and Information Science (LIS) as a career. The results of this study were the basis for formulating promotional strategies.

## Review of Related Literature

A review of some related literature that has direct bearing on this research is presented in this part of the paper. These facts and theories, established by different researchers throughout the world, will shed light on the awareness and motivation of the fourth year high school students of La Salle University-Integrated School and Nigh High School.

Muti (in Pangcatan (2003), revealed that the problem of choosing a career is one of the serious problems confronting the high school graduates. This problem may lead to the selection of subjects and curricula which are beyond the capacity of the students or which are irrelevant to their needs and interests as well as the society's needs and resources. The importance of realizing this problem and finding ways to remedy it cannot be gainsaid. Wrong choice of vocation usually leads to academic failures, frustration, waste of time, money and effort on the part of the students. Hence, this researcher would like to introduce the course that they will never regret—Librarianship.

In the Philippines, the practice of Librarianship is regulated by Republic Act No. 9246, "An Act Modernizing the Practice of Librarianship in the Philippines" (2003). It is also known as "The Philippine Librarianship Act of 2003." This Act repeals Republic Act 6966 otherwise known as the "Philippine Librarianship Act" (1990). RA 9246 defines the term librarian as

"any person who is a bona fide holder of a Certificate of Registration and Professional Identification Card issued by the Professional Regulatory Board for Librarians and the Professional Regulation Commission in accordance with Republic Act Nos. 6966 and/or 9246. It refers also to a person whose name and registration/ license number is entered in the Commission registry book

and computerized database as one legally authorized to practice librarianship.”

Since 1990, librarianship has been one of the 43 professions that are formally recognized and regulated by the state. (RA 8981, PRC Modernization Act of 2000).

The library and other information professions are far-reaching in the range of service provided. In some positions, information professionals have wide-ranging responsibilities, i.e., school media specialists, public librarians in smaller libraries, and one-person libraries. Other information professionals are specialized, e.g., map librarians, some archivists, law librarians, corporate librarians, acquisition librarians, reference librarians, research specialists, catalogers, and music librarians. Because of their responsibilities, information professional maybe called librarians, information specialists, researchers, archivists, information brokers, information entrepreneurs, or other terms. (Greer, Grover, Fowler, 2007).

Aside from that, a library and information science graduate can be employed as: director of libraries, chief/head librarian, abstractor, archivist, acquisitions librarian, bibliographer, cataloguer, college or university librarian, community outreach librarian, corporate librarian, bookmobile librarian, documentalist, indexer, information scientist, information specialist, law librarian, library science faculty/educator, library technician, media or audio visual specialist, medical librarian, public librarian, researcher, school librarian, special librarian and teacher librarian. (CHED Memo Order No. 08 series of 2005).

Despite the small number of students who choose the profession, librarianship in the Philippines is thriving according to Quirante (2006). Its history is rich with influences from Spain and

the United States shaping its current practice. Yet it differs from U.S. librarianship in that it is a licensed profession, whose practitioners must be certified by a government regulating board. Because of this, librarians enjoy career prestige, one that is furthered by their active role in digital initiatives to make information accessible to all Filipinos.

Thurburn (in Blake, 1995) in her article revealed that library profession comes to the recruitment to the effort with several built-in handicaps. Chief among them is the low pay for the amount of education necessary to be a professional. Class and cultural biases can also work against the recruitment of librarians and certain professions.

Dority (2006) in her article stressed that being a specialist in any of the various Library disciplines bring the opposite challenges and rewards. Your skills do not travel as easily, but there are fewer people who can do what you do, so less competition for available jobs. Osif (2006) in her article says one librarian revealed that the library profession is **“the most satisfying work I can imagine. Every single day I am privileged to touch someone’s life...** meaning, librarianship is a challenging job if the nature of the work and its value is properly understood as stressed by Lalithabai (1996) on her study.

Santos (2003) cited in his study that artesians and plumbers were recognized ahead of the librarians. Why? Maybe there is truth to what Tony Leisner said in his article for IFLA on “Should Libraries Engage in Marketing?” He said, “almost everybody knows where the library building is located in their community. But hardly anyone knows a librarian in their community”. Contrast this with other professions such as medical, accounting or law where nearly everyone knows the professional even if they do not know where the office is.

Tullao (2002) in his article revealed that although the library science program is not as popular as nursing and other health care programs, the potential employment of its graduates outside the country is very promising. Indeed, a number of Filipino librarians are working in North America, England, Australia, Singapore, Hong Kong and other countries where English is used in information management. Filipino librarians should not be threatened by foreign competition. The Philippines is not exactly the most attractive employment site for foreign librarians even if we liberalize this section because the practice of library science is very limited and made possible primarily through the movement of persons. The supply mode of movement of persons to provide a service is protected by a constitutional mandate “that the practice of a profession is exclusively for Filipinos” (R.A. 9246).

Perez (2005) revealed in his study that in Region X there were 11 library schools offering undergraduate library science program. Currently only 2 schools are still offering library science as a course. The schools are La Salle University of Ozamiz City and Lourdes College of Cagayan de Oro City.

Jennings (as cited in Butler, 1994) stressed that Library and Information Science schools operate within the guidelines and atmosphere of the academy, and not necessarily within the parameters which exists for libraries. Thus, efforts with library and information science schools should be developed within the reality and context of diversity trends and issues within higher education. Alumni and alumnae of library and information science programs can remain active and communicate regularly with their schools. They should view their continued involvement with the faculty and students of their alma mater as extremely important for the school’s continued growth and development, in order to provide practical applications of library and information science theories and philosophies. Numerous publications explore strategies for

identifying audiences and recruiting from underrepresented groups, both within the library and information science literature, as well as in other disciplines. However, in assessing these strategies one must also consider that most library and information science schools need more human resources to achieve their diversity and other goals. Most library and information science schools do not have full time employees who focus on recruitment, admissions and/or placement. Nor are there central offices on college campuses to support library and information science school recruitment efforts. More commonly, faculty or staffs within the library and information science schools assumes these studies on a part-time basis, along with a multitude of other responsibilities. The priorities of library and information science faculty are clearly delineated by the university culture, with an emphasis on research and teaching. They feel that they have little time to assume minority recruitment activities which can sometimes be perceived as “extra” duties. It will be important for the library and information science professions to impress upon library and information science educators that the diversity activities should not be viewed as “extras,” but rather as priorities. Professionals can work with educators to identify a comprehensive list of organizations and individuals to be approached and ways to access potential students, and share responsibility for promoting the profession.

Opportunities to engage in joint activities and ongoing interactions between library and information science practitioners and educators are essentials and critical to successful recruiting of a more diverse student body and workforce.

Martin (as cited in Butler, 1994) emphasized that restructuring is required to ensure that the profession is sufficiently contemporary to be able to work as a partner with industry, academia and government, and is also increasingly appealing as a

career to the best university graduates. The revision requires two element, first, we need a two track profession, perhaps with pre-professional preparation in college, both for (1) those who are willing to accept the burden of a profession and a career, allowing them to earn a full professional degree, and (2) a second track for those who wish to work in libraries but are not interested in full-scale professional preparations, allowing them to obtain a post-graduate diploma or some similar education that permits them to work on a substantiate level in libraries, but that recognizes an upper limit to the bounds of their contribution to and participation in the profession. Second, we must establish a principle that requires continuing education for librarians in order to remain a qualified practitioner of librarianship. Although this two elements will not in themselves enhance the professionalism of librarianship, they would go far toward solving the dilemma in which librarians now find themselves, and would set out expectations clearly for both librarians and the rest of the world to understand and respect.

Many new librarians enter the field as a second career, coming from fields ranging from law to business to education. Librarianship is a profession where any experience and knowledge you bring in or pick up along the way comes in handy, making it a great midlife career change for many.

Julian (1979), in his study revealed that most of the result support existing views of why people choose to become librarians. A majority of the persons interviewed came from humanities/social science backgrounds—areas which are easily related to librarianship. Work experience and personal contact made by librarians also seemed to be the prime factors in considering librarianship as a career objective.

Figyelő (2005), in his study revealed the comparison between first year and last year students of four LIS departments.

First year students are oriented towards two typical roles of modern librarianship (information professional, social worker), while in the responses by last year students, emotional factors also appear (they like books and they like libraries). First year students are interested in information technology, whereas last year students prefer the sociology of reading, readers' service and reference work. Students do not have well-defined ideas about the career when they start their studies. Students in their first year of studies do not seem to know librarianship at all, the number of those that do not wish to become librarians is slightly higher. Among last year students, the majority seemed determined to start their career as a librarian. In summary, the training positively influenced the students' commitment to the librarian profession.

Pangcatan (2002), in her study on "Parents' and Students' Perceptions of the Library and Information Science as a Profession" revealed that majority of the respondents, both students and parents were aware of the library and its importance. They were also aware of the Library and Information Science profession but were not aware of the profession's significance. Majority of the student respondents have known about the profession through their teachers, while most of the parent respondents have learned about it through their friends. Both students and parents' respondents believed that this profession is a noble one. Contrary to the parents' willingness to let their children take up this course, most of the students were hesitant to take up this course. Most of the students chose Bachelor of Science in Nursing as their most preferred course while most of the parents preferred Bachelor of Science in Education. There were a minimal number of students and parents who preferred Library and Information Science. The findings generally imply that this profession has a low profile. Parents perceived this as a profession that offers limited job opportunities for their children. Students' respondents perceived it to be boring, not interesting, less challenging, not popular and it does not offer



good employment opportunities after graduation. Hence, this profession needs a lot of publicity, promotion and information and dissemination drive.

Bebeng (2007), in her findings of study on “Level of Awareness of High School Students in the Province of Laguna on the Library Science Profession: Basis for Promotional Strategy,” revealed that the level of awareness on the library science profession by the students is moderate. It can therefore be inferred that Library and Information Science course is not very popular among the students, with the lowest awareness on the economic rewards. The findings further divulged that female students were more aware about the profession and, in general, students from private and public high schools regardless of family income had the same level of awareness. The students agreed on the need to promote the LIS course through advertisement such as the use of media, brochures, newsletter, public relations through book celebration, career orientation, personal contact with librarians, community outreach and career talks in seminars/trainings. Promotional strategies advanced include the forms of advertising, personal selling, sales promotion and public relations.

Ravelas (2002), in her study on “Career Guidance Based Career Orientation as a Tool to Promote the Library and Information Science Profession to Senior High School Students” found out that 85.5% or 47 out of 55 students are familiar with the LIS profession. The study also found out that Medical Science profession has the highest percentage of the students’ occupation choice. Only three respondents out of 55 students only choose the LIS profession. After conducting the career orientation program, the 17 or 30.9% respondents were interested in taking the LIS profession. The study also found out that the students’ career options are constrained by the social and economic factors such as the demand of the labor market and this is the reason why the

medical science field has the highest percentage of the students' occupational choice.

Bajo (2005), in his study on "The Change in the Name of the Institute of Library and Information Science (ILIS) and its Effect on the Enrolment of New Students in the Institute", revealed that the time series analysis of the enrolment data from the academic years 2000-2001 to the academic year 2004-2005 confirms that there is such an increase in the enrolment of new students to the ILIS. A total of 60 students were surveyed to know their views about the change in the name of the ILIS and how it affected their choice to enrol and to take up IT-related courses. It was found out that the students who are interested in the field of Information Technology were most positively influenced by the change in the name of the ILIS to enrol as new students of the Institute and to take IT-courses as electives. An average increase in the enrolment of new students to the ILIS of 31 percent is expected of the Academic year 2005-2006.

Berry (2008), in his article revealed that it is no surprise that students recruited from the working ranks of libraries choose the career because they love their jobs. They find the work varied and rewarding and the working conditions flexible. Their love of the work is, overwhelmingly, the reason most of these new librarians want professional degrees. He added, the second most common reason they want to join the field is that old bromide, "I love books and reading." Books are obviously still a major attraction to our field, although far less so than love of the work. Almost as popular is the desire to help people find information they need, whether in print or online. This decisive motivation for many of these students ranks just behind the books. "I'm a book guy," asserts a student from the University of North Carolina–Chapel Hill (UNC–Chapel Hill). "This is a good field for those of us who are more attracted to the materials themselves, in the sense of 'texts' (broadly construed),

than to the current scholarly apparatus—the theory, the cant, that has developed in the hardcore academy. What we do essentially remains grounded in fact," he explains.

David and Perez (2006) in their study revealed that all of the respondents found librarianship satisfying. They do not see themselves as leaving the profession in the near future. Librarians in the Philippines are satisfied that they chose librarianship as a career, although some of them became librarians by accident. They do not perceive themselves as leaving the profession in the near future. They predict that librarianship in the Philippines is just becoming increasingly important and they are ready to face the challenges of the near future.

Gordon (2005) stressed that librarianship can also be a great foundation for information-related careers in general; the skills gained are directly transferable to a number of alternative careers, such as knowledge management, data mining, or competitive intelligence. One can also think about careers with related organizations; library vendors, for example, often seek people with library and technical or library and training backgrounds. Librarians tend to be passionate about their career choice — this is not usually a profession people enter for the money but rather because they feel a calling to connect people with information, because they find it a dynamic and fascinating field, or because they are excited about technology's potential to transform the way we interact with information. The author revealed and asked some people why they entered the profession, some say:

·“I enjoy working with people, technology, and information. Resolving a patron's problem by using the resources available at my library, I imagine, is comparable to what a doctor feels after saving a patient's life, or a lawyer feels after freeing an innocent person. While at completely different

levels, to the patron, their problem at that moment can be life-altering, and, like doctors and lawyers, as a librarian I can make a difference.”

·“I appreciated being able to combine my desire to help people with a reason to learn about everything.”

·“I didn’t enjoy my brief time in business, and spent so much time at the library I figured I might as well work there. I started doing informational interviews and was impressed by all the people in librarianship who love their jobs.”

·“What I love about library science is that no day is ever the same, and you learn new things every day. When doing reference, it’s all the fun of research without having to actually write the paper; when doing cataloging, it’s like being paid to do puzzle all day. The more I study, the more I learn about LIS, the more interesting I find it. There is no limit to the things I can learn.”

Jackson (2008), in her article revealed that managers can motivate library associates to professional librarians. Several narratives attesting to this fact are as follows:

“When I initially accepted a position as a library associate at a public library branch in Texas, I was looking for a job, not a career. I never considered librarianship as my ultimate career choice. In fact, I was shocked to find out the MLS was required in order to become a librarian. The longer I worked as a library associate, the more intrigued I became with my job. I began making the connection between the

career I intended to pursue and my position as a library associate. As sociology major in college, I aspired to work for a nonprofits organization. I desired to work at an agency that addressed literacy or provided programming for at-risk teens. As a library associate working in community branches, I was able to assist patrons and collaborate with organizations on both these issues as well as many others. “

“The most valuable aspect of my experiences working as a paraprofessional was being employed by a library system that possessed exceptional organizational characteristics. In all honesty, I did not realize the uniqueness of this public library system until I finished my graduate degree program. Library school equipped me with the academic credentials necessary to thrive as a librarian; however, my employer provided resources, services, and opportunities which continue to empower and motivate me to become a leader within the profession.”

“I believe the following four organizational characteristics of my former public library system were particularly instrumental in motivating my transition from library associate to professional librarian: Mentoring, Significant Development Opportunities through Library Related Projects, Full Access to Branch Managers and Considerable Opportunities to Interact with Administrators, and Constant Encouragement and Support to Pursue the MLS and Relevant Training Opportunities.”

In order to motivate more students to choose the library profession, they should be trained and be appraised with the new trends in librarianship. David (1999) in her article, placed emphasis on the librarians of the future. According to her, in a technological environment that is constantly changing, librarians of the future must be kept informed of new developments for the betterment of library service. Knowing about trends will enable the librarian to bring relevant, new technologies and information into the library. They must also be able to work closely with the computer people in the development and evaluation of systems for the library and assist users in formulating sophisticated searches. Although the Information Society will be highly dependent on technology, the real asset of the age is skilled human resources in the efficient and effective exploitation of information resources.

Moreover, this is a field with great variety, so there are many opportunities. It all depends on the student's level of interest and personal bent. One can work in school libraries, public libraries, academic libraries, and other institution. Mary Bay (in Shontz 2002) encouraged, "these days, librarians have pretty easy time finding positions when they want to be. Just be patient; you'll get the right one. It is often noted that one of the really great things about LIS profession is willingness to share knowledge. That means you're part of the world's biggest learning communities (Dority, 2006)

Gender also plays an important role in the field of librarianship. In the Philippines, more females enter the profession while in foreign countries, lead librarians are males. Lately however, according to Sison, (on Ofreneo, 1999) library today, has come to be associated with information management – a profession more in touch with the times and with the male-oriented technological world. Consequently, male students find themselves drawn to the field, which seems to be more akin to engineering and so-called "hard sciences." On the other hand, female students seem to be withdrawing from and turning away from the field perhaps due to

fear, or the tendency to pursue other, “more feminine” inclinations. For example, in Dean Sison’s class of 23, 16 were males, and only seven were females. And the males seem to be performing better, being more adept with computer technology than the females. But Dean Sison remains confident that in a developing country like the Philippines where the traditional mode of librarianship will continue to play a major role, females will predominate if not dominate the field in the years to come.

Biteng (2001) in her study on “Gender Issues in Entry Positions of UP ILS graduates,” the following conclusions were stated: (1) Librarianship as a profession is still dominated by females. However, there is a increasing number of males entering the field; (2) Female librarians earn higher salaries than male librarians. Seventeen percent of the females earn Php 21,000-Php 30,000 per month, whereas none of the males earn this much; (3) Male and female librarians are very satisfied with the nature of their job, supervisor, and co-workers. However, they are only satisfied when it comes to the salary aspect; (4) Over-all findings revealed that male and female librarians are very satisfied with their job; (5) gender has no direct relationship with job satisfaction.

David and Perez (2006), in their survey revealed that there were 5000 female and only 1300 male registered librarian in the Philippines.

## Theoretical Framework

This study is anchored on the principle of visibility expressed by Bauer (as cited in Morrison, 1969) as a factor in vocational choice with an interesting twist:

...librarianship is not a uniformed occupation.  
Almost all children are captivated by a uniform.  
Firemen and policeman are, of course, identified by  
a uniform or the badges of their offices. The

revolver and might stick. The doctor is distinguished by a white coat and stethoscope or by that mysterious badge of his calling – the little black bag...

Many boys, particularly farm boys, never use a library until they reach high school.....Youth cannot dream of what youth has not experienced.

It has been further suggested that, in a sense, the unflattering stereotype of the librarian as a “single”, middle-age woman with shell-rim glasses, ground gripper shoes, etc., etc.” is a “uniform.” This unfavourable image, although it may not fit the “typical” librarian at all, is a factor in making the profession “visible,” but in an unflattering light.

An environment that nurtures educational motivation can be cultivated at home, in the classroom, or throughout an entire school. One of the most effective avenues for engendering student motivation is a school's culture. School culture is another theory anchored in this study developed by Deal (1987) which can be embodied and transformed through channels such as shared values, heroes, rituals, ceremonies, stories, and cultural networks.

Deal and Peterson (1993) have offered the most succinct definition of school culture. They simply state it is an "inner reality." Robbins and Alvy (1995) expand the definition by stating that "This inner reality reflects what organizational members care about, what they are willing to spend time doing, what and how they celebrate, and what they talk about".

Culture influences everything that happens in a school. One definition of school culture submitted by Phillips (1993) states that



it is “the beliefs, attitudes, and behaviors which characterize a school”. People in any healthy organization must have agreement on how to do things and what is worth doing. Wagner (2000) conceptualizes school culture as shared experiences both in school and out of school (traditions and celebrations), a sense of community, of family and team. Staff stability and common goals permeate the school. Time is set aside for school-wide recognition of all school stakeholders. Common agreement on curricular and instructional components, as well as order and discipline are established through consensus. Open and honest communication is encouraged and there is an abundance of humor and trust. Tangible support from leadership at the school and district levels is also present.

Furthermore, Student motivation naturally has to do with students' desire to participate in the learning process. But it also concerns the reasons or goals that underlie their involvement or non-involvement in academic activities. Although students may be equally motivated to perform a task, the sources of their motivation may differ. According to Brophy (1987), motivation to learn is a competence acquired "through general experience but stimulated most directly through modelling, communication of expectations, and direct instruction or socialization by significant others (especially parents and teachers)." He believes that teachers themselves have about teaching and learning and the nature of the expectations they hold for students also exert a powerful influence (Raffini, 1988). As Stipek (1988) notes, "To a very large degree, students expect to learn if their teachers expect them to learn."

Promotional strategies and course enhancement will be the output if the students lack of awareness and motivation in the choice of Library and Information Science program.

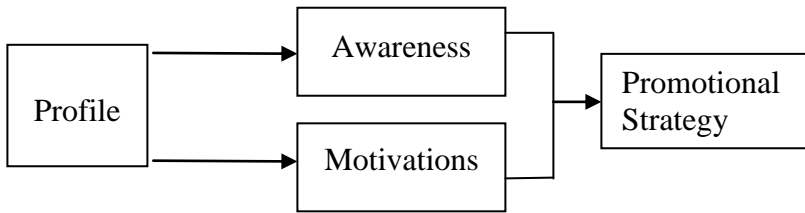


Figure 1: Schematic Diagram of Theoretical-Conceptual

### Statement of the Problem

This study found out the level of awareness and motivations in the choice of library and information science as a career of the fourth year high school students of Integrated School and Night High School of La Salle University, Ozamiz City, School Year 2008-2009 as basis for formulating promotional strategies.

Specifically, it sought to find answer to the following questions:

1. What is the profile of the respondents in terms of gender, income, interest on books, and frequency of visits to school library?
2. What is the respondents' level of awareness in the LIS course?
3. What motivate the respondents to choose Library and Information Science as a career?
4. What is the respondents' profile in terms of "will not enrol" or "will enrol" in the LIS Program?
5. Is there a significant relationship between awareness and motivation?
6. Is there a significant relationship between independent factor (gender, income, interest in books, frequency of visits to the school library, awareness of LIS,

motivation) and their choice of Library and Information Science as a career?

7. What promotional strategies can be designed based from the finding of the study?

### Significance of the Study

This study will be a significant contribution to the following groups of people:

**Administrators.** This study will help them realize the importance of librarianship as a profession. It will also help them raise their level of awareness on librarianship needs, thereby giving the library school the support it needs. This support would go along way in increasing the students' enrolment on LIS program. The supportive administrators who are aware of the LIS course would ensure that the aim of program is achieved the supervision of the library promotional strategies will be part of their supervisory program.

**Faculty.** The result of this study will help them realize the importance of librarianship as a career. This would challenge them to improve their teaching methods to motivate more students to enrol in the LIS program.

**Librarians/Information Specialists.** The promotional strategies program will help them develop their own effectiveness in promoting the course. Motivating more students would no longer feel the scarcity of the number of librarians in the country and even all over the world.

**Parents.** The result of this study will help them to be aware of the LIS course with much opportunity here and abroad and they will help motivate their children to enrol in library and information science course.

**Alumni.** This study will help raise their librarianship awareness. Perhaps their awareness would aid them develop the desire to be of help to their Alma Mater in terms of promoting the library and information science program.

**Students.** They are the persons most benefited with this study. If the course is promoted, they will be aware of the program and will be motivated to choose librarianship as a career.

**Researchers.** Aside from the fourth year high school students who are the real beneficiaries of this work, this study will help other researchers, especially those in the field, help expand knowledge and benefit not only themselves but other persons in the larger community as well.

### Scope and Limitation

This study was focused on the students' awareness and motivations in the choice of Library & Information Science as a Career to fourth year high school students of Integrated School and Night High School of La Salle University, Ozamiz City, SY 2008-2009.

## 2. Methodology

This chapter presents the research design, research locale/setting, respondents, instruments, data-gathering procedure and statistical tools of data.

### Research Design

The qualitative-quantitative, descriptive-correlational methods of research were used in this study. The study was

primarily concerned with describing, analyzing and interpreting data concerning the students' level of awareness and motivation in the choice of Librarianship as a profession and sought to find out the promotional strategies as the best tools to promote the LIS program.

#### Research Locale/Setting

This study was conducted in the Basic Education Unit of La Salle University, Ozamiz City specifically in the Fourth Year High School Students of Integrated School and Night High School.

The La Salle University is located at Valconcha St., Ozamiz City formerly known as Immaculate Concepcion College, was founded in the year 1929 under the administration of Jesuit Priests. In 1935, the Society of St. Columban took over the administration of the school. In the succeeding years, the school grew and expanded into three departments: the elementary, high school and college department. In 1990, at the request of the Columban Sisters, the De La Salle Brothers agreed to assist in the supervision of the school with Br. Martin Simpson FSC as president until 1993.

In 1994, the Columban Sisters formally turned over the management, as well as, the ownership of the school to the De La Salle Brothers with Dr. Emma Agudo Villaseran as president. She was succeeded by Br. Benildo Feliciano FSC.

In 2002, Br. Narciso Erguiza Jr FSC succeeded as president of the school. In June 13, 2006, the integration of the high school and grade school units finally took place with the transfer to the Basic Curriculum. But the tremendous impact of growth was brought by the CHED Commissioners' visit on June 29, 2006 in line with the school's application for University Status recognition which was finally granted on July 10, 2006.

The photo and the description of each school are as follows:  
**La Salle University Integrated School (LSUIS)** is a PAASCU accredited Catholic basic education dedicated to students' development through values and skills formation, social awareness, and academic excellence. A competent, updated and qualified faculty is employed to produce students who meet the demands of basic academic requirement, are emotionally aware, good in communication, organized and well-rounded. Through a tradition of values integration and student-centered learning, Lasallian aim to be socially motivated and globally competitive and represent a generation of Youth dedicated to excellence and service.

The Integrated School Upper Grade Library is housed in one room, two classrooms size; it accommodates 120 students in one setting. The library collection has 7,350 Titles and 10,903 volumes of books and subscription of one local and one national newspaper and 13 titles journals/magazines. They have 10 (5 for the Faculty and 5 for the students) computer units connected to the Internet. The library hours are 07:00 – 05:30 PM from Mondays to Fridays and 08:00 – 12:00 for Saturdays. The library is manned by Ms. Monaliza C. Mugot, MSLIS, Licensed Librarian. The total number of high school students enrolled from 1<sup>st</sup> year to 4<sup>th</sup> year for school year 2008 – 2009 is 635.



Figure 2. La Salle University Integrated School

**La Salle University Night High School**, an outreach program of La Salle University is providing through the unselfish service of the volunteer teachers a human and Christian education to household helpers, to the youth at risk and to the economically poor in Ozamiz City and nearby provinces. As the extension program of La Salle University, it provides High School Education to the less privileged, minimizes out the school youth, and seeks to promote justice and human dignity as a Filipino and as God's creation.

The Night High School Library or also known as Special School Library is housed in one room, classrooms size; it accommodates 40 students in one setting. The library collection has 2,315 Titles and 3,503 volumes of books They have three computer units connected to the Internet. The library hours are 09:00 – 07:00 PM from Mondays to Fridays and 08:00 – 12:00 for Saturdays. The library is manned by Ms. Charlyn Basiga, Licensed

Librarian. The total number of high school students enrolled from 1<sup>st</sup> year to 4<sup>th</sup> year for school year 2008 – 2009 is 178.



Figure 3. La Salle University Night High School

### Respondents

The complete enumeration technique was used in this study to the fourth year high school students of the Integrated School and Night High School of La Salle University, Ozamiz City, S.Y. 2008-2009. Table 1 shows the number of fourth year high school enrollees of the schools who were chosen as respondents in this study.



Table 1. Distribution of Respondents

NAME OF SCHOOL	POPULATION (FOURTH YEAR HIGH SCHOOL)	ACTUAL QUESTIONNAIRE GATHERED
LSU-Integrated School	156	153
LSU-Night High School	27	23
<b>Total</b>	183	176

Out of the 183 actual total populations, only 176 questionnaires were gathered because seven students were absent during the distribution of the questionnaire.

All of the above-mentioned students were chosen as the respondents because they were the main target of the study, to infer from them the idea of what course they would take up in college after graduation. This is also another way of marketing the Library and information Science Profession.

#### Instrument

The survey questionnaire was used as the main-data gathering instrument followed by a Focus Group Discussion (FGD). Focus group discussion was conducted to allow students to express their own perceptions of the profession. The instrument on level of awareness and promotional strategies were adapted and with the approval of Ms. Jane L. Bebeng (2006) in her study on "Level of Awareness of High School Students in the Province of Laguna on the Library Science Profession: Basis for Promotional Strategy." On the other hand, the instrument used by Crossley and Mubarik (2002) on level of motivation was adapted with modification to fit the items to the LIS program. The Media advertisement was done by the researcher.

The questionnaire was divided into four parts, namely: PART I for socio-demographic profile of the respondents such as gender, income, interest on books, and frequency of visits to school library; PART II for level of awareness on the Library and Information Science program; PART III for level of motivation of respondents to choose Library and Information Science as a career; and PART IV for promotional strategies of respondents perceive as the best tools to increase their awareness and motivations to pursue LIS as a career.

The question for the Focus Group Discussion was formulated by this researcher to answer practical issues of the respondents on the awareness, motivation, and promotional strategies on library and information science program.

### Data Gathering Procedure

The researcher wrote a letter addressed to the president for permission to administer the survey questionnaire. After permission was granted, the survey questionnaires were distributed to the fourth year high school students followed by a Focus Group Discussion. The administering of questionnaire was done on January 15, 2009 and Focus Group Discussion on February 15, 2009.

### Statistical Tools

After collecting the questionnaires, results were tabulated. In analyzing the data, the descriptive statistics and qualitative statistics were used.

The following statistical tests were used in analysing the data:

**Categories for level of awareness:**

	<i>Mean Range</i>	<i>Interpretation</i>
	4.21 – 5.00	Very High Level of
Awareness	3.41 – 3.20	High Level of Awareness
	2.61 – 3.40	Average Level of
Awareness	1.81 – 2.60	Low Level of Awareness
	1.00 – 1.80	Very Low Level of
Awareness		

**Categories for motivation:**

	<i>Mean Range</i>	<i>Interpretation</i>
	4.21 – 5.00	Very High Level of
Motivation	3.41 – 4.20	High Level of
Motivation	2.61 – 3.40	Average Level of
Motivation	1.81 – 2.60	Low Level of
Motivation	1.00 – 1.80	Very Low Level of
Motivation		

In computing the weighed mean, the following formula was used:

$$WM = \frac{\sum fw}{N}$$

Where: WM = Weighted Mean  
 $\Sigma$  = summation of  
 f = frequency of

respondents

w = weighed assigned  
 N = Number of Respondents

The above statistical tests were done using **Statistical Package for Social Sciences (SPSS)-version 12.**

### **3. Results And Discussion**

This chapter presents, analyzes and interprets the gathered data. The sequence of the discussion is arranged in the order of the problem stated in Chapter 1.

#### *Profile of the Respondents*

**Gender.** Gender may vary in choosing the BLIS course. The data in Table 2 shows that 101 or 57.39% of the respondents were female and 75 or 42.61% were male. Gender with high percentage was given consideration that has more female to enrol in the BLIS program than male but Dean Sison (2000 in Ofreneo, 1999) remains confident that in a developing country like the Philippines where the traditional mode of librarianship will continue to play a major role, females will predominate if not dominate the field in the years to come.

**Parents' Monthly Income.** The income of the parents is one of the factors considered in enrolling in any course. Table 2 presents the parents' combined monthly income distribution. It reveals that the majority of the parent respondents, 83 or 47.16%, had 25,001-35,000 monthly income, followed by a 15,000 and below then 35,001-45,000, 45,001 and above, and 15,001-25,000 respectively. In the focus group discussion conducted, most where the parents employed in the public or private institution/company are those students were enrolled in LSU-IS. The students who were parents are drivers, farmers, and laborers were enrolled in LSU-NHS. The reason that they could afford to enrol their children in a private school was they are subsidized by the school. Only a few

respondents had parents with a monthly income of 35,001 and above. These parents were working abroad as Overseas Filipino Workers (OFWs).

**Interest in Books.** Interest in reading books plays an important role in choosing librarianship as a career. The data in Table 2 reveals that 66 or 37.5% of the subjects were moderately interested in reading books, 63 or 35.8% were somewhat interested, only 15 or 8.52% were not interested, while only 32 or 18.18% respondents were extremely interested. According to Berry (2008), books are obviously still a major attraction in the field of librarianship, although far less so than love of the work. The respondents emphasized during the FGD conducted that interest in reading books was not only the basis in choosing the LIS program but also students recruited from the working ranks of libraries chose the career because they love the course.

**Visit to the Library.** A visit to the library is one of the factors in choosing library and information science as a career. Table 2 shows that 37.5% of the respondents visited the library moderately, followed by often (53 or 30.11%) and very often goes next. while 7 or only 3.09% respondents answered that they seldom visited the library. There is a truth of what they revealed during FGD, respondents pointed out that they visit the library moderately because of the Internet Cafes, they have their own computer with internet connected at home and because they have their own textbook. But still, another factor in taking up BLIS course is one's love of libraries according to Figyelo (2005).

Table 2. Profile of the Respondents

<b>VARIABLE</b>	<b>Category</b>	<b>Frequency</b>	<b>Proportion</b>
<b>Gender</b>	<i>Male</i>	75	42.61
	<i>Female</i>	101	57.39
	<b>Total</b>	<b>176</b>	<b>100</b>
<b>Family Income (monthly)</b>	<i>15,000 and below</i>	42	23.86
	<i>15,001 – 25,000</i>	15	8.52
	<i>25,001 – 35,000</i>	83	47.16
	<i>35,001 – 45,000</i>	18	10.23
	<i>45,001 and above</i>	18	10.23
	<b>Total</b>	<b>176</b>	<b>100</b>
<b>Interest in Books</b>	<i>Extremely Interested</i>	32	18.18
	<i>Moderately Interested</i>	66	37.50
	<i>Somewhat Interested</i>	63	35.80
	<i>Not Interested</i>	15	8.52
	<b>Total</b>	<b>176</b>	<b>100</b>
<b>Visit to Library</b>	<i>Always</i>	18	10.23
	<i>Very Often</i>	32	18.18
	<i>Often</i>	53	30.11
	<i>Moderate</i>	66	37.50
	<i>Seldom</i>	7	3.98
	<b>Total</b>	<b>176</b>	<b>100</b>

### *Level of Awareness of the Respondents*

As shown in Table 3, the respondents had an **average** level of awareness in all areas. The findings are highly supported by the focus group discussion. The majority of the respondents said that they had no idea about the library and information science course, but they believed that the course really exist because they have a full-time librarian to approach every time they will visit the library. But still, they pointed out that the course is not well-known, not popular to them. Bebung (2007) placed emphasis on this finding. She said that it can therefore be inferred that the Library and Information Science course is not very popular among the students. As revealed in the table, the lowest category in the level of

awareness concerned the economic rewards of the library profession. They revealed during the FGD that the shortage in the supply of librarians was not at the time talked about. Even the salary was not known to them. Their perception was that librarians had low salaries, and opportunities in the profession here and abroad were few, and librarians were not in demand compared to those in medical courses. The second lowest category is the opportunities for professional growth. According to the students, during the FGD, they believed that in all the professions, the workers experienced training to enhance their knowledge and not by getting the information within just the four corners of the room. Next, they believed that librarians were allowed to pursue postgraduate courses, become members of any organization related to the field, and be promoted as head of the office. The lowest average pointed to the librarian as a book writer. This was supported by the FGD. They thought that it was not necessary for one to be a librarian to also to be book writer, since there are lots of writers in the world who are not librarians by profession. The highest awareness was the activities being done by a librarian. This was supported by the FGD. They said that they experienced the services and resources given by the library and the library personnel. The category concerning information specialist, archivist and system analyst got the lowest points because the respondents were not so sure if that profession will also be experienced by the librarian.

Table 3. Level of Awareness of the Respondents

ITEM	Level of Awareness	Description
<b>A. Awareness of the activities being done by a librarian</b>		
1. Caring for the library and its contents	3.91	H
2. Evaluation, selection and acquisition of books and other information materials	3.67	H
3. Cataloging and classifying of books	3.49	H
4. Book shelving and arranging	3.58	H
5. Book evaluation	3.21	A
6. Information processing, handling, and software application	3.36	A
7. Reference service	3.34	A
8. Indexing and abstracting	3.15	A
9. Library orientation	3.36	A
10. Teaching information literacy	3.09	A
11. Working as information specialist	2.97	A
12. Working as consultant	3.40	A
13. Working as archivist	2.91	A
14. Working as systems analyst	2.80	A
<i>Sub-Total</i>	<i>3.28</i>	<i>A</i>
<b>B. Awareness of the economic rewards of the library profession</b>		
1 There is a shortage of supply of librarians in the country	2.84	A
2. Librarians have a wide range of job opportunities	2.75	A
3. Salaries are competitive	2.68	A
4. Head librarians in information centers earn much higher than some bank managers	2.31	L
5 There is a large demand for librarians abroad	2.13	L
<i>Sub-Total</i>	<i>2.54</i>	<i>L</i>
<b>C. Awareness of the opportunities for professional growth</b>		
1. The opportunity to attend training to further enhance knowledge and skills	3.18	A
2. Opportunity to pursue graduate study in the field	3.17	A



3.Opportunity to be a member of professional associations of librarians in the country and abroad	2.80	A
4. Opportunity to be a book writer	2.94	A
5.Chance to be promoted as head of information centers or as director of libraries or chief librarian	2.73	A
<b><i>Sub-Total</i></b>	<b>2.96</b>	<b>A</b>
<b>Total</b>	<b>2.93</b>	<b>A</b>

Scale for Awareness Level:

4.21-5.00	VH	Very High Level of Awareness
3.41-4.20	H	High Level of Awareness
2.61-3.40	A	Average Level of Awareness
1.81-2.60	L	Low Level of Awareness
1.00-1.80	VL	Very Low level of Awareness

*Factors that Motivated the Respondents to Choose Librarianship as a Career*

Table 4 shows that the majority of the respondents chose ***working with people*** as the Number One motivating factor, followed by nature of occupation, use of personal skill, career opportunities, and interest in the library profession, while the last factor was ***Status and Security***. Berry (2008) supports this argument that almost as popular is the desire to help people find information they need, whether in print or online. However, as revealed in the FGD, there was a contradiction between the highest and the least rank. Security and status ranked Number One, specifically, while income and working with people was the least chosen factor. The interview revealed that income now is the major concern when one finds a job. If one is highly compensated for the

job, it will give them the idea to pursue that career, and also if the profession has a high status, has a prestigious social standing and provides a secure career. They said that working with people will always be there in any job, that you will have the opportunity to help and interact with people, but status and security will provide you a secure career or future.

The contradiction in the results based on the survey questionnaire might give students a little bit of confusion on what to answer and maybe they just wrote down the usual answers of a child to her parents or those of the beauty contest candidates to the board of judges that they wanted to help people, while the results of the focus group discussion were based mainly on what students might feel about the profession and they based their answers on the real situation or looked at the question from a practical standpoint.

**Table 4. Factors that Motivated the Respondents to Choose Librarianship as a Career**

<b>MOTIVATING FACTOR</b>	<b>Level of Motivation</b>	<b>Rank</b>	<b>Description</b>
1. Working with People	3.99	<b>1</b>	<b>High</b>
2. Nature of the Occupation	3.94	<b>2</b>	<b>High</b>
3. Use of Personal Skills	3.89	<b>3</b>	<b>High</b>
4. Career Opportunities	3.69	<b>4</b>	<b>High</b>
5. Interest in the Library Profession	3.62	<b>5</b>	<b>High</b>
6. Status and Security	3.60	<b>6</b>	<b>High</b>
<b>Total</b>	<b>3.79</b>		<b>High</b>

Scale:

4.21-5.00	VH	Very High Level of Motivation
3.41-4.20	H	High Level of Motivation
2.61-3.40	A	Average Level of Motivation

1.81-2.60	L	Low Level of Motivation
1.00-1.80	VL	Very Low Level of Motivation

***Classification Results for “Will Not Enrol in the LIS Program” and “Will Enrol in LIS Program” Cases***

Table 5 revealed that 117 or 66.48% of the respondents will not enrol in LIS Program and 59 (33.52%) will enrol. This is true to what the subjects emphasized in the FGD. The majority of the respondents were not willing to enrol in the LIS Course because they perceived it to be boring, not interesting, a silent type of work, not popular because it was their first time to hear of the program and they had plans already concerning the course that they would take up in college. But there were also some respondents who were willing to enrol in the LIS Course. They said that they would like to enter the world of librarianship because they love books, the field is interesting, challenging, and they believed that after college graduation, they can find work easily because of the shortage of librarians in the country. This is supported by Mary Bay’s (in Shontz 2002) that the librarianship is a field with great variety, so there are many opportunities. It all depends on the student’ level of interest and personal bent. One can work in school libraries, public libraries, academic libraries, and other institutions. Further, these days, librarians have a pretty easy time finding positions/jobs when they want to.

**Table 5. Classification Results for “Will Not Enrol in the LIS Program” and “Will Enrol in the LIS Program” Cases**

<b>Category</b>	<b>Frequency</b>	<b>Proport</b>
Will Not Enrol in LIS Program	117	66.48
Will Enrol in the BLIS Program	59	33.52

<b>Total</b>	<b>176</b>	<b>100</b>
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### ***Relationship Between Awareness and Motivation***

As shown in Table 5, the association between awareness and motivation was highly significant because the rank of the strength of relationship was large 0.765. This was supported by Brophy (1987), who stated that motivation to learn is a competence acquired "through general experience but stimulated most directly through modelling, communication of expectations, and direct instruction or socialization by significant others (especially parents and teachers)." Though the strength of relationship was medium, awareness and motivation were related to each other because a person is not motivated if he is not aware of the existence or presence of somebody as a model. During the FGD, students emphasized that awareness and motivation have a relationship with each other. If the person is aware of a certain thing or there is a model that represents the idea, the motivation factor will follow. Since librarianship is not popular and it lacks promotion according to Bebung, 2006, the students would not be motivated to take the BLIS course. The students preferred to choose a career that is talked about in school or in the community like medical courses which are in demand in this generation. Robbins and Alvy (1995) supported this idea by stating, "This inner reality reflects what organizational members care about, what they are willing to spend time doing, what and how they celebrate, and what they talk about".

**Table 6. Relationship Between Awareness and Motivation  
(Pearson-Product Moment Coefficient of Correlation)**

<b>VARIABLE</b>	<b>R</b>	<b>Significance Level</b>
Awareness	0.765	-35
Motivation		4.3 X 10

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Strength of relation-scale in Cohen, 1988

$r = 0.10$  to  $0.29$  = small

$r = 0.30$  to  $0.49$  = medium

$r = 0.50$  to  $1.00$  = large

***Relationship Between Independent Factor (Gender, Income, Interest in Books, Visits to the Library, Awareness of LIS, Motivation) and their Choice of LIS as a Career***

Table 7 shows the results of the relationship of the independent factors namely: *gender, income, Interest in books, frequency of library visits, awareness and motivation* and their choice whether not to enrol or to enrol the LIS as a career.

The results show that **gender** posted significant relationship in relation to their choice (i.e., not to enrol or enrol) having the value of .021. The data in Appendix F shows that the gender with high percentage was given consideration that though there are more female respondents than male but the level of percentage ion not to enrol is almost the same. It also revealed that only few students will enrol especially male and this is supported to the result of FGD conducted to students that there are more female to enrol because it is a feminine type of work and female are more patient than males. Without question the library profession is female-dominated (Carmichael, 1992; Piper & Collameer, 2001; Gordon, 2004; Weibe, 2004). The survey revealed that the greatest stereotypical bias held against male librarians is the assumption that they are gays and other misconceptions about why men seek this career include the following: social ineptitude, lack of ambition, and failure at other fields of endeavour.

Shown in Table 7 that **income** posted significant relationship in relation to their choice (i.e. not to enrol or to enrol) having the value

of .018. The data in Appendix F shows that the parents with **very low (15,000 and below)** income are those respondents who will enrol the LIS program because according to them it is not expensive course compared to other courses. Parents with **average to very high income (25,000 and above)** are those respondents not interested to enrol because they prefer to take popular and expensive course like medicine. Pangcatan (2006) supported the argument that there were a minimal number of students and parents who preferred Library & Information Science. Parents perceived this as a profession that offers limited job opportunities for their children.

With regard to **interest in books**, the data in table 7 posted that there is a significant relationship to their choice (i.e., not to enrol and to enrol) having a value of .031. In Appendix F shows that respondents' interest in books were very positive factor in their choice of the LIS course. As reported by Berry (2008), students recruited from the working ranks of libraries chose the career because they love their jobs. He added, that the second most common reason they want to join the field is the old bromide. "I love books and reading." Books are obviously still a major attraction in our field, although far less o than love of the work. As students revealed during the FGD, even if he love to read books it does not mean that your field of interest is on librarianship; or some chooses librarianship even if he is not interested in reading books because he cannot afford to enrol in an expensive school.

The **frequency of visits to the library** as shown in Table 7 revealed that there is no significant relationship to their choice (i.e., not to enrol or to enrol) having a value of .596 as well as **awareness** having the value of .139.

Table 7 show that **motivation** posted significant relation to their choice (i.e., not to enrol or not enrol). It is shown in Appendix F that most of the respondents will not enrol the course. Based on the FGD, even if they have an average level of motivation, there should be a constant encouragement from the library school or give them

an orientation about what is library and information science and what are the opportunities when you choose that career.

**Table 7. Relationship Between Independent Factor (Gender, Income, Interest in Books, Frequency of Visits to the Library, Awareness of LIS, Motivation) and their Choice of LIS as a Career**

Variables	C-Square	P-Value	Decision	
Gender	5.288	.021	Reject Ho	S
Income	5.570	.018	Reject Ho	S
Interest in Books	4.630	.031	Reject Ho	S
Visit to the library	0.281	.596	Failed to Reject Ho	S
Awareness	2.184	.139	Failed to Reject Ho	S
Motivation	4.617	.032	Reject Ho	S

***Promotional Strategies Perceived by the Respondents as the Best in Promoting Library and Information Science (LIS)***

Table 8 shows that the majority of the respondents choose career orientation as the best tools to promote the BLIS course, followed by talks during seminars/training, community outreach project and personal contact with librarian. This means that the respondents want to have a personal contact with the speaker or librarian so that they can address their concerns about the BLIS program or

librarianship as a profession. This will help them to be aware and be motivated to choose the LIS course. The newsletters rank fifth and the least tool was the brochure because based on the FGD, the newsletter and/or brochure will just be thrown away after reading, or they do not give much attention to what is written.

The results regarding the media advertisement that the respondents often times patronized is also revealed in this study as another way of promoting and helping the marketing team to advertise the LIS program:

The data in Appendix G revealed that **Television ranks number one**. The **most viewed TV station is ABS-CBN** channel 2, with viewers not lower than 71.02% (Tuesdays) of the respondents and as high as 97.73% on Saturdays. This is way above the number of viewers for GMA Channel 7, with the highest number of viewers at 31.25% on Saturdays, and the lowest number of viewers at 10.80% on Mondays.

For **radio stations** which ranked number two as revealed in Appendix G, **FM is most listened to** from Mondays to Sundays, with the highest patronage on Sundays at 93.75% and the lowest number on Tuesdays at 68.75%. The highest number of respondents listening to AM is on Saturdays with only 17.05% of the total respondents while the lowest number is on Thursdays, at 6.82%.

On the other hand, **Internet** use ranked third as revealed in Appendix G. **All types of sites were viewed or visited** by most of the respondents. 79.40% of the respondents visited these types of internet sites.

**Newspaper** is the least in rank. **The *Malindang Herald* is the most read local newspaper** compared with *Gold Star Daily* whose highest readership is on Sundays at 14.14%. Where national newspapers are concerned, **Manila Bulletin leads in most of the days** except on Saturday when the *Philippine Daily Inquirer* leads at 13.11% on Mondays. However, the result shows that most of the



respondents do not read newspapers. The readership for local and national newspapers only ranges from 1.14% to 18.18% (See appendix G).

Furthermore, all respondents (176 or 100%) said that there is a need to promote the Library and Information Science Program. This was revealed during the focus group discussion. The respondents emphasized that the course should be promoted. This finding is also supported by Bebeng (2007) in her study “Level of Awareness of High School Students in the Province of Laguna on the Library and Information Science Profession: Basis for Promotional Strategy” and Mugot (2009) on her study “Librarianship as a Career Choice” where students agreed on the need to promote the LIS course through the use of media, brochures, newsletters, public relations through book celebration, career orientation, personal contact with librarians, community outreach and career talks in seminars/training courses. Promotional strategies include advertising, personal selling, sales promotion and public relations.

**Table 8. Promotional Strategies the Respondents Perceived as the Best in Promoting LIS**

Promotional Strategies	Frequency	Rank
1. Career Orientation	142	1
2. Talks on Seminars/Trainings Courses	138	2
3. Media Advertisement	136	3
3. Community Outreach Project	134	4
4. Personal Contact with Librarian	132	5
5. Brochure	131	6
6. Newsletters	130	7

## **Chapter 4**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents the summary of findings, the conclusions drawn and the recommendations formulated relevant to the subject studied.

#### **Summary**

This study aimed at finding out the students' level of awareness and motivation in the choice of library and information science as a career as a basis for formulating promotional strategies.

It involved 176 fourth year high school students enrolled in the Integrated School and Night High School of La Salle University, Ozamiz City S.Y. 2008-2009.

The qualitative-quantitative, descriptive-correlational methods of research were used. Some instruments for the data-gathering were standardized, while a few were researcher-devised.

The statistical procedures used in this study were the Pearson r, test of relationship (t-test, ANOVA). The statistical test used was the Statistical Package for Social Sciences (SPSS)-version 12.

The data gathered were analyzed, and the findings are presented based in the order of the problems stated in the first chapter.

1. More **female** than male students were the respondents of the study.
2. The Majority of the respondents monthly income was 25,001 - 35,000 where the parents employed in the private or public institution/company or they own a business and they are students who were enrolled in LSU Integrated School and for those parents who's occupation was driver, farmer, and labourer where those students enrolled in LSU Night High School which got the range from 15,000 and below. The reason they can afford to enrol their children in a private school was they are subsidized by the school. Only a few respondents had a parents with a monthly income of 34,001 – 45,000 and 45,001 and above. These parents were working abroad as Overseas Filipino Workers (OFW).
3. The majority of the respondents (66 or 37.50%) were **moderately interested** in reading books. This means that the respondents' interest in books is a very positive reason for choosing the LIS course because one of the factors in taking up librarianship was love of books and libraries.
4. Most of the respondents (66 or 37.50%), indicated **moderate** when queried about their visits to the library. This was due to the new technology, they have their own computer at home connected to the Internet and also they have their own textbook.
5. The respondents had an **average** level of awareness in all areas (activities being done by the librarian, economic rewards of the library profession and opportunities for professional growth). It can therefore be inferred that the Library and Information Science course was not very popular among the students.
6. The majority of the respondents chose *working with people* as a motivating factor and the least chosen was *security and status*

which contradicted what they revealed in the FGD. They emphasized that security and status, especially the income would be the greatest factor that would motivate students to enrol in the LIS program, followed by career opportunities, and the least was working with people.

7. Almost 100% or 153 of the respondents **would enrol** in the LIS program while 23 would not. This was contrary to what they revealed in the FGD. That majority of the respondents were not willing to enrol in the LIS course because they perceived it to be boring, not interesting, silent type of work and not popular because it was their first time to hear about the program and they had plans already on what course they were going to take up in college.

8. The majority of the respondents (117 or 66.48%) will not enrol in the LIS Program and 59 (33.52%) will enrol.

9. The association between awareness and motivation was highly significant having a value of .021

10. There is a significant relationship between gender to their choice (i.e., not to enrol or to enrol) having a value of .018

11. Income posted a significant relationship to their choice (i.e., not to enrol or to enrol) having a value of .031.

12. Where Interest in books was concerned, there is a significant relationship to their choice (i.e., will not enrol or will enrol) having a value of .596.

13. With regard to frequency of visits to the library, posted no significant relationship to their choice (i.e., will not enrol or will enrol) having a value of .139.

14. The awareness posted no significant relationship tot their choice (i.e., not to enrol or to enrol) having a value of .032.

15. All the respondents, 176, said that there is a **need to promote** the Library and Information Science Program. The promotional strategies in terms of personal selling that the students perceived as the **best tools** to promote the LIS program were *career orientation*, followed by *talks during seminars/trainings courses*. This means that the respondents would like to have a personal communication

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with the speaker so that they could ask personally about their concerns concerning the BLIS program or librarianship as a profession. This would help them become aware and be motivated to choose the LIS course. The **least effective tool** was the **newsletters** because based on the FGD conducted, the newsletter would just be thrown away after reading or they did not give much attention to what was written on it.

16. Media advertisement that the respondents often patronized was also revealed in this study as another way of promoting and marketing the LIS program:

- a. The **most viewed station** was **ABS-CBN**, channel 2, with viewers not lower than 71.02% on Tuesdays and as high as 97.73% on Saturdays. This was way above the number of viewers for GMA Channel 7, with the highest number of viewers at 31.25% on Saturdays, and a lower number of viewers at 10.80% on Mondays.
- b. As for as radio stations were concerned, **FM was the most listened** to from Monday to Sunday, with the highest patronage on Sundays at 93.75%. The lowest number of respondents who listened to the FM was on Tuesdays at 68.75%. The highest number of respondents listening to AM is on Saturdays with only 17.05% of the total respondents. The lowest number of respondents who listened to the AM was on Thursdays, at 6.82%.
- c. With regard to Internet use, **all types of sites were viewed or visited** by most of the respondents. As a result, not lower than 79.40% of the respondents visited these types of internet sites.
- d. **Malindang Herald is the most read local newspaper**, consistently leading *Gold Star Daily* on a daily basis,

with the highest readership on Thursdays at 14.77%. On the other hand, where national newspapers were concerned, **Manila Bulletin led on most days** except on Saturday, wherein the *Philippine Daily Inquirer* led at 13.11% on Mondays. However, the result showed that most of the respondents did not read newspapers, given that the readership for both local and national newspapers only ranged from 1.14% to 18.18%.

## Conclusions

Based on the findings the following conclusions are drawn:

1. More females respondents than males ; the majority of the parents' income was 5,000 and below but they could afford to enrol in a private school because of scholarship grants; almost half of the respondents were moderately interested in reading books; and most of the respondents indicated moderately in their visits to the library.
2. The respondents had an average level of awareness of the LIS course.
3. The majority of the respondents chose working with people as a motivating factor to choose Library and Information Science as a career.
4. The majority of the respondents will not enrol in LIS Program because they perceived it to be boring, not interesting, a silent type of work, not popular and they had their plans already what to take up in college.
4. The association between awareness and motivation was highly significant.
5. There is a significant relationship between gender to their choice (i.e., not to enrol or to enrol).
6. Income posted a significant relationship to their choice (i.e., not to enrol or to enrol).
7. Where Interest in books was concerned, there is a significant relationship to their choice (i.e., will not enrol or will enrol).

8. With regard to frequency of visits to the library, posted no significant relationship to their choice (i.e., will not enrol or will enrol) having a value of .139.
9. The awareness posted no significant relationship tot their choice (i.e., not to enrol or to enrol).
10. The promotional strategies in terms of personal selling that the students perceived as the **best tools** to promote the LIS program were **career orientation**, followed by **talks during seminars/trainings courses** and the **least effective tool** was the **Newsletters**. Media advertisements that the respondents often patronized were **television**, which ranked number one, followed by radio, the Internet and newspapers, respectively.

Therefore, the success of the librarianship profession is highly dependent on awareness and is promoted by a highly motivating factor. Promotion of the Library and Information Science program makes a great impact on the library schools because the more the course will be promoted, the more the students will be encouraged to choose LIS as a career.

### **Recommendations**

Taking into account the findings of this study, the researcher arrived at the following recommendations:

1. Students should be exposed more to the use of the library in order to appreciate and understand its importance. They should be given more assignments/home work so that they can make use of the library and its resources.
2. Library and Information Science faculty and librarians should work hand in hand in disseminating more information about the profession and its significance in order to inform other people and to attract in-coming students to enrol in the said career.
3. More motivational factors should be raised and articulated so that students will be attracted to enrol in the LIS course.

4. Library schools should conduct career talks during seminars/training courses in the different schools with high school graduating students and tie up with the School Guidance Counselor so that they can help more students to be aware and be motivated to enrol in the Library and Information Science course.

5. Librarians should improve their working performance to gain respect from students and other clientele of the library. In order to improve their performance, evaluation by the library administrator should be conducted regularly to find out who among his/her subordinates are doing well and who are not performing well.

6. Massive information drives/campaigns should be done by librarians and faculty in Library and Information Schools by sponsoring job placement seminars or career orientation prior to graduation for high school students and by encouraging schools offering Library and Information Science to help in the awareness campaign of the LIS profession.

7. More marketing and promotion of the Library and Information Science profession should be done using the media like publicizing the profession through television, radio, the Internet and the newspapers in order for the students and parents to become aware of the profession; with emphasis on TV.

8. The Library Association should also help in promoting the profession.

9. Teacher-librarians should be encouraged to attend training courses on librarianship or enrol in LIS subjects.

10. Further studies should be conducted using other variables not included in this study to be able to identify other variables that could predict the choice of librarianship as a profession.

12. The promotional strategies that can be developed for the LIS course are enumerated below:

- a. Advertising through print and broadcast media, billboards, brochures, newsletters and flyers;



- b. Personal selling through educational campaigns, personal contact with library personnel, career talks and orientation, the Internet and websites;
- c. Sales promotion in terms of tuition fee discounts, miscellaneous fee discounts, and low down payment; and
- d. Public relations through word of mouth, community outreach programs, Book Week celebrations, linkages with public libraries, and membership in civic organizations.

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## **E. LAWS AND STATUTES**

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RA 9246 (Modernization Act of Librarianship, 2003)

RA 8981 (PRC Modernization Act of 2002)





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