International Journal of Academic Studies

Volume 9 No.12 2023

International Journal of Academic Studies

Vol. 9 No. 12 2023 ISSN: 2409-9929

Sponsor: International Education and Cultural

Development Association (IECDA)

Editor-in-Chief:

Prof. Kennard Williams

International Education and Cultural Development Association

Executive Editor-in-Chief:

Prof. Stephen Woosh

International Education and Cultural Development Association

Editorial Board:

Prof. Richard Echemp

Prof. Chahine Jensen

Prof. Mario Sarker

Prof. Rachel Reisl

Prof. Huaien Yang

Dr. Claire Wu

Dr. Hong Wei

E-mail: INTJAS@outlook.com (Worldwide) or intjas@163.com (for authors from mainland China only)

Contents

Education and Teaching Research

The Role of Information and Communication Technologies in Adult Education and Non Formal Education for
National Development in Nigeria
Daudaadeyemo Ariya Michael Olarewaju Ogundele Deborah Yetunde Abiodun Safiyanu Saleh 1
Students' Personality Traits and Performance Correlates of High Grades in Senior School Certificate English in
Kwara State, Nigeria
A Probe on An Integrated Cultivating Mode of the Graduate Students Majoring in Foreign Languages in the
New EraWang Yafei Zhang Haoyan 15
Reflection on Teaching and Assessment Strategies in the Postgraduate Diploma in Higher Education Program
Designing an Open and Blended Learning Readiness Survey for Open High School Learners
The Educated Citizen: Cultural and Gender Capital in the Schooling of Aetas' Children in the Municipality of
JaniuayRome B. Moralista Gabriel C. Delariarte 35
A Feasibility Study on Offering Bachelor of Arts in Information Technology (With Business Track on Business
Processing Outsourcing)Arly B. Balingbing 43
Applied Cognition Approach: A Key Factor for Authentic LearningDonnalea P. Buendia 52
A Study on Emotional Education in Advanced College English Writing
Teaching and Learning Styles of Teachers and Students in Relation to their Personality Types
Lida C. Landicho Majan Karess Q. Camo Faye Mae J. Mendeja Raina Mae S. Reyes 67
Teaching and Learning of English Language by the French University Students In Porto-Novo, Benin Republic
Yekeen Bello M.O. Ogundele F.M. Agboola E. I. Akande 76

Cultural Studies

Effects of Viewing Romanti	c Comedy Films: Basis for Co	ncept Enhancement	
C C	Verniz Moreille F. Buenaflor	1	
, 0	U U		~
Interventions to Improve the	e Quality of Life of the Badjao	s in Batangas City, Philipp	omes
		Ma. Rosario	B. Tamayo Imelda L. An 96

The Role of Information and Communication Technologies in Adult Education and Non Formal Education for National Development in Nigeria

Daudaadeyemo Ariya¹, Michael Olarewaju Ogundele¹, Deborah Yetunde Abiodun¹ Safiyanu Saleh²

1. University of Jos, Nigeria, 2. Federal College of Education Pankshin Plateau State, Nigeria

Abstract

This paper examines the role of information and communication technologies in adult education and non formal education and how it can serve as a catalyst for national development in Nigeria. For competitiveness in global stage, the knowledge based economy is given priority and places great importance on the diffusion and use of information in new technologies for productivity and growth. The determinants of success of national economies and enterprises are reliant upon the effectiveness in gathering and utilizing knowledge. The paper therefore, highlights various aspects of adult and non formal education and the utilization of ICT and some of the challenges that could follow such innovation were x-ray and solutions proffered for greater growth and productivity for sustainable national development.

Keywords: Information and communication technologies; Adult education; Non-formal education and national development

I. Introduction

At independence in 1960, the global community had great hope and aspiration on Nigeria as a potentiallyendowed nation and was placed at parity with countries like China, India, Malaysia and Turkey because of her God given human and natural resources. After, five decades as a nation, the above mentioned countries have risen from underdeveloped to emerging economies.Whereas, Nigeria has gone down the ladder in human development index. As of today, Nigeria aspires to be in the league of the 20 leading economies in the world by the year 2020. How can this noble idea can be conceptualized without efficient education at all levels. The neglected aspect of education is that of adult and non formal education which if not given her rightful place, the vision f 20: 2020 can never be realized. The Human Development Report UNDP (2008) shows that Nigeria is still at the lower level of human development index compared to the countries in the emerging economies and critical understudying of these countries shows their seriousness in promoting and advocacy in lifelong education compared to Nigerian situation.

The human development index reported in 2005 that combined gross enrolment in the primary and secondary was 69.1 %, tertiary education stood at 56.2%, whereas adult and non formal education was 0.47 percent.

Based on the foregoing, it can be viewed that with these available index as indicators for academic judgment and analysis, Nigeria is far behind in human capital development and this calls for a pragmatic policy intervention towards transforming the economy from its present state to knowledge driven using work place education as a catalyst for the much sought growth and sustainable development to make Nigeria a reckoned

nation on the global stage. Scholars advocated for knowledge based economy through intensive effort in human capital development in achieving vision 20: 2020 so that Nigerian can regain her lost glory and enhance its competitiveness in the global economy.

Blinder (2000) suggested three vital things to boost productivity and growth for a nation to be reckoned with. These are (i) improve the quality of the work-force through education and training (ii) equip the workers with more and better capital such as computers and (iii) Improve technology, so that the given input produces greater output.

For any meaningful growth and sustainable national development, it is necessary to carry along the rural dwellers and the average working class; the rural areas are where the vast majority of our people live. These are the places where Nigerian has its own share of poverty, ignorance, illiteracy, wide gap between male and female child, high attrition rates and drops outs. The deployment of new innovation and technology in enhancement of the competitiveness of farmers, blacksmiths, petty traders, administrative clerks and housewives among others would be a remarkable gain and boost growth and national development. A farmer, can learns new things on farming methods, application of fertilizer and pesticide or new farming techniques such as hybridization through transistor radio broadcast in local dialects, GSM handsets, computers, projectors etc.

II. Adult and Non-Formal Education Concepts

Liveright and Haygood (1968) observed that adult education in many countries is not been seen and viewed as a distinctive sector of education. While in some countries, adult education is taken as adult literacy, community development, vocational education, moonlight education/social education and citizenship education. In his own, Aderinoye (2004) sees the term adult education as a process unrelated to age. He observes that the term has been described as a process by which persons who have terminated their initial cycle of continuous education may undertake sequential and organized activities with the conscious intention of bringing about changes in themselves with regards to information, knowledge, understanding or skill appreciation and attitudes.

UNESCO (1976) views adult education as "entire body of organized educational processes whatever the contents, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adults by the society in which they belong, develop their abilities enrich their knowledge, improve their technical or professional qualifications and bring about changes in their attitude or behaviour in the two-fold perspective of full personal development and participation in balanced and independent, social, economic and cultural developments". Scholars like Delker (1974), Omolewa (1981), Aderinoye (1997) views the term adult education as an organized and sequential learning experience designed to meet the felt needs of adults.On the other hand, the term Non-formal Education connotes an organized educational activity for out-of-school youth and adults outside the formal system.

Omolewa (1981) and Akinpelu (1990) define the term Non-formal education "as any organized, systematic educational activity carried on outside the frame work of the formal system to provide selected type of learning to particular sub-groups in the population of adult as well children also Omolewa, (1981) while quoting the Federal Government of Nigeria version of the term Adult and Non-formal Education stated that:

Adult and Non-formal education may be aimed also at young people who legally have not attained adult status, but for whom there is no further provision within the school system "It is estimated that there will be approximately 1.6 million of such young people with no place in the formal system p.5.

Based on the foregoing, it could be seen that educating the target groups within the adult and non-formal sector is of necessity and the deployment of ICT is highly desirable for any meaningful growth and sustainable development in the nation.

To Ukeje and Aisiku (1982), adult and non-formal education goes beyond literacy and includes all forms of training outside the formal school system, such as the apprenticeship system in mechanics, bicycle repairing and carpentry. And these if well implemented can leads to growth and national development.

In their own submission, Okedara and Bown (1981) viewed adult and non-formal education as the rubric of education that covers training and instruction outside the formal education system and ranges from individualized apprenticeship to nationwide literacy. It may be vocational, as in the case of craft training centers in Nigeria designed to provide employment opportunities for young school leavers and for other unemployed persons. This can gear up growth and sustainable development in the nation.

Adult and non-formal education is a veritable tool in the development of a nation like Nigeria. Akinpelu (1990) lays credence to this when he reiterated that adult literacy can:

Makes available coded information and knowledge. Facilitates communication between the reader and the writer, regardless of distance and time. Facilitates a critical and constructive treatment of issues before decision making. Ensures freedom of expression. Generates a feeling of self-confidence and personal security against the possibility of being cheated or exploited. Promotes political participation and ensure survival of democracy. Increase the opportunity (and possibility) for economic, political and social awareness and gains andadvantages. Creates better attitude to change. Facilitates access to technological infrastructure and mass communication which can bring economic and social development. P.18.

Before any meaningful development can take place, the challenges of access, quality and cost must be addressed. That was why Cornia quoting Wali (2004) asserted that:

Within the Nigeria education system, more than 4 million primary schools learners who need access to secondary education could not gain access. This is in addition to the desire to train more than 40,000 teachers. Equally of relevance is the desire of more than one million secondary school learners to gain admission to university for the year 2004 alone, one million applied for admissions out of which there were only 100,000 available spaces (p.76).

Based on the above secondary, the only escape route from this logjam is mass education which technology holds the answer

III. The necessity of ICT in Adult and Non-Formal Education for National Development in Nigeria

The new information technologies can be applied to adult and non-formal education in different ways: they can provide training materials; be used as an aid in the educational process and fulfill a supporting function in organizational aspects of adult and non-formal education. Nigeria as a nation cannot afford to leave millions of its citizens uneducated in this 21st century for meaningful and sustainable industrial development, needs viable education for the vast majority of her citizens in the rural areas must be given the right education and skills to compete favourably. That is why Harbinson (2003) opines that:

Human resources constitute the ultimate basis for wealth of nations, capital and natural resources are passive factors of production, human beings are the active agents who accumulate capital, exploit natural resources, build social, economic and political organizations and carry forward national development. Clearly a country which is unable to develop the skills and knowledge of its people and to utilize them effectively in the national economy will be unable to develop anything else (p.47).

Adult and non-formal education is imperative for any meaningful socio-economic changes and development in Nigeria. With a well planned programme of action, the various social vices in Nigeria in the name of ethno-religious crises would be drastically reduced if every citizen can be given the necessary skills

and knowledge that would make them functional and self-employed citizens. What kind of education do they need and how can we then give mass education in Nigeria?

Combs and Ahmed (1974) indentify the following types: Technical skills training for older adolescents and young adults to prepare them for gainful employment in the future. Technical upgrading of existing artisans and craftsmen (including the self-employed) in order to improve their standard, versatility, productivity and income.

The Author also spelt out basic assumptions about adult learners as follows: They need to know the purpose of their learning, The learning must be relevant to their real-life needs both professional and personal, Learning is self- directed, Adult learners want their knowledge to be recognized and used, Personal or incentive- based motivation supports learning.

For this kind of assumption to be realized, there is urgent need to incorporate modern gadgets like radio, television, video recorders, slides and computers to make adult education more attractive and result-oriented. In the educational process of the adult and non-formal learners, new technologies can be applied as a storage medium for teaching aids and also as a means of communication. It is used in such activities as advice and consultation, animation, policy determination and planning, promoting expertise, information services, international relations, research, training courses, teaching materials development.

The internet is a basic tool in the information and communication technology world. That is why Carlson (1998) opines that:

The power of the internet lies in its ability to bring diverse groups of individuals in contact with each other to facilitate communication, collaboration, and the exchange of idea across geographical divides, language barriers and unique cultural perspectives.

IV. Benefits of ICT

If government at all levels can adequately fund Adult Education programmes by incorporating ICT technologies, the issue of barriers to access education and learning would be a foregone conclusion. This would bring and enhance the principle of learner centeredness, lifelong learning, flexibility of learning provision, the recognition for credit of prior learning experience and the provision of learner support among others. The provision of educational computer studies and information technology in adult education learning centers would bring solid foundation for the development of our society. According to Onasanya (2001) the advantages of computer- based instruction are as follows: reduces training time, Reduces reliance on trained instructors; reduces need for using expensive or possible dangerous operational equipment; provides rapid update instructional materials, constructs high-quality instruction on a large scale and Provides high quality training at remote sites.

The above are in agreement with what Durosaro (2001) said that:

An education which seeks to remove all unnecessary barriers to learning, while aiming to provide learners with a reasonable chance of success in education and training system centered on their specific needs and located in multiple areas of learning(p.65).

Bates and Poole's (2003) observation on human development deficiency as indicated below should not be ignored. They observe that:

If technology is the answer, what is the question? The paradox of technology enriched education is that technology changes very rapidly and human beings very slowly. It would seem to make sense for proponents of e-learning to begin with the learners.

For an effective ICT in Adult Education, Okebukola and Shabani (2001) outlines 6 basic steps in the development of online distance learning education as follows: preparation of course text, audio and video

films, Web site design, hosting, publishing and promotion, Designing and testing of site, Acquiring cyberspace, Running and maintaining online courses and learners support and Monitoring and evaluation.

The use of ICT in adult education has enormous benefits. Computer has a content area as well as skills area that have to be mastered and developed. It would enable adult learners to learn wide range of skills and information about technology. Furthermore, it facilitated the provision of learning. Since the majority of Adult learner are rural based, the kind of information that must be devised should involve them in development and learning process. The Author however noted that Communication had within and among societies, a definite, importance for the diffusion of great ideas, for the relationship of the, authority and the majority of the inhabitants as well as the conservation and stabilization of societies.

Based on the forgoing, well informed citizens are asset to the nation, increase productivity and promote harmonious living for growth for national development. For harmonious living in a nation, the government must provide a kind of education for each level of our society to have sense of belonging. For the adults, Oyedeji (2013) identified the following areas:

On-the-job training: this is upgrading training for adult employee who needs particular skills efficiently in their new or old employment and upgrading specific skill of personnel employee who need promotion.

Job creation: this is the type of training which could generate new employment opportunities for group of individual adult. People that can benefit from such training programmes are artisans, craftsmen, tailor, carpenters etc.

Specialized vocational skills: these skills are needed for those adult that engage in technical and commercial work who need practical skills to function efficiently in rural areas where they live. Such people need skill for maintenance of equipment, sewing equipment, farming equipment, hand tools, generators etc.

Managerial and Business skills: these are meant for those who engage in business which demand skills in record and stock keeping, purchasing and sales, import and export, investment, personnel management etc.

Home industry and Home improvement skills: These are for those who produce on a small scale and undertake simple improvement and maintenance of their home. Programmes for home making and decoration serve the need of housewives and women in general.

To achieve this laudable educational objectives for adult learners, Gagne (1992) advocated for the categorization of learning into intellectual skills, cognitive strategies, verbal information, motor skills, and attitudes and to his nine steps in e- learning : Gaining attention, Stating the objective, Stimulating recall of prior learning, Presenting the stimulus, Providing learning guidance, Eliciting performance, Providing feedback, Assessing performance, Enhancing retention and transfer to other contexts, The provision of functional literacy education for adult who have never had the advantage of any formal education. The provision of functional and remedial education for those young people who prematurely dropped out of the formal school system. The provision of further education for different categories of completers of the formal education system in order to improve their basic knowledge and skills. The provision of in service, on the job, vocational and professional training for different categories of workers and professionals in order to improve their skills, and The provision to adult citizens of the country of necessary aesthetic, cultural and civic education for public enlightenment.

All these would go a long way in enhancing the social status of the adult learner, will make them informed citizens civic responsible in promoting the ideas of the democratic culture and contribute to the national economy.

Cavanagh (1997) outlines the following as the instruction in adult education information and communications technology. They are:

Postal correspondence: postal correspondence tuition still forms the main basis for learners -tutor contact in the vast majority of distance education programmes.

Newspaper: newspaper and magazines campaigns have been widely used as a component of distance education programmes in many countries.

The telephone: audio and audio-graphic conferencing, and video-conferencing, via telephone and satellite communications channels have been increasingly used artisanal, small scale, teacher-led distance education.

Radio: used from the 1930 for distance education.

Television: which continues to be a dominant medium in a few large-scale institutions such as the Chinese central Television University?

Electronic mail, computer conferencing, and the world wide web (www), the current new technologies using the internet, which are now attracting so much attention.

The above medium if adequate harnessed can bring the desired literacy, information, skills, and knowledge that can bring good governance and sustainable social changes in Nigeria.

V. Challenges

No matter how laudable a new education innovations and technologies might be, there are challenges. Obielodan (2001) spelt out the limitations of electronic distance learning as follows: low technological environment of most African countries; power failures in most states of Africa and low level of self -motivation in learners in African schools.

Also, the main problem in applying the new technologies to the work of adult and non-formal educational groups is access to its many and multiple possibilities. The majority of organizations encounter difficulties in the practical application and used of the new technologies.

Finally, another significant challenge for adult and non-formal education is the use of the new technologies in group work. They provide many opportunities for individual learning, but their implementation in group work has still to be fully exploited. The experience of National Open University of Nigeria (NOUN) in the use of education software, telecommunication networks, modern teaching method, technological experiments etc still faces lot of challenges and at the developmental stages.

All and sundry should take up the challenge on the questions of access to mass education and participate in the development of education delivery contents that can bring much desired transformation in Nigeria and to contribute to the development of democratic culture and sustainable social changes.

VI. Conclusion and Recommendations

For Nigeria to compete favourably with other nations globally there is urgent need to imbibe the importance of a massive effort in the field of education and training, since education is a key variable for the competitiveness of enterprises on the global market and also, education is of overwhelming importance in determining each nation's position in global competition. The government should incorporate ICT in adult Education in addition to efforts being made in the formal education setting at all levels so as to achieve meaningful national development.

The Federal Government of Nigeria should encourage ICT education at all levels of education including Adult and Non-formal Education.

Adequate funding should be given to Adult and Non-formal Education sub-sector to enhance growth and development in the country. The mass media should be deployed to assist in the realization of the objectives

of ICT in the Adult and Non-formal Education. The curriculum of Adult and Non-formal education should include ICT for growth and development in Nigeria.

References

- [1]Aderinoye, R.A.(2004). Adult and non-formal education and the global challenges: Issues and perspectives.
 Being a text delivered at the 55th anniversary lecture of the department of adult education, university of
 Ibadan. 20th September. Ibadan: Gabesther Education Publisher.
- [2]Aderinoye, R.A (1997). Literacy Education in Nigeria. Ibadan: University of Ibadan publishing House Ltd.
- [3]Akinpelu, J.A. (1990). Adult and National Development in Literacy Voice, vol. 1, No. 2 pp 4. Bates, A.W & Poole, G (2003). Effective teaching with technology in higher education foundation for success. San Franscisco Jossey-Bass.
- [4]Blinder A.S, (2000) The internet and the new economy, http/www.internetpolicy.org/briefing100.html.
- [5]Carlson,S.(1998). Linking students around the world: The world bank new educational technology; 38(5)September-October.
- [6]Cavanagh,C.(1997). Adult learning, media, culture and new information and communication technologies. A paper presented at the 5th international conference on adult education (CONFINTEA) HamburyGermarmy, 143-158
- [7]Combs, P.H & Ahmed, M. (1974). Attacking rural poverty; How non-formal Education can help. John Hopkins.
- [8]Delker, P.V. (1974). Governmental roles in life long learning. J. Res Development Education (4) 24 33.
- [9]Gane, A.A. (1992). Role of Adult Educational for Community Development. A Conference paper presented for social-worker unit Mushin Local Government Lagos State on 5th September 1992
- [10]Herbison, J.A (2003). Managing Education for Global Challenges International Journal of Educational Administration. 4 (2) 48-56.
- [11]Durosaro, D.O.(2001). Refocusing education in Nigeria:Implication for funding Education management. Paper present at Asaba FCE from 27-30 Nov
- [12]Liverigth, A.A. &Haygood, N. (1968).The Extract from papers. Report of the first International Conference on the Comparative Study of Adult Education, Held on 16th June, 1968 at Boston University, Boston, Massachusetts, USA.
- [13]Okedara, S.O and Bown, B.A (1981) Information and Communication Technology for Global Educational Transformation. International Journal of Education and Technology. 9 (3), 74 - 86
- [14]Omolewa, M.(1981). Adult education practice in Nigeria. Ibadan: Evans Brother (Nigeria Publishers) Limited.
- [15]Onasanya, S.A. (2001). Computer in education. In I.O Abimbola (Ed). Fundamental principles and practice of Instruction. Ilorin: Department of CSET, University of Ilorin.
- [16]Oyedeji, N.B (2013). Management: principle and practices in education. Lagos: Aras Press
- [17]UNDP (2008)AlbericKacou Resident Representative UNDP Nigeria National Development Report: Nigeria 2008-2009 achieving growth with equity.
- [18]UNESCO (2005) Towards knowledge society: UNESCO World Report.
- [19]Ukeje, O & Aisiku, J.U (1982) Education in Nigeria. In Education in Africa. A Comparative Survey A.B Fafunwa and J.U Aisiku (Eds). London: George Allen & Unwin (published) Ltd.
- [20]Wali, Z.O (2004). Adult Education. Benin: Septrum Press.

Students' Personality Traits and Performance Correlates of High Grades in Senior School Certificate English in Kwara State, Nigeria

Yekeen Bello¹ Adebayo Lawal²

Research And Institute Area, Nigerian Turkish Nile University, Nigeria
 2.University of Ilorin, Ilorin, Kwara State, Nigeria

Abstract

This paper is a report on a study which examined students' personality traits and performance correlates of high grades in senior school certificate English. This is an attempt to correlate students' personality traits, performance in other subjects and high grades in SSCE with particular reference to motivation, attitude, aptitude and extroversion levels. Students' personality attribute questionnaire (SPAQ) was designed by the researcher to enable him assess respondents' views on personality traits. A purposive sample of 346 students with high grades in English was drawn from the target population of 1,800 students from the three Senatorial Districts of Kwara State. The major findings include (a) students' personality traits in relation to the learning of English was rather low; (b) there was a positive but low significant relationship between each of the traits and high grades in SSCE; (c) there was a positive and high significant relationship between performance in each of other subjects and high grades in senior school certificate English (HGSSCE), with Art subjects indicating the highest correlation. The paper recommends, among other suggestions that teachers of English should co-operate with teachers of other subjects while they in turn assume the role of English teachers indirectly, Education policy makers would need to focus attention on the concept of English across the curriculum.

Keywords: Personality traits; Performance correlates; High grades; Senior school certificate English; Kwara State

I. Introduction

English language is a powerful medium of communication in Nigeria. It is the only language Nigerians across linguistic boundaries employ for effective communication, it is a unifying factor among Nigerians, it is the language of government and also a pre-requisite for employment in government. English, apart from being made a compulsory subject in Nigerian schools, it is the sole medium of instruction, and at the tertiary level, a credit pass in Senior School Examination in English language has become an almighty subject, a subject that makes students get the jitters. But unfortunately, out of all the subjects in the Senior School Curriculum, it is only English that records the most woeful and heart-rendering outcome in public conducted examinations.

This dismal performance in English language according to Adesanoye (1973), Tomori,(1987) and Adegbite (1996) in their various studies in English have shown that performance of students in English language is fast deteriorating owing largely to some personality factors. These scholars further posited that the students' poor performance in English seems to give a reasonable justification for the deteriorating standard of education in

general since all the subjects in the school curriculum (except other languages and to some extent Arabic studies) from the upper primary school to the university are taught and learnt through the medium of English. Gardner and Macintyre (1993) submitted that personality traits such as attitude, motivation, aptitude, extroversion, gender and general learning style if not properly guided could lead to poor performance in second language learning.

Therefore, in making academic achievement a worthwhile exercise, students must be motivated to learn, develop in them positive attitude and high aptitude towards the learning of English language by the teachers.

1.1 Background Literature on Personality Traits and Performance in English

English is the official language of communication, commerce and of course, administration. Also, the life-wire of Nigerian educational system lies on English language because students' ability to undertake higher education in any discipline depends largely on the students' achievement in English language through effective reading so that students can gain mastery of the various subjects of the school curriculum. According to Bharambe (1992), good language learners must develop positive attitude towards English. Similarly, Oxford (1989) posited that increased motivation, high aptitude and self – esteem lead students to more effective use of appropriate strategies in the learning of English language. In a related vein, Weinstein and Mayer (1986) were of the opinion that learning language strategies are intentional on the part of the learners, and that the teaching goal is to affect the leaner's motivational or affective state, or the way in which the learner selects, acquires, organises or integrates new knowledge. Similarly, Gottfried, Fleming and Gottfried (1998) assert that some factors inherent in students such as motivation, attitude, aptitude and extroversion/ introversion if are on the positive side would assist students' academically.

Furthermore, effective second and foreign language learners use a variety of appropriate meta-cognitive, cognitive, and social-affective strategies for both receptive and productive tasks, the less effective students do not only use strategies less frequently, but have a smaller repertoire of strategies and often do not choose appropriate strategies for the task. Garden (1985) claimed that the higher the achievement, proficiency and ability in a language, the more favourable the attitude. Entwistle and Entwistle (1970) submitted that academic success could be as a result of low extroversion, although one would ordinarily expect high extroversion to be a strong facilitator of language learning. This means that low extroversion level is not a barrier to high performance in English, given the fact that oral fluency was not part of SSC Examination. In another development, Lawal (1985) agreed that although, no specific characteristics result in a good language learning experiences of the learners such as adopting personal style or positive learning strategies that fit their needs and preferences; taking an active approach to the learning task such as seeking out opportunities to communicate in target language with native speakers whenever possible; and are willing to take risks by accepting their status as "linguistic toddles".

Based on these various findings, students' personality traits seem to be fundamental to the act of learning generally and to the leaning of English language in particular since English is the medium of learning other subjects just as Elliot and Church(1997) asserted that learners' achievement at any level of education is greatly determined by achievement motivational, positive attitude and high aptitude. Personality traits are therefore seen as very important since they determine academic success of students in the learning of English.

1.2 Statement of the Problem

The most noticeable area where English is firmly rooted is in the field of education because it is the medium of instruction in Nigerian schools, but despite this, many students still do perform poorly in this subject.

Several studies by scholars such as Gardner and Lambert (1972), Lawal (1989) and Cohen (1990) have been conducted in related area of affective variables and performance in English and in other subjects and have confirmed the poor performance of students in English. However, little or nothing has been done in the area of correlating students' personality traits, performance in other subjects and high grades in senior school certificate English. Part of this gap in research is what this study has attempted to address.

1.3 Purpose of the Study

The purpose of this study is to correlate students' personality traits, performance in other subjects and high grades in Senior School Certificate English (HGSSCE). Specifically, it aimed to determine the general performance level of the students with high grades in English (SWHGE) in Science subjects, Commercial subjects and Art subject; to determine the general motivation level of the SWHGE in learning English language; to determine the general attitude of the SWHGE towards the learning of English language; and to determine the general aptitude level of the SWHGE in relation to the learning of English language.

1.4 Research Hypotheses

Ho1: There is no significant relationship between the students' motivation and their HGSSCE.

Ho₂: There is no significant relationship between the students' attitude towards the learning of English and their HGSSCE.

Ho3: There is no significant relationship between the students' aptitude and their HGSSCE.

Ho4: There is no significant relationship between the students' extroversion level and their HGSSCE.

Ho₅: There is no significant relationship between performance in Science subjects and HGSSCE.

Ho6: There is no significant relationship between performance in Commercial subjects and HGSSCE.

Ho7: There is no significant relationship between performance in Art subjects and HGSSCE.

Ho₈: There is no significant interactive relationship among students' personality traits, performance in other subjects and HGSSCE.

II. Methods

This is a descriptive correlational study. The population for this study was all the SS3 students in Kwara State, while a purposive sample of 346 students with high grades in English were drawn from the target population of 1,800 from 3 Senatorial Districts of Kwara North, Kwara South and Kwara Central. The West African Senior School Certificate Examination materials in the target subjects of English, Physics, Chemistry, Commerce, Literature in English, Religions studies and students' personality attribute Questionnaire (SPAQ) were used. The SPAQ was dispensed on the respondents. All the 7 research questions were answered using Mean and Standard Deviation statistics, hypotheses1-7 were analyzed using Pearson r statistics while Multiple Regression analysis statistic was used to analyze hypothesis 8, all at 0.05 alpha level of significant. To ensure reliability of the instrument, the SPAQ was subjected to test re-test technique using Pearson Product Moment Correlation Co-efficient, producing 0.64 which is adjudged reliable.

III. Results

The analysis of data collected and results of the study are reported. The analysis is based on the research questions and hypotheses stated in the study. The Mean and Standard Deviation statistics used in answering the

research questions, Pearson r statistic used in analysing hypotheses 1-7 and Multiple Regression statistics were all reflected, followed by summary of the findings.

General Performance Level of the SWHGE	Maximum obtained score	Mean score	Standard Deviation	Decision
Science Subjects (N=105	16	8.98	0.69	Average
Commercial Subjects (N=110)	16	9.68	0.89	Good
Art subjects (N=131)	16	11.53	0.99	Good
General Motivation Level of the SWHGE English language (N=346)	20	7.40	3.31	Low
General Attitude Level of the SWHGE towards Learning of English Language (N=346)	20	9.47	3.88	Negative
General Aptitude Level of the SWHGE in Relation to the Learning of English Language (N=346)	20	7.68	2.44	Low
General Extroversion Level of the SWHGE in the Relation to the Learning of English Language (n=346)	20	8.12	3.47	Low

Table 1. General performance level of the SWHGE

 Table 2. Relationship between the students' high grades in SSCE and their motivation, Attitude, Aptitude and Extroversion

Variables	Mean	Standard Deviation	Calculated r value	Decision	
HE	2.02	0.71	0.010	II D.:	
Motivation	7.40	3.31	0.210	H ₀₁ Rejected	
HE	2.02	0.71	0.001	H ₀₂ Rejected	
Attitude	9.47	3.88	0.231		
HE	20.2	0.17	0.001	U. D	
Aptitude	7.68	2.44	0.221	H _{O3} Rejected	
HE	2.02	0.71	0.001	IL. Deiestad	
Extroversion	8.12	3.47	0.201	H ₀₄ Rejected	

N=346; df= 345; Critical Value: 0.195

 Table 3. Relationship between HGSSCE and performance in Science and Commercial Subjects and relationship

 between HE and Commercial Subjects

Variables	Ν	Mean	Standard Deviation	Df	Critical value	Calculated r value	Decision
HGE	105	9.75	0.48				
Performance in Science subjects	105	8.98	0.69	104	0.195	0.263	H ₀₅ rejected
HGE	110	9.68	0.89				
Performance Commercial subjects	110	9.12	0.76	109	0.195	0.284	H ₀₆ rejected
HE	131	14.67	0.86				
Performance Commercial subjects	131	11.53	0.96	130	0.195	0.298	H ₀₇ Rejected

Table 4. Regression Parameter Analysis of Students' Personality Traits, Performance in Other Subjects and

		HGSSCE			
Source	Unstandardized co-efficient		Standardized co-efficient		Calculated p value
	В	Std. Error	Beta	R	
HGE (constant)	13.171	1		2.098	.08
Motivation	9.311	5.165	.318	1.803	.07
Attitude	8.036	5.628	.284	1.428	.16
Aptitude	5.617	3.661	.274	1.534	.13
Extroversion	2.678	3.060	.160	0.875	.38
Performance in other subjects	0.913	3.736	.024	0.244	.81

IV. Discussion

The finding showed that the general performance level of the students with high grades in English (SWHGE) in Science subjects was just average. This is in line with the submission of Ayowale (2004) that whenever the results of Senior School Certificate Examination are released, Science subjects like Physics, Chemistry, Agriculture and other Science subjects usually record fairly good results. He stated further that even the traditionally dreaded subject which is Mathematics has in recent times been recording better performance. This result of the study thus seems to negate the findings of Ayowale (2004) but affirms the WASSCE and NECO Chief Examiner's Reports for 2008/2009 results as very poor.

The finding indicated that the SWHGE's performance in Commercial subjects was good. In this, Raji's (2006) opinion looks more relevant when he posits that whenever the results of SSCE are released, some subjects like Accounting, Economics, Commerce and even Art subjects such as Literature in English, Yoruba language and even Religious Studies usually record relatively high grades.

The finding revealed that the general performance level of the SWHGE in Art subjects was good. This finding lends support to Raji's (2006) assertion that whenever the SSCE results are released, some Art and Commercial subjects record relatively high grades. The result of the finding indicated that the general motivation level of the SWHGE was low. This tends to lend credence to Gardner and Macintyre's (1993) assertion that affective variables such as attitude and motivation that are not properly guided would lead to poor performance in second language learning. It was also discovered through the finding the general attitude of the SWHGE towards the learning of English was negative. This finding agrees with the study of Gardner and Macintyre (1993) that affective variables such as attitude, if not properly guided could lead to poor performance in second language learning. Similarly, Peng (2003) and Wang (2003) assert that four anxiety constructs of worry, functionality, speech and communication can develop a positive attitude in students. However, if these anxiety constructs are properly monitored, they could adversely affect learners' attitude level of the SWHGE in relation to the learning of English was low. The finding is in agreement with the submission of Gardner and Macintyre (1993) that some factors inherent in students such as low aptitude towards the learning of English can affect students' performance.

The results of the finding on the general extroversion level of the SWHGE in relation to the learning of English was low. This result tends to harmonise with the view of Entwistle and Entwistle (1970) that academic success could be a function of low extroversion, although one would ordinarily expect high extroversion to be a strong facilitator of language learning.

Through the finding, it was also discovered that positive but low significant relationship existed between the students' motivation and their high grades in Senior School Certificate English (HGSSCE) in spite of the earlier finding on the general low motivation level of the students. This confirms Garden and Lambert's (1972) view on affective variables such as motivation and attitudes as factors that contribute to successful language learning. On the relationship students' attitudes and their HGSSCE, results of the finding indicated that a low but positive significant relationship existed between students' attitude and their HGSSCE. This finding connotes Bharambe (1992) that positive attitude facilitates learning especially English which aids better understanding of other subjects in the school curriculum.

On the relationship between students' aptitude and their HGSSCE, the finding also showed that a positive but low significant relationship existed between the students' aptitude and their HGSSCE, in spite of the earlier finding of the generally low aptitude of the students. The finding conforms with the finding of Garden and Lambert (1972) that variables such as aptitude contribute to successful language learning. On the relationship between students' extroversion and their HGSSCE, the finding showed that a positive but low significant

relationship existed between students' extroversion level and their HGSSE, in spite of the earlier finding on the generally low extroversion level of the students. This conforms with the submission of Jung (1960) that individual possesses a desire to be friendly, open to the things happening around him and concerns about others, and as such makes him or her a good and successful language learner.

On relationship between performance in Science subjects and HGSSCE, the finding indicated that a positive and high significant relationship existed between performance in Science subjects and HGSSCE, in spite of the earlier finding on the generally average performance of the students. This finding is in line with the assertion of Adegbite (1996) that students' ability in English language influences their performance in other subjects of the curriculum. On the relationship between performance in Commercial subjects and HGSSCE, the finding indicated that there existed a positive and high significant relationship between performance in Commercial subjects and HGSSCE. This finding seems to connote Ayowale's (2004) position that high performance of students in Commercial subjects likes Accounting, Economics, Commerce and even Mathematics depends on their good performance in English language.

On the relationship between performance in Art subjects and HGSSCE, the result of the finding revealed that there existed a positive and high significant relationship between performance in Art subjects and HGSSCE. This finding tends to support Ayowale (2004) and Aboyeji (2005) that students' performance in Art subjects such as Literature in English, Religious Studies and Yoruba language are influenced by good in English language which is seen as the medium of teaching and learning of other subjects. On the interactive relationship among students' personality traits, performance in other subjects and HGSSCE, the finding once again suggests the critical role of performance in other subjects as well as personality traits in facilitating performance in English is also a good determinant in all subjects, including the Arts, Commercials and the Sciences. In addition, other factors such as the mass media, peer group, tone of the school and the teachers' performance in other subjects can as well enhance students' performance in English language apart from motivation, attitude, aptitude and extroversion level of the students which according to Gottfried, Fleming and Gottfried (1998) see them as the most inherent factors that affect students' performance academically.

V. Conclusions and Recommendations

It was concluded that the levels of the students' motivation, attitude, aptitude and extroversion were rather low. However, the traits correlated positively and significantly with high performance in English at the SSCE level. Furthermore, the students' general performance level in Commercial and Science subjects were good as well as a positive and significantly high interactive relationship among personality traits, performance in other subjects and HGSSCE.

It could be concluded that other factors and variables such as the quality of teachers and their teaching, school tone, peer group influence, language use of friends, the mass media and supportive home environment could have contributed to the students' high performance in SSCE.

Based on the findings, it is recommended that teachers of English should cooperate with teachers of other subjects while teachers of their subjects should assume the role of English teachers indirectly, curriculum developers should focus more attention on the concept of English across the curriculum, teacher educators should emphasize on the use of English in Universities an Colleges of Education so that teacher trainees would attain high proficiency in English to enable them support teachers of English, while education policy makers should intensity effort on continuous teacher development programme to enable all teachers support the concept of English across the curriculum.

References

- [1]Aboyeji, S. O. (2005). Modern teaching strategies and mythologies of teaching English language in secondary schools in Kwara State. A key note address presented at a language workshop on 5th April, 2005.
- [2]Adegbite, W. (1996). The relationship between students' performance in English Language and other secondary school subjects in Nigeria Journal of Education research and evolution 1, pp 200-204
- [3]Adesanoye, A. S. (1973). In Raji, S. M. (2006) Relationship between students' performance in continuous assessment and Junior secondary school certificate examination in English language in Ilorin, Nigeria.
- [4]Ayowale, A. J. (2004). Improving the teaching and learning of English language in Kwara State Secondary Schools. A key not address presented at a language workshop in May, 2004.
- [5]Bello, Y.K. (2011). Students' personality trails and performance correlates of high grades in senior school certificate English in Kwara State, Nigeria. An unpublished Ph.D. these, University of Ilorin, Ilorin, Nigeria.
- [6]Bharambe, M.D. (1992). Attitudinal changes in child behaviours: London, 148.
- [7]Cohen, A.O. (1990). Language insighits for learners, teachers and researchers. Boston: Heinle and Heinle.
- [8]Elliot, A. J. and Church, M.A. (1997) A hierarchical medal approach and avoidance achievement motivation. Journal of personality and social psychology, 72, pp 218-232.
- [9]Entwistle, J. N. J. and Entwistle, D. (1970). The relationship between personality, study methods and academic performance. British Journal of educational psychology, 40, pp 132-144.
- [10]Garden, R. C. & Lambert, W. E. (1972). Attitude and motivation in second language learning. Rowley. Massachusetts: Newbury House Publishers.
- [11]Garden, R. C. (1985). "Psychological" aspects of second language acquisition. Research Bulletin, 204, University of Western Ontario.
- [12]Gardner, B. and Macintyre, R.A. (1993). Two- way communication with an infant chimpanzee. Behaviour of non-human, primates. Vol. 4 New York: Academic Press.
- [13]Gottfried, A. E., Fleming, J. S. & Gottfried, A. W. (1998). Role of cognitively stimulating home environment in children's academic intrinsic motivation: A longitudinal study. Child's Development, 69, 1448-1460
- [14]Lawal, R.A. (1985). An analysis of the leading habits of Nigerian secondary school students. A case study of form four student in selected secondary school in Oyo, Oyo State. An unpublished M. Ed thesis. University of Ibadan.
- [15]Lawal, R.A. (1989). Relationship between attitude to, and achievement goals in the learning of a Nigerian second language. An unpublished Ph.D. these. University of Ibadan.
- [16]Oxford, R. L. (1989). Language learning strategies: What every child to know. Boston: Heinle an Hinle.
- [17]Peng, J. L. (2003). On the Education for international understanding in English teaching. Theory and Practice of Education, 23 (5)
- [18]Raji, S. M. (2006). Relationship between students' Performance in Continuous Assessment and Junior School Certificate Examination in English in Ilorin, Nigeria. An unpublished M. Ed. Project, University of Ilorin, Ilorin, Nigeria.
- [19]Tomori, R. (1987). In Raji, S.M. (2006). Relationship between students' performance in continuous assessment and junior secondary school certificate examination in English in Ilorin, Nigeria. An unpublished M.Ed. Project, University of Ilorin, Ilorin, Nigeria.
- [20]Wang, C. K. (2003). Application and validation of the foreign Language classroom Anxiety Scale of Chinese students. Cited in Ife Psychologia. An international Journal, 13(1).
- [21]Weinstein, M. and Mayer, G. (1986). Psychoanalytic approaches to personality. A hand book of personality: theory and research. 2nd ed. pp57-101. New York: Guilford.

A Probe on An Integrated Cultivating Mode of the Graduate Students Majoring in Foreign Languages in the New Era

Wang Yafei Zhang Haoyan

School of Humanities and Law, North China University of Technology, Beijing, China, 100144 faye791108@163.com, 15210277361@163.com

Abstract

This paper takes the construction of foreign language disciplines in a Beijing university as an example to explore the integrated cultivating mode of the graduate students in line with the construction of new humanities in the new era. Starting from the current status of cultivating modes of foreign language postgraduates, it points out that there exist the problems of single cultivation mode, lack of students' practical and innovative ability, non-updated cultivation of new generation of information and communication technology, insufficient cultivation of international talents, and lack of deep-level qualitative research. By analysing the current challenges and opportunities facing talent cultivation, it argues that postgraduates should improve their intercultural cognitive ability, innovation ability, computer application ability, network communication ability, and social service consciousness. In the process of further promoting the integrated cultivating mode of the graduate students majoring in foreign languages in the New Era, it is necessary to further construct the ideological and political spirit, innovation capacity, information utilization capacity, international communication capacity, and social service capability of graduate students.

Keywords: Integrated cultivating mode; The new era; Graduate students

1. Introduction

The 19th National Congress of the Communist Party of China proposed the concept of high-quality development. As the highest level in the education system, graduate education bears the important task of cultivating senior professional talents, and is also the core field of scientific research, social services, and cultural inheritance. It holds a crucial strategic position in high-quality development. In 2019, the Ministry of Education jointly launched the "Six Excellence and One Top-notch" Plan 2.0 with multiple departments, in order to implement the "Four New" strategy of developing new engineering, new medical, new agriculture, and new humanities, and promote a "quality revolution" in universities across the country. Among them, the construction of new humanities, including foreign language education, is an important measure to improve the quality of higher education in philosophy and social sciences, and to innovate the mechanism for cultivating humanities talents, which has attracted widespread attention in the field of foreign language education.

2. Current Status and Challenges of Cultivating Postgraduates of Foreign Languages

2.1 Current Status

Some studies have focused on the issue of graduates' training, which includes the single training mode, incomplete knowledge structure, rigid teaching mode, and students' lack of practical and innovative abilities.

Some studies have summarized the reform of the foreign language graduates' training mode. Zhao (2021) summarizes the innovative exploration and experience of foreign language graduates' training mode reform in Shanghai International Studies University, pointing out that the school has carried out reforms in all aspects of the training system and constructed a typical integrated governance teaching system. She further introduced that a flexible resource integration approach has been adopted to gather various educational resources onto specific training platforms, forming a more flexible mechanism that completes graduate education through multi-party collaboration. ^[1] Overall, the existing research mainly focuses on macro level research on how to meet the "needs," without fully considering the "supply" level of training tools based on the new generation of information and communication technology in the "new era," and without fully considering the "international" training requirements of foreign language graduate students, At the same time, there is a lack of qualitative research based on in-depth surveys.

2.2 Challenges and Opportunities

In the early days of reform and opening up, the CPC called for China to take its own path and build socialism with Chinese characteristics. After decades of hard work, socialism with Chinese characteristics has crossed the threshold of a new era. The Chinese nation has achieved a tremendous transformation. It has risen up and grown prosperous, and is now becoming strong and enjoying the prospects of national rejuvenation. Scientific socialism is full of vitality in 21st-century China. It has made constant progress in its path, theory, system, and culture for development, and blazed the trail for developing countries to achieve modernization. It offers Chinese wisdom and a Chinese approach to solving the problems facing humankind.

The new era will be an era for all the Chinese people to work hard together to create a better life for themselves and ultimately achieve common prosperity. The new era provides Chinese youth with a good opportunity to contribute to the development of their motherland, contribute to the process of globalization, and fulfill their aspirations. Meanwhile, opportunities are only reserved for those who are prepared. Thus, it has become a focus on how to cultivate graduate students to adapt to the needs of social development, utilize opportunities, and meet challenges.

The current challenges for postgraduates majoring in foreign language and literature include the following aspects. It is urgent to improve cross-cultural cognition in complex international situations. They are required to undertake an important mission in the construction of a community with a shared future for mankind. They are weak in innovation, computer application, and network communication. Their social service awareness needs to be improved. Thus the targeted cultivation needs to be implemented.

3. Assumption of the Training Model for Postgraduates of Foreign Languages

3.1 Construction of Ideological and Political Spirit

Due to the fact that foreign language majors are more susceptible to the impact of multiple cultures, ideologies, and modes of thinking, universities in China should pay particular attention to strengthening students' national consciousness, national spirit, and values. Xu et al. (2021) pointed out that the ideological and political education should be developed into the institutionalized system in Chinese universities. It aims to promote a national patriotic sentiment among students through various studies and activities, as well as promoting to sustain the self-identification of students as builders of and successors to socialism.

In the New Era, it is dispensable to build a moral education system of ideological and political education, cultural education, and professional education for postgraduates majoring in foreign languages by integrating

ideological and political education into the curriculum. Chinese youths in the new era should shoulder the historical mission. They should establish great ideals and shoulder the responsibilities. Therefore, it is required that the ideological and political construction should be embedded in every course, so that the cultivation could be done naturally and smoothly.

3.2 Construction of Innovation Capacity

The innovative and entrepreneurial spirit is for those change-makers. The students' inner drive to have impact and make a real difference should be powered. Innovative and entrepreneurial abilities are the keys to winning in the international competition for an intelligent society. Lin (2022) mentioned that it is essential to create IE education programs and cultivate IE talents, which is not only the growth culture of higher education in the world, but also the sacred foundation for the country to implement innovative research and achieve high-quality development. Therefore, it is inevitable to cultivate IE talents of English majors. According to the survey, all the students responded that they liked or quite liked the various practical or internship activities arranged by the university or themselves, but only 84.20% of the students thought that the effects of the practices or internships were very good or relatively good. The most important reason they are not very satisfied with the effects is that they were doing some repetitive work, without challenges.

The master's branch of foreign language and literature, guided by the graduate school of our university, is trying to arrange more innovative internship posts for the students. Scores of the students have taken part in the internship in New Oriental Group, Company Intro, etc.

3.3 Construction of Information Utilization Capability

As information technologies constantly evolve and progress, the information utilization abilities of students in learning and researching have become increasingly important. The information utilization capacity is the IT capability system which functions to realize information and data flow and information or data relationship capabilities within the IT architecture. Wang (2022) pointed out that the educational informatization ability is the endogenous variable that drives the reform of English education system, and it is also the key to drive the development of education modernization.

In the classes, teachers designed the tasks to practice their ability of seeking information and updating knowledge. Students are suggested to present their research results in various ways, such as making short-videos and publishing them online. Students are interested in the new ways of sharing and eager to acquire more skills to present better.

3.4 Construction of International Communication Capability

The international communication capacity should be improved so as to better introduce China to the world in the new era. While to thrive in the world of international communication, the global villagers, including the students, need to engage in "soft" skills in addition to "hard" skills like language and technology. Besides, working on communication skills in an international environment is an important aspect of success in any field.

We have established stable exchange learning opportunities with universities in countries such as the UK and Japan. We are working hard to create more opportunities for graduate students majoring in English and Japanese to study abroad. In addition, relying on the established Sino-UK cooperative education projects of our university, we will further expand the integrated online and offline learning mode. Chinese students should take the advantage to introduce China's ancient history and current development and contributions to the world.

3.5 Construction of Social Service Capability

Social practice for graduate students is one of the important means of quality education in universities. What's more, it is also an important part for students to know the society deeply. They can know what skills are needed and what are their weaknesses.

We encourage students to take part in language services, such as participating in the public activity "Introducing Chinese Cultural Treasures" to promote cultural relics knowledge and protection; furthermore, we provide opportunities for students to participate in international conference services. In addition, we encourage students to participate in volunteer activities. More than ten graduate students served as volunteers for the 2022 Winter Olympics and Paralympics, providing language services on the field, providing assistance to Olympic athletes and presenting a good image of China. Volunteer students have demonstrated the vitality and responsibility of contemporary youth, which is even more important for China in the world.

4. Conclusion

The quality of personnel training for graduate students majoring in foreign languages occupies an important position in the construction of new humanities. In the innovation of talent cultivation mode of graduate students majoring in foreign languages, universities should fully understand the shortcomings of the current talent cultivation mode and build a more perfect talent cultivation mode. This paper takes the construction of foreign languages disciplines in a university of science and technology in Beijing as an example to explore the integrated cultivating mode of postgraduates compatible with the construction of new humanities in the New Era. This integrated cultivating mode of the graduate students majoring in foreign languages in the New Era, included the construction of the ideological and political spirit, innovation capacity, information utilization ability, international communication capacity, and social service capability of graduate students.

Acknowledgements

This work was supported by the Fund of Postgraduate Education Reform Project of North China University Technology (Number of the project: 217051360023XN269-08).

References

- [1]Zhao, R. H. (2021). An Integrated Governance Model for Foreign Languages and Literatures Postgraduate Education in the New Era: The Case of the Reform of Student Development Scheme of the "Area Studies" Program. *Contemporary Foreign Language Studies*, 456(6), 5-12+160.
- [2]Xu, L., Zhao, X. T., & Starkey, H. (2021). Ideological and political education in Chinese Universities: structures and practices. *Asia Pacific Journal of Education*, (43): 1-13.
- [3]Lin, J. (2022). Research and Practice of Innovative and Entrepreneurial (IE) Talents Training Models and Schemes—Taking English Majors as an example. *Advances in Vocational and Technical Education*, 4(1), 15-22. DOI: 10.23977/AVTE.2022.040104
- [4]Wang, C. Y., & Yu, X. Z. (2022). A Study on the Cultivation System of Educational Informatization Ability of English Majors in Normal Schools under the Background of Information Technology. *MATEC Web of Conferences*, 365, 1-5. https://doi.org/10.1051/matecconf/202236501020.

Biography

Wang Yafei, Doctor of Education, Associate professor of North China University of Technology, Research interests: English education and teacher professional development.

Zhang Haoyan, Master of English Language and Literature, North China University of Technology, Research interests: English education.

Reflection on Teaching and Assessment Strategies in the Postgraduate Diploma in Higher Education Program

K. C. Moloi C. C. Chitumwa Vaal University of Technology, South Africa

Abstract

In this paper, we present views on how our students in the Postgraduate Diploma in Higher Education programme in one university of technology in South Africa, experience our teaching and assessment strategies and what lessons we can take to improve content delivery. The objectives of this study are two-fold: (i) to unpack the meaning of reflective practice; (ii) to examine how students experience our teaching and assessment strategies so that we can improve. The qualitative research method and a case study were adopted for this study. Data were analyzed through document and thematic analysis. We found that reflection on teaching practices is a core characteristic of the Reflective Professional in higher education. Result also revealed that it is important to incorporate reflection in the programmes that are offered at the institution to enable teacher professional growth and development, as well as student learning. The study recommends that within postgraduate studies at the university, students should be taught reflective practice and how to connect this to critical engagement with the learning content.

Keywords: Pedagogical reflective practice; Transformational student learning; Active learning; Psycho-social factors; Formative and summative assessment

I. Introduction

Dana and Yendol-Hoppey [1] suggest that teacher reflection is a continual cycle that all teacherscontinuously engage in throughout their professional life. The aim is to continually question how they teach, and self-analyse, in order to improve their own professional practice. According to Smith [2], reflective practice in higher education has two pertinent, butdistinctive components, commonly termed "reflection-in-action" and "reflection-on-action". Aryris and Schon [3] describe "reflection-in-action" as a personal, quick, and spontaneous self-regulatory process that enables the teacher to think over what is being taught. It normally happens as the teaching and learning process unfolds. Reflection is a significant and flexible tool for engaging students as active participants in the teaching and learning processes. We argue that, it is imperative for reflective practice to be incorporated in the initial teacher training programmes. Argyris and Schon, suggest that "reflection-on-action" occurs after a teaching and learning encounter. It is normally an orderly reconstruction process that enables a teacher to understand what transpired in the teaching and learning process and thereby and thereby effect change where necessary. In other words, "reflection-on-action" is a form of personalprofessional development strategy where practitioners use reflection for self-correction to change their practice for the better.Both "reflection-in-action" and "reflection-on-action" practices are critical for the professional growth of teachers. Ross [4] suggests that reflection and how to write reflectively are significant elements of teaching and learning, as well as assessment strategies in higher education.

Considering the foregoing, reflection is alsouseful for students who are in higher education because of the complexnature of learning content, which requires self-directed and independent learning to a greater extent[5].

McAlpine and Weston [6] suggest that through "reflection-in-action" and "reflection-on-action", teachers and students are enabled to make assessments about what is desirable of teaching and learning practices and the actual experiences in the moment of practice. To enhance the quality of teaching and positive student learning outcomes, the two moments of reflection mentioned above, are imperative [7]. For Platt [8], those who teach in higher education cannot be effective if reflection is not part of their teaching and learning processes that are supported by the institution. Platt [8] argues that reflection is a higher-level cognitive skill and a voluntary exercise that should be incorporated in the curriculum. According to Smith [2], it is important for teachers in higher education to reflect on the work that they do. This provides the opportunity to assess the extent to which their students learn and which areas may require revision for improvement in the learning processe.

In their mission, the University of Queensland [9] indicates that, "critical reflection on educational practice is a core characteristic of the Reflective Professional in higher education. It demands intentional focus on planning, monitoring and reviewing teaching and assessment strategies, learning and student development, and educational goals and purposes" [7], [10]. Smith [2] suggests that reflective practice in teaching enables one to: (i) "validate teaching strengths to build upon and share with others"; (ii) "acknowledge teaching weaknesses that require addressing"; (iii) "create understanding on how you as a teacher learn"; (iv) "develop self-awareness"; (v) "identify and learn from mistakes within teaching practices that can be creating barriers to learning"; and (vi) "record your growth and development as a teaching academic". Thus, unless teachersare encouraged to participate in reflective practice and improve the teaching and learning activities from this reflection, it will remain superficial as a tool for professional development [11].

Thus, we need to objectively evaluate our own teaching practices through reflection [2]. In this paper, we present a reflection on how our teaching and learning strategies within the Postgraduate Diploma in Higher Education (PGDHE) programme in one university of technology, in South Africa, are perceived by our students and what lessons we can take to improve content delivery. Our reflection is informed by the students" reflective journals that are presented at the end of every semester. In this programme, we offer eight modules towards the qualification. However, for this study, we focus only on the research module because we co-facilitate in class. The paper will argue that unless teachers reflect on their teaching practices and pay attention to feedback from students, we may miss the opportunity to enhance student learning and to improve on our own teaching and assessment strategies.

II. Objectives of the Stduy

The objectives of this study are two-fold: to unpack the meaning of reflective practice; and to examine how students, experience our teaching and assessment strategies so that we can improve.

III. Materials and Methods

The qualitative research method has been chosen for this study with the aim to reflect on our teaching and learning strategies informed by the reflective journals of our PGDHE students. We opted for qualitative research because it is interpretivist and more naturalistic compared to the quantitative paradigm, which is more objective[12]. Interpretivism implies that there is no one single reality that exists but that individuals make sense of their own subjective reality and attach meaning to it [12]. In this case, taking an interpretive stance provided an in-depth insight into the complex world of lived experiences from the point of view of our students. This is expressed in the reflective journals in which they write about their subjective experiences and interpretations of the teaching and learning processes within the programme[13]. The objective is a direct expression of feelings, 20

emotions and meaning of teaching and learning practices in the classroom. A discussion of the research approach adopted for this study follows.

IV. Research Approach

The researchers have opted for the case study design because we were interested in understanding how we teach and assesstasks from the views of our students and where we may need to improve in order to enhance their learning[14]. For Yin [15], a case study is an empirical enquiry about a contemporary phenomenon set within its real-world context, a phenomenon of some sort occurring in a bounded context. Thus, the focus of a case study design, according to Nieuwenhuis[16], is to develop an in-depth understanding of a single case or multiple cases. The advantage of using a case study design is to enable an academic relationship between our students and ourselves through their narratives concerning how they experience our teaching and assessment strategies and what it means to them [16]. Their stories in their reflective journals were shared freely without coercion but as a requirement for the programme.

V. Population, Sampling and Data Collection

The PGDHE programmes comprise a diverse cohort of 161 students who come from different education backgrounds, which include engineering, tourism, fine arts, management sciences, legal studies, lecturers from TVET colleges, most of whom have no education qualification in the field of study. Most of the students (about 90%) hold a National Diploma, which is a three qualification and a Bachelor of Technology (BTech) degree, completed in one year, offered at universities of technology; and students who hold Masters degrees and a few with a PhD qualification. Performance in the assignments clearly shows that students with degrees from traditional universities, to a large extent, outperform the ones with a National Diploma and a B Tech qualification.A total of 161 reflective journals were submitted at the end of the first term in June 2017 in the PGDHE programme, for examination. From these, 15 were randomly selected as data for our study.

VI. Data Analysis

We employed document and thematic analysis for this study. Bowen [17] suggests that document analysis can be used to interpret information that is obtained from documents, such as personal reflective journals, to give voice and meaning to the participants of the study, whilst Braun and Clarke [18] indicate that thematic analysis is an accessible and theoretically-flexible approach to analyse qualitative data. These two methods of data analysis helped us understand first-person accounts of our students' actions, their experiences and beliefs about our teaching and assessment strategies. In analysing the reflective journals, we first followed O'Leary's[19] eight steps of document analysis. Although the selected reflective journals were not anonymous due to a large class, we knew only a few students by name and these were omitted from the sample. In the process of analysis, it was important for us to follow qualitative analytical procedures stringently to ensure credibility of our findings. Once we had the 15 reflective journals, we started our analysis by developing an organising and management scheme, starting in a deductive way with a set of categories of reflective practice that came from the literature [4], [1], [2], [8], [7], [10], [20]. The categories listed in the table below, were useful for organising and classifying data obtained from the reflective journals [21]. This allowed us to look for patterns in the data.

Reflection on	It enables a teacher to question his/her own
practice	teaching practices and provides space to correct the teaching strategies that one uses if they are not effective.
Personal	A higher-level skill which should not be
development	forced as this can lead to inauthentic reflection.
Reflection-in-	Helps us to correct mistakes when our
action	methods of teaching do not produce the results we expect from the students.
Reflection-	It focuses on intentional improvement and
on-action	can lead to progressive problem solving.
Assessment	Teachers assess students" learning so that they can identify positive learning and areas of difficulty where support may be needed.

Table 1: Categories for reflective practice

Although the categories above are meant for teachers' own reflections, we used them as a way of organising how our students perceive our teaching strategies and assessment strategies and what these mean to them. Below are some extracts from the reflective journals which enabled data reduction, organisation and identification of themes.

What comes out clearly is the tone, style of writing and the purpose of the students" individual reflections. From these reflections, one can clearly see when the student acknowledges what he or she has learnt. We can also conclude that from the students" narratives, they seem to have made judgments about their own performance and that of their teachers, some showing appreciation for the opportunity to learn and others feeling that much more could have been offered.

VII. Results and Discussion

From the analysis of the selected reflective journals, it seems that some of the students had positive learning experiences, although engagement with content knowledge is glaringly missing. This gap is cause for concern. For example, one of the students stated: "I learned about the importance of stating your problem correctly."The reflection by this student shows that he or she took the lecturer"s feedback on assignments seriously and he or she uses these to guide his/her performance in subsequent tasks. This is corroborated by Ramnarayan and Hande[22] who suggest that reflection enables us to develop abilities to analyseour own teaching and learning practices in order to identify gaps in student learning and address these.

Categories from the	Extracts	Theme	
literature Reflection on practice	The module challenged me that it is my responsibility together with all other citizens to play our role through knowledge contribution in the form of doing research to identify areas of improvements in the education system. I learned about the importance of stating your problem correctly. The module revealed some gaps in my previous learning. I still struggle when it comes to writing the conclusion, and aligning my research questions with the research problem. Referencing was a bit of a challenge for me as I have never used any referencing methods in my entire academic life. Academic writing was a challenge. It took longer for me to understand your teaching philosophy and how you wanted things to be done when writing your assignments.	Engageme with cont knowledge	ent
Personal development	My strength was being in a group helped me to develop interpersonal skills, confidence and team spirit. I have experienced a lot of difficulties with group presentations. The lecturer dedicated time into giving me fundamental knowledge about the subject. The support and guidance we got was overwhelming.	Support student learning	for

Reflection-in- action	I have learnt that there are no short cuts when one is doing the research as the results can be deliberately biased.	Commitment to learning
	I have learnt that motivation from a lecturer can play an important role in students" progression.	
	I suggest that the department should find a tutor for this module, which will help the students in understanding the research assignments even after class.	
Reflection-	This module has helped me to be more active within the group.	Social
on-action	Students were given enough time to interact and express their views about all the topics that were discussed in class. Adult learning was promoted and there was a team-based learning environment among students which encourages active learning.	learning and collaboration skills
	Use a different pace in the delivery of the content to maintain concentration.	
Assessment	I wish the lecturers could get rid of marking our assignments electronically because it takes too long to complete the marking. The lecturers should do away with submission of assignments through <u>Turnitin</u> because it prejudices my effort of getting the marks I deserve because it was hard to paraphrase some words.	Feedback on assignments
	The lecturer dedicated time into giving me fundamental knowledge about the subject.	

Regarding the lecturers' pedagogical skills, from the selected reflective journals there are different experiences. Some of the students seem to have been satisfied by the lecturers and facilitation strategies, although there are those who seem not to be happy. One reflective journal that seems to communicate dissatisfaction reads: "Use a different pace in the delivery of the content to maintain concentration." Another one reads: "I suggest that the department should find a tutor for this module, which will help the students in understanding the research assignments even after class."One student stated in the reflective journal: "It took longer for me to understand your teaching philosophy and how you wanted things to be done when writing your assignments."The Federal University of Australia [23] suggests that we need to change our traditional methods of teaching to accommodate the needs of today's learners. These reflections are important because one of the objectives of this study was to examine how students experience our teaching and assessment strategies so that we can improve our shortcomings. Bowen [17] highlights this by suggesting that analysing documents is a process of evaluating information sourced from documents and making sense of it in order to produce new insights and understanding regarding the phenomenon that is being investigated. Thus, understanding how our students feel about our teaching and assessment strategies is pivotal for our own reflection in and on practice. Furthermore, Light, Cox and Calkins[17] argue that reflection on teaching and learning practices is part and parcel of core academic and professional activities within an institution. Christodoulou [24]asserts that reflective practice (RP), although a multifaceted term, is regarded as a means by which teachers can develop a greater level of self-awareness of practice, an awareness that creates opportunities for enhancing teacher quality learning through professional growth and development.

On the category of self-discovery of learning personal weaknesses and strengths, one of the students writes: "Referencing was a bit of a challenge for me as I have never used any referencing methods in my entire academic life." At a postgraduate level, we took it for granted that students would have gone through some form of referencing techniques in their undergraduate studies. It was for us irrational for a student who is pursuing his/her third qualification not to be familiar with the Harvard or APA referencing techniques. We had, however, at the beginning of the semester, advised students to stringently follow the university's referencing style in their assignments. Another student wrote: "Academic writing was a challenge, before we start with the lectures, the lecturers should spend time and teach us how to write academically." The students had been told during classes that the university has a writing centre where they could go for assistance. However, it seems that most of the students did not make use of this service. This could also be attributed to the fact that most of our students are employed and they may not have sufficient to visit the university library. It is important, however, that we find ways of assisting our students with the mastery of referencingtechniques. This is what Hall [25] refers to as pedagogical reflective practice, which essentially focuses on how we teach and the take action we take to improve any shortcomings, we may identify as a result of this reflection.

Regarding feedback on assignments, we did not find much in the 15 reflective journals, except for one student who wrote: "I wish the lecturers could get rid of marking our assignments electronically because it takes too long to complete the marking. The lecturers should do away with submission of assignments through Turnitin because it prejudices my effort of getting the marks I deserve because it was hard to paraphrase some words." To improve our assessment and feedback strategies we take a cue from Lillis[26] who points out that written feedback is a one-way communication from teacher to student and not a dialogue between teacher and student. In the mass higher education system in the UK, for example, the author argues that students are not provided enough opportunities to query feedback from their teachers, resulting in erroneous understandings of the messages that teachers are trying to convey[5]. Furthermore, Ramnarayan and Hande[22] suggest that in providing feedback, the teacher should make the right judgments about the evidence of the student"s effortin comparison to the expected standard of performance. These judgments should be presented in a manner that reinforces rather than diminishes the learner's self-concept as a self-directed person[27].As Fullana, Pallisera, Colomer, Pena and P é rez-Burie[28]noted, educators engage in awide range of assessment activities, and keeping them objective is a challenging task.

Most of the students' reflective journals seem to point to the support offered by the lecturers. One student wrote: "The lecturer dedicated time into giving me fundamental knowledge about the subject."One student also wrote: "The support and guidance we got was overwhelming. Bone [29] suggests that learning experiences for adult learners should: (a "actively involve the learners in a process aimed at resolving learner needs and concerns"; (b) "be characterised by supportive and collaborative instructor-learner relationships"; and (c) "develop learners' capacity for managing their learning". For Ramnarayan and Hande[22], the main purpose of education isamongst others, to help our students develop skills of inquiry and reflection, so that they are able to apply these skills in different contexts of their lives. Skiff [30] suggests that reflection is a voluntary process of learning in which learners, take responsibility for planning and evaluating their own learning efforts. In other words, the learner takes: (i) the initiative to pursue a learning experience, and (ii) the responsibility for completing their learning.

VIII. Ethical Considerations

The researchers adhered to the ethical considerations of the Vaal University of Technology. For the researchers, ethical practice meant that we respect and protect the participants" privacy and confidentiality of the documents(their reflective journals) [12]. Ethics included confidentiality of data to issues of anonymity [31]. The confidentiality of information sourced from the reflective journals was ensured and the anonymity of the students was respected. Harm to research participants was avoided at all costs [12].

IX. Conclusions and Recommendations

In our schema, reflective practice accentuates teacher inquiry which is critical if we are committed to improving the quality and depth of learning in the Postgraduate Diploma in Higher Educationprogramme. Reflection in and on our teaching practices is also essential for our students as adult learners. From our students" reflective journals, we have learned that no matter how smart we may think we are, there are always areas for improvement. We should thus be able to acknowledge our weaknesses so that we can grow professionally and provide better learning conditions for our students. We have also realised the significance ofincorporating reflective learning and reflective practice in our modules, taking into consideration contextual factors that influence learning either positively or negatively. We believe that, reflection is a perfect tool for self-judgement, self- scrutiny, self- correction and self-improvement. This study recommends that guided reflective practice be introduced in the majority of programmes offered at the institution. This study also recommends that within postgraduate studies at the university, students should be taught about reflective practice and how to connect this to critical engagement with content knowledge. Whilst it is useful to point at what teachers have not been able to offer, it is imperative that a level of maturity is demonstrated regarding individual accountability for learning at a postgraduate level.

References

- [1]Dana, N. F. &Yendol-Hoppey, D. 2009. The reflective educator's guide to classroom research. Learning to teach and teaching to learn through practitioner inquiry. London: Corwin Press.
- [2]Smith, N. 2012. Reflective Practice in Higher Education Instruction. Teaching and Learning,
- [3]Aryris, C. &Schon, D. 1975. Theory and practice: increasing professional effectiveness. London: Jossey-Bass.
- [4]Ross, J. 2011. Traces of self: online reflective practices and performances in higher education. Teaching in Higher Education, 16 (1):1-22.
- [5]McConlogue, A. 2015. Making judgements: investigating the process of composing and receiving peer feedback. Studies in Higher Education, 40 (9): 1495-1506.
- [6]McAlpine, L. & Weston, C. 2000. Reflection: Issues related to improving professors" teaching and students" learning. Instructional Science, 28:363-38.
- [7]Kreber, C. &Castleden, H. 2009. Reflection on teaching and the epistemological structure: reflective and critically reflective processes in "pure/soft" and "pure/hard" fields. Higher Education, 57:509-531.
- [8]Platt, L. 2014. The "wicked problem" of reflective practice: a critical literature review. Innovations in Practice, 9 (1):44-53.
- [9]University of Queensland, Belfast. 2017. Reflective practice for staff. Academic & student affairs. Retrieved from https://googl/w5t9FA, on 4th July 2017.
- [10]Light, G.; Cox, R. & Calkins, S. 2009. Learning and Teaching in Higher Education. 2nd ed. London: Sage.
- [11]Barton, G. & Ryan, M. 2014. Multimodal approaches to reflective teaching and assessment in higher education. Higher Education Research & Development, 33 (3): 409-424.
- [12]Babbie, E. & Mouton, J. 2012. The Practice of Social Research. Boston: Cengage Learning.
- [13]Maree, K. 2014. First Steps in Research. Pretoria: Van Schaik Publishers.

- [14]Morse, J.M. & Niehaus, L.2009. Mixed methods design principles and procedures. California: Left Coast Press.
- [15]Yin, R. 2014. Case study research: design and methods. 5th ed. Los Angeles: Sage.
- [16]Nieuwenhuis, J. 2016. Introducing qualitative research.InMaree, K. (Ed.). 2016. First Steps in Research. Pretoria: Van Schaik.
- [17]Bowen, G. A. 2009. Document analysis as a qualitative research method.Qualitative Research Journal, 9(2), 27-40.
- [18]Braun, V. & Clarke, V. 2013. Successful qualitative research: A practical guide for beginners. London: Sage.
- [19]O'Leary, Z. 2014. The essential guide to doing your research project. 2nd ed. Thousand Oaks, CA: Sage Publications, Inc.
- [20]Blair, E. 2017. Teaching and Learning Centre's Dr Erik Blair. Retrieved from https://goo.gl/j4hqoz, on 4th July 2017.
- [21]Bertram, C & Christiansen, I. 2015. Understanding research.An introduction to reading research.4th imp. Pretoria: Van Schaik.
- [22]Ramnarayan, K. &Hande S. 2005. Thoughts on self-directed learning in medical schools: making students more responsible. Retrieved from https://goo.gl/MkXgS7, on 4th July 2017.
- [23]Federal University of Australia. 2017. Self-lens: Review through reflective practice. Retrieved from https://goo.gl/skmNKY, on 4th July 2017.
- [24]Christodoulou, N. 2014. Reflective practice: a strategy for enhancing teacher quality learning in higher education. Retrieved from https://goo.gl/BGVvPa, on 4th July 2017.
- [25]Hall, S. (1997). Forms of reflective teaching practice in higher education. In Pospisil, R. and Willcoxson, L. (Eds), Learning through teaching, pp. 124-131. Proceedings of the 6th Annual Teaching Learning Forum, Murdoch University, February 1997. Perth: Murdoch University.Retrieved from https://goo.gl/cZG2XR, on 4th July 2017.
- [26]Lillis, T. 2003. Student Writing as "Academic Literacies": Drawing on Bakhtin to move from critique to design. Language and Education, 17(3):192-207.
- [27]Lynam, S. &Cachia M. 2015. A qualitative study of students' experience of assessments in higher education.In: Teaching and Learning Conference 2015, Monday 29th June 2015, University of West London.
- [28]Fullana, J.; Pallisera, M.; Colomer, J.; Pena, R.F. &Pérez-Buriel, M. 2014. Reflective learning in higher education: A qualitative study on students' perceptions. Studies in Higher Education, pp. 1008-1022. Retrieved from https://googl/UnzMia, on 4th July 2017.
- [29]Bone, J.2014., Through belonging: An early childhood perspective from a New Zealand preschool. InAlfrey, A; Brown, T; Cutter-Mackenzie, A; Jeanes, R; O'Connor, J. &Wattchow, B. (Eds.). The socio-ecological educator: Connecting healthy, active and sustainable communities through health, physical, outdoor and environmental education. New York: Springer Press.
- [30]Skiff, D. 2009. What is self-directed learning? Retrieved from self-directed learning: be your own CLO -Chief Learning Officer: Retrieved from https://googl/bBwamU, on 4th July 2017.
- [31]Msweli, P. 2011. Writing a Research Proposal: practical guidelines for business students. Pretoria: Juta.

Designing an Open and Blended Learning Readiness Survey for Open High School Learners

Louie G. Monteroso¹ Amelia M. Bonotan² ¹Saint Peter Academy of Alegria, Inc.; ²Cebu Normal University, Philippines

Abstract

The implementation of Open High School Program (OHSP) of the Department of Education in the Philippines has encountered many learning engagement and motivation issues based on a SEAMEO evaluation report. As there is no standardized instrument available to measure the readiness of students for blended instruction, the researchers want to address this "gap" by 1) designing a tool that can measure accurately the OHSP learners' level of readiness to engage in open and blended learning, 2) establishing evidences of the instrument validity and reliability. An Open and Blended Learning Readiness Survey for potential OHSP learners was developed adapting the steps in instrument construction by Colton and Covert (2007). A pilot test was conducted to 50 potential OHSP learners during the first half SY 2016-2017. The analyses of the results of such tests provided evidence that the instrument will produce consistent results over a period of time even if administered on different occasions. Furthermore, this instrument proved to be valid as it would measure what it intends to measure as far as the open and blended learning readiness of high school learners is concerned.

Keywords: Blended learning; Open High School Program; Survey; Engagement; Motivation.

I. Introduction

In the 2000 World Declaration in Dakar, several countries around the world pledged to achieve the six goals related to *Education for All* (EFA) by the year 2015. This declaration emphasized that each country pledging support will develop a National EFA Plan of Action. In 2005, the Philippines presented the country's National Action Plan to achieve *Education for All* by 2015 entitled "Functionally Literate Filipinos: An Educated Filipino."

One of the activities of the 2005 Philippine EFA 2015 National Action Plan was to enhance and expand alternative modes of delivering Formal Basic Education (FBE) instruction to provide every pupil/student access to quality teaching-learning based on her/his special needs and circumstances he/she is in. The examples of alternative delivery modes in the plan include distance learning, multi-grade schooling, community-based/home-based learning, ISOSA, IMPACT, and Project EASE (Effective and Affordable Secondary Education). Open High School Program (OHSP) is an expansion of Project EASE. Since 2005, upon the presentation of National Action Plan, the Department of Education (DepEd) has issued policy statements and guidelines on the implementation of OHSP which was spearheaded by the Bureau of Secondary Education (BSE) of the Department of Education (DepEd) and South East Asia Ministers of Education Organization Innovation and Technology (SEAMEO INNOTECH). The program was first implemented in five pilot schools in 1995.

DepEd and SEAMEO INNOTECH articulated that OHSP aims to achieve the following objectives: 1) afford all elementary graduates, high school dropouts, and successful examinees of the Philippine Educational Placement Test (PEPT) a chance to complete secondary education; 2) avert school leaving by offering an alternative delivery mode to encourage potential high school dropout to finish secondary education; 3) maintain

and/or increase participation rate and thereby reduce the number of high school dropouts; and 4)increase achievement rate in secondary schooling through quality distance education.

Principally addressed to elementary graduates, high school drop-outs or successful examinees of the Philippine Educational Placement Test (PEPT), its aims as articulated by DepEd and SEAMEO INNOTECH, is to increase participation rate or reduce the number of high school drop-out, increase achievement rate in secondary school by offering an alternative delivery mode such as quality distance education.

In 2012, consultation meetings for the evaluation of the OHSP began. To show its support to DepEd's K-12 reforms, SEAMEO INNOTECH funded the evaluation study in cooperation with the OHSP Coordination Team of DepEd. They explained that it was appropriate to evaluate OHSP to find out how it has been implemented, what challenges were faced by implementers, how key stakeholders view the program, what aspects of the OHSP need to be improved to make it a viable educational option for secondary school students, how it improves access to secondary education, and the extent to which the program has contributed to the advancement of functional literacy in the country. At the same time, the evaluation was conducted to examine OHSP's responsiveness to the newly approved K-12 curriculum.

In the report, areas of challenges and weaknesses were identified. Almost half of the school respondents (n=67 or 43.22%) identified students' characteristics as the number one challenging aspect in the implementation of OHSP [1]. The students' ability to engage in open and blended learning, their attitude toward school and their motivation to meet school requirements were seen as challenging characteristics.

These findings have prompted the researchers to explore on these challenging students' characteristics. They surveyed the literature for a possible tool to use to gauge students' readiness for alternative modes of learning. They realized that missing is a research instrument for this precise purpose. This prompts them to develop and validate a survey instrument that measures the learners' readiness for open and blended learning program.

1.1 Objectives of the Study

As professionals who favor open and distance education and as potential teacher-facilitators in an OHSP, the researchers want to contribute to the knowledge-base of innovative education delivery modalities by developing an instrument to determine the learners' level of readiness to engage in open and blended learning; examining the validity and reliability of the said instrument; and establishing evidences of instrument validity and reliability.

1.2 Review of Literature

The literature on open and blended learning has thrived in various scholarly journals and databases. Data sets of these studies were gathered from various data sources that include undergraduate students, junior managers, lecturers, and subscribers. All these sources are also known as open and blended learners.

In some studies, the characteristics and profiles of open learners became the focal points. In one study, learners' characteristics such as general attitude, specific motivation, learning anxiety, learning strategies, age, educational qualifications, job tenure, and management experience were examined in relation to learning scores, reactions to the program and changes in job behavior [2]. It was found that learning score was predicted by the learners' general attitude, the use of analytic learning strategy and age. Furthermore, significant relationship was found between learning score and changes in job performance. In another study, the profiles of secondary school distance e-learners were examined[3]. The results revealed that secondary distance e-learners are more likely to be females who are completing a demanding academic program, positively disposed toward school, not employed in a part-time job, and confident of their computer and reading abilities.

Other studies have shifted their attention to the learners' experiences, learning styles, and learners' participation and engagement in Massive Open Online Courses or popularly known as MOOCs. Ahn, Butler, Alam and Webster [4] focused on the importance of examining alternative, large-scale learning activities that promote participatory learning environments, while Saadatmand and Kumpulainen [5] focused on the learners' experiences and perceptions of learning in connectivist MOOCs. Specifically, their study examined the learners' experiences and participation in dealing with resources and tools, learning activities and network engagement. The study of Chang, Hung & Lin [6] highlighted the learners' experiences, learning styles and intentions to use MOOCs. They found that learners with high reflective learning style have less experience in using MOOCs The results of the study also showed that learning styles influence learners' intentions [6]. In a case study conducted by Waite, Mackness, Roberts and Lovegrove [7], the triggers for active participation by new and experienced MOOC learners were explored. They found that engaging the expertise of experienced learners and developing the participatory skills of the new ones are key strategies in facilitating and organizing MOOCs.

Taking a different path, some studies underscored the perceptions and satisfactions of learners in open and distance education. Cole, Shelley and Swartz [8] conducted a three-year study on student satisfaction. Their study revealed that convenience was the top reason for satisfaction, while lack of interaction was top reason for dissatisfaction. Overall, the study's findings support the importance of student satisfaction to student retention. Likewise, Korasiga [9] studied the perceptions of students about the factors that contributed to the success of attending open and distance education. The results of this study were used by universities to improve the services in order to reduce dropout rates, attract students, retain and improve their image. In another study, the learners' satisfaction towards support services delivery was analyzed [10]. The study's findings showed that there were significant differences among students in their satisfaction with learner support services provided by their study centers.

Other aspects of open and blended Learning such as the learning preferences, goals, achievements and challenges of learners also caught the researchers' attention. Bonk, Lee, Kou, Xu and Sheu [11] examined these aspects by inviting MIT Open CourseWare subscribers to complete open-ended and close-ended surveys. They found that subscribers preferred a wide range of devices and places to learn. Curiosity, interest and internal need for self-improvement were the motivational factors for subscribing. Freedom to learn, resource abundance, choice, control and fun were the factors that lead to success or personal change. Learning both specific skills and more general skills were considered by the respondents as achievements. However, it was found that time, lack of high quality open resources and membership or technology fees were the top obstacles that the learners faced. Focusing on the challenges faced by open learners, Ramphal & Sookdeo [12] found empirical evidence that learners felt that studying through open and blended learning was difficult for them. Moreover, they found that study guides were inadequate and not student-centered.

The studies on open and blended learning and MOOCs have taken different paths. Most of these studies has examined and explored factors that may contribute to a successful learning. However, only a minimal amount of scholarly work is done to determine the readiness of students to open, distance and blended learning, the students' attitude toward their learning centers and facilitators and the students' motivation to complete their requirements and finish their studies. These are the aspects that need similar amount of attention. Exploring these characteristics of Open High School System (OHSS) students, particularly in the Philippines, would be the prime mover of this research endeavor.

1.3 Materials and Methods

In the development of the instrument, the researcher employed the process of instrument construction by Colton and Covert [13] as shown in Figure 1.



Fig. 1. Steps in the instrument construction process. Adapted from "Designing and Constructing Instruments for Social Research and Evaluation," by David Colton and Robert W. Covert, 2007, p.18. **1.4 Instrument Development**

Based on the process of instrument construction by Colton and Covert [13], the researchers started with a statement of purpose which was based on the results of an evaluation report on the implementation OHSP by DepEd. The results triggered in the researchers the interest to develop a valid and reliable instrument that will help address some of the issues of the implementation. The next step was to obtain feedback from different stakeholders to achieve clarity of purpose. School heads, potential teacher-facilitators, and potential OHSP learners were consulted for this purpose. After considering the stakeholders' feedback, the third step was to identify the research methodology and the appropriate type of instrument to use for data collection. Since the primal purpose was to determine the readiness of OHSP learners to engage in blended learning, the researchers wanted to develop a blended learning readiness survey. Then the formulation of items follows. To be able to complete the step, the researchers started with a review of the literature on blended learning readiness to identify the constructs that can be defined and operationalized. Part of this step was the preparation of the table of specifications (TOS) as shown in Table 1. From these defined and operationalized constructs, the items for the survey were formulated.

Constructs	Operationalized	Suggested Item Stems
Learning	A. Learners can	A. I can do online
Independence	e follow and	learning activities
	work on	without help from
	modular	anyone.
	activities on	SA-A-D-SD
	their own.	
	B. Learners can	B.1. After I go through
	perform self-	the learning
	assessment	activities, I gather
	and	my thoughts on
	reflection.	how to apply what I
		have learned.

The next step involved the pre-testing of the instrument and preparation of the preliminary draft. During the pre-testing, content experts, potential teacher-facilitators and potential OHSP learners were consulted prior to pilot testing. To proceed, feedback from the aforementioned stakeholders were considered for the revision of the instrument. After the revision, the instrument was pilot tested to 50 potential OHSP learners. The results were subjected to validity and reliability tests that led to the preparation of the final draft. The final draft was again administered to another group of 50 potential learners. The validity and reliability of the instrument were computed using the SPSS before it was confirmed to be ready for administration.

1.5 Open and Blended Learning Readiness Survey

The OHSP learners' readiness to engage in online and blended learning was measured through a researchers-made Likert-type scale instrument. The items of the Likert-type scale were formulated based on the constructs identified through the review of literature conducted before the formulation of items. These constructs were defined and operationalized prior to the formulation of the items. The items on the survey form focused on the constructs, namely: a) learning independence; b) attitude towards open and blended learning; c) technology readiness; and, d) motivation. These constructs were translated into statements that OHSP learners could fully understand. The survey form assessed the learners' level of agreement to the statements, thus the 5-point scale contained the following: 1=Strongly Disagree; 2=Disagree; 3=Not sure; 4=Agree and, 5=Strongly Disagree. The survey form was pre-tested and pilot tested on potential OHSP learners.

Two groups of respondents were assembled. Each group was given sufficient time to respond to the survey. During the initial round of pilot testing, the researchers as the instrument designers distributed the survey forms to the first 50 potential OHSP learners during the pilot testing. These potential OHSP learners are ages 15-19 years old, considered at risk of dropping out and are interested in studying secondary school via open and distance learning. The forms were given with cover letters addressed to the respondents. The learners were briefed regarding the importance of the project and encouraged them to respond as honestly as they could as they complete the thirty-item form, assuring them that strict confidentiality will be observed. The survey was conducted in a group setting to obtain a 100% retrieval rate, and the answered survey forms were collected immediately after the time allotted for a particular group. The researchers then tallied the first set of responses from the learners for reliability and validity analyses. The first pilot test group was also asked to give feedback on the form-clarity of the language for consideration in the revision of the instrument.

The data gleaned from the first testing was subjected to item and factor analyses. These analyses helped the researchers to delete and modify some items in the instrument. The 30-item instrument became 21-item survey after the analyses. After revision, the second round of pilot testing was conducted to the second group of respondents following the same procedure. The data obtained from the second pilot-testing was again tested for reliability and validity. Using SPSS, the researchers analyzed the results and finally crafted a 20-item survey form ready for administration.

1.6 Reliability and Validity Analyses

Colton and Covert [13] suggested that in order to produce valid and reliable information, the instrument must establish evidences of validity - face validity, content validity, criterion validity and construct validity and reliability.

Face validity is determined on the basis of examining the appearance of the instrument determining whether the items really measure what they intend to measure. To establish evidence of face validity, the researchers conducted interviews with content experts, potential teacher-facilitators, the school Guidance Counselor and the potential OHSP learners. Feedback from these stakeholders was considered to determine whether the items in the instrument could produce the readiness level that it intends to measure.

Content validity requires content experts to help the instrument designers determine whether the items are representative of the defined and operationalized constructs. In this process, content experts such as the school's ICT Coordinator and Guidance Counselor were consulted prior to the pre-testing of the instrument. Moreover, a

study of the literature on blended and open learning readiness was conducted to ensure that the instrument covers the variables that it intends to measure.

Criterion validity is a validity test that requires the instrument designers to compare the responses of the respondents to the responses to items in other similar existing instruments. To establish criterion validity, the responses to other existing instruments that measure the same variables were analyzed. The instrument designers found high correlation in the data or the responses produced by the instruments.

Construct validity analysis is conducted to gather evidences showing strong relationship among the items in the instrument. Such evidences could be produced through item and factor analyses. To determine the underlying factors that contribute to the relationship among the items, Exploratory Factor Analysis (EFA) was conducted. The determination of items that are considered representative of a particular factor was based on the Eigenvalues of over 1.00. Specifically, the Principal Component Analysis (PCA) as extraction method was used. Table 3 shows these values which were considered for the revision of the instrument.

The researchers also used Cronbach's alpha coefficient value of at least 0.7 for item analysis.

In this instrument, reliability was determined using Cronbach's alpha which was calculated using SPSS. Reliability refers to the consistency of an instrument to produce the same information over a period of time on different occasions it is administered [13]. Reliability analysis measures are shown in Table 2 in the results and discussion section of this paper.

II. Results and Discussion

Using the reliability statistics and item-total statistics for reliability analysis, the first round results of the pilot testing of the instrument revealed that nine of the 30 items had coefficients of "Cronbach's alpha if item deleted" greater than the overall Cronbach's alpha of .741. These figures helped the instrument designer to delete the nine items from the instrument making it a 21-item survey. After revision, the survey was prepared for the next round of pilot testing.

Pilot-Test Periods	Overall <u>Cronbach's</u> Alpha	No. of Items	No. of items deleted	
Round 1	.741	30	9	
Round 2	.845	21	1	

Table 2. Cronbach's Alpha Coefficients During Pilot-testing

The second round results were analyzed using similar reliability measures applied during the first round. One of the 21 items was found to have an "alpha if item deleted" greater the overall alpha of .845. That lone item was removed from the instrument to have a 20-item survey. The second round results were also subjected to exploratory factor analysis. As already mentioned, the determination of items that are considered representative of a particular factor was based on the Eigenvalues of over 1.00. The factor analysis conducted after the second round of pilot testing resulted to only 6 components as shown in Table 3.

Component	Total	Cumulative %
Attitude to school and program stakeholders (APS)	6.647	33.236
Internet and technology access (ITA)	3.546	50.966
Independent learning readiness (ILR)	2.700	64.466
Blended-learning motivation (BLM)	2.135	75.139
Classroom-based instruction readiness (CIR)	2.030	85.290
Attitude to learning technology (ALT)	1.074	90.661

Based on the same factor analysis of the results of the second round pilot testing, the items that are representative of a particular factor or component were identified. The instrument designer used the Varimax Rotation to identify these items. Table 4 shows the Rotated Component Matrix after applying the Varimax Rotation method with Kaiser normalization, capturing a cumulative variance of 90% of the variability of the construct, students' readiness for open and blended learning.

Items	Components					
Items	APS	ITA	ILR	BLM	CIR	ALT
1. Thinking of school as a ggood place for learning	.923					
2. Seeking help from other stakeholders	.880					
3. Becoming part of the program	.824					
4. Believing in the teacher-facilitators	.683					
5. Completing the modules	.664					
6. Doing online and classroom-based tasks	.610					
7. Perceiving the school's program as well-managed	.597					
8. Having the right place to do online tasks		.924				
9. Having the resources to do online searching		.735				
10. Having the applications to online learning		.607				
11. Doing learning activities on one's own			.960			
12. Summarizing one's understanding of the learning			818			
activities						
13. Answering questions on one's own			.797			
14. Enjoying both online and classroom-based activities				.897		
15 Becoming competent				.700		
Having the excitement to accept feedback				.665		
17. Spending time in the classroom for instructions					.908	
18. Spending time for face-to-face interactions					.622	
19. Having the desire to learn how to download and						.853
upload files						
20. having the eagemess to navigate computers						.684

Table 4	Rotated	Component Matrix	

The results of both validity and reliability tests led the researchers to prepare the final draft of the instrument for administration. Moreover, the results of both tests gave confidence that the instrument will produce the same results over a period of time even if administered on different occasions. Based on the same results, this instrument had produced evidences that it would measure what it intends to measure as far as the open and blended learning readiness of high school students is concerned.

III. Conclusion and Recommendation

To address the issues of readiness and motivation of potential OHSP learners, the researchers intended to 1) develop an instrument that would determine the OHSP learners' level of readiness to engage in open and blended learning, 2) examine the validity and reliability of the abovementioned instrument, and 3) establish evidences of instrument validity and reliability. To meet the demands of these objectives, the steps in the instrument construction process by Colton and Covert[13] was employed.

An Open and Blended Learning Readiness Survey for potential OHSP learners was developed adapting the foregoing process. Two pilot-testing were conducted to produce a valid and reliable instrument which will serve useful to schools that will offer OHSP. The results of those tests provided evidence that the instrument will produce consistent results over a period of time even if administered on different occasions. Furthermore, this instrument had proven that it would measure what it intends to measure as far as the open and blended learning readiness of high school students is concerned.

This instrument will be useful in the efforts to determine the readiness of potential OHSP learners to engage in an open and blended learning environment. Recognizing the learners' readiness level will support schools in deciding who among their applicants deserve admission to the program. Hence, with the use of this instrument, motivation, engagement and attitudinal issues will be minimized if not totally eliminated.
The researchers recommend the following: 1) It would be good for the OHSP stakeholders-school administrators, potential teacher-facilitators, and OHSP learners-to conduct and participate in a readiness survey to address issues of learning engagement and motivation, 2) To consider the readiness level of the learners in the implementation of OHSP since they will be the stakeholders who will experience the curriculum on daily basis, 3) The survey results can be used as basis for refinement of the instrument and for decisions on admission, and 4) The practice of conducting a survey on readiness is not limited to one program only, but can be replicated by other program coordinators for a school-wide curriculum implementation and enhancement.

References

- [1]Southeast Asian Ministers of Education Organization (2014). Evaluation of the open high school program in the Philippines. Retrieved from http://www.seameoinnotech.org/wpcontent/uploads/ 2015/02/OHSP_V6.pdf
- [2]Warr, P., & Bunce, D. (1995). Trainee characteristics and the outcomes of open learning. Personnel Psychology, 48(2), 347. Retrieved from http://search.proquest.com
- [3]Kirby, D, & Sharpe, D. (2010). High School Students in the new learning environment: A profile of distance e-learners. The Turkish Online Journal of Educational Technology, 9(1), 83-88. Retrieved from http://search.proquest.com
- [4]Ahn, J., Butler, B., Alam, A., & Webster, S. (2013) . Learner participation and engagement in open online courses: Insights from the peer 2 peer university. MERLOT Journal of Online Learning and Teaching, 9 (2), 160-171. Retrieved from http://search.proquest.com
- [5]Saadatmand, M., & Kumpulainen, K. (2014). Participants' perceptions of learning and networking in connectivist MOOCs. MERLOT Journal of Online Learning and Teaching, 10(1), 16-30. Retrieved from http://search.proquest.com
- [6]Ray, I. C., Yu, H. H., & Lin, C. F. (2015). Survey of learning experiences and influence of learning style preferences on user intentions regarding MOOCs. British Journal of Educational Technology, 46(3), 528-541. doi:http://dx.doi.org/10.1111/bjet.12275
- [7]Waite, M., Mackness, J., Roberts, G., & Lovegrove, E. (2013). Liminal participants and skilled orienteers: Learner participation in a MOOC for new lecturers. MERLOT Journal of Online Learning and Teaching, 9(2), 200-2015. Retrieved from http://search.proquest.com
- [8]Cole, M. T., Shelley, D. J., & Swartz, L. B. (2014). Online instruction, e-learning, and student satisfaction: A three year study. International Review of Research in Open and Distance Learning, 15(6) Retrieved from http://search.proquest.com/docview/1634145893?ac countid=141440
- [9]Korasiga, V. R. (2012) . Customers relationship management in open distance learning institutions. International Journal of Applied Services Marketing Perspectives, 1(2), 177-187. Retrieved from http://search.proquest.com
- [10]Okopi, F., & Ofole, N. (2013). Assessing learners' satisfaction towards support services delivery in National Open University Nigeria: Implications for counseling services. I-manager's Journal on Educational Psychology, 7(2), 1-10. Retrieved from http://search.proquest.com
- [11]Bonk, C. J., Lee, M. M., Kou, X., Xu, S., & Sheu, F.-R. (2015). Understanding the Self-Directed Online Learning Preferences, Goals, Achievements, and Challenges of MIT Open Course Ware Subscribers. Educational Technology & Society, 18 (2), 349 - 368.
- [12]Sookdeo, B., & Ramphal, R. R. (2013). Overcoming obstacles to learning: Guidelines for teaching, learning and support in open distance learning. African Journal of Business Management, 7(27), 2712-2719. doi: 10.5897/AJBM12.795
- [13]Colton, D., & Covert, R. (2007). Designing and Constructing Instruments for Social Research and Evaluation, California: John Wiley & Sons, Inc.

The Educated Citizen: Cultural and Gender Capital in the Schooling of Aetas' Children in the Municipality of Janiuay

Rome B. Moralista Gabriel C. Delariarte

West Visayas State University Calinog Campus, Calinog, Iloilo Philippines

Abstract

This qualitative research investigate the educated citizen, Cultural and Gender capital in the schooling of Aetas' children in the Municipality of Janiuay is largely focused on three domains or methodologies: grounded theory, phenomenology, and ethnography – although there are many other forms of qualitative inquiry (Murphy et al 1998). This study combines extensive participant observation and in-depth group/individual semi-structured interviews with six (6) elementary teachers and ten (10) Aetas' mothers. The respondents provided their insight to acquisition of elementary education at public elementary school. The result of interview and observations suggested that the educated citizen was a construct that could help explain issues concerning the education of Aetas' children in Janiuay, Iloilo. In addition, the educated citizen seemed to have basic components-cultural and gender capital- intertwined in the children's academic achievement. The results revealed that The male aetas are looked upon by the aetas themselves as the head of the family, its protector and who does the hard work; the female aetas are looked upon as the ones caring the baby, selling products for their livelihood, doing the cooking and cleaning of the house; Aetas don't want to be left behind in the current trends, education, and standard of living; the modern aetas become knowledgeable due to education and they earn it in school; some of aetas are already professionals such as: teachers, seafarers, and administrative aid employee in the municipal office.

Keywords: Educated citizen; Cultural; Gender capital; Schooling; Aetas' children; Municipality of Janiuay.

I. INTRODUCTION

Republic Act No. 8371 is an act to recognize, protect and promote the rights of indigenous cultural communities/indigenous peoples, created a National Commission on Indigenous Peoples, established implementing mechanisms, appropriated funds therefore, and for other purposes (Enacted by the Senate and House of Representatives of the Philippines in Congress, 1997). This Act is known as "The Indigenous Peoples Rights Act of 1997." The State shall recognize and promote all the rights of Indigenous Cultural Communities/Indigenous Peoples (ICCs/IPs) hereunder enumerated within the framework of the Constitution: The State shall recognize and promote the rights of ICCs/IPs within the framework of national unity and development; The State shall protect the rights of ICCs/IPs to their ancestral domains to ensure their economic, social and cultural well being and shall recognize the applicability of customary laws governing property rights or relations in determining the ownership and extent of ancestral domain; The State shall recognize, respect and protect the rights of ICCs/IPs to preserve and develop their cultures, traditions and institutions. It shall consider these rights in the formulation of national laws and policies; The State shall guarantee that members of the ICCs/IPs regardless of sex, shall equally enjoy the full measure of human rights and freedoms without distinction or discrimination; The State shall take measures, with the participation of the ICCs/IPs concerned, to protect their rights and guarantee respect for their cultural integrity, and to ensure that members of the ICCs/IPs

benefit on an equal footing from the rights and opportunities which national laws and regulations grant to other members of the population; and The State recognizes its obligations to respond to the strong expression of the ICCs/IPs for cultural integrity by assuring maximum ICC/IP participation in the direction of education, health, as well as other services of ICCs/IPs, in order to render such services more responsive to the needs and desires of these communities.

Towards these ends, the State shall institute and establish the necessary mechanisms to enforce and guarantee the realization of these rights, taking into consideration their customs, traditions, values, beliefs, interests and institutions, and to adopt and implement measures to protect their rights to their ancestral domains (Republic of the Philippines Congress of the Philippines Third Regular Session. No. 1728; H. No. 9125, 1997).

The UN Declaration of Human Rights especially on education and the 1987 Constitution of the Republic the Philippines are among the foundations on which this study was anchored. As educators, the researchers are curious about the plight of the Aetas, their hopes and how they see education in relation to their own indigenous culture.

II. OBJECTIVES OF THE STUDY

This study aimed to understand the cultural practices of Aetas' children in the Municipality of Janiuay; to investigate the gender capital in the schooling of Etas' children in the Municipality of Janiuay; to determine the Aetas' role in preserving their cultural practices as influenced by education recognized and acted upon, when and how.

III. QUALITATIVE METHODOLOGIES

Qualitative research in the educated citizen, Cultural and Gender capital in the schooling of Aetas' children in the Municipality of Janiuay is largely focused on three domains or methodologies: grounded theory, phenomenology, and ethnography – although there are many other forms of qualitative inquiry (Murphy *et al* 1998). In qualitative research the sampling processes is usually determined by the methodology employed, although this is not always evident in published qualitative research papers as many qualitative studies appear not to have a clearly defined methodological approach.

Qualitative research may also be underpinned by theoretical frameworks that provide a lens through which phenomena are viewed and interpreted. Silverman (2000) describes theory as: 'A set of concepts used to define and/or explain some phenomenon.' Therefore, qualitative research studies that investigate the same phenomena, but adopt different theoretical frameworks, result in a different perspective on the same phenomena. For example, ethno methodology is concerned with how orderly social interaction occurs, as compared with symbolic interactions, which explores the ways in which individuals attach symbolic meaning to everyday interpersonal interactions (Silverman 2000). It is not possible in this article to explore fully the role of theory in qualitative research, but it is important to acknowledge the role of theoretical perspectives in the predominant qualitative methodologies, each of which has associated principles of sampling, as follows.

3.1 Grounded theory

Grounded theory is a qualitative methodology developed by Glaser and Strauss (1967), the aim of which is theory generation that advances understanding of social and psychological phenomena. The origins of grounded theory are in symbolic interaction (Crookes and Davies 1998). Grounded theory is described by Murphy *et al* (1998) as 'an elaboration and operationalisation of analytic induction'. Grounded theory is characterised by clearly specified steps in relation to the conduct of the research sampling and analysis. Key concepts are 'theoretical sampling, constant comparative data analysis, theoretical sensitivity, memo writing, and identification of a core category and the concept of theoretical saturation' (Webb and Kevern 2000). The

sequential processes are important, as data gathering and analysis must occur concurrently; this characteristic of the research design and progressive theoretical sampling is recommended by Glaser and Strauss (1967). Application of the methodology has been further complicated by later divergent conceptualisations of grounded theory by both Glaser and Strauss, which has resulted in a Glaserian approach to grounded theory (Glaser 1978, 1992) and a Straussian approach (Strauss and Corbin 1990). The divergences in methodological approaches have origins in the coding processes. Strauss and Corbin (1990) advocate open coding, breaking down, comparing, conceptualising and categorising data, whereas Glaser (1978, 1992) advocates axial coding using a coding paradigm of causal conditions or properties that lead to another category.

The main issue is that the two approaches, if applied to the same data, may lead to different findings. Grounded theory has been extremely influential in qualitative cultural and gender capital in the schooling of Etas' children in the Municipality of Janiuay research (Coyne 1997, Murphy *et al* 1998); however, sometimes the term is used inappropriately to signify a form of analysis rather than a methodological approach that includes research design and progression.

Theoretical sampling is associated with grounded theory and can be defined as an approach 'in which new observations are selected to pursue analytically relevant distinctions rather than to establish the frequency of phenomena' (Emerson 1981). The goal of grounded theory is theory generation.

Glaser and Strauss (1967) advocate the continuous use of theoretical sampling during the progression of a grounded theory study to support the development of the emergent theory. The rationale for this is that as each category or theme is analysed more data is required to evidence the emerging theory. Thus, the term adopted to describe further sampling is theoretical sampling. The sample is complete when theoretical saturation is reached, that is when no new emergent themes or concepts are generated. Theoretical sampling is the *sine qua non* of grounded theory.

3.2 Ethnography

The term ethnography is derived from the Greek word *ethnos* meaning nation. There are a myriad of more complex and comprehensive definitions of ethnography articulated by social scientists and theorists within the paradigm of qualitative research (Fetterman 1998, Hammersley and Atkinson 1995, van Maanen 1995), although there is a lack of consensus as to a precise definition of ethnography. Atkinson and Hammersley (1998) have called for a flexible approach to defining ethnography and the conduct of ethnographic research. However, it is possible to identify key characteristics that all ethnographies share (Atkinson and Hammersley 1998) in that ethnography is a mode of social research typified by inductive reasoning and the concepts listed in Box 1:

Box	1: Central concepts of ethnography
1.)	Central to the process is the scrutiny of specific social phenomena, as opposed to deductive research that tests out hypotheses.
2.)	A propensity to elicit 'unstructured' data as opposed to pre-coded data.
3.)	The sample size is small and may include just one case.
4.)	The product of analysis is narrative description that includes an unequivocal acknowledgement of interpretation of the significance and purpose of human behaviour.
5.)	There is no quantification of data.

Essentially, ethnographic research is concerned with the study of culture or sub-cultures (Fetterman 1998, Spradley 1979). This includes both the overt or explicit dimensions of culture that are known and cognitively salient to members of that culture or subculture, and also the covert or tacit dimensions that may not be articulated by members of the culture or subculture, but are nevertheless shared (Fetterman 1998). Therefore the goal is to obtain the most comprehensive and holistic perspective possible (Fetterman 1998).

This is dependent on the 'cultural immersion' of the researcher into the culture under investigation; this requires an extensive period of time in the field in a natural setting (Fetterman 1998, Spradley 1979). The key methods of collecting data are: participant observation, interview and documentary analysis. Ethnographic questioning in interviews involves three types of questions: descriptive, structural and contrast (Sorrell and Redmond 1995). There is no single form of ethnography; four major schools exist within the ethnographic tradition that represents a specific philosophical view: classical, systematic, interpretive and critical (Muecke 1994).

Sampling in ethnography is determined by the number of participants in the subculture or group under investigation. In this respect it may not be possible to specify in advance the number of participants. The study sample size in ethnographic research is therefore the total subculture or group under investigation. In the case of a focused ethnography (Morse 1987) that is more common in health services research, a specified number of individuals who have the appropriate characteristics for the study may be contacted in order to achieve a pragmatic solution when time and financial resources are limited. Key informants are significant in the generation of ethnographic study samples (Fetterman 1998). Key informants are individuals who may be gatekeepers that enable the ethnographic researcher greater access to the study population; they are also are able to reflect upon cultural practices and share this knowledge with the ethnographer (Roper and Shapira 2000). In this respect, the ethnographic study sample can be described as purposeful or purposive as the participants have specific knowledge or experience of interest to the researcher. Purposive sampling is defined as: 'Judgemental sampling that involves the conscious selection by the researcher of certain subjects or elements to include in the study' (Crookes and Davis 1998). In the case of ethnography, a judgement or selection is made in relation to the participant's membership of the group or subculture under investigation. Other types of samples used in ethnographic research are those that require a participant to recommend another individual to be interviewed or participate in the study; this type of sample is referred to as a snowball (Grbich 1999), opportunistic or nominated sample (Roper and Shapira 2000).

3.3 Phenomenology

Phenomenology is a qualitative methodology that seeks to uncover the meaning and essence of given phenomena. The epistemological and ontological foundations are said to rest with Heidegger (1993) and the hermeneutic phenomenological approach (van Manen 2001). Subjectivity is a key component in eliciting the deeply embedded meanings in everyday life and language; the concern is to make the unspoken visible and audible.

Phenomenological inquiry focuses on interviewing and gaining understanding of the meaning of the participant's experiences (van Manen 2001). In phenomenological interviews the interviewer and interviewee both participate; questions are structured to uncover meaning (Sorrell and Redmond 1996), for example, 'what does this mean to you?'. In this sense, phenomenological inquiry is essentially concerned with individual experience and is incompatible with a qualitative method such as focus group (Webb and Kevern 2000), where the group is said to be unit of analysis (Kitzinger1995). Specific analytical steps are taken and involve such concepts as 'heuristic reductionism' (van Manen 2001). The process is complex and cannot be fully explained in this paper. There are many phenomenological forms of inquiry, including transcendental, existential, hermeneutical, linguistical and ethical phenomenology. The type of methodological approach is often associated with small samples sizes because of the in-depth nature of the interviewing.

3.4 Sampling techniques in qualitative research

In qualitative research the type of sampling employed is determined by the methodology selected and the topic under investigation, not by the need to create generalisable findings. This anti-realist approach is based on the premise that the paradigm of qualitative research cannot be critically appraised in the same way as

quantitative research, and that existing principles and rules for sampling do not apply (Mays and Pope2000). For example, within ethnographic research the study sample comprises the community or culture under investigation, whose members demonstrate the membership of the cultural group being researched. Therefore this group or community form the sampling frame and this can be described as a purposive sample. In contrast, a grounded theory methodology demands concurrent data collection and analysis, so that more individuals who display the characteristics that warrant further investigation can be recruited to the study as the research progresses and preliminary findings emerge; this is known as 'theoretical sampling'. It is worthy of note that some observers have concluded that all samples in qualitative research can be termed purposive (Coyne 1997), although within this broad term there may be considerable variation, and often terms are incorrectly used interchangeably. Murphy et al (1998) state that study samples in qualitative research are not necessarily static or shaped by the original conceptualisations in the research design, but are recurrent and emergent in nature. This is referred to as iteration or an iterative process. Within qualitative research the study sample is identified both at the start of the study and during the emergent research design; it may not be possible to fully specify the number of participants required at the start of the study. It is therefore essential to explore in some detail the principles of sampling in qualitative research, and the systematic approaches to generation of study samples. The following sections will explore the issues described and determine the limitations of the sampling techniques used in qualitative research.

3.5 Non-probability and probability sampling

In order to explore fully sampling issues within qualitative research, first it is essential to establish how this differs from sampling within positivism and quantitative research. Probability sampling is the process by which a selection of the population can be chosen by researchers as they have characteristics that can be viewed as representative of wider society, albeit in smaller numbers. This enables generalisations to be made from a small population to the whole population. The issue of generalisability is the key distinguishing factor between qualitative and quantitative research. Quantitative research aspires to the gold standard of generalisability, and the techniques of sampling are rigidly prescribed (Crookes and Davies 1998). Generalisability is based on a number of statistical tests and mathematical formulae (Greenhalgh 1997), which provide indisputable evidence of the significance of various phenomena for the whole population; excluding the possibility that findings could occur by chance.

Qualitative research typically – although not exclusively – employs non-probability sampling techniques (Murphy *et al* 1998). This means that it is not usually intended that the findings of a particular study will be generalisable, but will apply only to the specific population under investigation.

Therefore the sample size is not determined by the need to ensure generalisability, but by a desire to investigate fully the chosen topic and provide information-rich data (Grbich 1999). Therefore, much smaller numbers may be involved than in probability sampling. However, non-probability sampling could be a drawback in commissioned of Indigenous people research. Clearly, commissioned research needs to result in benefits for the largest number of the population possible, although this principle cannot necessarily be applied equitably to minority ethnic communities who may be small in number, but have significant cultural practices.

The lack of generalisability in qualitative research has led to criticism of its usefulness (Giacomini 2001, Mays and Pope 2000), especially in health services research and health technology assessment (Murphy *et al* 1998).

Furthermore, the lack of transparency in sampling techniques (Coyne 1997) contributes to overall criticisms of qualitative research in relation to the opacity of guiding principles, systematic procedures employed, analytic frameworks used, and adherence to methodological frameworks (Mays and Pope 2000).

Coyne (1997) maps out the potential for confusion in the terminology used to describe qualitative research samples. Misuse of concepts and terms may indicate confusion of the theoretical and philosophical underpinnings of methodologies, leading to what has been described earlier as 'method slurring' (Baker *et al* 1992); that is, the inappropriate synthesis of different qualitative methodologies that may compromise rigour, and may be at odds with the fundamental philosophical approaches. Within the qualitative literature (Coyne 1997, Miles and Huberman 1994, Murphy *et al* 1998) the most frequently referred to qualitative samples are as shown in Box 2.

Coyne (1997) asserts that the terms purposive and theoretical sampling are frequently used interchangeably and incorrectly. Theoretical sampling is a specific element of the methodology of grounded theory approach (Strauss and Corbin 1998), as stated earlier.

Two other forms of sampling are identified that are worthy of further consideration, as they deviate from accepted orthodoxies in both quantitative and qualitative research, emphasising areas of commonality rather than polarity between positivism and naturalism. In their highly acclaimed and extensive review of qualitative research methods in health technology assessment.

Murphy *et al* (1998) identify probability sampling and non-probabilistic sampling for generalisation as important procedures for qualitative sampling. Non-probabilistic sampling for generalisation is also known as non-random sampling for representativeness (Murphy *et al* 1998). This approach might be more appropriately termed non-random sampling for typicality; the author of this paper is of the view that the term representativeness alludes to concepts associated with quantitative research, and may create further confusion. Typicality is similar but not the same as representativeness in quantitative research and more accurately describes the extension or application of findings to other populations which are similar to the original study sample, as opposed to the whole population. Murphy *et al* (1998) claim that there is no reason why probability samples cannot be used in qualitative research, but acknowledge that for some this concepts listed in Box 2

Box	x 2: Types of qualitative sample
1.)	Convenience (accidental) samples – participants who are readily available and easy to contact.
2.)	Purposive sample – participants who have specific characteristics or features.
3.)	Theoretical samples $-a$ component of grounded theory, that enables new or emerging domains to be explored during the process of the research.
4.)	Selective sampling – the selection of cases prior to the conduct of research.
5.)	Within case sampling – selection of participants within a specific group.

Would mean an unacceptable transgression of methodological principles. Furthermore, contradictions exist in relation to sample sizes associated with probability samples and the notion of an in-depth investigation, as is usual in qualitative research. In reality, the use of probability sampling in qualitative research would be fraught with difficulties and contrary to some of the methodological principles of qualitative research. For example, phenomenology is essentially concerned with the meaning of phenomena within the lived experience of an individual (Manen 2001), therefore a probability sample would be totally incompatible as the aim of a probability sample is to seek generalisability.

The concept of non-probabilistic sampling for generalisation is informed by the concept of empirical generalisability, which is based on the notion of purposive sampling in order to establish the typicality of settings or groups (Murphy *et al* 1998). This is an important consideration for ethnographic research, as empirical generalisation can provide the bedrock for assertions of the relevance of ethnographic studies to other

populations. Therefore, ethnographic research can result in empirical generalisability. Murphy *et al* (1998) state that these generalisations can lead to theoretical propositions. However, Hammersley and Atkinson (1992) point out that empirical generalisability certainly does have limitations in research that uses a purposive sample (non random sample for representativeness) in order to produce empirical generalisations: 'Empirical generalisations can only be to finite populations (though these do not necessarily have to specified very precisely).'

This may limit the usefulness of empirical generalisability in cultural and gender capital in the schooling of Etas' children in the Municipality of Januay.

3.6 Maximum phenomena variation

While the study sample may be clearly defined at the outset of qualitative research, the technique of sampling within case, that is, ensuring that many different variations of the data in a given case are explored (Hammersley and Atkinson 1995; Mays and Pope 2000; Miles and Huberman 1994), must be carried out to ensure the full range and extent of a phenomena are represented.

As discussed, recurrent sampling is emblematic of the emergent nature of qualitative research. Hammersley and Atkinson (1995) focus on three major domains in ethnographic research associated with sampling within case: people, time and context.

3.7 People

For example, if you were investigating the educated citizen: Cultural and Gender capital in the schooling of Aetas' children in the Municipality of Janiuay as individuals, it would be necessary to include both first- and second- generation of Aetas', as well ensuring a gender and age mix. Therefore, creating a heterogeneous sample of Aetas' children in the Municipality of Janiuay. For example, if the original research design sought to access participants via general practice of cultural and gender capital in the schooling, there is no guarantee that all etas' people are primary educated citizen indeed known to their general culture and gender capital in the schooling. Therefore, study participants may need to be sought, as the research progresses, via community groups and associations.

3.8 Time

This is data collection as taken place over a time period, which provides variation in time and the different influences on participants' experience.

3.9 Context

The research may take place in different geographical locations in a variety of settings. Achievement of heterogeneity in purposive samples is also termed maximum variation sampling (Miles and Huberman 1994, Patton 1990) and phenomenal variation (Sandelowski 1995); regardless of the terminology adopted the goal is to add rigour to possible empirical generalisations that are derived from data arising from the fullest range of participants and settings

IV. CONCLUSIONS AND RECOMMENDATION

The male and female aetas still believe in the traditional and stereotype roles of males and females. They are eager to study and learn in order to uplift their lives.

Government agencies especially NCIP, DepEd, TESDA and CHED should continue to help provide education to the Aetas so that they will be able to fulfil the desire of this tribal minority.

REFERENCES

[1]Atkinson P, Hammersley M, (1998) in Denzin K, Lincoln Y (eds) Strategies of Qualitative Enquiry. Thousand Oaks, Sage.

[2]Baker C et al (1992) Method slurring: the grounded theory/phenomenology example. Journal of Advanced Nursing. 17, 11, 1355-1360.

- [3]Coyne I (1997) Sampling in qualitative research. Purposeful and theoretical sampling: merging or clear boundaries? Journal of Advanced Nursing.26, 3, 623-630.
- [4]Crookes P, Davies S (eds) (1998) Research into Practice: Essential Skills for Reading and Applying Research. London, Ballière Tindall, in association with the RCN.
- [5]Emerson R (1981) Observational fieldwork. In Murphy E et al (1998) Qualitative research methods in health technology assessment: a review of the literature. Health Technology Assessment. 2, 16, iii-ix, 1-274.
- [6]Fetterman DM (1998) Ethnography: Step By Step. Second edition. Thousand Oaks, Sage Publications.
- [7]Giacomini MK (2001) The rocky road: qualitative research as evidence. ACP Journal Club. 134, 1, A11-A13.
- [8]Glaser BG (1978) Theoretical Sensitivity. Mill Valley, CA, Sociology Press.
- [9]Glaser BG (1992) Emergence vs. Forcing: Basics of Grounded Theory Analysis. Mill Valley, CA, Sociology Press.
- [10]Glaser BG, Strauss AL (1967) The Discovery of Grounded Theory: Strategies for Qualitative Research. New York, Aldine.
- [11]Grbich C (1999) Qualitative Research in Health: an Introduction. Thousand Oaks, Sage.
- [12]Greenhalgh T (1997) Papers that go beyond numbers (qualitative research). British Medical Journal. 315, 7107, 540-543.
- [13]Hammersley, T. (1992) The generalisability of ethnography in Hammersley M (Ed) What's Wrong with Ethnography. London, Routledge.
- [14]Hammersley M, Atkinson P (1995) Ethnography: Principles and Practice. London, Routledge.
- [15]Heidegger M (1993) Basic Writings. In Krell DF (Ed) Martin Heidegger: Basic Writings. San Francisco, Harper.
- [16]Kitzinger J (1995) Introducing focus groups. British Medical Journal. 311, 7000, 299-302.
- [17]Johnson M et al (1995) Arguments for 'British pluralism' in qualitative health research. Journal of Advanced Nursing. 33, 2, 243-249.
- [18]Mays N, Pope C (2000) Assessing quality in qualitative research. British Medical Journal. 320, 7226, 50-52.Miles MB, Huberman AM (1994) Qualitative Data Analysis. Thousand Oaks, Sage.
- [19]Morse, JM. (1987) Qualitative Nursing Research: A Contemporary Dialogue. Newbury Park, Sage.
- [20]Muecke M (1994) On the evaluation of ethnographics. In Morse J (Ed) Critical Issues in Qualitative Research Methods. Thousand Oaks, Sage Publications.
- [21]Murphy E et al (1998) Qualitative research methods in health technology assessment: a review of the literature. Health Technology Assessment. 2,16, iii-ix, 1-274.
- [22]Patton MQ (1990) Qualitative Evaluation Methods. Newbury Park, Sage.
- [23]Roper JM, Shapira J (2000) Ethnography in Nursing Research. Thousand Oaks, Sage.
- [24]Sandelowski M (1995) Sample size in qualitative research. Research in Nursing and Health.18, 2, 179-183.
- [25]Silverman D (2000) Doing Qualitative Research: A Practical Handbook. London, Sage.
- [26]Sorrell M, Redmond GM (1995) Interviews in qualitative nursing research: differing approaches for ethnographic and phenomenological studies. Journal of Advanced Nursing. 21, 6, 1117-1122.
- [27]Spradley JP (1979) The Ethnographic Interview. Fort Worth, Harcourt Brace.
- [28]Strauss A, Corbin J (1990) Basics of Qualitative Research: Grounded Theory Procedures and Techniques. Newbury Park, Sage.
- [29]Van MaanenJ, (1995) Representations in Ethnography. Thousand Oaks, Sage.
- [30]Van Manen M (2001) 'Phenomenology' Course Handbook. QHR (2001) Post-Workshop B. Ewha Women's University, Seoul.
- [31]Webb C, Kevern J (2000) Focus groups as a research method: a critique of some aspects of their use in nursing research. Journal of Advanced Nursing. 33, 6, 798-805.

A Feasibility Study on Offering Bachelor of Arts in Information

Technology (With Business Track on Business Processing

Outsourcing)

Arly B. Balingbing

College of Information and Communication Technology, Nabua, Camarines Sur, Philippines

Abstract

This study aimed to determine the (1) respondents' profile, (2) the College's strength and weaknesses, (3) the demand and supply of ABIT graduates for the next five years, (4) the course's feasibility in Rinconada, and (5) the socio-economic benefits in offering the ladderized degree. Using descriptive survey method and random sampling, data were gathered from 1,578 graduating students from eight high schools in Nabua, Camarines Sur through questionnaire and informal interview. Statistical tools used are frequency count and percentage technique.

Findings showed that 63% of the respondents were female, 56% were 15-16 years old, and 33% were parents-dependent. The College is ISO – certified with academically conducive, state-of-the-arts facilities and capable faculty members but no resident instructors of outsourcing-related course. It is situated in a province with two BPO companies which require about 16, 000 employees by 2016 subject to yearly increase. But few graduates are hired due to lack of required competencies and no school offer ABIT with BPO specialization. Respondents considered the course attractive (60%) and highly employable locally and internationally (50%).

To conclude, offering ABIT with BPO specialization is feasible since the external and internal aspects are favorable, the needed facility and faculty are available and no other school in Camarines Sur offers it. The administration supports the new program as part of the College's mandates and as stipulated in its 2014-2018 Strategic Development Plan.

Keywords: ABIT; Ladderized course; Feasibility study

I. Introduction

Institutions of higher learning are considered the primary sources of quality manpower, technology and knowledge of any nation in its attempt to achieve the desired level of development. Education is the need of the present and the demand of the future. The world needs to offer educational programs that will prove to be beneficial for the society. Not only is it important to offer educational programs that meet the needs of today and also meet the predicted demands of tomorrow, but it is more important to ensure that the programs are of good quality.

The Department of Labor and Employment (DOLE) recently launched Project Jobs Fit: The DOLE 2020 Vision where it studies the most in-demand jobs and hard-to-fill jobs in the country.

The Labor Department wants to show that contrary to what most people believe, there are jobs available in the country. Here are the lists of jobs (per industry) that are waiting to be filled in: Agribusiness, Cyber services (Call Center Agent) Health, Wellness and Medical Tourism, Hotel and Restaurant Mining. In the report of DOLE (www.jobopenings.ph) the researcher notices that jobs in BPO are in no. five in the list which are considered in demand and need thousand of graduates on IT with BPO trainings.

In Camarines Sur, there are two international companies on Business Processing Outsourcing: The Sutherland Company and IBM Company. These companies require thousand of graduates who can fill up the vacant position every year to serve their worldwide clientele.

The offering of Bachelor of Arts in Information Technology with business track on BPO curriculum will response to the need of workers in the province of Camarines Sur alone.

The developed world knows the importance of accredited programs and recognized credentials. It is of paramount importance that educational programs that are offered should be recognized and the institutes should work towards getting these accredited since that consumes time and efforts. Furthermore, all educational institutes: schools, colleges and universities must make continuous improvements in the degree programs they already offer, accredited or not. It is also important that the overall delivery of education be improved from all aspects. The College of Information and Communication Technology comprises of four different courses offered; two (2) of which are degree programs and the other are non degree programs.

The College of Information and Communication Technology is a newly created department of the Camarines Sur Polytechnic Colleges. The legal basis for the creation of this department is through the Board Resolution No. 06-294, dated May 31, 2006 at the CHED Central Office, San Miguel Avenue, Ortigas Center, Pasig.

The IT Education in the country is very fast when it comes to development, almost every year the computer development particularly in software and the hardware changes very fast. The curriculum also requires revising / changing from time to time for the college to cope up with the needs of the market.

The present ladderized curriculum of the Two-Year Certificate in Computer Technician is one of the existing curricular offerings of the College of Information and Communication Technology. The present curriculum has a total of one hundred three (103) units including On-the-Job-Trainings.

For several years of existence of this course in this college, majority of graduates continue their studies to a degree course. For some students, they enroll in universities and colleges in the Rinconada area particularly those graduates who have the capability and ability to sustain their baccalaureate degree course, and of course with financial support from their parents. In some instances, during enrolment, some graduates of this course seek to shift to Engineering or ICT leading to a degree course.

ICT Programs are now in demand and at the same time the market is looking for qualified graduates who could work in Business Processing Outsourcing (BPO) companies and we need several degree programs to address the demand of the market particularly the Business Processing Outsourcing Companies worldwide.

Therefore, we believe that there is a need for expansion in offering Bachelor in Arts in Information Technology program with Business Track on BPO – Business Processing Outsourcing (CHED Memorandum No. 34, 2012).

Thus, this research was conducted to identify the need for modification of the existing 2 - Year Certificate in Computer Technician course to Bachelor of Arts in Information Technology, a four - year ladderized course.

Education has been the focus of many research papers and many authors have studied different aspects of business education or in other fields. Most studies about higher education have been done in other countries and few in America. Lenington (2002) stated that there is a war going on between profit and not for profit schools or nontraditional versus traditional schools of business and education. Leclair et al (2000) argued that educators teaching international business courses need to have knowledge about the main business functions of international economics, management, marketing, accounting, and finance. They stressed on the importance of ethics in business education. Andrew (2003) suggested that for students entering in the field their perceptions of the banking and finance profession revolve around questions of overall interest, relationships of persons working within the profession, the manner in which the profession deals with problems and tasks, and the nature

of these problems. Broekemier (2000) studied the College choice criteria between students and their parents and they presented differences between male and female students. Their study indicated that female high school students are more concerned with academic or education-specific issues than are their male counterparts. The male students stated that that some non-academic factors, namely social life and athletic programs, are more important to them than they are to females. So college recruiters should also incorporate some non-academic issues more prominently into their communications with college-bound males. Females also showed concerns for safety issues.

Alberto (2008) conducted a research and focused her study on offering a new program at the Aklan Catholic Colleges entitled "Bachelor of Arts in Broadcasting: A Research -based industry Demand Analysis." The result of the study is feasible since the university has enough human resources, technology and other needed resources. The marketability of the proposed curriculum was analyzed from three perspectives: 1) Target Enrollees; 2) Broadcast Media Managers; and 3) other employment firms for the employability of the graduates.

Doctolero (2005) conducted a research study on offering a Bachelor of Arts in Marketing Communication in the same university. She found out in her study that offering this course is feasible because based on the result of the data gathered and analyzed there is no school in the Visayas region offering this course. Majority of the respondents want this program to be opened for the reason that to those who are inclined to this course may not go to Manila anymore just to enroll or finish this course.

Rañeses (2006) conducted a research study on offering a Bachelor of Arts in Performing Arts in the university. She found out in her study that offering this course is feasible because based on the result of the data gathered and analyzed there is no school in Aklan or in the region offering this course. Majority of the respondents want this program to be opened so that those who are inclined to this course may not go to Manila anymore just to enroll or finish this course.

The result of the research study conducted by De Leon, et. al. to offer Bachelor of Arts in Applied Philosophy at Bicol University was also feasible. One of the cited reasons by group respondents is that there is no similar program offered in the Bicol Region and students who wish to enroll in this program no longer need to go to Manila to enroll in this course.

Nepomuceno (2005) conducted a research and focused her study on offering a new program at the Bicol University entitled "Bachelor of Arts in Broadcasting: A Research-based industry Demand Analysis." The result of the study is feasible since the university has enough human resources, technology and other needed resources. The marketability of the proposed curriculum was analyzed from three perspectives: 1) Target Enrollees; 2) Broadcast Media Managers; and 3) other employment firms for the employability of the graduates.

In view of the mentioned literature and studies, the researcher found out that this feasibility study is also feasible since the college has enough human resources, technology and other needed resources. The researchers believe that the college can offer, sustain, and maintain the proposed program.

II. Objectives of the Study

The objectives of the study was focused on gathering and analyzing data to prepare a feasibility of offering a four-year ladderized course in Bachelor of Arts in Information Technology with Business Track on Business Processing Outsourcing at Camarines Sur Polytechnic Colleges, Nabua, Camarines Sur. Specific objectives: To identify the Strength and Weakness in terms of External and Internal factors and To determine whether the proposed curricular program is feasible.

III. Materials and Methods

This study employed the descriptive method utilizing questionnaire. Checklist and documentary analysis were the main data gathering instruments. This method was used since it the intention of this study to describe

analytically an existing situation regarding the operation of a secondary as basis for the preparation of a preliminary plan for the offering of new programs / courses in the College (Sevilla et al., 1992).

3.1 Respondents

The respondents of this study consisted of eight High Schools in Nabua, Camarines Sur and the nearby school. These schools were considered feeder schools of the College. The total graduating student- population is One Thousand Five Hundred Seventy-Eight (1578) from the said schools. Table 1 presents the respondents of the study.

Malawag High School	129	8.2%	26
Lourdes Provincial High School	75	9.5%	30
Nabua National High School	987	62.5%	199
San Vicente High School	48	3.0%	10
La <u>Purisima</u> High School	40	2.5%	8
<u>Tandaay</u> Provincial High School	109	6.9%	22
Victor <u>Bernal</u> High School	40	2.5%	8
Bato National High School	150	9.5%	30
Total	1578	100%	319

Table 1. The Respondents of the Study

3.2 Data Gathering Tools

Several Tools were employed in gathering the needed information in this research, namely, questionnaire-checklist, interview and documentary analysis.

3.3 Preparation of the questionnaire

The researcher considered some reading materials, such as books, magazines, journals, theses and the internet.

3.4 Validation of the questionnaire

To facilitate first draft of the questionnaire was validated by school principals and some students in Bula National High School, the purpose of which is to determine the clarity and understanding of the questionnaire, and find out which item or items needs to be modified, deleted or changed. Items which were vague or needed improvement were revised. The questionnaire was then reproduced for the final distribution.

3.5 Administration of the questionnaire

The researcher personally distributed the questionnaires to the target respondents and retrieved after a few days. Only verbal permit was secured from the head of schools. The data were then tabulated, analyzed and interpreted. A personal interview was conducted to by the researcher to cross-examine the responses in the questionnaire. The table shown the distribution of students who participated in the conduct of study. Majority of the students who participated in the study were coming from Nabua National High School. It was noted that this school situated in the center of Municipality of Nabua has the biggest population since even students from the nearby provinces and town were studying in this school for strategic location. One school in the nearby town of Nabua was considered to be part of the feeder school since the distance of school is just less than 2 kilometers away. The smallest schools which participated were Victor Bernal High School and La Purisima High School. These schools with small population are situated in the remote area of Nabua, Camarines Sur.

3.6 Interview

The interview was employed as a technique in gathering data and information needed in this study. The researcher interviewed HRD Managers of BPO industries and Camarines Sur and Albay Provinces to get the first hand information regarding the needed workers in the BPO Industry and other concerns on this research.

3.7 Documentary Analysis

Since the study aimed to study the feasibility of offering AB in Information Technology in the College, a need for the documentary analysis was considered necessary. The important documents which were subjected to analysis were the papers pertinent to mission and goals, academic programs, faculty, and the data presented in the website, HRM office, record section and property office of the College. Almost all the important data and information of the College were retrieved for further investigation.

3.8 Statistical Treatment of the Data

The following statistical tools were used in this study. The Slovin Formula was used to determine the sample size of the population. Percentage. The statistical technique was used to determine the sample units of the population per participating school.

IV. Results and Discussions

4.1 Swot Analysis

Some important documents such as records, data and file from the College were utilized by the researcher for SWOT Analysis. Personnel who keep important documents were involved for the strength, weaknesses, opportunities and threats (SWOT) Analysis.

The Strengths and weaknesses of in term of:

Internal Aspect

Vision: CSPC as a regional center of excellence in Polytechnic education.

Mission: CSPC shall take the lead in providing highly technical and quality professional education through ladderized curricula in fisheries, trades and technology, arts and sciences; generating technology and undertaking sustainable community development in accord with the College mandate, thrust and directions of higher education and national development goals.

4.2 Goals and Objectives

Specifically, the College is strongly committed to:

1.Provide quality instruction, learning environment and other support services to produce graduates who are morally upright, service-oriented, technologically and professionally competitive and innovative;

2.Conduct research and development to generate new scientific knowledge and advanced technology through appropriate utilization and conservation of natural resources for sustainable development;

3.Implement viable production and income generating projects;

4. Undertake responsive and relevant extension and community development services; and

5. Strive to be self-sufficient, self-sustaining higher education institution.

4.3 THE Swot Analysis

Strengths. In the recent years, the College has overcome several weaknesses during the decade operation. Based on the assessments made the following are strengths. First it is now an International Standard Organization certified by TUV SUD Philippines. Second, the classrooms are conducive for learning, the Laboratory Facilities and equipment are state-of the arts with latest software/ hardware technology. The College is equipped with internet facilities. Third, the Faculty of the College is almost master's degree holder and the administrative personnel are educationally prepared with appropriate experience. Fourth, transaction in the College is highly systematized with the aid of Computer. The Bachelor of arts in Information Technology with business track in BPO is in demand in the nation due to global competitiveness. Almost all of the advanced

countries in the world are communicating through the computer or internet. In Camarines Sur alone there are two giant Business Processing Outsourcing Companies that need thousands of Call Center Agents to address the demand of the world on this business. Lastly, in the Philippines, from the report of the BPO industries, they are hiring almost thousand but due to mismatch only few fit the job.

Weaknesses. The College is still offering in demand computer courses in the Camarines Sur and soon will offer the BA in Information Technology. Most of computer science or Information technology graduates landed a job after graduation. But graduates of this course did not apply in the BPO industries. Based on the data gathered from the BPO industries, few graduates from the College are connected with them because they lack of training as Call Center Agents. And lastly, Instructors in the College who handle the English Proficiency are from the Camarines Sur Trade and Investment Center under the Office of the Governor. Instructors in the College who teach this course stayed only for only a year or so, then they work abroad.

Opportunities. The College is International Standard Organization certified. It is noted that based on the Registrar files, it shows that students are coming from Albay and the whole Camarines Sur Province. Another opportunity that the students, faculty and staff of College availed is exposures to the latest computer software's and hardwires like networking system and internet.

The Threats. Big number of students relies on scholarship given by the politician, Now that the controversial PDAF is on hold, there will be a lot of students who will not enroll in the College because of the financial aspect of the parents or siblings who support their schooling.

4.4 Faculty Members Needed in This Curricular Program.

The AB in Information Technology shall have the following faculty complement which are presently available in the College. The College has twelve (12) ICT faculty members with plantilla positions to handle / teach ABIT subjects. Other faculty members assigned in this department will handle / teach general subjects and other required subjects.

Laboratory & Facilities

a.Facilities Development

Plant location/structure/layout description

The Four -Year degree (Ladderized Program) in AB Information Technology will be housed at the Duran Hall Building where the CICT is situated. Duran hall has 6 classrooms. On Building Facilities/Equipment, the following facilities and equipment are available in the College of Information and Communication Technology: a) Libraries. The General Library is housed in the College with collection of books, references, journals, publications, etc., b) Internet Room. Internet service is available to all students and faculty members of the College; c) Two (2) ICT Laboratories with a total of 70 computer sets with complete peripherals; d) Amphi-theater which serves as a center for cultural presentation, meetings, etc; e) Speech Laboratory available to all students who are studying Speech Communication; f) Electronics Laboratory and the Electronics Communication Laboratories with available peripherals and gadgets.

External Aspect

BPO Industries / Markets

In Camarines Sur alone there are two Giant Business Processing Outsourcing Industries. Sutherland is located at Pili Camarines Sur and the IBM is located at the heart of Naga city. While in the province of Albay, there are three Business Processing Outsourcing Industries like the Sutherland located at Embarcadero, Innodata BPO located at the southern part of Legazpi City and the Southern Luzon BPO situated at the center of Legazpi City. These mentioned industries need thousand of BPO workforces (agents and technical supports) to supply the demand of the market.

The Business Process Outsourcing (BPO) industry continues to post robust growth, exceeding its targets last year. Data from the Information Technology and Business Process Association of the Philippines (IBPAP),

formerly Business Processing Association of the Philippines, showed that revenues rose 18% to \$13 billion in 2012 from \$11 billion in 2011. The number of workers also rose 21.8% to 780 ,000 in 2012 from 640,000 in 2011. This year, the number of workers is expected to rise to 926,000. Under the BPO roadmap, the government targets \$25 billion in revenues and a workforce of 1.3 million by 2016. The call center segment is expected to corner \$14.7 billion of the BPO revenues, and 816,000 of total jobs to be created by 2016. (Manila Bulletin – April 11, 2013).

Financial Feasibility

On Financial Requirements for the Five -year period, based on the conducted research, the College is financially stable and can sustained and maintain the operation of this proposed ABIT.

The Demand and Supply of graduates in ABIT

Market Feasibility

On Demand for The AB in Information Technology And Related Skills In The Current Job Market

The marketability of the proposed modification of Computer Technician to Bachelor of Arts in Information Technology was analyzed from the three perspectives: 1) target enrollees; 2) ICT companies & local shops in Camarines Sur; and 3) other employment firms.

The Demand And Supply Of Graduates In The Bachelor Of Arts In Information Technology For The Next Five (5) Years

The employment opportunity of the graduates of the course was determined through interviews with 7 HRD managers, Asst. Managers and Marketing Supervisor who manage the establishment/ company in Camarines Sur Area. The interview revealed interesting findings wherein these groups in the business sectors affirmed the demands for graduates along the field of AB Information Technology as they envision expansion of future business operation.

From the result of the interview, it was found out that business industries in Camarines Sur to name a few, Sutherland Global Services, IBM Company, SM Department Store, Smart Communication, Globe telecom, Bayantel and Sun Cellular are really in dire need of graduates who possess the necessary technical knowledge and competencies for the work requirement of the job as information technology analyst, Network administrator, business process analyst, network administrator, chief technician, sales manager, supervisor, BPO worker, etc., It also revealed in the informal interview that most of their employees are graduate of other fields such as commerce, education, business administration, criminology, computer secretarial or office administration which are not related to the nature of information technology with track in BPO system.

Is The Course Feasible To Rinconada Area?

Result of the Interview.

Based from the interview conducted, hereunder is the excerpt of the results as opined by the respondents, which showed favorable support the offering of Bachelor of Arts in Information Technology.

On attractiveness of the course:

Twelve (12) or 60 percent of the respondents answered Yes. Meaning they are saying that the course will attract students to take the course. " In implementation of programs, projects and activities, information dissemination is a must and should form part and parcel of the entire system. A curriculum should be designed in which all the needed competencies needed by graduates are built in. Training Regulations must be followed religiously and carefully. Information System or ICT men in Rinconada area are outnumbered by other sectors thus; there is a need to produce more qualified graduates".

On industry employability:

Ten (10) or 50 % answer that: "The graduates of AB in Information Technology will be highly employable not only in their own field but also in other firms, as well as in the provinces, regions, country and even around the world. As a graduate of the course they are expected to possess a wide array of skills and

knowledge in Information and Computer technology. As graduates with enough competencies acquired, they could land in any work and in any company or establishment be it as system analyst, network administrator, business process analyst, data quality specialist, system auditor, supervisor, manager, senior technician, sales manager, marketing officer and trainers in the local, national and even international companies".

Suggestions /recommendations to improve the proposal of AB in Information Technology

Fourteen (14) or 70 % or respondents answer that: "With the foremost reason of the need to professionalize the information technology graduates with specialization on BPO or AB Information Technology graduates, there is a need to incorporate in the curriculum in- depth theoretical inputs on the observance of professional ethics and laws governing ICT technology, science and technology based instructions and all the required competencies as stated in the Training Regulation promulgated by TESDA. The college should do something to expose students in actual field / companies in highly urbanized places in Luzon. Also, the students should improve on English language proficiency and develop good personal relationships with other people".

The Viability Of Offering The Program On Enrollees:

To offer the AB Information Technology course is very vital based on the result of the survey conducted to the feeder schools of the college. Majority of the respondents are willing to enroll in the said course. Majority of the present enrollees of the first year Computer Technician are willing to continue with the degree and enroll in the new program. Majority of the parents give support to the new program, which was revealed and confirmed during the College's Parent-Teacher Association meeting.

On Facilities and Equipment:

There are enough facilities and equipment available in the college. These facilities and equipment are the existing facilities and equipment used by the existing program namely, Information Technology and Computer Technician program. On classroom, CICT is utilizing the Duran Hall which has six classrooms plus the two classrooms at Shop Building 2 which were converted into lecture and laboratory rooms for CT students.

On Instructors:

There are strong and qualified five (12) ICT faculty members; eight (8) of whom are already graduate of Master in Information Technology and the other four (4) is enrolled on the thesis writing or project study in Aemilianum College in Sorsogon, Ateneo De Naga University in Naga City and Polytechnic University of the Philippine in Metro Manila. There are also two plantilla positions which are vacant for ICT faculty applicants. There are two potential Language faculty Members who have trainings on English Proficiency Program conducted by the Provincial Government of Camarines Sur who could handle subjects / course on BPO tracks.

On Market/ Industries:

Majority of the respondents affirm that the graduates of this course are in demand particularly that mostly of the transactions are done through the ICT media or technology.

The Socio-Economic benefits in offering a four – year ladderized course in Bachelor of Arts in Information Technology.

From the conducted interview to concerned officials and residents of the Rinconada area, it shows that offering this program is feasible for the following reasons: There is no school in the area which offers a ladderized AB Information Technology with field of specialization on BPO which is a unique program; there are very few Information system analyst, business process analyst, system auditor or Information technologists to maintain the computerized system of the businesses in the area; majority of the employees of businesses who are using ICT technology or computerized electronics equipment or apparatuses are not in line with this field; and majority of the technician or IS technologist do not possess the required competencies and knowledge needed by the sector. Further, businesses in the area need to call up technicians from Metro Manila when their clienteles complain of trouble or malfunction of ICT equipment or software trouble or program thus, restoration is delayed. And in Camarines Sur Business Processing Outsourcing Workers are in demand. With the

establishment of the two multi-national companies in Naga City, alone the Sutherland and IBM Companies needs about 16,000 employees by 2016 and beyond and these would be multiplied due to the increasing demand of the BPO workers in the world.

V. Conclusions and Recommendations

The study revealed that offering an additional course like the Bachelor of Arts in Information Technology with track in Business Processing Outsourcing is feasible. The external aspect and internal aspect are favorable to the College since based on the presented data gathered, the needed tools, equipment and human resources to be part of the program are available. Based on the vision, mission, goals and objectives of the College, the proposed new curricular offering is part of the mandated courses of the College. The College can continually and sustains the operation of this new program. On Administration, the College is very supportive in offering new program as stipulated in the Strategic Development Plan of the College 2014-2018. On schools offering this course, no schools within the province of Camarines Sur offer this unique course to answer the expanding demand of BPO workers in the region.

It is hereby recommended that the College vision, mission goals and objectives may be reviewed and modified from time to time to come up with the changing demands and needs of the present time. The College's strong and weak points along areas of evaluation should be strengthened and sustained. Efforts may be done to improve the weak points of the College. Quality not quantity along the areas of evaluation should be one of the concerns of the College. Faculty Development program should be developed and be implemented particularly on EPP instructors. Offer this course by SY 2014-2015 to address the demand of call center agents in the region and the world.

References

- [1]Alberto (2008), "A Feasibility Study on Offering Bachelor of Arts in Broadcasting: A Research Based Industry Demand Analysis", Unpublished Research, Aklan Catholic Colleges Research Journal.
- [2]Andrew, (2003). Ethics in Education, New York: Irwin University Books. 2003. CHED Memorandum 18, series 2008 (http://www.ched.gov.ph/wp-content/uploads/2013/07/CMO-No.18-s2008.pdf).
 CHED Memorandum No. 34, s 2012 (http://www.ched.gov.ph/wp-content/uploads/2013/07/CMO-No.34-s2012.pdf).
- [3] De Leon, R. (2000). A Feasibility Study on Offering Bachelor of Arts in Applied Philosophy at Bicol University", University Research Journal.
- [4]Doctolero, A.W. (2005). A Feasibility Study on Offering Bachelor of Arts in Marketing Communication, University Research Journal-UNC.
- [5]Leclair, et.al. " Universities in Change: Managing Higher Education", New York: Mac Millan Publishing Company, Incorporated. 2000.
- [6]Lenington, AZ, "Fixing Higher Education", New York: McGraw-Hills, 2002.
- [7]Rañeses, D.R. (2006). A Feasibility Study on Offering Bachelor of Arts in Performing Arts in Aklan Catholic Colleges, Unpublished Research.
- [8]Sevilla, Consuelo G. et. Al. (1992). Methods of research and Thesis Writing (Manila: Rex Publishing Co.) 158-159.

[9]The College Code of Camarines Sur Polytechnic Colleges THE BPO report 2012 (http://www.jobopenings.ph/article_item367/DOLE_Lists_Most_In_Demand_Jobs_in_the_Philippines.html) The Manila Bulletin , April 11, 2013 http://blog.pinoydeal.ph/pinoydeal/dole-project-jobsfit/.

Applied Cognition Approach: A Key Factor for Authentic Learning

Donnalea P. Buendia

Master of Arts in Psychology, Graduate School, Lyceum of the Philippines University, Batangas City, Philippines

Abstract

Learning-by-doing is generally considered the most effective way to learn. A variety of resources and emerging visualization and simulation make it possible to offer students authentic learning experiences through cognitive application ranging from experimentation to real world problem solving.

This paper assessed the preference for cognitive application as an approach for authentic learning of the students of College Arts and Sciences in Batangas State University. More specifically, the study aimed to describe the profile of the students in terms of age, sex, course, and to determine the authentic learning experiences as to authenticity, engagement and learning motivation as determinants for the responsiveness of the students. Descriptive type of research was utilized in the study.

The results showed favorable responses that applied cognition through authentic learning is more preferred and have a greater impact in learning. It also revealed more inclination of the students from older year levels in applied cognitive methods for gaining authentic learning, given that they are getting ready to transverse the path in their career lives. In terms of sex profile, female respondents tend to be more affiliated with the psychomotor domain showing a little difference with the response of male participants. Female respondents are motivated further to devote more efforts to real professional practice. Respondents from BS Development Communication used their active orientation to relate with customized strategies in order to know the applications necessary for their course education. However, BS Psychology students gave emphasis on the theoretical and abstract education as shown in the lower mean results. In order to have an effective education setting, an authentic learning environment requires students to reflect upon a broad base of knowledge to solve problems, and to predict, hypothesize, and experiment to produce a solution.

Keywords: Applied Cognition; Authentic Learning; Engagement and learning motivation

1. Introduction

Over the last decade, there has been an increasing interest in strategies that encourage students to take a more active role in the management of their own learning (Nicol, 2002). A student who automatically follows the diagnostic prescription of a teacher without understanding of its purpose will not learn. The purpose of formative learning should be to equip students gradually with the problem-solving skills that are needed in applying knowledge on real life basis. An over-emphasis on conventional form of teaching might increase students' dependency on books rather than develop their ability to rely on their own skills and talents.

Students say they are motivated by solving real-world problems. They often express a preference for doing

rather than listening. At the same time, most educators consider learning-by-doing the most effective way to learn. Learning that is outside a social and physical context such as abstract exercises in a book would be criticized as unreal, leading to learning which cannot be effectively applied in the real world. This applicability to the real world is a prime goal of almost all kinds of learning.

Educational researchers have found that students involved in authentic learning through applying knowledge or cognition learned from theories are motivated to persevere despite initial disorientation or frustration, as long as the exercise simulates what really counts, the social structure and culture that gives the discipline its meaning and relevance. The learning event essentially encourages learners to compare their personal interests with those of a working disciplinary community

One learning theory that points to the value of experimentation and meaningfulness is experiential learning theory. Experiential learning (Rogers, 2007) refers to knowledge that is applied, and that addresses the needs and wants of the learner, such as knowledge gained through application play. Experiential learning is particularly applicable to application play. The theory proposes that learning is facilitated when the learner is completely involved in and has control over the nature and direction of the learning experience, and when learning is primarily based on problem solving. Application can meet both of these criteria. When performing with an application the learner is participating fully, and is fully involved in directing and controlling the learning experience.

Applied cognition approach provides a holistic model of the learning process and the process whereby knowledge is created through the application of knowledge in real life context. It also emphasizes the central role that experience plays in the learning process, an emphasis that distinguishes the approach from other learning process. The term " applied cognition " is used therefore to emphasize cognition over affect, and behavioral learning theories that deny any role for subjective experience in the learning process.

Moreover, it is usually important that learning is transferable and applicable to a variety of contexts, including new and innovative ones. As Sweller (2003) argues in her discussion of Brown et al.'s (2000) paper on situated learning, effective learning requires not only the learning of concepts and procedures, but knowing when to and when not to apply those concepts and procedures, and why they are to be applied. Researchers are not necessarily arguing that transferability is impossible, but that it requires that a variety of example contexts are used in learning and that incorporating these multiple contexts is one of the key challenges for good teaching or learning practice.

Using the keyword search to re-engineer and inculcate adequate research and professional competences in knowledge generation and application, the study of Osiki and Oparah (2010)., in a four week intervention teaching-learning interactive period, with 589 Distance Learners drawn from three academic sessions hybrid type, was subsumed in the psychotherapeutic programme. It was therefore part of the conclusion that for adequate research and professional behaviour in Open Distance Learning, opportunities for powering regular knowledge generation, creation and application through keyword search should be encouraged by harnessing the benefits of the multi-model or blended learning technology.

Similar to this line of research, Byl (2007) used the Embedded Authentic Serious game-based Learning Experiences (EASLE) architecture which has been developed to assist in the definition of games based applications. The motivation behind the design of EASLE is to keep game specifications as simple and focused as possible for educators attempting to create serious games as current available game design methodologies and

templates are complex and extensive. Furthermore, it is revealed that games created with EASLE reduce the amount of game development work to be done by the educator allowing for deeper collaboration between students.

Crist et al. (2004) describes experiences working with two student-led team projects: an internship project and a volunteer project. Both projects involved the design, development, and implementation of a database management system. In these projects, the researcher tried to simulate as much as possible the development of a database system in the real business world. Both projects followed a constructivist theoretical framework in which emphasis is placed on learning that is active, constructive, cooperative, authentic, and intentional. The result proved these projects have helped students see themselves as professionals as well as develop business skills difficult to simulate in classroom. It also helped students realize their relationship with society and develop a greater sense of community responsibility.

In the study of Spiro, et al. (2009), a theoretical orientation to learning and instruction in ill-structured knowledge domains is presented. The theory is especially concerned with the application of knowledge in new situations, rather than the mere reproduction of knowledge in the way that it was originally learned. Data from two experiments using high school subjects have been analyzed. Both experiments produced results that conformed to the theoretical predictions wherein suggestion that there is a fundamental choice in methods of learning and instruction was revealed. Conventional methods seem to produce superiority when measured by conventional tests that stress reproductive, fact-retention types of memory. The methods developed from Landscape Criss-Crossing Theory are not as successful at producing mindless, imitative recall. However, if one agrees that the goal of learning and instruction should be the acquisition of generative knowledge with wide application in novel but partially related contexts, then it would seem that the methods utilized are far preferable to the conventional ones.

The main objective of the modern popular teaching method of authentic learning has been to provide students with everyday-life challenges that develop knowledge and skills through problem solving in different situations. However, there are few studies that have been discussed the sense of authenticity and characters in scene and how students interact with the characters involved in the task. Chang ' s (2010) study designed a system, RoboStage, with authentic scenes by using mixed-reality technology and robot to investigate the difference in learning with either physical or virtual characters and learning behaviors and performance through the system. Robots were designed to play real interactive characters in the task. The experiment of the study conducted with 36 junior high students. The results indicated that RoboStage significantly improved the sense of authenticity of the task and also positively affected learning motivation. Learning performance was conditionally affected by RoboStage.

Authentic learning engages students in the multidisciplinary problem solving and critical thinking researchers and experts use every day. Gulikers et al., (2005) explores a study that provides insight in the effects of an authentic electronic learning environment on student performances and experiences. Participants were 34 higher education students, 20 students studying psychology at the University of Maastricht and 14 students studying technology at the Institute of Higher Education in Heerlen. It is expected that learning in an authentic learning environment results in more active and deep learning and improves intrinsic motivation of students. The results of this study showed, contrary to what was expected, that student who worked in an authentic environment did not perform better than students who worked in a less authentic environment. Moreover, the

experiences with the learning environment did not differ between both groups.

Gordon (2003) illustrates several of the principles of effective feedback in his study that examines a method of improving feedback to 55 final year Accounting and Finance honors students. Using grade-related criteria together with self-assessment and a bank of feedback statements, students received a feedback report including guidelines from a tutor via email in real time as the tutor was assessing the work. The outcome of this study were detailed evaluation against specified criteria which increases an opportunity for students to reflect on their learning and evaluate their own performance against the specified criteria and lastly, to compare their evaluation against the tutor's evaluation.

In a paper published in the Journal Science in 2006, Thornton and McAuliffe investigated if and how teaching occurs in the wild, noting that there is only equivocal evidence of teaching behaviour in any species other than humans. They observed that wild meerkats in South Africa taught their young to collect and eat prey safely (Thornton & McAuliffe, 2006). They have come up to the conclusion that the learning environment described in the meerkat research is perhaps more akin to the apprenticeship model that has recently been examined in more depth in relation to situated learning theory.

The greatest shortcoming in education these past few years has been the tendency to ignore the brain research that is richly available which affirms that implementing multi-sensory activities, pursuing meaningful tasks, exploring a variety of skills with real world applications is optimal learning and that it needs to be practiced regularly. Instead of vicariously discussing topics and regurgitating information in a traditional industrial age modality, authentic learning provides a learner with support to achieve a tangible, useful product worth sharing with their community and their world.

In the present study, letting the subjects experience the activities that enable them to have contact with the real environment of what they are being taught, the process let them compare the effects of this approach with respect to their gaining of knowledge. This study aimed to recognize the possible innovations of traditional education style into a more congruent system to the elevating world of knowledge and ideas.

II. Objectives of the Study

This study aimed to assess the preference for cognitive application as an approach for authentic learning of the students of College Arts and Sciences in Batangas State University and to describe the profile of the students in terms of age, sex, course, and to determine the authentic learning experiences as to authenticity, engagement and learning motivation as determinants for the responsiveness of the students.

III. Method

3.1 Research Design

The researcher opted to make use of the descriptive research method that attempts to provide a systematic description of the cognitive application approach as a key factor for authentic learning. This research aimed to provide the implication of other variables such as demographic profile of the respondents and the three aspects of authentic learning experience: authenticity, engagement, and learning motivation.

3.2 Participants

The research data were secured from forty college students (N=40) of Batangas State University, subdivided into twenty eight students of Bachelor of Science in Psychology and twelve students of Bachelor of

Science in Development Communication. The total population of BS Psychology students is 278 and the BS Development Communication is 122. The researcher used 10% of the total population of 278 BS Psychology and 122 BS Development Communication students as for the respondents of the study. The ages ranged from 17 to 21 years old, sixteen males (40%) and twenty four females (60%). In this procedure, the researcher utilized random sampling in which the researcher chose whoever participant is available at the time the research is being conducted.

3.3 Instruments

The researcher utilized a questionnaire known as "Cognitive Application Toward Authentic Learning Scale". This refers to the authentic learning assessment proposed by Gulikers, Bastiens and Kirschner (2005). The questionnaire measures student 's preference toward experiential method of learning, consisting of 10 Likert-type items created around five scales that examine the three aspects of the authentic learning experience: authenticity, engagement, and learning motivation. The responses were subdivided into five scales: 5=Strongly Agree, 4 = Agree, 3 = Neither Agree nor Disagree, 2 = Disagree and 1 = Strongly Disagree.

3.4 Procedures

In order to obtain necessary data, the researcher used a survey questionnaire. A letter of request to conduct the study together with the two-part questionnaire was sent to College of Arts and Sciences at Batangas State University. Questionnaires were distributed and retrieved from respondents. Part I used to determine the demographic profile of the respondents. Part II was aimed to know the respondents' preference for cognitive application measurement of the students.

3.5 Data Analysis

The data gathered from the respondents were analyzed through descriptive statistics whereas frequency, percentage were used to describe the distribution of respondents in terms of age, sex and course, and mean responses were utilized to determine the respondents' preference for applied cognition approach as a key factor to the authentic learning of the students.

IV. Results and Discussion

Profile of Respondents and Authentic Learning Experiences Table 1 presents the distribution and mean responses of the respondents in terms of age. The highest mean response evaluated as the highest preference for cognitive application was garnered from 21 year old respondent while the lowest preference was from the middle age group, 19 years old composed of 13 respondents equivalent to 32.5%.

Participants from 17 years old group shows the lowest learning experience in terms of authenticity with a mean response of 3.17 while 21 year old respondents obtained the highest mean response equivalent to 4.65.

Table 1. Distribution and Mean Responses of Respondents in Terms of Age ($N = 40$)
--

Age (years)	Frequency (f)	Percentage (%)	Mean Response (x)				
			Authenticity	Engagement	Learning Motivation	Total Mean Response	
17	4	10	3.17	3.06	3.28	3.17	
18	6	15	4.31	3.22	3.5	3.67	
19	13	32.5	3.85	3.54	3.03	3.47	
20	9	22.5	3.33	3.78	3.12	3.41	
21	8	20	4.65	3.53	3.94	4.04	

Older student, with the age of 21 showed consistent high responses in authentic learning specifically in terms of engagement to gaining knowledge. On the other hand, group of 17 year old students showed the least commitment with their authentic learning experiences proven by the lowest mean response of 3.06.

Mean result with the highest learning motivation came from the respondent aged 21. The interest and attitude shown by the participant were constantly higher than the others while 20 year old participants were less motivated in their learning experiences. The comparison of mean results showed the relationship in terms of ages and authentic learning occurrence between the groups.

Oldest age range participants are more open and fond of the learning styles which use the genuine and actual style of teaching. This could be explained by their mind set preparation for entering the career world wherein all academic learning would be put into application.

Middle age range students are more interested in traditional ways of education in which students are still on the mid-process of absorbing the fact that they will face the real world of learning. Otherwise, students of this stage are still preoccupied with the conventional methods and they have not been used to this technique.

Furthermore, Huang (2002) states that adult learners learn best when a real life problem is presented in a real life context and stress the importance of the distinction between an authentic task and an authentic environment. It was argued that in order to stimulate students to develop relevant competencies that they need in their future professional lives, an authentic task as well as an authentic context is required.

Sex	Frequency (f)	Percentage (%)	Mean Response (x)				
			Authenticity	Engagement	Learning Motivation	Total Mean Response	
Male	16	40	3.89	3.14	3.32	3.45	
Female	24	60	4.42	3.89	3.76	4.02	

Table 2. Distribution and Mean Responses of Respondents in Terms of Sex (N = 40)

Table 2 showed the sex demographic profile distribution and mean responses among the respondents. The female distribution is 60% which showed a higher mean response of 4.02. On the other hand, 40% male respondents got a lower mean response of 3.45.

Authentic learning preference was more perceptible on females with the mean value of 4.42 compared to male with a mean response of 3.89. It also shows that females are more engaged in real learning occurrence than men are. However, learning motivation was more observable in males compared to the mean value gathered from females.

The reason behind the higher result of female group was due to gender related mental development and maturity. There is evidence that the maturation of the brains of males lag behind the brains of females of corresponding age by three years, leading to a lag of three years in the emotional maturation of the males. In addition, females were found to have significantly higher emotional intelligence as compared to males; the dimensions of the emotional intelligence being maturity, compassion, morality, sociability, and having calm disposition in life (Westenberg, 2008).

Likewise, males and females are different academically and socially. Sax (2009) advocate of gender-based classes, said that boys and girls need a separate learning because of pure biology. In authenticity of learning, most cases exhibit that females hear better than males; therefore, males need to be with a teacher that speaks more loudly. Females, on the other hand, are better at seeing texture and color, whereas females see action

better.

Table 3 contains the mean responses and distribution of respondents with respect to the courses of the respondents, whether they are Bachelor of Science in Psychology or Bachelor of Science in Development Communication students. BS Psychology students outnumbered the BS Development Communication students with a ratio of 28:12.

	Frequency	Percentage (%)	Mean Response (x)				
Course	(f)		Authenticity	Engagement	Learning Motivation	Total Mean Response	
BS Psychology	28	70	3.54	3.29	3.38	3.4	
BS <u>Dev</u> . Communication	12	30	3.82	3.38	3.46	3.55	

Table 3. Distribution and Mean Responses of Respondents in Terms of Course (N = 40)

From the data presented in Table 3, it is evident that 30% of BS Development Communication students obtain higher total mean value of 3.55 in their authentic learning response, while 60% BS Psychology students got 3.4 mean result.BS Development Communication students show higher authenticity in learning experiences represented by the mean value of 3.82 while BS Psychology students obtain 3.54 only.

BS Development Communication students are more engaged in genuine education when compared against the mean scores of Psychology students. Consistently, they are also highly motivated in authentic learning as shown by the mean response of 3.46 against other group's weighted mean of 3.38.

The higher mean result of the participants from BS Development Communication course were more inclined with action-oriented education for as their future jobs were related with activities with more dynamics. As cited in the curriculum program of BS Development Communication (see Appendix F) students of Batangas State University, they are compelled to undertake Media Internship and Interpersonal Communication and Participatory Development Communication with Immersion for developing existing skills and acquiring higher level competencies in the field of broadcasting and communication.

On the other hand, Psychology students tend to be more theoretical with their academic background; these theories will be their foundations in the application for their future careers and professional practice. In accordance with the curriculum of BS Psychology of Batangas State University, an emphasis to the demonstration of an in-depth understanding of principles, concepts and skills in the academic learning of the students should be provided. These could be manifested specifically with the subjects included in the prospectus such as comprehensive teachings of Theories of Personality, Developmental Psychology and so forth. Students have individual learning style preferences including visual like learning from graphs, charts, and flow diagrams, auditory or learning from speech, read-write or learning from reading and writing, and kinesthetic or learning from touch, hearing, smell, taste, and sight. These various factors might be considered from the obtained result difference between BS Development Communication and BS Psychology students. Both courses have their own ways of coping mechanisms in applying cognition to learning authentically.

Authentic learning is a modern method of learning, hence, different students with various interests and courses can relate target learning effectively through the concrete experience and collaborations. Additionally, authentic learning activities often involve environments and characters that could influence or motivate them. Many learning opportunities in school are provided when students are given an opportunity to reflect upon and

consolidate their learning.

Specific Objectives	Activities	Persons / Office In Charge	Target Date
To sustain academic needs of the students based on teaching methods found to be effective in enhancing authentic learning of the students	Conduct of a Curriculum development program	Curriculum and Syllabus Committee	Every June of first semester and November of second semester
To monitor and improve students grades and performance in authentic education	Continuous coordination with faculty members regarding students grades or GPA	Faculty members of College of Arts & Sciences	Continuous year round monitoring
To give focus on students' interests and learning methods preference	Follow up and continuous administration of student survey and counselling about educational method preference	Test and Admission Office, Guidance and Counseling Department	Continuous year round activity
To improve educators knowledge and skills on how to teach with authenticity	Conduct seminar workshops for Faculty members focusing on proper teaching <u>pedagogies</u> especially on preparing students for real life	University Management, College of Arts and Sciences and other colleges	Every June for first semester and November for second semester
	education on career pathway		

Table 4. Proposed Plan of Action

V. Conclusion

The students from older year levels show more inclination in applied cognitive methods for gaining authentic learning, given that they are getting ready to transverse the path in their career lives. Lower and middle aged groups of respondents from freshmen to junior college are in the process of getting used to the kind of learning whereas the exposure to real problem solving and genuine environment seems to be a different level compared to their conventional ways of learning.

In terms of sex profile, female respondents tend to be more affiliated with the psychomotor domain which shows a little difference with those of male participants. They are more enthusiastic in the approach of experiencing solving real world problems compared to being theoretical of the male participants. The result among female respondents shows that they are motivated to exert more effort to be ready to real professional practice.

It is important that students understand the essence of an authentic task, and this is what the BS Development Communication students are focused on. They use their active orientation to relate with customized strategies in order to know the applications necessary for their course education. However, BS Psychology students give emphasis on the theoretical and abstract education as shown in the lower mean results. In order to have an effective education setting, an authentic learning environment requires students to reflect upon a broad base of knowledge to solve problems, and to predict, hypothesize, and experiment to produce a solution.

VI. Recommendations

The researchers of College of Arts and Sciences of Batangas State University to have a curriculum development program that will sustain the education needs of the students based on the pedagogy found effective in enhancing authentic learning.

The guidance counselors of Batangas State University may have vicarious knowledge in helping students

who have difficulty in coping up with the lessons. They may propose behavioural coping mechanisms for students to help improve attitudes toward genuine learning.

The educators of the university may contemplate on the findings of the study and use more methods of teaching that could develop genuine knowledge for the students. Research-based decisions regarding the most beneficial approaches of teaching in terms of authenticity, engagement and learning motivations maybe done through proposals and dry run method.

Further researches may be administered to substantiate the findings and investigations used in this study. They may utilize other determinants or variables that might affect the authentic learning of students.

References

- [1]Byl, P., (2007). Designing Games-Based Embedded Authentic Learning Experiences. Retrieved Decemberm 2012 from http://www.penslayer.org/
- [2]Chang C.,(2010).Improving the Authentic Learning Experience by Integrating Robots into the Mixed-reality Environment. Retrieved January 2013 from www.elsevier.com/locate/compedu
- [3]Crist A., Newcomer R., PropstM., &Leite P. (2004). Business Projects and Authentic Learning. Newbury Park, California: Sage.
- [4]Gordon F., (2003). How Do You Know They are Learning?:The Importance of Alignment in Higher Education. International Journal of Learning Technology, pp.302 304.
- [5]Gulikers, J. T. M., Bastiaens, Th. J., & Martens, R. (2005). The Surplus Value of an Authentic Learning Environment. Retrieved February 2013 from http://www.elsevier.com.
- [6]Huang, P. (2002). How Should Colleges Prepare Students to Succeed in Today's Global Economy? Retrieved April 24, 2012, from http://www.aacu.org/advocacy/leap/documents/Re8097ab combined.pdf.
- [7]Nicol W., (2002). Why Today's Students Value Authentic Learning. Oxford, United Kingdom: Clarendon Press. Osiki J. O. & Oparah O. (2010). Empowering the Application of Knowledge-Driven and Applied Research in Open Distance Learning via the Instrumentality of Blended Learning Technology. Nigeria: Ozean Publication.
- [8]Rogers M., (2007, May). Authentic Learning for the 21st Century: An Overview. Educause Learning Initiative, 3-11.
- [9]Spiro, J., & Wenger, E. (2009). Situated Learning: Legitimate Peripheral Participation. Cambridge: Cambridge University Press.
- [10]Sweller, J. (2003). Evolution of Human Cognitive Architecture. In B. Ross (Ed.). The Psychology of Learning and Motivation, vol. 43, 215-266; San Diego, CA: Academic.
- [11]Sax, C., (2009). Education and Gender Bias in the Sex Ratio at Birth. Naperville, IL: Learning Point Associates.Retrieved April 24,2012,from http://www.learningpt.org/tech/transforming.pdf.
- [12] Thornton, A., & McAuliffe, K. (2006). Teaching in wild meerkats. Science, 313, 227-229.
- [13]Westenberg, J., (2008), Constructing a Theory of Learner Autonomy: Some Steps Along the Way. Future Perspectives in Foreign Language Education. Oulu, Finland: Publications of the Faculty of Education 101,15-25.

A Study on Emotional Education in Advanced College English Writing

Gao Jiong ^{1, 2} Zhang Chengli³

 Department of Foreign Languages , Beijing Union University, Beijing, China 100101
 College of Education, Capital Normal University, Beijing, China 100089
 Department of foreign languages, Xin Zhou Normal University, Shanxi, China 034000 Gaojiong66@126.com, Zhangel 2007@163.com

Abstract

Emotional education is gaining ground in the field of language teaching and learning, and the involvement of emotion in writing process has been confirmed, yet there is lack of research examining the emotional education in advanced English writing. Through emotional education, students' writing can be improved, for the richness of their expressions and the diversity of their forms is enhanced. In the teaching process of advanced English writing, teachers need to know the students' writing proficiency and difficulties in advance in order to provide targeted instruction. Various activities with wise strategies can be designed to promote students' emotional education, guiding students to produce English writing works with sincere feelings and rich expression. In a word, emotional education could enable meaningful learning experiences and thus verbalize such learning experiences in writing. The effect of emotional education in advanced college English writing is mainly reflected in the improvement of students' writing skills and competence.

Keywords: Emotional education; Advanced college English writing; College English teaching

1. Introduction

Emotional education plays an increasingly important role in college advanced English writing course. Advanced English writing not only involves the teaching of vocabulary and grammar, but more importantly, it guides students to have a better analyzing ability in writing through emotional education in the teaching process, thus generating language, enriching language forms and rhetoric, and finally completing writing output. It is of great importance to better cultivate students' emotions, guide students to treat the society, the collective, others and themselves correctly, and help students establish a sense of mission and responsibility in the new era. These are all important aspects in emotional education in advanced English writing.

2. Emotional Education in College Advanced English Writing 2.1 College Advanced English Writing

As a key export language skill, English writing skill occupies a core position in the process of teaching and learning, and it is also the focus of English teaching and the difficulty of learning. Therefore, for students who have a pretty high English level and want to improve their writing ability, Advanced English Writing, an elective course for non-English majors, is of great importance. The core objective of this course is to cultivate students' competence to express as well as their comprehensive English skills. At the same time, it aims to

enhance students' understanding of different cultures, deepen their understanding of the similarities and differences between Chinese and foreign cultures, and then cultivate cross-cultural communication ability. By studying this course, students will be able to understand the western culture, strengthen their confidence in Chinese culture, learn to tell the story of China in English, and then spread excellent Chinese culture.

2.2 Emotional education

Emotions research may not be new, yet there has been a growing awareness of the role of emotion in language teaching and learning, what has been referred to as "the affective turn" or "the emotional turn." There are some definitions for emotions. Emotions have often been examined as "an individual phenomenon" by Pavlenko (2006) or "contextual, relational, and the effects of contact among people, ideas, and objects" (Benesch, 2016, p.1). Prior's (2019) argues that emotions are not just intra-psychological or biophysiological phenomena. Dolan (2002) views emotions as a "motivational force for what is best and worse in human behavior" (p. 1191). They are also fundamentally social and contextual. Emotions are shaped by our languages, cultures, world views, personal histories, social relationships, and affiliations" (p,524) Much of the research, however, has been cognitively-oriented and has studied emotions in relation to affective factors such as motivation and anxiety and "the most widely studied emotion in second language acquisition" might be language learner anxiety (Prior, 2019, p.524) Much of the research, however, has been cognitively-oriented and has studied emotions in relation to affective factors such as motivation and anxiety (MacIntyre, 2017, p. 11; Miller, 2023; White, 2018) In this study, the definition of emotions would come from White (2018) that emotions have been often characterized as dichotomic, classified into either positive or negative categories, Often in terms of where they aid or influenced an individual's language learning process. Emotion is a relatively complex concept, and different disciplines and fields have different interpretations of emotion. So far, there is no unified definition of emotion. Marx believes that emotion is a subjective response of human subject to the value relationship of objectively existing things. Emotional education is of great value in caring for people's mental state, reaching the whole life development, constructing human ethics and facing the narrow and closed educational disadvantages. It is the theoretical basis and practical experience for rethinking education and carrying out humanistic education and teaching practice (White, 2018; Zhu & Wang, 2007).

2.3 The lack of emotional education in advanced English writing

In the teaching process of Advanced English Writing as well as CET-4 (College English Test: a nationwide English test for non-English Majors. For some college and universities, CET-4 is the basic prerequisite for obtaining a bachelor's degree) and CET-6 writing, based on the analysis of students' writing texts, there are not only thinking problems, but also the bigger problem that students' emotional positions are chaotic, especially in the argumentation structure. The common problems in argumentative writing are as follows. First, they only list their views from their own positions without considering the opposing views. Second, students' dialectical thinking is weak, and they could not tell opinions from facts. More importantly, students' work shows that they are quite narrow-minded and lack of coherence. As their life experience is limited due to the fact that all their life has been based on textbooks and classrooms so far. Since they are isolated from society and reality in a way, they even mistake factual statements as personal opinions and prejudices, let alone view things from an overall perspective. All the shortcomings are reflecting the fact that students need training in emotional education to better their writing level. The emotional education in writing is gaining ground in language teaching and learning (Garner, 2010), yet there is a lack of research examining in emotional education in advanced English writing.

2.4 The importance of emotional education in advanced English writing

English writing should be a way for students to express their thoughts and feelings and a process for students to reconstruct their experiences. Moral sensitivity, sensitivity to oneself and others, richness, profundity and stability of emotional world, which are restricted by people's emotional quality, are the constant psychological background in the process of people's moral behavior (Zhu, 1994). These elements constitute the key basis for writing articles with far-reaching ideas and correct ideas. Emotion, as the source of inspiration for individual creation, can stimulate the vitality of thinking and the emergence of inspiration, just like a switch, the most authentic emotions would gush out and pour out in writing. Therefore, the most basic function of this "writing emotion" is to show the characteristics of "dynamic" as an "internal driving force".(Gannon, 1985,p34) It holds high possibilities to connect emotional competence with subject-specific content as well as self-reflection to create meaningful Bildungs-experiences (Grund &Holst, 2023). Within the history of education, the significance of emotions in learning processes and emotional traits as learning outcomes has been well understood since student engagement also includes emotional dimension (Reeve & Tseng, 2011). Ghanbari & Abdolrezapour (2021) also maintain that emotionalized integrated tasks improved the integrated writing achievement of the students. Therefore, emotional takes part in learning and it will boast writing as well.

3. Practical Strategies of Emotional Education in English Writing Teaching **3.1** Establishment of emotional goals

In order to better understand the current situation and needs of students in emotional education, first-hand information about their difficulties in English writing can be collected by interviews or questionnaires. According to the results, the teaching objectives of emotional education in writing could be designed and the teaching content will be categorized to meet the actual needs of students. In the teaching process, students should be guided to think profoundly about the theme of writing and integrate correct values and moral concepts, so as to enhance their writing conception and expression realm. This concept should be integrated with the goal and content of advanced English writing in order to realize all-round education. Emotional education can help students overcome their writing difficulties and improve their writing ability.

3.2 Categorization of the writing content

The essay topics are basically classified and summarized. Find the link between knowledge and writing skills, bridging the gap between the real-world problems with the course syllabus. As various problems in real life are closely related to the topics of writing, which have social, economic, cultural and psychological significance, involving the relationship between people, their judgment, and the responsibility of individuals, their families, the collective and the whole society. Therefore, through rational consideration, the significance and value behind each topic should be closely evaluated. At the same time, emotional connotations contained in the topic could be explored in depth. This will help to improve our writing level and comprehensive quality and better meet the needs of social development.

3.3 Reconstruction of thinking patterns

Writing is a creative output activity and the ultimate end of input. Language is the carrier of thinking, and rationality and emotion together constitute human character or even the soul itself. It still remains unsolved as how to enrich the expression ways of language through emotional education and enhance the conception and pattern of the article or how to jump out of the limited scope of mindset. In the dynamic process of obtaining materials, refining materials and arranging structures, students' love for society and the collective is to be

cultivated so that they would respect the relationship between others and themselves, and further develop international vision and humanistic feelings so the quality of language will be better improved and the breadth and depth of thinking could be perfected as well.

A variety of activities could be designed to activate students' emotions both in and out of class. Mind maps are to clarify ideas in class; classroom debates to identify the pros and cons; use story sharing activities to think over the plot; play sitcoms to simulate different roles to better know how to handle different relationships, such as doctor-patient relationship or parent-child relationship; use motto sharing and summary to start a provoking piece of writing; and organize students to watch relevant video clips (including public service advertisements of good values) can also be inspirational. After class, students write a journal to reflect their learning experience while teachers write teaching reflection logs. WeChat group could be another bulletin board to answer questions and students' learning status would thus be tracked in time. Students are encouraged to use online themes to accumulate writing materials and share with them in class regularly and positively.

3.4 The inspiration of emotions in writing

As one dimension of emotions, empathy is often mentioned in some literature (Akamatsu & Gherghel, 2021). Empathy explicitly comprises a moral dimension through feeling responsibility, compassion and "a sense of obligation to promote others' well-being" (Saarni, 1999, p. 186). For example, students should not only think in cognitive way to switch their perspectives including empathizing with the role of another person. That is to say, they should develop an understanding for the fact that not everyone would think the same as they do. They could also think in an emotional way to imagine some potential emotional consequences by role-playing famous figures in history. They could also learn how to empathize with animals if they are required to finish a writing task concerning biodiversity or climate change. For example, students are given a scenario that a man found an odd thing in his studio. A tree frog liked to stay on top of his computer and returned even after it was put into a greenhouse. It turned out that the tone the computer produced is so very much like that of his own species. The frog would stay in a studio only because it heard the tone and it wanted to find a companion there. It waited and hoped but its effort went in vain. There is no other frog just a computer. Students should know that frogs are considered "species indicators" and frogs could forewarn bad situation in climate and humans and animals are closely related. Students' writing task is to imagine what message this little tree frog wants to send to human beings. Only when students are thinking in the perspective of a tree frog can they fully understand the hopelessness a lonely frog is experiencing and only when they get through such emotions by themselves can they fully understand how this little creature is hoping for and only when they have profound sympathy towards frogs can their emotions be integrated in their writing and readers' heart could be touched indeed.

4. Effect of Emotional Education in College Advanced English Writing 4.1 Language skills improved

Students are to have accurate and appropriate English writing skills, and can reflect correct values and outlook on life in their works. Writing content should have a pattern, show the vision and mind that contemporary college students should have, and combine personal cognition with social culture construction. Students should be able to identify and correct common grammatical mistakes, and complete a short essay of 150-200 words within 30 minutes according to the composition topic, outline or chart, data, etc with relevant content, rigorous structure, clear organization, correct grammar, fluent language, and appropriate expression.

4.2 Student satisfaction improved

After receiving emotional education, students' mental outlook has changed significantly. This helps students solve specific difficulties in English writing. Some students can also realize that their previous cognition is narrow and not comprehensive enough. In short, students' satisfaction with the writing course has been improved. Students get excited when the teaching methods are more conducted to inspire their emotions, especially when they are asked to write on emotionally arousing topics. The course was more conducted in cognitive way yet when emotions are introduced as the thinking ground and thinking perspectives, their motivation and interest are to be greatly enhanced, which are shown in their reflection logs.

4.3 The quality of writing bettered

In the teaching process of college advanced English writing, the richness and diversity of students' expressions is shown by the breadth and breadth of students' thinking. Their social knowledge has become extensive, which is also reflected in their writing. Enhanced empathy enables students to better understand opinions and things from the perspective of others, and their self-centeredness and conformity are reduced. Students' analysis has been updated to some extent. Especially in the debate structure in argumentative writing, students are no longer just listing opinions from their own standpoint, but also learning to integrate opposing viewpoints, changing the weak dialectical thinking and distinguish opinions from facts with a broader and more objective view, which reflects their sense of responsibility as contemporary college students.

5. Conclusion

The teaching of college advanced English writing is not only about words and expressions. The realization of the emotional goal of this course "ultimately points to the sound development of the whole personality including individual emotions". Emotional education is based on the law of individual lives and their emotions and emotional states, leading emotions to be closely related to human development and have an important impact on human development in a positive way, and makes them grow into new emotional qualities, and practice is a more effective way to cultivate emotional qualities (Saarni, 1999).

In the process of teaching advanced English writing, the purpose and value of the course is to actively explore different teaching methods, explain knowledge from multiple perspectives and dimensions, guide students to learn to distinguish and think in a critical way, and then establish a correct outlook on life, values and world outlook.

Acknowledgement

This work was supported by the Project Fund of the Teaching Reform of Beijing Union University "Research on College Students' Learning Engagement under the Blended Teaching Mode" (JK202219); the Researching Reform of Beijing Union University "The Study of Integrating Ideological and Political Elements into College English Courses" (SK110202003); the Teaching Reform of the Educational Science Project of Beijing Association of Higher Education "Emotional Practice of Ideological and Political Elements into College English Teaching in in the age of artificial intelligence." (MS2022099); Education Reform Project of Shanxi Provincial Education Department "Exploration of ideological and political chain construction of English major curriculum in Xinzhou Normal University" (J2021590).

References

- [1] A. Pavlenko. (2006) *Bilingual minds: Emotional experience, expression, and representation,* Multilingual Matters.
- [2] R.J. Dolan. (2002) Emotion, cognition, and behavior *Science* (New York, N.Y.), 298 (5596), pp. 1191-1194, 10.1126/science.1076358
- [3] PRIOR, M.T. (2019), Elephants in the Room: An "Affective Turn," Or Just Feeling Our Way?. The Modern Language Journal, 103: 516-527. https://doi.org/10.1111/modl.12573
- [4] E.R. Miller. (2023) Commentary for The emotional landscape of English medium instruction (EMI) in higher education. *Linguistics and Education*, 10.1016/j.linged.2023.101179
- [5] P.D. MacIntyre. (2017) An overview of language anxiety research and trends in its development C. Gkonou,
 M. Daubney, J.M. Dewaele (Eds.), *New insights into language anxiety: Theory, research and educational implications*, Multilingual Matters, Bristol, UK, pp. 11-30.
- [6] White, C.J. (2018). The Emotional Turn in Applied Linguistics and TESOL: Significance, Challenges and Prospects. In: Martínez Agudo, J. (eds) *Emotions in Second Language Teaching*. Springer, Cham. https://doi.org/10.1007/978-3-319-75438-3_2
- [7] ZHU Xiaoman & WANG Ping.(2007).Affective-Communication Classroom from the Perspective of Affective Education : A New-humanism Exploration Focus on the Globalization. *Global Education*, 46(01):58-66.
- [8] ZHU Xiaoman.(1994).On the Special Value of Emotions in the Formation of Individual Morals.*Shanghai Education Research*,(05):pp.27-30+32.
- [9] Gannon, P. (1985). Assessing writing principles and practice of marking written English (p34). London: Edward Arnold.
- [10] Grund, J. &Holst, J. (2023) Emotional competence: The missing piece in school curricula? A systematic analysis in the German education system. *International Journal of Educational Research Open*, (4), pp.1-9, 10.1016/j.ijedro.2023.100238.
- [11] P.W. Garner. (2010) Emotional competence and its influences on teaching and learning. *Educational Psychology Review*, 22 (3), pp. 297-321, 10.1007/s10648-010-9129-4
- [12] J. Reeve, C.M. Tseng. (2011) Agency as a fourth aspect of students' engagement during learning activities. *Contemporary Educational Psychology*, 36 (4), pp. 257-267, 10.1016/j.cedpsych. 2011.05.002
- [13]N.Ghanbariv&P.Abdolrezapour. (2021) Using emotional intelligenceinan EFL integrated writing assessment. *Studies in Educational Evaluation* (70), pp.1-13.
- [14] D. Akamatsu, C. Gherghel. (2021). The bright and dark sides of emotional intelligence: Implications for educational practice and better understanding of empathy. *International Journal of Emotional Education*, 13 (1), pp. 3-19.
- [15] Saarni, C. (1999). The Development of Emotional Competence. *The Guilford Series on Social and Emotional Development*. Guilford Press.

Biography

Gao Jiong, Ph.D student in College of Education in Capital Normal University, lecturer of Beijing Union University, Research interests: Applied linguistics and language education.

Zhang Chengli, Associate professor of XinZhou Normal University. Research interests: Applied linguistics and language education.

Teaching and Learning Styles of Teachers and Students in Relation to their Personality Types

Lida C. Landicho Majan Karess Q. Camo Faye Mae J. Mendeja Raina Mae S. Reyes Psychology Department, College of Education, Arts and Sciences Lyceum of the Philippines University, Batangas City, Philippines

Abstract

This paper investigated the teaching and learning styles of teachers and students in relation to their personality type under quantitative research. The study aimed to correlate teaching and learning styles to personality type and also in terms of age, sex, school, number of years teaching, status and type of school. The study consisted of 200 respondents studying and teaching from 2 private and public schools in Batangas City, Philippines. Results showed that there is a negative correlation between extrovert personality and dependent learning, all the learning styles also correlated with one another and personality type and teaching styles. Sensing and intuitive personality type, learning style and teaching style can be a factor in determining each with one another.

Keywords: Learning; Personality; Student(s): Teaching: Teacher(s)

I. Introduction

Every person is as unique as our own finger prints, whether in physical appearance, attitude and personality. The uniqueness being studied in this paper is the personality type, teaching and learning style of the participants. Since every person is unique, there are tons of possible combinations on the three topics of the study.

Learning process can never be accomplished without the learners, and there are many factors that contribute to the ability of the students to learn new information. The study about the learners, focus on their preferred style of learning. Learners have their own way of learning new things, but sometimes they don't have any idea on how to recognize it. That is why many researchers focused on creating a model that will help individuals identify their style of learning. From the different variables that affect the learning process, different learning styles were developed. Learning styles are preferred way of learning of individuals [1] and learners should acknowledge the kind of style they have for it will help them to gain new information efficiently and with greater comprehension.

Another important subject of this study is the teachers because they are a large part to every student's lives; they are the ones that mold learners' minds to become a model person in the future. Instructors, teachers or professors are the ones whom students gain information from and without them it would be harder for learners to achieve new knowledge. There are many styles that teacher uses just as many as there are teachers and with that conclusion, there are also many learning styles that students acquire. Just like students acknowledging their learning style, teachers should also be aware about their type of teaching style to make them and to help the students to understand better. It is said in some researches which will be further discussed in the review of literature, that personality types, learning and teaching styles are related to one another. Personal qualities influence the learner's ability to acquire information, to interact with peers and the instructor, and otherwise to participate in learning experience [1]. So technically, personality is a great contribution to the learning process of the students. On the other hand,

"teachers teach the way they learned", [2] and from the conclusion of Dunn, it is safe to say that a mismatch on the learning style and teaching style will affect the ability of the student to learn easier and faster.

The main theory of the study is Social Learning Theory of Julian Rotter. His theory suggests that personality is important in the development of one's learning [3]. There are many theories that support learning and personality, but the researchers use the Constructivism as a specific theory for learning, which is a type of learning theory generally attributed by Jean Piaget. The researchers use the theory for it states that students construct their own knowledge by assimilation and accommodation and teachers are merely there to guide them. This learning theory is perfect for the test use in the study for it is mainly composed of student-centered questions and also includes questions regarding their peers, environment and experiences.

The researchers chose to study the correlation of personality to learning and teaching style because not only that information towards the correlation among the three subjects of the study are vague and limited, it is also recommended by other researchers to further study the said subjects. Another reason for choosing this research is the fascination of one of the researchers to the personality theory of Carl Jung and how other researches supported the idea of this concept. Even though many researches were conducted about the three topics, it was still stated that no single teaching and learning method are commonly accepted [4]. That is the reason why the researchers decided to conduct their very own study especially that most related researches found are more in a foreign context and limited local studies were conducted towards the correlation between personality types, learning and teaching styles.

II. Objectives of the Study

The study aimed to determine the teaching style of the teachers and learning styles of the students per demographic variables; to determine the personality types of both teachers and students; to correlate teaching style and learning style to personality types; to identify if there is a significant difference when grouped according to the type of school of the respondents.

III. Methods

3.1.Research Design

This study is purely quantitative in approach. The quantitative design correspond to the different tests that were included in the study, namely; the Psychological Type Index, the Teaching Style Inventory and the Grasha-Riechmann Student Learning Style Scale and the results of the aforementioned tests will be correlated to the different factors (age, sex, etc.).

3.2 Participants

The population of the study were conducted to two public/state and private universities and the samples were third year college students and instructors teaching third year students with a population of 200 participants.

The participants were found to be equally distributed 40 college students each from the two public/state and private universities with a total of 160junior college students. The study also involved teachers from both public and private universities, 10 professors in each school. The researchers conducted the quantitative data gathering to public/state universities which are Batangas State University and Colegio ng Lungsod ng Batangas in Batangas City, Philippines and to private Universities which are Golden Gate College and Lyceum of the Philippines University in Batangas City, Philippines.

There are more female student respondents with 118 or 73.8% of the sample whose age are 18 years old with 88 or 55%. There are 21 or 52.5% of the teacher respondents are female who are in their 20's with 14 or 35% which are married with 24 or 60% and that have been teaching for 9 to more than ten years with 17 or 42.5% of the sample.

There are several instruments that were used in this study, which are Psychological Type Index of Anthony Grasha (35-items), Teaching Style Inventory (40-items), Grasha-Riechmann Student Learning Style Scale (60-items) and a random interview to both teachers and students.

The Psychological Type Index is a 35-item test which is developed by Anthony Grasha. It was made with the help of two expert judges by clustering the data used on the research literature that used Myers-Briggs Type Indicator (MBTI) [8]as the test. Psychological Type Index can also translate the type of personality to teaching styles of instructors and learning styles of the students as printed on Grasha's book entitled "Teaching with style". The index like MBTI also includes three pairs of personality type. The study however, will only be using the Extrovert-Introvert and Sensing-Intuitive type of personality, since the Extrovert-Introvert is a personality type that measures the interests, attitudes and source of energy of an individual and it is the main function of Jung's theory while Sensing-Intuitive type measures the preference of the individual for gathering information.

To score the Psychological Type Index, the representative summed the number of times in each pair of blocks that we checked. To identify the psychological type, uses the letter associated with the highest number of items checked in each dichotomy. The letters in each block of times corresponded to each of the personality dimensions. Note: Extrovert & Introvert (numbers 1-17), Sensing & Intuitive (numbers 18-34). Its validity and reliability is .615 which was computed using cronbach alpha.

Another instrument that was used in the study is Grasha-Riechmann Student Learning Style Scale which is also developed by Anthony Grasha and his co-author Sheryl Riechmann in 1974. Its validity and reliability is .751 which was computed using cronbach alpha. The test was used to determine the college student's style of class participation and was made specifically for distant learners and college students. The scale consists of six learning styles, namely; Independent, Dependent, Competitive, Collaborative, Avoidant and Participant.

The last test that was included in the study is the Teaching Style Inventory that has 40 items and was also developed by Grasha and Riechmann to gauge the teaching style and preferences of the instructors. Its validity and reliability is .367which was computed using cronbach alpha. The inventory has five types of teaching style which are Expert, Formal Authority, Personal Model, Facilitator and Delegator. To score for the GRSLSS and the Teaching Style Inventory, please refer to the appendices.

3.3 Procedure

The instruments and protocol in this study are to do a correlation study among third year college students and teachers teaching third year college students. The three standardized tests, namely the Psychological Type Index, the Teaching Style Inventory and the Grasha-Riechmann Student Learning Style Scale were given to the participants. After finishing the data gathering, the researchers computed and correlated the three variables from one another through statistical analysis.

3.4 Data Analysis

The data gathered was analyzed and computed using Pearson r correlated coefficient, ANOVA, cronbach alpha, mean, standard deviation and frequency.
III. Results and Discussion

From Table 1 shows the over-all learning and teaching styles and personality types of the respondents.

Variables	Mean	Std. Deviation
Students		
Extrovert	8.51	2.40
Sensing	11.24	2.72
Collaborative	40.35	4.81
Dependent	38.93	4.76
Participant	39.38	5.43
Teachers		
Extrovert	8.85	2.43
Sensing	9.87	2.91
Expert	36.32	49.31

Table 1. Mean and Standard Deviation of the Variables

It perpetuates that students are extrovert and sensing type of learners and they are also a dependent, collaborative and participant learners. On the other hand, teachers are also an extrovert and sensing type of teachers and have an expert teaching style. The students' results support the theory used in the study, Constructivism theory by Jean Piaget wherein the constructivist view of learning means is encouraging students to use active techniques such as experiments and real-world problem solving using authentic data if possible, and to create knowledge and reflect on their understanding. However, it does not support the result of the teachers because constructivist teachers are said to have a facilitator style of teaching which does not bear in the researchers' result.

Table 2 presents the determined teaching styles of the respondents to each demographic variables of the study. It shows that males, teachers in their 20's, teachers teaching for less a year to 5 years, School D and private schools has a delegator teaching style. On the other hand, females, teachers in their 30's and 40's, married teachers and public schools have an expert type of teachers. Facilitator teaching style can be manifested to the teachers in their 50's, teachers teaching for 6-8 years, the School C and private schools. Personal model type of teachers however can be seen in single teachers and to the School B. Lastly, formal authority teaching style can be shown to teachers teaching for 9 to more than 10 years.

According to Diaz, Larenas and others [1], teaching environment and different variables such as personality types, experience and age are one of the factors that should be taking into consideration.

From the results shown in the table, School A got the highest mean and showed that School A teachers have an expert style of teaching. Since 7 out of ten respondents of the school are mostly in their 20's they still have a fresher and clearer idea on what they teach on their students.

Demographic Variables	Mean	Teaching Styles
Sex		
Male	31.57	Delegator
Female	41.47	Expert
Age		
20's	29.14	Delegator
30's	29.16	Expert
40's	77	Expert
50's	35	Facilitator
60's	26.66	Delegator
Status		
Single	30.66	Personal Model
Married	41.54	Expert

Table 2. Teaching Styles of the Respondents per Demographic Variables

No. of years		
teaching		
1	31.25	Delegator
4	20.75	Delegator
7	30.42	Facilitator
10	50.05	Formal Authority
School		
School A	59.7	Expert
School B	25.4	Personal Model
School C	30.6	Facilitator
School D	32.2	Delegator
Type of School		
Public	42.35	Expert
		Facilitator and
Private	30.95	Delegator

Also School A and School B are public/state schools which got the highest mean, that both gets support from the government that cause them to have a stricter attack on teaching which can lead to intimidation among the students which are the characteristics of an expert style of teaching.

The table above shows the determined learning styles of the students to each demographic variables. Seventeen and twenty-two years old students shows a Participant learning style. it also shows the public sector has a dependent learning style. The rest of the variables show collaborative learning style.

There are many contributing factors to the learning process of an individual, like the learning environment, variables (personality, ethnicity, age, etc.) and educators. Ching-Mei et. al. [5] pointed out those learning styles as a map tells us how learners learn and prefer to learn.

Demographic Variables	Mean	Learning Styles
Sex		
Male	39.16	Collaborative
Female	40.77	Collaborative
Age		
17	42.75	Participant
18	40.46	Collaborative
19	39.95	Collaborative
20	40.90	Participant
21	42.16	Collaborative
22	39.33	Participant
School		
School A	39.7	Collaborative
School B	40.37	Collaborative
School C	41.25	Collaborative
School D	40.1	Collaborative
Type of School		
Public	38.66	Dependent
Private	40.67	Collaborative

Table 3. Learning Styles of the Respondents per Demographic Variables

As Table 3 presents, School C got the highest mean in having a collaborative learning style. It is evident

that students of School C are collaborative just by looking at the different local and international events that LPU have joined in. On the other hand, public school students are dependent learners, since they gain support from the government they tend to learn dependently with the help of not only the government but also with the help of their professors and co-students.

Table 4 presents the personality type of the respondents to each demographic variables. It shows that 65% of the teachers are extrovert and 75% of them have a sensing type of personality. For teachers, 56.25% of them are extrovert and 93.75% of them are sensing type of teachers. For an over-all percentage of the respondents, 66.66% of them are extrovert and 83.33% of them are sensing type of respondents.

Extraversion is one of the main functions of our attitudes. It is stated that 75% of the population are extraverted people [6] and extraverted person tend to be spontaneous, sociable, active and they tend to act before they think. Extraverts also tend to thrive when they are allowed to think through by talking, such as discussion or group activities [7]. Seventy-five percent of the populations are sensing type of person. The function sensing means getting information through ones senses.

Table 4. Personality Types per Demographic Variables of Teachers and Students

Demographic VariablesMean		Personality Types
Teachers		
Sex		
Male	9.15	Extrovert and Sensing
Female	10.47	Introvert and Sensing
Age		
20's	9.07	Extrovert and Sensing
30's	9.08	Introvert and Intuitive
40's	9.16	Extrovert and Intuitive
50's	11	Extrovert and Sensing
60's	11.66	Introvert and Sensing
Status		
Single	8.66	Extrovert and Sensing
Married	10.04	Extrovert and Sensing
No. of years teaching		
1	10.75	Extrovert and Sensing
4	8.875	Introvert and Intuitive
7	11.42	Extrovert and Sensing
10	9.05	Introvert and Sensing
School		
School A	9.8	Extrovert and Sensing
School B	8.3	Introvert and Intuitive
School C	11.4	Extrovert and Sensing
School D	9.5	Extrovert and Sensing
Type of School		
Public	11.53	Extrovert and Sensing
Private	10.95	Extrovert and Sensing
Students		
Sex		
Male	9.92	Extrovert and Sensing
Female	11.71	Introvert and Sensing

Age		
17	10	Extrovert and Sensing
18	11.52	Extrovert and Sensing
19	11.04	Introvert and Sensing
20	10.54	Introvert and Sensing
21	11	Introvert and Sensing
22	10.66	Extrovert and Sensing
School		
School A	12.05	Extrovert and Sensing
School B	8.77	Extrovert and Sensing
School C	11.12	Introvert and Intuitive
School D	10.77	Introvert and Sensing
Type of School		
Public	11.53	Extrovert and Sensing
Private	10.95	Introvert and Sensing

This involves perception rather than judging information [6]. Sensing people are both practical and realistic. They are also observant and tend to be literal on their words. They focus on details and may ignore the big picture [7].

Table No. 5. Relationship among Teaching Style, Learning Style and Personality Type

X	Y	rxy	p-value	Interpretation
Extrovert	·Dependent	159*	.045	Correlated
Independent	Collaborative	.290**	.000	Correlated
	Dependent	.365**	.000	Correlated
	Competitive	.396**	.000	Correlated
	Participant	.347**	.000	Correlated
Facilitator	Sensing	.356*	.024	Correlated
	Intuitive	356*	.024	Correlated
	Formal Authority	.915**	.000	Correlated
	Personal Model	.954**	.000	Correlated
	Delegator	.950**	.000	Correlated

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Table 5 presents the relationship among teaching style, learning style and personality type. It is seen in the table that extrovert personality type and dependent learning style are related to one another. It shows a negative correlation that explains extrovert respondents are less dependent learners. To explain the result, since extroverts are active learners, they tend to be more participative and collaborative and dependent learners has little interest in class learning thus, explains the negative correlation between the two. Extrovert personalities are attitudes and interests oriented towards the external world of actions, people, objects and events. Dependent learners show little intellectual curiosity and who learn only what is required, views teacher and peers as sources of structure and support and look to authority figures for specific guidelines on what to do.

The table also presents the relationships among Independent, Collaborative, Dependent, Competitive and Participant learning style. Since the instrument used to determine the learning style of the respondents has a .751 reliability and validity, all the learning styles gave a significant correlation with one another.

Independent are those students who like to think for themselves and are confident in their learning abilities, prefer to learn the content that they feel is important and would prefer to work alone on course projects than

with other students. Collaborative on the other hand is typical of students who feel they can learn by sharing ideas and talents, they cooperate with teachers and like to work with others. Dependent shows little intellectual curiosity and who learn only what is required, views teacher and peers as sources of structure and support and look to authority figures for specific guidelines on what to do. Competitive are those students who learn material in order to perform better than others in the class, believe they must compete with other students in a course for the rewards that are offered, like to be the center of attention and to receive recognition for their accomplishments in class. Participant students are good citizens in class, enjoys going to class and take part in as much of the course activities as possible.

Table 5 also represents the relationship among Facilitator, Sensing, Intuitive, Formal Authority, Personal Model and Delegator. It shows that Facilitator type of teaching both possess a sensing and intuitive personality type since they teach through practical facts but they still guide and consider their relationship with their students. Facilitator is also correlated with Formal Authority, Personal Model and Delegator for the reason that all of it is somehow concerned in guiding and encouraging students.

Formal Authority possesses status among students because of knowledge and role as a faculty member, concerned with providing positive and negative feedback, establishing learning goals, expectations, and rules of conduct for students. Concerned with correct, acceptable, and standard ways to do things and providing students with the structure they need to learn. Personal Model believes in "teaching by personal example" and establishes a prototype for how to think and behave. Facilitator emphasizes the personal nature teacher-student interactions. Guides and directs students by asking questions, exploring options, suggesting alternatives, and encouraging them to develop criteria to make informed choices. Delegator is concerned with developing students' capacity to function in an autonomous fashion. Students work independently on projects or as part of autonomous teams. The teacher is available at the request of students for a resource person.

Variables		Mean	F	p- value	eta ²
Sensing	Public	8.55	10.179	.003*	.211
U	Private	11.2			
Intuitive	Public	8.45	10.179	.003*	.211
	Private	5.8			

Table 6. Comparison of Teachers' Personality Type when Grouped according to Type of School

Table 6 represents the teachers' personality type when grouped according to the type of school. Private schools have a sensing type of personality while public schools have an intuitive personality type. It showed that private schools have a sensing type of personality because they base their teachings on facts and experience in everyday life since most of the teachers have taught for a long time now and they are mostly in their 40' s - 60' s, so their life experience is enough to help them teach. On the other hand, public schools have an intuitive style of teaching because they go beyond their experiences and facts but they consider other factors in teaching, since they are mostly in their 20's and 30's, they have less experience so they use other tools in helping them teach their lessons.

IV. Conclusion and Recommendations

Teachers are expert in their profession. On the other hand, students have a collaborative, dependent, competitive and participant style of learning. Teachers' and students' personality are extrovert and sensing. The results of the correlation show that there is a relationship between extrovert personality type and dependent learning style. There is a relationship among Independent, Collaborative, Dependent, Competitive and Participant. There is also relationship among Facilitator, Sensing, Intuitive, Formal Authority, Personal Model and Delegator teaching style and personality type. Personality types of teacher respondents have a significant difference when grouped according to type of school.

It is recommended that the teachers should enhance their facilitator type of teaching to avoid intimidation among students; students should act independently to develop initiative. The teachers and students should maintain and develop positive skills revealed in the results. Future researchers, who want to pursue a similar research, should utilize other test or questionnaires to further validate the results. Future researchers may use other variables in their research, such as religion and ethnicity. Future researchers may conduct a class observation process to identify the environment and behaviour of the participants.

References

- [1]Díaz-Larenas, C. et. al. (2011). Comparing Teaching Styles and Personality Types of EFL Instructors in the Public and Private Sectors. Date retrieved December 28, 2011 from www.revistas.unal.edu.co
- [2]Santo, Susan A. (2006). Relationships between Learning Styles and Online Learning: Myth or Reality? Date retrieved December 28, 2011 from southdakota.academia.edu.
- [3]Raney,A.(2009).Rotter's Social Learning Theory. Date retrieved February 4, 2012 from http://www.ehow.com
- [4]Romanelli, Frank et. al. (2009).Learning Styles: A Review of Theory, Application, and Best Practices. Date retrieved December 28, 2011 from www.ncbi.nlm.nih.gov
- [5]Ching-Mei, Hsiao et. al. (2007). The Influence of Teaching & Learning Style toward Distance Education: A Case Study of the Open University of Kaohsiung. Date retrieved December 28, 2011 from asiapacific-odl.oum.edu.my
- [6]Boeree, G. (2006). Theories of Personality. Date retrievedJanuary14, 2012from http://www.scribd.com/ Theories-of-Personality-George-Boeree
- [7]Western Nevada College.(2011). Personality Types and Learning. Date retrieved December 28, 2011 from http://www.wnc.edu
- [8] Myers, Anne and Hansen, Christine. (2006). Experimental Psychology, 6th edition, 198-199.

Teaching and Learning of English Language by the French University Students In Porto-Novo, Benin Republic

Yekeen Bello¹ M.O. Ogundele² F.M. Agboola³ E. I. Akande⁴

1.Littoral University, Port-Novo, Republic of Benin, 2.University of Jos, Nigeria, 3.Offa Grammar School, Offa Kwara State, 4.L.G.A Office, Offa Kwara State

Abstract

The focus of this study was to investigate the impediments to the effective teaching and learning of English language by the French University Students in Porto Novo, the Republic of Benin. The study adopted survey research type. The findings revealed that environment and background of the students constituted major hindrance for effective teaching and learning of English. Other problems include lack of qualified English teachers as well as bad method of teaching coupled with mother- tongue interference, while governmental and parental factors were regarded as purely being influenced by French colonial masters' policy of Assimilation theory.

Based on the findings and conclusion, it was recommended that the government of Francophone countries need to integrate themselves with other countries of the world that use English language since the language is globally accepted as the world language. More experienced and qualified English teachers should be employed, and more English lesson periods be put on schools' time table. Encouragement of "Anglo-francophone" students' interactions via excursions be effected to enhance the understanding of English / French intelligibility across boundaries.

Keywords: Use of English language; French university students; Teaching and learning and Anglo-Francophone.

I. Introduction

Learning to speak the universal language (English as a second language is not an easy task, or a straight forward habit formation to a French student who is surrounded by his mother-tongue and the environment. Differences between acquiring the mother-tongue as well as the language of the French colonial masters and learning a second language i.e the English language, poor or no exposure to English, wrong attitude and lack of motivation by the environment, among others are hindrances to the effective learning and use of English in the second language context.

As much as we cannot expect students in Francophone country schools to sound exactly like their Anglophone counterparts in their spoken English, the focus is how to enable the French students to speak English language at a fairly normal conventional level so as to be easily understood when they communicate in English, as well as to be able to interpret fairly correctly a chain of sounds produced by a native speaker at a normal conversational level Abudu (2001).

However good the teachers pronunciation may be, the students would be sure to have some difficulties with certain sounds and combination of sounds in their target language due to their negative attitude to English which they see as a foreign language (Bello 2004). Thus, teachers of English in Francophone countries must have a

clear understanding of how the sounds of the foreign language and the students' mother-tongue are formed, and indeed of the whole phonetic built up of the two languages.

In line with the above, Williams (1990) asserted that there are three reasons why pronunciation should be tackled by systematic teaching in the second language context. The age at which the learner begins to speak the second language, interference from the mother-tongue in the pupil's attempt to discriminate and produce sounds in the target language, and lastly, the noise which is produced when one sound system is super-imposed on another one. Similarly, Moses (2000) was of the opinion that unfamiliar sounds, rhythms or intonations, stress and pronunciation are the aspects of speech that we should firmly keep in mind during the teaching of English as a second language. This is because utterances in English are not only considered from the point of view of pronunciation, but also from that of stress, rhyme or intonation. Moses further postulated that there is the need to find out more reason(s) for poor learning of English whether it is caused by the environment, or lack of qualified and experienced teacher, or due to poor method of teaching or non-availability of instructional materials to facilitate effective teaching and learning of English language. While trying to answer some of the questions above, McCarthy (2001) opined that every individual is powerfully conditioned by his mother-tongue, and as such, he or she uses it as a basis of interpreting phenomena of any other language(s) he or she learns later, thus, making this condition the greatest problem that confronts language teachers. McCarthy further agreed that the fundamental psychological process of relating new experience to past experience of interpreting the unknown in the light of the known implies that the mother-tongue experience and the acquired speech habits actually interfere, thus giving credence to the well known interference of one language with another. (Interference occurs or manifests itself where there is bilingualism or multilingualism), by this it means bilingualism and multilingualism are situations where more than one language is used in a speech community for communication purposes.

1.1 Statement of the Problem

The major point of the problem of English language teaching and learning lies in the very foundation of educational system which is the primary school at where the teaching and learning of English is started by way of laying the base and foundation for it. But apparently, as viewed by Abudu (2001), background and environment of students of French speaking countries contribute a lot to their inability to communicate near perfection in English language due to the Assimilation policy of the French colonial overlords even though French has a few words (spelt) like English, (and English language borrowing some words from French to its lexicon). Probably this is one of the reasons why English language is said to be universal in nature (for borrowing words to enrich its lexicon when the French stay glued to its colonial masters' language (French).

Lending credence to the universality of English language, English dictionary contended that in total, about 510 million people are Anglophone i.e speaking English globally, and that English is the language of the world policy, economy, science, technology, internet and informatics. Corroborating McCarthy (2001), Abudu (2001) agreed that the foundations of the English language in French speaking countries are often inadequate and that the primary school children are not exposed to, or even when they do, they are exposed to the poor, non-standard English. Insufficient, inadequate, inappropriate teaching materials coupled with the environmental factors of the French speaking countries do militate against the effective teaching and learning of English language by the French university students in Porto Novo, Republic of Benin. This reason is possibly why Afolayan (2000) stressed the need for more employment of English specialists who would be able to select appropriate materials, teach and to some extent, break the shackle influence of environment on learners of English as a second language in French speaking countries.

Similarly, Bello (2004) asserted that since poor performance in English by students could generally be traced to bad method of teaching or negative attitudes on the part of the students, it is believed that students learn better when two or more sensory modalities are appealed to. It is therefore recommended that instructional materials like radio, television, cassette recorders and physical oral drills in English language should be constantly used in the French schools to enhance their English language proficiency. In support of this assertion, Yomoah (2006) contended that for any language learning to be effective, students need to practice out side the school whatever they have been taught in the classroom, while the school authority should monitor the use of English when they are in the school with provision of more language lessons made on the school timetable than any other subjects. Similarly, encouragement of workshop, seminars and in-service training for teachers of language would enhance their productivity.

Many French speaking students now enroll in schools that offer English language as a course in Porto Novo, Benin Republic. The risk is that students of French background would tend to be influenced by their environment, thus transferring to the English language the habits of the acquired language (French) into English is very evident, therefore, the purpose of this study is to find out whether the problem of learning English is teachers or students or background oriented or environmental influence.

1. What are the problems facing the teachers of English language in Porto Novo?

2. What are the suggestions on how to improve on teaching and learning of English language in Porto Novo?

II. Method

This study adopted a survey research design. The population consisted of all the English language lecturers of all the thirteen (13) universities (both public and private) in Porto Novo, Republic of Benin. Three of the universities have eleven English lecturers each, four universities have nine English language lecturers each while the rest six have six English language lecturers each totaling 105 lecturers handling English language as a course.

The instrument used consisted of a seventeen researcher designed teachers' questionnaire generated from the lecturers of English based on what they are experiencing on their subject delivery to students with French background. The questionnaire has two sections. Section A has nine (9) items questionnaire while section B has eight (8) items questionnaire. The items in section A elicited responses on questions facing effective teaching and learning of English by students of French universities, while sector B of eight items elicited responses on suggestions on how to improve on teaching and learning of English by students of French background. Direct administration of the instrument was adopted. However, 100 copies of the questionnaire were adequately received from the respondents that were used for this study.

Two experts adjudged the content validity of the instrument. To ensure reliability of the instrument, the questionnaire items were subjected to test re-test technique of three weeks interval after the first administration. The scores obtained were correlated using Pearson Product Moment Correlation Statistics which resulted in 0.82 which the researcher adjudged reliable.

III. Results

The data got from the study were analyzed using simple frequency counts and simple percentage distribution as shown in the tables below:

Table 1. Distribution of Problems Facing the Lecturers of English Language

Th	e problems	f	%
1.	Background of students	70	70
2.	Environment of students	76	76
3.	Mother-tongue interference	51	51
4.	Parental influence	5	5
5.	Governmental problems	6	6
6.	Lack of qualified English teachers	67	67
7.	Bad method of teaching`	53	53
8.	Lack of instrumental materials	5	5
9.	Problems inherent in learners	48	48

Results in Table 1 above show that the greatest problem facing effective teaching and learning of English language by French University Students in Porto Novo universities is environmental influence of the students ranking 76%, this is followed by the background of the students that ranks 70%. Lack of qualified English teachers is next ranking 67%. Bad method of teaching English has 53%, close to it is mother-tongue interference as 51%. Other problems inherent in the learners has 48%, Governmental problem ranks 6% while parental influence and lack of instructional materials have 5% each as the last problems identified by the English lecturers.

 Table 2. Suggestions on how to Improve on Teaching and Learning of English Language by French University

 Students in Porto Novo.

Su	ggestions	f	%
1.	Provision of instrumental materials	63	63
2.	Employment of more experienced and	80	80
	qualified English teachers		
3.	Having more English lessons on the	80	80
	school timetable		
4.	Students to be encouraged to always	79	79
	speak English and read English novels		
5.	Improvement on teaching methodology	56	56
6.	Allowing "Anglo-Francophone"	79	79
	students' interactions		
7.	Encouraging in-service training,	79	79
	seminars and workshops for teachers		
	of English		
8.	Students excursion to Anglophone	79	79
	countries to be encouraged		

Results in Table 2 above reveal that 80% of the lecturers favoured having more English lesson periods on the school timetable as well as employing more experienced and qualified English lecturers respectively. Closely to this are 79% responses of the lecturers in favour of "Anglo-Francophone" students' interactions, in-service training, seminars and workshops for teachers of English, students' encouragement to always speak

English and reading of novels written in English language respectively. Provision of instructional materials has 63% while improved teaching methodology has 56%.

VI. Discussion

Results of the data from this study showed that 76% and 70% respectively of the respondents identified environmental influence and background of the students as major factors militating against the teaching and learning of English by the French university students in Porto Novo. This is in agreement with Abudu's (2001) assertion that both environment and background of the students of French speaking countries contribute a lot to their students' inability to communicate near perfection in English language due to the assimilation policy adopted by their colonial overlords. Lack of qualified English teachers (67%) is next identified problem of teaching and learning of English language. This is in consonance with the findings of Moses (2000) who suggested a need to find out reason(s) for poor learning of English which could be caused by lack of qualified and experienced teachers.

Bad method of teaching (53%) is also identified as one of the problems that mar teaching and learning of English, as it is rightly suggested by Moses (2000) that poor method of teaching could affect effective teaching and learning of English language.

Averagely, mother-tongue interference (51%) is another problem identified by the lecturers as militating against teaching and learning of English. This connotes the opinion of McCarthy (2001) that every individual is powerfully conditioned by his or her mother-tongue, and as such, he or she uses it as a basis of interpreting phenomena of any other language(s) he or she learners later, thus, making this condition the greatest problem that confronts language teachers, and in this context, lecturers and teachers of French University in Port-Novo.

The results of the data further revealed that problems inherent (attitude) of the students (48%) is yet another factor that affects teaching and learning of English as identified by the respondents. This finding tends of agree with Bello, (2004) that however good the teachers pronunciation may be, the students are sure to have some difficulties with certain sounds and combination of sounds in their target language due to their negative attitude to English which they see as a foreign language. Governmental problems (6%) indicates that the inadequacies on the part of government could be left out of the problems on the basis that the governments of the Francophone countries are within the purview of the "Colonial Assimilation" policy. Next to this are the parental influence and lack of instructional materials that ranked (5%) each. These, however, left out the parental influence who only acts according to the government directives, while lack of instructional materials agrees with the findings of Moses (2000) that non-availability of instructional materials could mar effective teaching and learning of English.

On the issue of the suggestions on how to improve the teaching and learning of English by the French university students in Porto Novo, the results in Table 2 revealed that employment of more experienced and qualified English language teachers (80%) and having more English language lesson periods on the school timetable (80%) respectively took first position. These were in line with the findings of Moses (2000) that provision of qualified and experienced teachers would facilitate teaching and learning of English as well as the

assertion of Yomoah (2006) that for any language teaching and learning to be effective, students need to practice more outside the school whatever they have been taught in the classroom, while the school authority monitors use of English when the students are in the school as well as the provision of more English language lesson periods than any other subjects on the school timetable since English is the medium of instruction in schools. Next to the above is the encouragement of students to always speak English and read novels in English (79%). This is in agreement with the contention of Yomoah (2006), who suggested that for any language teaching and learning to be effective, students need to practice more outside the school whatever they have been taught in the classroom.

Other high suggestions by the respondents are allowing "Anglo-francophone" students' interactions (79%) and excursions of Francophone students' to Anglophone countries be encouraged (79%), meant to broaden the teaching and learning of English horizon of the French university students in Porto Novo. Similarly, other high suggestion of respondents is on the encouragement of in-service training, seminars and workshops for teachers of English (79%). This finding seems to support Yomoah (2006) who suggested the encouragement of workshops, seminars and in-service training for teachers of language to enhance their productivity. Provision of instructional materials (63%) is next, and this seems to support the assertion of Bello (2004) that students learn better when two or more sensory modalities are appealed to, and therefore recommended that instructional materials like radio, television, cassette recorders and physical drills in English language should constantly be used in the French schools to enhance their English proficiency. The last suggestion by the respondents is on improvement on teaching methodology (56%). This finding partially seems to connote Afolayan' s (2000) assertion that there is the need for more employment of English specialists who would be able to select appropriate materials to teach, and to some extend, break the shackle of environmental influence on learners of English as a second language in French speaking countries.

V. Conclusion

The findings from this study have led to the conclusion that majority of the respondents contended that environment and the background of the students respectively constitute major problems for effective teaching and learning of English language by French University students in Porto Novo, Republic of Benin. Other factors include non-availability of qualified English teachers. Bad method of teaching and mother-tongue interference were also identified as problems facing teaching and learning of English. Problems inherent in the learners such as negative attitude to the learning of English was also identified by the respondents. The government problem was negligibly (low) identified on the basis that the governments in the Francophone countries are within the purview of the "Colonial Assimilation" policy, more so that about three-quarter (3/4) of the universities in Porto Novo are privately owned, hence, viewing use of English in those universities as having no significant effect on the Government of Benin Republic. Equally negligible (low) identified problems confronting teaching and learning of English are lack of instructional materials and parental influence respectively. The low ranking on instructional materials and parental influence could be the fact that instructional materials will only strive where importance is attached to the concept to be learned while parents (in Francophone countries) are considered as having no control over the Governments' policies, who themselves (Governments) are colonial administration policy duty bounded.

VI. Recommendations

The government should realize that a state cannot be an island to itself and as such, it must integrate itself with the leading and teaming countries of the world in the use of English since English language is universally considered and accepted as the world language. In the light of this, the Benin Republic Government must employ more experienced and qualified English language teachers to teach her teaming population (just as virtually all Anglophone countries have employed sizeable number of French teachers to teach French language to their people, which has yielded positive results as many students from Anglophone countries now speak French without much problems). Nigerian government has provided a place called French village at where the only medium of teaching, learning and communication is French language. By way of breaking their Assimilation servitude, provision of more English lesson periods on the school timetable would accelerate the teaching and learning of English in Porto Novo, (without tampering with their identify as a French nation). Making English language a compulsory course at particular levels in primary, secondary and even the university would afford virtually all the pupils and students the opportunity to have the rudimentary knowledge of English, thus making them global citizens. "Anglo-francophone" students' interactions via excursions would enhance understanding of English /French intelligibility across boundaries. There should be organization of in-service training, workshops, seminars and conferences at where teachers will benefit from exchange of ideas on current developments in English language thereby up-dating and improving their knowledge and method(s) of teaching English as well as selecting appropriate instructional materials to aid teaching/learning processes (considering the fact that though the students are in the university, the subject must be taught with all sense of purpose).

References

- [1]Abudu, A.Z. (2001). The teaching and learning of French phonetics, Multilingual Journal of the school of languages 42 (6), 61-69.
- [2]Afolayan, B.A. (2000). Problems, principles and prospects of English studies in African universities. An inaugural lecture series 38, Obafemi Awolowo university, Ile-Ife.
- [3]Bello, Y. (2004). An analysis of oral reading and comprehension performance of Junior Secondary School students in Offa Kwara State, Nigeria. Unpublished M.ed. project. University of Ilorin, Ilorin, Nigeria . English Dictionary: http://www.woxikon.com/lis McCarthy, P.D. (2001). Auditory and Articulatory training for teachers and students. English Language Teaching Journal, 36 (2), 115-201.
- [4]Moses, M.T. (2000). English language: A problem for effective science learning. Pancen Journal of Education, 54 (1) 75-80.
- [5]Williams, D.J. (1990). English language teaching: An integrated approach. Ibadan: Spectrum Books Ltd.
- [6]Yomoah, M.K. (2006). Desultory notes on the English questions in Nigeria context. The College Review. 20 (1), 51-56.

Effects of Viewing Romantic Comedy Films: Basis for Concept Enhancement

Beverly T. Caiga Verniz Moreille F. Buenaflor Maureen M. De Gracia Queenselle B. Mendoza

College of Education, Arts and Sciences, Lyceum of the Philippines University, Batangas City, Philippines

Abstract

This research paper is adhered to present the profile of the respondents in terms of gender and college department, determine the outcomes of romantic comedy films on film elements, test the significant relationships between the effects of viewing romcom and profile variables. The researchers conducted survey among 285 students in order to get an overview on romantic comedy films. This research paper is aimed to determine top-rating romcom films' effects on its audience for filmmakers to acquire possible suggestions on what aspects they should further improve and what particular parts to tone – down in order for them to produce a quality romcom film. This study is for the benefit of incoming or aspiring directors, producers or scriptwriters in the future film industry and will further help them create a box – office film worthy of commending.

Keywords: Film; Romantic comedy; Romcom; Concept enhancement

I. Introduction

Films are the most compelling industry in the Philippine context. Movies are produced not just to give entertainment to its viewers, but function as reflector of a country's media industry. Each week are heading – on by different kinds of motion pictures that depict different genres like horror, romance, comedy and family drama as well.

In this continuously changing world of Philippine movie industry, various film festivals become instruments to showcase number of locally produced movies that have excelled and received international awards. It also includes extremely talented artists who have produced prominent movies that have commended even in overseas.

According to Grindon [1], romantic comedy films produce a humorous atmosphere through various cues they give to the viewers: subject matter is treated as trivial, punch lines and physical humor make fun of scenarios, and the characters are protected from possible danger. Although romcoms show challenges and certain circumstances, the plot will end up being light – hearted and anticipating positive ending. The concept of romantic comedy movies could be described as melodramatic but still humorous.

Rosseci [2] stated that Rom-com in the Philippine cinema was shown in the pre-war period, entitled Ang Tatlong Hambog, a 1926 Filipino silent romantic comedy film produced by Jose Nepomuceno, known as the Father of Filipino movies. The said movie was a romantic comedy film starring vaudeville actress Isabel Rosario Dimples Cooper and a race car sportsman Luis Tuason.

It was a different era in the late twenties. It was the time when all the ladies are supposed to act like ladies in public. No-kiss-no-touch was their policy. This film was film became controversial because it is the first time that Filipino audience will witness a lips-to-lips kiss onscreen.

In an article by Renée 3], she argued that cinema is basically about storytelling, and each element you put into a film, dialogue, props, lighting, musical scoring and even the editing, says a certain thing or explanation to every person who watches that particular film. Also, it was also discussed that the subtext is something the directors and other film enthusiasts fail to integrate into their films. Essentially, the subtext is all about the subliminal information that you're trying to tell your viewers without literally uttering the exact message in the film.

In developing a good concept for a romantic comedy film, the researchers considered four elements, these are Casting, Characterization, Dialogue and Theme. Casting plays a big role in every film. It determines whether a movie will become a hit or a flop. The audience would always prefer films with strong cast ensemble for it will be a guarantee that the particular film is a good one. Characterization and Dialogue are also essential in romantic comedy films. People love characters that are unique and unforgettable, and as to dialogue, Pinoy moviegoers love lines that are romantically dramatic. As a matter of fact, even the lines from old Pinoy romcoms are still famous today, a clear indication that lines give a great impact to its audience. Lastly, the theme serves as a film's foundation. It one of the first things people consider before watching a film. A good theme, partnered with phenomenal casting, strong dialogue and excellent character establishment, will definitely result to a successful romantic comedy film.

The researchers have chosen three Filipino box-office romantic comedy films as basis for answering the questionnaire used. These three films namely Crazy Beautiful You, Starting Over Again and A Very Special Love, were among the top-grossing romcom films in the Philippines of all time.

This research paper being conducted is for the purpose of determining top-rating romantic comedy films' effects on its audience for filmmakers to acquire possible suggestions on what aspects they should further improve and what particular parts to tone-down in order for them to produce a quality romcom film. This study is for the benefit of incoming or aspiring directors, producers or scriptwriters in the future film industry and will further help them create a box-office film worthy of commending. Through producing a quality romantic comedy film, future AB Communication students will gain ideas as to creating a good concept for a romcom film, and will further help them proceed with the development of romcom films in terms of the production.

II. Methods

2.1 Research Design

The researchers used the descriptive method of correlational research in which data are gathered without altering the situation and can provide information about the naturally-occurring behavior, attitudes and other characteristics of a particular group (OHRP, ret. 2014).

2.2 Participants of the Study

The participants of the study were 285 male and female students from different colleges of LPU- Batangas, and this was based on an effect size of 0.27 and a power probability of 0.95 using G*power 3.1.9. The respondents were purposively selected since respondents who watched romantic comedy films were the main focus of the study.

2.3 Instruments

The researchers of this study used a self-made questionnaire. The researchers validated the firs part, the Demographic profile of the respondents. Then on the second and third part of the self-made questionnaire, a

Likert-Type Scale was used to ask things about romantic comedy films' elements and the effects of romcom movies have to viewers. These compose the third part consecutively.

The faculty in-line with this topic validated the questionnaire through interview with some experts in the field of romantic comedy films.

2.4 Procedures

The researchers, together with their adviser brainstormed about topics that can put up a good study in the field of mass communication. They came up to the study and learn about the effects of romantic comedy films to adolescent' s behavior. It was then also discussed that researchers must know what effects such films bring. After knowing their study topic, the researchers formulated the four objectives that this paper would do to help film students, filmmakers, producers, film enthusiasts and those who are interested/into film development. The researchers looked for related studies and a theory that will support the validity and effectiveness of their proposed study as well. Since their participants are adolescents, the researchers have decided that college students from different departments will compose their 285 target participants. A proposed questionnaire which was used for this study was also prepared and a pilot test was conducted to 30 participants in order to know what should be changed, improved in the questionnaire.

2.5 Data Analysis

The gathered data were tallied, encoded and interpreted using different statistical tools such as frequency distribution, weighted mean and Analysis of Variance (ANOVA). These tools were used based on the objectives of the study. In addition, all data were treated using a statistical software, PASW version 18 to further analyze the results of the study.

2.6 Ethical Considerations

To observe highly confidential nature of the interviews, no particular names were mentioned in the report. The identity of the respondents was not revealed. No personal opinion was given by the researcher, only information and results based on the data gathered.

III. Results and Discussion

The table 1 presents the percentage distribution of the respondents' profile. As seen from the table, majority of the respondents are male, with a frequency of 143 and a percentage of 50.40 while 141 are female with a percentage of 49.60. It is very evident that LPU-Batangas' population is comprised mostly by males because of the Lyceum International Maritime Academy campus.

Profile Variables	f	9⁄0
Sex		
Male	50.40	143
Female	49.60	141
College		
CAMP	11.60	33
CBA	15.80	45
CCS	6.00	17
CEAS	6.00	17
CITHM	23.20	66
CCJ	2.10	6
Dentistry	4.10	12
Engineering	5.60	16
LIMA	23.90	68
Nursing	1.40	4

Table 1. Percentage Distribution of the Respondents According to Profile (N = 285)

Romantic comedy films are clearly for everyone of all ages. But college students are most likely to appreciate these genres among other age groups. Because college students range from ages sixteen to early twenties, it means they have at least experienced being in love or feeling infatuated towards someone. This genre is something they would easily relate to because most romcoms are starred by artists of the same age bracket as them. Viewing romcom films is also their quick escape from Effects of Viewing Romantic Comedy Films: Basis for Concept Enhancement 32 their busy college lives and a fun way to spend their time with their fellow college acquaintances.

In terms of College, most of the respondents came from the LIMA department with a total percentage of 23.90. The dominating number of Maritime students is a clear indication that Maritime studies is one of the expertise of LPU-Batangas. Students from different parts of Batangas, even the remotest areas as well as in other nearby provinces, are gathered in LIMA because of the quality education it provides.

LPU-Batangas is now reaching its tallest heights to be one of the country's prime leaders in providing dignified and globally competitive graduates to the international community by pushing its image judiciously in the frontier of world – class universities[4].Since 2009, the Lyceum of the Philippines University – Batangas has been a consistent provider of top notchers especially in Maritime education, which proves that the institution has established a great educational foundation when it comes to Maritime studies.

On the other hand, the Nursing department got the lowest, having a frequency of 4 and a percentage of 1.40. It is probably because the program is not as in demand as the previous years.

Nursing was the easiest way to land a job, the best chance to look for a stable occupation. Because of this idea, Filipinos tried their lucks in nursing schools, and institutions gained huge amounts of enrolees because of the suddenly exploding demand. But in today's technological generation, unfortunately, nursing is no longer the fastest and easiest way to employment that it was before. The standards of foreign nations regarding hiring nurses have grown severe, making it harder for even the best Filipino nurses to seek jobs in those overseas countries. And the global demand for nurses has declined considerably. As a result, the number of Filipino nursing graduates looking for jobs abroad has decreased at almost alarming rates [5].

Based from the table 2, the respondents who viewed romantic film with regards to casting got a remark of agree with a composite mean of 3.84. Among the items cited, "I prefer watching romcom films when the two main characters are in a loveteam, therefore, making a good chemistry" got the highest weighted mean score of 4.07.

Evidently, loveteams are truly becoming a trend in the television and film industry today. Most romantic comedy films today are starred with popular loveteams because that is what the public demands. Top grossing romcoms today are mostly starred by love teams that have the highest fan base in the country.

Avis, P. [6] wrote in his article that love teams are quite interesting here in the Philippines. Even though the Western part of the world has phenomenal celebrity love teams, it still can't be denied that the Philippines is uniquely different when it comes to pairing celebrities. He stated that the Philippines is an old – fashioned country wherein romantic fairy tales and stories became the very core of the society. Filipinos are very much fascinated with happy endings in love stories. Because of romantic films ' love teams, people are having a glimpse of young romance and new beginnings. He also stated that films are easier to sell when love teams are part of the cast.

	Indicators	WM	VI	Rank
1.	I like to watch a romantic comedy film mostly because of the starring celebrities.	3.96	Agree	5
2.	I enjoy romcom films more when roles are being played by popular teen sensations rather than the more mature	3.81	Agree	6
3.	ones. I feel a strong admiration only towards actors/actresses with good looks.	3.68	Agree	8

Co	mposite Mean	3.84	Agree	
	two main characters are in a <u>loveteam</u> , therefore, making a good chemistry.	4.07	Agree	1
10.	I prefer watching romcom films when the			
9.	I appreciate romcom films more when the lead actors/actresses can sing and dance.	3.99	Agree	3.5
0.	romcom films more when veteran actors are included in the cast.	3.99	Agree	3.5
7. 8.	I find it confusing when there are too many artists in a romcom film. I enjoy watching	3.79	Agree	7
6.	I find romcom films more entertaining when professional comedians are part of the cast.	4.04	Agree	2
5.	I find romcom films more tempting to watch when the lead actors/actresses are sexually appealing.	3.67	Agree	9
4.	I do not watch a romcom film with artists that have scandals and controversies.	3.40	Moderately Agree	10

Legend: 4.50–5.00=Strongly Agree; 3.50–4.00=Agree; 2.50–3.49=Moderately Agree; 1.50–2.49=Disagree; 1.00–1.49=Strongly Disagree

On the other hand, in a Philtre, P. [7] article entitled 4 reasons why the Rom-Com is the undisputed 'genre ng bayan', it is said that romcom is the perfect genre for love teams. Local celebrities, once in their lives, had at least been part of a love team. It is obviously because love teams became the easiest way to create and establish that particular artist and gain supporters through fanbases.

It was followed by "I find romcom films more entertaining when professional comedians are part of the cast" and "I enjoy watching romcom films more when veteran actors are included in the cast" tied-up with another indicator, "I appreciate watching romcom films more the lead actors/actresses can sing and dance". Filipinos are fond of watching films that are composed of well-established artists. Launching celebrities with little to no experience in acting means risking the total film itself. Also, it is a plus if the actors are well – known singers or dancers. It will definitely be more attracting to watch a romcom film when the lead actors are the ones singing the film's theme song. Famous comedians are also play a huge role in a film. Their undeniable humour adds vibrancy and gives a light mood in a film.

However, the item "I do not watch a romcom film with artists that have scandals and controversies" obtained the lowest mean score of 3.40 and rated moderately agree only. People focus more on how well the artist does the work rather than his or her image. People are always conscious about someone's reputation but in films, the most important factor is the story and content of the film, and not the artists in it. But for some

producers, in order to gain respect from the people, they would hire artists with clean records just so that the film will have a good image. It was preceded by "I find romcom films more tempting to watch when the lead actors/actresses are sexually appealing" and "I feel a strong admiration only towards actors/s actresses with good looks". It is a clear manifestation that Filipinos do not look on the physical appearance of the artist, but rather on his or her capability to deliver the message of the film. There have been some romantic comedy films that featured artists that are not as good-looking as other celebrities, but garnered a high compensation during their show dates, an indication that Filipinos are much more hooked-up with the theme and concept of the film, and not on the star factor of the artists.

Gallaga, W. [8] had a writeup about the recent movie hit "Kita-Kita", starring Empoy Marquez and Alessandra de Rossi. He wrote that Empoy's humor was enough to make the film a blockbuster one knowing that he is not the usual matinee idol and romantic lead type for an actress as stunning as Alessadra. He elaborated that "Kita-Kita" is a game-changer, bringing new flavor to Philippine rom-coms. It does not need the assistance of prefabricated love teams and exaggerated storylines. Gallago emphasized that people can surely enjoy going to the cinema with films just like "Kita-Kita", starring two phenomenal actors doing their craft without trying to fit in with the society's trend.

	Indicators	WM	VI	Rank
1.	I find a certain romcom			
	film more interesting to watch when the protagonist	3.83	Agree	9.5
2	is poor/less fortunate.			
2.	I tend to imitate unique fashion statements of some	3.83	1 ~~~~~	9.5
		5.05	Agree	9.5
3.	characters in a <u>romcom</u> film. I can easily relate myself to			
5.	one's character in a romcom			
	film whenever we stand on	3.88	Agree	5
	the same situation.			
4.	I get a furious feeling against			
	antagonists in a romcom film.	3.85	Agree	7
5.	I can easily understand and			
	imagine the story when the			
	characters are believable	4.04	Agree	1
	and not exaggerated.			
6.	I find it amusing whenever			
	character transitions happen			
	in a <u>romcom</u> film (ex: ugly	3.88	Agree	4
	duckling turned to a			
	beautiful girl)			
7.	I find the typical "arrogant			
	guy" character entertaining	3.85	Agree	8
0	in a romcom film.			
8.	I get hooked for hours when romcom films' characters	2 00	1	2.5
	****************	3.99	Agree	2.5
9.	are bubbly and positive.			
).	I get easily affected with overly dramatic characters.	3.99	Agree	2.5
10	I do not mind if the characters			
10.	are vulgar and obnoxious.	3.87	Agree	6
	Composite Mean	3.90	Agree	

Table 3. Effects of a Romantic Comedy Film as to Characterization

Legend: 4.50–5.00=Strongly Agree; 3.50–4.00=Agree; 2.50–3.49=Moderately Agree; 1.50–2.49=Disagree; 1.00–1.49=Strongly Disagree

As seen from the table 3, the overall assessment of the respondents as to the Effects of a Romantic Comedy films as to Characterization by the composite mean of 3.90 and all items were rated as "Agree" The respondents can easily understand and imagine the story when characters are believable and not exaggerated ranked first with a weighted mean score of 4.04 and verbally interpreted as often. Since, acting strategy is fundamental to anybody needing to be a genuine on-screen character. It's very simple to mirror a character or even a feeling; however, where's the profundity in that? The objective of a prepared performer is to wind up plainly a completely acknowledged three-dimensional character, with a rich backstory. Movie viewers should trust the character actors and actresses play is honest and not a meaningless, a cartoon, a thin outer portrayal of somebody who scarcely looks like a person. Viewers should accept what actors say is genuine and not recounting, gushing or remarking.

Sundar [9] said that one needs to get into the character to be realistic. There are internal and external methods of acting external is when you improvise in front of a mirror, whereas internal is when you get a feel of the scene and bring out your emotions in a real manner. Actors trying to do both, because it is a learning process.

Rank 2nd is respondents get easily affected with overly dramatic characters. Viewers want stories or line that can relate to their real lives. Through convincing acting viewers can really connect to their favorite characters.

Alderson [10] discussed that movie viewers relate to stories through the characters. The most effective approach to contact a crowd of people is through the characters' feelings. When watchers interface with the characters on an enthusiastic level, does the collaboration turn out to be profound and important. Elegantly composed scenes that incorporate characters' feelings enable the group of onlookers to instinctively participate in the story and security with the characters.

Moreover, when respondents get hooked for hours when romcom films are bubbly and positive. In researchers own analysis, the best romcom movies for the respondents are those movies which is both interesting for the ladies and men, and they frequently have a vibe of decent romantic tale that is essential to the plot. These effects of characterization have weighted mean of 3.99 and both verbally interpreted as "Agree."

Rank 3rd to the highest for this table is respondents find it amusing whenever character transitions happen in a romcom film (ex: ugly duckling turned to a beautiful girl) which obtained a weighted mean score of 3.88 and also rated as often. Respondents love to watch those romcom films with character transition because it is good to watch a film that influenced its viewers. Through this character transitions viewers waited and make them excited on what's going next.

However, characterization aspect about find a certain romcom film more interesting to watch when the protagonist is poor/less fortunate obtained the lowest mean score of 3.83. Since then, Filipinos are familiar to this type of character. Inn every movie they always distinguished whom is the protagonist and antagonist through their role. Commonly, protagonist played therole of less fortunate while antagonists are the dominant who always play the role of rich or fortunte character. In addition, table item number two, "tend to imitate unique fashion statements of some characters in a romcom film" hold same mean score of 3.83 and both rated as "Agree" only.

Celebrities shape and influence fashion trends. Famous people have always shaped fashion trends throughout history and this is still true today.

Danielsson [11] argued that a study demonstrated that most teenagers did notice and recognize what was popular. As opposed to dressing like sparsely clad superstars, the teenagers in this examination concurred there was greater accessibility to make their own particular style and look developing. Indeed, even inside the media and on-screen characters' domain, there were students dressing all the more reasonably; along these lines, it ought to be noticed that that not every person wants to wear attractive and uncovering apparel. Teenager's preferred not to spend the creator costs for good quality yet would rather get all the more apparel at a reasonable cost.

Table 4 reveals the respondents rated often the Effects of a Romantic Comedy Film as to Dialogue by the composite mean of 4.02. The results showed that the respondents mostly can remember particular humorous

punch lines from different romcom films, as it ranks first with the weighted mean average of 4.11 and verbally interpreted as "Agree." Humorous punch lines from romcom films are an essential aspect because it gives relaxing atmosphere to its viewers through dialogues and conversations.

Coburn [12], discussed that at the point when things begin to get too substantial or overpowering, toss in a little cleverness to discharge the strain; a considerable measure of the works of art do this. Bunches of movies make awesome utilization of this, as well, going from Clever comments or episodes have a tendency to occur close to the finish of a part or long scene. They give a musicality and let per user/watcher know it's time for the following scene, segment, and another arrangement of ideas.

Second is when a certain dialogue is being delivered by respondents' favourite actor/actress with weighted mean of 4.08 and verbally interpreted as "Agree"

Rank 3rd is when respondents feel like the character in the movie when a certain dialogue is delivered on-screen. This effect as to dialogue gets a weighted mean score of 4.07 and rated also as "Agree" viewers love to relate and incorporate their selves in every film. That is why respondents consider dialogue as one of the factors to relate every scene to their lives.

				e
	Indicators	WM	VI	Rank
1.	I pay attention to the lines of each character in a romantic comedy film.	4.06	Agree	4
2.	I tend to copy or incorporate in			
	my daily life some words or language I get from a character of a romcom movie.	3.87	Agree	10
3.	I laugh whenever punchlines are being accompanied by unexpected sound effects.	4.01	Agree	7
1.	I can easily recall some iconic romantic dialogues from different romcom films.	4.02	Agree	6
5.	I like it when a certain dialogue is being delivered by my favorite actor/actress.	4.08	Agree	2
5.	I can remember particular humorous punchlines from different romcom films.	4.11	Agree	1
	I feel like the character in the movie when a certain dialogue is delivered on – screen.	4.07	Agree	3
	I easily get carried – away with dramatic dialogues in a romcom film.	4.05	Agree	5
	I am also in deep pain whenever the protagonists undergo a series of confrontations and arguments.	3.99	Agree	8
0.	I don't mind when actors deliver vulgar words on – screen.	3.94	Agree	9
	Composite Mean	4.02	Agree	

Table 4. Effects of a Romantic Comedy Film as to Dialogue

Legend: 4.50 - 5.00 = Strongly Agree; 3.50 - 4.00 = Agree; 2.50 - 3.49 = Moderately Agree; 1.50 - 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

On the other hand, effects to dialogue about tend to copy or incorporate in respondents' daily life some words or language they get from a character of a romcom movie receive the lowest mean score of 3.87 and rated also as "Agree".

This effect obtained a lowest mean score because only few viewers appreciate dialogue in romcom films because they are more focus on factors that can relate and influence them in their daily lives. Second to the last is, respondents don't mind when actors deliver vulgar words on – screen with mean score of 3.94 and nterpreted as "Agree". Viewers don't mind if a character delivers vulgar words as long as the actor and actress portray their role in a convincing way.

Rank 3rd with the lowest mean score of 3.99 and rated same as Agree is respondents also in deep pain whenever the protagonists undergo a series of confrontations and arguments.

	Indicators	WM	VI	Rank
1.	I only watch a romcom film when the theme is fresh and	4.01		5
	unique.		Agree	8
2.	I still find the typical boy – meets – girl concept effective despite being stereotyped.	3.95	Agree	9
	I get disappointed with films that are open – ended.	3.90	Agree	10
4.	I get hyped – up when a romcom film reveals a bizarre plot twist.	4.03	Agree	6
5.	I find the values conveyed in a romantic comedy film applicable to everyday life.	4.08	Agree	3
6.	I get a feel – good vibe when romcom films' colors are warm, sunny and vibrant.	4.12	Agree	1
7.	I get attracted with storylines that incorporate "puppy love" stories.	4.07	Agree	4
8.	I get attracted with storylines that incorporate adult love stories, therefore I am in favor of sexy scenes in the movie.	4.02	Agree	7
9.	I don't get satisfied when romcom films have sad	4.11	C	
10.	endings. I find the "rags to riches"		Agree	2
	theme very effective in a	4.05		
	romcom film.		Agree	5
	Composite Mean	4.04	Agree	

Table 5 Effects of a Romantic Comedy Film as to Theme

legend: 4.50 - 5.00 = Strongly Agree; 3.50 - 4.00 = Agree; 2.50 - 3.49 = Moderately Agree; 1.50 - 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 5 shows the effects of Romantic Comedy films based on theme with the composite mean of 4.04. All items were rated often. The result shows that respondents feel a good vibe with warm, sunny and vibrant colors because of this it ranked first with the weighted mean of 4.12, verbally interpreted as "Agree". Every film does have an impact when comes to incorporating happy vibe to the viewers, thus gives the film a light and enjoyable approach. Color sets the mood and tone of every film. Some films incorporate tints which creates and builds up color palette. Many romantic comedy films use pastel shades like pink, beige and lilac this is to highlight the non-dramatic side of every romcom films.

Second is respondents' dissatisfaction when romcom films have sad endings, with the weighted mean of 4.11, verbally interpreted as "Agree". Romcoms are said to be funny and stress less kind of film, so a happy-ending is quite a big deal to the viewers. There might be ups and downs with the two protagonists but in the end they' ll still be together. Hence, Romantic Comedies includes love, courtship and marriage comically. Where comic refers more to the mood of the movie and less to its plot. In a romcom genre, it really does not need to end happily nor in comedies where all films have happy ending. Though majority of romcom films have happy endings, wherein marriage of one or more couples that the plot has brought them together.

The film's humor usually derives from different obstacles to this outcome especially misunderstanding between their lovers or perspective partners.

Welch [13] discussed that most romantic comedy films usually follow the same script -- One person likes another person, they get together, break up and still they get back together basically expecting a happy ending in almost every film we watch most especially in romcom. Sometimes, directors and screenwriters like to give their audiences for a loop and give them a more realistic ending where main couple calling it quits. this is something appreciable, but for hopeless romantics, it is very sad and really annoying to devote two of our lives to lovebirds who in the end will still not be together forever.

Romantic comedies will then end with a grand romantic gesture, a mad dash in an airport or through traffic. I love you are exchanged, and kisses are had. However, these are a few comedies that "zag" when the formula says "zag" they say "to hell the tradition!"The endings are real, brutal and not very happy. Oftentimes the couple, like in a real life, doesn't really end up together. Lessons are learned, and separate paths are taken. It is unsatisfying if the viewers are hoping for the chase and the kiss, but sometimes these films, looking more like real life without a contrived happy ending, can make the audience feel good in their own odd way.

Third is respondents' find values in a romcom film applicable to everyday life with a weighted mean of 4.08, verbally interpreted as "Agree". Romcom films nowadays are very much relatable because scriptwriters tend to use what's on trend and its viewers' need to let them watch the film. They include relatable hugot lines and some also includes a true-to-life story of someone. Romcom have relatable and common plots where two people usually a girl and a boy, meet and then will eventually part ways because of an argument or an obstacle. These two people will not be romantically involved, for they believe that they do not like each other, because the other already has a partner or because of social pressure. But most screenwriters give clues that may suggest that these characters are attracted to each other and are just denying, and they would be a good love match.

When they separate, one or both of them realizes that they are "meant" for each other and is in love for each other. Afterwards, one makes an effort to look for the person and declare their love or it may be because of a coincidental encounter, they meet again. With some comic friction and awkwardness, they reveal their true feelings and the film ends happily the way audience would want it to be.

Grindon [14] noted that romantic comedy moves assumes a self-depicting stance that signals the audience to relax and have fun, for nothing serious will disturb their pleasure. But, this sly pose allows artists to influence their audience while viewers take notice of the work's persuasive strategy. Humor establishes the tone, courtship provides the plot. In a broader sense the subject of a romantic comedy is the values, attitudes and practices that shape the play human desire. The transforming power of love is the greatest theme. More than sexuality, these movies portray a drive toward marriage or a long-term relationship. Indeed, rom-coms show the stories that allow men and women to reflect upon romance as a personal experience and a social phenomenon which is engaging in the discourse of love, representing the shifting practice of, and the evolving ideas of viewers about romance and culture.

The result shows that respondents only watch romcom film when the theme is fresh and unique which ranked third lowest with a weighted mean of 4.01, verbally interpreted as "Agree". Some romcom films might have cliché plots but still has that unique twist which caters to the audience. One of the conventions of romcom films is during their encounter together; two potential partners in unusual circumstances.

Second lowest is that respondents still find the typical boy-meets-girl concept effective despite being stereotyped with a weighted mean of 3.95, verbally interpreted as "Agree". Truly, boy-meets-girl concept of a romcom film is so used up, viewers might be searching for a new theme.

Koerner [15] said that Boy Meets Girl is like any other type of romantic comedy film. People take this as a regular and old romantic comedy. Movies like this are redefining how people see romance and defying the odds, which is lacking in this kind of concept. LGBT storylines and romances are showed more often now hence people are still expected two protagonists who fall in love.

Likewise, in an article Boy Meets Girl [15] rom-com films follow a similar script, one person likes another person, they get together and break up and then they would get back together in the end of the film, expecting a happily-ever-after in almost every film especially if the film in question is a rom-com.

The lowest rate shows that respondents often get disappointed when the films are open-ended which with a weighted mean of 3.90, verbally interpreted as "Agree". Some viewers might be pissed whenever their expectation is executed to the film they have watched. They might want to more right away what will happen next and not let them think of more or leave them hanging.

Thus, ambiguous ending surely has a time and a place. Stories that strive to appeal to our senses, emotions and fears can benefit greatly from this kind of technique. These movies have a profound effect on the viewers, reminding them that like is sometimes confusing and strange. When art imitates life, it can be extraordinarily captivating.

Indicators	WM	VI	Rank
1. Casting	4.04	Agree	1.5
2. Characterization	3.90	Agree	4
3. Dialogue	4.02	Agree	3
4. Theme	4.04	Agree	1.5
Composite Mean	4.00	Agree	

Table 6 Summary Table on the Effects of a Romantic Comedy Film

Legend: 4.50 – 5.00 = Strongly Agree; 3.50 – 4.00 = Agree; 2.50 – 3.49 = Moderately Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

Table 6 depicts the summary on the effects of a Romantic Comedy Film. Indicators Casting, Characterization, Dialogue and Theme had a composite mean of 4.00 and all were rated agree. Casting and Theme took the ranked 1.5 with a weighted mean of 4.04, verbally interpreted as "agree". In every romantic comedy film, people will always look for whoever will play the role and to what concept they are up to now. They want to see a good portrayal of the cast, they're chemistry on screen and other love teams on trend. Theme

and its conceptualization give it a fresher look for audience to wait for it.

Thus, Koerner [15] explained that understanding how the world created either demands that a certain theme be explored or denies the possibility of this. It is about knowing what stories need to be told and the meaning a viewer might be left with. Genre comes into play strongly here because it often dictates the theme of the story or at least some type of meaning an audience expects in a romantic comedy, themes can also include overcoming emotionally negative experiences from the past.

Followed by Dialogue with a weighted mean of 4.02, verbally interpreted as "agree". And lastly, in this element, audiences would want to be entertained so a certain use of dialogue is very much important in producing a romcom film. There should be punch lines and other remarkable lines for people to remember and patronize.

Gladwin [16] said that to become clear that those characters would make the other character feel a certain emotion or a particular thing, dialogue should be good enough. He explains that dialogue only addresses the interplay and the battle of desires and wants between characters--and only the wants and desires of the characters that are important in the story. And the last, Characterization with a weighted mean of 3.90, verbally interpreted as "agree". In this element, viewers might be looking for good portrayal of roles in the film. Table 7. Difference of Responses on the Effects of a Romantic Comedy Film when grouped according to Profile

	Geno	ler		Coll	ege	
Elements	t - value	p - value	I	F - value	p - value	Ι
Casting	0.880	0.380	NS	2.031	0.036	S
Characterization	1.232	0.219	NS	3.224	0.001	S
Dialogue	1.780	0.760	NS	2.394	0.013	S
Theme	1.190	0.235	NS	4.555	0.000	HS

Legend: Significant at p-value < 0.05; HS = Highly Significant; S

Based from the result from Table 7, it was found out that there is a significant difference observed on the aspects of romantic comedy film as to casting (0.036), characterization (0.001) dialogue (0.013) and theme (0.000) when grouped according to college. This means that the students from different colleges have different perceptions on romantic comedy films. Liberal Students, for example, may take on the questionnaire critically because it is their line of expertise, while other colleges might take it on lightly. Their chosen college departments have influenced their way of thinking and analysing things. It was also supported using post hoc test that those students who belong to the College of Nursing have a higher perception than those from CEAS and other colleges.

On the other hand, in terms of college, Casting, Characterization and Dialogue are all significant while Theme got a remark of highly significant, with an f-value of 4.555, meaning students from different colleges pay close attention to a romantic comedy film's theme.

IV. Conclusion and Recommendation

Majority of the respondents are male and are students of Lyceum International Maritime Academy. Romantic Comedy film viewers evaluated Casting and Theme as the highest factor in viewing such film. The effects of watching romantic comedy film varies across each college.

An increase in the variables to further increase the reliability of the result. Explore and use other variables to further increase the reliability that could be factors as guidelines in producing a box office romantic comedy

film. Future researchers are encouraged to conduct other tests and methods relating to the elements of a romantic comedy film as a basis for concept enhancement. The proposed enhancement for romantic comedy film production maybe tried and evaluated thereafter. After the publication of this research paper, future Communication students may create a continual research regarding romantic comedy films but focusing on the production aspect.

References

- [1]Grindon, L. (2012, July 24). American Romantic Comedy. Retrieved April 26, 2017, from https://goo.gl/cmrF3I.
- [2]Rosseci, C. (2016, March 4). Filipino Romantic Comedy Movies and how it began. Retrieved April 4, 2017, from https://goo.gl/yzNWT8.
- [3]Renée, V. (2016, February 03). What Makes a Film Great? Here Are 6 Elements To Watch For. Retrieved April 26, 2017, from https://goo.gl/qObrft.
- [4]Laguador, J. M., Villas, C. D., & Delgado, R. M. (2014). The journey of lyceum of the Philippines University-Batangas towards quality assurance and internationalization of education. Asian Journal of Educational Research, 2(2).
- [5]Icedragon. (n.d.). Posts about philippine nurses on End of Nursing Demand. Retrieved September 21, 2017, from https://goo.gl/31Kog5
- [6]Avis, P. (2017, February 11). Why are Filipinos into Love Teams? Retrieved September 21, 2017, from https://goo.gl/UDik5h.
- [7]Philtre, P. (2017, March 5). 4 reasons why the Rom-Com is the undisputed 'genre ng bayan' Retrieved April 26, 2017, from https://goo.gl/yriKXN.
- [8]Gallaga, W. (2017, July 25). REVIEW | 'Kita Kita' is an eye-opener for the romantic comedy genre. Retrieved September 21, 2017, from https://goo.gl/K4g7xz.
- [9]Sundar (2017). I want to do realistic roles: Kaali Venkat Times of India. Retrieved October 1, 2017, fromgoo.gl/fZmeejcontent.
- [10]Alderson, M. (n.d.). Connecting with Audiences Through Character Emotions. Retrieved October 1, 2017, from https://goo.gl/6dfYPh.
- [11]Danielsson, S., (n.d.). The Impact of Celebrities on Adolescents' Clothing Choices. Retrieved October 1, 2017, from https://goo.gl/xfdMUa.
- [12]Coburn, I. (n.d.). 7 Reasons to Include Humor in Your Work. Retrieved September 20, 2017, from https://goo.gl/r868xs.
- [13]Welch, T. (2017, March 11). Romantic-Comedy Couples Who Don't End Up Together. Retrieved September 21, 2017, from goo.gl/kzYKjX.
- [14]Grindon, L. (2012). American Romantic Comedy https://www.oxfordbibliographies.com.
- [15]Koerner, A. (2015, March 02). 'Boy Meets Girl' Redefines The Romantic Comedy With An Update The World Really Needs - VIDEO. Retrieved September 21, 2017, from goo.gl/MZWyyc.

[16]Gladwin, P. (2017). How to write good dialogue Screenwriting Goldmine.[online]Screenwritinggoldmine. mcom. Available at:goo.gl/2gDUzD

Interventions to Improve the Quality of Life of the Badjaos in Batangas City, Philippines

Ma. Rosario B. Tamayo Imelda L. An Lyceum of the Philippines University, Batangas City, Philippines

Abstract

This study assessed the effectiveness of the implementation of the programs intended for the Badjaos in Batangas City. Likewise, the problems encountered in the implementation became the bases in the formulation of the proposed intervention to enhance the implementation of the programs in order to improve the quality of their lives. It employed descriptive correlation design supported by interviews and observation techniques. Respondents were 156 from barangays Wawa and Malitam selected through convenience sampling. Results revealed that the Batangas City government effectively implemented massive birth registration, maximum hospital discounts, supplemental feeding program and EBD Health card; however, less effective on practical skills development and burial assistance. The implementation of the programs on health and education resulted to a great extent of impact on the quality of life of the Badjaos. On the other hand, to a least extent of impact were felt on reduction of teenage pregnancy, practical skills development and cash for work programs. Also, the respondents had often encountered problems on unavailability of funds to sustain the programs and poor or limited community participation. The effectiveness of the implementation of the programs affected the impact on the quality of life of the Badjaos and the problems they often encountered. Therefore, a plan of action containing interventions to enhance the implementation of the programs to improve the quality of life of the Badjaoswas proposed.

Keywords: Badjaos in Batangas City; Indigenous Peoples (Ips); QOL of the Badjaos

I. Introduction

The quality of life of badjaos is far different from the usual manner of living of ordinary Filipinos due to lack of education and permanent residence. Badjaos can be seen scattered in some districts near the seas and oftentimes roaming in the streets of Batangas City [1]. This migration which is considered a social phenomenon nowadays is influenced by the push and pull forces in the society; hence, further efforts are needed to improve the health and wellbeing of these indigenous peoples (IPs).

According to Tamayo [2], there are considerable number of groups of indigenous people in the Philippines who are nomads by nature - the Mangyan of Mindoro, the Aetas of Zambalez, the Manobos of Cotabato, the Mandaya of Davao to mention a few of these tribal groups - but among them, there is the most marginalized group - the Samal Bajaus of Basilan, Sulu, Tawi-Tawi and Zamboanga. The Bajaus are the poorest among the poor.

The name of these marginalized indigenous people is spelled in various ways: "Badjao," "Badyaw," or "Bajau." The Bajaus are peace-loving people [3], oftentimes to a fault. They would endure all forms of hardship, inconvenience and lost opportunities if only to avoid getting into trouble, especially with people not of their own tribe. Hence, they prefer to live in peace by themselves at the coastal fringes of population centers, mangrove areas, coves and islets. With the huge logs which they used to carve into houseboats having gone very scarce (and expensive), their mobile dwellings have evolved into shanties on stilts - literally a ramshackle ensemble of poles, palm fronds, and if the family is better off, some pieces of miss-cut planks.

The badjaos are an oppressed tribe. They are referred to as luwaan by the Tausug which literally means "outcasts". Their livelihood depends on the sea-they use numerous methods of fishing, farm seaweeds, gather shells and so forth as their source of food or to sell/barter for other necessities such as clothing, materials for boat constructions, mats and fishing equipment, until such time when they are driven away from the northern part of the country to look for another source of living. Scattered in the cities, until they reach the southern part, they can be seen begging for food or money or for any material thing which sustains their living. Wherever they live, they are considered citizens of the lowest class: ignorant, dirty, stench-smelling and deprived. In the entire Philippines, there are no other people who are as collectively and individually poor as the Bajaus - without exception [1].

Given this scenario, poverty among the Badjaos indicates underdevelopment, deprivation and degradation which is a call for an appropriate development and intervention to enable them to survive their constantly changing environment; thus, a poverty eradication effort become a part of the international millennium goal (MDGs) [4].

As Batangas City was awarded one of the most livable city in the Philippines, one of its main thrust is to protect and uplift the lives of its residents. Since Badjaos are nomadic groups, who merge the mainstreams of the Batanguenos, the local government has to appropriate for them programs necessary for the upliftment of their living. They enjoy the same programs the city has implemented with additions like Cash for work program, Massive Birth Registration, Provision of Potable Water, Training on Water and Rescue Operation and Practical Skills development.

But how can the government provide them so when as observed, they are oftentimes resistant to these changes. Mendicancy has never been a problem among the locals in the city, not until these Badjawons come. Some residents in the city has complained that Badjaos make their places dirty, they call them squatters and mendicants which authorities become also worried of their dire condition and safety. The quality of their life, if assessed based on the physical environs and health wellness received from the government can still be said to be lacking. The shanties where they live, the capacity to earn and the way how families portray their community life all speak of poverty.

Quality of Life (QOL) as Deshingkar[5] defined is the general well-being of individuals and societies. Standard indicators of the quality of life include not only wealth and employment but also the built environment, physical and mental health, education, recreation and leisure time, and social belonging [6]. However, he stated that while Quality of Life (QOL) has long been an explicit or implicit policy goal, adequate definition and measurement have been elusive.

Thus, the researchers as responsible Batanguenos working in the academe would like to establish a baseline data about the current condition of the Badjaos in Batangas City by assessing the effectiveness and the impact of the programs implemented, so that, in coordination with the Local government of Batangas City, be able to propose better and appropriate interventions which will help to improve their quality of life.

II. Objectives of the Study

The study generally aims to propose an intervention to address the quality of life of the Badjaos in Batangas City. More specifically, the paper described the profile of the respondents in terms of age, gender, number of family members, dialect spoken, place of origin, and length of stay in Batangas City; assessed the effectiveness of the programs implemented by the city government; determined the impact of the programs implemented to the life of the Badjaos; identified the problems encountered in the implementation of the programs; tested if there is a significant relations among the effectiveness of the programs and services, impact of the programs, likewise the problems encountered; and finally, proposed intervention to enhance the implementation of the programs of the Batangas City government to improve the quality of life of the Badjaos.

III. Methods

3.1 Design

Focused on the Badjaos in Batangas City, Philippines, this paper employed both qualitative and quantitative research methods. Descriptive correlation design wasused to test whether a relationship exists between the effectiveness of the program, its impact on the life of the recipients and the problem they encountered during the implementation of the program. These were supported by interviews and observation techniques, since inadequacies in forms of illiteracies among the respondents were observed.

3.2 Participants

From a total of 200 Badjao migrants from Malitam and Wawa in Batangas City (DSWDO Office, 2014), a total of 156 or 78% of the population were considered as subjects through convenience sampling. This was done through some visits of the researchers to the DSWD Office during their meetings with the subjects. The number of participants was determined through their willingness to cooperate in the said study. Five CSWD personnel together with the barangay officials were also included.

3.3 Instrumentation

To gather the data and information needed in the study, a three-part questionnaire was prepared. The items were taken from the related literatures and results of pre – interviews with the subjects. The first part described the Badjauwons; the questionnaire was supported by a structured interview schedule. This was necessary to indicate the baseline characteristics of the respondents including age, sex, number of family members, dialect spoken, place of origin, and length of stay in Batangas City. However, although a structured part is required, majority of the answers were taken through dictation; they answered the read/ translated questions while student researchers were checking the answers for them. Thus, Part 1 discussion is limited to narrative description.

The second part enumerated the different programs implemented by the city government as provided by the DSWDO and PIO. The participants were asked to assess these services through choosing from the following scale: 4= Very effective; 3= Effective; 2= Less Effective; and 1= Not effective, if not at all. The third part asked the respondents about the impact of the implemented programs to the quality of life of the Badjauns using 4 point scale also from To a very great extent to Not at all, and the fourth about the challenges or the problems they met during the course of program implementation by the city government with them using 4 – always; 3-often, 2-sometimes and 1 never.

All materials given to Badjauwon participants are in English. The surveys were translated from English to Filipino and are then back translated to English. To ensure item equivalence, attention was paid to how well the items in the survey instrument were fitted to Badjauwons" understanding of Filipino or Tagalog dialect. The translation of items from English to Tagalog and the final wording was performed by university language instructors through the coordination of the staff from the DSWDO who better understand some of the dialects of the participants. All items in the survey form undergone content validation and reliability through the help of an outside expert and university statistician. Moreover, the whole proposal was subjected through the scrutiny of the Research Office.

3.4 Data Collection Procedure

Before the data gathering, a letter of permission together with a sample questionnaire were sent to the Graduate School dean, the barangay captains of Wawa also Malitam and to the head of DSWD Office for a purpose of approval and endorsement. Hence, target participants were visited so they can be briefed about the purpose, content and outcomes of the paper. An informed consent was discussed with them; likewise, questions raised were addressed properly.

The researchers, together with some barangay officials and DSWD staff personally distributed the survey questionnaires, entertained questions and/ or did checking for them when the need arose. Visits happened during

the semestral break (October, 2015) but the survey administration took two days so that data can also be retrieved on time.

3.5 Data Analysis

All the data generated from the participants were tallied and tabulated for purposes of in depth interpretation. Quantitative data were treated using the following inferential statistics: Percentage, Weighted mean, and Analysis of Variance (ANOVA). On the other hand, qualitative data like interviews were coded, grouped and given interpretations so that it best support the numerical figures in the tables.

3.6 Ethical Consideration

For purposes of confidentiality, the researchers asked the participants " consent through their imam or leader, and assured them of the confidentiality of the results. They were given also the option to withdraw from the interviews and answering if they feel like doing. They were also assured that in the event they wanted to get the results they can have an access.

IV. Results and Discussion

The Badjaos in Malitam and Wawa, Batangas City Majority of the respondents were under the age between 16 to 25 years old. It was observed that with them, were children seemingly about the age of 10 years old and below. An average household of the Badjao in the community is about 6 to 10, living with extended family members. They live in a hut of about 2-3 square meters, made of bamboo and cogon leaves. The floor of the hut is apart from the ground about 1.5 meters, supported by wooden columns. To get in the house, they use wooden ladder. Men in the community work as fishermen while the women as housewives.

When asked about their place of origin and for how long they have been in Batangas City; in broken Tagalog, they could not just say when and how long but said "matagalna." Some of them were still children, or others were born already there; thus, can be said more than 30 years already. They uttered still in fluent Samal. They live in a separate community, near by the river about 30 minutes by banka (fishing canoe) from Batangas City.

Indicators	WM	VI	Rank
1.Suplemental Feeding Program	2.96	Effective	3
2.EBD Health Card	2.95	Effective	4
3.EBD Scholarship	2.51	Effective	9
4.EBD Philhealth	2.89	Effective	5.5
5.Massive Birth Registration	3.31	Effective	1
6.Provision of Potable Water	2.22	Less Effective	13
7.Maximum Hospital Discount (Free Hospitalization BMC)	3.29	Effective	2
8.Free Immunization/Vaccination	2.13	Less Effective	15
9.Livelihood Program (banca)	2.85	Effective	8
10.Pantawid Pamilyang Pilipino Program	2.20	Less Effective	14
11.Food Assistance	2.36	Less Effective	11
12.Burial Assistance	1.92	Less Effective	18
13.Health teachings (proper hygiene & sanitation, lactation & breastfeeding & teenage pregnancy)	2.87	Effective	7
14. Family Planning	2.07	Less Effective	16
15. Monthly Check-up for pregnant women	2.89	Effective	5.5
16. Cash for work program	2.00	Less Effective	17
17.Disaster preparedness training	2.42	Less Effective	10
18. Training on water & rescue operation	2.27	Less Effective	12
19.Practical skills development (Beads making, mat weaving, charcoal and rug making, guitar making)	1.68	Less Effective	19
Composite Mean	2.52	Effective	

Table 1. Effectiveness of the Programs and Services Implemented to Bajauan Community

Legend: 3.50 - 4.00 = Very Effective; 2.50 - 3.49 = Effective; 1.50 - 2.49 = Less Effective; 1.00 - 1.49 = Not Effective

There is also an access path from barangay Malitam to their community but only by foot or tricycle because of unpaved, not cemented roads. Majority of the children of the community spent a day mostly playing with friends doing arm wrestling and running while some were attending classes in Brgy. Malitam and Wawa. The staple food of the Badjao is cassava. They buy it at a public market in Batangas City. They also purchase products like canned sardines and munchies and some run a sari-sari store (mini-groceries) selling those products. They eat twice a day; late morning and late afternoon. Some sell merienda (snacks) like boiled corn and noodle in the community. The Badjaos are very accommodating and friendly to visitors. Children approached saying "pahingi (give me money)." Some adults try to sell to visitors their ethnic products like pearl necklace and ring [7].

The city government of Batangas has been very insistent on the massive registration of the residents; hence, ordinance # 2011-31 (January 25, 2011) known as "Birth Registration of Indigenous Peoples (IPs) for the PantawidPamilyang Pilipino Program (4Ps)" is being strongly implemented. With regards to migrants like Badjaos, they are asked to register all the members of the family to enjoy all the benefits the city provides. Therefore, massive birth registration posted rank number 1 and is interpreted Effective. It supports a local finding that all Badjao children are now registered in the civil registry and the adults in voters registration; they even all took Christian names[8].

Free hospitalization especially at Batangas Medical Center (BatMC) followed in number 2 and is also effective. This response is very well supported by Supplemental Feeding program in #3, Philhealth in rank 5.5 tied with monthly check-up for pregnant women. It can be noted that all these programs concern the health of the beneficiaries.

Among the less effective services, they considered practical skills development as lowest, followed by burial assistance, and cash for work program. In collaboration with colleges, universities and non-government organizations, different financial empowerment through literacy and microfinance are initiated. Practical skills development on beads and pearl necklace making, mat, charcoal, rug, guitar making are simultaneously scheduled to sustain their needs daily and help them rise from poverty. Where money is concerned, the Badjawuns really find it difficult to subsist on earning stable income since they were used to wander from one place to another and depend most of the time on sea diving.

Generally, they rated the programs and services implemented by the city government as less effective. This is in support to the finding of Santiago [9] emphasizing that there are still additional needs that require support. Specifically, the provision of livelihood opportunities (employment and source of income to community members) to sustain their daily needs and help them rise above poverty and lack.

4.1 Impact of the programs implemented on the QoL of the Badjaos

Among the many programs implemented by the city government, it is quite notable that two very important concerns topped the rank; health and education regarded by the Badjaos impacting their lives to a great extent. In an interview with some mothers, they said that confinement in the hospital particularly at BatMC is no longer a very big problem unlike before when they did not have yet issued Philhealth cards. This is supported by their responses concerning also the preventive and promotive aspects of health. This result from the collaboration among different private and public organizations who provide them seminars and trainings; thus, awareness and compliance are improved.

Likewise, parents are able to send their children in school. During community visits, before dusk, children happily arrive with their bags coming from nearby public schools. They were in school uniforms though majority were in slippers only. According to them, 4Ps or the Pantawid Pamilyang Pilipino Program, though quite low, "to a least extent" in their assessment; helps them alleviate their poor condition of life. "To a great extent", they said that literacy program also helps increasing their interest in education.

This finding supports Frufonga [10] as he concluded that the PantawidPamilyang Pilipino Program (4Ps) in Iloilo City improved in the preventive healthcare among pregnant women and younger children.

Table 2. Impact of the programs implemented on the quality of life of the Badjaos

Indicators	WM	VI	Rank
 I learn how to prepare & cook nutritious food. 	2.76	To a Great Extent	9
My children gained more weight & become healthier because of the feeding program.	2.42	To a Least Extent	17
I become conscious of the health of my family.	2.87	To a Great Extent	7
I always bring my children to the health center/hospital for check-up	2.53	To a Great Extent	12
5. I appreciated the value of education as a means of alleviating poverty	2.65	To a Great Extent	10
5. I can go to govt. hospitals for confinement because of the Philhealth card.	2.95	To a Great Extent	4
I feel secured because my personal documents were obtained.	2.95	To a Great Extent	4
 Illness and sickness of family members are not that stressful anymore because confinement at govt. hospitals are free. 	2.98	To a Great Extent	1.5
Family members are able to meet their basic needs like food and potable water.	2.05	To a Least Extent	19
0. The 4Ps helped in alleviating their poor conditions.	2.47	To a Least Extent	16
1. I am able to send my children to school.	2.98	To a Great Extent	1.5
I can bring my children to health centers and hospitals for check-up and consultation.	2.62	To a Great Extent	11
3. There is food assistance that help in our day to day existence.	2.51	To a Great Extent	13
4. The Cash for work program helped the families augment their family income.	2.02	To a Least Extent	20.5
5. Practical skills development helped <u>Badjao</u> women eam money to augment the income of the husband.	2.02	To a Least Extent	20 <mark>.</mark> 5
Monthly check-up of pregnant women helps ensure the safety and well-being of the mother and unborn infant.	2.85	To a Great Extent	8
7. Mothers and family members learn the preventive & promotive aspect of health.	2.95	To a Great Extent	4
8. Teenage Pregnancy was reduced.	1.67	To a Least Extent	22
9. Health and sanitation practices has improved.	2.33	To a Least Extent	18
0. Interest in education was developed because of the Literacy program.	2.50	To a Great Extent	14.5
1. The Badjaos has become partners of the local government in rescue operations.	2.91	To a Great Extent	6
22. The quality of life of the Badjao was improved.	2.50	To a Great Extent	14.5
Composite Mean	2.44	To a Least Extent	

Legend: $3.50 - 4.00 = To \ a \ Very \ Great \ Extent; \ 2.50 - 3.49 = To \ a \ Great \ Extent; \ 1.50 - 2.49 = To \ a \ Least \ Extent; \ 1.00 - 1.49 = Not \ at \ All$

Improvement was observed in the reduction of malnourished children. Results also showed an increase in the enrolment of children in public schools. Likewise, the attendance rate of children also increased. The decrease to nearly 0% in the drop-out rate of school children was an indication of improvement. Moreover, the results showed that the beneficiaries spent the largest amount of income on food, followed by education, hospitalization (medicines) and savings. In the same manner, the 4Ps increased parents" participation in the Family Development Sessions to nearly 100%.

Moreover, Montilla [11] found that pupils very satisfactorily benefit from the assistance given by the 4Ps in terms of Health and excellent in terms of Nutrition and Education. Thus, 4Ps has significant impact on pupils' education based on its beneficiary conditionalities, is able and motivated to attend classes because of adequate school supplies, satisfied meals, parasitic free stomach and supportive and active parent.

The respondents, however, considered to a least extent both the cash for work program and practical skills development, the lowest among the impact of programs implemented. Although 4Ps according to them has helped their economic condition; it is still not enough so much that majority have 5 and above members in the family, considering also the fact that 4Ps is for children"s education purpose. Mendicancy or begging is still practiced by some to augment daily needs. Although practical skills development has been provided for quite sometimes, the earnings do not suffice. Sustainability of the work dwindles because of their unstable total integration with the society. As linkage with other cultures falter, so do their potential to continue with their daily work.

4.2 Problems Encountered in the Implementation of the Programs

Table 3 revealed several common problems being encountered by the respondents during the implementation of the programs or services. Non government organizations (NGOs), public and private

institutions and the city government joined forces in creating and implementing the mentioned projects; however, some of them die even before implementation or in the course of its process.

First reason according to both the implementers and the recipients is because of unavailability of fund which is often a problem. Many times, they have been gathered for seminars and trainings like on beads, mat, charcoal, rug and guitar making; however, after the skills or the production, they are seldom involved in selling or have a hard time with this.

Indicators	WM	VI	Rank
1. Cultural barrier	2.42	Sometimes	9
2. Language barrier	1.61	Sometimes	11
3. Lack of personal documents (Birth cert)	2.82	Often	6.5
4. Poor or limited community participation	3.05	Often	2
5.Availability of fund to sustain the programs	3.31	Often	1
6.Failure to consider during planning the possible cost overruns	2.78	Often	8
7.Finalization on the number of program recipients	2.95	Often	3
8.Late processing of projects, preparatory technical requirements	2.11	Som etim es	10
9. Lack of participation and cooperation due to religious beliefs	2.82	Often	6.5
10.Tendency of the Badjaos to go back to mendicancy	2.87	Often	4.5
11.Resistance of the Badjaos to change.	2.87	Often	<mark>4.</mark> 5
Composite Mean	2.67	Often	

Table 3. Problems Encountered in the Implementation of the Programs

Legend: 3.50 – 4.00 = Always; 2.50 – 3.49 = Often; 1.50 – 2.49 = Sometimes; 1.00 – 1.49 = Never

Also, an often problem for them is poor or limited community participation. Successful implementation of whatever project depends on very good integration which requires meaningful interaction between the migrants and the receiving society [12]. In the case of Badjaos, they reside as one clannish community in Malitam, Batangas City; however, they are oftentimes visited by the barangay and city officials. Based on an interview and observation, they are very cooperative during gathering but very few speak Tagalog and in most occasions, their leaders need to interpret or further explain concepts with them. Campo [13] in her study revealed that Badjaos experienced constant bullying; thus, their lack of courage and self esteem to mingle with the locals. However, as evidenced by the least WM of 1.61, language barrier is only sometimes a problem for them which suggests that they are open for change and this is a good indication for the government to pursue whatever advocacies they intend for them.

Table 4. Impact of the Programs and Problems Encountered in the Implementation of the Programs

	r- value	p-value	Interpretation
Impact of the Programs	0.537	**0.000	Highly Significant
Problems Encountered in			
the	0.259	**0.003	Significant
Implementation of the Programs			

Legend: **. Correlation is significant at the 0.01 level (2-tailed).

As seen from the result, the computed r-values indicate moderate correlation (0.537) and (0.259). However, all computed p-values of 0.000 and 0.003 were all less than 0.01 alpha level, thus the null hypothesis of no significant relationship between the impact and problems encountered is rejected. This means that the amount of impact of the programs implemented is affected by the problems encountered in the implementation of the programs. It was observed that the when the problems encountered in the implementation of the programs are high or increasing, the greater is its impact also to the lives of the Badjauns.

This can be gleaned from the results generated from tables 1 and 2 where projects like massive birth registration (rank 1) and maximum hospital discount (rank 2) coincide with their impact on sending children to school (rank 1.5) and no worries because of hospitalization. Since the city government issued a clear policy and regulatory statements about presenting personal documents through their opinion leaders, this process influence much the Badjaos" awareness on health and education that in the long run will alleviate their poor condition.

Key Result Area	Objectives	Strategies	Person/s Involved
Programs/Projects			
-Practical Skills Development	-to develop skills on sales and entrepreneurship	-seminar on salesmanship	-NGO"s -Academic Sector (CBAM)
-Burial Assistance	-to increase awareness on death registration and burial assistance	-seminar -leaflets -campaign	-City Registrar -Barangay leaders -Badjao leaders -All Badjawun
Impact of the Programs -Teenage Pregnancy	-to lessen incidence of teenage pregnancies -to increase women"s	-conduct more seminars on Family Planning -promotion and	-City Health Office -Brgy Health workers -LPU Nrsg Dept. -female Badjawons
-Supplemental Income for Women	capacity to earn	linkage to local organizations	-private/public enterpreneurs
Problems Encountered -unavailability of fund -poor or limited	-to increase capital providers	-linkage for business prospects and opportunities	-city, local and private organizations -group leaders
community participation	-to increase community integration between the city and the Badjaos	-conduct teambuilding & socialization workshops	-brgy officials -local city and brgy officials

 Table 5. Proposed intervention to enhance the Program implementation of the Batangas City government to improve the quality of life of the Badjaos

Based on the literatures included, the quality of life of the Badjaos have been measured through the responses they provided on the effectiveness and impact of the programs implemented by the city government. A difference before and after they have undergone or experienced these services or programs indicate a change. The findings revealed that they considered the programs effective; yet, there will still a lot more room to make it very effective. Thus, the researchers suggest a matrix to enhance the implementation of the programs for the Badjaos in order to improve the quality of their life.

V. Conclusion

The Batangas City government effectively implements the following programs and services: massive birth registration, maximum hospital discounts, supplemental feeding program and EBD Health card; however, less effective on practical skills development and burial assistance.

The implementation of the programs on health and education resulted to a great extent of impact on the quality of life of the Badjaos. On the other hand, to a least extent of impact are felt on reduction of teenage pregnancy, practical skills development and cash for work programs.

The respondents often encounter problems on unavailability of funds to sustain the programs and poor or limited community participation. A significant relationship exists between the problems encountered in the implementation of the programs and their impact on the lives of the participants. A plan of action containing interventions to enhance the implementation of the programs to improve the quality of life of the Badjaos is proposed.

VI. Recommendations

The Local Government of Batangas through the CSWD office may encourage community participation from the Badjao people by involving them in planning projects intended for them. The local government of Batangas may consider the unique culture and traditions of the Badjao people in providing programs and services to address their needs and concerns. The LGU of Batangas City may assess the implementation of the programs that are considered less effective and has a least impact to the Badjaos specifically practical skills development, burial assistance and cash for work program. The local government of Batangas city may coordinate or may forge partnership with other government and non-government organizations to work hand in hand their effort to alleviate the living conditions of the Badjao people. The proposed interventions maybe considered for implementation and evaluation thereafter. Future researches on the same topic specifically on community-based entrepreneurship linkage maybe conducted to further determine their ability to merge with the locals.

References

- [1]Ashipaoloye, F. K. (2011). The Proliferation of Street children in City: A Case Study. International Conference on Inclusive Innovation and Innovative Management. (ICCIIM 2012).
- [2]Tamayo, D. G. (2007). Pastoral Care of Samal Bajaus and Nomads in the Philippines. People on the Move, CMF. April 2007.
- [3]Said, H.M. (2011). Promoting Community Based Tourism in Bajau Laut Community in Kampung Pulau Gaya, Sabah. Malaysia: Hospitality and Tourism Management, University of Management and Technology.
- [4]Second Philippines Progress Report on the Millennium Development Goals, 2005.
- [5]Deshingkar, P., A. Winkles, S. Alter and T.C. Thing (2006). The Quality of Life of Migrants in Vietnam. Report prepared for the United Nation Development Fund.
- [6]Gregory M. R. (2004). Marine debris: hangers-on and hitch-hiking aliens. In Derelict a fishing gear and related marine debris: an educational outreach seminar among APEC partners. Seminar Proc., 13 16 January 2004, Honolulu, Hawaii.
- [7]Carballo, Bibsy M. "A Perilous Journey from Basilan to Batangas". The Philippine Star. Updated October 23, 2013.
- [8]Born Again Badjao in 700 Club Asia. (October 1, 2014, url: http://www.bornagainbadjaochurch.org/
- [9]Santiago, A. (2014). "Let us Sell Goods" Livelihood Project for the Badjao Community 2013 2015.
- [10]Frufonga, R. F. (2015). The Pantawid Pamilyang Pilipino Program (4Ps) in Iloilo, Philippines: an evaluation. Asia Pac J Multidisciplinary Res, 3, 59-65.
- [11]Montilla, M. M., Delavin, E. A., Villanueva, R. M., & Turco, R. A. (2015). Pantawid pamilyang Pilipino program (4Ps): Assistance to pupil"s education. Asia Pacific Journal of Education, Arts, and Sciences, 2 (3), 1-5.
- [12]Banaga, M. L., & Logro, R. C. N.D. Assessment on the Present Status of DOH Immunization Program in Badjao Community https://www.academia.edu
- [13]Campo, L. G. (2013). The Badjaos: their real Story. The Freeman.

Call for Papers

International Journal of Academic Studies (IJAS) is an open access and peer reviewed journal to be published monthly by International Education and Cultural Development Association (IECDA). The aim of the journal is to provide fast publication of refereed, high quality original research papers in multidisciplinary studies.

IJAS covers the topics on the theories and its applications on the various aspects of advances in hybrid information technology, computer science, all kinds of engineering, network and educational technology, environmental sciences, natural science, medical science, biology, and on the developments and new repercussions of the studies of humanities, social sciences, education, cultures, literature, languages, translation, law, art, music, film, communication, sports, economy, business (administration), human resources management (but not limited to above topics).

In order to provide a timely and broad coverage of above ever-evolving fields, **IJAS** offers its readers (authors) a mix of regular (monthly) and special issues. Papers can be submitted for the regular issues of the journal, or in response to call for papers for special issues. Typescripts submitted to the journal will be deemed as they have not been published and are not under consideration for publication elsewhere. A submitted paper should be written only in English at least 5 pages in **IJAS** Format. The Editor-in-Chief reserves the following rights: to refuse any typescript, whether on invitation or otherwise, and to make suggestions and/or modifications before publication. Typescripts which have been accepted become the property of **IJAS**. Upon the acceptance of the notice, it is deemed that the author has accepted the copyright vested in **IJAS**.

IJAS always welcomes contributions from all over the world at any time to E-mail: INTJAS@outlook.com (Worldwide) or intjas@163.com (for authors from mainland China only). For more information, please visit the IJAS website: https://www.intjas.com.

IJAS is indexed in the international DOI (Digital Object Identifier) system (https://www.doi.org). The articles published have DOI numbers and are available and highly recognized all over the world.



Scan the QR code and read it on your mobile phone.

Editorial Board of International Journal of Academic Studies





International Journal of Academic Studies ISSN 2409-9929 https://www.intjas.com