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**TEACHERS' TEACHING STYLES AND STUDENTS' LEARNING
STYLES: BASES FOR TEACHING LEARNING ACTIVITIES
FOR VARIED TYPES OF LEARNERS**

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Major in Educational Management

ABSTRACT

This study sought to determine the Grade 9 teachers' teaching styles and the Grade 9 students' learning styles of public high schools of the Second Congressional District of Cagayan. The study further investigated the teachers' teaching styles with respect to defined grouping scheme such as the school, highest educational attainment, trainings attended, years of teaching, and subject taught. The study utilized the Index Learning Styles (ILS) Questionnaire by Fielder and Solomon to collect data on the students' learning style and the Teaching Style Survey by Grasha-Reichmann (2014) to collect data on the teachers' teaching style. Results revealed that the predominant teaching style of all teacher-participants as assessed by the teachers in Science, English and Mathematics is Expert. On the other hand, the results showed that the dominant learning styles of students in the Processing, Perception, Input, and Understanding domains are Reflective, Intuitive, Visual, and Global, respectively. The study further revealed that teachers do not differ in terms of their teaching styles, when grouped according to school, highest degree earned, number of years in teaching, and subject taught. In addition, students' learning styles do not differ significantly in all three subject areas.

Keywords: *Teachers' teaching styles, students' learning styles, teaching learning activities*

INTRODUCTION

The Department of Education is continuously improving the country's quality of education. With much concern on the unstable status of quality education in the Philippines, the Department of Education (DepEd) never stops benchmarking and constantly searching for the best programs and strategies that can be adopted by the Philippines educational system to uplift the quality of education.

In 2011, the DepEd took on the challenge of transforming the Philippine Basic Education wherein the focal points are on: (1) Engaging broad stakeholder support; (2) Good governance transparency, and accountability; (3) Strengthening the institution through BESRA; and (4) the K to 12 Basic Education Program.

The implementation of the K to 12 is as follows: (1) decongest the curriculum to improve mastery of basic competencies; (2) ensure seamlessness of primary, secondary and post-secondary competencies; (3) improve teaching through the use of enhanced pedagogies (e.g. spiral progression in Science and Mathematics) and medium of instruction; and (4) to expand job opportunities to reduce jobs-skills mismatch and provide better preparation for higher learning.

Unfortunately, amidst all these programs for the purpose of uplifting the quality of education, still the results of the National Achievement Test (NAT) conducted by the NETRC for the past years which was administered in all public secondary schools is too far from the targeted mean percentage score for mastery level of 75 percent.

Furthermore, based from the competency assessment result conducted to fourth and eighth grade levels in Science and Mathematics through the Trends in International Mathematics and Science Study (TIMSS), a tool in assessing quality and student achievement in Mathematics and Science conducted globally, in 1999 and 2003 showed that the Philippines ranked third to the last among 25 countries on competencies in Science and Mathematics for the fourth graders while 41st rank for the second year students among 45 countries.

The unsatisfactory results of the Achievement Test and TIMSS and failure to attain the goals of BESRA by the public secondary schools are very serious issues which demand immediate solutions. This challenge must be properly addressed by all concerned and must not be ignored or else this shall create a tremendous downfall to the country's educational system. But, this can also be avoided through concerted effort, coupled with dedication and commitment of all stakeholders for the common goal for high quality education to be attained.

On the other hand, it is also important to consider that teachers should be effective, efficient and competent enough to meet the demands of the learners in order for the teaching-learning process to be conducted successfully inside the classroom. The best teaching styles by teachers suitable to the learning styles of the students should be the upmost priority in the teaching-learning interactions.

Hence, the local issues on quality education has challenged the researcher to pursue this study because the researcher believes that no matter what factors would affect the learners, this issue would always bounce back to the classroom scenario where the possible cause to the problem of poor academic performance level of learners could be the incompatibility of teachers' teaching styles and the learners' learning styles. Despite the erring complaints of teachers, the researcher still believes that the lack of interest of the learners could be the adverse effect of incompatibility between the teaching styles of the teacher and the learning styles of the students, if resolved can be the instrument to better understanding and assimilation of the lesson.

With the result of this study, a set of teaching-learning activities are proposed for varied types of learners that are complementary to the particular learning styles of students.

Conceptual Framework

Styles are overall patterns that provide direction to learning and teaching. Styles influence how students learn, how teachers teach and how the two interact. This study identified the teachers' teaching styles and students' learning styles.

The figure below presents the paradigm with which the study was anchored.

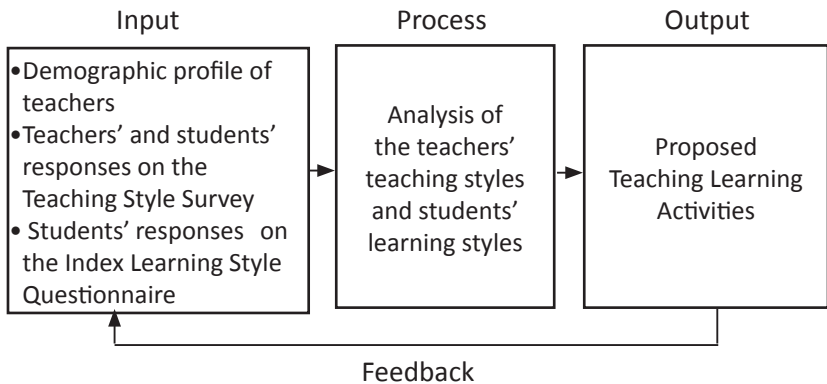


Figure 1. Paradigm of the Study

As shown, the teachers' profile, the teachers' and students' responses in the Teaching Style Survey and students' responses in the Index Learning Style Questionnaire were the inputs of the study. The results of the said surveys were analyzed to determine the teachers' dominant teaching styles and the students' dominant learning styles. The output of the study is an instructional material that includes a set of teaching-learning activities in the three subject areas that are tailored fit to students' learning styles.

Statement of the Problem

This study sought to determine the Grade 9 teachers' teaching styles and the Grade 9 students' learning styles in selected secondary public schools in the Second Congressional District of Cagayan.

Specifically, it sought answers to the following problems:

1. What is the profile of the teachers on the following:
 - 1.1 School;
 - 1.2 Highest Degree attained;
 - 1.3 Trainings and Seminars Attended which are Related to Teaching Strategies/Style;

- 1.4 Number of Years Teaching the Subject; and
- 1.5 Subject Taught?
2. What are the teachers' teaching styles when grouped according to profile variables?
3. Is there a significant difference on the teachers' teaching styles when they are grouped according to profile variables?
4. What are the students' learning styles in terms of the learning style domains?
5. Is there a significant difference on the students' learning styles when they are grouped according to subjects?
6. Do the teachers' teaching styles match with their students' learning styles?
7. What teaching-learning activities can be proposed to address varied types of learners?

METHODOLOGY

The study applied the descriptive survey method since it explored on the teachers' teaching styles and students' learning styles. Comparative analyses on the students' learning styles among defined subject groups were also undertaken. The results of the study served as the bases for the proposed teaching-learning activities for varied types of learners in the six selected general secondary schools in the Second Congressional District of Cagayan.

The Index Learning Styles Questionnaire (ILS) by Fielder and Solomon was utilized to obtain data on students' learning style. The Teaching Style Survey (TSS) by Grasha-Reichmann (Alexander, 2014) was utilized to determine teachers' teaching style. The TTSS Survey was done online for both teachers and students as the interpretation of scores is done online.

The questionnaires on ILS consisted of 44 items categorized under the following dimensions as items indicated against each:

- A. Processing : Items 1, 5, 9, 13, 17, 21, 25, 29, 33, 37 and 41 (11 items)
 - All (a) : Active learners
 - All (b) : Reflective learners
- B. Perception : Items 2, 6, 10, 14, 18, 22, 26, 30, 34, 38 and 42 (11 items)
 - All (a) : Sensitive learners
 - All (b) : Intuitive learners
- C. Input: Items 3, 7, 11, 15, 19, 23, 27, 31, 35, 39 and 43 (11 items)
 - All (a) : Visual learners
 - All (b) : Verbal learners
- D. Understanding: Items 4, 8, 12, 16, 20, 24, 28, 32, 36, 40 and 44 (11 items)
 - All (a) : Sequential learners
 - All (b) : Global learners

The teachers and students rated their teachers' teaching styles in terms of 40 items using the 5-point Likert scale.

The data obtained in the study were organized and analyzed through the use of simple frequency counts, percentages, weighted means, and Chi-square. The frequency and percentage were used to present the profile of the teachers and students. Weighted mean was used to determine the assessment of the students on their teachers' teaching style in terms of the specific indicators. These means were encoded online to categorize their teachers' teaching styles. Chi-square test was used to determine the significant difference on the teachers' teaching styles or the students' learning styles with respect to a specific grouping scheme.

RESULTS AND DISCUSSION

On the Teachers' Profile

Among 6 schools, three teachers were taken in five schools while five teachers were taken in one school.

In terms of educational attainment, most (45%) of the participants

are master's degree holders, 7 or 35% finished Bachelor's degree while 4 or 20% are those with master's units. This implies that most of the teacher-participants undertook advanced studies for professional growth and continual improvement in their teaching career.

All teacher-participants were trained in the K-12 Mass Training Program for Grade 9 as well as in the In-Service Trainings conducted in their respective schools or Cluster. The seminar further equipped them with innovative ideas to improve instruction.

Majority or 55% of the teacher-participants have been teaching for at most 6 years. Only very few have teaching experiences for 6-12 years, 11-15 years, 16-20 years and more than 20 years as reflected by the percentages of 20%, 5%, 5% and 15%, respectively.

On Teachers' Teaching Style

The teachers' assessment results showed that half of the participants were identified as Experts, 5 or 25% as Facilitators, 3 or 15% as Delegators while the remaining few were assessed with Combi-teaching styles with 2% for each combination.

On the other hand, the students' assessment showed different results. Most of the teachers were assessed as Facilitators (30%) while some were Delegators (20%); whereas, a few (2%) were either Experts, Formal Authority or with Combi or Multi- teaching styles.

Among the six participant-schools, only one school had the same assessment results on the teachers' teaching styles coming from the students and their teachers. The Expert emerged as the teachers' dominant teaching style.

The teachers assessed themselves as Experts regardless of educational attainment which means that educational attainment has no bearing on their teaching styles. On the other hand, the students' assessment showed different results where teachers with Bachelors' degree were assessed predominantly with Combi-Teaching styles, those

with Masteral units were dominantly Experts; while, those with Master's degree were assessed with four dominant teaching styles particularly Expert, Formal Authority, Facilitator and Delegator.

The teachers' assessment revealed that teachers below 6 years, 6 to 10 years and 16 to 20 years teaching experience were Experts while those with 11 to 15 years of teaching experience were assessed as Delegators; those who taught for more than 20 years have multi-teaching styles. On the other hand, the students' assessment showed that teachers below six years of experience are Experts while those ranging from 6 to 20 years were identified as Facilitators, teachers with more than 20 years of teaching experience were identified as Delegators.

The teachers' assessment showed that all teacher-participants were predominantly Experts. On the other hand, the students' assessment showed that Science teachers were predominantly Experts while the English teachers were assessed as dominantly both Experts and Delegators while the Mathematics teachers were assessed with varied teaching styles such as Formal Authority, Facilitators and Delegators.

Significant Difference on the Teachers' Teaching Styles when Grouped according to Profile Variables

There is no significant difference in the teachers' teaching styles when grouped according to school, highest degree attained, number of years teaching in Grade 9, and subject taught.

Students' Learning Styles in the Different Domains

In the processing domain, the Reflective style emerged as the dominant learning style manifested by the student-participants in the Science subject while the Active learning style was dominant in the areas of English and Mathematics. Generally, the results showed that Reflective learning style is dominant among the student-participants.

The dominant learning style of the students in the Perception domain under the different subjects is Intuitive learning style.

The dominant learning style manifested by the students in the Input domain under the three subjects is Visual learning style.

The dominant learning style manifested by the students under the three subject areas in the Understanding domain is Global learning style.

Significant Difference on the Students' Learning Styles when they are Grouped according to Subject Areas

There is no significant difference in the students' learning styles along processing, perception, input and understanding domains when grouped according to subject areas.

Analysis on the Teachers' Teaching Style and Students' Learning Styles

The predominant teaching style of all teacher-participants as assessed by the teachers in Science, English and Mathematics is Expert. On the other hand, the dominant learning styles of the students for each domain are as follows:

- Processing domain : Reflective learning style
- Perception domain : Intuitive learning style
- Input domain : Visual learning style
- Understanding domain : Global learning style

Proposed Teaching-Learning Activities

The proposed teaching-learning activities are toolkits that provide effective learning experiences in different subject areas to cater to the varying learning styles of students with respect to the four dimensions: processing, perception, input and understanding. The toolkit is composed of learning activities that define the activities for each subject area, learning tasks that provide the instruction to be performed by teachers and students, learning outcomes that define the skills to be developed by the students, assessment strategies to assess students' outputs and resources which include instructional materials to facilitate learning.

CONCLUSION

Based on the findings of the study, the following conclusions have been drawn:

The learners have a predominant personal preference of learning style for each of the dimensions. Through the identification of students' learning styles, teachers will be able to determine most of the students' individual strengths which can consider the appropriate teaching strategies to match their teaching style to strengthen their potential.

Teachers can help students to be more effective both in and out of the classroom if they are aware of their students' learning styles and can assist them in determining their preferences.

As a student, it is vital to be self-aware of preferences to adjust study techniques even when the information and instruction provided do not match the preferred style.

The students' preferred style of learning has direct contact with materials, topics or situations being studied. Hence, considering the students' learning styles according to their preferences will help teachers develop lesson structures that correlate instructional goals and students' learning style preferences.

RECOMMENDATIONS

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

The researcher may disseminate the results of the study to the participating schools for the teachers to utilize the results in employing strategies that will match the learning styles of their students.

The proposed Teaching Learning Activities (TLA) may be utilized by the teachers of the participating schools in their daily instruction to enhance and enrich students' learning.

The teachers in other disciplines may identify their teaching styles and assess their students' preferences on how instruction is to be delivered in the classroom to obtain better results.

The teachers and school administrators may support the implementation of the study especially with the diverse range of learners' abilities.

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**STUDENT DISCIPLINE MANAGEMENT SYSTEM IN CICM
SCHOOLS: A POLICY STUDY**

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ABSTRACT

The study was designed to give answers on the pressing concern regarding the perceived non-alignment between student-discipline and the practice of Catholicity in CICM schools. The study further investigated to proposed policies to address the disciplinary needs of the CICM schools vis-à-vis Restorative justice. The study participants included administrators, faculty and students in five (5) CICM high schools located throughout the country for the school year 2014–2015. The researcher used a researcher-made questionnaire consisting items dealing with demographic characteristics of the participants, the extent of practice of Catholicity and the current practices of the five CICM high schools in handling disciplinary cases in terms of the implementation of decision and discipline. Results revealed that practice of Catholicity along curriculum and good policies on students' discipline is "always" evident while along school management, school environment and personal aspects, Catholicity was "often" evident. This result is attested by students' participation in religious and social activities, policies on reverence and respect to the rituals and doctrines of Catholic faith. Inferential tests revealed that there exists significant difference in the extent of practice of Catholicity along the specific indicators among the CICM schools. The Disciplinary Management System (DMS) of the CICM high schools is "satisfactory" for the reason that DMS provide the system of protocol in handling disciplinary cases; likewise, teachers were consulted when modifications on school policies were made. Parents appreciate the way teachers reach out to them when their children are having disciplinary problems. Among the commonly cited causes of dissatisfaction were lack of sense of urgency to implement disciplinary action for the violations committed, inconsistency of decisions, biased decisions meted, not meting same punishment for the same offense/misconduct, and imposing severe punishment for minor offenses. Participants are highly aware that heinous crimes and sexual immorality are considered major violations and are unacceptable in CICM Catholic schools.

Keywords: *Student discipline, catholicity, CICM schools, disciplinary cases*

INTRODUCTION

The Congregation of the Immaculate Heart of Mary (CICM), an International Religious Missionary Congregation arrived in the Philippines in 1907. As a religious missionary congregation, the members share in the call of Christ to become proclaimers and evangelizers of the Good News especially to those who are in the margins of society. Such proclamation takes several forms. For CICM, parish involvement is one of the concrete realizations of such calling. This concrete manifestation of parish involvement is evidenced by the fact that over the years, CICM pioneered in the creation of a number of parishes especially in the northern part of the Philippines. One other type of mission engagement the congregation has taken as an expression of this positive response is school apostolate. Historically, the CICM congregation made its presence felt significantly in several parishes it organized through its school apostolate. Over time, however, a number of these schools have been turned over to their respective Dioceses. To date, only six have been retained and these are: St. Louis University, Baguio City; University of St. Louis, Tuguegarao City; St. Mary's University, Bayombong, Nueva Vizcaya; St. Louis College, San Fernando, La Union; St. Louis College Manduae, Cebu City; and CICM Maryhill School of Theology, Quezon City.

CICM schools are members of both the basic and higher educational institutions in the Philippines. As academic institutions, they cannot discount the fact that they are agents in preparing students to be professionally competent and service-oriented individuals. They are instruments of students' successes in the different fields of endeavors. Besides, CICM schools are also Catholic institutions. That means they follow certain rubrics as mandated by the Holy See, such that the teachings should be in accordance with what the Roman Catholic Church prescribes. These rubrics can be narrowed down to Jesus' teaching such that in the school, Theological Formation, Values Education and Christian Living subjects are part and parcel of the whole school curriculum. Without such, CICM schools as Catholic institutions should cease to exist. That is why, Christian formation is important in the realization of the schools' identity as Catholic. Through this formation, CICM schools commit themselves to make the presence of Jesus alive in the hearts and minds of the students.

After careful review of the common administrative documents of the schools where the researcher has been assigned, one document stood out in the researcher's attention: The Student Handbook/Planner. One section in the handbook is on Student Discipline. The said section on student discipline is considered to be a very vital part because it explicitly describes how students are expected to behave inside the school campus. A careful review and analysis of the provisions of this particular section, however, reveal that the schools' disciplinary management system seems to favor punitive approach. This is made obvious by the long enumeration of offenses with their corresponding sanctions and penalties. The presence of a Committee on Discipline in every institution does not guarantee a restorative judgment on offending students because, more often than not, the deliberation and hearing of offenses of students focus on the sanctions and penalties rather than on measures to help the students rise above their offenses and begin restoring their broken selves after realizing their mistakes. If this is the reality in CICM schools, and these are Catholic schools, are these schools not accountable for upholding punitive policies? If a school is truly Catholic in its core values, there is a need to model one's discipline management system akin to that of Jesus, especially when He encountered sinners during His time. Jesus confronted sinners and challenged them to renew their lives. But, never did Jesus impose penalties or sanctions on those people.

As part of the academic community of CICM schools in the Philippines, the researcher decided to make an in-depth study on the nature and system of managing student-discipline in CICM schools to serve as basis for the formulation of appropriate policy recommendations, specifically addressing concerns on student-discipline, policy recommendations that would be truly reflective of the schools' identity as Catholic. The main purpose of this study is to provide an empirical basis for the improvement of the discipline management system currently being used by CICM schools. Living with Jesus is manifested through living life to the fullest, bearing in mind one's limitations and weaknesses. In a way, the community, especially the students, may be animated to appreciate and live life the CICM way as a natural consequence of their exposure to CICM education.

Conceptual Framework

In this study, the student discipline management system becomes the bridge that connects the Catholicity of the school and its effect in the animation of the young people. The crucial element, therefore, is whether discipline management system is faithful and consistent with the objective and identity of the school being Catholic or whether the discipline management system produces life-giving results to students who are in their formative years.

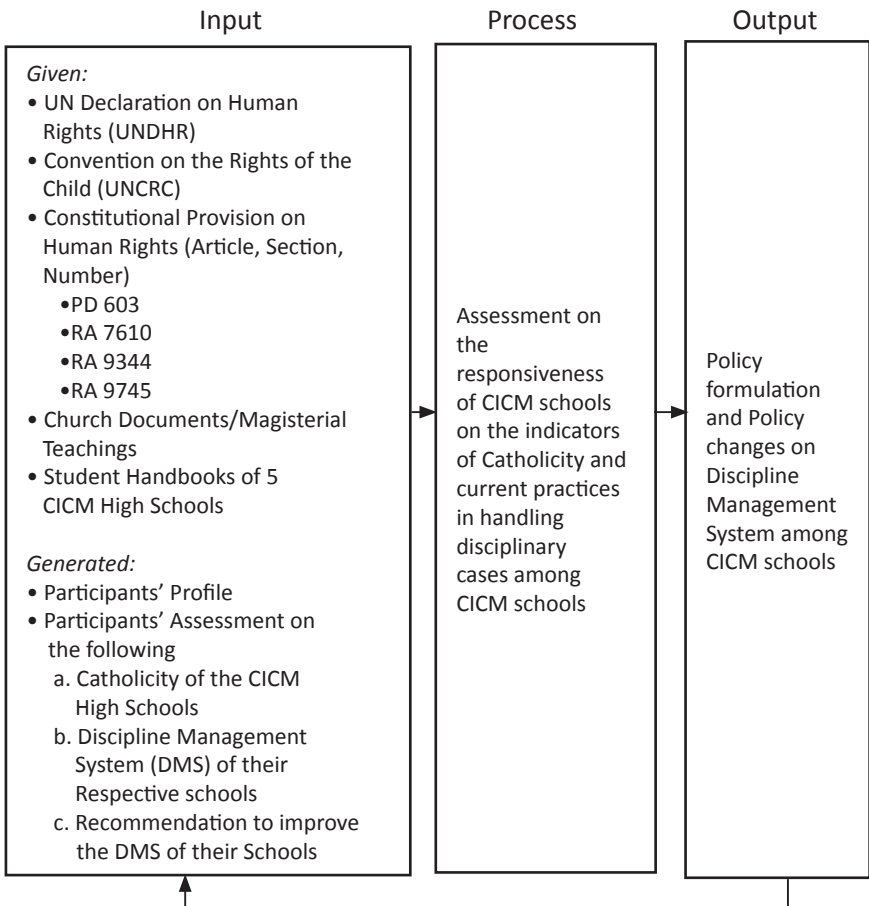


Figure 1. Paradigm of the Study

Figure 1 illustrates how the study was conceptualized. It started from inputs from different sources, both theoretical and from actual practice, from global declarations to national commitments, from church documents to school-based handbooks that provided the background information on the research. The inputs to the actual research came from two sources, a survey done to students, teachers and administrators and a focus group discussion done to a different set of students, teachers and administrators with the addition of parents and external community members. Data generated from the two instruments were processed using defined indicators covering a wide range of school concerns that have direct impact on school discipline. As designed, the findings generated a number of recommendations that became the output of the study.

Statement of the Problem

This study attempted to shed light on the pressing concern regarding the perceived non-alignment between student-discipline and the practice of Catholicity in CICM schools.

Specifically, it sought to answer the following questions:

1. What is the extent of practice of Catholicity in the five CICM high schools along the following areas of concern:
 - a. curriculum;
 - b. policies on student discipline;
 - c. school management;
 - d. school environment; and
 - e. personal considerations?
2. What is the extent of practice of Catholicity in terms of handling disciplinary cases of students in the five CICM high schools?
3. Is there a significant difference in the extent of practice of the five CICM high schools on the indicators of Catholicity when grouped according to classification of participants?
4. Is there a significant difference in the extent of practice of Catholicity in terms of handling disciplinary cases of students in the five CICM

high schools when grouped according to school and type of participants?

5. What policies can be formulated or what policy changes can be proposed to address the disciplinary needs of the CICM schools vis-à-vis Restorative justice?

METHODOLOGY

Research Design

Both quantitative and qualitative methods were used in this study. Descriptive survey method was used to ascertain the extent of practice of Catholicity and the current practices in handling disciplinary cases of the CICM high schools. On the other hand, focus group discussion was used to gather qualitative data needed to validate the information gathered from the administrators, faculty, parents, community members and students.

Using triangulation, this study collected data from more than one level of persons, from students, their administrators and teachers. All three groups were asked to provide data as to the extent of practice of Catholicity and current practices in handling disciplinary cases in their respective schools.

In terms of the methods of triangulation, the study made use of questionnaire and informal interview with other students, faculty, administrators, parents and community. Qualitative and quantitative data were blended at the level of interpretation; that is, merging findings from each technique to derive consistent outcome. The purpose of combining the data collection method was to provide a more holistic and better understanding of the phenomenon under study.

Participants of the Study

The study participants (N=991) were the administrators (n=10), faculty (n=53), and students (n=928) in five (5) CICM schools, namely: St. Louis College of La Union, St. Louis College Cebu, St. Louis University

Baguio, University of St. Louis Tuguegarao, St. Mary's University Bayombong. Ten percent (10%) of the total population of the CICM schools constituted the participants which were obtained using simple random sampling technique.

Research Instruments

A self-made questionnaire, which had gone through content validation by the Research Director of the University of St. Louis Tuguegarao, was pilot tested to 25 teachers and 25 students. Cronbach alpha was used to test the reliability of the questionnaire and the reliability coefficient of 0.87 was derived. To substantiate data from the survey, questions were asked from the focus group to determine the extent of practice of Catholicity in the 5 CICM high schools.

Data Gathering Procedure

Prior to the conduct of the study, permission was sought from the Office of the President. Such permission was presented to the Principal before the students and teachers were requested to respond to the questionnaire. Informed consent was likewise obtained from the participants prior to the administration of the questionnaire.

Participants' assessment on the extent of practice of Catholicity and the current practice in handling disciplinary cases in their respective schools, a focus group discussion (FGD) was conducted with the parents, other faculty members and students, community members and administrators. They were interviewed to flesh out essential information about the Catholicity of schools and their disciplinary management system.

Data Analysis

The quantitative data gathered were analyzed with the use of descriptive statistics. Frequency count, percentage, mean, standard deviation were computed. Weighted mean was used to ascertain the trend in the responses of the participants. Interpretation of the assessment results were based on the given scale:

Mean range	Adjectival Value	Descriptive Value
3.25-4.00	Always	The practice is consistently manifested or evident
2.50-3.24	Often	The practice is generally manifested or evident
1.75-2.49	Sometimes	The practice is occasionally manifested or evident
1.00-1.74	Never	The Practice is not manifested or not evident at all

For the qualitative data, thematic and trend analyses were utilized. The commonalities and differences in the qualitative responses of the faculty, students, administrators, parents and community were identified, analyzed and categorized according to area of concern where they should be properly addressed.

To test the hypotheses, the One-Way Analysis of Variance (ANOVA) was used to compare the differences in the extent of practice of Catholicity along the 5 major areas of school concern and current practice in handling disciplinary cases when participants are grouped according to classification and schools.

RESULTS AND DISCUSSION

Extent of Practice of Catholicity in terms of Curriculum, Policies on Student Discipline, School Management, School Environment and Personal Indicators

Along the area of Curriculum, extent of practice of Catholicity is “always” evident as reflected in the discussion and development of values. This is based on the extra-curricular and co-curricular activities as well as practice of living out the values in and outside the classroom. This finding affirms that the practice of Catholicity in the realm of curriculum is manifested in the schools studied. This is a positive indication that the Compendium of the Social Doctrine of the Church which gives emphasis on the significance of a school as a Catholic institution of

learning is manifested by the schools through their instruction that has formative value and where the students encounter the Christian message through the gospel and various branches of knowledge.

In the area of School Policies on Student Discipline, consistency in the policies on student-discipline, equality in the enforcement of such policies, values of humility, forgiveness and respect of persons are consistently enforced. This indicates that the CICM schools recognize the importance of disciplinary policies and actions in the school setting to establish and maintain harmony between and among students so that all become witnesses to the life of Christ in their dealing with one another, despite the challenges of secularism (Ex Corde Ecclesiae, 1990).

With regard to School Management, the schools have generally practiced and adequately provided avenues for the exercise of Catholicity particularly in dealing with discipline-related concerns. The schools also demonstrated fair treatment in giving students what they deserve which implies that the schools have practiced impartial conduct in addressing discipline measures in the school.

For School Environment Area, students generally experience a learner-friendly school as they consider their school, as conducive for learning, as a place where they feel the sense of belongingness, safety, security, fairness, sympathy and appreciation of others. This finding indicates that the schools as learning institutions are true venues for promoting peace, order and safety to its clients.

The extent of practice of Catholicity along personal expectations is generally evident as revealed by their high assessment on indicators such as: students feel important in school, are attended to in times when they have personal needs and concerns in schools, have approached and talked to someone in school when they have problems and considered the school as their second home. This implies that the school has shown utmost charity on them despite their shortcomings and faults.

Extent of Practice of Catholicity in terms of Handling Disciplinary Cases of the CICM High Schools as to the Implementation of Decision and Discipline

The study revealed that the schools “often” practice Catholicity in handling disciplinary cases and the implementation of decisions on discipline as well as students’ discipline is “always” evident.

Indicators such as reward on their effort, honesty and unbiased decision-making based on information and compliance with accepted procedure and mechanisms in the implementation of discipline and the presence of students’ voice and representation in decision-making are often evident in the schools. Schools “always” practice fair treatment in giving students what they deserve. This implies that the school management demonstrates activities that are directed to the attainment of a Catholic identity. The school management policies on erring students are governed by the principle of “ethics over things”.

Test of Difference in the Extent of Practice of Catholicity in terms of Curriculum, Policies on Student Discipline, School Management, School Environment and Personal Dimensions when Grouped according to Type of Participants and the Schools

When grouped according to type of participants, significant difference exists in the assessment of the administrators and the students in the extent of practice of Catholicity of the CICM schools. Significant differences likewise exist among the five (5) CICM high schools in terms of curriculum, policies on student-discipline, school management, school environment and personal dimensions.

Test of difference in the current practice in handling disciplinary cases of the CICM high schools in terms of the implementation of decision and discipline when grouped according to type of participants and the schools

The assessment of the administrators and students in relation to current practices in handling disciplinary cases along implementation

of decision and implementation of discipline differs significantly. In the same vein, significant difference, likewise, exists in the assessment of the 5 (five) CICM high schools in terms of the implementation of decision and implementation of policies on discipline. The aforementioned findings from the Survey Questionnaire are further complemented, reinforced and affirmed by the findings from the Focus Group Discussion (FGD) which delved on qualitative information about the extent of Catholicity in the current Discipline Management System (DMS) and practices of the schools under review. Hereunder are the findings from the FGD tool:

4.1 The system allows the practice of having a student handbook that guides the teachers and students on disciplinary policies and sanctions and communication notebooks where teachers and parents have informal conferences about the child's performance and behavior. In addition, the DMS was found to provide the system of protocol in handling disciplinary cases. The teachers, likewise, find it satisfactory because their ideas are solicited when modifications are made in the policies. However, issues like laxities and inconsistencies are apparent reasons for dissatisfaction of the DMS.

4.2 In general, it is noted that all the FGD participants were happy with the DMS. They found that the DMS is functional in maintaining balance in the school environment. Parents appreciate the way teachers reach out to them when their children are having disciplinary problems. Teachers revealed that they were happy considering that disciplinary decisions resulted to the transformation of erring students. However, differences of responses were cited from faculty, parents, administrators, students and the community. Their unhappy assessments stemmed from the dichotomy of the behaviors of the students and what the schools strive for in terms of the essence of Catholicity in the school and at home.

4.3 While participants were happy with the way DMS was implemented, they also cited some instances when they were unhappy. Among the commonly cited causes of their dissatisfaction in the system were: (1) lack of sense of urgency to implement disciplinary action for violations committed, (2) inconsistency of decisions, (3) biased decisions meted, (4) not meting same punishment for same

offense/misconduct and (5) imposing severe punishments for minor offenses.

4.4 All groups of participants attested to the manifestations of Catholicity in the schools. These are manifested on: (1) student participation in religious and social activities, (2) policies on reverence, (3) respect to the rituals and doctrines of Catholic faith, (4) ensuring the conduct of due process through investigation and deliberation of erring students before decisions are made, (5) administration's show of understanding and moral support to erring students, and (6) the display of values such as forgiveness, respect, justice and compassion.

4.5 Participants agreed that heinous crimes and sexual immorality are considered major violations and are therefore unacceptable in the CICM Catholic schools.

CONCLUSION

The empirical findings in this study provided a new understanding of restorative justice being a sound and effective means of developing responsible students. The findings substantially indorse the concept of an effective discipline that was built on the practice of the values of respect, responsibility and relationship. The characteristics of a sound disciplinary system were confirmed in the findings of the study such as immediacy, consistency, being impersonal and that the same punishment for same offense/misconduct. Positive approach is found to be an effective way of preventing misconduct and not on imposing penalties.

Moreover, the present study provides additional evidence with respect to the practice of Catholicity in the school that although laws were provided to ensure uniformity, consistency and fair implementation, processes and implementing groups affect the way it was implemented. Views in the implementation of discipline vary based on one's scope of authority as affirmed in the findings of the study.

RECOMMENDATIONS

Based on the findings and conclusion of the study, the following recommendations are derived:

Review, enrichment, approval and adoption of the proposed policy change in the student Discipline Management System (DMS) of CICM schools.

A follow-up study by individual schools is recommended to make a more in-depth analysis of the patterns of misbehavior committed and the effects of the sanctions given to erring students so that appropriate school-based recommendations for improvement can be formulated and implemented. In that way, the DMS becomes dynamic and truly responsive to the environmental context of its student population.

A follow-up study is, likewise, recommended to determine the effectiveness of implementing the sanctions/punishments laid down in the current handbook/planner using the students as participants. Data from a study of this nature will give school administrators a firm handle to understand the world of their erring students and the consequences of the decisions they make on them while still in their fold.

This study may be replicated or adopted by other schools if found applicable to their own situation or circumstance.

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**CULTURALLY SENSITIVE INTERVENTION FOR BULLYING IN
NURSING WORKPLACE AS DERIVED FROM
THE VOICES OF FILIPINO NURSES**

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Doctor in Nursing Science

A qualitative approach was used in this study to explore Filipino nurses' thoughts and experiences about workplace bullying. Also, the study was made for the basis of the development of an intervention that is sensitive to the major features of the local culture to address workplace bullying among Filipino nurses. The participants are the staff nurses working in selected tertiary hospitals in the Philippines who have stories to tell about their personal and witnessed experiences with workplace bullying. Written narratives, unstructured interviews, and investigator field notes were utilized in this study. In addition, the field notes served to document observations, thoughts, feelings or memories that may inform or have an impact on the study. From the synthesized responses expressed by the participants, workplace bullying is viewed as repeated infliction of harm, offensive, insulting, humiliating, degrading, oppressing, and violation of rights by the perpetrator affecting the victim's physical and emotional state, morale and dignity, thereby, undermining affectivity and productivity at work. The results also revealed that majority of the participants expressed the lack of trust and support from nurse supervisors and other nurses, interpersonal conflicts and job demands emerged as the root causes of bullying. Among the recommendations to reduce workplace bullying include assertive communication, standing up for oneself and sensitivity to feelings of others, playing the game, increased awareness on bullying, creating workplace policies and committees on bullying.

Keywords: *Bullying, workplace bullying, hospital bullying*

INTRODUCTION

Workplace bullying is a phenomenon that is currently drawing considerable attention globally. It is known that it can happen to anyone in any workplace in the health care profession such as nursing. In support of such claim, it has been noted that it can affect the physical, psychological, and well-being of nurses because it might have an effect in the organization as a whole. Hence, it has an impact on job satisfaction, productivity and morale, which can result to a compromised patient-care quality (Lowenstein, 2013; Broome and Williams-Evans, 2011).

Watson (2008) theorized that nursing is widely known to be built on the principle of nurturing and caring for the sick. Ironically, however, nursing as a caring profession struggles with bullying. Evidently, the nursing profession has its share of bullies who discredit the profession. Authors such as Fox (2006) indicated that in general, there are those nurses who failed at caring for themselves or for each other and there are nurses who have shown proficiency at taking care of others such as their patients.

The intention of the researcher behind this study was to learn about the bullying phenomenon that exists in the Filipino nursing workplace and the emotional perspectives of those people who experienced bullying in the workplace. In the researcher's experience, he tends to dwell on that reasons that seemed to have made us forget about "caring", not just for the patients, but among his colleagues. For him, bullying is considered as a "silent epidemic" in the nursing profession.

Authors have defined workplace bullying as repeated inappropriate behavior conducted by one or more persons against another or others at the place of work and/or in the course of employment (Task Force on Prevention of Workplace Bullying, 2001); repetitive abuse, threats, humiliating or intimidating behavior or behaviors by the perpetrator (Center for American Nurses, 2007; Felblinger, 2008; Longo & Sherman, 2007; Murray, 2008). However, Johnson (2009) emphasized that there is no concrete definition of bullying that exists. Felblinger (2009) and Hutchinson (2009) believed that workplace bullying overlaps to some

degree with workplace incivility as it tends to encompass more intense and typically repeated acts of disregard and rudeness. Beale (2001) mentioned that it goes beyond incivility. For authors such as Rayner & Cooper (2006), the intent of harm in bullying is less ambiguous, an unequal balance of power is more salient, and the target of bullying feels threatened, vulnerable and unable to defend himself or herself against negative recurring actions.

In the global perspective, bullying in the healthcare workplace has been recognized and continues to be a pressing issue. While this is true, there is still a culture of silence in many institutions around the globe, perpetuating under reporting and insufficient and unproven interventions.

It was explained in different studies that cultural structures can enable, trigger, and reward bullying (Lutgen-Sandvik, Tracy, & Alberts, 2007). Gelfand, Erez, & Aycan (2007) supported this claim and mentioned that to enhance understanding of workplace bullying, cultural context should be relevant and necessary. Different authors have conducted such studies and found that bullying can be due to workers' perceptions (Ireland, 2006) and national culture (Moayed, Daraiseh, Shell, & Salem, 2006).

In the Philippines, it is widely known that Filipinos have a non-confrontational way of dealing with conflicts. Hence, they have the tendency to prefer conflict avoidance and do not discuss issues openly. A study by Agorilla & Llanto (2011) showed that the Filipino workplace culture is characterized by the following: an overlap between personal and work endeavors which proves to be critical because unresolved issues bring forth tension and dissonance in the workplace and affects organizational behavior and performance. Additionally, the Philippines workplace culture is somewhat tainted by "red tape", "office politics", "whom you know" system, and silent doctrines of tenureship between the veterans and the newly hired employees. These practices could pave way to workplace bullying that is mostly evident among the managers down to the staff. This hierarchical "policy" can give an opportunity to the perpetrator commonly the supervisors to harass and bully their victim.

As a researcher, this phenomenon is a very difficult issue to delve in to, but we can turn the mirror to ourselves and explore why bullying exists in a profession that is supposed to stand for “caring”. Given the severe impacts of bullying in the nurse’s workplace and the management’s early intervention effects to the avoidance of such, it is important to study the matter and to maintain an intervention of high-quality that is sensitive to the Filipino workplace culture. With the lack of studies that focus on bullying in the nursing workplace specifically in the Filipino nurses’ perspective, Escartin, et al. (2010) suggest that knowing precisely what employees think constitutes workplace bullying; hence, it should be considered when dealing with workplace bullying. The disruptive behaviors associated with bullying must be identified and so as those interventions that are sensitive to the major features of the local culture must be highly considered.

Theoretical Framework

This study was anchored on the Oppressed Group Behavior Model conceptualized by Freire(1972). The model stressed that oppression happens when there are two aggregations and the other has more power. Matheson & Bobay(2007) in the same light, the healthcare establishment had traditionally rendered nurses to be powerless and oppressed as this is predominantly a female profession, hence, leading to the notion that nurses is a marginalized and oppressed group. Holen and Salin (2003) noted that nurses become more prone to workplace bullying when the workplace is being restructured and downsized, consequently bringing organizational pressures for nurses due to increased workloads. Lewis posited that management can be a direct cause of bullying since managers may also bully employees and adopt bullying tactics as part of their strategies to get their employees to work harder (Hutchinson et.al., 2005).

Statement of the Problem

This study explored what Filipino nurses think that constitutes workplace bullying which served as a basis for developing a culture sensitive intervention.

Specifically, this study aimed to answer the following questions:

1. What is workplace bullying as perceived by Filipino nurses?
2. What are the Filipino nurses' personal stories with workplace bullying?
3. What recommendations do Filipino nurses give to address workplace bullying?
4. What interventions on workplace bullying may be derived from Filipino nurses' stories and recommendations?

METHODOLOGY

Research Design

The study used qualitative approach to inquiry particularly narrative analysis. Narrative analysis or inquiry is the study of stories. Narratives are perceived as the major unit representing human experience (Clandinin, 2013).

In this study, personal and witnessed experiences of nurses with workplace bullying were explored through their stories. This design was selected because it provided greater understanding of the individual nurse experiences with bullying in the workplace. Results of narrative analysis were the bases for the development of an intervention that is sensitive to the major features of the local culture to address workplace bullying among Filipino nurses.

Participants of the Study

The study utilized purposive and snowball sampling techniques in obtaining the research participants. Research participants had to meet the following criteria: staff nurses working in selected tertiary hospitals in the Philippines regardless of their years of tenure or years of experience; those who have stories to tell about their personal and witnessed experiences with workplace bullying. There were 18 participants in the study who were reached either personally, through phones and through their facebook and emails.

Instrumentation

Written narratives that provide background information about the participants, their perceptions about workplace bullying, summarizing personal and witnessed stories about workplace bullying and their recommendations to address bullying. Unstructured interviews were conducted to substantiate the written narratives and to clarify some questions. Field notes were taken during the interview to record body language or other contributing factors that were not reflected in the recording. The personal reflections of the investigator for each participant were also included in the field notes separating own values and beliefs, eliminating biases to their unique responses.

Data Gathering Process

In the data gathering process, the researcher was guided on how to do a research sensitively and considered ethical and methodological issues in the investigation. Informed consent was secured from participants prior to data gathering.

Data Analysis

To retell the stories of the participants, the researcher transcribed the individual interviews. Each interview was interpreted using Riessman's (2008) method of narrative analysis. The stories were not fragmented and each was protected as a whole. The researcher review the raw data several times looking for common patterns or themes. In the process, data from field notes were also integrated.

In creating the meta-story or the short narrative, the text created from ten (10) stories were also analyzed using content analysis (Sandelowski, 2000).

After identifying the major categories and patterns, a thematic content analysis was conducted making comparisons, noting patterns and explanations, after which each pattern was analyzed leading to sub-themes and finally major themes.

RESULTS AND DISCUSSION

Participants' Perception on Workplace Bullying

The following are the experts on the participants' reception on work place bullying:

Based on the written narratives, the participant 1 perceived that: (1) Bullying is form of oppression, that, when someone is oppressing his or her colleagues, especially when a senior employee oppresses his or her junior employee; (2) Bullying deteriorates self-esteem. Bullying affects the person in so many levels-from the quality of his work to the silence of his home; and (3) Bullying is a part of the Filipino culture. In the hospital, bullying is a culture; it is too common that it becomes a lifestyle.

Participant 2 perceived that bullying are: (1) foul words thrown against a person with or without him knowing; (2) assigning denigrating nicknames; (3) backstabbing or talking behind else's back; (4) verbal innuendo or shouting; and (5) Trash talks or gossiping.

Participant 3 believed that one is bullied if he is the center of teasing, gossiping or harsh words to the point of humiliation. It also means that you are being oppressed by others, being limited to a certain corner because you are inferior. Uttering derogatory words in public, overrule of seniors and pre-judgment or labeling are instances of workplace bullying.

Participant 4 believed that bullying is a violation against someone's rights. For her, bullying comes in 4 faces, namely: over-delegation, gossiping, isolation and name-calling.

Participant 5 believed that bullying is overcoming inferiority. His intelligence made him an object of bullying since the bully does want somebody to greater than him.

Participants' Personal Stories on Workplace Bullying

Based on participants' personal stories and researchers' witnessed stories captured during the conduct of unstructured interviews,

participants felt that workplace bullying is present in hospital setting as evidenced by the following: (1) the bosses excessively monitor their work; (2) when there are felt humiliations, put downs and personal conflicts among their colleagues; (3) when colleagues hide of medical equipments and medicines; (4) unfair treatment from superiors; (5) invasion of personal space and privacy; (6) threatening behaviors; (7) creating fights; and (8) the angry doctor throwing the stethoscope. The participant admitted that workplace bullying had a great impact to her as a nurse. Her enthusiasm has been lost, going to work has been so hard for her so much so that when she day off for her brings a feeling of relief. Every time she was in work, she wanted her shift to end. There was a certain amount of fear every time she went to work, a fear to commit mistakes.

Participant 2 having a weak personality has experienced the fury of bullies. He was tagged best in NPI (Nurse-Patient Interaction) and was coined sluggish. He was also called “babalu” due to his physical appearance.

Participant 3 was re-assigned to another work area leading her to feel outcast. Seniority and unfair treatment, and blocking career path were experienced.

Participant 4 experienced over-delegation, victim of gossips, isolation, and calling names.

For participant 5, bullying experience for him is a class of different personalities and seniority rules. Bullying is a vicious cycle of violence. Bullying situations are rarely dealt with thus, no policies to this effect were in place.

Participants’ Recommendations to Address Workplace Bullying

The participants recommend for team building activities among nurses. As such could be a bonding session for them. Since workplace bullying is a culture, initiatives to break the culture should come from top management. Seminars on bullying and work ethics should be conducted. A grievance committee where employees can air their bullying experiences should be created.

Implications to Nursing Administration and Policy Makers

This study demonstrated that existing policies related to behaviors of staff nurses were not instituted by the nursing administration. The absence of policies revealed in the tertiary hospitals included in this study serves as a wake-up call for the nursing administration from the middle level management such as head nurses and supervisors to top level management in the nursing hierarchy such as assistant chief nurses and chief nurses. The Code of Conduct was not enforced. As required by the Joint Commission, these policies have to be clarified, distributed, and upheld in order to have impact. In addition, there must be an organizational commitment in resolving behavioral issues including identifying models for interventions, supportive policies, surveillance tools, review processes, multi-level training, and a commitment of resources to promote professionalism and interdisciplinary respect (Hickson, Pichert, Webb, & Gabbe, 2007).

The culturally sensitive intervention and model developed in this study is a great starting point for the nursing administration to delve in such issues. Due to the absence of workplace violence policies in the Philippines, policies that take a proactive stance to address hostile work environments would fill a huge gap and may serve as an eye opener for further inclusion in the law that may have an impact to hospital organizations in the Philippines.

In this study, the staff nurses felt disrespected by the nursing administrators and mentioned them as perpetrators for bullying in the workplace. This study implies that nursing administrators involve nurses and other front line staff in initiatives to improve the quality and efficiency of care delivery, shifting their vision of nursing.

Staff nurses in this study also did not feel being heard or valued by the nursing administration. This also implies that listening and valuing input from staff at all levels may improve relations and provide opportunities for open dialogue and true problem solving (Needleman & Hassmiller, 2009). This requires a commitment not only of resources, but a commitment to cultural change by all, from staff on the front lines to those in the highest levels of the nursing administration.

Once the bullying phenomenon has been recognized and acknowledged, the next step is for nursing administration to gain an understanding of the personal, cultural and environmental influences that surround these negative behaviors in the nursing workplace.

Implications to Nursing Practice

Health care organizations in the Philippines need to create a healthy working environment as one of their priorities because nurses and other health care professionals cannot work effectively in an environment that is unsupportive and morally demeaning. In the Philippines, the hospital workplace situation in the country needs rethinking. Such, rethinking is timely, not only as a response to the development aims of the Department of Health to improve workplace conditions but to advocate the culture of safety in the workplace for the professionals that will push the boundaries.

The findings of this study are resonators of the statement above. The culturally sensitive model of workplace bullying provides a concrete understanding of the bullying phenomenon in the Filipino nursing workplace. The knowledge of the antecedents, bullying conducts and behaviors, impacts, and adaptive responses can serve as bases for the organizations either to intervene or prevent the processes behind it.

In the nursing sector, national organizations for nurses such as Association of Nursing Service Administrators of the Philippines (ANSAP) should develop advocacy programs and should take a huge step in disseminating information about the devastating effects of workplace bullying to all nursing administrators and practitioners in the entire country since the organization is composed of nursing administrators, chief nursing officers, and chief nurses of private and public health institutions. Taking workplace bullying as one of their nationwide campaign will serve as an eye opener to nurses at all levels and may reflect its excellence as one of the renowned and longstanding professional organization for nurses in the Philippines. On the other hand, the Philippine Nurses Association (PNA) may also advocate as one of the premiere association for nurses in the Philippines. Programs may be advocated through inclusion of the concept of workplace bullying in their

regular seminar and educational programs. They may also advocate for publication of researches on workplace bullying to inform the nurses in the national level.

Nurses, as one of the members of the health care team are in the best position to notify the management to prevent the bullying phenomenon in the workplace. The developed culture-sensitive intervention is a good start for nurses to open their eyes in understanding workplace bullying. With increased awareness and sensitivity, nurses may somehow monitor their own behaviors, or assist their colleagues to recognize if they experience such phenomenon. Understanding and identifying particular incidences when nurses are most vulnerable to experience negative behaviors may motivate them to reduce the degree of bullying incidence, stand up for their rights, and become assertive in their behaviors.

Hospital institutions also need to provide ongoing education to all staff that increases awareness on workplace bullying, provide clear guidelines, and encourage reporting for behaviors affecting communication, teamwork, and patient safety to satisfy the advocacy of the Department of Health – Philippines in improving workplace conditions and preventing workplace violence.

Implications to Nursing Education

This implied that the culture-sensitive model and intervention for bullying in the Filipino nursing workplace has a wide range of knowledge that can offer particularly in teaching future nurses. Further education in the occurrence of workplace bullying and focus on improving professional and communication competencies to be integrated in the nursing curriculum need to begin in nursing school.

Organizations such as the Association of Deans of Philippine Colleges of Nursing (ADPCN) may lead to the initiative of enforcing advocacy programs and campaign on promoting zero tolerance for bullying with the assistance of the Deans on a nationwide level by incorporating this concept in the nursing curriculum. Through their vision of excellence in nursing education both on a national and global level, searching for trends and solutions for global phenomenon such as

bullying in a profession that is supposed to stand for caring should be one of their major initiatives.

From the Filipino nurse's code of ethics, nurses are trained to become patient advocates but are not taught on how to advocate for themselves, colleagues, work environment, and their profession. More emphasis on the code of nurses should be advocated by Association of Deans of Philippine Colleges of Nursing (ADPCN) in the nursing schools to produce nurses with the highest values for patients, themselves, and their colleagues. It is also an expectation from organizations such as the International Council for Nurses (2012) that nurses should not only advocate for their patients but advocate for themselves for healthy workplaces.

With the constant change in the health care system, the nursing education sector will need to prepare new nurses to work in environments where they have responsibility for process improvements (Needleman & Hassmiller, 2009). In the Philippine workplace setting, they may have to advocate for involvement in process improvement as well. The culture-sensitive intervention may help the nurses enhance their knowledge in resolving behavioral issues and communication problems in their workplaces. Educational opportunities and support have benefits beyond giving nurses skills that they can bring back to their units. Whether the skills learned are related to any concept such as bullying, educational opportunities such as this have been identified as a vital factor for nurse satisfaction (Upenieks, 2003).

Implications to Nursing Research

While some studies and strategies implemented have paved way in overcoming bullying in the standpoint of nurses, the outcomes of these studies may still not be enough to address the said phenomenon properly. This implies that there is still an urgent need to address such concern through conducting more researches, which involves implementing and evaluating strategies specifically designed to respond to the phenomenon of bullying in the nursing workplace particularly in Philippine workplace situations. These initiatives maybe influenced

on a great extent by the Philippine Nursing Research Society (PNRS) by advocating nurse researchers to conduct more researches and develop management strategies and interventions that may lead to more evidence-based outcomes. This is to enforce further the development of national policies that will benefit not just the nurses but the Philippine healthcare sector as a whole.

Due to the limited number of evidence currently available about the best practices for the management of bullying behaviors, only few effective strategies can be derived such as the culture-sensitive intervention developed in this study. Specifically, there are no documentations on health workers and leaders in taking action to minimize and eliminate bullying in the workplace. Furthermore, this study aimed to broaden the perspective not only of nurses but also of other health care professionals that raising or respecting the employee's morale, dignity and providing a positive working environment are vital factors in their productivity and in rendering effective and quality patient care. This study would serve as a benchmark and an attribution in the field of nursing research to continue the revolution of nursing holistically as a dignified profession.

CONCLUSION

Workplace bullying is evident in the nurses' workplace in the Philippines. Bullying among nurses in the Philippines is influenced by the unique culture of the Filipinos. An intervention crafted within the Filipino cultural context has the potential to address hospital bullying problem that may cripple the nurses' professional advancement.

The bullying phenomenon in the Filipino nursing workplace goes unchallenged because the workplace culture and characteristics tacitly support it which makes the experience more disastrous on the part of the victims. It was evident that several negative impacts such as emotional responses lead to effects that are physical, psychological, and work related in nature. The capacity of the nurses to provide quality nursing care to patients is in jeopardy and satisfaction is decreased if this continues. The nurses who experienced bullying conducts and behaviors seem to adapt to the

situation due to positive behaviors. This is a unique characteristic of Filipinos in adapting to any kind of environment and not to surrender or to resign from their current jobs.

Filipino nurses are aware of the problem, yet there is a culture of silence and that nurses do nothing to get rid of this bullying phenomenon. The lack of policies and resources in the Filipino nursing workplace leads to the development of the culture sensitive intervention that is highly supported in the literature. The intervention is quite a good start and a strong way to address this bullying phenomenon by educating staff nurses and assisting hospital organizations in implementing policies intended to prevent its devastating effects.

The nursing profession as a whole must regain its central core of caring to openly acknowledge the existence of bullying in the workplace to a healthy nursing work environment that fosters professionalism, patience and acceptance of differences rather than a culture of hostility that perpetuates the cycle of bullying.

RECOMMENDATIONS

Based on the findings and conclusion of the study, the following recommendations are drawn:

Disseminate the results of the study on the culture-sensitive intervention and model to both government and private hospital nurses to increase awareness and to serve as eye opener for nurses and nursing administrators. The findings may also be forwarded to nursing organizations such as the Philippine Nurses Association (PNA) and Association of Nursing Service Administrators of the Philippines (ANSAP) that may advocate for programs and campaign about workplace bullying on a national level.

The Department of Health and National Policy makers, may recognize the effects on bullied nurses, patient care, as well as in the work environment. In this way, it would motivate them to become proactive in addressing the phenomenon through policy making, education that creates awareness and improve communication and conflict resolution

skills. These policies may define expectations and processes, and may be in place to address behavioral deviations from expected norms, which must be modeled by all employees, from the top management to the employees.

The initially conducted culture-sensitive consciousness-raising intervention may be tested to a larger group of participants to further improve the contents and its effectiveness to Filipino nurses working in hospital institutions.

To future researchers and the Philippine Nursing Research Society (PNRS) further research may give emphasis on the aspects of effective self-coping methods and adaptive responses to assist nurses in minimizing the negative impacts of bullying and to develop proven effective ways of coping for bullied nurses.

To future researchers and the Philippine Nursing Research Society (PNRS), a culture-sensitive survey tool or instrument for determining the incidence of bullying conducts and behaviors in the Filipino nursing workplace may be developed to determine the seriousness of the problem and to generalize the findings to other hospital institutions in the Philippines.

To the Department of Health and hospital administrators in the country, a wide range of educational interventions are needed to be available in several forms such as leaflets or posters to be placed in conspicuous places of the hospital as a constant reminder that bullying is not tolerated and that is aimed towards creating an environment that is bully free.

To the Association of Deans of Philippine Colleges of Nursing (ADPCN) and nursing educators in the country may take action to strengthen educational programs and give more emphasis on concepts such as caring, workplace bullying impacts, and the code of ethics for Filipino nurses. These topics may be incorporated in the micro-nursing curriculum on a consistent manner to mold new nurses into professionals with high values for the patients, themselves, and most especially for

their colleagues.

Although the data contained in this study are significant, a similar study may be conducted that will include participants such as the nurse bullies and nurse managers. Additional study is also recommended by increasing the number of participants to further validate the result of the findings and the culture-sensitive model for bullying in the nursing workplace that has so much impact on nursing practice, nursing education, and nursing research.

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**ORGANIZATIONAL RESOURCE MANAGEMENT AND PROCESSES
OF CAGAYAN STATE UNIVERSITY: ITS EFFECT
ON JOB PERFORMANCE**

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Doctor of Business Management

ABSTRACT

This descriptive research assessed the organizational management resources and processes of Cagayan State University and determined its relationship to faculty job performance. The randomly selected faculty members occupying regular plantilla positions and purposively sampled administrators of the different campuses of Cagayan State University were the participants of the study. Data were gathered through a validated questionnaire and interview guide. Results revealed that tuition fees, miscellaneous fees, service income, fiduciary fees and business income are the University's income generating sources. These resources are allocated for the operations of the Research and Development, Capital outlays, Faculty Development, Student Development, Maintenance and Operating Expenses, Curriculum Development and for its Extension Services. Results revealed that a "great" extent to which the resource management were applied in human, financial, physical and technological aspects of the university and also in the implementation of the processes such as instruction, research, extension and production. Process improvements were also observed in hiring, promotion and compensation, conduct and evaluation of researches, monitoring of extension programs and profit sharing of production. In effect, job performances of employees were at very satisfactory level. Inferential test revealed that no significant difference exists on the participants' assessment of the extent of implementation of the different processes involved in the four functions of the University as well as their job performance level.

Keywords: *Resource management, organizational management, management processes*

INTRODUCTION

A performance appraisal or performance evaluation is a systematic and periodic process that assesses an individual employee's job performance and productivity in relation to certain pre-established criteria and organizational objectives. Other aspects of the employees' characteristics are considered as well, such as behavior, accomplishments, potential for future improvement, strengths, weaknesses and a lot more. A central reason for the utilization of performance evaluation is performance improvement initially at the level of the individual employee, and ultimately at the level of the organization. Other fundamental reasons used as basis for employment decisions include promotions, terminations, transfers and others. It will also serve as a criteria in research (e.g., test validation), to aid with communication (e.g., allowing employees to know how they are doing) and organizational expectations to establish personal objectives for training programs for transmission of objective feedback for personal development. Performance marks the success or failure of any organization. Performance, however, emerges from the collective achievements of the members who make up the organization. A member whose performance is not at par with what is expected of him may therefore directly or indirectly affect the operations of the organization.

Cagayan State University (CSU) is an organization which focuses on rendering services to the community; specifically, services which are in line with its mandated functions of Instruction, Research, Extension and Production. Just like any organization, CSU has its resources like human, financial, physical and technological resources for use in order to attain its mission and vision. CSU uses these resources in order for the institution to achieve its desire to become a lead institution in Region II in providing quality education. The way CSU uses its resources and applies the processes efficiently and effectively is a challenge on the part of the institution's management.

Management should focus on how the University manages its resources especially "manpower" which is considered as the most important resource in any organization. Manpower resources present the most complex problem in any organization because managing people is

very different from managing other resources. People in the workplace bring with them positive and negative emotions and attitudes which determine their personal efficiency and often spell their organization's survival.

The role of management is to assess and recognize how an educational system satisfies its faculty members for them to perform their job in relation to the processes the university performs. Since, the human resources, specifically, the faculty members in the institution are considered the most important resource in an organization, it is just proper to concentrate this study on them on how satisfied are they with their jobs as faculty members as reflected in their performance and assess the CSU management's efficiency and effectiveness in using its resources for them to perform efficiently.

Conceptual Framework

Resources are very important in any organization. This is what the organization use in order to perform or to continue with its operations. Since, CSU is an organization which is focused on providing education to the people of Region 02, it uses human, financial, physical and technological resources. In properly utilizing these resources, its management applies different processes like planning, organizing, directing and controlling. This is also a way to manage its resources in order for the University to achieve its mission and vision. But, the concern of any organization for that matter is its employees because no matter how good the management is in handling its money or financial resources, in putting up buildings and other facilities and having new trends of technology if it neglects to focus itself on the most important resource which is its human resources, the organization will never become successful. The focus of CSU is to ensure effectiveness and efficiency on the way the resources and processes are used to attain satisfaction on the part of the workers specifically the faculty members. No matter how authoritative the institution is, it has to satisfy the needs of its members and do so within the University's capacity. The implication for the management of CSU is that the first step in satisfying employees particularly the faculty which lies in recognizing that people act in accordance with their own interests as defined by their

needs. Satisfying faculty in order for them to contribute their efforts in accomplishing organizational tasks requires the administrators to make it possible for faculty and employees to satisfy their needs by making such contributions. There are four mandated functions of the university, namely: instruction, research, extension and production or income-generation. The study focuses on assessing the management resources of the university and the implementation of the management processes of planning, organizing, staffing, directing and controlling along the four functions of the university. These resources and the implementation of the management processes influence the performance level of the participants.

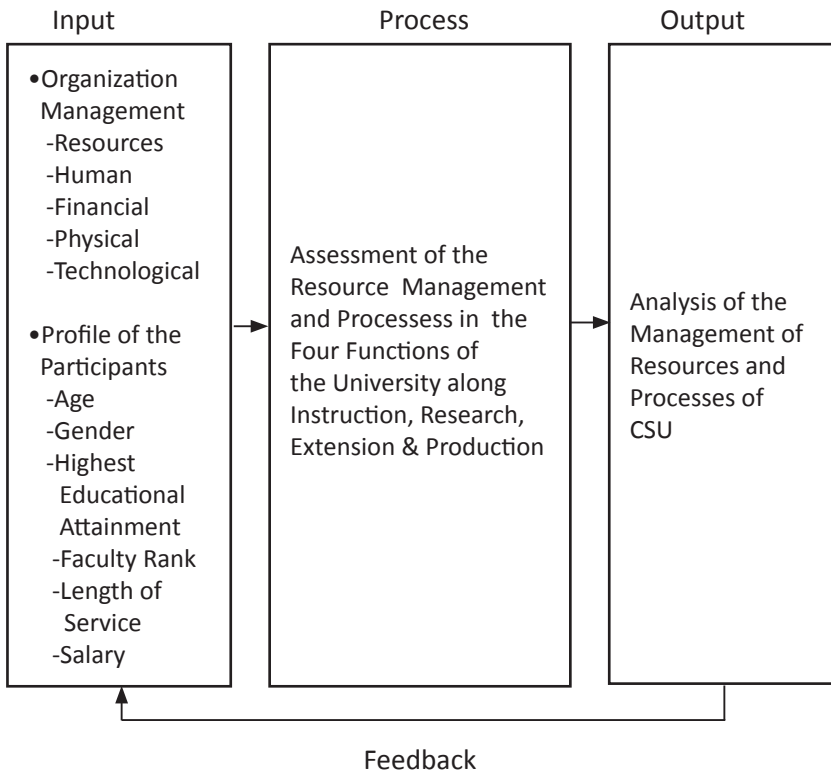


Figure 1. Schematic representation of the variables included in the study

Statement of the Problem

This study attempted to assess the organizational management resources and processes of Cagayan State University and to determine its relationship to job performance.

Specifically, it sought to answer the following questions:

1. What is the profile of the participants and of their campus in terms of age; gender; highest educational attainment; faculty rank; length of service; salary; and campus profile?
2. How are the resources of CSU being sourced, allotted and utilized?
3. What is the participants' assessment of the resources management in the four functions of the university such as Human, Financial, Physical, and Technological?
4. As perceived by the participants, to what extent are the following processes implemented in the four functions of the university?
 - 4.1 Instruction: Hiring, Promotion and Compensation
 - 4.2 Research: Agenda setting, Proposal preparation, Conduct and implementation , Presentation and publication
 - 4.3 Extension: Agenda setting, Project Proposal preparation, Implementation, and Evaluation
 - 4.4 Production or Income-Generation: IGP Proposal preparation, Implementation and Evaluation
5. What are the process improvements of the university?
6. Is there a significant difference in the participants' assessment as to the extent of implementation of the different processes in the areas of Instruction, Research, Extension and Production when they are grouped by campus in the following areas?
7. What is the job performance of the faculty-participants for the last three rating periods?

8. Is there a significant relationship between the participants' assessment of management resources and processes and his job performance level?

METHODOLOGY

Research Design

The research was designed using the descriptive method. It was used to describe the prevailing resource management and organizational processes at Cagayan State University along human, financial, physical and technological aspects. The management processes with respect to Instruction (i.e. hiring, promotion and compensation in Instruction); Research (i.e. agenda setting, proposal preparation, conduct and implementation, and presentation-publication); Extension (i.e. agenda setting, project proposal preparation, conduct and implementation, and evaluation); Production (i.e. proposal preparation, implementation and project evaluation in production or income-generation).

Participants of the Study

The participants of this study were the randomly selected faculty members (n=472) of CSU occupying regular plantilla positions but without designations. Administrators who were directly involved in the University's resource management and organizational processes were also involved as participants (i.e. Campus Executive Officers, Vice Presidents, Deans and Business Officers in each campus).

Research Instruments

The survey questionnaire and the interview guide were the data gathering instruments used in the study. The questionnaire used was composed of three parts: Part I elicited about the profile of the participants, Part II was composed of two parts, A and B. In Part A, the participants assessed the resources in their organization in terms of human, financial, physical and technological aspects, and in Part B, the participants assessed the extent of how CSU implemented its processes. The questionnaire was pre-tested, improved and validated in order to obtain reliable data. The

interview guide was used to obtain information from the administrators relative to the resource management and processes of the University.

Data Gathering Procedure

A well prepared and validated questionnaire was floated to randomly selected faculty members and designated officials of CSU. In case the participant cannot answer the question properly, an interview was used as a follow-up. The following were the data gathering procedures used in the study.

1. A written request by the researcher was forwarded to the President of the University, to permit the researcher to conduct the study and allow her to float the questionnaire to the randomly selected tenured faculty members and designated officials in the different campuses of CSU.
2. The data gathered and obtained through the use of the questionnaire were tabulated, analyzed and interpreted.

Data Analysis

The data were encoded using Excel worksheet and were later analyzed using SPSS Version 16. To describe and categorize the analyzed data, descriptive statistics involving frequency counts, percentages, means, and standard deviations were used.

The weighted mean for each statement were computed and interpreted using the following arbitrary scale:

Mean Range	Qualitative Description
4.20-5.00	Very Great extent
3.40-4.19	Great extent
2.60-3.39	Moderate extent
1.80-2.59	Little extent
1.00-1.79	Least extent

The One-Way Analysis of Variance (ANOVA) was used to test for significant difference in the participants' assessment as to the extent of implementation of the different processes when they are grouped by campus in the areas of Instruction, Research, Extension and Production. Post hoc analysis used the Scheffe test. The Pearson Product-Moment correlation was used to correlate organizational management of resources and processes with job performance of the faculty members and designated officials.

RESULTS AND DISCUSSION

Profile of the participants

Most or 30% of the participants have ages ranging from 30-59 years old. The data showed that 58% of the participants are female while 42% are male. In terms of educational attainment, there are 63 Master's degree holders, followed by 35 Doctorate degree holders, and 2 Bachelor's Degree holders. Majority or (55%) of the participants occupy the position of Assistant Professor. Also, the study is generally composed of teachers who had been in the teaching service for ten years or more. The results also revealed that participants' mean salary is P31,468.95 which implies that teachers of Cagayan State University received compensation that is almost close to the average monthly compensation of teachers in the Philippines which is P32,955.00 based on (http://www.salaryexplorer.com/salary_survey.php : retrieved January 12, 2015).

Profile of the Campus

The first three (3) CSU campuses with the highest yearly enrolment are Carig, Andrews and Aparri campuses. The mean annual enrolment for all CSU campuses is 35,081. Andrews, Carig and Aparri campuses are the first three (3) campuses that have the most number of academic curricular programs. Andrews' campus has 23 Curricular Programs while Carig and Aparri campuses have 21 and 15 curricular programs, respectively. The first three (3) CSU campuses with the highest number of regular faculty are Carig, Andrews and Aparri campuses with 129, 104 and 55 regular faculty, respectively. CSU has a total of 474 regular faculty members from all its campuses

Sources, Allocation and Utilization of Resources at CSU

Cagayan State University derived its resources generally from income from students, tuition fees, miscellaneous fees, service income, fiduciary fees and business income. On the other hand, the University allocates and utilizes its financial resources generally for Research and Development, Capital Outlays, Faculty Development, Student Development Maintenance and Operating Expenses, Curriculum Development and for its Extension Services.

Participants' Assessment of the Resources Management in the Four Functions of the University in terms of the following Aspects

The participants assessed that CSU manages all its resources (human, financial, physical and technological) to "great extent".

Extent of Implementation of the Processes in the Four Functions of the University

In the area of Instruction, the participants evaluated the implementation of all sub-functions with "great extent" except for compensation which was rated to "very great extent". The participants evaluated all sub-functions of the areas of Research, Extension and Production to a "great extent".

The faculty-participants agreed to a "great extent" on the manner CSU conducts, presents and publishes researches done by its faculty. However, the researcher observes that there are many research proposals that were presented but did not pass the evaluation committee of the university. Every year, the university conducts in-house reviews at the campus level, after which the best in the campuses compete in the university annual in-house review with external evaluators. The best of the researches are pooled and published in the university research journal. Other that qualify were sent for publication to national and international research journals that are refereed. Researches in the campus that were not recommended for the university in-house review were published in each campus' research journal.

In CSU, before starting an extension program a memorandum of agreement between the college and the partner agency was forged. This procedure is part of the documentation process which is necessary for accreditation and normative financing. Another required component is the funding of extension program. As earlier cited, each campus allocates 10% of its income to support campus research and extension activities. To some partner-recipients, they volunteer to share part of the cost of the undertaking. The campus extension coordinator, who oversees the overall extension programs of the colleges in the campus, coordinates with the college extension coordinator in the implementation of the college initiated extension program. Faculty-on-call and the extension staff are the front-liners in the implementation of the program. The extension programs are well-documented not only for the college accreditation but also in support for higher budget allocation and to vouch for faculty promotion. Before an extension activity is done, benchmarks were collected. These served as bases to compare the results of the extension activity. As the program progresses, formative assessments are conducted. All these data served as evidences whether or not the extension program has achieved its goals. The recognition given to the faculty involved in extension activities comes in two forms: performance rating and promotion.

In all CSU campuses and colleges, there is a designated business affairs coordinator who oversees the production within their jurisdiction. The business coordinator was deloaded with three units for the job. The most qualified and those willing to participate were given projects to take charge. Procurement of supplies for the project undergoes the same procedures just like other campuses procurement needs. The Bid and Award Committee and Inspection team facilitate the procurement process so that the procedures are in order. This implied that in CSU, the faculty members are given adequate motivations to engage actively in production since they were given incentives and sharing of the income from production to the faculty is observed.

Process Improvements in the Four Functions of the University

The following are the process improvements instituted in the

University along the four areas of instruction, research, extension and production:

A. Instruction

Hiring. The University accommodates faculty members from other schools and they are given positions commensurate to their qualifications. They do not necessarily start from the lowest faculty rank.

Promotion. Faculty promotion has already been implemented in the University through NBC and Institutional promotion.

Compensation. Aside from what is mandated by law and the government, the giving of Collective Negotiation Agreement has always been a practice in the University for the last three (3) years.

B. Research

The flagship programs of the different campuses are given consideration in the preparation of research proposals. The University instituted the campus presentation of proposals to be evaluated by panel members from the campus, then, later by members from the University System. A faculty member can be given a Sabbatical leave in case he opts to conduct research as long as he meets the requirements set forth by the University RDET.

C. Extension

Faculty members who are engaged in extension projects funded by other agencies, private as well as government institutions are given honorarium. An extension program was backed up by a Memorandum of Agreement. There is strict monitoring of extension programs in the University to ensure its sustainability.

D. Production

There are business coordinators designated in the different

campuses of the University. A profit sharing is practiced based on the income of the projects implemented.

Test for Significant Difference in the participants' Assessment in the Extent of Implementation of the Different Processes in the Four Functions of the University when Grouped According to Campus.

There is no significant difference in the participants' assessment in the extent of implementation of the different processes in the University's function of instruction involving hiring, promotion and compensation when grouped according to campus.

There is no significant difference in the participants' assessment in the extent of implementation of the different processes in the University's function of research involving agenda setting, proposal preparation, conduct and implementation of researches and documentation, presentation and publication when grouped according to campus. The finding implies that the faculty members share the same perceptions on how the research agenda is set, proposals are made, and how the research programs are implemented, presented and published.

A similar observation of no significant difference was noted as regards the assessment of the faculty on the extension program of the university, except for extension evaluation where a significant difference is noted. Regardless of the campus, the faculty participants regarded the extent of implementation with respect to agenda setting, proposal planning and implementing to be the same. The computed F-ratios have associated probabilities higher than 0.05, thus, the null hypotheses are accepted. On extension evaluation, Lasam and Gonzaga have more favorable assessments compared to other campuses. The F ratio of 2.701 with probability of 0.014 shows that the assessment from Lasam and Gonzaga significantly differ from other campuses. The fact that these campuses have limited focus on their extension activities, there is more ease in assessing their programs. Unlike in other campuses where there are more extension programs to evaluate.

There is no significant difference in the participants' assessment in the extent of implementation of the different processes in the

University's function of production when grouped according to campus. As the production activities are governed by the Production Manual, the processes involved are almost similar among the campuses. This situation explains why there are no variations in the extent of implementation. If ever there are differences, these are only on the commodity selected where the campus has an economic advantage.

Job Performance of the Participants for AY 2011-2012 to AY 2013-2014

The participants' mean performance rating in the University is "Very Satisfactory" for a period of 3 years covering the period AY 2011-2012 to 2013-2014 with means ranging from 91.98 to 93.23. The trend indicated that there is a sustained increase of their performance through the years. This tendency of teachers to perform in the job is attributed to the policy that for teachers to receive year-end incentives like performance bonus and productivity incentive bonus, they should have a Very Satisfactory performance. Another factor is the requirement for the faculty to get promoted, their performance rating should be at least Very Satisfactory. For this reason, the faculty members need to prove their worth to qualify themselves for the benefits they aspire to receive.

Test for Significant Relationship between the Participants' Assessment of Management Resources and Processes and their Job Performance

There is no significant relationship between the participants' assessment in the extent of implementation of the management resources involving human, financial, physical and technological aspects and in all processes in the four functions of the university and their job performance level except in the area of research documentation and extension proposal preparation.

Two variables have correlation coefficients with probability values lower than 0.05, thus, they significantly correlate with job performance. Documentation of research activities significantly correlate with job performance, with an associated probability value of 0.041. Faculty members who rated favorably research documentation received higher performance rating. Research is one component of the performance evaluation. If the faculty with research has documented well his or her

research activity, the provision of documentary evidences is easier. Such situation concretized the claim of the faculty for his or her research involvement. On the other hand, extension proposal presentation correlates significantly with job performance, correlation coefficient being 0.215 with associated probability value of 0.040. Faculty members who are actively involved in the proposal preparation are usually the implementers of the extension activities. Active involvement would mean higher performance points as not all faculty members are engaged in extension work.

CONCLUSION

In the light of the foregoing findings, the following conclusions are reached:

Cagayan State University, as a lead State University in Region 02, has a management team that has been able to manage its human, financial, physical and technological resources efficiently. Its management team also had been able to implement accordingly all its institutionalized processes as assessed by its roster of faculty along its fourfold functions such as instruction, research, extension and production. As a result of the University's well-managed resources, the University has been able to share the yields of its extension projects to all its employees and the good performance of its faculty as well as the continuous development of its physical infrastructures. These have been some of the reasons why the University has attracted students as reflected in its steady growth of enrollees for the past academic years.

RECOMMENDATIONS

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

CSU may sustain the management of its human, financial, technological and physical resources.

The University may consider beefing-up the number of its regular faculty to increase its student and regular faculty ratio.

The CSU administration may be more open to allow its students and faculty to go on fieldwork and fieldtrips to enhance classroom discussion.

CSU administration may consider improving the ventilation of its classrooms.

CSU administration may consider conducting evaluation for purposes of promotion on time.

There is a need for the results of this study to be presented to the CSU faculty in one of its research fora.

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**ENHANCING STUDENTS' PERFORMANCE AND ATTITUDE
IN STATISTICS USING MEGASTAT**

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Doctor in Mathematics Education

ABSTRACT

With its aim to enhance students' performance and attitude in Statistics using MEGASTAT, this study made use of the quasi-experimental design. The pretest and posttest were given to both the experimental group participants as well as the control group with 15 participants in each group. The instruction in the experimental group was done using MEGASTAT. With the use of mean, standard deviation and t-test, the study ascertained that both groups had comparable Statistics performance in their pretest. Control group had "proficient" while experimental group had "developing" Statistics performance after the experimental group's exposure to the MEGASTAT; t-test unveils no significant difference in the performance of the two groups before the use of the MEGASTAT, while a significant difference exists in the performance after their exposure to the MEGASTAT; t-test shows a significant difference in the pretest and posttest of the experimental group; t-test reveals no significant difference on the attitude of the experimental group and the control group with respect to all four attitude subscale; for the experimental group, a significant improvement in their attitude with respect to the affective domain was observed. Generally, the study revealed that the use of the MEGASTAT has greatly improved the academic performance of students. By using the software, students exhibited significant improvement in their achievement by working on interesting problem situations which facilitated their achievement in a variety of higher-order learning outcomes, such as problem-posing, problem-solving, reasoning, decision-making and reflection. Utilizing the MEGASTAT increased the affective aspects of the students' attitude towards learning Statistics. Statistics in Higher Education Institution is better taught as a laboratory science. Teaching through learning packages and letting students perform relevant laboratory exercises helps the students learn all the aspects and extensions of the Statistics concepts in the context of the current real world situations.

Keywords: *Enhancing students' performance, attitude, statistics, MEGASTAT*

INTRODUCTION

In the Philippines, mathematics classrooms are still teacher-centered (Tan, 2012). Tan (2012) added that to finish the budget of work for a particular period, teachers tend to spoon-feed rather than allowing students to engage in meaningful and challenging practical work activities. In other words, there is less time spent for generalizations and inferences. Consequently, a teacher-centered instruction cannot encourage active learning and cannot foster a better understanding of statistical concepts and development of critical statistical thinking. Today teachers are no longer viewed as the center of the learning process. They are instead expected to play the role of a facilitator or guide of information and not so much as the information source. Instructional methods and techniques have changed due to the strong influence of technological advancements. More than ever, it is important to incorporate technology in instruction to help increase students' knowledge, skills, involvement, and enjoyment in the classroom. Determining the appropriate technology such as MEGASTAT has paved a new dimension in the teaching of Statistics. MEGASTAT is a widely used software program that performs statistical functions which give students more time to focus on understanding statistical concepts. It is a Microsoft Excel add-in that can calculate frequencies and handle normal distributions, descriptive statistics, probability, confidence intervals, hypothesis tests, Analysis of Variance, Correlation, regression, Chi-square cross-tab and other tests. While it is true that computer technology can be overwhelming, intimidating, frustrating, time-consuming and annoying, these should not be the reasons for Statistics teachers not to try new teaching methodologies using software and packages. If a teacher has a deep understanding of how young people learn and that his approach is geared towards exploratory and hands-on centered ways of teaching then, an increase in academic performance can happen with learners. If one loves to teach a subject, then, his students may very well love to learn it as well (Bulger and walls, 2002). The researcher believes that teaching with passion and enthusiasm is contagious. Heavy reliance of some Statistics teachers on textbooks might well discourage students from attending their classes. He added that the performance of the students in Statics ranges from 65% to 80% which could be unsatisfactory if something else is not done

to address this problem. For him, the use of the MEGASTAT could increase students' attendance and improve their performance in Statistics. It is on this premise that the researcher intends to conduct this research work. He is interested in enhancing students' performance through the use of MEGASTAT in teaching Statistics hoping to develop and nurture among students a positive and healthy attitude towards statistical work.

Conceptual Framework

In this computer facilitated instruction, learning was active, integrated, cumulative and connected. The teacher's role is supportive, not directive. The researcher acted as facilitator, provided resources, guidance and instruction to learners (King, 2005). The following paradigm illustrates the flow of the study.

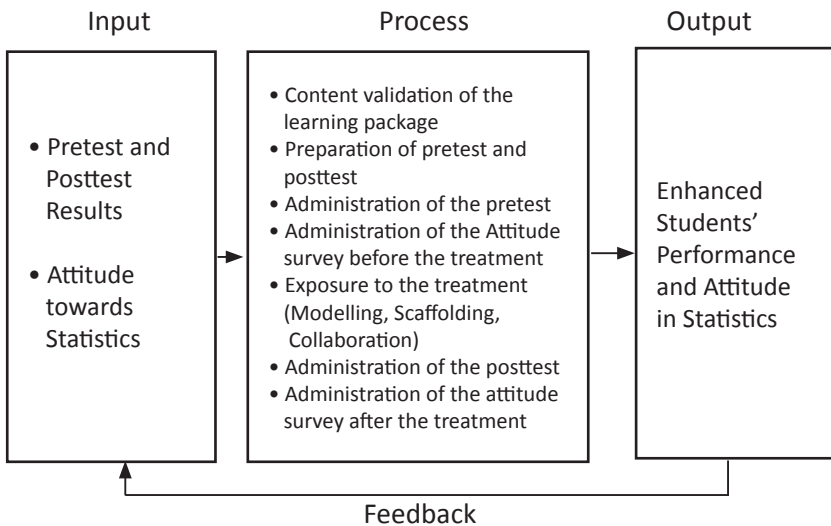


Figure 1. The Conceptual Paradigm of the Study

Figure 1. The Conceptual Paradigm of the Study showed the Input-Output-Process. The inputs are the pretest, posttest results and attitude towards Statistics. Moreover, the process involved are study content validation of the learning package, preparation of pretest and posttest, administration of the pretest, administration of the Attitudinize before the treatment, exposure to the treatment modelling, scaffolding,

collaboration, administration of the posttest and administration of the attitude after the treatment in order to gather the needed data for the fulfillment of this. The output of the study sought to enhance students' performance and attitude in statistics.

Statement of the Problem

This study sought to investigate the effectiveness of using MEGASTAT software package in enhancing the performance and attitude of students in Statistics.

Specifically, the study sought to answer the following questions:

1. What are the pretest scores of the control group and experimental groups?
2. Is there a significant difference in the pretest scores of the control and experimental groups?
3. What are the posttest scores of the control and experimental groups?
4. Is there a significant difference in the posttest scores of the control and experimental groups?
5. Is there a significant difference in the pretest and posttest scores of the experimental group?
6. What is the attitude of the control and experimental groups towards Statistics before exposure to MEGASTAT with respect to the affective, cognitive, value and difficulty domains?
7. Is there a significant difference in the attitude of the control and experimental groups towards Statistics before the experimental group's exposure to MEGASTAT?
8. What is the attitude towards Statistics of the control and experimental groups after the experimental group's exposure to MEGASTAT with respect to the affective, cognitive, value and difficulty domains?

9. Is there a significant difference in the attitude of the control and experimental groups towards Statistics after the experimental group's exposure to MEGASTAT?

10. Is there a significant difference in the attitude of the experimental group towards Statistics before and after the experimental group's exposure to MEGASTAT?

METHODOLOGY

Research Design

The quasi-experimental research design was used to find out whether using MEGASTAT in the teaching of Statistics would enhance students' performance and attitude. Further, the pretest and posttest were given to both the control and experimental groups. The research participants in the experimental group were taught using MEGASTAT while the research participants in the control group were taught utilizing the traditional method of teaching.

Table1. illustrates the research design used in this study.

Groups	Pretest	Teaching Method	Posttest
Experimental	O ₁	X	O ₂
Control	O ₃		O ₄

Where:

O₁ = pretest scores of the experimental group

O₂ = posttest scores of the experimental group

O₃ = pretest scores of the control group

O₄ = posttest scores of the control group

X = MEGASTAT Software Application

Participants of the Study

The research participants consisted of the two classes of the third year Hotel and Restaurant Management students in the University of Cagayan Valley who were enrolled in Basic Statistics for the second semester A.Y 2014-2015. The researcher has considered the subjects as those who had completed their attendance during the preliminary and midterm period to avoid the threat in the validity of results. There were 15 students in the experimental group and so with the control group.

The schedule of the research participants in their statistics classes from the two sections were scheduled on the same time set but different days. The control group is scheduled 11:30 to 1:00 on Mondays and Wednesdays while the experimental group is scheduled at 11:30 to 1:00 pm on Tuesdays and Thursdays. The classes for in the control group were conducted in a regular classroom setting while for the experimental group stayed in the computer laboratory.

Instrumentation

The researcher used posttest to measure the effectiveness of teaching Statistics with the use MEGASTAT software package. The posttest was equivalent in form with the pretest. The pretest was administered to establish similarity in the competencies of the control and experimental group. The content of the test was obtained from the test bank collection of the researcher which were lifted and downloaded from varied sites and electronic sources, thus claiming no authorship of the text and questions. It is a fifty-item multiple-choice test which underwent test validation before its use. There were two sets of similar test questions used intended for the control and experimental groups. The test for the control group adopted the use of tabular value computation while the experimental group adopted the probability value analysis. For every worksheet, a summative test was given in the form of a quiz to ensure that learning has taken place. Invalidating the content of the test and the learning package, the researcher sought the help of his adviser, colleagues in the Mathematics Department and Statistics expert in the University where he is teaching. These people provided the researcher with constructive criticism and

doable suggestions for the enhancement and improvement of his materials. Samples of the worksheets were pilot-tested with the graduate school students. The researcher sought permission from the chair of the Mathematics Department to involve his class in the pilot testing to ensure the reliability and validity of the tools.

Data Gathering Procedure

After establishing the similarity in the entry competencies of the research participants in the control and experimental groups with the use of the pretest, the research participants in the experimental group were taught using the MEGASTAT software package, while the research participants in the control group were taught using the traditional approach covering the same set of topics for the two groups. At the end of the study, a posttest was administered to both groups, and a comparison of their posttest results was done to determine the effectiveness of the experimental treatment.

Data Analysis

The data gathered were subjected to statistical treatment which the researcher had summarized and interpreted using the following statistical tools.

Mean and Standard Deviation. This was used to describe the pretest and post test scores and attitudes towards Statistics of the research participants.

Independent Samples t-test. This was used to test for significant difference between:

- a. Pretest and posttest mean scores of the control and experimental groups
- b. Pretest and posttest attitude mean scores of the control and experimental groups about the attitude domain

Paired Sample t-test. This was utilized to test for significant difference between:

- a. Pretest and posttest mean scores of the experimental groups
- b. Pretest and posttest attitude mean scores of the experimental group about the attitude domain

RESULTS AND DISCUSSION

On Pretest Scores of the Research Participants in the Control and Experimental Groups

Majority or 66.67% of the participants in the control group and 73.33% of the experimental group had scores ranging from 11-20 in the 50-item pretest. The mean score of the participants in the control group is 19.73 while that of the experimental group is 19.87. Both mean scores are qualitatively described as “developing” which implies that both groups are comparable and possess the same entry level competence before their exposure of the participants to the use of the MEGASTAT in the teaching of topics on Inferential Statistics.

Test for Significant Difference in the Pretest Scores of the Research Participants in the Control and Experimental Groups before the use of the MEGASTAT in the Teaching of Topics on Inferential Statistics

T-test revealed no significant difference between the pretest scores of both groups. This implies that the two groups are comparable on their prior knowledge on the topics covered before they were exposed to the treatment.

On Posttest Scores of the Participants in the Control and Experimental Groups

Majority or 53.33% of the control group obtained scores ranging from 21-30. The mean posttest score of the research participants in the control group is 19.87 which is described as “developing.” On the other hand, the majority or 80% of the experimental group have scores ranging from 31-40. The mean posttest score of the experimental group is 34.40 which is described as proficient performance. This implies that technology

driven instruction using MEGASTAT had enhanced students' performance in Statistics.

Test for Significant Difference in the Posttest Scores of the Research Participants in the Control and Experimental Groups after the use of the MEGASTAT in the Teaching of Topics on Inferential Statistics

The t-test showed a significant difference in the posttest scores of the two groups. This implies that the students in the experimental group significantly performed better than the control group. Hence, the use of the MEGASTAT had indeed increased learning and had enhanced students' performance.

Test for Significant Difference on the Performance of the Experimental Group before and after the use of the MEGASTAT in the Teaching of Topics on Inferential Statistics

T-test unveiled significant difference between the pretest and posttest scores of the experimental group. The inferential, test done implied that the use of MEGASTAT was effective in developing the students' clearer understanding of the statistical course (Franklin & Garfield 2006).

Attitude towards Statistics of the Two Groups of Research Participants before the use of the MEGASTAT in the Teaching of Topics on Inferential Statistics

With respect to the affective subscale attitude the participants in the experimental group have "favourable attitude" with a category mean of 3.22 while that of the control group has "highly favourable attitude" with a category mean of 3.66. This implies that the control group seemingly has higher positive emotional of feeling towards Statistics compare to the experimental group.

With regard to the cognitive subscale attitude, result showed that both groups have "favorable" to "highly favorable" as reflected in the category mean scores of 3.65 and 3.67. This means that the control group seemingly has a more favorable attitude regarding their statistical ability

and conceptual understanding of Statistics compare to the experimental group.

In terms of the value subscale attitude, result revealed that both groups “have highly favorable” attitude as reflected in the category means 3.65 and 3.67. This implies that the experimental and control groups have the same degree of favorable attitude.

With respect to the difficulty subscale attitude, result unveils that both groups have “favorable” attitude with a mean category score of 2.99 and 3.24. This implies that the two groups have the same degree of attitudinal feeling towards Statistics regarding the difficulty attitude subscale.

Test Significant Difference in the Attitude toward Statistics of the Control and experimental groups before the experimental group’s exposure to MEGASTAT

T-test revealed that all four attitude subscale domains had stated remarks of “not significant.” This implies that significant difference does not exist between the attitude towards Statistics of the research participants in the experimental and control groups before exposure of the experimental group to the use of MEGASTAT.

Attitude towards Statistics of the Two Groups of Research Participants after the use of the MEGASTAT in the Teaching of Topics on Inferential Statistics

Regarding the affective subscale attitude of the participants, result showed that both groups have “highly favorable” with a category mean of 3.53 and 3.64. This implies that the level of the attitude of the both groups is relatively the same as the values suggest.

In terms of the cognitive attitude subscale of the participants, result unveiled that both groups have “favorable” to “highly favorable” with a category mean of 3.30 and 3.42. This implies that experimental group had a more favorable attitude regarding their statistical ability and conceptual

understanding of Statistics over the control group after their exposure to MEGASTAT.

Result showed that both groups have “highly favorable” attitude regarding value attitude subscale with a category mean of 3.93 and 3.66. This implies that the experimental and control groups have the same level of attitude on the belief on the usefulness, relevance and worth of Statistics in their present life and the future after the experimental group’s exposure to the MEGASTAT software.

Result revealed that both groups have “favorable” attitude regarding the value attitude subscale with a category mean of 3.15 and 3.21. This implies that even after the exposure to MEGASTAT software, both groups have the same favorable attitude towards quantifying their self-confidence and self-concept in Statistics.

Test Significant Difference in the Attitude toward Statistics of the Control and Experimental Groups after the Experimental Group’s Exposure to MEGASTAT

T-test revealed no significant difference exist in the four attitude domains. This implies that there is no significant difference in the attitude of both groups towards Statistics. Further, the data mean that MEGASTAT did not have a significant effect on the attitude of the experimental groups towards Statistics.

Test Significant Difference in the Attitude Towards Statistics of the Experimental Group Before and After the Experimental Group’s Exposure to MEGASTAT

T-test unveiled a significant difference in the attitude of the experimental group on affective attitude before and after the use of the MEGASTAT software. This implies that MEGASTAT developed in the students a more favorable attitude towards the emotional expression of feeling towards Statistics. On the other hand, there was no significant difference between the cognitive, value, and difficulty attitude of the experimental group before and after their exposure to MEGASTAT. This

implies that while MEGASTAT develops the affective attitude, in any way, it did not significantly have an effect on the students' cognitive, value, and difficulty attitude towards Statistics.

CONCLUSION

The use of the MEGASTAT has greatly improved the academic performance of students. By using the software, students exhibited significant improvement in their achievement by working on interesting problem situations which facilitated their achievement in a variety of higher-order learning outcomes, such as problem-posing, problem-solving, reasoning, decision-making and reflection.

Utilizing the MEGASTAT increased the affective aspects of the students' attitude towards learning Statistics. Statistics in Higher Education Institution is better taught as a laboratory science. Teaching through learning packages and letting students perform relevant laboratory exercises helps the students learn all the aspects and extensions of the Statistics concepts in the context of the current real world situations.

RECOMMENDATIONS

Based on the findings and conclusion of the study, the following recommendations are derived:

Teachers of Statistics are encouraged to use the MEGASTAT learning package to facilitate the teaching-learning process.

A proposed MEGASTAT seminar-workshop may be conducted for all teachers teaching Statistics to equip them with the technological skills needed to meet the demands of the 21st-century learners.

A proposed laboratory session may be included in the syllabus for all Statistics classes.

Other researches may be conducted in the same area with the inclusion of descriptive Statistics and non-parametric inferential Statistics.

The results of this study may be disseminated in a mathematics research conference to encourage Statistics teachers to use MEGASTAT and other software to facilitate their teaching and to enhance their students' performance.

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**COMPARATIVE ANALYSIS ON RISK MANAGEMENT
PRACTICES AMONG SELECTED COOPERATIVE
BANKS AND RURAL BANKS IN CAGAYAN**

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ABSTRACT

This descriptive study aimed to conduct a comparative analysis on the Risk Management Practices of selected Cooperative Banks and Rural Banks operating in Cagayan. Cooperative Banks and Rural Banks are small banks that are susceptible to the greater amount of risks. Administration of questionnaires and conduct of interviews were the data gathering methods used. The study participants were bank managers, head of risk management department and any person who have direct knowledge of risk management of the banks where they are employed. Frequency Count and Percentage, Weighted Mean and Kruskal–Wallis Test were utilized as data analysis. From the findings, results revealed that majority of the banks are Rural Banks. In addition, majority of the banks are dominated by vast regional banks in the market coverage. Cooperative banks in Cagayan have a “very high” understanding of risk and risk management, while rural banks have a “good level” of understanding. Audit and physical inspection were the highest risk identification method used for cooperative and rural banks. Among the banks common risk management practices involved, namely; managing risk; risk assessment and analysis; and risk management process. Kruskal-Wallis test showed no significant difference on the level of understanding of the participants on risk management when grouped according to profile. Moreover, Kruskal-Wallis test revealed no significant difference in the risk management practices of banks. Thus, Banks in Cagayan whether Rural or Cooperative in nature utilizes risk identification methods. Both Cooperative Banks and Rural Banks find it difficult to identify and classify its main risk.

Keywords: Risk management, risk management practices, rural banks, cooperative banks

INTRODUCTION

Financial crisis, which every country is facing right now, gives an understanding that risk is just present everywhere making financial institutions employ risk management practices. Banks, for example, are exposed to two factors in facing risks. These are the external factors and internal factors. External factors are those beyond the control of the organization such as the technological, political, economic and social environment. On the other hand, the internal factors are those that take place within the organization which is manageable through proper implementation of management policies, procedures and practices. A successful bank environment can adopt changes both for external and internal aspects, following the ability to require constant attention in establishing and employing the risk management practices. Risk Management is composed of a set of processes which, when followed strictly may bring wellness to the organization. The Risk Management Process includes risk identification, risk assessment, risk monitoring, and risk control. Cooperative Banks and Rural Banks are differentiated from each other by ownership. Rural Banks are privately owned and managed by an individual or group of investors while Cooperative Banks are organized and owned by a joint cooperative, federation of organizations and members represented as co-owners of the cooperatives.

According to Philippine Deposit Insurance Corporation over the past five (5) years (2008 – 2012), a total of one hundred seventeen (117) rural banks and seven (7) cooperative banks, or a total of one hundred twenty-four (124) Rural and Cooperative Philippine banks failed in their operation. As reported, some of the banks failed mainly due to bad real estate mortgage loans and unmanageable liabilities. Cooperative Banks and Rural Banks are designed to cater to the needs of the rural areas, specifically the credit needs of poor consumers, small producers, fisher folks and farmers.

Cooperative Banks and Rural Banks provide numerous contributions in the banking industry of the country. A sustainable and stable economy reacts unto the stability of the banking operations. With their participation and the type of market that the bank caters, the risk of engaging in this kind of business is high risk.

In the Philippine setting, the country experiences an average of

nineteen (19) typhoons in a year; the country also suffers drought, landslides, floods, and other natural disasters which mainly affect the local farmers, fisher folks, small producers and consumers. Another point to emphasize is the human factor that manipulates and runs the business on a daily basis. The disasters and the human factors which drive the movement of risks and risk outcomes from this type of business gives valid justification on the data provided by the Philippine Deposit Insurance Corporation for the last five (5) years. There are no big or small banks when it comes to risk. Everyone, when the business drives changes, banks must be able to respond to the threats of risks quickly. Indeed, the funds to be allocated to the risk management department or committee by the organization would be at a high cost but, it would create a greater mismanagement if it is not one of the bank's main concerns. Financial institutions need various reforms and revisit their risk management practices. Regardless of what enjoyment and engagement as to stability in the daily operation, it would surprise if a sudden loss, risk undertaking and unforeseen events would happen. Thus, the study aims to undertake a comparative analysis on the risk management practices of selected cooperative banks and rural banks operating in Cagayan.

Conceptual Framework

This study aimed to conduct a comparative analysis on the Risk Management Practices of selected Cooperative Banks and Rural Banks operating in Cagayan. Cooperative Banks and Rural Banks are small banks that are susceptible to the greater amount of risks.

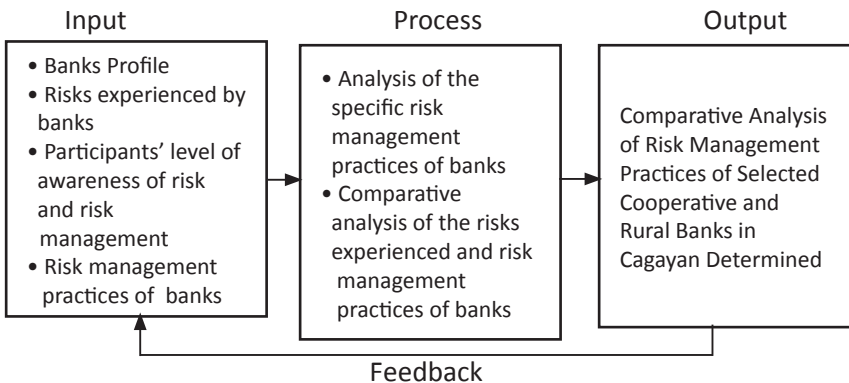


Figure 2: Paradigm of the Study

The study undertook a comparative analysis of Risk Management Practices of Selected Cooperative Banks and Rural Banks in Cagayan. As shown, the banks profile, risk experienced by banks, participants' level of awareness of risk and risk management and risk management practices of the banks. Processes involved were the analysis of the specific risk management practices of banks and comparative analysis of the risks experienced and risk management practices of banks. Hence, the study assessed and determined which bank has a better risk management practices regarding risk identification, risk assessment and analysis, and risk monitoring and risk control.

Statement of the Problem

The study aimed to conduct a comparative analysis on the Risk Management practices of selected Cooperative Banks and Rural Banks operating in Cagayan.

Specifically, the study attempted to answer the following:

1. What is the profile of the banks according to their classification, market coverage and years of operations?
2. What is the level of understanding of the participants regarding risk and risk management?
3. To what extent do Cooperative and Rural Banks practice risk management in the following areas:
 - 3.1 Risk identification methods being practiced;
 - 3.2 Risk identification process;
 - 3.3 Risk assessment and analysis; and
 - 3.4 Risk monitoring and control?
4. What are the different risks experienced by Rural and Cooperative Banks in Cagayan?
5. What are the similarities and differences in the risk management practices of the Cooperative Banks compared to Rural Banks?

6. What are the best practices on Risk Management among Rural and Cooperative Banks in Cagayan?

METHODOLOGY

Research Design

The researcher employed the descriptive research design because the study was concerned about the status of selected Cooperative and Rural Banks in Cagayan. With respect to risk management, the study specifically documented the level of understanding of the bank personnel on risk and risk management and the banks' practices along risk management as well as their risk experiences.

Participants of the Study

The participants of this research study were the bank managers, branch heads, heads of risk management department or division or any person who has a direct knowledge of the risk management practices of Cooperative and Rural Banks in Cagayan. There were six (6) identified banks in this research study, four (4) of the participants are categorized as Rural Banks, and two (2) are classified as Cooperative Banks.

Instrumentation

To gather the primary data needed in this research study, the researcher used the questionnaire and interview methods. Documentary analysis of banks, circulars, journals and handbooks gearing on the banks risk management practices were undertaken. The first part of the questionnaire elicits on the profile of the participants. A modified version of the questionnaire developed by Al-Tamimi and Al-Mazrooei (2007) and Hassan (2009) was also used to collect the data for this study. The questions focused on understanding risk and risk management, areas of risk management such as risk identification, risk assessment and analysis, and risk monitoring and control as well as their practices along risk management.

Data Gathering Procedure

In pursuit of the objectives of this study, the researcher collected the data through the following procedures:

1. A letter of permission was given to the bank manager for the floating of questionnaire and conducting interviews.
2. Development and validation of questionnaires through the help of the expert on risk management.
3. Administration of questionnaires and conduct of interviews.
4. Documentary analysis on the level of understanding of the bank personnel on risk and risk management, banks' practices along risk management as well as their risk experiences.

Data Analysis

In the treatment of data, the researcher utilized the following statistical tools.

1. Frequency Count and Percentage. This was used to determine the profile of the business; risk experienced and risk management practices of the participants.
2. Weighted Mean. This was used to determine the level of awareness and extent of practices of the participants on the risk identification techniques.
3. Kruskal–Wallis Test. This was used to determine the significant difference in the extent of use of the Risk Management Practices when grouped according to profile variables.

RESULTS AND DISCUSSION

Profile of the Bank

Four (4) of the banks under study are rural banks while two (2) are cooperative banks. This data showed the ratio of Rural Banks and Cooperative Banks in Cagayan.

Three (3) of the banks are within the regional market coverage of operation. This shows that majority of the banks serve the financial needs of the target clients in a region-wide scope.

Four (4) of the banks have been operating for 1 – 25 years. This showed that the banks are still in the midst of their operation for better purposes.

Level of Understanding Risk and Risk Management

Participants' mean responses for Cooperative Banks range from 4.00–“great understanding” to 5.00–“very great understanding”. The mean responses for Rural Banks in Cagayan range from 3.50 – “great understanding” to 4.75 – “very great understanding”. Based on the results, Cooperative Banks in Cagayan scored better than the rest of the banks as to level of understanding risk and risk management. The mean results of Rural Banks in Cagayan shows that they do have an effective risk management strategy, that the stress testing output understood by its management and board and that cruciality for the bank to apply sophisticated techniques in risk management in its entire operation are understood only to a great level compared to other components.

Risk Management Processes

The highly rated risk identification method used for Cooperative Banks and Rural Banks in Cagayan is the audit and physical inspection with a mean of 5.00 and 4.50, respectively, both of which are within “very great extent” of use. The highest mean listed by Cooperative Banks and Rural Banks in Cagayan, represents the compliance of annual supervision

of Bangko Sentral ng Pilipinas regarding capital adequacy that banks should maintain and the requirement they needed to comply annually. Both banks have lowest average mean of 3.50 and 3.25, respectively, or “great extent” in scenario analysis. Scenario analysis is a process to ascertain and analyze possible events that can take place in the future. Therefore, the need for financial planning and forecasting in bank finances provides an effective way in managing future unexpected financial problems.

On the responses as to the extent of the Risk Identification process used by Cooperative Banks and Rural Banks in Cagayan, risk identification is the process in managing risks. The least response for Cooperative and Rural banks in Cagayan is for the statement “The bank finds it difficult to identify and classify its main risks” with an average mean of 3.00 or “moderate extent” and 2.75 or “moderate extent,” respectively. The results indicate that due to changing environment factors of the banks such as economic, technological, social and political factors the banks also find it difficult to identify as to what risk they experienced. Overall, these results indicate that Cooperative Banks in Cagayan have a better practice on different risk identification which gives an overall mean of 4.22 or “very great extent,” while Rural Banks have an overall mean of 3.81 or “great extent.”

All responses for both banks have the same qualitative description of “very great extent” except for the statement “It is a policy in our bank to use risk management techniques as management tools” which cooperative banks obtained a mean rating of 4.50 or “very great extent” while rural banks have a mean rating of 4.00 or “great extent”. Once the risks are identified, it is helpful for the organization to categorize the risk (e.g. internal risk, external risk, controllable risk, non-controllable risk) for better assessment and analysis. The bank may face a hundred types of risks, and it requires that risk is not just understood by a single unit within the organization. After which, the next step for the organization is that the bank should rank it from highest to lowest; then prioritize according to importance. Risk management techniques used as management tool would be debatable because of the different factors experienced during the time of assessment and analysis (e.g. crisis experience, hazard that happen to a certain city, municipality or province); or it would be subjective in terms of the data tracking, recording and consistency of the risk experience. This process in risk management

gives a valuable importance in the banks' ability to address the probability of risk occurrence. Indeed, banks assess the likelihood of risk occurring because return on equity is their biggest concern.

The Cooperative Banks gave a "very great" emphasis on the recruitment of highly qualified people who have a direct knowledge on risk management while the Rural Banks provided a "great" emphasis on the same recruitment practice. Therefore, the researcher supports that the data are still reliable even if there is inconsistency with the responses of the participants. Overall, these results indicate that Cooperative Banks have a better practice on different risk monitoring and control than Rural Banks.

Risk Experienced by Cooperative and Rural Banks in Cagayan

Both Cooperative Banks and Rural Banks have experienced credit risks in their respective daily operations. Particularly, they experience this risk because these banks serve as an intermediary between the users (debtors) and savers (creditors) of money and credit. Considering that the customers they cater to are mostly engaged in agricultural and industrial activities. On the other hand, Cooperative banks experienced interest rate risk. The reason is due to different market forces and economic activities which trigger the movement of interest rate locally and internationally. Rural banks experienced operational risk, a risk of negative effects on the financial result and capital of the bank caused by omissions in the work of employees, inadequate internal procedures and processes, inadequate management of information and other systems, and unforeseeable external events.

Similarities and Differences in Risk Management Practices of Cooperative Banks and Rural Banks in Cagayan

Personnel In-charge

It showed that Rural Banks give more focus on credit and market risk management while Cooperative Banks focus on credit, market and operational risk management.

Involvement of Board of Directors

Rural Banks have a greater risk exposure than Cooperative Banks in Cagayan regarding the participation of the Board of Directors more specifically in their participation in audit committee.

Identification of Risk using Different Performance Key Indicator

Both Cooperative Banks and Rural Banks ensure that key performance indicators are used as bases in identifying risks in their operation.

Procedures in Granting Loans

Both Cooperative Banks and Rural Banks performed the following before granting credit to their clients: (a) Analysis of the Purpose of Credit and Sources of Repayment, (b) Conduct Background Investigation, (c) Require Borrowers' Collateral, (d) Consider Economic Situation and Condition, (e) Study Borrowers' Repayment History, and (f) Study Borrowers' Capacity to Repay.

Frequency of Banks in Reviewing Risk Management Procedures

Cooperative Banks and Rural Banks are experiencing a low level of risk exposure as to reviewing their internal operations since there is continuity in monitoring and updating of reports.

Internal Operation of Banks

One of the bank-participants in the study does not have a risk management committee because 50% of its employees are family members and holding key positions in the bank. The Cooperative Bank is consistent as to the non-involvement of the Board of Directors in the audit committee, while Rural Banks involved the Board of Directors in the audit committee.

Best Practices for Risk Management of Cooperative Banks and Rural Banks

Based on the documented responses of the participants, the following appeared to be the pattern why Cooperative Banks and Rural Banks have a very satisfactory risk management practices. The primary key indicator, to integrate a best practice, is to communicate the risk management from top management to bottom. Through effective communication in a sound regular basis, the risk management processes, risk identification, risk analysis, risk monitoring, and risk control would be successfully implemented. Successful risk management processes follow risk prioritization, updates and education of information throughout the organization.

Significant Difference on the Level of Understanding Risk and Risk Management of the participants when Grouped according to Profile Variables

Kruskal-Wallis test showed no significant difference on the level of Understanding Risk and Risk Management of the participants, when they are grouped according to the classification of the bank they are employed with, market coverage and years of operation.

Significant Difference in the Risk Management Practices of the Participants when Grouped according to Profile Variables

Krusal-Wallis test showed no significant difference in the Risk Management Practices of the participants regarding Risk Identification Methods, Risk Identification, Risk Assessment and Analysis, and Risk Monitoring and Control when they are grouped according to the classification of the bank, market operation and years of operation.

CONCLUSION

The risk management assessment and analysis of Cooperative Banks are more efficient than those of Rural Banks. The risk monitoring and control of Cooperative Banks are more effective than Rural Banks. Both

Cooperative Banks and Rural Banks in Cagayan find it difficult to identify and classify its main risk. The non-involvement of the Board of Directors in managing risk and implementation of risk policies lead the Rural Banks to a higher risk exposure. Rural Banks and Cooperative Banks are exposed to high risk in the internal audit because of the involvement of the Board of directors in the audit committee. Credit risk is a common type of risk experienced among Cooperative Banks and Rural Banks. Furthermore, Cooperative Banks experience low-risk exposure than Rural Banks in Cagayan. Both banks somewhat have no alternative control measures to a particular risk.

RECOMMENDATIONS

Based on the findings and conclusion of the study, the following recommendations are drawn:

The banks may consider establishing an appropriate credit risk environment which requires the Board of Directors to have responsibility for reviewing and approving credit risk strategy and risk management policies of the Bank.

Cooperative Banks and Rural Banks may look into the effectiveness of communication from the top management down to its employees so as to identify areas with high-risk exposure and to formulate controls and strategies to mitigate the effects of identified risks.

Cooperative Banks and Rural Banks may clearly set out its risk implementation in its operation of Risk Management practices and policies, and should be understood from top management down to the bottom.

The personnel in the organization should be well-informed and knowledgeable in identifying, analyzing, assessing, monitoring and controlling risk.

Cooperative Banks and Rural Banks may continuously identify the different risks experienced.

Cooperative Banks and Rural Banks may update and revisit their risk management plans, strategies, policies, and procedures a sound regular for a low percentage of risk occurrence.

The Board of Directors of Cooperative Banks and Rural Banks need to strengthen their oversight function particularly in the implementation of risk policies and always involve themselves in formulating policies and procedures at all times at a regular interval.

The Board of Directors may provide an approach in credit control as to granting and managing credit application, to ensure a positive risk–return trade-off, capital adequacy as well as maximizing profits in the long run.

Additional researches may be conducted about risk, risk management and risk management practices of banks.

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**MySPUP: A MARKETING AND PROMOTIONS MOBILE
APPLICATION OF ST. PAUL UNIVERSITY PHILIPPINES**

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ABSTRACT

This study was conducted to develop a Marketing and Promotion Mobile Application of St. Paul University Philippines. The proposed study used the systems development and design type of research. It also used the qualitative approach to validate observations about the difficulties of tourists or guests visiting the University. The researcher utilized the internet research and online survey questionnaire for data gathering. Frequency, percentage and mean were utilized for data analysis. From the findings, there are more preferred materials that would positively contribute to the enhancement of the current marketing and promotion strategies. These are the Flyers and brochures, website, poster, Campaign Video, word of mouth. The participants least preferred materials were calendars and e-mail communication. Among the current limitations of marketing promotions are the following: cost (expensive), accessible only within the circle of friends, involved limited number of campaign materials, quality of campaign materials, while the least limitation is dearth of reply and ineffective school campaign. The first five information needed for the marketing promotions are the following: course offerings, school's accomplishments, school's vision-mission, school's awards and citations and contact information. The proposed mobile application is more efficient than the current marketing and promotion strategies and endeavours. Thus, it is considered more innovative, accessible and paperless approach. Therefore, the proposed mobile application will help St. Paul University Philippines in marketing and promoting the University Programs, Achievements, Activities, Special Programs and Services and the like which could save time, effort and money. Moreover, it is an efficient way of reaching out target markets locally, nationally and globally.

Keywords: mySPUP, marketing, promotions mobile application

INTRODUCTION

The fast development of digital media has created new opportunities and avenues for advertising and marketing. Fuelled by the production of devices to access digital media, this has led to the rapid growth of digital advertising. Digital marketing is often referred to as 'online marketing,' 'internet marketing' or 'web marketing.' The term 'digital marketing' has grown in popularity over time, particularly in certain countries. Mobile Web Marketing means users can access web pages for advertising with their mobile devices. Web pages can be used to incorporate mobile texting sources as reminders for meetings, seminars, and other important events which assume users are not always on their computer. Mobile websites are one form of mobile web marketing and can be a tool to advertise or promote not only businesses but also universities. Mobile Web Applications lead traditional websites on portability and information availability. Accessibility of information may be difficult to users when browsing with their desktops or laptops. For mobile users, information is accessible while on-the-go or with offline browsing. This establishes a sustainable move since the proposed application would be requiring no papers for printing magazines, calendars, brochures or posters that would serve as a guide. The proposed mobile application is developed using the Open Web Technologies, such as HTML5 for the skeletal framework of the application; CSS3 will be used for the overall design, JavaScript, JQuery, JQuery Mobile and AJAX for the core functionalities of the application. These Open Web Technologies will help in achieving interoperability across multiple mobile platforms.

Conceptual Framework

The development of the system was guided by the given paradigm.

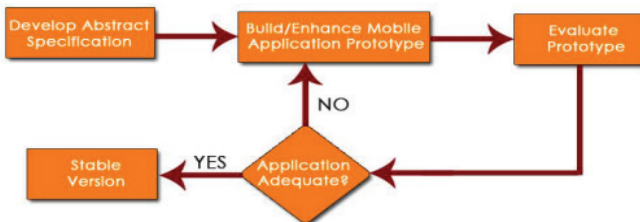


Figure 1: Prototyping Model

Develop Abstract Specification

In this phase, the researcher first created a concept of the application based on the information gathered through internet surfing and observation.

Build Mobile Application Prototype

After the concept or the flow of the application had been finished, the researcher started the development of the first prototype.

Evaluate Prototype

The application was then uploaded to the different users of the different platforms. After users downloaded the application, they posted comments or suggestions and eventually rated the proposed application.

Application Adequate

In this phase, the feedbacks were used for the enhancement or improvement of the application.

Enhance Mobile Application Prototype

In this particular period, an improvement of the previous version will be made.

Stable Version

Moreover, this final phase was possible if the features needed in the application was met and the feedbacks of the users were satisfactory.

Statement of the Problem

This research aimed to answer the following question for the development of a Mobile Application for the Marketing and Promotions of St. Paul University Philippines:

1. What are the marketing strategies being currently used for the marketing and promotions of SPUP?
2. What are the limitations in using these strategies?
3. What information do the participants suggest to be included in the proposed system?
4. What is the assessment of the participants on the proposed mobile application?

METHODOLOGY

Research Design

The proposed study used the systems development and design type of research. Some of the features of the application integrated the Geographic Information System and Data-Driven Decision Support System.

The researcher aimed to develop a mobile application known as mySPUP: A Marketing and Promotions Mobile Application of St. Paul University Philippines, an application designed to provide a virtual marketing tool for SPUP.

Figure 2 illustrates the Marketing Mobile Application map. The map explains the process flow of the proposed application. The figure shows the key concept of the application. The desktop user represents the user that updates the information in the web server. The Server Database will be used to store information. The local client represents the local storage of the smartphones of users. Mobile Map Guide Viewer illustrates the users end.

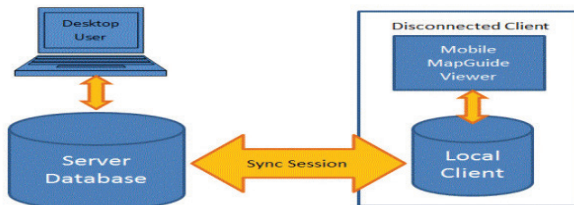


Figure 2. MySPUP map

The researcher also used the qualitative approach to validate his observations about the difficulties of tourists or guests visiting the University. Since the study was implemented on-line, comments and suggestions from users who downloaded the application which were also obtained which were used in the continuous development of the application.

Participants of the Study

To obtain information on the existing marketing materials and the difficulties and limitations of using it, the Director of Marketing, Promotions and Admissions and related administrators were considered as the participants.

Instrumentation

Internet Research was used to gather relevant information, related literature and studies that were instrumental in the development of the system. The researcher created an on-line survey questionnaire to be able to understand the difficulties encountered in visiting the University.

Data Gathering Procedure

Three types of data gathering procedure were used. For the initial data, the researcher gathered data from reading related books, documents, web pages and other theses from the Internet. In the process, the researcher found mobile applications of universities, foreign and local, like the University of Miami, University of Michigan and also De La Salle University. Based on the obtained inputs the researcher developed a prototype of the system, subjected for try-outs and gathered feedbacks and suggestions from users to further refine the system.

Data Analysis

The Frequency, percentage and mean were used to analyze data obtained in the study.

RESULTS AND DISCUSSION

Marketing Materials Used for the Marketing and Promotions of SPUP

Results showed the different marketing materials used in promoting the University, there conclude the use of the following: (1) flyers and brochures, (2) websites, (3) posters, (4) campaign video, (5) word of mouth, (6) calendars, and (7) e-mail communication of the seven marketing materials, the first four materials involved are the most preferred campaign materials of the university. The participants believed that the use of their campaign materials was effective.

Limitations of SPUP Marketing or Campaign Materials

Results showed the different limitations of the marketing materials or strategies used in promoting the University. The first four limitations are the following: (1) the materials are costly and expensive; (2) these can only be used within the circle of friends; (3) a limited number of campaign materials; (4) poor quality of campaign materials; (5) dearth of reply from the users and ineffective school campaign. On the six constraints, the materials are costly or expensive, limited access and limited numbers of campaign materials were the current limitations that would hinder the processes and transactions regarding marketing and promotion endeavours.

Information to be included in the Proposed Mobile Application

Results showed the different information that are to be included in the proposed mobile application as ranked by the participants in order of their importance. The five information needed are the following: (1) University's offerings, (2) University's accomplishments, (3) SPUP's vision-mission, (4) SPUP's awards and citations and (5) contact information. The least information needed is on the special programs and services. On the six desired information, items 1, 2, 3, 4 and 5 are the most needed information that would facilitate the processes and enhance the current marketing and promotion strategies.

Participants' Responses on the Assessment of the Proposed Mobile Application

Results unveiled that the overall weighted mean rating of the proposed Mobile Application regarding its capabilities particularly on its functionality, reliability, usability, maintainability and portability is 4.25 with a definitive interpretation of "Very High." This implies that the proposed system is more efficient compared to the current marketing and promotion strategies and endeavours. Thus, it is considered more innovative, accessible and cost-effective as it is a paperless approach.

CONCLUSION

From the above findings, the researcher concluded that the proposed mobile application can help enhance marketing and promoting the University programs, achievements, activities, special programs and services and the like which could save time, effort and money. Moreover, it is an efficient way of reaching out target markets locally, nationally and globally.

RECOMMENDATIONS

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

The researcher may consider publishing an iPhone Application Archive (IPA) for the application to work on Apple Devices.

The application may be uploaded in the App Store for Apple users.

The application may be presented to the students, faculty, administration and the alumni for it to be shared not only in St. Paul University Philippines but also to the target markets.

Promotion of the application may be posted on the website.

Contents of the application that are dependent on the server may be connected. The effectiveness of the application should be promoted

during school campaign, and incoming students must be asked if they are able to use the application in choosing SPUP.

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FUNCTIONAL CAPACITY OF PRIMARY HEALTH CARE CENTERS IN SAMARINDA, EAST KALIMANTAN, INDONESIA

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ABSTRACT

The qualitative descriptive design was utilized to determine the perception of healthcare providers about the functional capacity of the Primary Health Care (PHC) centers in Samarinda, East Kalimantan, Indonesia. A survey questionnaire was prepared and distributed to different healthcare providers in the 24 PHC centers in Samarinda which includes physicians, nurses, midwives, dentists, nutritionists, laboratory technicians and sanitary inspectors. The mean, standard deviation, frequency, percentage, and ANOVA were employed for data analysis. The study assessed that majority of the healthcare providers are nurses and have been working for 1-5 years. As to the disaster preparedness of Primary Health Care centers when measured by its functional capacity is "low" or "inadequate" along the five major areas namely: organization of Disaster Committee and an Emergency Operations Center (EOC), Operational plan for internal or/and external disasters, plan for the operation, preventive maintenance, and restoration of critical services, and availability of medicines, supplies, instruments, and other equipment for use in emergency. In general healthcare providers' assessment of PHCs readiness to face disaster as measured by functional capacity was "low," which is classified under "Level C" based on the WHO Hospital Safety Index. This is interpreted as "Urgent Intervention is needed." ANOVA test reveals a significant difference in the level of functional capacity of PHC centers in terms of job position and length of service. The inadequacy in the functional capacity of the Primary Health Care centers in Samarinda, East Kalimantan, Indonesia can be given urgent solution through an integrated approach that includes international, national and local health government officials, emergency coordinating bodies and community representatives.

Keywords: Functional capacity, primary health care, disaster preparedness

INTRODUCTION

Disasters destroy communities. People's lives, health, and safety are placed in a dangerous state during disaster situations. Due to the unexpected nature of disasters, every community must be ready. Everyone must also be able to act in response to a disaster and be able to recover from its effects. This calls for an action at the community level. Thus, the use of a functional Primary Health Care (PHC) system could be a helpful approach in times of these calamities. The most commonly known disaster that surprisingly occurs and that has affected millions of people around the world is hydrological in nature. It has caused property damage, loss of animal and human life and interruption in activities related to health services (Guha-Sapir, et al. 2004). One of the countries considered most commonly affected by hydrological disasters is Indonesia. In this country, for example, it was reported that floods hit the East Kalimantan provincial capital of Samarinda in 2008 and have swept at least six villages (Antara News, 2008). In Kalimantan province also, flood in August 2014 has claimed lives and houses have been underwater, with people using school buildings as temporary housing (Disaster Management Agency, 2014). In these affected communities, primary health care approach helps to ensure that the quality health care is accessible, available and affordable (World Health Organization, 2014). Functional capacity of a hospital or healthcare facility is described by the World Health Organization's Pan American Health Organization (2008). It is the "level by which staffs are prepared for a major emergency and disasters and how a disaster plan has been implemented." A Hospital Safety Index has also been developed by the Pan American Health Organization. This index helps to assess the likelihood of a hospital or health facility to continue its operation in disaster situations. This is a part of the said organization's 'safe hospitals' projects to support existing health facilities, especially facilities delivering primary health care (PHC). The effects of disasters on the delivery of primary health care services, however, have not been explored to a greater extent. Even with the essential role of PHC facilities in disaster planning, there were no collected documents about the past effects of disasters on the capacity of PHCs to function. In other words, there is a scarcity of assessing the level of primary health care system preparedness, as determined by its functional capacity. This specifically applies in

Indonesia. A study to determine the functional capacity of PHC facilities in Indonesia to respond to potential disasters is necessary. Such information on PHCs functional capacity is fundamental. It will be used for disaster planning, government policy formulation and resource management that can be in effect in time to come.

Conceptual Framework

The following figure presents the research paradigm showing the relationships of input, process and output model for better analysis and understanding of the study.

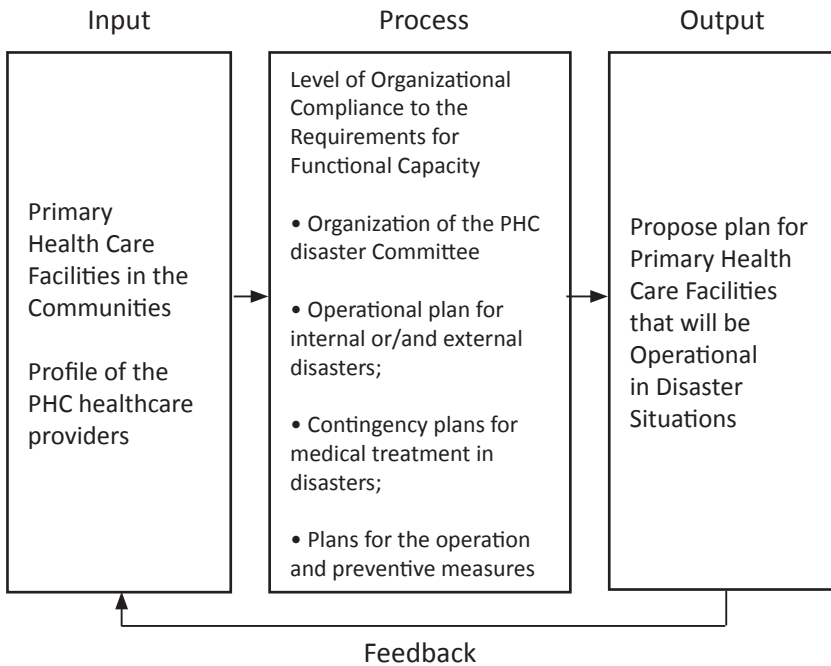


Figure 1. Conceptual Paradigm of the Study

As shown in Figure 1, the healthcare facility that is subjected to the evaluation of its compliance with the requirements of functional capacity is the Primary health Care Center. The level of organizational compliance of PHCs is determined by looking into how the different components of functional capacity are implemented as perceived by the healthcare

providers. This perception can be influenced by the healthcare providers' job position and length of service or experience. Compliance with the requirements for functional capacity will be a basis for a proposed plan for safe PHC facilities that are operational in disaster situations.

Statement of the Problem

The purpose of this study was to determine the perception of healthcare providers about the functional capacity of the Primary Health Care (PHC) centers in Samarinda, East Kalimantan, Indonesia to respond to potential disasters.

Specifically, the study aimed to provide answers to the following questions:

1. What is the profile of the healthcare providers regarding:
 - 1.1. Job position;
 - 1.2. The length of service as a healthcare provider?

2. What is the level of functional capacity of the primary health care centers in the following areas:
 - 2.1. Organization of Disaster Committee and the Emergency Operations Center;
 - 2.2. Operational plan for internal or/and external disasters;
 - 2.3. Contingency plans for medical treatment in disaster;
 - 2.4. Plans for the operation, preventive maintenance, and restoration of critical services; and
 - 2.5. Availability of medicine, instruments, and other equipment for use in the emergency?

3. Are there significant differences in the level of functional capacity of primary health care centers as perceived by the healthcare providers when grouped according to their profile variables?

4. What action plan is proposed to improve the functional capacity of primary health care facilities in Samarinda, East Kalimantan, Indonesia?

METHODOLOGY

Research Design

The study made use of the quantitative descriptive design to determine the perception of healthcare providers about the functional capacity of the Primary Health Care (PHC) centers in Samarinda, East Kalimantan, Indonesia.

Participants of the Study

The population for this study included healthcare providers working in the different primary health care centers (Puskesmas) in Samarinda, East Kalimantan, Indonesia. Healthcare providers in PHC are physicians, nurses, midwives, dentists, nutritionists, laboratory technicians, and sanitary inspectors. Complete or total enumeration sampling was used. A total of 450 survey questionnaires were prepared and distributed to different healthcare providers in the 24 PHC centers in Samarinda. A total of 432 survey questionnaires were retrieved from the healthcare providers who participated in the survey, giving a response rate of 96%.

Instrumentation

A standardized survey questionnaire was used to collect data for the study. The questionnaire included the functional capacity component of the Hospital Safety Index (HSI) from the World Health Organization (Pan American Health Organization, 2008). The Hospital Safety Index is an internationally standardized comparison.

Functional capacity consists of 61 elements that are grouped into five sub-modules according to the HSI, as follows:

1. Organization of the Disaster Committee and the Emergency Operations Center;
2. Operational plan for internal or/and external disasters;

3. Contingency plans for medical treatment in disasters;
4. Plans for the operation, preventive maintenance, and restoration of critical services;
5. Availability of medicines, supplies, instruments, and other equipment for use in the emergency.

Data Gathering Procedure

The study was carried out and conducted with integrity and in line with generally accepted ethical principles and approved by the Graduate School Faculty of St. Paul University Philippines. Also, this study was performed following WHO's recommendation (Pan American Health Organization, 2008) that names and location of participating PHCs are to be treated as confidential and not to be discussed with outside parties.

Once the study was approved, a letter of request to conduct the survey was personally brought by the researcher to the Head of District health office-Kepala Dinas Kesehatan Pemerintah Kota Samarinda. Moreover, the researcher personally requested permission from the Office of Research-Kepala Badan Kesatuan Bangsa dan Politik Pemerintah Kota Samarinda. After receiving the approval of the request, the researcher personally visited the different Primary Health Care Centers or "Puskesmas" and personally handed the questionnaires to the various healthcare providers and assured them their anonymity.

Before the participants answered the survey, the researcher gave an explanation regarding the purpose and nature of the study; she also gave instructions on how to respond to the questionnaire. In the study, completion of the survey by the participants indicated their consent to participate in the study. To ensure retrieval of the filled-up questionnaires, the researcher personally retrieved the filled-up questionnaires from the participants. After the retrieval of the filled-up questionnaires, the data were organized and interpreted using statistical measures by a professional statistician.

Data Analysis

The descriptive statistics used to analyze the data include means, standard deviations, frequencies, and percentages. Analysis of Variance (ANOVA) was used to determine significant differences in the level of perceived functional capacity of primary health care centers when healthcare providers are grouped according to their profile variables.

RESULTS AND DISCUSSION

On Participants' Profile

Most or 29.17% are nurses, followed by midwives (19.68%) and medical doctors (12.73%). Regarding the length of service, majority or 59.03% of the healthcare providers working in the PHC centers of Samarinda, East Kalimantan, Indonesia are beginners or new to the service. Majority or 59.03% of the participants have served for 1-5 years, followed by those who served for 6-10 years (12.04%). Around 29% of the participants have served for 11 years or more.

On the Level of Functional Capacity of the Primary Health Care Centers

Result revealed that there is "inadequacy" in the organization of Disaster Committee and an Emergency Operations Center (EOC); operational plan for internal or/and external disasters; contingency plan for medical treatment in disasters; plan for the operation, preventive maintenance, and restoration of critical services; and availability of medicines, supplies, instruments, and other equipment for use in emergency.

In general, healthcare providers' assessment of PHCs readiness to face disaster as measured by functional capacity was "low" as shown by the overall mean level of 0.27, which is classified under "level C" according to WHO Hospital Safety Index. This is interpreted as "Urgent Intervention" is needed. Current safety level regarding the functional capacity is "inadequate."

On Significant Differences in the Level of Functional Capacity of Primary Health Care Centers as Perceived by the Healthcare Providers when Grouped according to their Profile Variables

ANOVA test showed significant difference in the level of functional capacity of primary health care centers as perceived by the health providers when grouped according to their job position in the following major categories: organization of Disaster Committee and Emergency Operations Center ($p=0.042$), contingency plans for medical treatment in disasters ($p=0.007$), plans for the operation, preventive maintenance ($p=0.002$), and availability of medicine, supplies, etc. ($p=0.002$).

ANOVA test revealed significant difference in the level of functional capacity of primary health care centers as perceived by the healthcare providers in the major category of availability of medicine, supplies, etc. ($p=0.039$) when grouped according to their length of service.

Action Plan

Based on the findings of this study, the need for strengthening the functional capacity during and after the disaster of Primary Health Care centers in Samarinda, East Kalimantan, Indonesia is urgent. An action plan is proposed addressing the major areas of functional capacity which were perceived to be inadequate. This following will be the focus of improvement and will be considered as the main goals of the plan:

- a. Organize a Disaster Committee and an Emergency Operations Center.
- b. Develop an operational plan for internal or/and external disasters.
- c. Develop contingency plans for medical treatment in the disaster.
- d. Develop plans for the operation, preventive maintenance, and restoration of critical services.
- e. Provide an available supply of medicine, instruments, and other equipment for use in an emergency.

CONCLUSION

From the findings of the study, the following conclusions are hereby drawn:

The functional capacity of the Primary Health Care centers in Samarinda, East Kalimantan, Indonesia to respond to the disaster is “low” as perceived by the healthcare providers. Therefore, the said Primary Health Care centers are inadequate to protect the lives of community and staff during and after a disaster.

The “inadequacy” in the functional capacity of the Primary Health Care centers in Samarinda, East Kalimantan, Indonesia can be given urgent solution through an integrated approach that includes international, national and local health government officials, emergency coordinating bodies and community representatives.

RECOMMENDATIONS

Based on the findings and conclusion of the study, the following recommendations are derived:

The Ministry of Health may be the lead agency of the national health sector in conducting a multisectoral approach involving international, national and local levels in reducing the public health impact of emergencies and disasters. Other agencies include sectors such as law and order, transport and communications, water, electricity and public works, search and rescue, fire services and social services. Assistance will come from international organizations like World Health Organization, United Nations Development Program, International Red Cross or Red Crescent Societies, health-related non-governmental organizations, and Professional Associations. These agencies will provide necessary support to meet requirements of PHC centers capacity to function and become a safe facility during and after disasters by assisting in: Organizing a Disaster Committee and Emergency Operations Center; developing an operational plan for internal or/and external disasters; developing contingency plans for medical treatment in the disaster; developing plans for the operation, preventive maintenance, and restoration of critical services, and providing

an available supply of medicine, instruments, and other equipment for use in the emergency.

Community Officials and Local organizations need to create a community-focused approach to disaster preparedness and capacity building. Partnerships among local public environmental health, disaster preparedness and response programs, and the communities they serve have great potential to build capacity for communities to function in disasters. The consultation may be held with the relevant departments in the Ministry of Health, Medical Council, and professional societies in Indonesia responsible for capacity building.

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**EFFECTS OF STUDENTS' LEARNING STYLE AND TEACHERS' TEACHING
STYLE ON LINGUISTIC ABILITY OF STUDENTS IN AN
ETHNO-DIVERSED ENVIRONMENT**

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ABSTRACT

The study aimed to describe the effects of the students' learning style and teachers' teaching style on the linguistic ability of students in an ethno-diversed environment. The participants were the fourth year students of Apayao State College, Conner Central National High School, Conner National High School, Benjamin Leguiab Memorial National High School in the academic year 2013- 2014 who took the National Career Assessment Examination. The third year teachers of the fourth year students who took the NCAE were also part of the participants. Data were gathered through a questionnaire. The study also made use of the 2013-2014 NCAE result to determine the students' linguistic ability in terms of verbal ability and reading comprehension. Results proved that Conner is indeed a home of diverse groups of people and most of them speak Ilocano. The result also illustrated that most of them are visual learners. The result also showed that matching of teaching style with the students' learning style is not significant. Teachers had no exact teaching style that matches various students' learning styles in an ethno-diverse environment.

Keywords: *Learning style, teachers' teaching styles, linguistic ability, ethno-diverse environment*

INTRODUCTION

Diversity is an issue being faced today in communities. People from different places migrate, settle and find a living in a common place. This could be because of affinities, job opportunities, education, economy and others.

In schools, diversity is very evident. Students bring their own ethnic backgrounds and dialects inside the classroom which teachers need to consider in planning their teaching process in order to cater the individual need of these students. Furthermore, these students also have their own learning style which creates more challenge to teachers on how to lead them to successful learning.

The municipality where the researcher is currently teaching is an example of a diverse community because its residents came from different ethnic background. The NCIP survey as of 2014 has identified fourteen ethno-linguistic groups and five non-ethno-linguistic groups in the place. Hence, students in this municipality came from different linguistic backgrounds. As they interact with one another, their linguistic diversity affects their learning of the English language, an accepted medium of instruction in the Philippines. The acquisition of the English language is then a struggle for both the students and the researcher. To teach and lead these students to learn English as their second language is difficult because of conflicting factors.

Dealing with ethnic and linguistic diversity is a challenge for teachers and the different learning styles of students could be one of the reasons why their linguistic ability is affected. Another factor could also be that teachers are employing different teaching styles.

In the study of Felder and Brent (2005), they assert that there is greater learning when teaching styles match with learning styles than when they are mismatched. Sim and Sim (1995); Melad (2007) and Bawiga (2012) on their studies on learning styles and academic performance affirmed that students' learning styles affect academic performance and also confirms that learning style is a predictor of success in different academic discipline.

Thus, this study describes the effects of the students' learning style and teachers' teaching style on the linguistic ability of students in an ethno-diverse environment.

Conceptual Framework

The structure reflected the process undertaken by the researcher in the conduct of the study.

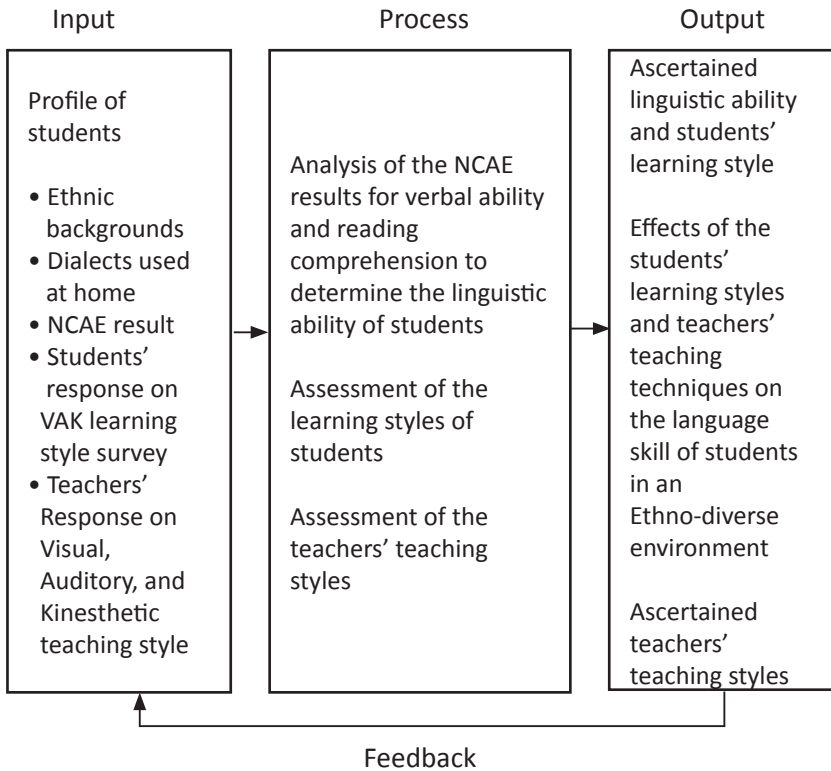


Figure 1. Research Paradigm of the Study

The paradigm illustrates the conceptual framework of the study using the Input-Process-Output model. This was based on Dunn and Dunn's learning theory. As shown, the study considered the ethnic background, dialect used, NCAE result, students' responses in the

Learning Style Inventory and teachers' responses in the Teaching Style Survey assignificant inputs in order to establish a baseline information on the students' ethno-linguistic characteristics, linguistic ability and learning styles as well as the teachers' teaching styles. Furthermore, the study would establish the effects of students' learning styles and teachers' teaching styles on students' linguistic ability in an ethno-diverse environment.

Statement of the Problem

The study aimed to describe the effects of the students' learning style and teachers' teaching style on the linguistic ability of students in an ethno-diverse environment.

Specifically, it intends to answer the following questions:

1. What is the profile of the students in terms of the following variables:
 - 1.1. ethnic background;
 - 1.2. dialects used at home; and
 - 1.3. learning styles?
2. What is the linguistic ability of the students in the following areas:
 - 2.1. verbal ability; and
 - 2.2. reading comprehension?
3. Is there a significant difference in the verbal ability and reading comprehension of the participants when grouped into profile variables?
4. What is the profile of the third year English language teachers in terms of their teaching styles?
5. Is there a significant interaction effect in the students' learning styles and the teachers' teaching styles on the students' linguistic ability in verbal ability and reading comprehension?

METHODOLOGY

Research Design

Descriptive research was employed to give a general view on students' ethnicity, learning styles and teaching styles.

Participants of the Study

There were two types of participants involved in the study: teacher-participants (n=4) and student-participants (n=211). The teacher-participants were the third year English teachers of the four national high schools in Conner. These were the teachers of the student participants when they were in third year. The student-participants are the fourth year students who took the NCAE in 2013-2014.

Table 1: Participants of the Study

Participants	S1	S2	S3	S4	Total
Teacher 1	1	1	1	1	4
Students	40	70	74	27	211
Total	41	71	75	28	215

Legend:

S1 Apayao State College

S2 Conner Central National High School

S3 Conner National High School

S4 Benjamin Leguiab Memorial National High School

Instrumentation

The study made use of the 2013-2014 NCAE result to determine the students' linguistic ability concerning verbal ability and reading comprehension. The researcher had utilized the Survey questionnaires in the research, one for teacher-participants and one for student-participants. The survey questionnaire for teachers consists of 30-item teaching styles.

It includes ten visual teaching techniques, ten (10) auditory teaching styles, and ten (10) kinesthetic teaching methods. (www.education.com/references/article/ref-teaching-tips). With the use of the point value to determine the degree of times a teaching style is administered to students, often = 5 points; sometimes = 3 points; and seldom = 1 point. To identify the teaching style of the teacher, add the scores on each teaching style and the highest score is the teachers' teaching style. The survey questionnaire for the students includes the demographic data on the students' ethnic affiliation, the dialect used at home and learning style. The survey questionnaire on learners' learning style consists of 30 items, 10 for visual, 10 for auditory and 10 for kinesthetic learning style. The Learning Style Inventory Survey was retrieved on January 12, 2015, from www.odessa.edu/dept/gov't/dill/brian/courses/1100orientation/learningstyleinventory-survey.pdf. A score of 21 points or more in a learning style indicates toughness in that region. The highest of the three scores denotes the most efficient approach to information taking. The second largest score signifies the modality which increases primary force. For instance, a score of 23 in visual pattern indicates a strong visual learner.

Data Gathering Procedure

1. The researcher sought the approval of the Schools Division Superintendent.
2. Upon approval of the Schools Division Superintendent, the researcher coordinated with the principal, Head teacher and Teacher-in-Charge of each participant-school.
3. The participants of the study were identified and notified of the schedule, venue, and time for the administration of the questionnaire.
4. The researcher floated the survey questionnaires and requested for the results of the NCAE from the school participants for the Academic Year 2013-2014.
5. The researcher collected, tabulated and analyzed the results of the survey questionnaires.

Data Analysis

The following statistical instruments were utilized to evaluate the effects of the students' learning style and teachers' teaching style on the linguistic ability of students in an Ethno-diversed environment.

Frequency and percentage distribution was used to present the ethnic background, dialect spoken at home, linguistic ability and learning style as well as the teachers' teaching style. One-way Analysis of Variance (ANOVA) test was used to verify the difference in the students' learning ability when grouped according to the defined student profile variables and their teachers' teaching style on their linguistic ability for both reading comprehension and verbal ability. The students' verbal ability and reading comprehension level were obtained using the following tables:

Table 2: Description of the Students' Verbal Ability level

Percentile Rank	Characteristics	Descriptive Interpretation
1-25	Commits many spelling, grammar and punctuation errors; ideas are not organized; uncooperative, off task and unproductive	Emerging
26-50	Most sentences have punctuations and are complete; main idea or topic is in the first sentence; semi-defined topic; works with a partner most of the time	Developing
51-75	Few spelling and grammar errors; good main idea or topic sentence; effectively works with a partner; participates in discussion most of the time approaching	Approaching Proficiency
76-100	Have correct spelling, grammar and punctuations; interesting, well-related main idea on topic sentence	Proficient

Table 3: Description of the Students' Reading Comprehension level

Percentile Rank	Characteristics	Descriptive Interpretation
1-25	Tells few events from story not necessarily in order; misinterprets message or theme of a text	Emerging
26-50	Summarizes few events in reading selections from text; little or no interpretation of message or theme	Developing
51-75	Summarizes many events in the reading selection in correct order including many details and vocabulary from text; interprets message or theme literally	Approaching Proficiency
76-100	Summarizes events in the reading selection in correct sequence using details and vocabulary from text; interprets messages or theme with higher-level-thinking	Proficient

RESULTS AND DISCUSSION

Students' Ethnic Background

The students of the four school participants are from different ethnic backgrounds; eight ethnic groups (Malaueg, Kalinga, Isneg, Ibaloi, Kankana-ey, Itawes, Applai and Bago) and two non-ethnic groups (Ilocano and Taglog), as shown by the percentages 26.07%, 22.75% and 12.80% the Malauegs, Kalingas and Ilocanos, respectively, outnumbered the rest of the groups. The first two belong to the Indigenous People (IP), while the third is a non-IP group of Conner. These are the prominent groups of people in the Municipality based on the survey of National Commission on Indigenous Peoples (NCIP), Conner as of 2014. The data imply that the municipality is indeed a home of diverse groups of people. This could be because of its geographic location, aside from the different ethno-linguistic groups that inhabit the rugged terrain of the Cordillera Region of Northern Philippines known as the Ibaloy tribe from Benguet; Kankana-ey tribe from Benguet and Mt. Province; Ifugao/Kiangan tribe from Ifugao;

Kalinga tribe from Kalinga; Apayao/Isneg tribe from Apayao and the Bontoc tribe from Mt. Province (Mandirigma Research Organization, 2012). Some of its populace also came from its neighboring provinces which include the Itawes and Ibanag tribe from Cagayan; Bago tribe from Ilocos; Ilocanos from Pangasinan; Isabela and Nueva Vizcaya (Cariño, 2012).

Dialects by Students Spoken at Home

Result revealed the most spoken dialects at home by the student-participants are Ilokano, Malaueg and Kalinga with 41.23%, 26.07% and 16.59% respectively. It is important to note that these data are consistent with the result of the survey of the Cordillera Administrative (CAR), Department of Tourism, that the common language used by its populace from different tribes is Ilokano. It is also implied in the NCIP survey as of 2014 that Ilokano is the primary language used in the municipality in order for the different tribes to understand each other especially in commercial centers where the Indigenous People's native language is not commonly used.

Students' Learning Style

The dominant learning style of the students is Visual with 46.45%, followed by Kinesthetic learning style with 29.38% and Auditory with 14.22%. From the 98 students who are visuals, 10.4% are Malaueg, followed by 10.0% Kalinga and 6.6% Ilocano. These imply that these learners learn through seeing. They benefit from diagrams, charts, pictures, films, and written directions, demonstrations and other visual materials.

Students' Verbal Ability

Majority of the tribes are under the "developing" level of linguistic craft with an overall mean of 43.85. Three among the tribes fall under "Approaching Proficiency" level, and one group falls under "emerging" level. Remarkably, among the tribes, it is the Applai tribe that has the highest score in this area, which means that, they are the students who commit few errors in grammar, present good ideas or topic sentences, and

they are the group who effectively work with a partner and participate in discussions most of the time. However, none of the clusters reached the expected proficiency level. This denotes that there is a real need for schools to look into the root causes of not having achieved the desired proficiency level.

Students' Reading Comprehension

Result unveiled that the dominant level of linguistic ability of the different ethnic tribes regarding reading comprehension is “approaching proficiency” with an overall mean of 56.14. Malaueg and Itawis fall under “developing” level, and Tagalog falls under the “emerging” level. It is worthy to note that among the ethnic groups who are proficient in reading comprehension is the Applai tribe. This result shows that these groups of students can summarize events in the reading selection in correct sequence using details and vocabulary from the text. They also interpret messages on the theme with higher-order-thinking-skills (HOTS).

One-Way Analysis of Variance Test for Significant Difference in the Students' Linguistic Ability when Grouped According to their Ethnic Affiliation

ANOVA test revealed a significant difference in the participants' linguistic ability in both reading comprehension and verbal ability when grouped according to ethnic affiliation. The finding shows that the students from the Applai tribe scored highest in reading comprehension. While the Itawis, Malaueg, and Tagalog belong to the three lowest average. This result indicates that among the tribes, it is only the Applai tribe which recognizes the consistent application of principles expressed by the author. Although, it is not an exemplary performance since it is only about five scores higher than the passing score.

One-Way Analysis of Variance Test for Significant Difference in the Students' Linguistic Ability when Grouped According to Spoken Dialect

Analysis of Variance Test for significant difference both for reading comprehension and verbal ability when grouped according to their

spoken dialect had a marked difference. The participants with the highest mean percentages are the Ilocanos and Kankana-eyes, which means that, this group of students are more proficient in reading comprehension and verbal ability.

One-Way Analysis of Variance Test for Significant Difference in the Students' Linguistic Ability when Grouped According to their Learning Style

Analysis of Variance test showed no significant difference in the students' linguistic ability in both reading comprehension and verbal ability when grouped according to their learning styles.

Frequency and Percentage Distribution of the Teachers' Teaching Style

Half (50%) of the teacher-participants are visual-kinesthetic in terms of their teaching styles. Results disclosed that teachers, despite the call for individualized teaching and learning to meet each learners' needs successfully, teachers still teach students using only one teaching style. With this, teachers only meet a particular learning style in the classroom. In this case, the teacher does not cater to the varying students' learning styles.

One-Way Analysis of Variance Test for Significant Interaction Effect of the Student-Participants' Learning Style and their Teachers' Teaching Style on their Verbal Ability

Analysis of Variance test unveiled that the interaction effect of the participants' learning style and their teachers' teaching style on their performance in verbal ability is not significant. The finding implies that, the students' linguistic competence in verbal ability is not affected both their learning style and their teachers' teaching style. Learning styles, therefore, of the students in the locale are not given much consideration in the teaching-learning process. So, no matter what the teachers' teaching styles are, it would not affect the verbal ability of the students.

One-Way Analysis of Variance Test for Significant Interaction Effect of the Participants' Learning Style and their Teachers' Teaching Style on their Linguistic Ability regarding Reading Comprehension

Analysis of Variance test unveiled that the interaction of the participants' learning style and their teachers' teaching style on their reading comprehension level is not significant. The result implies that the students' linguistic ability in Reading Comprehension is not affected by both their learning style and their teachers' teaching style.

CONCLUSION

The following conclusions were derived from the discussion of the results:

The teaching styles and the learning styles of students and educators do not affect the students' linguistic ability.

The students' verbal ability and reading comprehension are affected by the ethnic background and dialects spoken at home.

The students' verbal ability and reading comprehension are below the required passing score which indicates that several interventions should be done to improve the present status.

RECOMMENDATIONS

Based on the findings and conclusion of the study, the following recommendations are drawn:

It is important for English language teachers and school heads to find the root causes for low-level results in verbal ability and reading comprehension and look out the factors that are hindering students to perform well in these linguistic competence areas.

Since ethnic background and spoken dialects at home affect linguistic skills, there is a need for English language teachers to conduct further research on how ethnic origin and spoken dialect affect linguistic ability.

Another study may be carried out to investigate the language skills among the Applai tribe.

Presentation of the results of their study may be made during In-Service Trainings.

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**READING COMPREHENSION LEVEL AND VOCABULARY SKILLS OF
GRADE II PUPILS AND THEIR ACADEMIC PERFORMANCE IN
ENGLISH OF ST. PAUL UNIVERSITY PHILIPPINES**

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ABSTRACT

This study aimed to assess the reading comprehension and vocabulary level of Grade II pupils and their performance in English. The study further investigated the relationship among the three focused variables. The descriptive correlation design was adopted to investigate the assessment and correlation analysis of the pupils' reading comprehension level and their performance in English. A reading comprehension test and vocabulary skill test were administered to the total enumeration of the pupils in the three sections of Grade II at Saint Paul University Philippines for the academic year 2014-2015. For data analysis, frequency, percentage count, Pearson Product Moment Correlation Coefficient and Chi-square test were employed. From the findings, it was assessed that the reading comprehension levels and vocabulary skills of Grade II pupils are "low" considering the majority belonging to the "frustration" level. On the other hand, the performance of pupils in English is relatively "high" with an equal number of pupils within the "advanced" and "proficient" level. For Chi-square test results revealed that a significant correlation exists between pupils' comprehension level and their performance in English. Similar results were inferred by the grade II pupils' level of vocabulary and their performance in English. The vocabulary skills of pupils along synonyms, context clues, configuration clues and homonyms are correlated to the reading comprehension levels of the pupils along noting similarities, identifying cause and effect, noting details and predicting outcomes. In contrast, the vocabulary skills of pupils along picture clues and their reading skill revealed a significant correlation. Therefore, there must be a need for the language teachers to make interventions to improve their students' performance in English.

Keywords: *Reading comprehension, vocabulary skills, academic performance*

INTRODUCTION

Reading is the mother of all study skills. It is one of the most valuable skills a person can acquire. Reading is a complex process. Thus, it cannot be taught in isolation. Moreover, reading is not merely an ability to recognize written or printed words, but it also refers to putting meaning to what you read and drawing a unified thought of what is read. Moreover, reading is a means of language acquisition, of communication, and of sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practices, development, and refinement. Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is.

Reading comprehension is the ability to understand what we read - where words have context and texts have meaning. Reading comprehension skills allow people to read proficiently, learn effectively, problem-solve, strategize, conceptualize, and succeed in life. Without reading comprehension skills, many students are left behind. Reading comprehension is the heart and goal of reading, since the purpose of all reading is to gather meaning from the printed page. If a student says words in a passage without gathering their meaning, one will hesitate to call that reading. Reading as a field of teaching is considered one of the important areas of teaching if not the most important ever.

It is said to be one of the most necessary academic skills. Besides, it is a major pillar upon which the teaching/learning process is built. The reading ability plays a central role in the teaching/learning success at all educational stages. Having any difficulty in this skill will result in a variety of consequences on all subjects of study, since reading includes a variety of sub-skills. Ozdemir (2009) stressed that reading is fundamental in getting knowledge as all the lessons and learning activities are mostly based on the power of comprehensive reading; indeed, it is necessary to read comprehensively. Also, reading comprehensively really affects a learner's education and his life as a whole.

Learning in any lesson depends on the understanding of the learning instrument of that lesson; thus, a learner who cannot read comprehensively finds it difficult for him/her to be successful in his or her lessons. For many students, reading comprehension is a major problem. There are mainly three causes for poor reading comprehension: First is, if the person has a language problem. Language plays a vital role in reading. One cannot read a book in a language unless one knows that particular language. If a child's knowledge of English is poor, then his reading will also be poor, and naturally also his reading comprehension. Second is, if the foundational skills of reading have not been automatized. Moreover, teachers must help students do well in their subject and pass the required examination. At the same time, they can increase their students' competency in English and help them become fluent readers in English by engaging them in extensive reading. Thus, teachers in St. Paul University Philippines must be able to identify the level of their pupil's comprehension and vocabulary skills so that they could plan for effective strategies or programs that will eventually enhance their learners' critical thinking skills.

Conceptual Framework

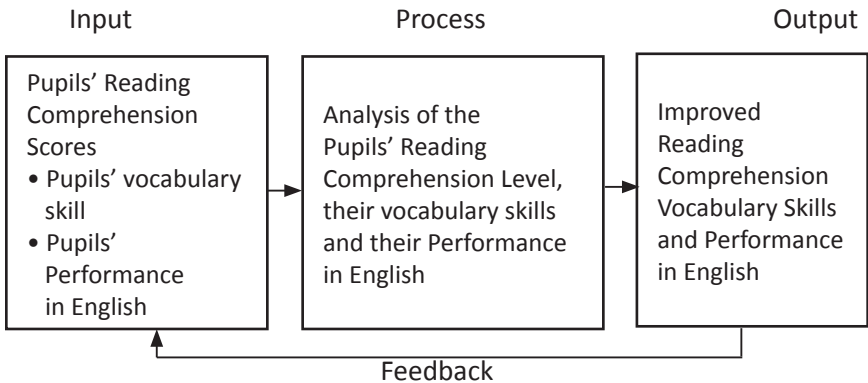


Figure 1. Paradigm of the Study

As shown, the reading comprehension scores, pupils' vocabulary skills and pupils' performance in English were considered the inputs of the study. An in-depth analysis on the obtained inputs was undertaken to gain insights about the reading comprehension, vocabulary skills and

the performance of Grade II pupils in English. Correlation analysis on pupils' reading skills and academic performance were also undertaken. Moreover, as a significant output, an improved reading comprehension and vocabulary skills and improved performance in English would be manifested.

Statement of the Problem

This study aimed to assess the reading comprehension and vocabulary level of Grade II pupils and their performance in English. The study further investigated the relationship among the three focused variables. The assessment results served as bases in the formulation of policies to improve reading and comprehension level as well as vocabulary skills of pupils.

Specifically, the study aimed to answer the following problems:

1. What is the reading comprehension level of the Grade II pupils along the indicated reading comprehension skills?
 - 1.1 following simple directions
 - 1.2 noting similarities and differences
 - 1.3 identifying cause and effect
 - 1.4 noting details
 - 1.5 predicting outcomes

2. What level does the pupils' vocabulary skill fall regarding:
 - 2.1 Context clues;
 - 2.2. Synonyms;
 - 2.3. Homonyms;
 - 2.4. Picture clues; and
 - 2.5. Configuration clues?

3. What is the pupils' academic performance in English?

4. Is there a significant relationship between pupils' reading comprehension level and their academic performance in English?

5. Is there a significant relationship between pupils' vocabulary skills and their academic performance?

6. Is there a significant relationship between the pupils' reading comprehension level and vocabulary skills?

METHODOLOGY

Research Design

The descriptive-correlation design was adopted in the conduct of the study. This design was used since this study focused its investigation on the assessment and correlation analysis of the pupils' reading comprehension level, their vocabulary skills and their performance in English.

Participants of the Study

The participants of the study constituted the population of Grade II pupils at St. Paul University Philippines for the academic year 2014-2015.

Instrumentation

To assess the pupils' reading comprehension level and vocabulary skills, a reading comprehension test and vocabulary skill test were administered. The items on the reading comprehension test were taken from the reading comprehension test items in the book of *Strategies to Achieve Reading Success*, the vocabulary test were taken from the book entitled "*Adventures in English 2*". The instruments were pre-tested to Grade III before it was administered to the participants. The test for vocabulary skill was conducted a week after conducting the reading comprehension test. A documentary analysis on pupils' grades for the first, second and third grading periods for the current year was undertaken to determine their performance in English.

Data Gathering Procedures

A permission letter was forwarded to the Basic Education Unit Principal of St. Paul University Philippines. After obtaining permission

from the school principal, the researcher personally administered the reading comprehension test to the target pupils. After a week, the vocabulary test was administered to the same group of participants. Likewise, the researcher sought permission from the advisers to obtain a copy of the pupils' grades in English.

Data Analysis

The data obtained in the study were analyzed using the following data analysis tools:

Frequency and percentage count were used to present pupils' reading comprehension scores per sub-skill.

Percentage scores were interpreted using the given scale:

Reading Scores	Reading Level
75-100%	Independent
51-74.99%	Instruction
0-50%	Frustration

On the level of performance in English, it was interpreted using the following scales:

Legend:

Advanced (A)	: 90% and above
Proficiency (P)	: 85-89%
Approaching Proficiency (AP)	: 80-84%
Developing (D)	: 75-79%
Beginning (B)	: 74 and below

Pearson Product Moment Correlation Coefficient was used to determine whether a significant correlation exists on pupils' reading comprehension, vocabulary skills and their performance in English. Chi-square test was used to determine the relationship between the reading comprehension skills and vocabulary skills.

RESULTS AND DISCUSSION

On the Reading Comprehension Levels of Grade II pupils

With respect to following simple directions, majority (62.63%) of the pupils are in the “independent level” when they are classified according to their reading comprehension level along following simple directions. Only a few of them belong to the “instruction” and “frustration” levels as reflected by the percentages of 22.22% and 15.15%, respectively. This means that most of the pupils can independently follow simple directions without the help of anyone.

In terms of noting similarities and differences, majority of the grade II pupils (68 or 68.69%) are in the “frustration” level when classified according to their comprehension level regarding noting similarities and differences, 21 or 21.21% could independently note similarities and differences and 10 or 10.10% belong to the instruction level. This finding implies that pupils could hardly note similarities and differences in the selection read.

On identifying cause and effect, majority of the pupils are at the “frustration” level, 31 or 31.31% are at the “independent” level and only a few (16 or 16.16%) at the “instruction” level.

With regard to noting details most or 49% of the Grade II pupils are within the “frustration” level and 42% at the “independent” level and only 9% at the “instructional” level.

For predicting outcomes, majority of the pupils (59.50%) are in the “frustration” level while 16.16% and 24.24% are in the “independent” and “instructional” level, respectively.

Level of Vocabulary Skills of Grade II Pupils

For context clues, majority (70.71%) of the pupils are within the “frustration” level with few numbers of pupils within the “independent” and “instructional” level as reflected by their percentages, 19.19% and 10.10%, respectively.

For synonyms, majority or 53% are within the “frustration” level and 25% in the “instructional” level while 21% belong to the “independent” level.

For homonyms, majority (64.65%) of the Grade II pupils are within the “instructional” level and a small number of pupils belonging to the “frustration” and “instructional” level as shown by the percentages 16.16% and 19.19%, respectively.

On picture clues, majority (63.64%) of the pupils belong to the “frustration” level while that of the rest are in the “instructional” and “independent” level as reflected by the percentages, 24.24% and 12.12% respectively.

In terms of configuration clues, most of the pupils (43 or 43.43%) are within the “frustration” level while 34% are in the “independent” level and 22% are in the “instructional” level.

Pupils’ Academic Performance in English

Majority of the Grade II pupils are within the “advanced” and “proficient” levels with the percentage of 30.30%. It is worthy to note that none of them belong to the beginning level. This is a manifestation that the Grade II pupils of St. Paul University Philippines are gearing towards proficiency in English if not in the advanced level.

Relationship between the Pupils’ Comprehension Level and Their Performance in English

Chi-square analysis revealed that pupils’ reading comprehension level along following simple directions is significantly correlated with their performance in English. Pupils who belong to independent level tend to have higher proficiency in English.

Along noting details, a significant correlation exists in the reading comprehension level of pupils and their performance in English.

Pupils’ reading comprehension level specifically in giving cause and

effect, is significantly correlated with their performance in English.

A significant correlation exists on the participants reading comprehension of noting similarities with their performance in English.

Moreover, pupils' reading comprehension along predicting outcomes, is significantly correlated with their performance in English.

Correlation between pupils' level of vocabulary skills and their academic performance in English

Vocabulary skills in identifying synonyms, is significantly correlated with their academic performance in English among pupils. This implies the difficulty of pupils to recognize words of the same meaning.

Vocabulary skills in terms of identifying homonyms, is significantly correlated with their performance in English. It can be inferred from this result that pupils find difficulty in distinguishing the meaning of a word of similar spelling.

A significant correlation was observed on the vocabulary skills of pupils in identifying words through picture clues and their performance in English. This means that pupils could hardly identify words through the configuration clues are given them. Only a few among those who obtained "advanced proficiency" could coin words based on the clue.

Correlation analysis between pupils' reading comprehension level and their level of vocabulary skills

In the vocabulary skill of pupils in terms of identifying synonyms, there is a significant correlation with the reading comprehension skill of pupils along identifying cause and effect and predicting outcomes, respectively.

The vocabulary skill of pupils along context clues, has found a significant correlation with the reading comprehension of pupils along noting similarities and differences, identifying cause and effect, and noting details.

In the vocabulary skill of pupils along picture clues, there was no significant correlation with their reading comprehension.

The vocabulary skill of the pupils along configuration clues is significantly correlated with the reading comprehension skills of the pupils, except in the following simple directions where no correlation was observed.

In the vocabulary subskill of the pupils in terms of homonyms, it is significantly correlated with their reading comprehension level along noting similarities, identifying cause and noting details.

CONCLUSION

From the findings of the study, the following conclusions are drawn:

It could be gleaned that the reading comprehension levels and vocabulary skills of Grade II pupils are “low” considering the majority belonging to the “frustration” level. Performance of pupils in English is relatively high with an equal number of pupils within the “advanced” and “proficient” levels.

Chi-square test results revealed that a significant correlation exists between pupils’ comprehension level and their performance in English. Similarly, a significant correlation was observed in the pupils’ level of vocabulary skills and their performance in English.

The vocabulary skills of pupils along synonyms, context clues, configuration clues and homonyms are correlated to the reading comprehension levels of the pupils along noting similarities, identifying cause and effect, noting details and predicting outcomes. In contrast, the vocabulary skills of pupils along picture clues and their reading skill revealed a significant correlation. Therefore, there must be a need for the language teachers to make interventions to improve their pupils’ performance in English.

RECOMMENDATIONS

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

Pupils may spend the time to explore reading materials especially those that will enhance their thinking/comprehension skill.

Teachers as well as parents may spend more time for pupils to explore reading materials especially those that will enhance their knowledge skill, particularly on those sub-skills where they are weak at.

Teachers may use methodologies, strategies, and activities that will develop their pupils' reading ability most particularly their higher comprehension skill. They should also choose the strategies and books most appropriate for achieving their teaching objectives.

Teachers may incorporate their teaching into good reading selections, effective teaching procedures, reading comprehension activities and techniques that introduce interesting topics, stimulate discussions, excite imaginative responses and become the springboard for well-rounded, fascinating lessons.

Teachers may provide drills on word meaning and reading comprehension to improve the vocabulary skills and reading comprehension level of the pupils.

Other research studies may be conducted using other grade levels, other important variables, and factors that lead toward better proposals for further improvements of students' higher reading comprehension and vocabulary skills.

School administrators may support the reading programs initiated by the Department of Education.

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GUIDELINES FOR STUDENT JOURNAL PUBLICATION

PREREQUISITES

- Journal Article must be checked thoroughly by the author's Thesis/Dissertation Adviser and duly endorsed by the Graduate School Dean prior to submission to RPO.
- A final hard copy and a MS Word soft copy (CD-R) are submitted to RPO.
- RPO will check the submitted copy using the **GRAMMARLY SOFTWARE**.
- Number of pages: 8 to 20 pages (from Title Page to References)
- Font Family: Calibri
- Font Size: 11

PAPER STRUCTURE AND CONTENT

TITLE

- Clearly stated and to the point.
- Catchy, interesting and relevant.
- Able to stand alone to convey the importance of data; communicates contents.
- Not more than 20 words.
- ALL CAPS
- Written in "inverted" pyramid style.

ABSTRACT

- Contains Summary of: (INTRODUCTION, METHOD, RESULTS and DISCUSSION (IMRaD))
- Summary of information of what the paper contains.
- Mini-version of the Thesis/Dissertation.
- Also called Executive Summary.
- One-paragraph of 100 to 250 words (300 words - for qualitative research, allowable).
- Indented, 1 tab - First line.
- Single-spaced (Body of **ABSTRACT**).

Format of ABSTRACT

- Title of Research (ALL CAPS), bold, in "inverted pyramid", single-spaced (20 words or less)
- 2 spaces below Title: Name of Researcher/s, bold, UPPER CASE.
- Below researcher's name: Degree/s obtained, lower case, italicized.
- Between name of author and degree obtained, no space.
- 2 spaces below degree obtained, then the name of Adviser (UPPER CASE) with Title: Dr., Engr., Mr., Ms., etc, before Adviser's name.
- 2 spaces below Adviser's name: **ABSTRACT** (UPPPER CASE, italicized, centered).

- 2 spaces below **ABSTRACT**: one-paragraph body, with first line indented.
- Below Abstract body, 1 space, then type bold line across the page.
- 2 spaces below the line, then write **Five (5) Keywords**, with no indentation.
- After the **5 Keywords**, no other writings should appear on the **ABSTRACT** page.

INTRODUCTION

- Gives the setting/scene/background.
- Describes the problem.
- Relates to other works done for the past 5 years.
- Summarizes the structure of the paper.

Figures and Tables (Only minimal number of tables will be included, only the important ones)

Tables

- Summarized data.
- Main points described in text.

Figures

- Snapshots.
- Conceptual diagrams.
- Instructive and adequately labelled/titled.

METHODOLOGY

- Research Design
- Participants
- Instruments/Tools
- Data Analysis
- Ethics Approval

RESULTS AND DISCUSSION

- Reports the findings objectively.
- Salient findings must follow discussions that would contain interpretations or implications, especially with respect to the original hypothesis.
- The researcher is free to examine, interpret and qualify the results, and draw inferences from them.

References

- Follow American Psychological Association (APA) Format.
- Make just one general listing for all references cited; no need to classify them.
- Alphabetically arranged for all entries regardless of classifications.

PUBLISHABLE JOURNAL FORMAT

For publishable research, the researcher should follow the prescribed format shown below.

TITLE

ABSTRACT

INTRODUCTION

Conceptual Framework
Statement of the Problem

METHODOLOGY

Research Design
Participants of the Study
Instrumentation
Data Gathering Procedure
Data Analysis

RESULTS AND DISCUSSION

CONCLUSION

RECOMMENDATIONS

References

HOW TO STATE THE RECOMMENDATIONS

Introductory statement of the Recommendations:

Based on the findings and conclusion of the study, the following recommendations are derived:/are offered:/are drawn: (Use any one of the 3 endings).

Samples (with Target-Implementers). (Just made-up SAMPLES; no particular schools are alluded to).

- The school may consider conducting benchmarking activities with other institutions/agencies for its administrators, Faculty, and personnel to enhance their administrative, teaching, and technical skills.
- The administration may institute measures to solve the problem of faculty in-breeding.
- The faculty are strongly encouraged to speak in English in the campus, inside and outside the classroom to serve as models for Speak-English Policy of the school.
- The registrar's Office may conduct a study on the causes of drop-outs, incomplete grades/projects, failures (for the past three/five years) as basis for instituting appropriate intervention program to address such academic concerns.
- The HR Office may look into the periodic updating of the different School Manual/Handbooks to attune to the needs of the time.
- The Community Extension services Program may undertake an impact study on the effects of the extension services done for each adopted Barangay for better services towards uplifting the life of the poor.
- The Alumni Office may consider the profiling of Alumni.
- The Offices of the Registrar, Finance, Library and Book Store may adopt a "No-Noon-Break" Policy for availability and convenience.
- The Student Services unit may consider revisiting the Student Handbook, with focus on restorative justice, to better address the disciplinary concerns of the students.
- The Research Center may undertake a study focusing on the actual implementation aspect of the recommendations made by the different researches (for the past three or five years), as basis for instituting practical measures towards enforcing the utilization dimension of research.
- This study may be replicated or adopted by other schools on areas applicable to them.



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GRADUATE PROGRAMS

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- Doctor in Business Management (DBM)
- Doctor in Hospitality Management (DHM)
- Doctor in Information Technology (DIT)
- Doctor in Public Administration (DPA)
- Ph.D. in Education Major in Educational Management (Ph.D. EM)
- Ph.D. in Education Major in Religious Education (Ph.D. Rel.Ed.)
- Ph.D. in Mathematics Education (Ph.D. ME)
- Ph.D. in Nursing Science (Ph.D. NS)
- Ph.D. in Psychology (Ph.D. Psych)
- Ph.D. in Rhetoric and Linguistics (Ph.D. RL)
- Ph.D. in Science Education (Ph.D. SE)

MASTERS LEVEL:

- **Master of Arts in Education (MAEd)**
Major in English, Filipino, General Science, Guidance & Counseling, Mathematics, Physical Education & School Leadership
- **Master of Science in Teaching (MST)**
Major in Biology, Filipino, General Science, Mathematics, Physical Education, & Social Studies
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- **Master of Arts in Psychology (MAPsych)**
- **Master of Psychology (MOP)**
- **Master of Arts in Religious Education (MAREd)**
- **Master of Religious Education (MoRE)**
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- **Master of Science in Social Work (MSSW)**
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