SMCC HIGHER EDUCATION RESEARCH JOURNAL

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AIM AND SCOPE

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<table>
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<td>90.0 – 100.00</td>
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<tr>
<td>60.0 – 70.0</td>
<td>Easily understandable by 13 to 15 year old students</td>
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<tr>
<td>0.0 – 30.0</td>
<td>Best understood by university graduates</td>
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</tbody>
</table>

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2. Type the entire manuscript double-spaced on a short white bond paper (8.5x11 in) on one side only with 2.5 cm margins all around using a Times New Roman font size of 12 References, Acknowledgments, Table Titles, and Figure Legends should be typed double-spaced or numbered consecutively on all pages including title page, figures, and tables.
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11. To promote anonymous review, authors should not identify themselves directly or indirectly in their papers or in experimental test instruments included in the submission. Single authors should not use the editorial “we”.

12. A cover page should show the title of the paper, all authors’ names, titles and affiliations, email addresses, and any acknowledgements.

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An abstract of about 200 words should be presented on a separate page immediately preceding the text. The Abstract should concisely inform the reader of five vital information: introduction of the topic, chief purpose, objective, method, results and conclusions. Only recommendations with universal or wider application could be included but optional only. Keywords and the Data Availability statements should follow the Abstract. The text of the paper should start with a section labelled “Introduction,” which provides more details about the paper’s purpose, motivation, methodology, and findings. Both the Abstract and the Introduction should be relatively nontechnical yet clear enough for an informed reader to understand the manuscript’s contribution. The manuscript’s title but neither the author’s name nor other identification designations, should appear on the Abstract page.

Keywords

The abstract must be followed by keywords in four parts: discipline of the study, concepts/variables, methods, process, and geography of the study, country, and continent.

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3. When the author's name is mentioned in the text, it need not be repeated in the citation.
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Effects of Emotional Empowerment and Self-Efficacy Techniques on the Psychological Well-Being of Secondary School Teachers in Ogun State, Nigeria: an Empirical Analysis

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ABSTRACT

This study examined the effects of emotional empowerment (EE) and self-efficacy techniques (SET) on psychological well-being of public secondary school teachers in Ogun State. A pre-test-post-test, control group quasi experimental design with 3x2x3 factorial matrix was adopted. The multi-stage sampling technique was used to select 120 public secondary school teachers (61 males and 59 females) who participated in the study. The participants were randomly assigned to two treatment groups (EE and SET) and a control group. The training programmes lasted eight weeks. Well-being Manifestation Measure Scale was used to collect data. Two hypotheses were tested at 0.05 level of significance. Data were subjected to Analysis of Covariance and Scheffe analysis for the post-hoc. There was a significant main effect of treatment on the participants’ psychological well-being ($F_{(2,101)} = 12.824, p < .05$). Emotional empowerment was more effective in enhancing psychological well-being than self-efficacy. It was also noted that the intervention programme accounted for 29.1% (multiple $R^2 = 0.291$) of the changes observed in the psychological well-being of the teachers. Emotional empowerment was more effective in enhancing teachers’ psychological well-being in public secondary
schools. Counselling psychologists should, therefore, apply the two therapies in assisting teachers manage stress at work and enhance their psychological well-being.

KEYWORDS

Emotional empowerment, Self-efficacy, Psychological well-being, Public Secondary school teachers

INTRODUCTION

Psychological well-being expresses a positive emotional state, which is the result of harmony between the sums of specific environmental factors on the one hand, and the personal needs and expectations of teachers on the other. The identification of factors with a positive effect may able schools to undertake actions to enhance teachers’ psychological well-being. Social support in the working environment seems to be an important factor in coping with situations that may disturb psychological wellbeing. Notably, teachers’ psychological well-being at school is not only related to the professional context, personality or personal background can influence the way teachers deal with factors within the school and the demands of the profession. The goal is not to measure the individual well-being of teachers, but to assess the school’s contribution to teachers’ psychological well-being. Factors influencing teachers’ psychological wellbeing can be divided into three categories: factors related to the person, to the profession and the workplace and to society (Huberman and Vandenberghe, 1999). Starting from the person-environment fit model (Kristof, 1996), it is obvious that these factors are interrelated.

According to Eder (1995), a distinction can be made between the ‘here and now’ situation ally determined state of well-being and the state of well-being in the long term or sustainable well-being. ‘Here and now’ state of well-being refers to the immediate feelings related to situations at school and satisfaction with aspects of the situation. Sustainable well-being refers to the structural anchored residue of experiences and feelings on various occasions, for which indicators as general self-confidence and self-image could be used. In this study, assessing the school’s contribution to teachers’ psychological well-being, the researcher would concentrate on the measurement of current feelings and satisfaction which have a direct link to aspects of the school as a working environment.

Emotional Empowerment is a treatment package used for this study, which is based on the principles of emotional intelligence. It is believed that when teachers are emotionally empowered with the competencies of emotional intelligence, they will relate better with others at work and thereby reduce the stress of teaching, and also enhance their psychological well-being. Gardner (1993) defines the concept of multiple intelligence as capacity to learn intrapersonal skills (internal skills like self-understanding
and effective self-assessment) as well as interpersonal skills (external skills fundamental to relationships such as communication, collaboration and empathy. Goleman (1995) has popularized the equivalent concept of emotional intelligence and its corollary emotional competence, comprise personal (internal) and social (external) competencies. Salovey, Mayer and Caruso (2002) synthesize similar ideas into the emerging field of positive psychology, which seeks to balance a focus on psychopathology with attention to building the best qualities in life.

The term, emotional intelligence (EI) refers to the ability to identify, use, understand and manage emotions and emotional information. It has been suggested that there are individual differences in ability to utilize emotions and emotional information (Mayer and Salovey, 1993) and as such it has become a popular construct with researchers and practitioners alike. Its popularity stemmed primarily from the suggestion that it underpins various aspects of performance and success that are not accounted for by other psychological constructs such as intelligence and personality. One of the rapidly growing areas of interest with regard to EI is its role in the workplace. Traditionally, the workplace has been considered a cold and rational environment, a place where there is no room for the experience or expression of emotions and in fact, researchers are of the belief that ‘emotion is the antithesis of rationality’ (Ash forth and Humphrey, 1995). Emotional intelligence has been related to several factors such as life satisfaction, psychological well-being, occupational success and job performance, (Adeyemo & Adeleye, 2008; Bar-On, 1997 & 2005; Salovey & Mayer, 1990).

Self-efficacy is another variable for consideration in this study. It is a significant component in Bandura (1988) social cognitive theory. It has enormous effects on one's effort, interest, persistence and performance. Numerous organizational behavior literatures focus on improving self-efficacy in order to improve individual and organizational performance. Being a task specific construct, self-efficacy describes judgment of perceived capability for performing a specific task (Bandura, 1988; Wood and Bandura, 1989). Researchers have found strong relationship between self-efficacy and performance of a specific task (Lent, Brown, and Larkin, 1987).

There are literature evidences indicating the relationship between psychological well-being and social support, Constantine and Sue (2006); Ryff and Singer (2002). There exists a positive relationship between social support and psychological well-being, Spencer (2006) and Nielsen, Yarker, Randall, and Munir (2009) found associations between psychological empowerment, social support, self-efficacy and psychological well-being. Self-efficacy has also been reported to mediate the relationship between psychological empowerment and work outcomes such as job satisfaction, organizational commitment and well-being, Logan and Ganster (2007); Pillai and Williams, (2004).

In spite of various in-service trainings for teachers in Nigeria, there are still a number of inadequacies on welfare scheme for teachers which in effect affect their productivity. With this kind of worry, there is need to help teachers have a good knowledge of enhancing psychological well-being. Emotional intelligence encompasses
social intelligence and emphasizes the effect of emotions on individual’s ability to view situations objectively and to understand each other. It is the ability to sense, understand and effectively apply control over emotions and appropriately channeling it as a source of energy to positively influence our behavior. Therefore, this study would make use of two treatment strategies namely; Emotional Empowerment and Self-efficacy techniques to create confidence, self-reliance to enhance psychological well-being.

OBJECTIVE OF THE STUDY

The objective of this study is to examine the effectiveness of two therapeutic treatments (emotional empowerment and self-efficacy techniques) in enhancing psychological well-being of secondary school teachers in Ogun State, Nigeria.

METHODOLOGY

Research Design

This study adopted the 3x2x3 pre-test, post-test, control group quasi experimental design. The research entails three groups: two experimental groups and one control group. The experimental groups had participants in emotional empowerment training and self-efficacy technique program. This design is adopted to enable the researcher examine the independent and interactive effects of independent and dependent variables.

Sample and Sampling Technique

The sample consisted of 120 public secondary school teachers in Ogun State, 61 males and 59 females, with the mean age of 33.22 years and S.D of 6.49. The multistage random sampling technique was adopted for this study. The first stage involves dividing the 20 local government areas (LGA) into three senatorial districts- Ogun East, Ogun West and Ogun Central. Secondly, two local government areas were randomly selected from each of the senatorial districts and two schools were selected from the local government using the ballot papers to select six secondary schools, from which the sample was eventually drawn for this study. Two schools each were slated for the two experimental groups and two for the control group. Twenty teachers were selected from each school. Although, the participants were homogenous in nature, this method was used for fair representation of teachers in the state.

Instrument

For the purpose of measuring psychological well-being, the researcher adapted Raymond Masse Well-being Manifestation Measure Scale (WMMS) (Masse, Poulin, Dassa, Lambert, Belair and Battaglini, 1998b). The scale contains 25-items with six factors. The instrument was subjected to face and content validity to determine its suitability for the study. The items were revalidated to remove cultural bias. This
was done by giving the instruments to test experts to scrutinise. In order to establish the reliability of the instrument, a test re-test reliability technique was adopted. The instrument (WBMMMS) was administered to 50 teachers on two different occasions within two weeks interval. The data obtained were analysed using Pearson Product Moment Correlation Coefficient statistics. The WBMMMS yielded a coefficient value of 0.79. With this, the instrument was adjudged to be reliable for use in this study.

**Procedure for Data Collection**

The pre-treatment stage was familiarisation visit to the state Ministry of Education and the Teaching Service Commission. The participants were randomly screened and evaluated prior to the commencement of the treatment using the ballot method. They were thereafter assigned to the two experimental groups and the control group. After the random assignment of the participants to their respective groups, the researcher informed them that they would be meeting weekly on the days chosen. The treatment stage involved the experimental sessions whereby the packages for emotional empowerment and self-efficacy techniques were used for participants in the two experimental groups while the participants in the control group were not exposed to any treatment. The evaluation stage dealt with the assessment of the effectiveness of the experiment in the enhancement of their psychological well-being.

**RESULTS AND DISCUSSION**

**H₀₁:** There will be no significant main effects of treatment on psychological wellbeing of the participants

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<td>659.462</td>
<td>4</td>
<td>164.866</td>
<td>1.297</td>
<td>.276</td>
</tr>
<tr>
<td>Error(Residual)</td>
<td>12841.123</td>
<td>101</td>
<td>127.140</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>20064.992</td>
<td>119</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 1 reveals that there is a significant main effect of treatment on teachers’ psychological well-being ($F (2,101) = 12.824, p< .05$). Therefore, the hypothesis which states that there is no significant main effect of treatment on the teachers’ psychological well-being of the participants is rejected. To provide some indications of the performance of each group, a Multiple Classification Analysis (MCA) was computed. The results are presented in Table 4.2.

**Table 2. Multiple Classification Analysis (MCA) of the Pre-Post Analysis**

<table>
<thead>
<tr>
<th>Variable + Category</th>
<th>N</th>
<th>Unadjusted variation</th>
<th>Eta</th>
<th>Adjusted for independent + covariates deviation</th>
<th>Beta</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment Groups:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Empowerment</td>
<td>40</td>
<td>7.79</td>
<td></td>
<td>7.90</td>
<td>.55</td>
</tr>
<tr>
<td>Self-Efficacy Techniques</td>
<td>40</td>
<td>1.17</td>
<td></td>
<td>1.43</td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>40</td>
<td>-8.96</td>
<td>.53</td>
<td>-9.33</td>
<td></td>
</tr>
<tr>
<td>Job Satisfaction:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Job Satisfaction</td>
<td>36</td>
<td>-3.90</td>
<td></td>
<td>-1.15</td>
<td>.55</td>
</tr>
<tr>
<td>Moderate Job Satisfaction</td>
<td>41</td>
<td>1.65</td>
<td></td>
<td>.50</td>
<td></td>
</tr>
<tr>
<td>High Job Satisfaction</td>
<td>43</td>
<td>1.69</td>
<td></td>
<td>.48</td>
<td></td>
</tr>
<tr>
<td>Gender:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>61</td>
<td>.16</td>
<td>.20</td>
<td>-.49</td>
<td>.06</td>
</tr>
<tr>
<td>Female</td>
<td>59</td>
<td>-.16</td>
<td></td>
<td>.50</td>
<td>.04</td>
</tr>
<tr>
<td>Multiple R-squared</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>.291</td>
</tr>
<tr>
<td>Multiple R</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>.539</td>
</tr>
</tbody>
</table>

The MCA in Table 2 presents the teachers’ psychological well-being of all the groups. Participants exposed to emotional empowerment (EE) had the highest mean score (115.80 (108.01 + 7.79)), followed by participants exposed to self-efficacy technique (SET) (108.18 (108.01 + 1.17)) and then the control group (99.05 (108.01 – 8.96)). Since the treatment was aimed at enhancing the psychological well-being of the participants, it means that the higher the mean value, the more effective the treatment package. This implies that EE training is more effective than SET in enhancing teachers’ psychological well-being with mean score of 115.80. To determine the actual source of the observed significant differences as indicated in the ANCOVA, Scheffe Post-hoc analysis was carried out on the mean scores of the groups; this is presented in Table 3.

The correlation coefficient between the independent variables (emotional empowerment and self-efficacy techniques) and dependent variable (psychological well-being) is $r = 0.539$, indicating a strong and significant relationship between the two variables (i.e. the independent and dependent variables). While the coefficient of determination is 0.291, indicating that the independent variables contributed 29.1% in the predicted variable (dependent variable).
Table 3. Scheffe Post-Hoc Test on Teachers’ Psychological Well-being

<table>
<thead>
<tr>
<th>Treatment</th>
<th>Mean</th>
<th>1 Emotional Empowerment</th>
<th>2 Self-Efficacy Techniques</th>
<th>3 Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Emotional Empowerment</td>
<td>115.80</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>2 Self-Efficacy Techniques</td>
<td>108.18</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>3 Control</td>
<td>99.05</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

Table 3 shows that the mean score of teachers exposed to EE is significantly different from those exposed to SET and the control groups. Also, the mean score of teachers treated with SET is significantly different from those in the control group.

**H₀₂**: There is no significant main effect of gender on psychological well-being of the participants.

Table 1 shows that the main effect of gender on the teachers’ psychological wellbeing is not significant (F (1,101) = 0.011, p > .05). Therefore, the null hypothesis which states that there is no significant main effect of gender on teachers’ psychological well-being is accepted.

The result of hypothesis one reveals a significant main effect of treatments on psychological well-being of the participants. The result indicates that both treatment groups are effective and impacted participants positively. The control group was not impacted because they were not exposed to treatment. Those exposed to EE training had higher mean score of 115.80 than self-efficacy technique (SET) with mean value of 108.18. Since the treatment was aimed at enhancing the psychological well-being of the participants, the higher the mean value, the more effective the treatment package is. This implies that EE is more effective in enhancing the psychological well-being of the participants than SET. This could be attributed to the emotional competencies that the participants were exposed to in the course of the training exercise. When people are able to manage their emotions, understand other people’s emotion, then their psychological well-being would be enhanced, they would live a healthy life and relate well with others around them. The finding corroborates the study of Tsaousis and Nikolaou (2005) who reported a significant relationship between EI and health, that high level of Emotional Intelligence was associated with better health and improved quality of life.

The second hypothesis states that, there is no significant main effect of gender on psychological well-being of the participants. This hypothesis is accepted. This could be attributed to the fact that both genders were exposed to the same treatment. Moreover, females are now able to marry the work-family interface effectively, thereby fostering their psychological well-being. Mayer et al., (2002) reported that well-being states are more frequently met in women than men. They also found that well-being appears in female throughout their life while in men, it is more frequent in adulthood, but decreases after the age of 50.
CONCLUSION

The study concludes that the two techniques were effective in enhancing psychological well-being of the participants as evident in the results. Emotional Empowerment could be used for teachers in-training who are close to graduation and those that are on the service, while self-efficacy technique (SET) could be used for teachers to facilitate their being self-reliant and having enhanced self-efficacy to decide on how to enhance their well-being.

Further, this study could be generalized within the state service. It was very challenging, interesting and educative, to have undertaken a study in this area of human behavior. The study has exposed the problems encountered by teachers especially in their early years of service.

RECOMMENDATION

The findings of the study have the potential to facilitate counselling opportunities to bring about behavioral changes in the public teaching service. The government should also provide conducive learning environment. Also, teacher-student ratio in the classroom should be reduced. Overcrowded classrooms have been a source of stress, which has hampered the psychological well-being of teachers in recent times.

Educational policy makers should as matter of urgency look into the following areas: social recognition of teachers, teacher-student ratio in the classroom, incessant review of educational policies, politicking of education, enhanced leadership style, school regulation on visits of parents to the school and non-implementation of educational policies. More importantly, teachers should seek counselling to enable them face the challenges of teaching in order to be well-adjusted to the society, how to keep free of anxiety, practical advice on how to maintain their well-being and how to have fulfilled life.

LITERATURE CITED


Course Material Development and Availability as Determinants of Students’ Academic Performance in National Open University of Nigeria

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ABSTRACT

This study attempts to find the factors affecting the development of course materials and its availability, how these determine students’ academic performance in National Open University of Nigeria (NOUN). The study examines whether there are enough course writers/developers for programmes offered. Research questions are raised and hypotheses formulated to guide the study. The instrument used for data collection was the questionnaire, administered on the sampled students from five (5) schools in two study centres in Ogun (Abeokuta) and Oyo (Ibadan) states. Descriptive tables, simple percentages, five points Likert scale are used. Chi-square test is also adopted in the analysis. The major findings of the study are that there are enough course writers / developers for the various programmes offered by NOUN, and there is timely release of fund to enhance printing and transportation of course materials for its availability to students among others. These adequate provisions enhance better reading culture in students which positively affect their academic performances in NOUN. The study concluded that even though the university is doing well, it needs more experienced/qualified course writers/developers to enhance more quality production of course materials for all old and new programmes offered at NOUN.
INTRODUCTION

The history of open distance learning and education in Nigeria started in 1983 when the National Open University of Nigeria (NOUN) was established. A total of 113 million children of school age were estimated to be out of school (Perraton 2001:2). Various statistics indicate that majority of Nigerians (the class of the poor, illiterate, women, marginalized and those living in rural/remote areas) were yet to be reached through one form of education or the other. The success of Open University in Britain from its inception in 1971 provided a model for distance education at University level. This was emulated in the establishment of institutions such as the Sukkothai Thammathirat Open University in Thailand in 1978 and the Indira Ghandi National Open University in India in 1985 (Dodds and Frank, 1994). The National Open University of Nigeria was initially established on 22nd July, 1983 as springboard for Open and Distance Learning in Nigeria (ODL).

ODL employs some methods to deliver and take education to the people and make learning an enjoyable activity. These methods included using: printed instructional materials, audio, video tapes and CD-ROMS. This would be transported to the students by courier companies, NIPOST and NOUN’S in-house transport division. Television and radio broadcast of educational programmes are used, with electronic transmission of materials in multimedia (voice, data, graphic, video) over fixed line (telephone or leased lines), terrestrial and VSAT wireless communication systems. Study centre signed each of the geopolitical zones, states and local government areas shall perform critical roles in the delivery of instruction.

Study Centres are resource places where students pick up Course and study materials as well as interact with Instructional Facilitators and Tutors, Students’ Counselors, Study Centre Directors and with other students. A number of other Learner-Support facilities include internet browsing, e-mailing, library and a range of communication channels are also available at the study centres.

Jegede (2003) submitted that since its independence in 1960, Nigeria has continued to demonstrate an irrevocable and unwavering commitment to education as a tool for national and personal development and as an inalienable right of her citizens. He went further to say that the socio-economic dimensions of providing education for all are huge, bearing in mind the population of the country and tilt competing basis for resources amongst compelling needs of the society. The ever growing demand for education cannot be met by the traditional face-to-face classroom instructional delivery. The way forward was to embrace the open and distance education. Thus, by an Act of the National Assembly, the National Open University of Nigeria (NOUN) was
established in 1983. The practice of self-learning distance learning mode was adopted as its way of instruction.

NOUN is offering courses which lead to the award of Certificates, Diplomas, Post-Graduate Diplomas and Degrees. It has catered for the continued educational development of various professionals that spreads across Teachers, Accountants, Bankers, Lawyers, Doctors, Engineers, Politicians, Self-employed, Businessmen and Business Women. The University at present has 47 study centres spread across Nigeria and it is Nigeria’s leading – and only specialist – provider of open and distance learning at tertiary level. It offers over 50 programmes and 750 courses. It has been striving at maintaining a strong commitment to internationalization, (Adeyemi, 2013).

The Federal Government of Nigeria (2004) in its National Policy on Education stated that it shall undertake to make life-long education the basis for the nation’s educational Policy. And to achieve this objective, the government adopted a philosophy of education for Nigeria meant to ensure that at any stage of the educational process after primary education, or embarking on full-time employment without excluding the prospect of resuming studies later on, (FGN, 2004). The policy equally in recognizing the importance of self-learning according to Ogundiran (2009) underlined the fact that the education system will be structured to develop the practice of self-learning.

Nigeria has always seen education as an instrument for empowering people and equally the best legacy any nation can bequeath to its citizenry. Adeyemi (2013), writing on the role of education in national development agreed that for development to take effect, a country must have a very considerable proportion of trained educated citizens not only to act as doctors, engineers, teachers, agriculturists, scientists and the like, but must create a new class sufficiently large and hence, sufficiently strong to establish its own value of justice, selection on merit, flexibility, empiricism and efficient.

Nigeria, like most other populous countries is not a newcomer to distance education. During the colonial era, the quest by the British to colonize what is now referred to as NIGERIA could be traced to when some Emirs in the Northern part of the country refused bluntly to colonial rule, and domination of their territory and were banished to Lokoja (now capital of Kogi State) as punishment by the colonists. Some international organizations such as United Nations Education, Scientific, and Cultural Organizations (UNESCO), Commonwealth of Learning (COL), British Council (BC), Literacy in Education Assistance Programme (LEAP) have equally assisted Nigeria in the quest to firmly root distance education. These international agencies have been of immense help in the training of distance education institutions and staff. COL has encouraged the use of information and communication technologies (ICTs) in the delivery of distance learning.

Aderinoye and Kester (2003) noted that UNESCO, apart from providing technical advice for the establishment of National Teachers Institute (NTI) Kaduna in 1976; also organized a workshop on “Course writing” for distance education course developers in Abuja in June 2001, in which more than 3000 course developers from West Africa
sub-region participated. Jegede (2003a:15) argued that the birth of distance education is traceable to the quest by Nigerians struggle to obtain qualification through higher education for social and occupational mobility. Tait, A. (2003) echoed that “the University of London which was termed the “first Open University” because of its move to use correspondence education as means of preparing candidates for the General Certificate of Education (GCE), which was a re-requisite for the London Matriculation Examination then. Some Universities in Nigeria that operated similar programmes were University of Nigeria, Nsukka in 1981 while Ahmadu Bello University (ABU) Zaria operated a variant of distance education.

The University of Lagos established its Correspondence and Open Studies Unit (COSU) in 1972 and had been upgraded to an institute called Correspondence and Open Studies Institute (COSIT) but now called Distance Learning Institute (DLI), even as University of Ibadan (UI) and University of Ilorin called their Institute of Education. In 1978, National Teachers’ Institute (NTI) Kaduna was established using distance education mode to improve the quality of primary school teachers in Nigeria.

According to Federal Republic of Nigeria (2004), in the current knowledge driven global economy, higher education systems play major roles in social development and national economic competitiveness, however, they face immense challenges in meeting rising enrolment demands worldwide. Open Educational Resources (OER) are teaching, learning and research materials in any medium that resides in the public domain and has been released under an open license that permits access, use, repurposing, reuse and redistribution by others with no limited restrictions or any restrictions (Atkins, Brown & Hammond, 2007).

According to Glen (2005) and UNESCO (2011), Open Educational Resources (OER) can include full courses/programmes, course materials, modules, student guides, teaching notes, textbooks, research articles, videos, assessment tools and instruments, interactive materials such as simulations and role plays, databases, software, applications (including mobile applications) and any other educationally useful materials such as simulations and role plays, databases, software, applications (including mobile applications) and any other educationally useful material. UNESCO (2011) also clarified that the term Open Educational Resources (OER) is not synonymous with on-line learning, e-Learning or mobile learning but while shareable in a digital format, is also printable. The National Open University of Nigeria (NOUN) system of delivering instructional materials was modeled after that of Indira Ghandi National Open University (IGNOU), India, NOUN does not provide lectures to students in the normal classroom situations, instead, it teaches through the provision of specialized study materials on the basis of self-learning. These study materials are given or sent to students who are enrolled for the courses by the postal service.
FRAMEWORK

Open learning refers to “policies and practices that permit entry to learning with no barriers or with minimum barriers with respect to age, gender or time constraints and with recognition of prior learning” (Glen, 2005). The flexibility of open learning and its access to means of instruction, the distance educational mode ensures that broad availability of educational opportunities reaches as many segments of the population as possible, (Jain, 2001:63; Aderinoye & Kester, 2003). Jegede (2003:13) has argued that this mode of learning can accommodate diverse learning styles, and provide access to remote and normally inaccessible under-represented groups and people in different circumstances. He had also argued further that this type of learning has proved to be efficient all over the world including Africa, not leaving Nigeria behind.

Dhanarajan (2001) described distance education as the means by which the teacher is taken literally to the student. It is a teaching and learning process in which students are separated from the teachers by a physical distance which is often bridged by communication technologies. Also, Dodds and Frank (1994) as cited by Perraton (2001) see distance education as an educational process in which a significant proportion of the teaching is conducted by someone that is removed in space and time from the learner. The link between the so called someone and the learner is therefore necessary provided by different means of communication and instruction. A fundamental characteristic of distance education is that is learner-centred. A learner-centred educational process means departing from a conventional teaching and learning culture, to one which employs a wide range of tools (course materials) to effect learning outcomes.

Table: 1. Common Synchronous and Asynchronous Technologies

<table>
<thead>
<tr>
<th></th>
<th>SYNCHRONOUS</th>
<th>ASYNCHRONOUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video</td>
<td>Video conferencing</td>
<td>Video tape, DVD, Broadcast video</td>
</tr>
<tr>
<td>Audio</td>
<td>Audio conferencing</td>
<td>Audio files, Radio, Podcasts</td>
</tr>
<tr>
<td>Data</td>
<td>Internet chat, Internet video conferencing</td>
<td>E-mail, CD-ROM</td>
</tr>
</tbody>
</table>

These are materials and tools designed for recognizing self-learning. They include printed course units and readers, tutor and computer marked assignments and feedback systems, radio and television broadcasts, audio and video tapes, CD-ROMS, home kits and individualized counseling, and help through telephone and electronic mails (data, graphic) terrestrial and VSAT wireless communication systems. The method of instruction at NOUN is by the distance learning mode within an open learning environment. For clarity, open learning is defined by Glen, (2005) and Adeyemi (2013) as any form of learning in which the process enables individual learners to exercise
choice over any one or more of a number of aspects of learning and that this type of instructional mode provides opportunity for working people to acquire knowledge, skills, and techniques which may be relevant to their present work situation or to future career prospects. It allows for teaching people who are living in any location, regardless of the types of jobs they do. It is also flexible in terms of age and time, allowing for enrolment at any time and age and at a convenience of pace dictated by the students.

**OBJECTIVES OF THE STUDY**

The study is seeking to identify the factors that are responsible for non-availability of printed course materials in National Open University of Nigeria using two selected study centres. If materials are not available as at when needed, does it affect the academic performance of students? Then, this study is designed to investigate into factors that affect their availability and students’ academic performance.

**METHODOLOGY**

The survey research design was adopted in this study. Survey researchers are interested in the accurate assessment of the characteristics of the whole population of people. It studies large and small population by selecting and studying samples chosen from the population to discover the relative incidence, distribution and interrelations of sociological and psychological variables.

The population of this study consists of 100 (one hundred) students of National Open University of Nigeria in five (5) different schools amongst others, and from two (2) study centres within Lagos State. The study outreach centres are in Agidingibi and Apapa.

From each of the five schools, twenty (20) students will be randomly selected totaling 100 (one hundred) in all. Fifty (50) students from Ikeja study centre and fifty (50) from Apapa study centre. One hundred students were selected through random sampling to comprise male and female. These resulted into having 20 students selected from each of these five schools.

One set of questionnaire was designed by the researcher. It has three sections; SECTION A has to do with the background information of the student. SECTION B has a list of questions probing into the students awareness and importance of the availability and use of course materials for their programmes vis-à-vis their academic performance, while SECTION C is a list of questions probing into the effect which the availability of course materials have on academic performance.

The instrument used was properly scrutinized by most senior colleagues within and outside the University. Descriptive tables, simple percentage, Likert’s 5 point Rating Summated method and Chi square test were used for analyzing the data.
Compliance to research ethics protocol was done through signed informed consent. The researcher personally visited the two study centres (Agidingbi and Apapa) involved in the study with the formal permission of the student counselors of the centres before administering the questionnaire. The validated questions were administered on the students of 5 (five) schools with the help of the staff of the study centres. The researcher ensures the immediate retrieval of completed questionnaire.

The instruments are scored and coded for competition on the SPSS package of the computer. Meanwhile, the analysis of data was done using Descriptive Tables, Simple percentage, Likert 5 Points Summated Rating Method and Chi-square Test.

RESULTS

Table 3: Distribution and Return of Questionnaire

<table>
<thead>
<tr>
<th>Name of School</th>
<th>No. of Admission</th>
<th>No. Returned</th>
<th>Percentage %</th>
<th>No. Administered</th>
<th>No. Returned</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 School of Management Science</td>
<td>10</td>
<td>10</td>
<td>20</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>2 School of Science and Technology</td>
<td>10</td>
<td>10</td>
<td>20</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>3 School of Law</td>
<td>10</td>
<td>10</td>
<td>20</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>4 School of Education</td>
<td>10</td>
<td>10</td>
<td>20</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>5 School of Arts and Social Science</td>
<td>10</td>
<td>10</td>
<td>20</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td><strong>Sub Total</strong></td>
<td><strong>50</strong></td>
<td><strong>50</strong></td>
<td><strong>100</strong></td>
<td><strong>50</strong></td>
<td><strong>50</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Section A: Analysis of Respondents Bio-Data

The School of Arts & Social Science (Apapa Study centre) 04 male and 06 female students responded (20%); while from the same school (Ikeja study centre) 08 male students and 02 female responded (10%), totaling 20%. Also, it would be observed that the total number of male respondents for the two centres were 22 + 36 = 58 while female respondents were: 28 + 14 = 42 cutting across the five schools in the two study centres. This implies that more male students responded than female students.

About 25 (50%) of the respondents were from School of Management Science (Apapa) offering B.Sc and 23 (46%) from (Ikeja) study centres total 96%. The School of Science & Technology (Apapa) had 16 (32%) while (Ikeja) had 05 (10%) total 42%. The School of Arts & Social Sciences (Apapa) had 06 (12%) while Ikeja had 07 % (14%), totaling 26%. Amongst the three, out of the five schools, respondents undergoing B.Sc programme were the highest respondents.

About 35(70%) of the respondents in (Apapa) and 17(34%) of Ikeja were in 100 level, i.e. undergraduates in year one. Those on 200 level from Apapa were 10(20%)
while 12 (24%) were from Ikeja. Those on 300 level from Apapa were 05 (10%), while 11 (22%) were from Ikeja, only 08(16%) that came from Ikeja were on 400 level. This result implies that many respondents were undergraduates who would need to have been supplied with PRINTED COURSE MATERIALS among others for their use in academic pursuit.

About 36 (72%) of all respondents in the five schools were from (Apapa), and 40 (80%) from (Ikeja) study centres used or collected printed course materials. Only 01 (02%) from Apapa used CD-ROM, 13(26%) respondents from (Apapa) and 10 (20%) respondents from Ikeja used materials downloaded from the internet. This implies that students who collected or used printed course materials were higher than those that used other sources.

RESULTS AND DISCUSSION

RESEARCH QUESTION ONE: Are there enough writers/developers for all courses offered in National Open University of Nigeria?

From the above analysis in statement 1, the mean rating of 4.30 shows that the respondents agreed that NOUN uses printed course materials as means of instruction as a higher institution. The mean rating of 4.4 obtained from Statement 2 portrays the effect that there is need for course developers and writers to enhance production of course materials. For statements 3, 4, 8 and 15, the respondents did not decide while for statement 21 with mean rating 4.30 showed that the respondents agreed that there were other sources of instruction apart from printed ones.

RESEARCH QUESTION TWO: Are the course materials printed on time? This research question sought to ascertain if these course materials are printed on time. This question was tested with statements 4, 6, 7, 10, 11, 12 and 14.

From the above analysis, the mean rating of 4.24 for statement 4 showed that the University used printed materials as means of instruction and issues same to students upon enrolment. Statement 10 with value of 4.00 also revealed that the respondents that printed course materials were not available at study centres when needed. The learning skill of students was enhanced with the provision of printed course materials through the value 4.25 in statement 11. The value of 4.05 from statement 12 revealed that printed course materials were usually not issued out in full to students at the beginning of such semester. It will be noted from Statement 14 with 4.08 value showed that the respondents agreed that the University prints less number of needed course materials, compared to registered population. The mean rating values of statements 6 and 7 of 2.56, and 3.94 showed that the respondents disagreed and did not decide on whether it was easy to collect study materials from the school store and being exposed to printed course material for their programmes respectively.
RESEARCH QUESTION THREE: Does the release of fund for printing makes course materials available on time? This research question sought to find out if funds are released on time for printing of course materials. This question was tested with statements 9 and 17.

The mean rating for statement 9 of 3.27 showed that respondents were not decided that the school authorities’ administrative bureaucracy makes non-release of fund on time possible for printers to carry out printing course materials. The mean rating of 4.53 for statement 17 showed that respondents agreed that the release of fund for the printing of course materials will enhance students’ academic performance.

RESEARCH QUESTION FOUR: Does transportation logistics of these course materials to all study centres, make these instructional materials available for collection when needed? This research question sought to determine if the logistics of transporting course materials to all study centres make them available for collection by students when needed. This question was tested with statements 13, 16, 19, 20 and 26.

On statement 13, the value of 3.76 showed that respondents were undecided about logistics of transporting printed course materials to study centres for examination preparation. The mean rating of 4.5 for statement 16 showed that respondents strongly agreed that timely printing of course materials will enhance students’ academic performance. Furthermore, the mean rating of 4.46 gotten from statement 19 shows clearly that respondents agreed that students read printed course materials and it enhances that academic performance. It is worthy to note that the mean rating of 4.37 obtained from statement 20 revealed that the respondents agreed that printed course materials contributed to students reading ability. The student’s ability to read more for longer time with the use of printed course materials was corroborated with the mean rating value of 4.33 in statement 26 as they agreed to it.

RESEARCH QUESTION FIVE: Does the availability of these course materials affect students’ academic performance? This research question sought to know if the availability of course materials have effect on students’ academic performance. This question was tested with statements 18, 22, 23, 24, 25, 27, 28, 29, 30.

The mean rating value of 4.48 for statement 18 showed that respondents strongly agreed that the availability of course materials is a contributor to their reading ability. Statement 22 also showed that its figure of 4.16 revealed that respondents agree that the availability and accessibility of printed course materials have improved students’ academic performance. The mean rating of 4.18 for statement 23 showed that the respondents agreed that the availability of printed course materials for collection enhanced students’ encouragement to read, and also contributed to their academic performance. Statement 24 with 4.19 value showed that the respondents agreed that non-issuance of printed course materials in full affects students’ preparation for tutor-marked assignment.
The late arrival of printed instructional course materials in full to study centres, has effect on students’ academic performance as agreed to in statement 25 with the mean rating value of 4.18. The value of 4.19 for statement 27 proved that the respondents agreed to the use of printed instructional materials has produced improved attributes in students towards reading and learning, 4.16 value for statement 28 revealed that respondents also agreed that students performed well with the use of printed instructional materials, even as statement 29 with mean rating value of 4.21 showed that academic performance of students’ programme improved from the use of course materials. Statement 30 with mean value of 3.32 revealed that respondents were undecided on the statement that academic performance of the students did not improve with the use of course materials.

CONCLUSION

The results from this study indicate congruence among teachers’ self-efficacy, English proficiency, and their teaching effectiveness. The more proficient the teachers are in the language, the higher their senses of efficacy, which later has a greater impact on their teaching effectiveness.

Evidence highlights the importance of enhancing English proficiency and developing self-efficacy among teachers in the secondary schools. The results of this study show the importance of language proficiency as the foundation of teachers’ confidence. Also, teachers’ judgments about their teaching competence influence their effectiveness in teaching. These findings suggest that English proficiency enhancement and self-efficacy development should be considered as means to address issues and problems in language teaching.

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Literacy: Political Emancipation and Sustainable Development

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ABSTRACT

This study sought to determine the extent to which literacy education facilitated acquisition, and development of intellectual skills. The study also sought to find out whether literacy education enhanced performance of civic responsibilities, mobilization of grass roots people for political participation, democratic governance and continuous life-long learning for sustainable development. The study adopted the descriptive survey research design while a purposive multistage random sampling procedure was adopted in selecting and administering questionnaire to the respondents. A total of 146 (88 males and 58 females) respondents of intact classes (groups) of learners. The questionnaire and interview schedule were the primary research instruments used in collecting data for the study. The results showed that 91.78 per cent of the respondents asserted that literacy resulted into development of intellectual skills, self-reflection, awareness creation and sensitiveness to social issues. Similarly, the results showed that 87.67 percent of the participants concurred that through dialogue, inquiry, sensitivity to cause and effect relations, and expression of the rights to self-determination, literacy engendered compliance with rules and regulations, and mobilization of grass roots people for political participation and democratic governance.

KEYWORDS

Developmental Education, literacy, political emancipation, sustainable development, descriptive design, Nigeria
INTRODUCTION

Historical antecedents seem to support the view that literacy, political emancipation and sustainable development are interdependently related. A critical look at education for self-identity and rights to self-determination by Quicker (1999) presupposes that persons, that is, individuals, communities, societies and nations have a responsibility towards the achievement of autonomy, personhood and nationhood. This fact is exemplified by the collective will – the will power or determination expressed by majority of South Africans not just to increase the rate of literacy of the people, but literacy, (education for self-identity and rights to self-determination) became the catalyst or impetus, though through liberation struggles, dialogue and resilience wrested power from apartheid regime which culminated in the political emancipation, freedom or political independence of that country. This is also true of advanced countries such as United States of America (USA), Britain, Germany, Japan and newly independent and industrializing countries of Liberia, Ghana, Korea, Singapore, Malaysia and Indonesia. The need for self-identity and exercise of the rights to self determination is akin to Omolewa (2006:8) declaration that:

A great value of literacy as a component of Adult Education is that it provides an avenue or means of bringing about change in individuals, communities, societies and nations. Its role is to assist whoever is ready to move from failure to success, from unknown to known, from obscurity to recognition and from the ignored to the celebrated.

As x-rayed above, education (literacy) for self-identity and rights to self-determination has implications for behavioral changes in the social, economic, political lives of mankind as well as for sustainable development of the people (Nigerians) and Nigeria which aspires to become one of the twenty most developed and dynamic economies of the world in the 21st century.

Whereas, Nigeria became independent on 1st October, 1960 and despite this fact, the country is still fighting the wars of low rate of illiteracy, true political emancipation of, and for sustainable development. In its fifty-five years of sovereignty as a nation that is, after obtaining political independence from Britain, Nigeria has evolved several educational reforms which make literacy, free and compulsory universal basic education the springboard for continuous learning and further educational attainment by individuals and groups. She fought a civil war which lasted thirty months (May, 1967-January, 1970), installed democratic governance which was interrupted by military rule. While the democratic rule which came into being in 1999 is confronted by insurrection or insurrection by ethnic or tribal militia groups such as the Niger Delta Restive Group (NDRG), and Odua People's Congress (OPC). This brings into the forefront the concern about Boko Haram insurrection, political emancipation and sustainable development. The discourse on the subject matter of this paper therefore involves the concept of literacy, political emancipation and sustainable development.
FRAMEWORK

Modern thinkers including neo-literates generally assume or associates literacy as ultimately concerned with reading, writing and arithmetic, nonetheless, post-industrial scholars (Omolewa 2006; 1985; Indabawa, 1991 and Okebukola, 2009) see literacy education beyond the realm of survival instinct.

Political Emancipation and Sustainable Development

Literacy is a framework for political emancipation to be realized as well as for sustainable development to be achieved by both individuals and nations. By interpretation therefore, literacy education is seen as a vital element to nurture political emancipation and sustainable development. This fact suggests that these two concepts (political emancipation and sustainable development) are inextricably linked together. That is, political emancipation and sustainable development are intertwined, interconnected or interlaced with one another, inseparable and necessary to each other. In a nutshell, one is indispensable to the other. While political emancipation involves setting free or being set free especially from slavery, freedom from political, moral, intellectual or social restraints offensive to reason or justice. Social pundits (Jeanne and Keith, 2011; Giddens, Duneier, Applebaum & Carr, 2011) assert that political emancipation means to let go, liberate, release, set free from oppression or slavery, to be free from restrictive rules or conventions, freedom originally from both paternal and political authorities. It is pertinent to state succinctly that political emancipation is concerned with freedom of speech, freedom of independent thought, freedom of association, boldness, and openness to sound moral judgment and involvement in constructive decision making.

The United Nations (1995:149-150) states that sustainable development is concerned with the capacity to meet the needs of the present with compromising the ability of future generations to meet their own needs. It is important in this context to reiterate that the ability or effort to meet the needs of the present age should not in any form hamper, thwart, disrupt, undermine, forestall, frustrate, hinder or destroy the developmental ability or process of future generations to meet their own needs. This marks a paradigm shift from the culture of silence (Freire, 1972), complacency, waste, culture of survival instinct or the throwaway culture. It should be noted that in this era, change is inevitable and indispensable to the way of thinking and doing something whereby the old order is replaced by science and technology and vigorous pursuit of knowledge. In a more profound way, sustainable development places a burden of proof on individuals or group of persons alike to develop an ever-increasing propensity towards the renewing of strength, energy, knowledge, wisdom and understanding through insightful thought, scientific discoveries, and lifelong learning without being weary. It would be realized from the discussion that ensued that political emancipation and sustainable development depend on the educative process, that is, education (literacy, functional literacy and lifelong education) is an imperative with man being both the
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clientele and change-agent. It is also important to reiterate that political emancipation run or occur concurrently alongside with sustainable development. The truth actually is that events or activities which characterize political emancipation or independence happen or occur simultaneously with sustainable development. Sometimes too, these events or activities provoke political statements, declaration or pronouncement by an individual, group or a country in form of philosophy, way of life, attitude towards life or the way forward. Therefore for the purpose of this study, a review of efforts at political emancipation and sustainable development by some countries was undertaken.

**Efforts at Political Emancipation and Achievement of Sustainable Development**

On the struggle for political emancipation and achievement of sustainable development, available evidence suggests that long before the attainment of independence, Americans had recognized adult literacy education as the vanguard or megaphone for the empowerment and mobilization of grass roots people’s support towards democratic governance (self-governance), political participation and for advocating the culture of generational resource development and management efficiency. This fact corroborates the establishment of Chautauqua adult education. Sunday school in 1874 on Lake Chautauqua in Western New York State for teaching literacy, workers’ education, world affairs, reforms in politics and Bible knowledge. Omolewa and Kazeem (1989), Feiberg and Soltis (1985) described the Chautauqua system of popular adult education succinctly in this way:

The adult education Sunday school was a unique and awesome source of learning, a forum for teaching adult literacy, workers’ education, and discussion of world affairs, reforms in politics, moral and business all served to keep the American people in a state of mental agitation.

Investigations by this writer also revealed that consequent upon the successful use of the school to inculcate into the adult learners the idea of permanent learning habit, the status of the school was upgraded from Chautauqua adult education Sunday school to Chautauqua Literacy and Scientific Circle (C. L. S. C.). Thus, the Chautauqua Literacy and Scientific Circle which seems replicated by Freire (1972) cultural circle literacy model in Brazil soon become a forum for empowering people for community participation, and at the same time mobilizing, popularizing, teaching and learning adult literacy education programs, workers’ education, Hebrew, Greek, English literature, French and German languages in the United States of America.

Feinberg and Soltis (1985) noted that it made popular adult literacy education a powerful force in American life. This vision of the school and America probably influenced the articulation of the American’s philosophy of life which states that “we are not just surviving but succeeding”. Indeed, this philosophical statement has been the driving force which sustains America up till today in all her social, economic, scientific and technological development processes.
In short, America’s philosophy of life has been the compass by which America’s ship of state is being driven. Studies conducted by some scholars (Noe, Hollenbeck, Gerhart, and Write, 2013; Feinberg and Soltis, 1985 and Perkinson, 1977) point to it that Americans have always looked into education to perform different and vital functions including political freedom, sustained human capital development and long term resource management efficiency.

Evidence shows that Americans bind themselves or fraternize with adult education especially adult literacy programs as the launching pad to garner support for the implementation of its policies and programs. Excerpt gathered from United Nations Development Programs (UNDP, 2009), Giddens, Duneier, Applebaum and Carn (2011) reports show that with the No Child Left Behind Education Act of 2002, the literacy rate of the United States of American which stood at about 99% before now has increased to about 99.03 per cent. By this report, it is clear that there is a strong link between literacy, political participation, human capital development, political emancipation, continuity in government (political stability), capacity utilization, life expectancy and reduced human rights abuse. These factors find explication in the growth of movements for reforms in politics, moral and business which led to the July 4, 1776 Declaration of America Political Independence and Sovereignty by the United States of America in Congress.

Although Germany had a cheque red history of wars, disintegration and consolidation of power, nevertheless, its political independence and sustained development is grounded in education that was aimed at restoring national pride and morale of the people in the face of economic crisis created by mass unemployment and national bankruptcy. Reports obtained from the study conducted by Friedman, Lechner and Kipfer (2004) indicate that in its fight for freedom, Germany among other things was more concerned with education for liberation given to youths and adults, that is, the type of education that would inspire young people and adults with high ideas, interest and intellectual revolution. Schwartz (2011), and Omolewa & Kazeem (1989) paraphrased the importance of education to the political emancipation and sustained development of Germany during the period of the wars in this way:

… at a time when the gun, the police and the prison were common features of life in the European revolutionary scene, Germany advocated intellectual revolution (Schwartz, 2011; Omolewa & Kazeem, 1989).

Schwartz (2011) that the importance of education to the political emancipation and the drive towards sustainable development by Germany centers on Germany’s government political will and support for adult education, non-formal and informal education programs in Africa, Asia, Latin America and the world in general. This is illustrated by the dissemination of knowledge on topical issues such as Education for All (EFA) agenda, expanding opportunities for the marginalized through skills development, e-learning including modern teaching materials and distance learning programs. Others include population education, women empowerment environmental
education and preventive health. In addition; all these programs are also complemented by Friedrich Ebert Foundation a non-governmental organization based in Germany.

Pertaining to South Africa political emancipation and struggle for sustainable development, reliable evidence suggests that the country was involved in wars, internal strives and treatise similar to that of Germany. However, literacy played major roles to bring about political independence in South Africa. According to this writer's investigations, apartheid had by 1949 enforced European supremacy over black majority (69%) with government control of electoral districts, the judicature and strict segregation of residential areas and educational establishments between blacks and whites. Refusal by the white minority regime nineteen percent (19%) to renounce apartheid led to series of sanctions against South Africa. These included the withdrawal of South Africa from the Commonwealth as a republic on May 31, 1961, and the United Nation's termination of its mandate in 1966 over South Africa as an independent country. In the struggle that ensued and agitation by blacks and the Nationalists for equity and equality in access to education, many of the stakeholders including Nelson Mandela was imprisoned in 1962 (Wildschut, 2007).

Though South Africa was entangled in a protracted political struggle perpetuated by white minority rule, studies by some scholars (Samlowski, 2011; Wildschut, 2007 and Hinzen, 2003) show that functional mass literacy programs and political education teachings in village square meetings, Sunday School education in churches in nonviolent ways, music and printed handbills, messages and jingles on topical issues such as constitutional democracy, restoration of human rights were used as stimuli to win international support for constitutional reforms and political emancipation of South Africa.

Amid worldwide condemnation and pressure on the white minority government to abandon apartheid, by 1990, Nelson Mandela was freed from prison. Thus Mandela's release from prison opened the door for reconciliation and dialogue between the apartheid regime and members of the African National Congress (ANC) over the political independence of South Africa. In line with the principles of reconciliation, dialogue and participatory democracy, members of the African National Congress including the nationalists and Mandela participated in series of meetings organized by the apartheid government to resolve the political conflict. Some development partners (Lasisi, 2013; Kotzean Lynn, Leumer 2011; and Leumer, 2003) captioned the mood of Mandela in one of the reconciliatory meetings like this:

“\textit{I have fought against white domination, and I have fought against black domination... I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die.}”

Although Nigeria had independence on October 1, 1960, however, her embrace in 1965 of the idea of functional literacy as recommended by United Nations Educational
Scientific and Cultural Organization (UNESCO) marked a turning point in exercise of the rights of access to education and self-determination especially for individuals and communities that were previously educationally disadvantaged or sidelined. The inclusion of Mass Literacy, Adult and Non-Formal Education in the Nigerian National Policy of Education (NPE, Revised 1981:32-35; 2004:19-22), the launch in 1999 of the Universal Basic Education (UBE) in Sokoto and the establishment of the National Commission for Mass Literacy and Non-Formal Education (NMEC) formally put a seal of approval by government of the power of individuals to exercise the rights to education, self-identity, self-determination, lifelong education and sustainable career or professional development. In brevity, what this means is that with the 1999 education reforms which made literacy and universal basic education compulsory, every Nigerian especially children of school going age (six year olds) including early leavers or early completers is eligible or reserves the right to acquire knowledge, skills and abilities through formal (regular) school or out-of-school such as in the non-formal or apprenticeship training including Koranic/Qur’anic education.

However, the responsiveness of state and local governments to this mandatory social responsibility raises a problem of great concern. The concern stems from the use of underage children conscripted by Boko Haram insurgents to cause mass killing of people including students in schools, public gatherings and places of worship. According to these Punch Newspaper’s correspondents, Owuamanam, Adetayo, Idowu and Isenyo (2014:2), ten year old male suicide bomber killed 47 students and injured 98 others in Potiskum, Yobe State. In another incident, the use of teenage as fighters was captioned in this way:

Use of underage fighters worries military: the military have confirmed increases use of underage (10 year old) fighters and female bombers by the violent Islamic sect, Boko Haram, and the military is … worried because the insurgents were using children as soldiers to gain advantage over the military in the war front (Soriwei, 2014:8).

Mass Literacy Efforts in Lagos State

Lagos State was created on May 27, 1967. As indicated by the National Population Commission (2012) census report, the population of the state is presently estimated to about 21.2 million. In terms of education system, the state adapts the Asia Tiger's type of educational system of integrated secondary and vocational education. The system operates on the basis of nine years of basic education (a combination of six years of primary school and three years of junior secondary school). This same education continuum consists of three years of senior secondary school and four years of university education (9:3:4) system. However, the nine years of basic education is strongly biased towards a well-grounded mass literacy and basic or elementary school education.

In compliance with the National Policy of Education (2004: ed.), Mass Literacy, Adult and Non-Formal Education Department of the State is located in one section of the State's Ministry of Education, Secretariat, Alausa Ikeja. As presently constituted,
it has six zonal or district offices located at six educational districts with the activities being coordinated by Senior Education officers. Recent survey conducted by this writer revealed that literacy programs in the state comprise basic and functional literacy, remedial education activities for early leavers or completers. Many of these learners were young people who prematurely dropped out of the formal system and enrolled in literacy programs to stimulate both intellectual and productive energies. The composition of the participants reflect people from different backgrounds such as shop or gate keepers, security guards, head loaders, wheelbarrow pushers, sales promoters, marketers of merchandise of assorted wares.

**OBJECTIVES OF THE STUDY**

This study sought to:

1. Find out the extent to which literacy education facilitated the acquisition of, and development of intellectual skills;
2. Ascertain whether literacy education enhanced performance of civic responsibilities;
3. Determine the extent to which literacy education engendered grass roots mobilization of the people for political participation;
4. Inquire about the extent to which continuous education (life-long) learning foster democratic governance and sustainable development.

**METHODOLOGY**

**Research Design**

The study employed the descriptive survey research design. This design is suitable for systematic collection of data in a sparsely populated and distantly located population of study. It is also suitable in determining the extent to or degree of relationship between two or more intervening variables and a major variable and to use such relationship in making valid predictions.

**Sample**

A total of 146 (88 males and 58 females) respondents of intact classes (groups) of learners located in seven Hausa communities (settlements) identified and demarcated by the National Population Commission (2010) education survey in six Educational Districts of Lagos State whose questionnaires were properly filled and returned constituted the sample of the study. A purposive multistage sampling procedure was adopted in selecting and administering questionnaire to the respondents used as sample for the study.

Schools and Industrial Vocational Training Centers in Lagos were classified according to the six (6) Education Districts of the State (see Table 1).
Table 1: Frequency Distribution of Sampled Literacy Centres by Educational Districts and Zones in Lagos State

<table>
<thead>
<tr>
<th>S/No</th>
<th>Educational District</th>
<th>Zone</th>
<th>Centre</th>
<th>Frequency of Sampled Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Male</td>
</tr>
<tr>
<td>1</td>
<td>Ikeja, Alausa, Oregun and Agidingbi</td>
<td>Ikeja</td>
<td>Vocational Training Centre Designated Literacy Centre</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>Kosofe, Shomolu, Ikorodu Educ. District</td>
<td>Shomolu Ojota Ikorodu</td>
<td>Maryland Comprehensive High School</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>Mainland, Apapa, Surulere, Yaba, Ebute-Metta Educ. District</td>
<td>Surulere Yaba Ebute-Metta</td>
<td>Kano Street and Kadara Street</td>
<td>12</td>
</tr>
<tr>
<td>4</td>
<td>Eti-Osa, Lagos Island, Ibeju Lekki Epe, Educ. District</td>
<td>Central Lagos Sangross and Obalende</td>
<td>Okesuna Primary School, Lagos</td>
<td>12</td>
</tr>
<tr>
<td>6</td>
<td>Amuwo-Odofin, Ojo, AjeromiIfelodun, Badagry/ Agboju Educ. District</td>
<td>Amuwo-Odofin, Ojo and Tin-Can Island Port Plc</td>
<td>Trinity Sec. Technical/ Millennium Sec. Schl, Tolu Bus-Stop Ajegunle</td>
<td>8</td>
</tr>
<tr>
<td>7</td>
<td>Agege, Alimosho and Ifako-Ijaye Educ. District</td>
<td>Egbeda Gowon Estate Abule Egba</td>
<td>Millennium Sec. School, Egbeda</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td></td>
<td>71</td>
</tr>
</tbody>
</table>

**Instrumentation**

Questionnaire and interview schedules were the primary research instruments used in collecting data for this study. The questionnaire was a forty-two (42) item instrument adapted from both UNESCO Literacy Training Manual and the Independent Electoral Commission (INEC, 2015) Register of Voters Form tagged “Literacy Political Emancipation and Sustainable Development Assessment Scale (LPESDAS)”. It was a reflection of the socio-political and cultural conditions of the study environment (Lagos State) using literacy to predict behavior modification, social, political, cultural and economic adjustment.
The instrument was divided into two sections: A and B. Section A focused on demographic variables (age, sex, highest educational qualifications, social and economic status of learners and parents) of the respondents. While Section B was a twenty-four (24) item instrument (Social Economic and Attitudinal Reference Scale (SEARS) used to gather information on acquisition of literacy skills, political education for independence and sustainable development; acquisition of life skills, constitutional provision on voting rights, ward and constituency membership and representation, membership of a political party, constitution and party manifesto, citizenship, civic responsibility and management of public resources (fund). The researcher adopted four point Likert rating scale in designing the questionnaires. The numerical values of the descriptor performance ranged from “excellence” through “poor” and weighted as follows: Excellent = 4, Good = 3, Average = 2 and Poor = 1.

**Interview Schedule**

The questionnaire was supplemented with interview schedule. The interview schedule was based on the premise that one of the most reliable and more sensitive methods of feeling the pulse and obtaining information pertinent to human activities in the natural setting such as an issue relating to literacy, political independence and sustainable development is to let the participants assess themselves by having a face-to-face dialogue with them on individual basis on how they perceive themselves in terms of acquisition of basic literacy and life skills, information dissemination, responsible leadership, observation and compliance with electoral laws and regulations, respect for the right of other people to vote and be voted for and other personality traits such as creativity, industry, social behaviors, needs, values and desires. This was validated after which Kuder-Richardso formula 21(Kr21) was used to test for its reliability. It yielded a reliability co-efficient of 0.81.

**Data Collection**

Questionnaires and interview as the primary instruments of data collection were administered directly to the respondents by the researcher supported by two research assistants.

Questionnaires were used to collect information from literacy program coordinators, facilitators, community representatives and opinion leaders in each of the literacy centres. Interviews and other self-report measures (projective techniques and self-disclosure) were used extensively to gather information about respondents’ personality traits: self-concept, attitudes, values, interests and needs. Reports on these measures were largely obtained from respondents located in Koranic school, Churches, mechanic villages, as well as recreation centres and playing grounds. In all, 88 male and 58 female participants were interviewed.
Data Analysis

The data collected for the study were analyzed by the use of descriptive statistics such as frequency counts and percentages.

Results

The results of the study are presented based on the research questions.

Research Question 1

Does literacy education facilitate the acquisition of, and development of intellectual skills?

Some 134(91.78%) of the respondents ranked acquisition of, and development of intellectual skills as one of the major benefits of literacy derived by recipients. Next to this in rank is that 9(6.16) per cent of the respondents said that literacy helps to reduce slavish mentality, evil control and manipulation by indoctrination.

Research Question 2

Does literacy engender performance of civic responsibilities?

Some 62(42.47%) of the respondents that were interviewed for this study asserted that through literacy, participants acquired knowledge and awareness about rights and freedom to elect their leaders. However, about twenty-three, that is about 15.75 percent of the respondents concurred that literacy is an invaluable tool to break barriers, divisions and feuds based on class, ethnicity, religion, language, region gender or even caste.

Research Question 3

Does literacy education foster grass roots mobilization of people for political participation?

Some 128(87.67%) attributed compliance with rules and regulations, and mobilization of grass roots people for political participation and democratic governance to dialogue, inquiry sensitiveness to cause and effect relations and expression of the rights to self-determination. But only four or 2.74 percent agreed that literacy reduced rate of crime and militancy among youths.

Research Question 4

Does literacy education facilitate lifelong learning and sustainable development?

About 98(67.12%) of the participants to issue such as diligence, ingenuity, continuous learning, intellectual stimulation and creative potentials predict that there is a strong relationship between literacy, lifelong learning and sustainable development. While 48 that is about 32.88 percent of the participants admitted that literacy is indispensable to the sustain ability of democracy and sustainable development.
Research Question 5

What are the factors militating against adult literacy education in Nigeria?

Some 131(89.73%) of the respondents rated lack of political will and relegation of literacy to mere rhetoric characterized by lapses as the major problem confronting this aspect of education in Nigeria. This is followed by inadequate skilled and trained manpower where about 124(84.93%) of the respondents signed in the affirmative. Lastly, 118 that is 80.82 percent of the participants said that people’s predisposition, prejudice and bias constitute additional barrier to literacy program implementation.

DISCUSSION

The results of this study reveal that literacy is indispensable to political independence, sustain ability of democracy and sustainable development. This fact is supported by the result that 91.78 percent of the respondents asserted that literacy resulted into development of intellectual skills, self-reflection, awareness creation and sensitiveness to social, cultural, and political issues. Simple logic has also proved it that only people who are thoughtful can think and rationalize between issues, discern good from bad and are imbued with vision for lifelong education, continuous learning, sustained development of the intellectual capacity, sustainable development and management of resources. This assertion also falls within the ambit or confines of Freire (1972) and Omolewa (1985) declaration that individuals who pursue knowledge and understanding are not turned to receptacles to receive droplets, they are not thought for but they think for people, the society and develop to fullest of their capacity.

The results also show that through learning and inculcation of moral values in learners, participants acquire knowledge and awareness about their rights and freedom to vote and be voted for. This means through people’s awareness of their rights and privilege, individuals especially children and youth will reject or repudiate evil control and manipulation especially in situation of taking human lives.

The results showed that 87.67 per cent of the respondents concurred that through dialogue, inquiry, sensitivity to cause and effect relations, and expression of the rights to self-determination, literacy engendered compliance with rules and regulations, and mobilization of grass roots people for political participation and democratic governance. This fact has been verified that dialogue is the language of literacy. It involves instructing or teaching learners from little beginnings and progress steadily to complex issues. In political issues which always involve bitterness and bikerring, dialogue and persuasive language is required to bring parties in a dispute to reconcile. This is corroborated by Noe, Hollenbeck, Gerhart and Wright (2013) and Wildschut (2007) dialogue brought South Africa to prominence in the fight for self-determination and political freedom.

However, political will and not mere rhetoric characterized by lapses in program implementation is required if Nigeria must attain the same feat like America, Germany and South Africa in terms of political stability and sustained development. The masses
of Nigeria must learn not to despise little educational beginning such as literacy and Universal Basic Education.

CONCLUSIONS

The teeming population of Nigerians especially underage, under served and school going age children need literacy education to know and claim their rights to life and self-determination. Nigerians also desire to reject insurgence, war and conflict. The freedom being enjoyed by other countries like America, Germany, Canada and others after securing political independence should serve as a good lesson to all.

RECOMMENDATIONS

The Federal Government should provide the political will to make literacy education compulsory for all States Ministry of Education to implement.

The federal, state, local government should seek more areas of collaboration with development partners with a view to strengthen literacy education.

LITERATURE CITED


ABSTRACT

This study was carried out to find out which exercise boredom coping strategy works better in making exercisers cope with boredom during exercise. The strategies investigated were: music, video/audio-visual aid and internal counting of repetitions. Fifteen subjects in groups of five were used in the study. Each group exercised for four weeks each, three times a week. They exercised using the treadmill and cycle ergometer alternatively. The variables studied in this research were; exercise duration, exercise compliance, and perceived exertion. The study revealed that subjects that exercised with music had the higher duration (28.58s), higher exercise compliance index (4.60) and rate of perceived exertion (8.02), indicating that music did have an effect on exercise duration boredom. The hypothesis music-aided exercise will not have a significant effect on exercise duration boredom was rejected. According to the findings, the video had a relatively low effect on exercise duration boredom, as represented by lower exercise duration (22.30s), lower exercise compliance index (3.87) and the lower rate of perceived exertion. Internal counting of repetitions fared better than video watching but not as high as listening to music while exercising.
KEYWORDS
Health Education, coping strategies, exercise boredom, sedentary workers, experimental design, Nigeria

INTRODUCTION

There is an increased awareness of the importance of exercise in maintaining health among Nigerians. As a result of this, a lot of people now engage in various forms of exercise for the purpose of achieving and maintaining physical fitness. The number of people that jog on a regular basis is on the rise, health and fitness center patronage is on the increase. Most corporate bodies now include fitness center membership as part of welfare packages for their staff virtually everybody can recite the benefits of exercise.

The myriad of health benefits associated with physical activity has been well documented (Otinwa, 2008). Participation in regular physical activity throughout the lifespan has been identified as being important for maintaining and enhancing physical and psychological benefits (Mark and Anshel, 2007, Scott powers Edward and Hawley, 2001).

While most people recognize that regular physical activity has a beneficial impact on health, this recognition does not eradicate some of the challenges encountered during physical activity. It does not make it less of a struggle to get to the gymnasium or out of the door for an early morning run or walk. The problem of boredom during exercise is the reason why many people lose their zeal for physical activity. Boredom is a condition characterized by wandering attention, impaired efficiency and low levels of arousal. It is sometimes confused with fatigue, but boredom usually results from too little stimulation, motivation, and interest. It commonly occurs in those who regularly perform monotonous exercise routines. A variety of health club options can become boring and predictable if done over and over again. Although the regular exerciser will not stop working out because of boredom, the workout sessions may become shorter and less intense.

The repetitive nature of monotonous exercise has been observed to be a major cause of exercise boredom. It is not uncommon to find people starting exercise programs with great zeal and motivation, only to quit after a few weeks or find the zeal dying out almost immediately. This is not a function of fatigue but boredom as a result of the repetitive nature of the exercise.

FRAMEWORK

The need for sustained interest in exercise cannot be overemphasized, for therein lay the key to the achievement of long-term goals of physical fitness activities. If exercisers continue to exhibit the habit of dropping in and out of exercise programs due to boredom, exercise becomes of no value. There is an abundance of research in the
area of influence of music on the enhancement of physical activity performance and participants have maintained that they performed better exercising with music.

Knowing that there is a role that music plays in exercise, despite how minimal it is still unclear to what extent this goes. Does it go beyond performance enhancement? Does it sustain interest in the activity throughout exercise duration and does it make the exerciser look forward to the next session of workout? The significance of this study borders on finding answers to these questions not only as it pertains to music but also to two other approaches namely: Internal counting of repetitions and audio-visual aid. Internal counting of repetitions refers to counting numbers internally while performing an exercise.

This is believed to take the exerciser’s attention away from the task at hand, thus eliminating boredom. The audio-visual aid includes videos and television programs played during exercise. This also takes the focus off the exercise; the exerciser can possibly exercise beyond the duration specified unknowingly.

**OBJECTIVES OF THE STUDY**

This study, therefore, sought to compare strategies for coping with this situation to determine their effectiveness in eliminating or reducing boredom in exercise, indicated by almost hundred percent adherences to exercise duration.

The purpose of the study is to identify the most effective of three approaches to coping with exercise duration boredom, thus sustaining interest in physical fitness activities throughout their duration.

**METHODOLOGY**

The population of this study was the sedentary workers in Festac Town, Lagos State, Nigeria. The sample consists of 15 male and female sedentary workers selected from residents of Festac Town, Lagos. The sampling technique was the simple random sampling.

**Materials**

The researcher made use of the following materials in carrying out this research work: Treadmill, Sphygmomanometer, Stopwatch, Polar Heart Rate Monitor, CD player, Television Set, DVD Player

**Procedure for Data Collection**

The researcher prepared an informed consent form and gave them to all participants. Before commencement of the research, participants exercised on the treadmill under the three conditions (music, video and internal counting of repetition). Variables measured
are: resting heart rate, heart rate during exercise, rate of perceived exertion and the exercise compliance index of participants

The Perceived Exertion Index (PEI)

This measures the rate of perceived exertion (RPE) of participants. The RPE scale gives a quantitative identification of the feeling of fatigue; it indicates a subjective sensation of effort. The perceived exertion index has different scales of measurement but for this study, the ten point scale was used.

<table>
<thead>
<tr>
<th>RPE Level</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nothing at all</td>
<td>0</td>
</tr>
<tr>
<td>Very Light</td>
<td>1</td>
</tr>
<tr>
<td>Fairly Light</td>
<td>2</td>
</tr>
<tr>
<td>Moderate</td>
<td>3</td>
</tr>
<tr>
<td>Somewhat Hard</td>
<td>4</td>
</tr>
<tr>
<td>Hard</td>
<td>5</td>
</tr>
<tr>
<td>Very Hard</td>
<td>6-7</td>
</tr>
<tr>
<td>Very, very Hard</td>
<td>10</td>
</tr>
</tbody>
</table>

Exercise Compliance Index (Ed)

This measures the rate of the participants’ compliance with the exercise. In other words, it measures how long the exerciser continued on the activity out of the total duration of the exercise. It has a scale of 0 — 5, in a 30-minute long activity. The following are ratings for such scale:

<table>
<thead>
<tr>
<th>Duration</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td>1</td>
</tr>
<tr>
<td>10 minutes</td>
<td>2</td>
</tr>
<tr>
<td>15 minutes</td>
<td>3</td>
</tr>
<tr>
<td>20 minutes</td>
<td>4</td>
</tr>
<tr>
<td>30 minutes</td>
<td>5</td>
</tr>
</tbody>
</table>

Ethical Considerations

The researcher ensured participants signed the consents forms when they agreed to participate in the research. The researcher ensured that data collected during the research were a true representation of what was obtained from participants.

RESULTS

The results of this study are presented in the table below:

<table>
<thead>
<tr>
<th>Table 1. Duration of Exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
</tr>
<tr>
<td>Group 1</td>
</tr>
<tr>
<td>Group 2</td>
</tr>
<tr>
<td>Group 3</td>
</tr>
</tbody>
</table>
The above table describes the characteristics of the three groups showing their means and standard deviation, derived from the duration of exercise.

Table 1.1. ANOVA Table on the Duration of Exercise

<table>
<thead>
<tr>
<th></th>
<th>Sum of square</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>1281.544</td>
<td>2</td>
<td>640.772</td>
<td>41.061</td>
<td>.000</td>
</tr>
<tr>
<td>Within Groups</td>
<td>2765.183</td>
<td>177</td>
<td>15.623</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4046.728</strong></td>
<td>179</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This table shows the statistical analysis of the mean of the three groups in exercise duration. The table shows significant difference in the groups’ scores.

The mean duration of exercise for the three groups (music, video, and internal counting) are presented above and it shows that duration using music was significantly different from video and internal counting, with music ranking highest. This indicates that music elicited a longer duration of exercise in the subjects.

Table 2. Descriptive Analysis of Exercise Compliance Index

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error</th>
<th>95% Confidence Interval for Mean</th>
<th>Min</th>
<th>Max</th>
<th>Between Component Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>60</td>
<td>4.60</td>
<td>.588</td>
<td>.076</td>
<td>4.45 - 4.75</td>
<td>3</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Group 2</td>
<td>60</td>
<td>3.87</td>
<td>.623</td>
<td>.080</td>
<td>3.71 - 3.71</td>
<td>3</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Group 3</td>
<td>60</td>
<td>4.40</td>
<td>.558</td>
<td>.072</td>
<td>4.26 - 4.54</td>
<td>3</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>180</td>
<td>4.29</td>
<td>.664</td>
<td>.050</td>
<td>4.19 - 4.39</td>
<td>3</td>
<td>5</td>
<td>.138</td>
</tr>
<tr>
<td>Model fixed effects</td>
<td></td>
<td></td>
<td>.591</td>
<td>.044</td>
<td>4.20 - 4.38</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Random Effects</td>
<td></td>
<td></td>
<td>.219</td>
<td>3.35</td>
<td>5.23</td>
<td></td>
<td></td>
<td>.138</td>
</tr>
</tbody>
</table>
This table describes the mean, standard deviation, standard of error and confidence interval for mean of the scores in Ed. From the table, group one ranks highest, implying that music aided compliance of subjects to exercise. Group three followed before group two.

Table 2.1: Analysis of Variance on the Exercise Compliance Index of the Three Groups

<table>
<thead>
<tr>
<th></th>
<th>Sum of Square</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>17.244</td>
<td>2</td>
<td>8.622</td>
<td>24.721</td>
<td>.000</td>
</tr>
<tr>
<td>Within Groups</td>
<td>61.733</td>
<td>177</td>
<td>.349</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td><strong>78.978</strong></td>
<td>179</td>
<td><strong>61.733</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The ANOVA table above compares all the group mean scores of ECI difference in the ECI of the groups.

Table 3.0. Descriptive Data on Rate of Perceived Exertion

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error</th>
<th>95% Confidence Interval for Mean</th>
<th>Min</th>
<th>Max</th>
<th>Between Component Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>60</td>
<td>8.02</td>
<td>1.097</td>
<td>.142</td>
<td>7.73</td>
<td>8.30</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Group 2</td>
<td>60</td>
<td>6.28</td>
<td>1.814</td>
<td>.234</td>
<td>5.81</td>
<td>6.75</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Group 3</td>
<td>60</td>
<td>7.15</td>
<td>.899</td>
<td>.116</td>
<td>6.92</td>
<td>7.38</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>180</td>
<td>7.15</td>
<td>1.500</td>
<td>.112</td>
<td>6.93</td>
<td>7.37</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Model fixed effects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>.722</td>
</tr>
<tr>
<td>Random Effects</td>
<td></td>
<td>1.329</td>
<td>.099</td>
<td>.500</td>
<td>6.95</td>
<td>7.35</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table of description shows the mean scores of all three groups as well as the standard deviation and confidence interval and standard of error.

Table 3.1: ANOVA Table of the Rate of Perceived Exertion

<table>
<thead>
<tr>
<th></th>
<th>Sum of Square</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>90.133</td>
<td>2</td>
<td>45.067</td>
<td>25.500</td>
<td>.000</td>
</tr>
<tr>
<td>Within Groups</td>
<td>312.817</td>
<td>177</td>
<td>1.767</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td><strong>402.950</strong></td>
<td>179</td>
<td><strong>312.817</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This ANOVA table compares the groups RPE and indicates a significance difference in the groups’ score.
DISCUSSION

Findings of the study showed that subjects that exercised with music (Group 1), ECI, RPE and ED (Exercise Duration) were higher than those of the other groups (Video and Internal Counting). This goes to show that music affected adherence to exercise positively and it also increased output as measured by (RPE) Rate of Perceived Exertion.

Results of this study showed the effect of exercising with video on subjects’ performance, the ECI, RPE and ED of subjects were significantly low compared to those of the other groups. This implies that exercising with video decreased output and duration. Subjects that exercised using internal counting (Group 3) showed reasonable output adherence to duration of exercise as against the video group (Group 2). The Ed, RPE and ED of this group were higher than group 2, indicating that group3 (internal counting) exercised longer and better than their video counterpart.

Music has been found by many researchers in history to be beneficial to exercise; one of those researches was done by Terry and Karoqorg his (2006). The study showed that music increased exercise rate in activities like cycle pedaling. Other researchers like Gray (1997); Joyner, (1998) and Thornby, (1995), all found that music increases the exercise output of individuals. This study agrees with these previous researches, in that it showed that music increased rate of exertion, duration and exercise compliance index (output) of subjects.

Researchers (Baurngartner, Schmidt & Jancke, 2006) have studied the effect of video (audio-visuals) on exercise and found that combining music with images actually stimulated parts of the brain thought to complete emotional processing, indicating a positive effect on exercise. In their study, they applied a video footage of sports persons demonstrating mastery and found that it could manipulate self-efficacy of individuals in sports activities. This study, however, has not been able to corroborate the said findings, since it did not involve the use of sports footage; rather, it made use of videos of regular T.V. programs. This goes to show that different types of videos elicit different types of videos of response from exercises. Further research could be carried out in this area in future.

Internal conditioning as a means of coping with exercise duration boredom is a new subject and, therefore, suffers a dearth of literature as to previous research or findings by researchers. In this study, it proved to be effective in combating exercise duration boredom. It is hoped that future research would be carried out in this regard to either support or refute this finding.
CONCLUSIONS

This study discovered that music affected exercise boredom positively; participants were seen to have exercised for nearly the entire duration given throughout the research period. Feedbacks from questionnaires after the programme confirmed that music aroused interest in exercise or in other words put them in the mood for exercise and was able to sustain the mood too. It was found also that video had a slight negative effect on boredom; participants that exercised to audio-visuals did have a slight increase in performance compared to those that exercised with music. This was attributed to the images watched on the TV screen, questionnaires returned showed that participants found it hard to concentrate the whole time on exercise and found themselves giving up at one point or the other.

It was found again that employing internal counting sustained the interest of participants in the exercise programme. The response to questionnaires after the programme showed that participants had a focus on the inside now and were not distracted, their attention was shifted away from the exercise thereby having little or no awareness of the work was done or the time elapsed.

LITERATURE CITED


Learning Styles and Learning Strategies of Students in Technical Institutes Accredited by Technical and Vocational Training Corporation (TVTC) in Saudi Arabia

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roelpaloanicas@gmail.com
Petroleum and Natural Gas Higher Institute of Technology and Training
Dammam, Kingdom of Saudi Arabia

ABSTRACT

The study determined the relationship between the learning styles and strategies of students in technical institutes accredited by TVTC in Saudi Arabia. It assesses the extent of practice of the students’ along learning styles and the level of students’ preference in the following strategies: Memorization, Problem Solving, Experimentation, Group Study and Immersion. Descriptive method was used and stratified sampling is utilized for the sample having a total of 321 student-respondents. Data were tabulated and interpreted using weighted mean, correlation analysis and analysis of variance. The study revealed that students practiced much of the learning styles; except for memorization which is moderately preferred, other strategies were highly preferred. The extent of practice on the different styles and the level of preference on the different strategies have low correlation. There is no significant difference in the extent of practice of the different styles and level of preference on the different strategies by institute and year level.

KEYWORDS

Education, Learning Styles, Learning Strategies, Accredited Technical Institutes, Technical Vocational and Training Corporation (TVTC), Kingdom of Saudi Arabia, Middle East, descriptive research design, Saudi Arabia
INTRODUCTION

Education is indispensable. It is a treasure that can never be taken away. Students acquire knowledge in their own peculiar way. They have their own style of learning where it affects on how they act in a group, learn, participate in activities, relate to others, solve problems, teach and work. Students preferentially take in and process information in different ways: by seeing and hearing, reflecting and acting, reasoning logically and intuitively and analyzing and visualizing. They differ in styles where they find themselves satisfied and motivated.

Teachers know that students learn in different ways; the experience in the classroom confirms this every day. Classroom teachers who are skilled in adult learning principles and have experience with theories about student-centered learning and constructivism are more likely to adopt student-centered instruction (Stitt-Gohdes, Crews, & McCannon 1999); even if it is not the way they learn or prefer to learn. These teachers have broad views of how teaching can occur and strong beliefs about the need to engage learners in the learning process. They are aware of the changing demographics of classrooms and the influence of technology on the students’ ways of learning (Glenn 2000; Stitt-Gohdes, Crews, and McCannon (1999) & Stitt-Gohdes 2003).

According to Glenn, (2000) “they are more likely to substitute self-directed learning opportunities and interactive learning environments for the traditional lecture and make use of varied resources to create personally meaningful educational experiences”. In addition, well-accepted theories and extensive researches illustrate and document learning differences. Most educators can talk about learning differences, whether by the name of learning styles, cognitive styles, psychological type, or multiple intelligences. Learners bring their own individual approach, talents and interests to the learning situation (Chau, 2005).

An individual learner’s culture, family background, and socioeconomic level affect his or her learning. The context in which someone grows and develops has an important impact on learning. Felder & Brent (2005) pointed out that “students learn in many ways, like seeing, hearing and experiencing things first hand. But for most students, one of these methods stands out”.

The Fielder-Silverman model identifies three different learning styles; they are visual, auditory and tactile or kinesthetic. Visual learners have sharp and clear picture of an experience. Auditory learners identify sounds related to an experience and tactile or kinesthetic learners develop a strong feeling towards an experience.

If teachers teach exclusively in a manner that favors their students’ discomfort level may be great enough to interfere with their learning. On the other hand, if teachers teach exclusively in their students’ preferred modes, the students mat not develop the mental dexterity they need to reach their potential for achievement in school and as professionals.
In this world where knowledge is very much accessible, acquiring it is no hard task. Keeping and integrating ideas and information in the total experience of a person depends on his learning style. Change is the only permanent thing in this world. Learning is a continuous process. It grows and develops. There is always something to learn and it is shouldered with a style of learning it. Even though these approaches look at learning styles in vastly different ways they all have merit for some students. However, an amalgamation or blending of these concepts is probably more effective than any one approach. The Dunn and Dunn approach would be most effective applied in a building designed to accommodate environmental changes. Many classrooms offer limited opportunities to change the lighting or sound levels, to eliminate visual distracters, or to provide a more casual seating arrangement for students. Varying teaching strategies make sure that students will occasionally learn in a manner compatible with their own learning preference but also expands their repertoire of alternative learning strategies in turn. The Multiple Intelligences Theory is very helpful for helping teachers recognize that students have differing aptitude in different subject areas, but it still requires the application of the kinds of learning strategies listed here to be effective. The MBTI and Gregorc’s Style Delineator help teachers recognize how personality differences can either enhance or distract from communication between individuals (“Enhance Learning with Technology,” 2011).

Why is this important? Research has shown that students can perform better on tests if they change study habits to fit their own personal learning styles (“Enhance Learning with Technology,” 2011). As observed, students in Saudi Japanese Automobile High Institute (SJAHI), Saudi Electronics and Home Appliances Institute (SEHAI) and Higher Institute for Plastic Fabrication (HIPF) in the Kingdom of Saudi Arabia manifest the peculiarity of each individual in learning. Most of the students are used to passive learning where teachers provide all the information that may inhibit learners to interact and participate actively. Some learn best in an active learning environment where they can observe and do things in real action like physically engaging themselves in workshop activities and immersing themselves in the actual situation through on-the-job training. Others prefer to be alone or converse with themselves for reflective thinking while some prefer to discuss their classmates or with other people where they get to explain their own ideas and question things about the lesson. Some learners are just comfortable with listening, some are analytic where they check on accuracy and some just look on the whole picture of the lesson. Some students are taking down notes while the teacher is discussing while others just rely on their sharp memory. Others learn best when they get to picture things in their mind and when they are challenged with difficult learning tasks. Various learning styles and learning strategies are practiced and preferred by the students but all are after assimilating and integrating information in their personal experiences to mold them in entering the real world.
OBJECTIVES OF THE STUDY

The researcher aims to analyze the learning styles of the students and how these relates to learning strategy. As an educator, understanding students learning styles opens up their minds onto various learning strategies that blend each style. It will be an edge on their part to become more effective in facilitating the student's learning process.

METHODOLOGY

Research Design

The researcher used the descriptive method of gathering information about present conditions specifically, descriptive-survey method. A descriptive method describes and interprets relationships that exists; practices that prevail, point of view or attitudes that are held, processes that are going on, effects that are being felt, and trends that are developing. This method is best suited for this study since the descriptive method describes existing condition. It used purely current events. It involved population or universe based on the data gathered from the sample drawn from them (Pagoso, CM, G. and Guerrero DL, CR. 1998).

Participants, Sampling and Setting

The study was conducted at Saudi Japanese Automobile High Institute (SJAHI), Saudi Electronics and Home Appliances Institute (SEHAI) and Higher Institute for Plastic Fabrication (HIPF) in the Kingdom of Saudi Arabia during the Second Semester 2013-2014. The respondents were Levels 1, 2, and 3 students. The stratified sampling is utilized in determining the sample size of this study.

Table 1. Number of respondents for each of the levels and institutes

<table>
<thead>
<tr>
<th>Groups</th>
<th>Population</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>SJHI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 1</td>
<td>301</td>
<td>55</td>
</tr>
<tr>
<td>Level 2</td>
<td>291</td>
<td>53</td>
</tr>
<tr>
<td>Level 3</td>
<td>212</td>
<td>50</td>
</tr>
<tr>
<td>Sub-Total</td>
<td>804</td>
<td>158</td>
</tr>
<tr>
<td>HIPF</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 1</td>
<td>182</td>
<td>26</td>
</tr>
<tr>
<td>Level 2</td>
<td>180</td>
<td>38</td>
</tr>
<tr>
<td>Level 3</td>
<td>152</td>
<td>37</td>
</tr>
<tr>
<td>Sub-Total</td>
<td>514</td>
<td>101</td>
</tr>
<tr>
<td>SEHIA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 1</td>
<td>110</td>
<td>15</td>
</tr>
</tbody>
</table>

Sample sizes are computed using the Slovin’s formula.
The Respondents

Data Collection

The data were collected using a questionnaire. It has two main parts. The first part pertains to the assessment on the extent of practice of the students on the various learning styles. The second part assessed the level of students' preference on the different learning strategies. It was based on the learning styles questionnaires of Dr. Lawrence Williams, and Henry S. Tenedero of the Center for Learning and Teaching Styles, Philippines and the questions for the learning strategies were based on the gathered data of the researcher regarding the said topic.

In gathering the data needed, the researcher secured permission from the Director of each institute. The questionnaires were floated to the respondents.

For the validation of questionnaire, the draft was presented to the English Lecturers in Technical Higher Institute for Engineering and Petroleum (THIEP), Technical and Further Education (TAFE Arabia) and Petroleum and Natural Gas Institute of Technology and Training (PNGIT) in Dammam, Kingdom of Saudi Arabia. The comments and suggestions were incorporated for the refinement of the instrument.

Data Analysis

When the accomplished questionnaires were retrieved, the data were tallied, classified and presented in Tables using weighted mean, Pearson correlation, Analysis of Variance and one way classifications.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Range</th>
<th>Descriptive Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4.21 – 5.00</td>
<td>Very Much Practiced/Very Highly Preferred</td>
</tr>
<tr>
<td>4</td>
<td>3.41 – 4.20</td>
<td>Much Practiced/Highly Preferred</td>
</tr>
<tr>
<td>3</td>
<td>2.61 – 3.40</td>
<td>Moderately Practiced/Moderately Preferred</td>
</tr>
<tr>
<td>2</td>
<td>1.81 – 2.60</td>
<td>Slightly Practiced/Slightly Preferred</td>
</tr>
<tr>
<td>1</td>
<td>1.00 – 1.80</td>
<td>Not at All Practiced/Not at All Preferred</td>
</tr>
</tbody>
</table>

Interpretation for the computed Coefficient of Correlation was in accordance to the following table (Loftus & Loftus, 1988):

<table>
<thead>
<tr>
<th>Range</th>
<th>Descriptive Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ 0.90 - + 1.00</td>
<td>Very High Correlation</td>
</tr>
<tr>
<td>+ 0.70 - + 0.89</td>
<td>High Correlation</td>
</tr>
<tr>
<td>+ 0.40 - + 0.69</td>
<td>Moderate Correlation</td>
</tr>
<tr>
<td>+ 0.20 - + 0.39</td>
<td>Low Correlation</td>
</tr>
</tbody>
</table>

To test the significance of r, t-ratio was used (Loftus & Loftus, 1988).
RESULTS AND DISCUSSION

Extent of Practice of Students’ Learning Styles

Learning Styles by Institute

Presentation of the level of learning styles of students by institute, the results showed a homogeneous type of students in spite of differences in institutes where they belong. For each of the learning styles, students practice much of them. Learning styles are not determined by inherited characteristics, but develop through experience. Styles are therefore not necessarily fixed, but can change over time, even from one situation to the next (Kolb, 1999; Honey and Mumford, 1992).

Responses of students from the accredited technical institutes revealed that the Tactile Learning Style is much practiced over the other two styles indicated with the computed mean of 3.83 as compared for the weighted means of Visual and Auditory at 3.68 and 3.62, respectively. For the responses of students from SEHAI and SJAHI, it could be observed that results showed consistency to that of the responses of HIPF whereby Tactile (weighted means 3.87 for SEHAI and 3.89 for SJAHI took number one slot for these learning styles.

Thus, given the consistencies in the responses of students from the three accredited technical institutes, overall results revealed that Visual (weighted mean is 3.62), Auditory (weighted mean of 3.58) and Tactile (weighted mean of 3.79) learning styles are much practiced by the students.

Learning Styles by Level

In terms of responses of students considering their levels, level 1 to level 2 students practiced much Visual, Auditory and Tactile learning styles. By comparing the computed weighted means, it could be observed that Tactile is consistently in number one slot having weighted means of 3.85 for Level 1, 3.80 for Level 2 and 3.78 for Level 3 while Visual followed at weighted means of 3.70, 3.65, and 3.59 as rated by Level 1, Level 2 and Level 3, respectively.

Auditory learning style is also much practiced by the students in the three levels where Level 1 students rated this style a weighted mean of 3.66, Level 2 students rated this style also with a weighted mean of 3.64 and for Level 3, a weighted mean of 3.48.

The emphasis on learning styles is not simply on the learner but on the interaction between the learner, the context and the nature of the task. Indeed, Bloomer and Hodkinson (2000) argue that learning styles are only a minor factor in determining how learners react to learning opportunities: the effects of contextual, cultural and relational issues are much greater learning styles (adapted from Coffield et al. 2004).
Level of Preference for the Students’ Learning Strategies

Learning Strategies by Institute

Presentation of the level of preference of students learning strategies is undertaken by institute and by levels HIPF students highly preferred them as revealed in the computed means of 4.09 for experimentation taking the highest slot, 4.00 for problem solving, 3.85 for immersion, 3.84 for group study and memorization at weighted mean of 3.42.

The same order of priority was given by students from SEHAI and SJAHI except that memorization is moderately preferred by the students from these two institutes. Overall results taking into consideration the responses of students from HIPF, SEHAI and SJAHI revealed that experimentation, problem solving, immersion and group study are highly preferred while the memorization is moderately preferred.

In essence, students preferred strategies that give them a better understanding of the lessons or topics under the study not merely memorizing them. Learning strategies are problem oriented, action-based; involve many aspects of learner, not just cognitive, since they are beyond cognition and flexible (Oxford, 1990).

Learning Strategies by Levels

Considering by level responses, consistent results to that of responses by institutes. Level 1 to Level 3 highly preferred experimentation, problem solving, immersion and group study are highly preferred while the memorization is moderately preferred. This corroborated with the conclusion that students in order to have a better grasp on the topics or lesson, involving other senses not just the eyes (normally utilized in memorization). Learning strategies are the techniques or skills used by an individual in accomplishing a learning task and appropriate instruction are needed to improve academic achievement (Fellenz, 1989).

Relationship between Learning Styles and Learning Strategies

To match learning strategies to suitable learners, it is important to understand how people learn (Chau, M.Y. 2005). Appropriate strategy training is believed to be able to enhance learning performance. Just as some individuals are heavily dominated by one style, or are particularly weak in another, so are some learning activities dominated by explicit or implicit assumptions about learning styles (Mei, 2004).

It is essential that a learning experience provide the opportunity for all types of learner to benefit. Students approach learning tasks differently. Teachers can help their students by designing instruction that meets the needs of individuals with different stylistic preferences and by teaching students how to improve their learning strategies (Oxford, R. 1998). It is important that we cater for an individual’s preferred learning style, but we must also include opportunities to stretch the individual in the areas that they are weak. Knowing the individual’s learning style is an excellent way to ensure effective learning, but we must be aware of each of our learners in a particular group. It
is always beneficial to provide opportunities for our learner to experience new ways and means of learning.

The student’s extent of practice of the different learning styles is dependent on the student’s level of preference over the learning strategies.

There are no significant differences in the perception of respondents or the learning styles and learning strategies when group by school. In spite of the differences in the institutes where students belong, their assessed level of preferences are the same.

Learning strategies are intimately related to learning styles (Ehrman, 1990). Even so, learning strategies are to some extent a function of a particular situation and more amenable to change than are cognitive styles (Henderson, 1984).

Thus, from these analyses, students belonging to the different institutes on the different levels, the assessed extent of practice of the learning styles and the assessed level of preference on the different learning strategies are the same at much practiced and highly preferred. Thus, response could be homogenous.

CONCLUSIONS

Based on the findings of this study, the following conclusions were drawn: (1) the students maximize the use of their senses in learning ideas or lessons. The combination of visual, auditory and tactile has proven to be effective as may be generated from their attitude of practicing much of this learning style; (2) students study and learn their topics or lessons using superficially but more deeply. The students prefer interactive learning such as problem solving, experimentation, group study and immersion where they could share their ideas and could apply concretely what they have learned; (3) the extent of practice on the different learning styles has no significant relationship with the level of preference on the different learning strategies. Hence, students are fairly motivated to adopt a learning style is corresponding to a certain type of learning strategy that the student think would be helpful in his study; and (4) having no significant difference on the students’ responses whether they are from different institutes or different levels, they are concluded to be of homogeneous group having the same extent of practice and the same level of preference on the different learning styles and strategies.

ACKNOWLEDGMENTS

The researcher would like to express his profound appreciation to all in one way or the other extended their valuable and esteemed assistance in the completion of this study, supported this study – to SJAHI, SEHAI and HIPF students, the validators of the instruments and the researcher’s family for the all-out and unwavering moral supports.


ABSTRACT

The study was initiated to determine both the hindering and facilitating factors in the implementation of Government Assistance to Students and Teachers in Private Education (GASTPE) program and its contribution to the participating secondary schools in Butuan City and Agusan del Norte, Caraga Region, Philippines. Descriptive research design was used with 902 respondents: ten school heads, 108 teachers, 392 ESC grantee-students and 392 parents of the ESC grantees. DepEd Orders were utilized as one of the references. The statistical tools used were Mean, Frequency Count, and ANOVA one way. Results showed that GASTPE has improved the school quality and maintained financial viability of the private secondary schools, improved the standards of the school, cost-effective, helps keep the teachers stay in school for long; makes secondary education accessible to students even the poor and marginalized. Meanwhile, refusal of the principals to declare “aisle” students; lack of parental support, and the amount of subsidy and distance of home from school are the hindering factors. The study concludes that GASTPE has improved the performance of the beneficiary schools and has met what is expected per guidelines of implementation.
KEYWORDS

Educational Management, Implementation of GASTPE, Contribution to the Participating Schools, Hindering and Facilitating Factors, Descriptive Research Design, Butuan City and Agusan del Norte, Philippines

INTRODUCTION

Today, education in the developing world faces the twin challenges of getting and keeping a number of children in school, while at the same time ensuring that learning outcomes improve (La Rocque, 2008). La Roque further posited that governments around the world, particularly those in the developing countries, face significant educational crisis, about 115 million are not in school; bulk on these children live in SubSaharan Africa and South Asia (United Nations 2005). While progress has been made toward meeting the education Millennium Development Goals (MDGS), much remains to be achieved. This is particularly true in the least developed countries.

The Philippines has one of the largest public-private partnership programs in education in the world, serving almost 9 percent of the 6.5 million high school students in 2009. Hence the program increases access to quality basic education at the secondary level by especially school graduates who wish to attend private high schools that have contracted with the government. In effect, the ESC program improves school quality, relieves congestion in public secondary schools as well as sustain financial capability of private schools (more than one-third of private secondary schools enrollment are supported by the program), keeps the overall costs of public secondary education in check, and encourages households to invest in education (Philippines Private Provision, Public Purpose: A Review of the Government’s ESC Program, 2011).

It is in this viewpoint that this study is conducted to determine the level of implementation of the GASTPE program and its concrete and tangible contributions to the participating secondary schools in Butuan City and Agusan del Norte probing that government’s funds are spent judiciously.

FRAMEWORK

Recognition that low-cost private education is serving large numbers of low-income families in developing countries is very recent. In many instances, it is assumed that non-state provision has arisen in response to state failure to provide services – and is thus the only option for those who cannot get access to public provision. The mushrooming numbers of poor people who have access to public services but who vote with their feet and make use of neighboring non-state services is testament to this.
Government assistance to private institutions can be readily felt in Sub-Saharan Africa (SSA). For example, private involvement in secondary education assumes both provision and financing. Private provision includes elite schools often owned and operated by faith-based organizations (FBOs); low-quality dwelling house’ type schools owned by small community associations; free-paying classes private-for-profit operators; community schools run by parents or community associations; and private tutoring. Private source of financing include formal and informal fees and charges paid by parents, contributions from NGOs, well-wishers and corporation to support school improvement. In fact it is the responsibility of the government to establish a policy framework to ensure that access to quality education is provided to eligible students in the private schools. (Verspoor, A. M. 2008)

This study is anchored on the partnership principle espoused by Jeffares (2009) that to foster collaboration and commitment in partnership the purpose must be clear, aligned and realistic. GASTPE program is a demonstration of Government’s commitment in keeping up the viability of private learning institution, a partner in the delivery of quality basic education (DepEd Order No.26, s. 2014). It has policies and guidelines in implementation.

The Department of Education in its effort of making quality basic education available and accessible to all Filipino citizens issued policies and guidelines to ensure its effective and efficient implementation (DepEd Order No. 31, s. 2010). The management of GASTPE has been contracted out by DepEd to the Private Education Assistance Committee, which is the trustee of the Fund for Assistance to Private Education (FAPE), a private institution. Patrinos (2000) stressed that the main rationale for developing PPP thru GASTPE is amplify the potential for spreading out equitable access to schooling and improving education outcomes, especially for marginalized groups instead of engaging a private organization to operate a public school.

The GASTPE Program was implemented to serve as a vehicle for the private schools to participate in the provision of education, bridging the resource gaps like classrooms, textbooks, computers, laboratories, and other school facilities which are supposed to be provided by the public sector (DepEd Order No. 86, s. 2009).

The throughput of the study are the facilitating and the hindering factors. Facilitating factors are any factors which stimulate, provide or promote a fertile environment for public education. Education is today largely paid for and almost entirely administered by government bodies or non-profit institutions. The result has been an indiscriminate extension of governmental responsibility.

In the process, both hindering and facilitating factors were experienced. The aim of education is to provide individual children with the knowledge and skills necessary to make them self-reliant and functional. On socioeconomic point of view, Jennifer 2013 enumerated that family income level, parents’ level of education, as well as cultural traits and gender influence the quality and availability of education.
There is death of literature on GASTPE implementation because high school teachers rarely write research. Hence, there are no available studies.

OBJECTIVES OF THE STUDY

- To describe the facilitating and hindering factors as experienced by the school in the implementation of the program?
- To ascertain the contribution of the GASTPE program as perceived by the school heads, the teachers, the students and the parents in terms of support to facilities; teaching and learning assistance and select performance indicators like participation rate; cohort-survival rate; enrolment rate and completion rate?
- To determine the significant difference in the perceptions of the school administrators, teachers, students and parents as to the contribution of the GASTPE program considering support to facilities and assistance to teaching and learning.

METHODOLOGY

Research Design

The study used the descriptive research design because it aims to examine the facilitating and hindering factors of GASTPE implementation.

Research Environment

This study was conducted in Northeastern Mindanao, Philippines. A total of ten schools were included in the study from the two divisions of Caraga Region. Five of the ten schools are from Butuan City, the capital city of Agusan del Norte. Four of these schools are found in the heart of the city. Agusan Business and Arts Foundation Inc. is located at Capitol Drive its nearby school is Butuan City Colleges. For the school year 2011-2012, ABAFI showed 92% enrolment rate, 29% school leaver rate and 76% completers rate. Butuan City Colleges, a family owned non-sectarian school. It is located at Montilla Boulevard. Adjacent to it are Saint Joseph Institute of Technology and Agusan Institute of Technology presently named Colegio de Caraga. Butuan City Colleges has an enrolment rate of 68%, dropout rate of 27% and completion rate of 57% for the school year 2011-2012. It is very close to commercial establishments such as fast foods, banks and other commercial site.
The Respondents

A total of 902 respondents were involved in the study: 10 school heads, 108 teachers who have been with the school for four years, 392 students who were grantees since First Year and 392 parents of the said ESC-grantees.

Table 1. Distribution of Respondents and Sample Size from the GASTPE Participating Schools of Butuan City and Agusan del Norte

<table>
<thead>
<tr>
<th>Division</th>
<th>School Heads</th>
<th>Teachers</th>
<th>Students</th>
<th>Parents</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>n</td>
<td>N</td>
<td>n</td>
<td>N</td>
</tr>
<tr>
<td>Butuan City</td>
<td>5</td>
<td>83</td>
<td>69</td>
<td>359</td>
<td>189</td>
</tr>
<tr>
<td>Agusan del Norte</td>
<td>5</td>
<td>43</td>
<td>39</td>
<td>413</td>
<td>203</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>126</td>
<td>108</td>
<td>772</td>
<td>392</td>
</tr>
</tbody>
</table>

Slovin formula. However, a thorough enumeration was used for the school heads considering their number.

Research Instrument

The researcher used a self-made questionnaire adopted from the Implementing Rules and Guidelines issued by the Department of Education and from the ESC Re-Certification Instrument prepared by PEAC-FAPE Secretariat 2013. The self-made questionnaire was validated through a try-out test to a group of secondary teachers and students who were not involved in the study to determine if the phrases and terms were clear. The questionnaire underwent reliability testing using Cronbach alpha with Q= 0.93, indicating that the questionnaire is highly reliable.

Data Gathering Procedure

A permit to float the questionnaire was secured from the Office of the Regional Director of the Department of Education Caraga Region where the divisions are under his jurisdiction. In like manner, approval from the Office of the Schools Division Superintendents of Agusan del Norte and of Butuan City was also secured. In the school level, a letter of request was sent to the principal for his consent.

The findings of the study were presented to a forum to validate the results or findings of the study. The participants were school heads; teachers, student leaders and parents who were not respondents of the study but from GASTPE recipient schools as well. It was likewise attended FAPE and DepED Caraga officials. The inputs by all the respondents and participants of the forum were properly recorded by the documentation committee and were considered to serve as validation of the findings of the study.
Statistical Treatment

Statistical tools used were Mean, Frequency/Rank, t-test and One-way Analysis of Variance (ANOVA).

RESULTS AND DISCUSSION

Table 2. Facilitating and Hindering Factors in the Implementation of the GASTPE Program as Perceived and Ranked by the School Heads, Teachers, Students and Parents

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Teacher Salary Subsidy (TSS) helps keep the teachers stays in school for long.</td>
<td>5.0</td>
<td>5.0</td>
</tr>
<tr>
<td>2. The ESC subsidy is cost-effective on the part of the parents.</td>
<td>4.75</td>
<td>4.75</td>
</tr>
<tr>
<td>3. The ESC subsidy makes secondary education accessible to all students even the poor and marginalized students.</td>
<td>5.25</td>
<td>5.25</td>
</tr>
<tr>
<td>4. Refusal of some public high school principals to declare aisle hinders the GASTPE’s purpose to decongest public high school classes and make quality education accessible to all.</td>
<td>6.5</td>
<td>6.50</td>
</tr>
<tr>
<td>5. The GASTPE program improves the standards of the private schools.</td>
<td>4.75</td>
<td>4.75</td>
</tr>
<tr>
<td>6. Lack of parental support of the ESC grantees on their other needs.</td>
<td>8.5</td>
<td>8.5</td>
</tr>
<tr>
<td>7. The amount of subsidy to student grantees is enough to pay the top-ups of the tuition fee.</td>
<td>10.25</td>
<td>10.25</td>
</tr>
<tr>
<td>8. All ESC grantees are poor but deserving.</td>
<td>7.75</td>
<td>7.75</td>
</tr>
<tr>
<td>9. GASTPE improves school quality and maintains financial viability of private secondary schools.</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>10. The GASTPE program motivates the parents to eagerly enroll their children for secondary education.</td>
<td>7.0</td>
<td>7.0</td>
</tr>
<tr>
<td>11. Distance of home from school.</td>
<td>8.25</td>
<td>8.25</td>
</tr>
<tr>
<td>12. Financial resources to defray other expenses in schooling.</td>
<td>11.25</td>
<td>11.25</td>
</tr>
<tr>
<td>13. Improved institutional and program delivery practices.</td>
<td>12.5</td>
<td>12.50</td>
</tr>
</tbody>
</table>

The indicators at the top six ranks are considered facilitating while those below are considered the hindering factors. As shown in the table the facilitating factors are: GASTPE has improved the school quality and maintained financial viability of private secondary schools (Rank 1); in the interview with respondents, they explained that GASTPE is their main source of extend income and greatly supported the school operations. Another is, the program has improved the standard of the school (Rank 2); the principals supported by teachers and students; perception said that the GASTPE implementations have possible requirements for school performance indicators to qualify for subsidy. This mandated school to improve their performance. ESC subsidy is cost effective on the part of the parents (Rank 3); the Teacher Salary Subsidy (TSS) helps
the teachers to stay in school for long (Rank 4); ESC subsidy makes secondary education accessible to all students even the poor and marginalized (Rank 5). The students replied that if not, GASTPE many of them would not be able to obtain high school education.

The rest of the factors contained in the table which are highlighted and colored green got the lower ranks and considered as hindering factors hence were re-worded as: the refusal of high school principals to declare “aisle” students hinder the purpose of decongesting public high schools; lack of parental support on the other needs of grantees; the amount of subsidy is only for tuition fees; the grantees are not poor the fact that the can pay for the top-ups; distance of home from school; lack of financial resources to defray other expenses in schooling; and less improvement in the delivery of program services.

Part of the major problem of this study is the contribution of the GASTPE program as perceived by the administration, the teachers, the students and the parents in considering support to facilities and the schools performance indicators in terms of cohort survival rate; simple drop-out rate and completion rate.

Rank number 5 of the facilitating factors in the implementation of GASTPE program as ranked by the respondents is that ESC subsidy makes secondary education accessible to all students even the poor and marginalized. Education Investment Guides 2010 advanced that individual private income is not the only source of funding for private education providers, because multilateral agencies, bilateral agencies and government like in the case of GASTPE program are also subsidizing and contracting with private sector schools and colleges to provide education in their behalf. This is what we call Public Private Partnerships (PPPs) and GASTPE program is one. Through GASTPE several private schools increasing their tuition and other fees are assured of DepEd continued financial assistance to poor and deserving students who wish to study in private high schools. Thus this would mean more 20% for the improvement of school facilities. For DepEd requires private schools to set aside 70% of the increase in tuition for the salaries of teachers and 20% for the improvement of school facilities while only 10% is allowed as return of investment (www.sunstar.com.ph/cebu/localnews/2012/04/11 / deped-continue-assistance-scholars-private-schools-215681).

In effect, provision of appropriate school facilities are must for student learning and strengthens academic program. (Educational Facilities DepEd 2010). The Philippines is one of the countries with the largest public-private partnerships in the world in terms of education, serving more than 567,500 students in 2009. This implies an increase in the participation rate of the school age children which consequently, increase the enrolment and completion rate of the students. Nevertheless, the aims of Service Contracting (ESC) program is to increase access to quality basic education at the secondary level, enhance school quality, decongest public high schools, and maintains the financial viability of private secondary schools are attained.(A Review of the Government’s Education Service Contracting 2011). Such is a manifestation that GASTPE program positively contributes to the partner schools.
Table 3. Contribution of the GASTPE Program in terms of Support to Facilities as Perceived by the School Heads, Teachers, Students and Parents

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Mean</th>
<th>Qualitative Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The beneficiary school’s campus has improved.</td>
<td>2.91</td>
<td>ME</td>
</tr>
<tr>
<td>b. Additional classrooms are constructed.</td>
<td>2.61</td>
<td>ME</td>
</tr>
<tr>
<td>c. The school building is regularly audited and inspected.</td>
<td>2.82</td>
<td>ME</td>
</tr>
<tr>
<td>d. Repairs and maintenance of facilities and utilities are regularly</td>
<td>2.83</td>
<td>ME</td>
</tr>
<tr>
<td>performed for effective operation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Athletic and playground facilities: Basketball and Volleyball Courts,</td>
<td>2.76</td>
<td>ME</td>
</tr>
<tr>
<td>and basic sports equipment are provided.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Defective chairs are replaced with new and additional chairs are</td>
<td>2.78</td>
<td>ME</td>
</tr>
<tr>
<td>purchased.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. All classrooms are provided with electric fans</td>
<td>2.93</td>
<td>ME</td>
</tr>
<tr>
<td>h. Science and T.L.E laboratories are equipped with the necessary</td>
<td>2.92</td>
<td>ME</td>
</tr>
<tr>
<td>fixtures, tools, and equipment.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**OVERALL MEAN** 2.79 ME

Legend: Above 3.50- Exceeded what is Expected (EE); 2.51-3.50 – Meet what is Expected(ME); 1.51-2.50 – Less than what is Expected(LE); .0.50-1.50- Did not Meet what is Expected( DME); Below 0.51 – None at all.

Of the eight indicators reflected in the table as contribution of the GASTPE Program for physical facilities, the indicator on classrooms are provided with electric fans got the highest mean (2.93). This is followed by the indicator which states that Science and T.L.E. laboratories are equipped with the necessary fixtures, tools and equipment (2.92); meaning that it meets what is expected, and the indicator which is on beneficiary school’s campus has improved with the mean of 2.91 which implies that it meets what is expected.

On the other hand, the indicator getting the lowest means are on the construction of additional classroom (2.61); the provision of athletic and playground facilities (2.76) and defective chairs are replaced and purchase of new and additional chairs were made (2.78).

The overall rating is 2.95 to mean the contribution of the program has only met what is expected. This result suggests that GASTPE beneficiary schools have to ensure a judicious use of the school’s budget for the improvement of its facilities and laboratories. As stated by Basilan (2012), DepEd requires private schools to set aside 70% of the increase in tuition for the salaries of teachers; 20% for the improvement of the school facilities, and 10% for the Return of Investment.
Table 4. Contribution of the GASTPE Program in Terms of Assistance to Teaching and Learning as Perceived by the School Heads, Teachers, Students and Parents

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Mean</th>
<th>Qualitative Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. An increased in students’ academic achievement.</td>
<td>2.64</td>
<td>ME</td>
</tr>
<tr>
<td>b. School budget includes training for teachers and students.</td>
<td>2.58</td>
<td>ME</td>
</tr>
<tr>
<td>c. Teachers’ trainings and seminars are financed by the school.</td>
<td>3.05</td>
<td>ME</td>
</tr>
<tr>
<td>d. Organization building enhancement activities and programs are taken care of by the school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Purchase of updated teaching and learning materials.</td>
<td>2.37</td>
<td>LE</td>
</tr>
<tr>
<td>f. Purchase of additional computers, Science and T.L.E. tools and equipment.</td>
<td>2.51</td>
<td>ME</td>
</tr>
<tr>
<td>g. Purchase of new equipment in preparation for the senior high school.</td>
<td>2.47</td>
<td>LE</td>
</tr>
<tr>
<td>h. Allocation of budget for students’ support activities.</td>
<td>2.71</td>
<td>ME</td>
</tr>
<tr>
<td><strong>OVERALL</strong></td>
<td><strong>2.65</strong></td>
<td><strong>ME</strong></td>
</tr>
</tbody>
</table>

Legend: Above 3.50- Exceeded what is Expected (EE); 2.51-3.50 – Meet what is Expected (ME); 1.51-2.50 – Less than what is Expected (LE); .0.50-1.50- Did not Meet what is Expected (DME); Below 0.51 – None at all.

As shown in the Table 4, the school financed teachers’ training and seminars (3.05) got the highest mean followed by the organization and enhancement activities and programs are taken care of by the school (2.82); and allocation of budget for students’ support activities (2.71).

On the other hand, the indicators with lowest means are on the purchase of updated teaching and learning materials (2.37) followed by purchase of new equipment in preparation for the senior high school (2.47) and purchase of additional computers, Science and TLE tools and equipment (2.51).

Generally in terms of return of investment, the overall rating is 2.65 which means the program has meet what is expected.

The next problem of the study is to test the hypothesis that there is no significant difference on the perceptions of the four groups of respondents considering the contribution of the GASTPE program to the beneficiary schools. The one-way analysis of variance (ANOVA) was used.
Table 5. ANOVA Result

<table>
<thead>
<tr>
<th>Groups</th>
<th>Count</th>
<th>Sum</th>
<th>Average</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Column 1</td>
<td>8</td>
<td>22.01</td>
<td>2.75125</td>
<td>0.087013</td>
</tr>
<tr>
<td>Column 2</td>
<td>8</td>
<td>21.34</td>
<td>2.6675</td>
<td>0.133079</td>
</tr>
<tr>
<td>Column 3</td>
<td>8</td>
<td>19.75</td>
<td>2.46875</td>
<td>0.053441</td>
</tr>
<tr>
<td>Column 4</td>
<td>8</td>
<td>21.53</td>
<td>2.69125</td>
<td>0.021727</td>
</tr>
</tbody>
</table>

ANOVA

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>0.359984</td>
<td>3</td>
<td>0.119995</td>
</tr>
<tr>
<td>Within Groups</td>
<td>2.066813</td>
<td>28</td>
<td>0.073815</td>
</tr>
<tr>
<td>Total</td>
<td>2.426797</td>
<td>31</td>
<td></td>
</tr>
</tbody>
</table>

As shown in the table, the computed F of 1.6256 is less than the critical F of 2.9466 at 0.05 level of significance with degrees of freedom of 3 and 28. The null hypothesis of no significant difference as to the perceptions of the school heads, teachers, students and parents on the contribution of the GASTPE program to the beneficiary schools is accepted.

Another factor that is considered to measure to the contribution of the GASTPE program is the school’s performance indicators. The Department of Education defines performance indicator (PI) as a type of performance measurement. Performance indicators therefore, define and measure the progress of educational goals. It also evaluates the success of an organization. Some of these factors are cohort survival rate; simple drop-out rate and completion rate which are categorized as access indicators. Cohort survival rate is determined by computing the percentage of a cohort of students who are able to reach Year IV. It is a means by which internal efficiency is evaluated. Completion rate measures the percentage of year 1 entrants who graduate in secondary education and simple drop-out rate calculates the percentage of students who do not finish a particular year level but do not enroll in the next year level following in the following school year (DepED Report, 2014). In this study, the GASTPE program is considered to contribute to the selected performance indicators as perceived by the respondents.
Table 6. Historical Data of Selected Performance Indicators of Private Secondary Schools from the Divisions of Agusan del Norte (ADN) and Butuan City (BC) from SY 2009-2010 to SY 2012-2013

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Enrolment Rate</td>
<td>18.13</td>
<td>12.51</td>
<td>18.82</td>
<td>13.47</td>
<td>19.50</td>
<td>14.23</td>
<td>18.99</td>
<td>13.56</td>
</tr>
<tr>
<td>Cohort Survival Rate</td>
<td>81.39</td>
<td>93.60</td>
<td>86.35</td>
<td>84.77</td>
<td>85.37</td>
<td>88.11</td>
<td>88.00</td>
<td>86.35</td>
</tr>
<tr>
<td>Completion Rate</td>
<td>75.95</td>
<td>61.21</td>
<td>81.87</td>
<td>78.70</td>
<td>82.49</td>
<td>76.22</td>
<td>83.50</td>
<td>77.12</td>
</tr>
</tbody>
</table>

Source: Policy, Planning and Research Division (PPRD), DepEd Caraga, January 2015

The participation rate, cohort survival rate and completion rate of Agusan del Norte Division are increasing for the last four school years except for enrolment rate where there is a slight decrease of 0.51% in SY 2012-2013.

As to the division of Butuan City, it can be gleaned from the table that all the identified performance indicators are erratic. This could be attributed to the fact that most of the residents of the city are more mobile than that of the municipalities or the province in general.

Based on the findings on the weaknesses in the implementation of the GASTPE program in terms of the Average Rating of the School on the latest Re-Certification by FAPE and DepEd; School Mean Percentage Score in the National Achievement Test, Level of Implementation of the GASTPE Program in terms of Adequacy of Recertification, Monitoring, Administration, Timeliness of the Subsidy Releases and Submission of Reports of Beneficiary Schools; Best Practices; Hindering and Facilitating Factors and the Contribution of the GASTPE Program in terms of Support to Facilities, Assistance to Teaching and Learning and School Performance Indicators, the following policy recommendations are formulated.

<table>
<thead>
<tr>
<th>Weaknesses in the Implementation of the GASTPE Program</th>
<th>Policy Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Of the nine areas being assessed, six were evaluated to exceed the minimum standards based on guidelines set by DepEd and FAPE. However, three areas were evaluated to be practicing the minimum standard only. These are School Plant and Physical Facilities and Equipment, Student Services and Instructional Program.</td>
<td>1. There is a need for the school administrators to allocate a budget for the improvement of the school plant, physical facilities and equipment for these are facilitating agents in all the educational activities.</td>
</tr>
<tr>
<td>2.</td>
<td>2. There is a need for the DepEd or FAPE to look into the 70-20-10% scheme of the school budget allocation required by DepEd to private schools is followed.</td>
</tr>
</tbody>
</table>
3. There is a need for the school academic supervisors to revisit their instructional program to assure that its curriculum and the pedagogical strategy are aligned to the vision of the school at the same time attuned to what is prescribed by DepEd.

2. As to the level of achievement of GASTPE beneficiary schools in the NAT, not one of the ten schools under the study got the proficient and advanced levels; four out of ten in the Approaching Proficiency Level; five out of ten are in Basic Proficiency Level; and only one out of ten is in the Pre-Basic.

4. There is a need for the school to revisit their instructional program and the competencies taught to the students if they are aligned to DepEd and to utilize the NAT results as basis of their academic intervention program.

5. There is a need for DepED to provide each school of the NAT result in hard copy containing the individual student performance in five core subjects together with the detailed overall performance of the school for them to anchor on for their academic framework.

6. There is a need for the school to conduct a survey among its students to find out on the factors such as technology, extracurricular activities, media, study habit and motivational practice of parents, etc. that may affect the academic performance of the students.

3. The adequacy of the re-certification was perceived to be exceeding the minimum standard however, the presence of verifiable facts and evidence to support the rating was perceived to be the lowest or the weakness.

7. There is a need for the implementing agency, DepEd and FAPE to require the beneficiary schools to really prepare and present evidences so their rating in this area will improve likewise the assessors will have a concrete means of verifying the validity of their actions based on the guidelines of the program.

8. There is a need for the beneficiary schools to present the necessary report and documentation in detail in a portfolio.

4. Monitoring was found to be done only once or twice a year usually for head count purposes only.

9. FAPE and DepEd may strengthen monitoring to include other concerns like the strict compliance of the guidelines of the program.

10. The implementing agencies, FAPE and DepEd may require the beneficiary schools to make profile among the ESC grantee students reflecting among others their economic status, academic performance, attendance in schools and parental involvement in their schooling.
5. It was found out that schools received the subsidy allotted for them; however the timeliness of the subsidy releases was perceived to have the lowest rating in the areas assessed.

11. Subsidy for the school year can be released earlier so that the impact of the implementation of the program can be felt by the beneficiaries.

12. There is a need for FAPE to give the fix additional slots of grantees to the recipient schools as early as February so documents can be all set before August 15 of the year.

13. In effect to number 12 policy recommendation, FAPE may change the deadline of the submission of documents as early as July 15 of the school year so subsidy to teachers and students can be released as early as second quarter of the school year.

6. Of the perceived practices by the respondents, engaging in community outreach activities by the school was considered a weakness.

14. FAPE may require the beneficiary schools to present or submit a strategic community outreach program aligned to the curriculum.

15. The School Administrators may organize a Student Community Outreach Activity to deepen the social consciousness and responsibility of the students with preference to the marginalized sectors of the society.

7. The following were perceived by the respondents as the hindering factors in the implementation of the GASTPE program:
   a. Refusal of the public high school principals to declare “aisle” students.
   b. Lack of parental support on the other needs of the grantees
   c. The amount of subsidy is only for tuition fees
   d. The grantees are not poor the fact that they can pay for the top-ups.

16. DepEd as the managing agency may check each public high school principal in terms of its capacity to accommodate students for them to declare aisle students if in case. Thus achieving the objective of decongesting the public high schools.

17. There is a need for the School Administrators to conduct an orientation to parents and to the ESC grantee students to inform them of the guidelines of the GASTPE program and to make them realize that education is a collaborative effort of the parents, teachers and the students. In the same way the school through its Guidance and Counseling Department may organize a Good and Responsible Parenthood Seminar to let the parents understand their duties and obligation to their students.

18. The school may come up with student profiling to determine the less fortunate among the students for the school to create a special program address to the situation.

The facilitating factors were: GASTPE has improved the school quality and maintained financial viability of private secondary schools; improved the standard of the school; ESC subsidy is cost effective; helps the teachers to stay in school for long; makes secondary education accessible to all students.

The following were considered as hindering factors: refusal of public school principals to declare “aisle students” hinders the purpose of decongestion; lack of parental support; the grantees are not poor the fact that the can pay for the top-ups hence preventing others who are less privilege to enroll; distance of home from school; lack of financial resources to defray other expenses in schooling; and less improvement in the delivery of program services.
The contribution of the GASTPE program was also sought considering support to facilities and assistance to teaching and learning. Eight indicators for support to facilities were considered wherein the highest mean is on the provision of electric fans per classrooms. Science and T.L.E. laboratories are equipped with the necessary fixtures, tools and equipment and the beneficiary school’s campus has improved belonged to the top three indicators. On the other hand, the indicator getting the lowest mean are on the construction of additional classroom; the provision of athletic and playground facilities and the replacement of defective chairs and purchase of new and additional chairs.

Eight indicators were also considered as to the contribution of GASTPE program in terms of assistance to teaching and learning. The indicator with the highest mean is on the teachers’ training and seminars are financed by the school followed by the organization and enhancement activities and programs are taken care of by the school and allocation of budget for students’ support activities. On the other hand, the indicators with lowest mean are on the purchase of updated teaching and learning materials followed by purchase of new equipment in preparation for the senior high school; and purchase of additional computers, Science and TLE tools and equipment. The over-all rating for the contribution of the GASTPE program in terms of assistance to teaching and learning is 2.65 which means that the program has meet what is expected.

The hypothesis that there is no significant difference on the perceptions of the four groups of respondents considering the contribution of the GASTPE program to the beneficiary schools was tested using the One-way Analysis of Variance (ANOVA). The test shows that the computed F-value of 1.6256 is less than the critical F-value of 2.9466 at 0.05 level of significance with degrees of freedom of 3 and 28.

The performance indicators which are considered in the study are seen to be increasing especially that of Agusan del Norte Division whereas that of Butuan City are erratic. This could be attributed to the fact that most of the residents are more mobile and itinerant compared to those who are in the municipalities in general.

**CONCLUSION**

The contribution of GASTPE program in terms of support to facilities and assistance to teaching and learning did not exceed as to what is expected per objectives of the program. This could be attributed to the findings that the construction of more classrooms is given less priority instead, the purchase of some facilities was given importance like electric fans per classrooms.

The implementation of the GASTPE program has met considerable impediments like the refusal of the public elementary school principals to declare aisle students though some of its objectives are met.
In some way, the GASTPE program has contributed to the schools’ performance indicators such as enrolment rate, cohort survival rate, participation rate and completion rate as indicated in the previous discussion. Thus, the program has evolved into a useful mechanism that enables students to enroll in private schools as cited by a World Bank study (2011).

**RECOMMENDATIONS**

Likewise, sanctions for schools not compliant to the minimum standards as contained in the guidelines for this program can be also considered. This will gradually move schools to a performance-based scheme or approach based on program objectives.

Embolden administrators of beneficiary schools to strengthen and reinforce the expenditure of the 70-20-10 scheme for the use of GASTPE subsidy where 70 will go to the salary of teachers, 20 for school improvement and 10 for return of investment. In this way private schools will be able to increase at least a little bit of their holding power to teachers as well as make some renovations or construction of classrooms instead of just providing small classroom projects like purchase of electric fans.

There is a need to formulate an Instructional Program Coherence Policy on the part of the implementing agencies of GASTPE to augment the academic achievement of the students thus the objective of the program achieved.

**LITERATURE CITED**


DepEd Order No. 31, s. 2011 Policies and Guidelines in the Implementation of Government Assistance to Students and Teachers in Private Education School Year 2011-2012


Self-Efficacy, English Proficiency and Effectiveness of Teachers of English in the Secondary Schools

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ABSTRACT

This study was conducted to describe the self-efficacy, English proficiency, and teaching effectiveness of teachers teaching English in the public secondary schools of the Division of Ilocos Norte. Specifically, it examined the relationships among the teacher respondents’ socio-demographic characteristics, their level of self-efficacy, English proficiency, and teaching effectiveness. Also, implications related to the teaching of English as a second language were drawn. The study utilized the descriptive-correlational method using survey questionnaires, classroom observations and interviews. Data were taken from the public secondary schools in the division of Ilocos Norte. Results of the study reveal significant relationships among teachers’ socio-demographic characteristics, level of self-efficacy, English proficiency, and teaching effectiveness. Evidence in this study about the relationship among the variables highlights the importance of enhancing English proficiency and developing self-efficacy among teachers in the secondary schools. The results of this study illustrate the importance of language proficiency as the foundation of teachers’ confidence. Also, teachers’ judgments about their teaching competence influence their effectiveness in teaching. These findings suggest that English proficiency enhancement and self-efficacy development should be considered as means to address issues and problems in language teaching.
KEYWORDS

Language Education, English proficiency, self-efficacy, effectiveness, secondary schools, language, descriptive-correlational research, Division of Ilocos Norte, Philippines

INTRODUCTION

English is said to be an essential language for humankind. Its use is evident in politics, academe, trade and commerce – making it as the international language for worldwide communication. Thus, the English language has become the language of power and progress. Proficiency in English has become a mandatory requirement in conquering the global business environment.

This claim is strengthened by the statement of the National Research Council (2007) that second language study enhances career opportunities. Studying a foreign language helps students understand English grammar better and improves their overall communication and problem-solving skills.

Recognizing its importance, many realize the need to develop a high level of English language proficiency. Agencies responsible in addressing this need take all the effort to enhance the students’ linguistic skills to compete with the world.

FRAMEWORK

Despite the claim that the Philippines is the third largest country worldwide having a great number of people who can speak English, it is only second to Malaysia in the whole of Asia when it comes to proficiency in listening, speaking, writing, and conversing in English (Manila Mail, 2010).

Having taught English subjects in the tertiary level for seven years now, the researcher has consistently observed difficulties among college students in coping with their language resources and activities. She has particularly noted college students’ difficulty in listening and understanding the English language. The moment they hear something in English they start to feel uneasiness. They also find it hard to comprehend written tests in English. Worse, they could not fluently express their thoughts in the language. Hence, often times, she would contemplate on the questions: Since a number of studies have looked into the strategies on teachers in the tertiary level, the researcher thought that perhaps it would be interesting to look into the efficacy and proficiency of the teachers of English in the secondary level as they are part of the educational foundation of the learners.

Teachers’ self-efficacy, their style and attitude directly affect the learners’ educational experiences and that can lead to problems thereafter. Bandura (1997) maintains that
teachers’ sense of efficacy influences both the kind of environment that they create, as well as their judgments regarding the different tasks introduced in the classroom in order to bring about student learning. Thus, teachers’ efficacy appears to have a direct influence on teaching practices and student outcomes.

Based on the raised issue, there is a need to examine the secondary school teachers’ self-efficacy to teach English and their English language proficiency level and how these two affect their teaching effectiveness.

**OBJECTIVES OF THE STUDY**

This study aimed to describe the self-efficacy, English proficiency, and effectiveness of teachers teaching English in the public secondary schools of the Division of Ilocos Norte.

**METHODOLOGY**

**Research Design**

This study utilized the descriptive-correlation research approach. This is a method designed to determine if two or more variables are associated with each other.

In this study, the researcher identified the levels of self-efficacy, English proficiency, and the teaching effectiveness of the participants and was subjected to analysis. The results were considered to identify the relationship of the said variables.

**Locale of the Study**

This study was conducted at the public secondary schools in the division of Ilocos Norte.

The Ilocos Norte Division Office situated on a 4,500 square meter lot is an office with sprawling garden projecting the real image of the teachers and community. DepEd Ilocos Norte consists of 20 districts, 318 public elementary and 33 public secondary schools. In the secondary level, there are 33 secondary schools, 28 secondary school principals, 56 head teachers, 81 master teachers I-II, 650 secondary school teachers.

**Population and Sampling Procedure**

To identify the teachers’ level of self-efficacy, 86 teachers in the secondary level teaching English at the different public high schools of Ilocos Norte participated in this study. However, only those who have taken the English Proficiency test administered by DepEd Ilocos Norte, Philippines were particularly considered in the study. The summary of the result of the teachers’ English proficiency exam was requested from the Division Office of Ilocos Norte.

Furthermore, purposive sample of classes were observed and interviewed to further
validate the data result by a panel of observers (school heads, a PhD-Linguistics degree holder, and the researcher).

**Research Instruments**

The study used three instruments. The first was the Teacher Self-Efficacy Questionnaire Checklist. This was used to determine the levels of the teachers’ self-efficacy along student engagement, classroom management, and instructional strategies. The other instrument was the English Proficiency Test Result. The result of the English proficiency test of the teacher-respondents was requested from the Division office of Ilocos Norte. Also, a teachers’ effectiveness observation checklist was also used to determine the teachers’ level of teaching effectiveness. Classes were observed and focus group (teachers, school heads, and teachers) were interviewed to further gather data.

**Data-gathering Procedure**

Permission from the school officials of the different public high schools in Ilocos Norte was requested for the conduct of the study. Compliance to research ethics was done through informed consent.

A three-part questionnaire (Teacher Self-Efficacy Questionnaire) was floated to the participants; while a copy of the result of their English proficiency test was requested from the office of the Department of Education, Ilocos Norte. Also, results of the class observations conducted by the school heads were gathered.

The data collected were tabulated and analyzed. They were further correlated to identify the relationship of the variables.

**Statistical Treatment**

The data gathered were statistically treated using the SPSS V.14.

The statistics (frequency and mean) were used to answer the problems in this study. Also, correlation measures were utilized to determine the relationship between and among variables.

In interpreting the computed means for the level of self-efficacy and teaching effectiveness, the following range of intervals was used:

<table>
<thead>
<tr>
<th>Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.51 – 5.00</td>
<td>Very High (VH)</td>
</tr>
<tr>
<td>3.51 – 4.50</td>
<td>High (H)</td>
</tr>
<tr>
<td>2.51 – 3.50</td>
<td>Average (A)</td>
</tr>
<tr>
<td>1.51 – 2.50</td>
<td>Low (L)</td>
</tr>
<tr>
<td>1.00 – 1.50</td>
<td>Very Low (VL)</td>
</tr>
</tbody>
</table>
RESULTS AND DISCUSSION

Level of Self-efficacy of the Teachers of English

The teachers’ level of self-efficacy in terms of student engagement, classroom management, and instructional strategies was determined through the Teacher Self-Efficacy Questionnaire/Checklist adopted from Tschannen-Moran and Woolfolk Hoy (2001). The teachers rated themselves according to the behavior indicators listed in each of these areas.

Student Engagement

This term refers to the commitment or interest of the students in the teaching learning process as manifested by body language, consistent focus, verbal participation, student confidence, and fun and excitement. The teachers believe that their students have high engagement in their classes. This is reflected by the composite mean of 3.92. This high level of self-efficacy reflects the teachers’ confidence of helping their students become and remain involved, invested, or motivated for learning. Specifically, teachers find their students’ level of engagement in terms of exhibiting body postures that indicate their attentiveness and maintaining eye contact with the teachers very high as indicated by the computed means of 4.96 and 4.56, respectively. This means that the teachers confidently believe that they are very efficient in sustaining their students’ engagement during teaching-learning process.

On one hand, the teachers believe that their students exhibit only an average level of engagement along expressing their thoughtful ideas about the topic being discussed (3.40), confidently participating in group or pair activities (3.45), and readily volunteering to participate in a teacher-fronted activity (3.48). This shows that the teachers believe that they are not very positive in engaging students’ interests in class and group participation.

Based on the conducted random interviews, the teachers believe that they need to be more efficacious to achieve a more positive students’ engagement. The teachers added that there is something they need to do to influence their students in showing reaction when they agree with what they are saying, demonstrating disagreement to what they are saying, not displaying any disruptive behavior during discussion or classroom activities, taking down notes during lectures, confidently asking relevant questions, sharing their answers when they call on them to recite, initiating and completing a task with limited coaching, exhibiting interest and enthusiasm in accomplishing a given task, working harder that they thought they could to meet the teacher’s standard/expectations, and, using positive humor while performing given tasks/activities. The teachers also agreed that their self-efficacy along student engagement has an effect to the performance of their students in the conduct of classroom activities. Thus, Kuh (2001) suggests that an assessment of student engagement is an important metric of quality than the typical institutional measures used in assessment.
Classroom Management

This term refers to the practices of teachers in conducting their classes along organization, physical arrangement, behavioral considerations, and social climate. The teachers believe that they have a high level of self-efficacy along classroom management. This is reflected by the computed composite mean of 3.95.

Interestingly, the teachers rated themselves high in terms of all the indicators of this area. Based on the random interviews conducted, the teachers believe that they are efficient in managing their classroom activities as reflected in their skills in providing clear directions from classroom activities and assignments, posting assignments clearly, preparing materials ahead of time, distributing materials efficiently, seeing that time is well planned, making sure that classroom temperature and lighting are comfortable, placing presentations visible to students, arranging the room to minimize crowding and distraction, creating rules and procedures related to instructional events, establishing rules that involve respect for other members of the class and providing verbal reminders to students about how to treat others, using nonverbal signals whenever possible to direct students in a non-disruptive manner when teaching other group of students, using positive reinforcement and a variety of reinforces, portraying a friendly and positive attitude, listening to what students have and need to say, and, providing students with opportunities to interact. However, the teachers added that they are aware that their efficiency along classroom management is not yet enough to positively sustain their students' engagement. Realizing the significance of self-efficacy in classroom management, the teachers agree that somehow they feel that there is a need to enhance these skills.

The result shows that the teachers are sensitive in terms of organizing their classrooms and engaging the behavior of their students. This is interesting because according to Henson (2001) examined the relationships between teacher efficacy and classroom beliefs about control. Results indicate that more efficacious teachers use positive strategies for classroom management. Furthermore, Brouwers and Tomic's study (1999) pointed out the relationship between classroom management efficacy and dimensions of burnout. Their study reveals that teachers, who consider themselves less competent in classroom management report high levels of burnouts. Anicas (2012) and Anicas, R.P. and Alwehaimed, B. (2015), pointed out that it is clear from the findings that the college faculty gave their working conditions such as the provision of adequate facilities and equipment that would improve their teaching skills, strategies, techniques and performance in achieving quality education but longing for a democratic working climate to have a superb classroom management.

Instructional Strategies

These strategies refer to the teachers' approaches in delivering the lesson to their learners. According to Roberts, et.al (2007), instructional strategies are those behaviors associated with mechanics of teaching. Teachers must focus on effective instructional
strategies to prevent academic and behavior difficulties, and thereby facilitate increased student engagement.

The teachers rated themselves high in terms of this category as reflected by the computed composite mean rating of 3.95. Specifically, the teachers rated themselves high in all the indicators of this category as reflected by the computed means ranging from 3.68 to 4.50. This result shows that the teachers generally possess the behaviors associated with the good mechanics of teaching. This implies that the teachers are efficacious in employing various techniques and strategies in minimizing, if not preventing academic and behavior difficulties, thus positive classroom management and increased student engagement.

Based from the conducted random interviews, the teacher-respondents believe they possess the efficacy in employing instructional strategies in conducting their classes. The teachers mentioned that they make use of varied instructional materials, know how to vary their questions from low level to high level questions, observe ‘wait-time’ for learners to answer questions, present true to life situation, express enthusiasm and sustained interest, incorporate concepts/skills from other subjects, offer remedial/reinforcement/enrichment activities, utilize appropriate error correction techniques, give effective and timely feedback on students’ performance and efforts, smooth the progress of teacher-to-student and student-to-student interaction, verify for comprehensions and/or attention, paraphrase questions or statements to maximize comprehension, make clear instructions and supportive structure activities, and prepare hands-on activities whenever appropriate. However, the teachers articulated that their efficacy in employing such strategies needs to be enhanced. The teachers added that they are aware that the demands of their students in this modern world increase, thereby, utilizing more interesting strategies is needed.

In general, the teachers have high level of self-efficacy along student engagement, classroom management, and instructional strategies. This means that the teachers of English in the public secondary schools in the division of Ilocos Norte believe that they possess high level of self-efficacy in terms of organizing and performing required tasks for the attainment of the teaching-learning goals.

In a study conducted by Allinder (1994), he found out that teachers with high self-efficacy tend to exhibit greater levels of planning and organization. They are also more open to new ideas and are more willing to experiment on new methods to meet the needs of their students.

Moreover, Soodak and Podell (1993) pointed out that high efficacy enables teachers to be less critical of students when they make errors, to work longer with a student who is struggling, and to be less inclined to refer a difficult student to special education. Teachers with a high self-efficacy have greater commitment to teaching (Coladarci, 1992) and are more likely to stay in teaching (Burley, et. al., 1991).
These findings imply that the teachers have still room for improving the level of self-efficacy in teaching English and that doing so requires a systematic approach to teacher preparation and ongoing professional development.

**Level of English Proficiency of Teachers of English**

The summary of the result of the English proficiency test of the teachers was requested from the Division office of Ilocos Norte and later tabulated and analyzed to get the level of English proficiency of the teachers.

As shown in Table 2, almost half (43.02%) of the total number of teachers got excellent scores in the English proficiency test; 40 (46.51%) have very satisfactory; and only nine (10.47%) of them have satisfactory level of English proficiency. This shows that the employed teachers of English in the public secondary schools in the division of Ilocos Norte possess a high level of proficiency in the language.

The result indicates that though the percentage of the teachers with excellent level of English proficiency is high, there are still some teachers who got satisfactory score only. The present study found out that there is a need to improve the English proficiency of the teachers.

**Table 2. Teachers’ level of English Proficiency**

<table>
<thead>
<tr>
<th>Range of Score</th>
<th>Level</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>81 – 92</td>
<td>Excellent</td>
<td>37</td>
<td>43.02</td>
</tr>
<tr>
<td>70 – 80</td>
<td>Very Satisfactory</td>
<td>40</td>
<td>46.51</td>
</tr>
<tr>
<td>58 – 69</td>
<td>Satisfactory</td>
<td>9</td>
<td>10.47</td>
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<tr>
<td>46 – 57</td>
<td>Fair</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>34 – 45</td>
<td>Poor</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>86</td>
<td>100</td>
</tr>
</tbody>
</table>

**Level of Teaching Effectiveness of the Teachers of English**

The classes of the teachers were observed to determine the teachers’ level of teaching effectiveness. Panel of observers were likewise requested to rate the teachers’ effectiveness along their student engagement, classroom management and instructional strategies.

The teachers obtained a high level of effectiveness along student engagement with a composite mean of 3.83. Specifically, they observed the students’ level of engagement in terms of exhibiting body postures that indicate their attentiveness, not displaying any disruptive behavior during discussion or classroom activities, taking down notes during lectures, and maintaining eye contact with the teachers very high as indicated by the computed means of 4.56, 4.52, 4.65, and 4.84 respectively. Even though, the teachers assessed themselves very high in only two categories (exhibit body postures that indicate their attentiveness, and maintain eye contact with the teacher) in their self-efficacy level, they were rated by their school heads very high in four categories (exhibit
body postures that indicate their attentiveness, do not display any disruptive behavior during discussion or classroom activities, take down notes during lectures, and maintain eye contact with the teacher). This shows that the teachers are not so confident in their beliefs of their efficacy though they possess the teaching effectiveness along student engagement.

Also, the school heads observed that the teachers sustain students’ level of engagement in terms of expressing their thoughtful ideas about the topic being discussed, confidently asking questions, confidently participating in a teacher-fronted activity, exhibiting interest and enthusiasm in accomplishing a given task, and using positive humor while performing given tasks/activities average as indicated by the computed means of 3.44, 3.39, 3.42, 3.48, 3.47, and 3.46, respectively. However, even though the teachers believed that they possess high level of self-efficacy along student engagement in terms of confidently asking relevant questions, exhibiting interest and enthusiasm in accomplishing a given task, and using positive humor while performing given task/activities they were only rated average by their school heads. This shows that though the teachers possess the confidence, they still lack the skills in putting it into actions. This implies that the teachers positively sustain students’ engagement. However, such skills can still be enhanced for a more effective teaching-learning experience.

Classroom Management

Classroom management behaviors were practiced by the teachers with a high level as manifested by the composite mean of 3.90. The teachers were observed to have high level of effectiveness in terms of all the indicators of this area, including how they habitually provide clear directions for classroom activities and assignments, distributed materials efficiently, made sure that time is well planned, leaving little down time, and placing presentations visible to students as reflected by the computed means of 4.02, 4.06, 4.45, and 4.04, respectively.

This study shows that the teachers possess the skills in organizing their classroom activities, maintaining the classroom physical arrangement, utilizing behavioral considerations in managing their classes, and keeping the social climate of their classrooms.

Instructional Strategies

The teachers were evaluated in terms of their teaching effectiveness along instructional strategies with a high level as reflected by the composite mean of 3.96.

Evidently, the teachers obtained a very high level of teaching effectiveness in terms of modifying and adjusting language to maximize comprehensibility, as indicated by the computed mean of 4.62. This finding was obviously observed from the teachers as they kept on rephrasing their statements and questions in trying to elicit reactions and answers from their students. This implies that the teachers are very effective in employing instructional strategies in their classes to adjust to different classroom situations.
Generally, the teachers obtained a high level of teaching effectiveness as reflected by the overall mean rating of 3.93. This implies that teachers are encouraged to make efforts in improving their self-efficacy for student engagement.

Relationship among Teachers’ Socio-Demographic Characteristics, Self-efficacy, English Proficiency, and Teaching Effectiveness

Based on the results, there is no significant relationship between age ($r=-.158$), sex ($r=.166$), educational attainment ($r=.194$), years of teaching ($r=-.105$), and teaching position ($r=.095$) to their level of self-efficacy as revealed by the obtained correlation coefficients ranging from -.046 to .194. The result corroborates with the findings of Chan (2004) which showed teachers’ age, sex, years of teaching have no significant influence on teachers’ self-efficacy, except for years of teaching experiences. However, the result contradicts Moafian’s and Ghanizadeh’s, (2009) studies showing that more experienced teachers are more emotionally intelligent and self-efficacious. This is strengthened by the belief of Mulholland and Wallace (2001) that “it is presumed that fruitful experiences in teaching increase efficacy expectations and remain constant for future situations”. Also, Soodak and Podell (1997) observed that teachers who are experienced are expected to be more resistant to change in their beliefs of personal efficacy and use of activities of different types than teachers with less experience.

Table 3. Correlation Coefficients between the Teachers’ Socio-demographic Characteristics and Their Level of Self-efficacy

<table>
<thead>
<tr>
<th>Socio-Demographic Characteristics</th>
<th>Level of Self-efficacy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student Engagement</td>
</tr>
<tr>
<td>Age</td>
<td>-.141</td>
</tr>
<tr>
<td>Sex</td>
<td>0.141</td>
</tr>
<tr>
<td>Educational Attainment</td>
<td>0.091</td>
</tr>
<tr>
<td>Years of Teaching</td>
<td>-.061</td>
</tr>
<tr>
<td>Teaching Position</td>
<td></td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).

However, it is noteworthy to mention that there exists a significant relationship between teacher-respondents’ educational attainment and their instructional strategies. This implies that those who have higher educational attainment tend to have higher level of self-efficacy along instructional strategies.
These findings suggest a significant implication for public secondary teachers of English. As mentioned above, possible reasons that these teachers express greater levels of efficacy may relate to educational attainment. For instance, school heads are encouraged to devise ways to help teachers in pursuing higher education. Efforts to provide teachers with more frequent opportunities to observe or interact with expert teachers or other skilled models should likewise be considered to raise the level of their self-efficacy.

Relationship between the Teachers' Socio-demographic Characteristics and their Level of English Proficiency. There are significant relationships between the respondents’ sex (r=.299), educational attainment (r=.324) and their teaching position (r=.252) and their level of English proficiency when the obtained correlation coefficients surpassed the critical values at 0.01 and 0.05 levels of significance.

Table 4. Correlation Coefficients between the Teachers’ Socio-demographic Profile and their English Proficiency

<table>
<thead>
<tr>
<th>Socio-Demographic Variables</th>
<th>Correlation, r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>0.154</td>
</tr>
<tr>
<td>Sex</td>
<td>0.299**</td>
</tr>
<tr>
<td>Educational Attainment</td>
<td>0.324**</td>
</tr>
<tr>
<td>Years of Teaching</td>
<td>-0.036</td>
</tr>
<tr>
<td>Teaching Position</td>
<td>0.252*</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

However, there should be other factors in such contexts that supposedly have more influence on teachers’ English proficiency. Also, this study suffered some limitations like, limited number of respondents and measuring teachers’ language proficiency using the result of their English proficiency for the last six years only.

Relationship between the Teachers’ Socio-demographic Characteristics and their Teaching Effectiveness. Table 5 shows the correlation coefficients between the teachers’ socio-demographic characteristics and their teaching effectiveness.

Table 5 presents the correlation of the teachers’ socio-demographic characteristics of and their teaching effectiveness. Teaching effectiveness, particularly on student engagement, classroom management, and instructional strategies are not related with the teachers’ age, sex and years of teaching experience. However, there is a significant relationship between the respondents’ teaching position and teaching effectiveness, particularly on student engagement; and, respondents’ educational attainment and student engagement. This shows that teachers who hold higher teaching position and educational attainment tend to have higher level of teaching effectiveness. The positive correlation implies that teachers who are equipped with knowledge from their education and experience have more interest to use these activities in the classroom.
Table 5. Correlation Coefficients between the Teachers’ Socio-demographic Characteristics and their Teaching Effectiveness

<table>
<thead>
<tr>
<th>Socio-Demographic Characteristics</th>
<th>Teaching Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student Engagement</td>
</tr>
<tr>
<td>Age</td>
<td>-0.005</td>
</tr>
<tr>
<td>Sex</td>
<td>0.134</td>
</tr>
<tr>
<td>Educational Attainment</td>
<td>0.279**</td>
</tr>
<tr>
<td>Years of Teaching</td>
<td>0.144</td>
</tr>
<tr>
<td>Teaching Position</td>
<td>0.355**</td>
</tr>
</tbody>
</table>

**, Correlation is significant at the 0.01 level (2-tailed).
*, Correlation is significant at the 0.05 level (2-tailed).

Thus, teachers are encouraged to pursue higher education to be equipped with skills necessary for the improvement of their teaching effectiveness. Happy teachers have higher efficacy in student engagement, classroom management, and use of appropriate instructional strategies.

Another aim of this study is to determine if a relationship exists between the teachers’ level of self-efficacy and their English proficiency and teaching effectiveness.

Relationship between the Teachers’ Level of Self-efficacy and their English proficiency. Table 6 provides the correlation between teachers’ level of self-efficacy and their English proficiency.

The table shows that significant relationships exist between the teachers’ English proficiency and their self-efficacy, particularly on student engagement, and classroom management where correlation coefficients range from 0.248 to 0.323 which are significant at 0.01 and 0.05 levels of significance. This implies that the teachers who have high English proficiency tend to believe more strongly in their capability for teaching English. Interview results also revealed that the teachers’ English proficiency is one of the factors influencing their confidence in teaching English. This corroborates with the results of the previous studies (Chacon, 2005; Kim, 2001; and Shim, 2003) that have reported significant relationships between teachers’ sense of efficacy in teaching English and English language proficiency. Butler (2004) strongly believes that the teachers’ lack of English proficiency has been associated with their lack of confidence in teaching English, and thus ineffective teaching.

However, Chacon (2005) and Shim (2001) showed inconsistent findings in terms of how English teacher’s self-efficacy is related to their language proficiency. While Chacon (2005) found that Venezuelan middle school English teachers’ sense of efficacy is positively related to their language proficiency, Shim (2001) found the Korean middle and high school English teachers’ sense of efficacy is not significantly related to the teachers’ language proficiency.
Table 6. Correlation Coefficients between the Teachers’ Level of Self-efficacy and their English Proficiency

<table>
<thead>
<tr>
<th>Category</th>
<th>Correlation, r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Engagement</td>
<td>0.248*</td>
</tr>
<tr>
<td>Classroom Management</td>
<td>0.323**</td>
</tr>
<tr>
<td>Instructional Strategies</td>
<td>0.162</td>
</tr>
<tr>
<td>Overall Self-efficacy</td>
<td>0.323**</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

This inconsistent findings, and since the present study only utilized the English proficiency test results conducted by the Division office, imply that there is a need for further research on the relationship of the said variables. In addition, there may be other factors influencing teacher’s sense of efficacy in teaching English, as Shim (2003) pointed out.

Relationship between the Teachers’ Level of Self-efficacy and their Teaching Effectiveness. On the other hand, Table 7 shows the relationship between the teachers’ level of self-efficacy and their teaching effectiveness.

The teaching effectiveness is also highly correlated with the respondents’ self-efficacy. Particularly, their teaching effectiveness is highly correlated with classroom management and instructional strategies. This implies that teacher performance is influenced by the teachers’ efficacy beliefs in teaching.

Soodak and Podell (1996) affirm that the higher the teacher self-efficacy, the more positive student and teacher behaviors, and the more positive improvements in educational settings, which proposes the idea that teacher self-efficacy is an essential factor in improving teacher education. Also, Bandura (1997) mentioned that efficacious teachers devote more time on students’ learning, support students with their aims and reinforce their intrinsic motivation. He further concluded that the evidence across is consistent in showing that perceived self-efficacy contributes significantly to level of motivation and performance accomplishments.

The mentioned studies explaining the effects of self-efficacy on teaching established and the result of the present study suggest that such effort to enhance self-efficacy among teachers is strongly recommended. Bandura (1997) concluded that the evidence across studies is consistent in showing that self-efficacy contributes to level of motivation and performance accomplishments. Bandura (2000) embraced an integrated perspective for human performance in which social influences operate through psychological mechanisms. Magno (2005) strongly believes that teachers’ own beliefs and convictions about their own performance have much influence on the actual performance.
Table 7. Correlation Coefficients between the Teachers’ level of Self-efficacy and their Teaching Effectiveness

<table>
<thead>
<tr>
<th>Category</th>
<th>Student Engagement</th>
<th>Classroom Management</th>
<th>Instructional Strategies</th>
<th>Overall Teaching Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Engagement</td>
<td>0.279**</td>
<td>0.334**</td>
<td>0.262*</td>
<td>0.365**</td>
</tr>
<tr>
<td>Classroom Management</td>
<td>0.230*</td>
<td>0.084</td>
<td>0.166</td>
<td>0.203</td>
</tr>
<tr>
<td>Instructional Strategies</td>
<td>0.298**</td>
<td>0.344**</td>
<td>0.075</td>
<td>0.312**</td>
</tr>
<tr>
<td>Overall Self-efficacy</td>
<td>0.352**</td>
<td>0.336**</td>
<td>0.227*</td>
<td>0.388**</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

The researches on efficacy of teachers suggest that behaviors such as persistence on a task, risk taking, and use of innovations are related to degrees of efficacy. Czerniak (1990) found that highly efficacious teachers have been found to be more likely to use inquiry and student-centered teaching strategies, while teachers with a low sense of efficacy are more likely to use teacher-directed strategies. Weasmer and Woods (1998) added that in classrooms where the teachers have high levels of teaching efficacy, high levels of learning occur. Thus, it is suggested that teachers of English in the secondary schools need to take effort in developing high level of self-efficacy, as well as school heads must offer the necessary help and support in this endeavor.

Relationship between the Teachers’ English Proficiency and Teaching Effectiveness

Table 8. Correlation Coefficients between the Teachers’ English Proficiency and their Teaching Effectiveness

<table>
<thead>
<tr>
<th>Category</th>
<th>Correlation, r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Engagement</td>
<td>0.279**</td>
</tr>
<tr>
<td>Classroom Management</td>
<td>0.153</td>
</tr>
<tr>
<td>Instructional Strategies</td>
<td>0.120</td>
</tr>
<tr>
<td>Overall Teaching Effectiveness</td>
<td>0.235*</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

This finding is consistent with some research findings such as the study of Doff (1987) saying that teachers’ confidence in the classroom is undermined by a poor command of the English language. He added, “Poor command of the language can affect the self-esteem and professional status of the teacher and interfere with simple teaching procedures. Further, English proficiency can keep the teacher from fulfilling...
the pedagogical requirements of a more communicative approach to language teaching. Some studies (Medges, 1994; Samimy and Butt-Griffler, 1999; and, Kamhi-Stein and Mahboob, 2005) showed that language proficiency is an important issue for teachers and has an impact on their profession self-esteem and confidence.

**CONCLUSIONS**

The results from this study indicate positive relationships among teachers’ self-efficacy, English proficiency, and their teaching effectiveness. The more proficient the teachers the higher sense of efficacy and later has a greater impact, on their teaching effectiveness. Evidence in this study about the relationship among the variables highlights the importance of enhancing English proficiency and developing self-efficacy among teachers in the secondary schools. The results of this study prove the importance of language proficiency as the foundation of teachers’ confidence. Also, teachers’ judgments about their teaching competence influence their effectiveness in teaching. These findings suggest that English proficiency enhancement and self-efficacy development should be considered as means to address issues and problems in language teaching.

**LITERATURE CITED**


Men, on Homosexuality: Knowledge, Attitudes and Views

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ABSTRACT

As education continues to face the challenge of meeting learners’ needs, there is an increasingly strong argument for bringing sexuality in the modern age group. There are also conflicting views and attitudes towards homosexuality which affect teacher’s performance. This quantitative-qualitative research aimed to find out the knowledge, attitudes and views of male teachers on homosexuality. Complete enumeration of the 381 male teachers of State Universities and Colleges in Iloilo served as the respondents of the study. Data were collected through a sample survey and Focus Group Discussion (FGD) and processed using the Social Package for the Social Sciences (SPSS). Respondents had an average level of knowledge and favorable attitude which vary according to marital status, religion, family environment and peer influence. No significant association was found between knowledge and attitudes towards homosexuality. Marital status, religion, family environment and peer influence are significant predictors of male teachers’ knowledge and attitudes towards homosexuality. The respondents had a better grasp of the concepts of homosexuality which could yield to a better understanding of homosexual behaviors. They are now more accepting, permissive and open minded with the concept of homosexuality and they are more likely to recognize homosexuality as an acceptable behavior in the society.

KEYWORDS

Social Science, homosexuality, quantitative-qualitative research, Iloilo, Philippines, Asia.
INTRODUCTION

Does sexual orientation affect a teacher’s performance? As education continues to face the challenge of meeting the needs of the learners, there is an increasingly strong argument for bringing sexuality into the light of day. There are also conflicting views and attitudes towards homosexuality which affect teacher’s performance. If this is so, it becomes a problem of administrators and supervisors. If teachers are not sure of their sexual orientation, they would not know how to behave and they themselves might create some problems in the community.

Teachers must understand the concepts of sexuality so that they will make choices and priorities in their preferences as these choices and preferences will greatly influence their performance. And if teachers are clear with their identity whether they are homosexuals or not, then there will be fewer problems probably in their attitudes and behavior.

Section 4 of Republic Act 10354 otherwise known as “The Responsible Parenthood and Reproductive Health Act of 2012,” specifies gender equality or the principle of equality between women and men and equal rights to enjoy conditions in realizing their full human potentials. It emphasizes that the state shall recognize that all human beings are free and equal in dignity and rights. Gender equality entails equality in opportunities, in the allocation of resources or benefits, or in access to services in furtherance of the rights to health and sustainable human development among others, without discrimination. It entails fairness and justice in the distribution of benefits and responsibilities between women and men, and often requires women-specific projects and programs to end existing inequalities. This concept recognizes that while “reproductive health involves women and men, it is more critical for women’s health” (http://pcw.gov.ph).

Homosexual teachers are often victims of discrimination in all levels of educational institutions. “The most common abuse is verbal discrimination in the form of lesbian or gay jokes, whispered behind the backs of those in question, often followed by the withholding of information, sexual harassment and/or physical violence, and the fact of being bypassed for any promotion” (http://webcache.googleusercontent.com). They are also careful to hide their real identity from their colleagues and students because they fear losing their jobs and/or suffering retaliation from the school community. Although there are homosexual teachers who are open about their identities at school, there are teachers who come out on the job and are met with complaints and/or loss of employment. Because there are no civic employment protections for homosexual people and many countries allow employment discrimination on the basis of sexual orientation and gender identity, teachers who are fired for coming out often do not have legal recourse.

How do gay teachers face these professional challenges? What are their views which affect their understanding on certain issues regarding sexual orientation and their
gender prejudices and biases must be avoided. Irrespective of the sexual orientation of teachers, they must be treated like anybody else by the administration. They must be given the same opportunities without discrimination. If this is so, homosexual teachers should not hide their real identity anymore. But what is happening is that there is still a very strong discrimination on the basis of their gender identity, gender expression and sexual orientation in all levels of learning institution. What are the possible reasons of having this kind of problem?

It is now a great challenge to the heads of educational agencies to strengthen the GAD mainstreaming efforts by formulating policies and implementing development programs to eliminate gender disparity in primary and secondary education, and to all levels of education.

In relation to these challenges, school administrators must address issues regarding teachers’ sexual orientation. They must have proper orientation and correct attitudes in dealing with these issues. It is for this reason that this study was conducted. It is the intention of the researcher to fill an overlooked gap in the literature by exploring how school leaders view homosexuality in terms of their knowledge, attitudes and views about this issue.

**OBJECTIVES OF THE STUDY**

This study specifically aimed to: (a) determine the male teachers’ level of knowledge about homosexuality and if the level of knowledge varies according to age, marital status, educational attainment, place of residence, religion, family environment and peer influence; (b) determine the attitudes of male teachers towards homosexuality and the variation in these attitudes according to age, marital status, educational attainment, place of residence, religion, family environment and peer influence; (c) determine the relationship between the male teachers’ level of knowledge and their attitudes towards homosexuality; (d) determine which among the characteristics of male teachers is the best predictor of their knowledge and attitudes towards homosexuality; and (e) describe the views of the participants on disclosure of sexual orientation, development of homosexuality, homosexual traits and characteristics, and legality of homosexuality.

**METHODOLOGY**

The assessment survey consisted of 381 male teachers of four (4) State Universities and Colleges (SUCs) in Iloilo Province namely: Iloilo State College of Fisheries (ISCOF) with 5 campuses, Northern Iloilo Polytechnic State College (NIPSC) with 7 campuses, West Visayas State University (WVSU) with 5 campuses and Western Visayas College of Science and Technology (WVCST) with 5 campuses.
Data were collected using the Knowledge about Homosexuality Questionnaire by Ivkovic, et al. (2012) represented by the total number of correct answers in a 29-item questionnaire on homosexuality and the Attitudes towards Homosexuals Questionnaire by Ivkovic, et al. (2012) consisting of a 20-item questionnaire regarding homosexuals, their lifestyle, and their social position. The data were computer-processed using the Statistical Package for the Social Sciences (SPSS) for MS Windows 17.0 software. The mean, percentage and frequency distribution, z-test, F-test, Gamma and multiple regression analysis were used to analyze the data.

Compliance to research ethics protocol was done through informed consent. Data for the qualitative approach were collected through a Focus Group Discussion (FGD) which was collected in Hiligaynon and English language. Eight (8) participants were chosen purposively to participate in the FGD. They were asked to sign the letter of consent to confirm their participation in the FGD as well as to having the interviews recorded.

RESULTS AND DISCUSSION

The Level of Knowledge of Male Teachers on Homosexuality

The data show that a large majority (95.5%) of them had average level of knowledge on homosexuality, only very few had low level of knowledge (3.9%) and high level of knowledge (0.5%) on homosexuality. The mean knowledge score on homosexuality was 13.43. The highest score obtained was 20, out of 29 items while the lowest score was 6. It indicates the average level of understanding and awareness of the respondents regarding homosexuality. Male teachers are capable of identifying social issues relevant to homosexuality which affect individuals.

Table 1. Level of Knowledge of Male Teachers on Homosexuality

<table>
<thead>
<tr>
<th>Level of Knowledge on Homosexuality</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>High level of knowledge (20 -29)</td>
<td>2</td>
<td>0.5</td>
</tr>
<tr>
<td>Average level of knowledge (10 – 19)</td>
<td>364</td>
<td>95.5</td>
</tr>
<tr>
<td>Low level of knowledge (0 - 9)</td>
<td>15</td>
<td>3.9</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>381</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Mean Score: 13.44

The Male Teachers’ Attitudes towards Homosexuality

The data show that two-thirds (66.7 percent) of them had a favorable attitude towards homosexuality, while a little more than one-fourth (26.0 percent) had unfavorable attitudes towards homosexuality. There were very few who had very favorable (5.5 percent) and had very unfavorable (1.8 percent) attitudes towards homosexuality.
Their mean attitude score on homosexuality is 56.31 which denote a favorable attitude towards homosexuality. This means that male teachers are now more accepting and open-minded regarding the concepts of homosexuality.

Table 2. Attitudes of Male Teachers towards Homosexuality

<table>
<thead>
<tr>
<th>Attitudes towards Homosexuality</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Favorable (20–40)</td>
<td>21</td>
<td>5.5</td>
</tr>
<tr>
<td>Favorable (40 – 60)</td>
<td>254</td>
<td>66.7</td>
</tr>
<tr>
<td>Unfavorable (61 – 80)</td>
<td>99</td>
<td>26.0</td>
</tr>
<tr>
<td>Very Unfavorable (81- 100)</td>
<td>7</td>
<td>1.8</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>381</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Mean Score: **56.31 Favorable Attitude**

Variation in the Level of Knowledge of Male Teachers on Homosexuality according to Certain Characteristics

The results show that when male teachers were classified according to age, marital status, educational attainment, place of residence, religion, family environment and peer influence, the biggest proportion of all groups had average level of knowledge about homosexuality. The ANOVA test for differences among means for age, educational attainment and place of residence, yielded F values (2.289, p = 0.103; 0.131, p = 0.877; 1.197, p = .303) which are not significant at 0.05 level. However, when the respondents were classified according to marital status (F = 8.022, p = .000) and religion (F = 5.538, p = .004), it was found out that the difference was highly significant.

Table 3. Variation in the Level of Knowledge of Male Teachers on Homosexuality when classified according to Age, Marital Status, Educational Attainment, Place of Residence and Religion

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Level of Knowledge on Homosexuality</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Low 0-9)</td>
<td>Average (10 -19)</td>
</tr>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35 years and below</td>
<td>5</td>
<td>4.6</td>
</tr>
<tr>
<td>36 – 45 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>old</td>
<td>3</td>
<td>2.8</td>
</tr>
<tr>
<td>46 years old and above</td>
<td>7</td>
<td>4.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
<td>3.9</td>
</tr>
</tbody>
</table>

F – value 2.289 p = 0.103
In addition, when male teachers were classified according to family environment, it was found out that the difference in the two proportions was significant using the z-test ($z$ – values = -0.5035, 2.1727 and -0.0096). However, when respondents were grouped according to peer influence, it was found out that the difference in the two proportions was not significant ($z$ – values = -0.1478, 0.8220 and -0.0509). The result did not find support in the study of Wagenaar, Sullivan & Stephenson (2012) which showed that in United States, for each ten point increase in the number of gay or bisexual friends known, the odds of scoring low on knowledge decreased 11%. In South Africa, having fewer acquaintances gay or bisexual was associated with lower knowledge, which could

<table>
<thead>
<tr>
<th>Marital Status</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>105</td>
<td>95.5</td>
<td>1</td>
<td>0.9</td>
<td>110</td>
<td>100.0</td>
<td>14.24</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Married</td>
<td>253</td>
<td>95.5</td>
<td>1</td>
<td>0.4</td>
<td>265</td>
<td>100.0</td>
<td>13.09</td>
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<tr>
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<td>100.0</td>
<td>13.50</td>
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<td>2</td>
<td>100.0</td>
<td>16.50</td>
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<td></td>
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</tbody>
</table>

| Total            | 15| 3.9| 364| 95.5| 2 | 0.5| 381| 100.0| 13.44|

**F – value 8.022* p = .000**

<table>
<thead>
<tr>
<th>Educational Attainment</th>
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<th></th>
<th></th>
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<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s Degree</td>
<td>3</td>
<td>2.5</td>
<td>116</td>
<td>96.7</td>
<td>1</td>
<td>0.8</td>
<td>120</td>
<td>100.0</td>
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<tr>
<td>Master’s Degree</td>
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<td>3.2</td>
<td>209</td>
<td>96.3</td>
<td>1</td>
<td>0.5</td>
<td>217</td>
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<tr>
<td>Doctorate’s Degree</td>
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<td>0.0</td>
<td>44</td>
<td>100.0</td>
<td>13.30</td>
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</tr>
</tbody>
</table>

| Total                         | 15| 3.9| 364| 95.5| 2 | 0.5| 381| 100.0| 13.44|

**F – value .131 p = 0.877**

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<th>Place of Residence</th>
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<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Poblacion</td>
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<td>2.0</td>
<td>143</td>
<td>96.6</td>
<td>2</td>
<td>1.4</td>
<td>148</td>
<td>100.0</td>
<td>13.66</td>
<td></td>
</tr>
<tr>
<td>Outside Poblacion</td>
<td>8</td>
<td>4.5</td>
<td>170</td>
<td>95.5</td>
<td>0</td>
<td>0.0</td>
<td>178</td>
<td>100.0</td>
<td>13.26</td>
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</tr>
<tr>
<td>City</td>
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<td>51</td>
<td>92.7</td>
<td>0</td>
<td>0.0</td>
<td>55</td>
<td>100.0</td>
<td>13.45</td>
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</tr>
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</table>

| Total                         | 15| 3.9| 364| 95.5| 2 | 0.5| 381| 100.0| 13.44|

**F – value 1.197 p = .303**

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<th>Religion</th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Roman Catholic</td>
<td>11</td>
<td>3.3</td>
<td>323</td>
<td>96.1</td>
<td>2</td>
<td>0.6</td>
<td>336</td>
<td>100.0</td>
<td>13.58</td>
<td></td>
</tr>
<tr>
<td>Independent</td>
<td>1</td>
<td>6.3</td>
<td>15</td>
<td>93.8</td>
<td>0</td>
<td>0.0</td>
<td>161</td>
<td>100.0</td>
<td>12.38</td>
<td></td>
</tr>
<tr>
<td>Protestant</td>
<td>3</td>
<td>10.3</td>
<td>26</td>
<td>89.7</td>
<td>0</td>
<td>0.0</td>
<td>29</td>
<td>100.0</td>
<td>12.38</td>
<td></td>
</tr>
</tbody>
</table>

| Total                         | 15| 3.9| 364| 95.5| 2 | 0.5| 38 | 100.0| 13.44|

**F – value 5.538* p = .004**

* Significant at .05 level
indicate that in peer networks are key avenues where information is shared.

Table 4. Variation in the Level of Knowledge of Male Teachers on Homosexuality when classified according to Family Environment and Peer Influence

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Level of Knowledge on Homosexuality</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low (0-9)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Average (10-19)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>High (2029)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Family Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male teachers who have gay or homosexual relatives</td>
<td>4</td>
<td>1.8</td>
</tr>
<tr>
<td>and members of immediate family</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male teachers who do not have gay or homosexual</td>
<td>11</td>
<td>6.9</td>
</tr>
<tr>
<td>relatives and members of immediate family</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>3.9</td>
</tr>
<tr>
<td>z - values</td>
<td>-0.5035</td>
<td>2.1727*</td>
</tr>
<tr>
<td>Peer Influence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male teachers who have gay or homosexual friends</td>
<td>10</td>
<td>3.5</td>
</tr>
<tr>
<td>Male teachers who do not have gay or homosexual</td>
<td>5</td>
<td>5.2</td>
</tr>
<tr>
<td>friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>3.9</td>
</tr>
<tr>
<td>z - values</td>
<td>-0.1478</td>
<td>0.8220 -0.0509</td>
</tr>
</tbody>
</table>

*Significant at .05 level

Variations in the Attitudes of Male Teachers towards Homosexuality According to Certain Characteristics

The results show that when male teachers were classified according to age, marital status, educational attainment, place of residence, religion, family environment and peer influence, the biggest proportion of them were found to have favorable attitudes towards homosexuality. The ANOVA test for differences among means yielded F values (1.219, p = 0.297; 0.569, p = 0.567; 1.030, p = 0.358; which are not significant at 0.05 level. However, when the respondents were classified according to marital status (F = 11.41, p = 0.000) and religion (F = 5.538, p = .004), it was found out that the difference was highly significant.

Table 5. Variation in the Attitudes of Male Teachers towards Homosexuality when classified according to Age, Marital Status, Educational Attainment, Place of Residence and Religion
## Attitudes towards Homosexuality

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Very Favorable (20-40)</th>
<th>Favorable (41-60)</th>
<th>Unfavorable (61-80)</th>
<th>Very Unfavorable (81-100)</th>
<th>Total</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35 years and below</td>
<td>9 (8.3)</td>
<td>69 (63.3)</td>
<td>28 (25.7)</td>
<td>3 (2.8)</td>
<td>109</td>
<td>55.09</td>
</tr>
<tr>
<td>36–45 years old</td>
<td>8 (7.5)</td>
<td>66 (61.7)</td>
<td>32 (29.9)</td>
<td>1 (0.9)</td>
<td>107</td>
<td>57.07</td>
</tr>
<tr>
<td>46 years old and above</td>
<td>4 (2.4)</td>
<td>119 (72.1)</td>
<td>39 (23.6)</td>
<td>3 (1.8)</td>
<td>165</td>
<td>56.62</td>
</tr>
<tr>
<td>Total</td>
<td>21 (5.5)</td>
<td>254 (66.7)</td>
<td>99 (26.0)</td>
<td>7 (1.8)</td>
<td>381</td>
<td>56.31</td>
</tr>
<tr>
<td>F – value</td>
<td>1.219 p = 0.297</td>
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<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>Marital Status</th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>19 (17.3)</td>
<td>70 (63.6)</td>
<td>18 (16.4)</td>
<td>3 (2.7)</td>
<td>110</td>
<td>51.93</td>
</tr>
<tr>
<td>Married</td>
<td>1 (0.4)</td>
<td>180 (67.9)</td>
<td>80 (30.2)</td>
<td>4 (1.5)</td>
<td>265</td>
<td>58.20</td>
</tr>
<tr>
<td>Widowed</td>
<td>0 (0.0)</td>
<td>4 (100.0)</td>
<td>0 (50.0)</td>
<td>0 (0.0)</td>
<td>4</td>
<td>53.75</td>
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<tr>
<td>Separated</td>
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<td>0 (0.0)</td>
<td>1 (0.0)</td>
<td>2 (100.0)</td>
<td>2</td>
<td>52.00</td>
</tr>
<tr>
<td>Total</td>
<td>21 (5.5)</td>
<td>254 (66.7)</td>
<td>99 (26.0)</td>
<td>7 (1.8)</td>
<td>381</td>
<td>56.31</td>
</tr>
<tr>
<td>F – value</td>
<td>11.41* p = 0.000</td>
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</table>

<table>
<thead>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's Degree</td>
<td>5 (4.2)</td>
<td>80 (66.7)</td>
<td>31 (25.8)</td>
<td>4 (3.3)</td>
<td>120</td>
<td>57.10</td>
</tr>
<tr>
<td>Master's Degree</td>
<td>14 (6.5)</td>
<td>145 (66.8)</td>
<td>56 (25.8)</td>
<td>2 (0.9)</td>
<td>217</td>
<td>55.89</td>
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<tr>
<td>Doctorate's Degree</td>
<td>2 (4.5)</td>
<td>29 (65.9)</td>
<td>12 (27.3)</td>
<td>1 (2.3)</td>
<td>44</td>
<td>56.23</td>
</tr>
<tr>
<td>Total</td>
<td>21 (5.5)</td>
<td>254 (66.7)</td>
<td>99 (26.0)</td>
<td>7 (1.8)</td>
<td>381</td>
<td>56.31</td>
</tr>
<tr>
<td>F – value</td>
<td>0.569 p = 0.567</td>
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<table>
<thead>
<tr>
<th>Place of Residence</th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Poblacion</td>
<td>6 (4.1)</td>
<td>104 (70.3)</td>
<td>36 (24.3)</td>
<td>2 (1.4)</td>
<td>148</td>
<td>56.52</td>
</tr>
<tr>
<td>Outside Poblacion</td>
<td>10 (5.6)</td>
<td>120 (67.4)</td>
<td>44 (24.7)</td>
<td>4 (2.2)</td>
<td>178</td>
<td>55.67</td>
</tr>
<tr>
<td>City</td>
<td>5 (9.1)</td>
<td>30 (54.5)</td>
<td>19 (34.5)</td>
<td>1 (1.8)</td>
<td>55</td>
<td>57.82</td>
</tr>
<tr>
<td>Total</td>
<td>21 (5.5)</td>
<td>254 (66.7)</td>
<td>99 (26.0)</td>
<td>7 (1.8)</td>
<td>381</td>
<td>56.31</td>
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<tr>
<td>F – value</td>
<td>1.030 p = 0.358</td>
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<tr>
<td>Roman Catholic</td>
<td>18 (5.4)</td>
<td>237 (70.5)</td>
<td>77 (22.9)</td>
<td>4 (1.2)</td>
<td>336</td>
<td>55.58</td>
</tr>
<tr>
<td>Independent</td>
<td>2 (12.5)</td>
<td>7 (43.8)</td>
<td>6 (37.5)</td>
<td>1 (6.3)</td>
<td>16</td>
<td>58.06</td>
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<tr>
<td>Protestant</td>
<td>1 (3.4)</td>
<td>10 (34.5)</td>
<td>16 (55.2)</td>
<td>2 (6.9)</td>
<td>29</td>
<td>63.86</td>
</tr>
<tr>
<td>Total</td>
<td>20 (5.5)</td>
<td>254 (66.7)</td>
<td>99 (26.0)</td>
<td>7 (1.8)</td>
<td>381</td>
<td>56.31</td>
</tr>
<tr>
<td>F – value</td>
<td>5.538* p = 0.004</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at .05

When respondents were grouped according to family environment, it was found out that the difference in the two proportions was not significant (z-values = 0.7106, 0.8246, -1.2570, - 0.1064). Also, no significant differences were observed for those who had strong favorable, unfavorable and strong unfavorable attitudes towards homosexuality. However, when male teachers were classified according to peer influence, it was found...
out that the difference in the two proportions was significant using the z-test (z-values = infinity, 2.5200, -2.3816, -0.3897). Whereas, for those with very favorable, unfavorable or very unfavorable attitudes towards homosexuality, no significant difference in the proportions was observed.

This result is in consonance with the study of Schellenberg, et al. (1999), Blaauw (2012) and Papadaki, et al (2014), which said that interpersonal contact with gay men and lesbians is associated with improved attitudes toward homosexuals. A more homo-friendly peer group reduces the chance of being homo-negative. Having friends who think positive about homosexuality leads to less homonegative attitudes. In other words, positive friends make more positive about homosexuality.

Table 6. Variation in the Attitudes of Male Teachers towards Homosexuality when classified according to Family Environment and Peer Influence

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Very Favorable (20-40)</th>
<th>Favorable (41-60)</th>
<th>Unfavorable (61-80)</th>
<th>Very Unfavorable (81-100)</th>
<th>Total</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Family Environment Male teachers who have gay or homosexual relatives and members of immediate family</td>
<td>19</td>
<td>8.5</td>
<td>152</td>
<td>68.8</td>
<td>47</td>
<td>21.3</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>1.3</td>
<td>102</td>
<td>63.8</td>
<td>52</td>
<td>32.5</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>5.5</td>
<td>254</td>
<td>66.7</td>
<td>99</td>
<td>26.0</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>5.5</td>
<td>254</td>
<td>66.7</td>
<td>99</td>
<td>26.0</td>
</tr>
<tr>
<td></td>
<td>381</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>z-values</td>
<td>0.7106</td>
<td>0.8246</td>
<td>-1.2570</td>
<td>-0.1064</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Peer Influence Male teachers who have gay or homosexual friends</th>
<th>Very Favorable (20-40)</th>
<th>Favorable (41-60)</th>
<th>Unfavorable (61-80)</th>
<th>Very Unfavorable (81-100)</th>
<th>Total</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Male teachers who do not have gay or homosexual relatives and members of immediate family</td>
<td>21</td>
<td>7.4</td>
<td>204</td>
<td>71.6</td>
<td>58</td>
<td>20.4</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0.0</td>
<td>50</td>
<td>52.1</td>
<td>41</td>
<td>42.7</td>
</tr>
<tr>
<td></td>
<td>285</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>z-values</td>
<td>---</td>
<td>2.5200</td>
<td>-2.3816</td>
<td>-0.3897</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 0.05 level
Relationship between the Level of Knowledge of Male Teachers on Homosexuality and their Attitudes towards Homosexuality

The results show that regardless of the male teachers’ level of knowledge, they tended to have favorable attitudes towards homosexuality. This finding supports the result of Gamma test for association ($G = 0.738$, $p = 0.461$) which showed no significant relationship between level of knowledge and attitudes towards homosexuality. This result is consistent with the results of the studies of Langer-Most and Langer, Snyder and Zweig, and Luketich as cited by Jacobson (2013) which showed no significant relationship between knowledge and attitudes. This result, however, does not agree with Quinn-Krach & Van Hoozer as cited by Jacobson (2013); Eriksson & Grundin (2010); and Strong (2013) which found a significant correlation between higher knowledge scores and more permissive attitudes. They found that attitudes tend to increase when higher level of knowledge is present. Conversely, the level of attitudes tends to decrease as the level of knowledge.

Table 7. Relationship between the Level of Knowledge of Male Teachers on Homosexuality and Attitudes towards Homosexuality

<table>
<thead>
<tr>
<th>Attitudes towards Homosexuality</th>
<th>Low (0-9)</th>
<th>Average (10 -19)</th>
<th>High (20-29)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>f %</td>
<td>f %</td>
<td>f %</td>
<td>f %</td>
<td>f %</td>
</tr>
<tr>
<td>Very Favorable (20-40)</td>
<td>1 6.7</td>
<td>21 5.8</td>
<td>0 0.0</td>
<td>22 5.8</td>
</tr>
<tr>
<td>Favorable (41-60)</td>
<td>8 53.3</td>
<td>249 68.4</td>
<td>1 50.0</td>
<td>258 67.7</td>
</tr>
<tr>
<td>Unfavorable (61-80)</td>
<td>4 26.7</td>
<td>89 24.5</td>
<td>1 50.0</td>
<td>94 24.7</td>
</tr>
<tr>
<td>Very Unfavorable (81-100)</td>
<td>2 13.3</td>
<td>5 1.4</td>
<td>0 0.0</td>
<td>7 1.8</td>
</tr>
<tr>
<td>Total</td>
<td>15 100.0</td>
<td>364 100.0</td>
<td>2 100.0</td>
<td>381 100.0</td>
</tr>
</tbody>
</table>

Gamma = - 0.738 $p = 0.461$

Predictors of the Level of Knowledge of Male Teachers on Homosexuality

The results of the regression analysis showed that among all independent variables included in the analysis, only marital status and religion were found to be significant predictors of respondents’ level of knowledge on homosexuality. Age, educational attainment, place of residence, family environment, and peer influence were not significant predictors of respondents’ level of knowledge on homosexuality.
Table 8. Regression Analysis on the Predictors of Knowledge of Male Teachers on Homosexuality

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Level of Knowledge on Homosexuality</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Beta Coefficient</td>
</tr>
<tr>
<td>Age</td>
<td>0.012</td>
</tr>
<tr>
<td><strong>Marital Status</strong></td>
<td></td>
</tr>
<tr>
<td>Single</td>
<td></td>
</tr>
<tr>
<td>Married*</td>
<td>0.516</td>
</tr>
<tr>
<td>Widowed</td>
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</tr>
<tr>
<td>Separated</td>
<td></td>
</tr>
<tr>
<td><strong>Educational Attainment</strong></td>
<td></td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>-0.046</td>
</tr>
<tr>
<td>Master’s Degree*</td>
<td></td>
</tr>
<tr>
<td>Doctorate’s Degree</td>
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</tr>
<tr>
<td><strong>Place of Residence</strong></td>
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</tr>
<tr>
<td>Poblacion</td>
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</tr>
<tr>
<td>Outside Poblacion*</td>
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<tr>
<td>City</td>
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</tr>
<tr>
<td><strong>Religion</strong></td>
<td></td>
</tr>
<tr>
<td>Roman Catholic*</td>
<td></td>
</tr>
<tr>
<td>Independent</td>
<td>-1.261</td>
</tr>
<tr>
<td>Protestant</td>
<td>-1.344</td>
</tr>
<tr>
<td><strong>Family Environment</strong></td>
<td></td>
</tr>
<tr>
<td>Male teachers who have gay or homosexual relatives and members of immediate family*</td>
<td></td>
</tr>
<tr>
<td>Male teachers who do not have gay or homosexual relatives and members of immediate family</td>
<td>-0.263</td>
</tr>
<tr>
<td><strong>Peer Influence</strong></td>
<td></td>
</tr>
<tr>
<td>Male teachers who have gay or homosexual friends*</td>
<td></td>
</tr>
<tr>
<td>Male teachers who do not have gay or homosexual friends</td>
<td>-0.153</td>
</tr>
</tbody>
</table>

* = Reference; ** = Significant at .05 level

Predictors of the Attitudes of Male Teachers towards Homosexuality

The result of the regression analysis showed that only religion, family environment and peer influence were significant determinants of the respondents’ attitudes towards
homosexuality when all other variables were controlled. Age, marital status, educational attainment, and place of residence found to be not significant predictors of respondents' attitudes towards homosexuality.

Table 9. Regression Analysis on the Predictors of Attitudes of Male Teachers towards Homosexuality

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Attitude towards Homosexuality</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Beta Coefficient</td>
</tr>
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<td><strong>Age</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Marital Status</strong></td>
<td></td>
</tr>
<tr>
<td>Single</td>
<td></td>
</tr>
<tr>
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</tr>
<tr>
<td>Doctorate’s Degree</td>
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</tr>
<tr>
<td><strong>Place of Residence</strong></td>
<td></td>
</tr>
<tr>
<td>Poblacion</td>
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<tr>
<td>Outside Poblacion*</td>
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<tr>
<td>City</td>
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<tr>
<td><strong>Religion</strong></td>
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</tr>
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<td>Roman Catholic*</td>
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<tr>
<td>Independent</td>
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<tr>
<td>Protestant</td>
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<tr>
<td><strong>Family Environment</strong></td>
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</tr>
<tr>
<td>Male teachers who have gay or homosexual relatives and members of immediate family*</td>
<td>-2.171</td>
</tr>
<tr>
<td>Male teachers who do not have gay or homosexual relatives and members of immediate family</td>
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</tr>
<tr>
<td><strong>Peer Influence</strong></td>
<td></td>
</tr>
<tr>
<td>Male teachers who have gay or homosexual friends*</td>
<td>-7.076</td>
</tr>
<tr>
<td>Male teachers who do not have gay or homosexual friends</td>
<td></td>
</tr>
</tbody>
</table>

* = Reference; ** = Significant at .05 level
THEMES

THE PERCEIVED MORALITY OF HOMOSEXUALITY

The issue on the preference of homosexual teachers not to disclose their sexual orientation might have been motivated by the most prominent code of ethics for teachers in the Philippines – the Code of Ethics for Professional Teachers. To quote one statement:

“…others prefer not to disclose because of their profession, they want respect and they are afraid to be bullied”

These statements give meaning to the preamble of the Code of Ethics for Professional Teachers which begins “Teachers are duly licensed professionals who possess dignity and reputation with high moral values as well as technical and professional competence in the practice of their noble profession, they strictly adhere to, observe, and practice this set of ethical and moral principles, standards and values.”

To return to the moral argument, another thing is that homosexuality is wrong because the Bible says so. The participants mentioned the provision of 10 commandments as basis regarding what the Bible is saying about moral issues of homosexuality. Conversely, there was a reinterpretation of the scripture. The following is a sample remark how teachers interpreted homosexuality in the context of what the Bible is saying about the Ten Commandments: “…Biblically nasunog ang Sodom and Gomorrah…wala man nabutang sa 10 commandments nga dili ka maghilawas…” (Biblically Sodom and Gomorrah were burned. However, sexual intercourse was never mentioned in the 10 commandments)

The teachers’ interpretation of the specific provision of the law about sexual desire is accurate like the fact that Sodom and Gomorrah felt because of homosexuality and the last commandment given to the children of Israel is accurate. However, their scriptural basis on how they understand homosexuality did not confirm to what the Bible is really saying about homosexual behavior.

Another consideration is the objectivist principles to evaluate the morality of homosexuality in any given situation. To quote one response: “…eventually, anhon mo kay amo na iya nga balatagon. Kun kaisa kuno dapat pairalon naton mind naton over the heart kay ang temptation ara dira. What if nagbeat na ini for someone? Budlay nga ang focus mo is with her but ang gusto mo is with him.”(Eventually, you cannot just ignore if that is how he feels. Sometimes, we would say that it is mind over heart but what if it already beats for someone? It is hard if your focus is with her however, what you want is with him)

According to some scholars, the homosexuals do not have much to stand on when it comes to promoting their practice based on moral issues. Instead, they have used misdirection of the main issue, misrepresentation of the opposing viewpoints, and
misapplication of civil rights to further their cause. School administrators and educators need to be aware of this and deal not only with the so-called legal rights issues but also the moral ones when dialoguing with homosexuals and pro-homosexuals.

THE LEGALITY OF HOMOSEXUALITY

Analyzing the different views of the participants will help us understand the fixed point of morality among people particularly those in the academe. From the result, here's one response that reflected the majority of opposition to same-sex marriage:

“As Roman Catholic, I am not in favor for gay marriage kay the civil code or constitution does not provide for same-sex marriage”

Other related responses were:

“Same sex marriage or homosexual relationships should not be allowed because of the law”

“First and foremost, the church cannot perform marriage between man and another man …unless we change the law…but then marriage will not happen in the church because of the separation of the church and the state...”

“I am not in favor of same sex marriage because of what the law provides. But in my point of view, how I wish there is. Since it's not yet legal in the Philippines, therefore, I am not in favor.”

The real motivation of this perception on same-sex marriage is legal issue over homosexuality. This explains the idea that homosexual relationship violates natural law and the objective norm of morality.

“For me, sa marriage, it is not the ritual but kun baga solem niya ina ya with God. It means solemnity or sanctity of marriage with God. So for me, I’m not in favor.” (For me, in marriage, is not the ritual but it is your soberness with God. It means solemnity or sanctity of marriage with God. So for me, I’m not in favor)

This is one of the important reasons why others said that same-sex marriage must be opposed. They even mentioned how God punished Sodom and Gomorrah for the sin of homosexuality. This idea speaks that gay marriage is an abomination and God doesn't approve this gay right.

Some views on same-sex marriage rely on the Bible for its moral truth. But others rely on humanistic morals upon which it builds ethical structure, to quote:
“...pero as liberal man, gusto ko ya may gay marriage. So indi mo na na ya mapunggan. With this kind of culture that we have, you cannot stop this kind of culture sa aton nga sosyodad” (But as a liberal man, I want to have gay marriage. So, you cannot stop it. With this kind of culture that we have, you cannot stop this kind of culture in our society)

“I am not in favor of same-sex marriage because of what the law provides. But in my point of view, tani eh…”(I am not in favor of same-sex marriage because of what the law provides. But in my point of view, I hope there is)

Therefore, the issue on morality regarding same-sex marriage and homosexual relationship is based largely on the moral law, the Bible and humanistic morals.

SENSE OF ACCEPTANCE: KEY FACTOR IN THE DEVELOPMENT OF HOMOSEXUALITY

Sense of acceptance is one of major functions of social abilities underlying social learning. This study found out that it is the key factor in the development of homosexuality. To quote response:

“…acceptance sang isa ka society. Baton nagid man lang sila sa sosyodad mo, ano pa naggululuha nagid man lang sila.”(Acceptance of the society. They are now accepted in the society that is why they started to show who they really are)

“…it is acceptable now in the society compared before nga daw salat ka sa kabuhi”(It is acceptable now in the society compared before that gays are mistreated)

“For me, like what they have said, one cause is acceptance of the group of his environment”

“One factor is sense of acceptance. Kay once ang learning sang isa ka bata towards this sex orientation, tapos may grupo siya nga readily accepted siya…nadarayunan na lang.”(One factor is sense of acceptance. Once the learning of the person is toward this sex orientation, then he is accepted by his group, he would have the great chance to become gay)

In the concept of social learning, sense of acceptance promotes behavior through emotional changes. It also influences social behavior through psychological contact. In this study, sense of acceptance was found to be the key factor in the development of homosexuality which creates change in thinking among gay people and promotes new social behavior.
The exposure of homosexuals in many public places today and the increase in the percentage of homosexuals in the past years might indicate that the society is more accepting this kind of social behavior.

Other factors mentioned by the participants were family, permissiveness, experience, social media, religion, and heredity. These statements contribute to the development of homosexuality as social behavior.

“IT IS NOT THE PERSON BUT RATHER THE ACT”

It was observed that there were conflicting views as to how teachers interpret homosexuality and how it was conceptually defined as sexual behavior. The following were the remarks of the participants:

“…it is not a sin. Kun mag-ubra ka ya sang sala, amo na ya…” (It is not a sin. If you did something wrong, then that is a sin)

“Homosexuality is not a sin. An act is a sin. Ang act na sin na na ya. Homosexuals are not sinners.” (Homosexuality is not a sin. An act is a sin. Homosexuals are not sinners)

“…for me, homosexuality is not a sin. But then the act is a sin. As simple as that”

“Therefore, looking at the perspective of what the Bible is saying or what God is saying, it is not the person but rather the act.”

“…homosexuals are not sinners unless they act a sin…”

“….sa akon ya, it is not a sin man. Pero ang act lang.”

This means that teachers interpreted homosexuality not a sin but rather the homosexual behavior or the act. However, it was said that homosexuality is learned behavior therefore we are definite that it is an act and a sin.

This statement shows that there is a strong connection between our country’s religiosity and views about homosexuality. Teachers’ views reflect that their interpretation about the moral truths in the Bible serve as a foundation of their beliefs and attitudes towards homosexuality. The Divine Law is always considered a point of reference in the issue of morality.
CONCLUSION

On the basis of the findings of this study, it is reasonable to conclude that:

1. The average level of knowledge on homosexuality of male teachers means that they have a better grasp of the concepts of homosexuality, and a better understanding of homosexual behaviors or what it means to be gay or homosexual.

2. Male teachers had favorable attitudes towards homosexuality, which means that male teachers are now more accepting, permissive and open minded on the concept of homosexuality. They are therefore more likely to recognize homosexuality as a normal behavior in the society.

3. Male teachers differ in their level of understanding about homosexuality in terms of their marital status, religion, and family environment. This means that there is a variation in the level of understanding of the concepts of homosexuality among respondents in terms of being single or married, their religious beliefs and encounter with gay or homosexual members of the family. Male teachers who are single, married and Roman Catholic are more knowledgeable about homosexuality than those who were widowed, separated, Protestant and Independent.

4. Attitudes of male teachers towards homosexuality vary according to marital status, religion, and peer influence. This means that the degree of their attitudes varies in terms of being single or married, their religious beliefs and encounter with gay or homosexual friends. Male teachers who are single, married and Roman Catholic and have gay friends and members of immediate family had more favorable attitudes towards homosexuality.

5. The level of knowledge of male teachers on homosexuality is not associated with their attitudes towards homosexuality. This means that irrespective of their level of knowledge, their attitudes towards homosexuality remain favorable.

6. The level of Knowledge of male teachers on homosexuality is best predicted by marital status and religion. Being single, married, widowed or separated affects the way male teachers understand the concepts of homosexuality. The foundation of spirituality and faith also affects the way they understand the concept of homosexuality.

7. Male teachers’ attitudes towards homosexuality are best predicted by religion, family environment and peer influence. The foundation of their faith, having gay family members, relatives and friends affect their perspective towards the concept of homosexuality.

8. Homosexual teachers prefer not to disclose their sexual orientation because they are afraid to lose their jobs and positions, and family support. Acceptance of their family, friends, and society in general, is the key factor that they will become more open about their sexual orientation.
9. In the context of morality and legality of homosexuality, the participants have a different interpretation of what the Bible is saying about morality. There is also a need to clarify among the participants that homosexuality is a learned behavior and homosexual behavior is an act. Therefore, it is a sin based on the scripture.

**ACKNOWLEDGMENTS**

The researcher would like to praise and thank God for paving the way so that he could finish this research work. Indeed, inspite of the hardships along the way, He made the way easy for him, for He allowed his loved ones, friends and colleagues as His instruments of help along the way.

**LITERATURE CITED**


ABSTRACT

The study revisits the impact of TVET sub-sector to Philippine economic growth. With the enactment of TESDA in 1994, the economy expects to achieve economic growth, poverty reduction and ultimately, development. The multiple regression technique, with GDP growths as the dependent variable and growths in agriculture, industry, services sectors and a dummy variable for TVET and its interactions as quantitative and qualitative regressors, was used. The observation period runs from 1985 to 2012. Results showed that while TVET relates significantly to real GDP growths 99%, its impact is unfelt in the agriculture sector, the largest employing sector of the country. Moreover, although its effect is significant in both the services and industry sectors, the impact is rather low or opposite to expectations. To this effect, despite the presence of TVET, poverty in Philippine society remains a sticky challenge.

KEYWORDS

Education, TVET, Philippine economic growth, industry sector, agriculture sector, service sector, quantitative and qualitative design, Philippines, Asia

INTRODUCTION

The enactment of the Technical Educational and Skill Development Act in 1994 known as the TESDA Act intends to provide relevant, accessible, high quality and
efficient technical education and skills development to Filipino middle-level work force to promote the country’s development goals. The education that carries out the skills development is the Technical Vocational Education and Training (TVET) System. However, despite this effort, poverty rates in the Philippines did decline significantly. How relevant is TVET to the country’s economic growth? This study tries to unearth the answers.

Has the TVET subsector contributed to the growth of the agriculture, manufacturing and the service sectors of the economy and to the economy as a whole? As the Second Fundamental Theorem on Welfare articulates, the undeniably large and essentially huge indispensable role of government to afford initial endowments, in the form transfers, or trainings and education, free of charge to citizens with less capability to compete ably, expects to take the country to becoming Newly Industrialized Economy (NIE) (Northern Research Review and Advisory Group, 1996). Since implementation, it is just but imperative to evaluate if there has been structural improvements due to TVET. The hypothesis is that TVET, together with the agriculture, industry and service sectors must have been, collectively and individually, able to effect growth against the null that it has not. Moreover, with TVET interactions to these major sectors, these stimulated economic growth significantly against the null that these did not.

**METHODOLOGY**

Line graphs and structural regression (Gujarati, 2010) with a dummy variable, TVET, is used. The model is as follows:

\[
GDP_i = \alpha + \beta_1 Agri_i + \beta_2 Industry_i + \beta_3 Services_i + D_1 TVET_i + D_2 (Agri_i \cdot TVET_i) + D_3 (Industry_i \cdot TVET_i) + D_4 (Services_i \cdot TVET_i) + \varepsilon
\]

Where: \( GDP_i \) = Growth in GDP for year \( i \); \( Agri_i \) = Growth in agriculture for year \( i \); \( Industry_i \) = Growth in Industry for year \( i \); \( Services_i \) = Growth in Services for year \( i \); \( TVET_i \); 1 in years 1995-2012, 0, for years, 1985-1994; \( D_2 (Agri_i \cdot TVET_i) \), \( D_3 (Industry_i \cdot TVET_i) \), \( D_4 (Services_i \cdot TVET_i) \) = interaction effect regressors in year \( i \); \( i \)'s = represent the period in consideration 1985-2012; \( \beta \)'s = numerical coefficients that measure their relative impact to GDP growth; \( D \)'s = numerical coefficients to measure the relative impact of the dummy variable and its interactions to the major sectors; \( \alpha \) = intercept ; \( \varepsilon \) = stochastic error.

Key Indicators of Developing Asian and the Pacific Countries for earlier data set and Key Indicators for Asia and the Pacific for recent set are the sources of the secondary data. The data run is from 1985 to 2012. The study was done from June 2014 to May 2015.
RESULTS AND DISCUSSION

Modeling Philippine Growth

Table 1 presents the GDP growth rates of the Philippines from 1985 to 2012, as well as those of the agriculture, industry and the services sectors. The last column shows the code of TVET subsector on years, 0 prior to TVET implementation and 1 after 1994.

Table 1: Gross Domestic Product, Agriculture, Industry and Services Growth of Output (%), TVET Implementation Philippines, 1985-2012

<table>
<thead>
<tr>
<th>Year</th>
<th>GDP</th>
<th>Agriculture</th>
<th>Industry</th>
<th>Services</th>
<th>TVET</th>
</tr>
</thead>
<tbody>
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<tr>
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<td>1989</td>
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<td>7.4</td>
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<tr>
<td>2009</td>
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<td>-1.9</td>
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<td>2012</td>
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<td>2.8</td>
<td>6.8</td>
<td>7.6</td>
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</tbody>
</table>

Source: (Asian Development Bank, various years)
Overall, growths of the country’s Gross Domestic Product (GDP) have never been quite optimistic. The flatter slope of the linear line summarizing the points signifies a rather slow growth rate across time (Figure 1). The movement has not really taken off fully. One cause is poverty and the persistence of poverty causes very slow growth (Gerson, 1998). Similar observations are presented in the works of Norio Usui (2012) and by NEDA (2014) dubbing, the sluggish growth brought by the manufacturing sector as “jobless growth. The data seem to imply the stickiness of the economy to uproot the poor from poverty. Philippines has been unable to close poverty gaps and the country is still poor.

![Figure 1. Growth of the Gross Domestic Product (GDP\textsubscript{real}) Philippines, 1985-2012](image)

The model that explains the contributions of TVET and of other sectors to GDP is given by the equation;

\[
y = 0.1501x - 296.28
\]

\[R^2 = 0.1627\]

The equation tells that 99.8% of the variation in GDP can be explained by the collective variation of the agriculture, industry, services as well as of the implementation of TVET programs in the country (R2 = 0.998). All sectors played significant contribution to growth. The highest significant impact came from the services sector (0.491) and the least productive player is the agriculture sector (0.151). Such performance supports the graphical presentation shown in Figure 2 where the agriculture line is rather flat, signifying slower growth. The significant F stat suggests statistical robustness of the model and thus is safe to use to estimate economic growth performance of the economy over time.
Figure 2. Growth of the Agriculture Sector, Philippines, 1985-2012

**TVET's Significance**

To find out the impact of TVET to GDP and to the various major sectors, the interaction information may be calculated. Table 2 generates these pieces of information. The treated data revealed that TVET-agriculture interactions did not significantly translate into genuine productivity in agriculture implying a subsequent sticky release of poor from the current condition. Gerson (1998) and Briones (2013) said that agricultural neglect - inadequate in-placed production support like irrigation infrastructure, farm-to-market roads, post- harvest facilities, and performance like this posed problems on food sufficiency - worsens poverty conditions.

Table 2. Gross Domestic Product, Agriculture, Industry and Services Growth of Output (%), TVET Implementation, TVET Interactions, Philippines, 1985-2012

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The equation that models the relative effect of TVET is as follows:

A number of points surfaced. One is that TVET influenced the dynamic activities of both the industrial and service sectors but not on the agriculture sector. Another is that the industry sector coefficient exhibits an unexpected negative sign. By inspection, TVET coefficients are rather small and therefore slow. The declining effect of the industrial growth factored in with TVET can imply exodus of newly skilled workers away from the industrial sector and find meaningful either in the service sector or overseas. However, the inferential result does not back this up. The service sector’s impact factored in with TVET, although positive, is very nil (0.015). Hence, it is more correct taking the inference that the negative value in the industry*TVET coefficient implies exodus of Philippine skilled labor outside Philippine shores.

NEDA (2013) has characterized the reduced manufacturing sector share to GDP and declining gross domestic investment rate to have been caused largely by the absence of structural transformation from agriculture to manufacturing (Aldaba, 2014). Poorly, it performed and showed low rates of growth (Luken, 1999). Even after 2000, the country ranked lowest in the share of the industry sector (i.e., manufacturing plus mining plus construction) to total output in 2003, which is marginally lower than
Singapore that has virtually no mining industry (Intal & See).

Only in the service sector that TVET initiative showed positive effects. From 2000 to 2010, it contributed over 50% of the country’s growth as the country shifted to exporting services from exporting manufactured goods. Mitra (2013) described this to have exceeded the industry sector in its share to the GDP. Specifically, it is the information technology-business process outsourcing (IT-BPO) and tourism sectors to drive the economy toward achieving sustainable and inclusive growths (Ghani, 2010), and (Pasadilla, 2006 as cited in Mitra 2013).

Given the relative performance of the major sectors, agriculture sector’s performance is rather unpromising and bleak. It is the country’s largest sector employing more than 75% of the Filipino poor but overtime, its growth was stimulated by other factors and not through the TVET efforts. If this continues, apparently, the agriculture sector will receive insignificant number of workers who are technically skilled and are able to get into productive and creative undertakings.

CONCLUSIONS

The enactment of TESDA in 1994 should have brought structural growth, reduced poverty and human development. The multiple regression technique, with GDP growths as a function of growths in agriculture, industry, services sectors and a dummy variable for TVET and its interactions, showed that from 1985 to 2012, while TVET relates significantly to real GDP growths 99%, its impact is unfelt in the agriculture sector, the largest employing sector of the country. Moreover, although its effect is significant in services sector, the impact is rather low and consistently small. Finally, TVET’s effect to the industry led to the release of more individuals, now skilled, to find overseas work and not in the industry, they serve. Consequently, TVET benefits directly other economies instead and only later the home country. Meanwhile, poverty in Philippine society remains a sticky challenge.

RECOMMENDATIONS

The study needs further improvement for structural stability. It requires further scrutiny in establishing a more stable model forecast. Moreover, it is essential for TESDA and TVET to revisit its curriculum and trainings and verify if the designed courses also advance the specific development needs of the agriculture sector. Artisanship, creativity and a strong sense of farm consciousness and environment friendliness, will assure the country of a stable agriculture sector, with a vibrant agribusiness component on it. An effective technology transfer occurs if it leads and if the outcomes translate to rural development (Ordonez, 2015). Food security is an essential requirement for a genuine growth and development. Insha’Allah (May God will it).
Lastly, the writer suggests the following areas of study:

a. Investments Human Capital Formation Investments and TVET
b. Curriculum Revision of TVET Courses: Significance of Micro-Finance
c. Family Fiscal Management and TVET


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(Asian Development Bank, various years)
LITERATURE CITED


ABSTRACT

The study determined the relationship between classroom supervisory practices and teacher effectiveness among the secondary teachers. It used the descriptive correlational research design that involved the forty-five (45) teachers of four secondary schools. The independent variable is classroom supervisory practices measured in terms of the types of supervisory visit, post-visit conference, observation report, and observation techniques. The dependent variable is teacher effectiveness measured in terms of personal characteristics, objectives of the lesson, content, teaching procedure, instructional tools and classroom management. A researcher-made instrument was designed to facilitate the collection of data that were statistically interpreted using the mean, t-test, Pearson product moment correlation of coefficient, and analysis of variance. Compliance to research ethics was done through informed consent. The respondents are mostly female, middle-aged who are within the age ranged of 31 to 40 years and with units in master’s degree. On teacher effectiveness, the respondents are rated in terms of personal characteristics and rated “very good” item “showing evidence of intellectual honesty”. In the items of “punctuality” and “cheerfulness and good humored” they rated “very good”.

KEYWORDS

Education, Classroom, Supervisory Practices, Teacher Effectiveness, Descriptive Design, Philippines
INTRODUCTION

Effective teaching, which consists of the mastery of the subject matter, instructional tools, classroom management and adequacy of supervision produces better instructional performance. The school then performs in an unusually successful work environment which has school manager who does his/her task in an exceptional manner. However, Fiedler (1967) maintains that there is no “best” leadership style. The leadership style that works best depends upon the manager’s emphatic attitude in accomplishing task through proper human relations and participation. The teacher is the number one active agent of the learning process that leads to good learning outcomes. Therefore, teaching effectiveness exerts strong influence on the learning process and on the outcomes of the learning.

In this context, classroom supervisory practices and its relationship to teacher effective are the foci of the research. Studies show the importance of the teacher factor in learning effectiveness that needs to be given attention to maximize students’ learning. However, studies reveal that classroom supervisory practices have influence with teaching effectiveness. Thus, supervisors in any institution realize that supervising through authorization, directions’ and class controls usually will not bring about the desired results (Sergiovanni, T. J., & Starratt, R. J., 1991).

Moreover, instructors will perform with excellence if they have well-defined jobs, are capable of doing the job, know what is expected of the instructional, tools to do the job, have the necessary skills and knowledge, and receive feedback on how they perform and perceive and receive rewards for performing as desired.

The researcher believed that a study on the classroom supervisory practices and their relationship to teacher effectiveness is best suited to the conditions indifferent secondary schools. This simply echoes what the researcher had known for years. The supervisory practices of the school makes a difference in relation to teacher effectiveness.

FRAMEWORK

Achieving effectiveness is not an easy task. According to Travers (1988), giving the subordinates day-t0-day instructions, guidance and discipline as required to be able to fulfill their duties and responsibilities are the problems that a supervisor faces. Many of the issues associated with supervision over the years remain intact. Confusion in role definition still plagues the field, and uncertainty exists in determining the key components of the job of the supervisors, how much authority they should exercise the extent of their supervision to the subordinates.

Supervision is designed to improve instruction at all levels of the school enterprise. It helps establish communication and makes people hear each other. It serves as a liaison to get persons into contact with each other who have similar problems.
Furthermore, supervision is characterized by simplicity and grace and conceived as a service to teachers, both as individuals and in groups. Supervisors in education are expected to be experts in the production of the system of their organization. A high school principal or a department chairperson who functions as a supervisor needs a more detailed perspective of their job to be successful.

On the other hand, certain principles that govern the operation of supervision that is improving the setting for learning providing materials and facilities. They stated that administration and supervision cannot be separated or set off from each other in a sense that the two correlate and are complementary, mutually share functions in the operation of educational system.

Good supervision is based on philosophy and science. It employs scientific methods that are applicable to the dynamic social process of education and utilizes specific situations, scientific findings concerning the learner. A good supervisory practice seeks to evaluate its personnel, procedures and results that promotes learner’s growth and, hence, eventually the improvement of the society.

The quality of the school is dependent upon the quality of classroom instruction and the quality of instruction is dependent upon the quality of the faculty. The quality of the faculty depends upon the quality of the supervision which faculty members receive. Supervision is a means to develop teachers professionally. It increases their moral and effective teaching.

The pop in-visit is a type of classroom supervision visit wherein the teacher does not know when the supervisor/principal will observe him/her. The supervisor makes a random visit and has no schedule of faculty observation. It is a 20 minute unannounced visit without any special preparations of the teacher. However, the formal visit is a full period announced visit that is preceded by a pre-visit conference. The teacher knows when the visit will take place and the supervisor knows what will be taught and how it will be presented when the visit takes place.

The third stage in supervision is the clinical visit which draws its data from first hand observation of a previously planned class and involves a face-to-face interaction between the supervisor and the teacher to improve the quality of instruction.

However, Fiedler (1967) maintained that there is no “best” supervisory style. The supervisor’s leadership style that works best depends upon the manager’s emphatic attitude in making the tasks accomplished through proper human relations and participation. As a leader, the supervisor should be able to harness the potentials and cooperation of the subordinates.

On the other hand, classroom supervisory practices should go with teacher effectiveness to achieve the best maximal effects. The teacher who like the work environment will also enjoy the work, finds teaching challenging. Good supervisory practices increase teaching effectiveness as it facilitates teachers to develop competencies according to prescribed effectiveness behavior in the classroom teaching.
On Teacher Effectiveness

A true teacher is one who elicits and reinforces each student’s intellectual curiosity to learn. He/she is not a mere transmitter of knowledge but a facilitator, evaluator and an agent of change.

Teachers are most effective when they use procedure that enables students to learn and at the same time allowing them to satisfy their psychological needs such as (1) the need to be an active learner; (2) the need to socialize; and (3) the need to be confident and secure. Teachers are most effective when they utilize natural curiosity and exploratory urges of students in the learning process.

Effective teacher’s learning requires the ability to make sense of a massive amount of information to make a wide variety of decisions concerning “when to do what”. For teachers to be effective, they need to structure knowledge to facilitate its acquisition by the students.

Three central elements involved in effective teaching. First, scheduled staff development meetings to promote teacher’s skills in task-analyzing curricular goals, diagnosing students’ entry behaviors, monitoring progress, and adjusting objectives and teaching on the basis of monitoring student’s learning. It also equipped teachers with learning styles and teaching modes. Second is training in observation, analysis of teaching, and growth-evoking conferencing. Teachers learn to plan and coach each other in the translation of theory into effective teaching practice. Third is a supportive atmosphere that equips teachers to internalize skills and perform better.

Ashton and Webb (1986) stressed that one of the basic concepts of effective teaching is the sense of efficacy. Teachers who have this characteristic manifest the “can do” attitude. Such teachers take pride in the achievement of the students. They play an important role in the achievement of the student aside from the influence of the home factors.

Moreover, effective teaching encompasses varying degree of different tasks. The centrality of classroom management to the teacher’s role and its relationship to learning makes it worth to inquire further about teacher behavior that produces well-managed classrooms. Kounin (1970) in a study on classroom management found out that teacher behavior was scored on the following variables: (1) teacher awareness of student behavior; (2) ability to handle simultaneous activities smoothly without becoming diverted by deviancy or “glued” to the activity; (3) smoothness and momentum aspects of the teacher’s movement through different activities; (4) the teacher’s ability to keep children attentive and (5) how well the teacher monitors student performance and (6) valence and challenge arousal. The variables measures the degree to which the student is presented with varied activities or task demands during a given time by a teacher.

An activity structure perspective examines the activities within a given lesson as shaped by the teacher and student. He further reported that expert teachers show a strong inclination to concentration on the brighter side of the professional experiences;
have positive self-image and attitude towards work. Their success is due to patience, tolerance, empathy, love for and acceptance of students.

OBJECTIVES OF THE STUDY

The study aimed to determine the relationship between classroom supervisory practices and teacher effectiveness as perceived by secondary teachers of Nasipit, Agusan del Norte, Philippines.

METHODOLOGY

Research Design

The study used the descriptive-correlational research design. It is descriptive because it presented the classroom supervision practices of principals/supervisors and teacher effectiveness in the secondary schools in Nasipit, Agusan del Norte. It is correlational because it determined the relationship between classroom supervisory practices and teacher effectiveness.

Research Environment

The study was conducted in Nasipit, Agusan del Norte. Nasipit lies on the western shore of Northwestern Mindanao. It is often referred to as “Lawanit and Tilewood Maker”. It has fertile soil, thus there is a predominance of agricultural crops in the area. Coconuts, corns and bananas are also abundant in the area and are transported to Manila and exported to other countries.

Sampling Design

The respondents of the study were the full time and tenured teachers of selected secondary schools of Nasipit, Agusan del Norte. A Slovin’s formula was used to get the sample of forty five (45) respondents from three (3) private schools and one (1) Public school.

Research Instrument

A researcher-made instrument was designed to facilitate the collection of data. It was submitted to the thesis adviser and research consultants for content validation. Their comments improved the construction of the items.

The research instrument had two (2) parts. Part 1 asked information on the personal profile of the respondents. Part 2 consisted of items on teacher effectiveness while Part 3 inquired on classroom supervisory practices.
Data Collection Technique

The researcher formulated a letter addressed to the Principals of the target schools a permission to conduct a study among the respondents. Having been granted the permission, the researcher personally conducted the distribution of the survey forms to the respondents. There were no serious difficulties encountered in the administration and retrieval of the survey forms since the principals and teachers were very supportive and cooperative. Compliance to research ethics protocol was done through signed informed consent.

Statistical Techniques

To qualify the responses and to provide tools for the testing of the hypotheses, the following statistical techniques were used. Weighted Mean and Standard Deviation were utilized in the descriptive part of the analysis of the study. T-test was used to determine the significant difference in the ratings before and after the implementation of the human resource services. Pearson Product Moment Correlation was used to determine the relationship between teacher effectiveness and supervisory practices. Partial Correlation was used to determine the relationship between teacher effectiveness and supervisory practices when the effects of age, sex and education attainment are partially out of held constant. To test the difference in the ratings of the three groups ANOVA was used.

RESULTS AND DISCUSSION

The teacher respondents are generally middle-aged with slightly more than one-third of them were in the age of 31-40 years. The teachers employed in the secondary schools of Nasipit are middle-aged. Teaching-learning situation in the classrooms were influenced by the factors that contribute to the characteristics of the middle-aged teachers.

Majority of respondents are female. This supports the common observation that teaching is a female-dominated profession. The study reveals that more than one half of the respondents are Master of Arts unit earners. This indicates that only few of the respondents have pursued higher studies for professional growth which is necessary for the enhancement of teaching competence.

For personal characteristics the mean and verbal description of teachers’ perception indicates that teacher effectiveness shows that the respondents from the four secondary schools of Nasipit were rated “very good” to the item “showing evidence of intellectual honesty”. This means that the teachers from the different high schools show that the heterogeneity of their perceptions were on the same direction. Honesty and dedication to work are factors that influence teacher effectiveness.

Teacher effectiveness in terms of objectives shows that teachers of Nasipit secondary schools were “understood by students” because it has the highest mean and with a verbal
description of “very good”. The respondents have confidence to carry out the objectives of the lesson to enable them to improve teaching effectiveness. According to Anderson (1992), objectives are important because they help facilitate the identification of what the students are expected to know, develop skills and inculcate values and attitudes. This also serve as a basis for planning and organizing activities, choice of appropriate instructional materials, equipment and decision on appropriate assessment techniques.

Content is one component of the opportunities to learn. This refers to facts, concepts, principles and skills. The data reveal the findings on the content of the subject to which students are exposed by their teachers. The respondents rated the item adequate to achieve objectives” as “very good”. It is easy therefore, for teachers to state the objectives of the lesson that are measurable and attainable. The overall mean of teacher effectiveness on content with the verbal description of “very good”. This implies that teacher effectiveness is related to the content of the lesson of the teacher.

On the other hand, teaching procedure utilizes the process which prescribes the course of action that best equips teachers to become effective. On the mastery of subject matter, teachers were being rated as highest with a verbal description of “very good”. The respondents consider mastery of the subject matter as an important element of teaching effectiveness. The mastery of the subject matter makes the delivery of the lesson effective. As the overall description teachers were rated “very good”. This means that teachers are adept in following a number of steps or phrase to ensure a smooth flow of the learning activities. Each of the steps in teaching is easily observed in what a teacher does and the lesson is better delivered.

While on classroom management consists of teacher behavior that produced a high level of student involvement in classroom activities. “Dismissing the class on time” has the highest mean which ranks first among the indicators of classroom management.

Teachers see to it that the class is handled within the scheduled time frame. Dismissing the class on time is a way of managing classroom activity. Furthermore, “eliciting maximum class participation as one of the indicator has the lowest mean with a verbal description of “very good”. This means that even if teachers encourage students to participate in class activities, they have not maximized their participation. In a sense that classroom management has an overall verbal description of “very good”. This also means that teacher maintain order and cleanliness in the classroom that makes the atmosphere conducive to learning. Their being a classroom manager is an index of an effective teacher as supported to the statement of Grambs and Carr (1970) that classroom manager cannot function well without the ability of the teacher to take care of the routine classroom factors and discipline.

The success of the teacher in classroom management depends upon certain factors that involve the effectiveness on the use of instructional tools like the mastery of medium of instruction, variety of techniques, adequacy to reinforce learning and the effective utilization of the lesson. The item on “adequacy to reinforce learning” on instructional
tools, has the highest mean and the verbal description of “very good”. This means that the teachers have the capacity to strengthen the learning of the students by the use of instructional tools or devices. All instructional materials are aids to instruction and enhance the effectiveness of a teaching strategy. On the item of on “effective utilization of instructional tools” has the lowest mean and was described as “very good”. This implies that the teachers have not fully utilized the instructional tool in teaching. However, they are taking efforts to adopt varied teaching techniques to stimulate the interests of the students which is one of the important qualities of a good teacher. This also implies that the teachers are aware of the influence of the instructional tools in facilitating effective instruction.

On Supervisory Visit. supervisory practices are grouped into post-in-visit, pre-visit and clinical supervision. It depends upon the manager’s emphatic attitude in making the task accomplished through human relations and participation. The data on supervisory practices of the principals in terms of supervisory visit were the pop-in visit, the principal inform the faculty of the reason for the visit, verbally described as “very good”. Moreover, the principal starts a formal (visit) by making short pop-in visits for new teachers especially. This is important because the principal makes the new teachers feel welcome to the school’s practices in a less threatening manner. The pop-in-visit is important to get a quick overview of the teaching-learning situation.

Overall, the extent of the supervisory practices of the principals along the aspect of the pop-in visit is described as “often”. This means that supervisors/principals often practice this type of supervision and often show effort and concern regarding the visit.

In terms of the formal visit, the principals are rated “often” in “asking for the lesson plan prior to observing the class”. Principals were “visiting most teachers” and announcing the schedule of their visits”.

In terms of clinical visit, the teachers rated their supervisors “sometimes” on taking time to “sit down with the teacher concerned to decide what will be taught prior to visit”. The overall description on terms of clinical visit was “often”. This means that if the supervisors are performing these types of supervisory practices, their supervision instruction may be effective on the part of the teachers. Wiles (1967) pointed out that one of the functions of the principal is to see that the teachers are performing well necessary for effective teaching and for improving the academic performance of the students.

In post-visit conference, supervisory practice is simply a follow-up of a formal visit. This is a full period observation conference that concludes with the supervisor and the teacher signing the report of the discussion and which is given to the teacher during the observation. As presented in this item on “giving a copy of the written report of the observation” has the highest mean with a verbal description of “often”. This means that the teachers feel that there are instances wherein the principal often provide the teachers a copy of the teacher observation but required the teacher to sign the report to show that the teacher was called and was informed of the result of the observation.
On the other hand, the item on “asking for a schedule of the next visit” was rated by the teachers as “sometimes” which means that once the teachers are called for the post visit conference, they report to the principal’s office for the conference and never ask for another schedule. Asking for another schedule for a post-visit conference is not a healthy sign of teacher effectiveness. The overall mean of the post-visit conference has a verbal description of “often”. According to Fiedler (1967), there is no such thing as “best” supervisory style. The supervisor’s emphatic attitude is necessary in making the task accomplished through proper human relations and participation.

On the part of Teacher Observation report, principals differ on the content of the observation report. Respondents perceived that the principals ‘often” check on the clarity of the purpose of the lesson with the highest mean. Moreover, the item on “rates the level of performance of the teacher during classroom observation was rated “often”. As a whole the supervisory practice of the principals as perceived by the teachers along observation reports was rated as “often”, which implies that the principals from the different secondary schools of Nasipit have the same supervisory practices in terms of what are contained in the observation reports. Teacher feels inspired and motivated to work and accomplish the goal in order to justify the supervisor’s esteem and confidence in him/her if the feedback and evaluation are given a constructive and nonthreatening climate that can be better improve teaching.

On Classroom Observation Techniques

The respondents perceived that the principal “sometimes” record typical words, phrases and sentences to give the teacher a more accurate feedback, “sometimes” record the series of questions asked by the teacher to improve the teacher’s question techniques, and “sometimes” record directions given by the teacher in the course of the lesson.

It means that the supervisors are showing their assistance to the teacher in the classroom through their observation records that serve as a useful picture of follow-up work as a monitor of the suggestions given. Whatever form of recording is used, it should register the essentials of the visit with a minimum of time and energy that will be the basis for assistance to the teacher and the learner in the classroom.

On the other hand, the respondents perceived that the principals “sometimes” use the Flander interaction analysis technique. The Flander’s interaction analysis is an important tool in the field of systematic observation and has been used as an aid in providing objective feedback. This implies that it is important for the supervisor to try to indicate a central distinction in the systematic rationale whether the teacher uses responsive or initiating influence in verbal interaction with students.

Furthermore, no matter how adequate the principal maybe, he/she will not have all the competencies that will give assistance to the teacher. The classroom observation techniques facilitate the principals/supervisors to provide assistance to what is needed by a teacher for their effectiveness.
However, based from the results of the statistical computation using the Two-Way Analysis of Variance, the difference in the ratings of teacher effectiveness and teacher’s perception of classroom supervisory practices when grouped according to age indicates that teacher effectiveness does not vary significantly. It shows that age and teacher effectiveness had no significant differences in the ratings of teacher. The computed $f$ value which is less than the critical $f$ value. This means that teacher’s age does not matter in terms of how they perceived their teaching effectiveness. Teaching effectiveness is dependent on the capability of the teacher doing the task and a clear understanding about the work. Teachers perform with excellence if they have well defined jobs and are capable of doing the job. However, teachers perceived themselves to be effective regardless whether they are young, middle-aged or older. Younger teachers, middle-aged and older have similar perceptions in the rating of teachers’ effectiveness when group according to age.

In the study along the supervisory practices, age is not significant since the computed $f$ value for factor A that takes the variation of the ages of the respondents has which is less than the critical $f$ value. This indicates that there is no significant difference in the perception of the teachers toward the principal’s classroom supervisory practices across age groups. In the same manner, Factor B which is on supervisory practices, reveals that there is no significant variation on the ratings on supervisory practices. Therefore, the null hypothesis is accepted.

However, the results on the computation of the interaction of the two (2) factors, A and B, the age and supervisory practices, the statistical computation show a significant difference. Therefore, the hypothesis is accepted that two of the means across age groups and the rating across the classroom supervisory practices are different. Therefore, it has a greater difference in the ratings between the 2 factors. With this the older respondents have the tendency to give higher ratings on managerial competencies of their administrators. This is due to the fact that when a person gets older, he/she becomes more mature and tends to understand better the actuations of others.

The $t$-test value of sex vs. teacher effectiveness findings of the study point out that the difference in the ratings of teacher effectiveness when grouped according to sex is significant. This indicates that the perception of the female respondents was comparatively and significantly higher than those of the male teachers. The female teachers rated themselves higher compared to the male respondents. Sex is not significantly related to the perception of the respondents on principal’s supervisory practices. A teacher whether male or female, tends to work the same and has his/her own standards doe the good of the students.

However, on the interaction between A and B, is significant in terms of educational attainment in relation to teacher effectiveness. The findings imply that educational attainment is one of the important aspects of teacher effectiveness. Every teacher should hone his/her teaching skills for effective teaching. Being the key figure in the learning process, the teacher has to be competent in the field of education. Therefore,
the researcher believes that educational attainment is one of the key factors of teacher effectiveness. The findings of the study support the theory that educational attainment is significant to teacher effectiveness.

Furthermore, the study shows that on supervisory practices, educational attainment is not significant because the computed f value of Factor A (educational attainment) is lesser than the critical f value. The relationship between educational attainment and supervisory practices is not significant. But if the results are based on the interaction of educational attainment and classroom supervisory practices, the computed f value is greater than the critical f value. Therefore the null hypothesis is rejected. This means that the ratings of the respondents on teacher effectiveness and teacher’s perception on classroom supervisory practices when grouped according to educational attainment is significant.

Education is a purposeful process that deliberate the transmission of knowledge, skills, attitudes, values, and behavioral patterns. The researcher believes that educational attainment is a significant factor on teacher effectiveness and classroom supervisory practices. The findings prove that educational attainment determines the learning process that will facilitate the full development of the potentials of individual learners.

Considering that among the indicators of teacher effectiveness, instructional tools the highest in value which means that the teachers are effective in terms of instructional tools. This implies that instructional tools are very important factor to consider in teaching effectiveness. Furthermore, the post-visit conference by the supervisor shows to be significantly related to several factors. Among the six (6) indicators of teachers’ effectiveness, 2 variables of teachers’ effectiveness were rated low: personal characteristics and the objectives of the lesson.

Moreover, content, teaching procedure, instructional tools and classroom management were rated above the critical value. This means that these indicators were significantly related to teacher effectiveness and yield effective teaching. The result therefore indicates that during the post-visit conference, teachers perceived themselves to be “very good” in terms of content, teaching procedure, instructional tools and classroom management. According to Medley (1982), teacher effectiveness refers to competencies that the teacher should develop to provide greater level of performance. This implies that whatever is the type of supervision practiced by supervisors, the practice will not affect teacher effectiveness teacher effectiveness is only developed within the teacher themselves based on physical and mental characteristics and standards.

The relationship of the type of supervision and teacher effectiveness is also shown through the supervisor’s observation report for teachers. Within this type of supervision, teacher perceived themselves as “very good” on the part of the preparation of their “content”, objectives ranked 2nd, and teaching procedure ranked 3rd. These three indicators were found to be significant and tend to be stronger as they were closely related and have slight differences. Despite of the differences of the variables, the content, objectives, and teaching have been found to be significantly associated with
teacher effectiveness. This means that the magnitude of the relationship depends on several factors including, but not limited to, the amount of variation of content taught, the type of objective being presented, and teaching procedures used to assess learning.

On observation techniques, the highest ratio among the indicators of teacher effectiveness which obtain the same ratio were content and instructional tools, both with correlation value. This means that teacher effectiveness on the part of the techniques used were “very good” on content and instructional tools. This indicates that teacher show their expertise in making of the content of the lesson and give emphasis in creating and selecting the instructional tools to support classroom teaching and school learning. According to Rothkopf, E. Z. (1976), the pedagogical value of the written material is questionable because some students do not learn directly from the materials. However, explanation of the instructional materials of the teacher is usually necessary and always advantageous. This means that the content and instructional tools have strong effect on teacher effectiveness. However, since the other indicators obtained low ration, this means that they were not effective indicators but remains a matter or speculation. This only shows that teacher effectiveness is influenced jointly by several factors rather than by a single factor.

As a whole, the indicators on teachers’ effectiveness and type of supervision showed that along the types of supervision, content and instructional tools were found to be the highest among the six (6) indicators and teaching procedures. This means that along the type of supervision, content was described “very good” along post-visit conference, on teacher observation report during classroom observation techniques made by the supervisors. But even the rating was low on the types of supervisory practices, it does not because they were not the only factors that can measure teacher effectiveness. Furthermore, even if the supervisors has its own way of conducting of his/her supervisor practices, it does not mean that the teacher is effective due to effective classroom management. Whatever type of supervision is practiced, the conduct of classroom activity depends on the way teachers use techniques or strategies to be successful in the delivery of the tasks.

The relationship of teacher effectiveness on the types of supervision indicates there was a high association on content along the types of supervision like the post-visit conference, teacher observation report, and classroom observation techniques. On “teaching procedure”, it is also clear that along the types of supervision, teacher perceived themselves to be “good” during the post-visit. On instructional tools, the correlation value of content is that teachers are effective on the three indicators of teacher effectiveness. There is therefore a relationship between classroom supervisory practices and teaching effectiveness.

As a whole, significant correlation between teaching effectiveness and classroom supervision is related to the type of classroom supervision.
CONCLUSION

On the basis of the findings of the study, the following conclusions were drawn. It was found out that teacher excellence is not genetically endowed power but a result of rigorous and inspired performance. The use of appropriate instructional tools makes teachers become better and effective. Learning what materials to use and of teaching to use them comes with experience. Classroom management is an integral part teaching and the techniques of managing students can be acquired by the teacher to improve the academic performance of students. While supervision serves as an essential step in an ongoing attempt to improve teaching and instructional procedures. It is a means to develop professionally and it increases moral and effective teaching.

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ABSTRACT

The study examined the professional development and skills performance in two higher educational institutions of Northeastern Mindanao, Philippines. The study used the descriptive method employing the survey technique. It was conducted in two institutions using a survey questionnaire. The study used the mean and t-test. Results showed that the respondent’s schools were outstanding in skills performance. Significant differences were --- in bartending and room serving. The study concludes that the knowledge and skills in waitering, bartending and room servicing can compete globally.

KEYWORDS

Hospitality industry, performance development, skills performance, descriptive method, Philippines

INTRODUCTION

Vocational education is an education that prepares the students for jobs at various levels from a craft or a trade to a professional position. This provides the students the opportunity to acquire functional skills, desirable work habits that will enable them to
work and become productive in the community and industrial-based economies.

In the Philippines, schools offering vocational and technical courses and programs undergo accreditation and approval by Technical Education and Skills Development Authority (TESDA). They offer Two-Year courses on technology and skills development like automotive technology, nursing aide training, tourism, hotel and restaurant management, food and beverage services, computer hardware servicing, computer programming, caregiver, electronics technicians, driving, masonry, welding and many others.

The skills training of the Technical Education and Skills Development Authority (TESDA) and vocational education are very much in demand and attuned to the needs of the company and global economy. The courses offered are chosen by the students based on their occupational interests and attitudes.

Upon graduation, the students will take a licensure examination or an assessment from Technical Education and Skills Development Authority (TESDA) to test the credibility of their knowledge and skills and if they are competent or not yet competent in their field of specialization. The students will obtain a diploma or certificate after passing the assessment.

This study seeks to find out the level of competence of the students in Food and Beverage Services NC II by assessing their knowledge and skills based on the competency standards of Technical Education and Skills Development Authority (TESDA). This will also determine if they are competent and not yet competent to their field and readiness for job opportunities in the labor market.

**FRAMEWORK**

Professional developments is a set of skills and knowledge attained in a formal type of vocational education, post-secondary or poly-technical training leading to qualifications or credentials required to obtain or retain employment. Professional development is more than training or continuing education where learning occurs in the workplace as an integral part of working (“Developing Professional Skills • Guides to Lecturers • UK Centrefor Materials Education,” n.d.). It was cited by Paracuelles (2004) that teachers are the number one active agents in the learning process that provide the students the tools and strategies to learn.

The ultimate goal of Professional Development is to improve student learning and achievements. On the other hand, Gamoran (2000) stated that student achievement is affected most directly by the quality of instruction. Furthermore, Corcoran and Goertz (1995) emphasized that instructions boosts student achievement through its technical resources, high quality curriculum, instructional materials, assessment instruments and adequate workplace.

However, teachers give value to student achievement as an outcome of professional development and a leap in student learning.
On the other hand, Overtoom (2000) cited that employability skill is a group of important skills instilled to every individual for employment to produce a productive workplace. However, advancement of new technologies changes the way works are done and brings a shift of workforce requirement from skills to workforce being well-informed and high skilled. Height of workforce production have positive relationships with education and training in which the higher the education and training a person gets, the higher the productivity achievement of an individual. Thus, Flippo (1995) also differentiated that education and training are two ends of a continuum of personal development ranging from a general education to specific training.

Moreover, Gardner (2007) emphasized that training and the acquisition of knowledge, skills and competencies are the result of the teaching of vocational and practical skills and knowledge relating to useful specific competencies. In training it involves not only the presentation and learning of contents but also a means for enhancing skills development and the improvement of workforce behavior. Training is acquiring of specific skills to perform a job better and Dahama (1989) agreed that training helps people to become qualified and proficient in doing jobs. Training may also help the students to perform better where their skills are develop from specific to a particular task.

Training is the process of teaching, informing or educating people to be qualified to do their job with greater responsibility. Work needs flexibility, ability, initiative to handle a variety of duties, a knowledgeable worker with high technical skills. Furthermore, Lange and Topel (2004) stated that a person with great skills will be able to increase employees or workforce productivity.

On the other hand, Peter Drucker (1993) argued that a skill cannot be explained in words, it can only be demonstrated and the only way to learn a skill is through apprenticeship and training. However, Jimmy Wales (2004) also believed that apprenticeship is a system of training the skills. Most of the trainings are done on the job while working for an employer who helps the apprenticeship learn their trade in exchange for their continuing labor to an agreed period after they become skilled.

Skill acquired during training and apprenticeship can have a high grade performance in many fields. It was also cited by the State of Oregon (2009) that apprenticeship is an occupational skill training that combining on-the-job experience that demand a wide range of skills, knowledge and independent judgment. The training of the students of learning their own trade has to undergo an assessment of their knowledge and skills.

According to Grant Wiggins (1998), the nature of assessment influences what is learned and the degree of meaningful engagement of the students into the learning process. To uplift the level by skills for youth employment the following laws has been enacted for economic development. According to RA 7796 of the Technical Education and Skills Development Authority (TESDA) it states the implementation of national system of skills standardization, assessment and certification to students and trainees in vocational education.
Based also to US Public Law 105 – 332 the law states to provide individuals with academic, technical knowledge and skills needed to prepare for a career. Vocational education includes competency applied learning contributes to the individual’s academic knowledge, higher-order, general employability skills, technical skills and occupation.

Furthermore, the US Federal Law known as Job Training Partnership Act of 1982 emphasized the preparation of youth and unskilled adults for entry into the labor force that provide job training to economically disadvantaged and other individuals facing serious barriers to employment. As cited on Presidential Decree No. 422 known as Labor Code of the Philippines, the Department of Labor and Employment mandates and promotes the gainful employment opportunities of every individual and optimizes the development and utilization of the country’s manpower resources.

On the other hand, Article 72 of Department of Labor and Employment (DOLE) states that the Secretary of Labor and Employment may authorize the hiring of apprentice without compensation whose on-the-job training is required by the school or the training program curriculum or as requisite for graduation or board examination. Based on the speech of Secretary Tito Boy Syjuco of Technical Education and Skills Development Authority (TESDA), Manila Bulletin (November 6, 2009) stating that people who are trained or retooled do not just graduate but also will pass the skills assessment for a National Certificate (NC) and a Certificate of Competency (COC) for the mastery of specific skills.

Likewise, the Undersecretary of the Department of Labor and Employment (DOLE) Romeo C. Lagman said and recommends to make on-the-job training relevant to student's field of work and to review the existing Apprenticeship and Leadership Law for the purpose of strengthening industry-academic linkages. He cited the strict implementation and monitoring of the policy for the improvement of skills qualification of students increase their employability and resolve the problem of lack of experience of fresh graduates.

According to Manila Bulletin dated December 15, 2010 vocational education always had been a part of the educational system. They are established to answer the needs, teach and develop job specific skills particularly for those unable to pursue higher education. The Technical Education and Skills Development Authority (TESDA) trained people to become better and prepared workers and give them opportunities for employment in both local and international companies.

Meanwhile, British Council (2011) agrees that vocational education and training includes commercial, technical and Professional Development as well as transferable personal skills. The skills needed by the economy are constantly evolving in line with global trends and advance technology. Ellen Goldstein, World Bank Country Director for Bangladesh (2008) emphasized that skills development through vocational training allows domestic and migrant workers to compete with better jobs and earn higher wages. Furthermore, Rosalinda Dimapilis-Baldoz the Secretary of the Department of
Labor and Employment (DOLE) cited that DOLE’s mandate is to promote gainful employment opportunities and human resources development.

Professional developments are ability of the learners to increase their knowledge and skills to learn at high levels in their field of specialization. It was cited also by the Chartered Institute of Personnel and Development (2000) that professional development is the improvement and updating of professional competence for career opportunities.

Based on the observation of the Labor Market (2008), there is a need to continue training beyond initial qualifications to maintain, upgrade and update the skills of the learner throughout his working life. It was also stated by the labor market that on-the-job training is recommended to the learner or trainee that will take place in a normal working situation where they can used the actual tools, equipment, documentations or materials until they are fully trained.

Stiggins, Aster and Chapius (1998) state that in assessment, there is a teacher to student communication which made assessment easy for the teacher to trace the student performance. The acquisition of appropriate information is based on a set competencies in finding out the entire assessment is valid and reliable.

However, TESDA stated also that programs with Training Regulations like Computer Hardware Servicing, Hotel and Restaurant Management or Food and Beverage Services, Consumer Electronics, Computer Programming, Caregiver, Automotive, Front Office, Tour Guiding, Welding, Masonry and others undergo an assessment among students taking the course in order to determine the individual’s vocational strengths, needs and career potentialities.

Moreover, there are institutions approved by Technical Education and Skills Development Authority (TESDA). They are government operated and privately operated. They also offer programs ranging from a couple of weeks to Two-Year diploma courses. Upon graduating from most of the courses offered, students and trainees are required to take a competency assessment in order to obtain the relevant certificate of their trained skills.

Based on TESDA Circular No. 09 S. 2007, a competency assessment is mandatory to all technical-vocational students and trainees of programs registered under promulgated training regulations for national certification on different classification levels as National Certificate I, National Certificate II, National Certificate III and National Certificate IV. National Certificate I – the student performs routine and predictable tasks and work with little judgment under the supervision of the instructor or the trainer. National Certificate II – the student performs prescribed range of functions including known routines and procedures, has limited choice and complexity of functions with little accountability. National Certificate III – the student performs a wide range of skills, works with complexity and choices, shows responsibility that contributes to problem solving and work processes. National Certificate IV – the student performs a wide range of application have responsibilities that are complex and non-routine and performs evaluation and analysis of work practices.
The competency assessment is designed to evaluate the levels of knowledge and manipulative skills of the students and trainees in a specific occupational trade area that consisted of written test and skills performance. An interview is also used to evaluate the candidates’ competence regarding the updates of their knowledge and skills. Assessment seeks to determine whether the graduate can perform to the standards expected in the workplace based on the defined competency of Technical Education and Skills Development Authority (TESDA). This ensures the productivity, quality of learning and competitiveness of the graduates.

OBJECTIVES OF THE STUDY

The study aimed to determine the professional development and skills performance in two higher educational institutions of northeastern Mindanao, Philippines.

HYPOTHESES

The study was guided by the following null hypotheses tested at .05 level of significance.

Ho1. There is no significant difference in the extent of the professional development in two higher education Institutions of Northeastern Mindanao.

Ho2. There is no significant difference in the ratings of the skills performance in two higher educational institutions of Northeastern Mindanao.

METHODOLOGY

Research Design

The study used the descriptive method employing the survey technique which was used to determine the Professional Development and Skills Performance in Two Higher Educational Institutions of Northeastern Mindanao.

Research Locale

The research was conducted among two higher educational institutions of Northeastern Mindanao namely: Saint Michael College of Caraga located in the municipality of Nasipit that lies in the Northwestern part of the province of Agusan del Norte bounded in the east and south of the municipality of Buenavista and in the west the municipality of Carmen and north of Butuan Bay. It was also conducted at Father Saturnino Urios University in Butuan City. The City of Butuan is the regional center of the Caraga region. Both schools use the competency-based curriculum of Technical Education and Skills Development Authority (TESDA).
Research Instrument
A researcher-made instrument was designed to facilitate the collection of data based on the training regulation of Food and Beverage Services NC II. It was submitted to an expert for content validation. His comments improved the construction of the item.

Two sets of questionnaire were developed to obtain the data necessary for the study. The first questionnaire was used to survey the Professional Development of the respondents while the other set of questionnaire was for the Skills Performance of the respondents.

Data Gathering Procedure
After the validation of the questionnaire, the researcher asked permission from the Academic Director of Saint Michael College of Caraga (SMCC) in Nasipit, Agusan del Norte and the Dean of Business Administration Program of Father Saturnino Urios University in Butuan City to conduct a study. Having been granted the permission, the researcher personally conducted the distribution of the survey forms to the target respondents.

Statistical Treatment
The researcher used two (2) types of statistical treatment to come up a reliable result, the mean and t-test.

RESULTS AND DISCUSSION
The respondents of the two higher educational institutions of Northeastern Mindanao perceived the overall result of 3.86 as very satisfactory. This implies that the respondents of the Two Higher Educational Institutions of Northeastern Mindanao have knowledge in bartending acquired through learning, exposure to industry and hands-on training in the classroom. According to Paracuelles (2004) that teachers are the number one active agents in the learning process of the students that provide them the tools and strategies to learn.

The respondents perceived the result of 4.53 or outstanding in competency 3. They also had a very satisfactory result in competencies 1, 2, 4, 5 and 6. The overall result was 4.24 or very satisfactory. This implies that the respondents of the Two Higher Educational Institutions of Northeastern Mindanao have knowledge, skills and attitudes towards their tasks.

By good learning outcomes, the knowledge, skills and attitudes gave good value to student’s achievements and opportunities. Both the respondents perceived the competence of often in competencies 1, 3, 4, 5, 6, 8, 9, 11, 12 and 13. They also perceived the competence of always in competencies 2, 7 and 10. It has an overall mean of 4.41 with a verbal description of often. This implies that the respondents of the Two
Higher Educational Institutions of Northeastern Mindanao are competent in the skills of waitering. According to Andrade, H., & Valtcheva, A. (2009), good instructions and training boost student achievements through the assessment of their skills and adequate workplace for learning.

The respondents perceived the competence of always in competencies 1, and 5. They also perceived the competencies 2, 3, 4, 6, 7, 8, 9, 10, 11, 12 and 13. It has an overall mean of 4.29 with a verbal description of often. This implies that the respondents are competent in bartending skills. As emphasized by Dahama (2000) that training helps the individual to be qualified and proficient in doing their jobs from a specific to a particular tasks.

The respondents of the viewed the competence as “often” in competencies 1, 2, 3, 4, and 6. They also perceived the competence as “always” in competencies 5, 7 and 8. It has an overall mean of 4.52 with a verbal description of always. This implies that the respondents perceived to be competent in room servicing. As stated by Gardner (2007) that training helps the students in the acquisition of their knowledge and skills relating these into useful competencies and cited also by Over toom (2000) that employability skills are instilled to every individual for employment in order to produce a productive workplace.

Table 1. Results of the t-Test of the Respondent’s Ratings on Skills Performance in Two Higher Educational Institutions of Northeastern Mindanao in Bartending

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>Description</th>
<th>t-Value</th>
<th>Prob.</th>
<th>Interpretation</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMCC</td>
<td>4.43</td>
<td>O</td>
<td>6.93</td>
<td>0.000</td>
<td>Significant</td>
<td>Reject Ho</td>
</tr>
<tr>
<td>FSUU</td>
<td>4.15</td>
<td>O</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As shown in Table 1, 6.93 was the t-value obtained in the skills performance of the respondents in terms of bartending. Although, there were mean difference between the two groups of respondents, these differences were significant enough to make the respondents to obtain a description of often which both deserved to be competent in bartending. Therefore, the decision was to reject Ho.

This finding implies that the respondents have the skills in bartending. According to Topel (2005) stated that training will improve skills and a person with great skills can increase the workforce productivity in a global economy.

Table 2. Results of the t-Test of the Respondent’s Ratings on Skills Performance in Two Higher Educational Institutions of Northeastern Mindanao in Room Servicing

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>Description</th>
<th>t-Value</th>
<th>Prob.</th>
<th>Interpretation</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMCC</td>
<td>4.63</td>
<td>A</td>
<td>5.31</td>
<td>0.000</td>
<td>Significant</td>
<td>Reject Ho</td>
</tr>
<tr>
<td>FSUU</td>
<td>4.41</td>
<td>O</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As shown in Table 2, 5.31 was the t-value obtained in the skills performance of the Two Higher Educational Institutions of Northeastern Mindanao in terms of room serving. Although, there were mean difference between the two groups of respondents, these differences were significant enough to make the respondents of the Two Higher Educational Institutions of Northeastern Mindanao to obtain a description of always for Saint Michael College of Caraga and often for Father Saturnino Urios University which both deserved to be competent in room servicing. Therefore, the decision was to reject Ho.

This implies that the respondents of the Two Higher Educational Institutions of Northeastern Mindanao have the skills in room servicing and trained based on industry standards. According to Peter Drucker (1995) that skill cannot be explained in words, it can be demonstrated and learned through training and apprenticeship.

CONCLUSION

From the findings of the study, the following conclusions were reached:

1. In waitering, bartending and room servicing, the professional development of respondents had an overall result of very satisfactory. Based on the findings of this study, that quality of instructions, training and exposure to industry gave a quality of learning outcomes and achievements to the respondents in preparation for job opportunities.

2. The respondents are competent in waitering, bartending and room servicing. Trainings and good instructions boost student’s achievements through the assessment of their skills and knowledge from a specific to a particular task.

3. Assessment is important also in determining the professional development and skills performance of the respondents where the acquisition of knowledge and manipulation skills of the respondents are assessed according to the standards of vocational education in a specific occupational trade area.

4. Technical Education and Skills Development Authority of the respondents is offering technical courses towards manpower development and employment in the labor market.

5. The knowledge and skills in waitering, bartending and room servicing learned by the respondents of the Two Higher Educational Institutions of Northeastern Mindanao can also compete globally.

LITERATURE CITED


High School Students Disciplinary Behavior in a Catholic Private School

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ABSTRACT

Discipline is a big challenge to the educational system. The school as a moral laboratory shares with the parents the responsibility of unveiling the underneath causes of the disciplinary problems that impede the smooth character formation of the students. In the school the student’s moral upbringing is gradually polished of the rough edges that were left unattended during the growth period. The school serves as a copartner of the parents in the moral, mental, social, emotional and physical development of the students. This study dealt with disciplinary problems and the causes of high school students in St. Nicholas Catholic School of Anda, Bohol, Philippines. There were reported cases from the school authority of truancy, absenteeism, and other related misconduct committed by some high school students. It is with great moral concern of the study in assisting the teachers and parents in handling cases of undisciplined students. It is hope that this study would be an effective instrument that guide the school in the formation of the learners.

KEYWORDS

INTRODUCTION

One of the most important tasks facing a teenager is establishing a strong sense of self to cope with the many changes that surround his growing years. Young as they are, they have to strive to belong and to become a productive member of the community.

Observation tells that some students failed to recognize the importance of good character as an essential aspect for a righteous judgment and ethical behavior pattern worthy of student. Lack of discipline as claimed by Bremer (1996), “retards the moral growth to a healthy outlook of life. What parents and some failed to do toward the students is manifested in their unruly, troublesome behavior, like absenteeism, tardiness, inattention and many more similar unpleasant behaviors.

Further, it is observed in some students, the total disregard for discipline. Various measures had been applied to aid and to guide the students in the practice of discipline, yet a great number do not respond accordingly to such measures.

Disciplining students is a complex task to be unfolded. Disciplining starts in the home. Fortune are the students whose homes are assets for character building. It is from the parents at home – the students acquire the basic rudiments of socially acceptable attitudes and behavioral patterns. Parents are the prime movers to form and to create a conducive atmosphere that will encourage proper and well-mannered character in their children. Students of good moral conduct have greater opportunities to right and good citizenship.

Moreover, disciplining connotes a character formation of collaboration and commitment to discipline. This cannot be dispensed with by parents, students and teachers. Even the communities are summoned to unite in the endeavor of providing an appropriate and suitable environment that will eventually enhance the students’ worthiness as good students and upright citizens of the country.

Indeed, discipline is considered by many educators as a big challenge to the educational system. The school as a moral laboratory shares with the parents the responsibility of tackling the demands of unveiling the underneath causes of the disciplinary problems that impede the smooth character formation of the students. In the school, the students’ moral upbringing is gradually polished of the rough edges that were left unattended during the growth period. The school serves as a co-partner of the parents in the moral, mental, social, emotional, and physical development of the students.

This being the case, and with great moral concern of the researcher in assisting the teachers and parents in handling cases of undisciplined students, the researcher embarked on this study. As school administrator and educator, she hopes to contribute in the designing of intervention program that will address unresolved problems of discipline in the Saint Nicholas Catholic School of Anda and other educational institution with the same noble cause.
FRAMEWORK

Social Learning Theory

Bandura (2000) stressed that, behavior is influenced by consequences. A display of good behavior that is rewarded will be repeated, while behavior that is suppressed produced negative consequences. Through observational learning one can learn a behavior and acquire the motivation to reform the behavior or resist performing the behavior depending on what is learned about the consequences of the behavior. In watching others, one learns about the consequences of the actions, over the time, one begins to form a mental representation of the situation, the required behavior, and the expected outcome. The role of behavior in a given situation are abstracted from what has been observed in watching others, of what has happened following one’s behavior in the past, and what one understands about the demands of the immediate situation.

Adolescence is a stage of development that all individuals undergo. It is during this period that adolescences experience changes. This development that last for about eight years is a typical to all individual usually high school students irrespective to the gender, age, domicile, educational level, and socio-economic status.

This stage as do each stage of their life has its own problem. These problems usually disciplinary in nature may arise from their non-compliance to school policies, rules and regulations, relationship with teachers, relationship with schoolmates, relationship with teachers and relationship with the community. Since adolescences is the last period before adulthood, opportunity must seriously taken advantaged of to train a responsible and mature adult in them.

OBJECTIVES OF THE STUDY

This study attempted to determine the extent of manifestations of disciplinary problems and their underlying causes of high school students of at Saint Nicholas Catholic School of Anda (SNCSA), Bohol, Philippines.

METHODOLOGY

The researcher used the descriptive method in identifying the socio-demographic profile and the measurements of the extent of the participants’ behavioral problems. The data were gathered through interview and questionnaires prepared by the researcher. The data obtained were used to propose the intervention program for high school students with disciplinary behavior.
RESULTS AND DISCUSSION

Majority of the student-participants were male with 31 or 79 percent of the total subjects. Female participants comprised the 21 percent of the total of 8 to be exact. 51 percent of the subjects belong to the 16-18 age bracket while 49 percent were under the 13-15 age group. The 39 students-participants were barangay residents with 59 percent while 41 percent or 16 were from Poblacion. The educational attainment of their parents reflected that 8 percent, 38 percent, and 54 percent were college graduates, elementary graduate, and high school graduate respectively. Relative to their year levels for 10 percent, first year; 13 or 33 percent, second year; 9 or 23 percent, third year; and 13 or 33 percent fourth year. The occupations of the participants’ parents were noted 98 percent low level or non-professional and 1 or 2 percent as professional. Their average family size was found to be between 6 to 9. Most of them were middle born at 69 percent, 7 or 18 percent were first born, and 5 or 13 percent were last born.

Majority of the parents’ monthly income were from 3,000 to 3,999 range. This was noted to be at 26 percent while 23 percent was commensurate to 2000 to 2,999, 18 percent 4,000 to 4,999 and 2 percent 5,000. Majority of the students-participants were male whose average was 16 to 18 years old. They belong to the second and fourth level. Most of them were from the barangay. Majority of their parents were high school graduates and non-professionals. Majority of the student participants’ size of family were composed of 6 to 9 members. Most of them were middle born. Their families’ average monthly income range from 3,000 to 3,999. Male participants frequently manifested disciplinary behaviors in relation to school policies rules and regulations, while those of the female participants occasionally manifested.

Male and female participants frequently manifested disciplinary behaviors in relation with teachers, female participants always manifested disciplinary behaviors in relation with teachers. With regards to the extent of relationship with schoolmate and socio-demographic variables, it was found out that the socio-demographic variables were significantly related to the extent of manifestation of disciplinary behaviors in relationship with their school mates. Meanwhile the extent of relationship with peers were noted to be significantly related. Female participants frequently manifested disciplinary behavior in relation with schoolmates, likewise male participants frequently manifested disciplinary behaviors with school mates. Male participants rarely manifested disciplinary behavior in relation with peers while female participants also rarely manifested disciplinary behaviors in relation with peers. Both genders rarely manifested disciplinary behaviors in relation with neighbors. Poverty, peer group, lack of student’s knowledge, broken homes, and parents with vices were identified causes of disciplinary behaviors. Other causes are lack of love and attention, different religious belief, media, and sibling rivalry.
CONCLUSION

Since adolescence is the last period before adulthood, opportunity to train a responsible and mature adult is necessary. An exposure to a certain way of models and a certain pattern of rewards and punishments result in the encouragement to imitate some behaviors and to avoid performance of others. A change of behavior is likely possible because of the reward of by taking something the individual does not like. Reinforcement is an effective way to encourage change in the behavior when it is done at the proper timing.

Discipline needs to be constructive and not punitive. It should deal more on the conformity to the good rules of order to create a self-directed individual.

RECOMMENDATIONS

It is hoped that this study would be an effective instrument that will guide the school in the formation of the teachers. On the basis of the result of the study a proposed intervention program should be used to address the disciplinary behavior of the students since these are designed according to their identified needs and weaknesses. In this way, they will become worthwhile models and mature adolescence aware of themselves as an individual especially created by God for a definite purpose in the world.

LITERATURE CITED


Bremer, Norman. (1996). Successful Achievement


Interpersonal, Leadership and Supervisory Skills of the Administrators of the Cluster A Schools of the Diocese of Butuan, Mindanao, Philippines

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ABSTRACT

The level of interpersonal, leadership and supervisory skills must be determined to design enhancement programs to elevate their skills. The researcher aimed to find out the interpersonal, leadership and supervisory skills of the Cluster A schools administrators of the Diocese of Butuan, Mindanao, Philippines. The study used the descriptive type of research which utilized a questionnaire as the main instrument for data gathering supplemented by focus group discussion. The following statistical tools were used weighted mean and Frequency. Results showed that interpersonal skills are a strong predictor of business and professional success as well as an indicator of a decrease in organizational success, and problem solving. Supervisory skills play a major role in creating atmosphere in the school system stimulating to the growth of more admirable qualities among the personnel and the teaching staff. It is the scope of instructional supervision to stimulate and inspire the teachers to do creative work and to encourage them to grow professionally. The study concludes that administrators of the Cluster A schools of the Diocese of Butuan are at all times practicing the skills of interpersonal and supervisory while at many times practicing the skills of leadership. Among the different skills, the area of leadership has the lowest rating and the interpersonal has the highest.
KEYWORDS

Business administration, interpersonal skills, leadership skills and supervisory skills, descriptive design, Diocese of Butuan, Philippines

INTRODUCTION

The part of administration in an educational system is to provide working conditions favorable to good teaching and effective learning. Sensible administration provides teachers and pupils with adequate facilities and favorable environment for work. To be operative, the principal needs to possess educational leadership. His role is to motivate his teacher to achieve the aims of the school and establish a pleasant working relationship to maintain staff unity. Leadership may also originated from the teacher, the principal, being the administrative leader, sets the climate of his organization.

Respectable administrative practices can be shown among others in providing orientation to the new teacher in delegating responsibilities, recognizing teacher’s good work and accomplishments, encouraging teachers to be innovative and resourceful, placing substitute for absent teachers, evaluating teachers performance and holding faculty meetings. The administrative practices of principal are found to be effective but there’s always room for improvement Miranda, (2013).

According to Ayeni (2012), effective school principals establish clearly defined goals for academic achievement, there are is concerned with resources and operations and provide adequate time-table for teaching they routinely check lesson notes and subject diaries, observe classroom instruction, continuously monitor students’ performance, motivation of teachers to improve performance, reinforce of students for excellent performance, maintain appropriate usage of physical facilities, enforcement discipline to ensure peaceful atmosphere, train teachers for effective service delivery and provide instructional facilities and materials to enhance quality teaching- learning process.

A school principal needs to set reasonable expectations for work and achievement. Expectations of the society are demonstrated in the performance standards established by the school. High standards reflect high expectations, low standards reveal low outlooks. It is therefore understandable that the complex task of the principal is how to organize the school to encounter the various trials facing school administrators so that the educator’s aims and objectives can be accomplished as the Chief Executive of the school, the principal must make sure the teachers and students have access to appropriate facilities to discharge totally their responsibilities in achieving the academic objectives. The academics should to become sustain their interests and build them dedicated, committed, willing, enthusiastic and inspiring teachers. The quality of the supervision of the teachers’ instructional task by the principal is an index for effective school management. Their leadership plays a vital role in guiding teachers to
produce quality and relevant education. This is only possible if there are competent and cooperative school administrators.

Interpersonal skills are a robust prognosticator of business and professional triumph as well as an indicator of a decrease in organizational success, and problem solving. Scholars have indicated a shortage of interpersonal skills in the work setting and the compulsion for leaders to recognize both technical and interpersonal skills to achieve performance goals Mitchell, Skinner & White, (2010).

Supervision is expected to ensure the cooperation of his subordinates in achieving the maximum output at the maximum cost. Subordinates consider the supervisor to be their spokesperson and expect them to protect them from all uncomplimentary conclusions of the higher level managers. Most of the problems arising on the school are solved instantly by the supervisor himself. A supervisor should be proficient enough to get full cooperation of their subordinates. Their roles involve inspiring, leading, dispensing orders, guiding and leading their subordinates in the day to day performance of school task.

The goal of supervision is to help teachers learn how to increase their own capacity to achieve professional goals for their students. The success of instructional supervision rest on the school heads’ skills to assess the conceptual level of the teacher or a group of teachers and then to apply an instructional supervisory approach that matches this level Glickman, (2007).

Along this line, the researcher decided to conduct a study to determine the interpersonal, leadership and supervisory skills of the School Administrators in the Cluster A Schools of the Diocese of Butuan especially that the two Administrators were appointed a year ago and the other one last June 2015 thus, the level of interpersonal, leadership and supervisory skills must be determined to design enhancement programs to elevate their skills for them to be effective, efficient, and productive administrators.

**FRAMEWORK**

Educational institutions need full participation of every member regardless of age, gender, position, educational attainment, or years of experience. The effect of the cooperative participation can be noticed in the rate and general output of such institution. The nature of educational organization cannot ignore the fact that humans are the major component that the Administrator needs to manage to achieve the overall goals of the institution. Therefore, educational managers should note that whatever techniques they want to adopt, they must be in compliance with the purpose to work cooperatively with stakeholders such as students, parents, staff, and members of the community to improve the curriculum, instruction, and overall administration of the school. This is a continuous process that cannot be achieved individually Adeyemo, (2013).
Interpersonal, leadership and supervisory skills refer to qualities of administrators in performing their duties and responsibilities. This study is anchored to the Achievement Power-Affiliation Theory of David McClelland which holds that all people have three needs: a need for achievement, a need for power and a need for affiliation which the researcher believes that conceptual, human relations and technical competencies will lead to the realization of their needs. This theory emphasizes that the need for achievement is a need to do something better than it has been done before, so continues improvement comes in and be sustained.

The need for power is basically the need to influence people and the need for affiliation is a need to be liked and to maintain friendly relations with others. According to this theory, an administrator has responsibility to recognize the different skills needed to become effective and efficient. This explains that an employee with a high need for affiliation has the possibility to respond positively to increase responsibility and through self-analysis, Administrators can gain insights on how they respond to employees. They may alter their response to fit employees’ needs after evaluating performance Williams, (2001).

This is also anchored on Campbells (2000) Cognitive Theory of Supervision. In this theory, it is assumed that the supervisees will touch the client through their views about themselves and what lies in their expectations. The supervisor should be familiar with the supervisee and get to know who they are and how they process ideas and thoughts. Once the supervisor has become accustomed with the trainee, they can learn what negative ideas and thoughts that the trainee has and twitch to oust those negative beliefs and feelings as they can have an impact on the supervisee’s work. The relationship that the supervisor wishes to construct is one that bear a resemblance to the relationship that a supervisor would have with a supervisee. A supervisor using the cognitive theory will work much in the same manner to help the supervisee pinpoint self-defeating patterns that mark client upkeep as well as the supervisee's growth.

According to Glickman, (2007), the success of instructional supervision rests on the school heads in their skills to assess the conceptual level of the teacher or a group of teachers and then to apply an instructional supervisory approach that matches this level. With the Achievement-Power-Affiliation Theory of David Mclelland as the foundation, this study utilizes “The Oakland County Supervisory Skills Model” which was developed through research at Oakland County USA. These are critical to success in the supervisory position across Oakland County. Working toward skill development enhances school heads, overall knowledge, and ability repertoire. As this key skill will be developed, school heads will also encounter tools/ techniques which will assist them in their current position.

Having positive interpersonal skills upsurges the yield in the organization since the quantity of conflicts is reduced. In informal situations, it permits communication to be tranquil and contented. People with good interpersonal skill can generally control the
feelings that arise in challenging situations and retort appropriately, instead of being overwhelmed by emotion. Interpersonal Skills as the first domain in the Model has three indicators namely, Building Positive Working Relationships, Building Trust, and Communication Skills.

School administrators cannot be effective as leaders without developing leadership skills. The ability to lead is built on character. It is fraught with pain and exhilaration. Leadership is a lifelong pursuit in which time and experience matter greatly. Before learning about the various techniques to develop leadership skills, they should be aware of the various leadership qualities that should be cultivated. For developing leadership skills, managers need to be a good communicator, connect well with people certain qualities in themselves, such as honesty, integrity, courage and commitment. Leaders have to lead by example, so if they want their followers to become dedicated and honest, they have to be those things first. Honing their leadership skills is equally important as their professional skills in this competitive world.

A leadership skill as the second domain in the supervisory skills model has five indicators, namely: identifying and Mobilizing Resources, Initiating Action, Managing Conflict, Work Standard, and Change Management.

Strong management like strong leadership is also essential to the process of any business. While effective leaders have the ability to get everybody excited and pulling in the right direction, to get the job done, effective managers get them pulling in the same direction, for the least amount of time and at the cheapest cost.

Supervision plays a major role in creating atmosphere in the school system stimulating to the growth of more admirable qualities among the personnel of the teaching staff. It is no longer regarded as a mere inspection of the work of the teachers, but as a method of democratic management – clearing house of the best ideas of the work in the field. It is the scope of instructional supervision to stimulate and inspire the teachers to do creative work and to encourage them to grow professionally. Supervisory skills as the third domain in the Supervisory Skills Model have four (4) indicators namely: Decision Making, Planning and Organizing, Promoting Optimal Performance, and Professional Knowledge/ Expertise.

Charteris-Black(2009) said that interpersonal skills provide the leader to articulate to subordinates the organization’s vision and purpose, which is critical for meeting organizational performance goals. Employees can benefit from knowing how interpersonal skills are a key element in the formation of a culture, organizational behavior, and moral conduct for the workforce.

Leadership style is the pattern of behavioral actions that leaders make over a period of time as perceived by followers. It is how leaders behave, over time, when they are trying to the performance of the others.

According to Berman (2006), the school administrator, though not personally responsible for maintaining the school plant, cannot assume that the task will be
carried out efficiently without some supervision on his part. If the school administrator is fortunate enough to have a conscientious property custodian, the supervisory responsibility of the principal is greatly reduced.

**OBJECTIVES OF THE STUDY**

The researcher aimed to find out the interpersonal, leadership and supervisory skills of the Cluster A school administrators of the Diocese of Butuan, Mindanao, Philippines. Specifically, it sought to answer the following objectives:
1. To determine the extent of the skills manifested by the administrators; and
2. The determine a significant difference in the Administrators, skills as assessed by the teachers, administrators, and school director.

**METHODOLOGY**

The researcher used the descriptive type of research which utilized a questionnaire as the main instrument for data gathering and also the researcher used focus group discussion as a qualitative research.

*Research Environment*

The study was conducted in the Cluster A schools of the Diocese of Butuan, Mindanao Philippines. Cluster A schools has three (3) schools, namely: Saint James High School (SJHS), Saint Michael College of Caraga (SMCC), and Our Lady of Carmen Academy of Caraga, Inc. (OLCACI). All three schools are non-stock, nonprofit managed by one School Director and owned by the Diocese of Butuan duly represented by the Bishop.

All three schools are non-stock, non-profit managed by one School Director and owned by the Diocese of Butuan duly represented by the Bishop.

The respondents of the study are the three (3) school administrators, fifty one (51) teachers of the high school department, and one (1) Cluster Director of the Cluster A schools of the Diocese Butuan.

*Research Instrument*

The questionnaire has two (2) parts:

**Part I** is formulated by the researcher and it tackles the profile of the respondents as to what sector and school they belong while Part II was taken from the study of Dr. Levie D. Llemit entitled “Interpersonal, Leadership and Supervisory Skills Determinants of Pedagogical Performance of Public Elementary Schools of Gingoog City, Philippines” and was modified by the researcher with the assistance of the adviser to suit the study.
Part II of the questionnaire is divided into three (3) areas namely, Interpersonal Skills, Leadership Skills, and Supervisory Skills. It is answerable in a 1 to 4 scale with the corresponding verbal description:

**Scale Verbal Description**

4 Always = At all times practicing the skills  
3 Often = Many times practicing the skills  
2 Seldom = Sometimes practicing the skills  
1 Never = Not practicing the skills

*Data Collection Techniques*

Preliminary preparation started with a letter of request to conduct the study to the School Director. After the approval, the questionnaires were distributed to the respondents. In compliance with research ethics protocol, the researcher obtained informed consent duly signed by respondents.

After the distribution, the questionnaires were gathered for computation and tabulation. Analysis and interpretation of data was made after the tabulation.

*Statistical Analysis*

The following statistical tools were used for appropriate data analysis and interpretation frequency and weighted mean.

**RESULTS AND DISCUSSION**

The table below present the extent of the interpersonal skills of high school administrators as assessed by the teachers, administrator, and school director.

Table 1. Summary of Interpersonal Skills of the High School Administrators

<table>
<thead>
<tr>
<th>Indicators</th>
<th>St. James High School</th>
<th>Verbal</th>
<th>Saint Verbal</th>
<th>Our Lady of Carmen Academy</th>
<th>Verbal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Positive Working Relationship</td>
<td>3.83  Always</td>
<td>3.79   Always</td>
<td>3.73       Always</td>
<td>3.78</td>
<td></td>
</tr>
<tr>
<td>Building Trust</td>
<td>3.84  Always</td>
<td>3.81   Always</td>
<td>3.75       Always</td>
<td>3.8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.78  Always</td>
<td>3.55   Always</td>
<td>3.58       Always</td>
<td>3.63</td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>3.81  Always</td>
<td>3.71   Always</td>
<td>3.68       Always</td>
<td>3.73</td>
<td></td>
</tr>
</tbody>
</table>
The Interpersonal Skills has the highest mean of the three (3) skills with 3.73 or always which means that the Administrators at all times were practicing the skills.

According to the Oakland County Supervisory Skills Model which was developed through research at Oakland County:

“Having positive interpersonal skills increases the productivity in the organization since the number of conflicts is reduced. In informal situations, it allows communication to be easy and comfortable. People with good interpersonal skill can generally control the feelings that emerge in difficult situations and respond appropriately, instead of being overwhelmed by emotion”.

According to the study of Charteris-Black (2009), interpersonal skills provide the leader to articulate to subordinates the organization’s vision and purpose, which is critical for meeting organizational performance goals. Employees can benefit from knowing how interpersonal skills are a key element in the formation of a culture, organizational behavior, and moral conduct for the workforce.

The area of Building Positive Relationship under the Interpersonal Skills of Administrators has an average mean of 3.78 with verbal description of always. The item “shows upon time for meeting and appointment” has the uppermost mean with 3.63 or always. Three (3) items out of seven (7) were considered as the lowest with a mean of 3.51 or always which includes the following items’ values others’ knowledge and expertise summons the input and feedback of others; fully ponders other’s explanations/point of views”, “maintain positive attitude”, and “Initiates open and candid relationship with people at all levels”.

The area of Building Trust has a mean of 3.8 or always. The item “treats teachers fairly and with respect” has the highest mean with 3.74 or always. This is trailed by the item “applies policy and procedures consistently when dealing with teacher issues” with a mean of 3.67 or always. The item with the lowest mean of 3.48 is related to “communicate rationale for decisions/action.

Among the three (3) areas of the interpersonal skills, communication skills has the lowest area mean with 3.46 or always. Out of the eight (8) items, the item “says what is on his or her mind in a direct tactful manner” has the highest mean with 3.59 or always. Four (4) items have a verbal description of often. The item with the lowest mean of 3.34 is the item “uses multiple models to communicate messages”.


Table 2. Summary of Leadership Skills of the High School Administrators

<table>
<thead>
<tr>
<th>Indicators</th>
<th>St. James High School</th>
<th>Verbal Description</th>
<th>Saint Michael College of Caraga</th>
<th>Verbal Description</th>
<th>Our Lady of Carmen Academy</th>
<th>Verbal Description</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying and Mobilizing Resources</td>
<td>3.82</td>
<td>Always</td>
<td>3.70</td>
<td>Always</td>
<td>3.68</td>
<td>Always</td>
<td>3.73</td>
</tr>
<tr>
<td>Initiation Action</td>
<td>3.70</td>
<td>Always</td>
<td>3.56</td>
<td>Always</td>
<td>3.51</td>
<td>Always</td>
<td>3.59</td>
</tr>
<tr>
<td>Managing Conflict</td>
<td>3.85</td>
<td>Always</td>
<td>3.77</td>
<td>Always</td>
<td>3.70</td>
<td>Always</td>
<td>3.77</td>
</tr>
<tr>
<td>Work Standard</td>
<td>3.85</td>
<td>Always</td>
<td>3.77</td>
<td>Always</td>
<td>3.77</td>
<td>Always</td>
<td>3.77</td>
</tr>
<tr>
<td>Change Management</td>
<td>3.76</td>
<td>Always</td>
<td>3.74</td>
<td>Always</td>
<td>3.57</td>
<td>Always</td>
<td>3.69</td>
</tr>
<tr>
<td>Mean</td>
<td>3.79</td>
<td>Always</td>
<td>3.70</td>
<td>Always</td>
<td>3.64</td>
<td>Always</td>
<td>3.71</td>
</tr>
</tbody>
</table>

The Leadership Skills have the average mean of 3.71 or “always” which means “many times practicing the skills”.

The need for power is basically the need to influence people. The Achievement Power-Affiliation Theory of David McClelland supports the result. It holds that all people have three needs: a need for achievement, a need for power and a need for affiliation. According to this theory, administrators has responsibility to recognize the different skills needed in order to become effective and efficient Williams, (2001).

The area of Identifying and Mobilizing Resources under the Leadership Skills of Administrators has an area mean of 3.43 or verbal description of often. The item “foster cooperation among team members focuses the team on accomplishing shared goals” has the highest mean or always. Two (2) items were considered the lowest with the mean of 3.36 or often. The item “identifies resources needed for work project; Is aware of available resources both internally and externally; Effectively uses all resources allocated to the area; and “resolve conflicting demands for limited resources”.

The area of Initiating Action has the lowest mean among the areas of leadership skills with an area mean of 3.39 or often. The item, “seek new and creative ways of doing things; Foster continuous improvement” has the highest mean with 3.51 or always. The item “foresees problems and pro actively works to disarm teachers” has the lowest mean with 3.31 or often.

The area of Managing Conflict has a mean of 3.49 or always. The item “monitors the situation to ensure the conflict is resolved effectively” has the highest mean with 3.55 or always. Out of the nine (9) items, the item “diffuses the situation; Addresses the issue calmly; Reduces other’s tension; Deals effectively with people including parents, students, and co- workers; Expresses disagreement tactfully without letting it affect working relationship” has the lowest mean with 3.38 or often.

The area of Work Standard has a mean of 3.49 or always. The item “evaluates project success and analyzes what should be done differently going forward” has the highest mean with 3.53 or always. The item “develops system and measures to ensure adherence
to conventional standards, and to guarantee aberrations from standard are caught early in the process” has the lowest mean with 3.40 or often.

The area of Change Management has a mean of 3.43 or often. The item “embraces change; Supports the change; Take a positive attitude toward change” has the highest mean with 3.50 or always. The item “Uses data to explain and support the needed changes” has the lowest mean with 3.34 or often.

Table 3. Summary of Supervisory Skills of the High School Administrators

<table>
<thead>
<tr>
<th>Indicators</th>
<th>St. James High School</th>
<th>Verbal Description</th>
<th>St. Michael College of Caraga</th>
<th>Verbal Description</th>
<th>Our Lady of Carmen Academy</th>
<th>Verbal Description</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision Making</td>
<td>3.79</td>
<td>Always</td>
<td>3.59</td>
<td>Always</td>
<td>3.57</td>
<td>Always</td>
<td>3.65</td>
</tr>
<tr>
<td>Planning and Organizing</td>
<td>3.84</td>
<td>Always</td>
<td>3.62</td>
<td>Always</td>
<td>3.77</td>
<td>Always</td>
<td>3.74</td>
</tr>
<tr>
<td>Promoting Optimal Performance</td>
<td>3.74</td>
<td>Always</td>
<td>3.78</td>
<td>Always</td>
<td>3.70</td>
<td>Always</td>
<td>3.74</td>
</tr>
<tr>
<td>Professional Knowledge/Expertise</td>
<td>3.77</td>
<td>Always</td>
<td>3.71</td>
<td>Always</td>
<td>3.70</td>
<td>Always</td>
<td>3.72</td>
</tr>
<tr>
<td>Mean</td>
<td>3.78</td>
<td>Always</td>
<td>3.67</td>
<td>Always</td>
<td>3.68</td>
<td>Always</td>
<td>3.71</td>
</tr>
</tbody>
</table>

The Supervisory Skills have a mean of 3.71 or always which means administrators at all times are practicing the skills. Supervision is expected to ensure the collaboration of his subordinates in accomplishing the utmost output at the maximum cost. At the same time, subordinates consider the supervisor to be the spokesperson and expect them to protect from all unfavorable decisions of the higher level managers. Most of the problems arising on the school are solved instantly by the supervisor himself. A supervisor should be competent enough to get full cooperation of their subordinates. Their roles involve motivating, directing, issuing orders, guiding and leading their subordinates in the day to day performance of school task.

The goal of supervision is to support teachers learn how to upsurge their personal capability to achieve professional goals for their students. The success of instructional supervision rests on the schools heads’ skills to assess the conceptual level of the teacher or a group of teachers and then to apply an instructional supervisory approach that matches this level Glickman, (2007).

The area on Decision Making under the Supervisory Skills of Administrators has an area mean of 3.39 or verbal description of often. Among the eight (8) items, only the item “gathers all the needed facts to make an informed decision so as to avoid hasty, haphazard decisions. Identifies the root causes(s) of problems” has the verbal description
of always while the remaining seven (7) have a verbal description of often. The item A.2 is the highest of all items with a mean of 3.59 or always. The item “empowers teachers to make decisions on their own” has the lowest mean with 3.21 or often.

The area on Planning and Organizing has a mean of 3.48 or verbal description of always. Among the seven (7) items, the item “establishes priorities. Does not place the same importance on every task; Spend time on high values task which drive the school goals” has the highest mean with 3.55 or always. The item “follows up to ensure the plan is being followed and the project is on track” has the nethermost mean with 3.42 or often.

The area of Promoting Optimal Performance has an area mean of 3.49 or always. The item “understands what motivates different people and adapts approach accordingly; Foster staff confidence in their own skills and abilities. Acknowledges and celebrates teacher’s accomplishments” has the highest mean with 3.53 or always. The items “identifies the talents and developmental needs of other leverages teachers’ strengths and fosters the development of their weaknesses; Ensures teachers are properly trained” and “holds teachers accountable for their behavior and performance; Follows up on action steps and commitments from performance discussions” has the lowest mean with 3.44 or often.

The area on Professional Knowledge/Expertise has an area mean of 3.51 or always. The item “understanding applicable school rules and regulations their impact” has the highest mean with 3.59 or always. The item “stays abreast of current developments and trends in all relevant areas of one’s field; is a member of professional associations” has the lowest mean with 3.44 or often.

**CONCLUSION**

The administrators of the Cluster A Schools of the Diocese of Butuan are at all times practicing interpersonal and supervisory skills while at many times practicing the skills of leadership. Among the different skills, the area of leadership has the lowest rating and the interpersonal has the highest.

The findings of the study supported the Achievement-Power-Affiliation Theory of David McClelland which holds that all people have three needs: a need for achievement, a need for power and a need for affiliation.

The Leadership Skills was rated lowest wherein according to the theory, the need for power is basically the need to influence people. Influencing others is leadership. The two (2) administrators were appointed a year ago and the other one last June 2015. To influence the teachers needs time, charisma, and good leadership styles which cannot be possible in just a short period of time. Even though they were together as teachers before they were appointed as an Administrator, the teacher as a different environment as to that of an Administrator thus, the leadership skills needs to be developed and nurtured.
Interpersonal Skills was rated highest among the three skills of the Administrators. This skill is related to the need for affiliation wherein it is a need to be liked and to maintain friendly relations with others. According to this theory, administrators have responsibility to recognize the different skills needed to become effective and efficient. The result of the findings supported the theory since the administrators were formerly teachers of the school, thus, through period of times they were able to establish good relations with the teachers.

The need for achievement according to the theory is a need to do something better than it has been done before so for this need to be attained, constant improvement on the system of leadership and supervision as well as interpersonal skills of the administrators be made.

RECOMMENDATION

Based on the findings of the study, the researcher recommended the following:

The findings of the study underscore the need to evaluate annually the Interpersonal, Leadership, and Supervisory Skills of the Administrators of the Cluster A Schools of the Diocese of Butuan. Evaluating their skills is vital in the system since as leaders and managers of the school, they must have good interpersonal skills and an effective and efficient leadership and supervisory skills for the attainment of the school’s vision, mission, and goals.

Further, majority of the administrators were appointed a year or less thus, more trainings, mentoring, benchmarking, and close supervision with School Director is needed.

Furthermore, that the Diocese of Butuan Educational System (DBES) must establish a policy on the appointment of Administrators as to Educational qualifications, years of service, experience(s) related to administrative functions, and records/evidences of good human relations.

LITERATURE CITED


