Southeast Asia

Journal

Vol. 21 No.1

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This magazine is published twice a year. Subscription rates: ₱100.00 annually, ₱50.00 per copy; foreign rates - $10.00 annually, $5.00 per copy. Send inquiries to the Editor. Checks and money orders are payable to Central Philippine University, P.O. Box 231, Iloilo City, Philippines 5000.

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GENDER DIFFERENTIALS IN WORK RESPONSIBILITIES AND DECISION-MAKING PARTICIPATION AT HOME AND AT WORK AMONG COLLEGE FACULTY MEMBERS IN THE FOUR UNIVERSITIES IN ILOILO CITY*

FELY P. DAVID

This study was conducted to determine gender differentials in work responsibilities/activities and in extent of decision-making participation at home and at work among college teachers in the four universities in Iloilo City. The study further aimed to determine the influence, if any, of certain personal and work-related factors on the gender differentials in work responsibilities and extent of decision-making participation.

This descriptive study utilized quantitative approaches - a sample survey, in-depth interviews and focus group discussion (FGD). The study's sample consists of 250 full-time college faculty members in the four universities in Iloilo City; namely, Central Philippine University (CPU), University of San Agustin (USA), West Visayas State University (WVSU), and University of Iloilo (UI). The sample was drawn using stratified and systematic sampling with a random start. Data were collected using a structured questionnaire, in-depth interview and FGD.

Data were analyzed using frequency distribution and the Z-tests for differences between means and/or proportions.

MAJOR FINDINGS OF THE STUDY

The college faculty members in the four universities in Iloilo City were mostly middle-aged married women holding bachelor's degrees. There were more women than men who had completed or were pursuing graduate studies. Most of

the spouses of the married teachers were working; the wives, mostly as teachers and the husbands, mostly as managers or professional practitioners. The teachers' monthly income averaged P7,960 in 1995, with the men earning more than the women by about P592.70 per month. Average monthly family income was around P14,500 for families of both male and female teachers. The teachers' teaching experience averaged 16 years, most of which had been in the institution they were connected with. Most of them had no gender-related training.

Significantly more women than men were involved in household chores and child care, in which the former spent significantly more time than the men. In child care, men's participation was concentrated on watching or playing with the children.

TV viewing and entertaining friends/playing/outing were the most common leisure/recreational activities of both male and female teachers, but the men spent a significantly longer time than the women in these activities. About the same proportion of men and women did school work at home, spending about nine hours a week on this.

Aside from teaching, the majority of both groups also did paper work, remedial instruction/counseling, and attended faculty/academic meetings in which they spent more or less the same time. Significantly more men than women, however, were involved in coordinating, advising school activities, coaching, participating in union activities, attending socio-civic affairs, and serving as resource persons in training or seminars, but those involved in these spent more or less the same time for each. Significantly more men than women spent some of their school time for socialization and "coffee break".

Decision-making at home was generally a joint husband-wife responsibility, particularly in buying of household furnishings, buying/selling property, and hiring household help, in choosing a school and a course for the children, in child discipline, in health care and reproductive health matters, and in the choice of religion. Food preparation, however, was either independently made by the woman or jointly with her husband. When conflict arises during participative decision-making, the wife's decision prevailed in home management, that of the husband's in child discipline and in the choice of religion, and either that of the wife's or the husband's in health care and reproductive health matters.

The extent of participation in decision-making in home management tended to be "moderate" for both men and women, but significantly greater among women than men in food preparation, in buying household furnishings, and in hiring household help, but higher among men than women in buying or selling a property.

Extent of participation in decision-making in the choice of school and course for their children and in child discipline was also "moderate," with men and women participating in these to a more or less the same extent. In health care and reproductive health matters, the participation was also "moderate," but participation scores of women were significantly higher than those of men in health care and family planning. Decision-making participation in sexual activities was more or less the same for men and women.

Policy formulation concerning personnel was mostly done by the school administrators, either independently or jointly with other school personnel. This was particularly true to salary adjustment and selection of deans/department heads. Teachers' participation in policy-making was almost nil.

Decision-making in school program development was a shared responsibility of the school head, college deans or department chairpersons and teachers, while decisions on curriculum planning and revision was either independently made by deans and/or department heads or shared by the administrators and teachers. Planning and provision of inservice training for teachers, on the other hand, tended to be a joint effort of the administrators and other school personnel or by department heads or the deans. Planning and implementing co-curricular and evaluation of school programs and activities were cooperative endeavors of administrators, college heads/deans and faculty members.

The teachers' role in decision-making was quite pronounced in the area of instruction, specifically in the choice of teaching method, subject content and textbooks. These were decided by the teachers either independently or jointly with their immediate supervisors.

Participation in policy formulation concerning personnel and curriculum planning and changing was low for both men and women, but participation scores of men were significantly higher than those of women. The teachers' decision-making participation in evaluation was also "low." The area in which they were most involved was instruction, particularly in the choice of teaching methods,

subject content and textbooks, in which they posted "moderate" extent of participation.

Participation in decision-making both at home and in school tended to increase with age, educational attainment, and length of teaching experience. Moreover, the married teachers and those with gender training tended to participate more than those who were single and those with no gender training.

Gender differentials in the teachers' decision-making at home and in school were significantly influenced by age, civil status, educational attainment, length of teaching experience, family income, and attendance in gender-related training.

MAJOR CONCLUSIONS:

The consistently greater participation of women than men in most domestic activities supports the long accepted theory of gender division of labor at home and the well-established norm that home management is still a woman's domain.

The active participation of the male college teachers in household chores, even if not as much as that of women, suggests that men's attitudes towards gender division of labor are already changing and that men are gradually accepting the responsibility of participating in household chores. It seems clear, however, that the men still prefer the less complicated and less difficult home tasks. In child care, they would still rather watch and play with the children than be involved in direct child care.

The joint husband-wife decision making concerning home management, children's education and child discipline seems to be the established norm among the teachers' households. The findings of this study support Castillo's conclusion that Filipino families are "more egalitarian than patriarchal." One should not ignore the fact, however, that when conflicts in a participative decision-making arise, the more influential spouse makes the decision. In this regard, there are clear gender divisions in decision domains. The women tend to have more control over decisions on home management, such as running the house, what food to buy and prepare and household budgeting, while the men tend to have greater authority over investment and child discipline.

The female college teachers seem to be more liberated than their elders and their traditional and less educated "sisters" in regard to sex and reproductive matters. Unlike their elders who have been stereotyped as passive sex partners, the female college teachers tend to be open and assertive in their reproductive choices, such as the number of children to have, what family planning method to use and whether or not to have sex. Their educated husbands may have helped make possible this bilateral mode of decision-making.

The observed gender differentials in participation in school activities and decision-making in school fail to support the hypothesis that there is a significant difference between the male and the female teachers' involvement in school activities, since most of the differences between proportions of men and women involved in specific activities are not significant. This may be explained by the fact that teachers' responsibilities in school are usually not gender differentiated since these are often regular and expected responsibilities of all teachers, except probably the extra-curricular activities.

Decision-making in the universities tends to be centralized, with the administration or middle managers still controlling decisions pertaining to organizational operations. Teachers' participation in these areas is minimal and does not vary between the male and female teachers. It is only in participation in policy formulation concerning selection of department/college head and in curriculum planning and program development, where the men exhibit a significantly higher participation than the women.

The active involvement of the college teachers in decision-making regarding instruction matters supports Campbell's and Bridges' conclusion that teachers generally prefer to participate in decision-making in areas which directly concern their work and in which "they can contribute something of consequence." In most areas of instruction participation in decision-making of men and women does not significantly vary. The findings fail to support the hypothesis that the extent of participation in decision-making of the male teachers significantly vary from that of the female teachers.

Given the female teachers' responsibilities at home and in school, not to mention the other extra-curricular and social tasks they perform, they appropriately fit into Moshers' "triple burden" classification of a woman's role (reproductive-productive-managing). In Moshers' framework, most women are seen as burdened with multiple responsibilities. In addition to her reproductive tasks of

childbearing and rearing, she runs the home and does much of the domestic work (home production, nurturing and managing) and on top of these, she is full-time wage earner, and thus, an economic producer. The woman's multiple burden limits her time for rest and leisure. This fact is borne out by the significantly more time spent by men than of women in TV viewing, entertaining, and outing.

The gender differentials in involvement in some activities and in decision-making at home, only in some areas, are found to be influenced by age, civil status, educational attainment, family income, length of teaching experience and attendance in gender-related training. This supports the hypothesis that certain personal and work-related characteristics of the teachers influence gender differentiation in involvement in work responsibilities and in decision-making participation at home, particularly household management, health care and reproductive health matters.

The data confirmed that participation in decision-making increases with educational attainment, family income, length of teaching experience and attendance in gender-related training. Gender awareness training particularly improves women's participation in decision-making and this in turn tends to reduce men's control over some reproductive decisions, allowing women more participative decision-making in that area.

The role theory which was earlier forwarded as the basis for predicting gender differentials in work responsibilities and decision-making participation at home and at work is further established by the results of this study. The work and decision-making domains attributed to men or women at home are evidences of social prescriptions and expectations. On the other hand, the emerging changes in participation, such as the increasing involvement of men in household chores, can be possible effects of the dynamic social processes and changing cultural values in the world the teachers revolve in - - - the academe.

RECOMMENDATIONS

1. In order to provide male and female teachers equal access to opportunities and resources, they should be provided equal chance to participate in major activities and decision-making at work, which at present are still biased against women.

2. To correct the disproportional representation of women in decision-making in the work place, they should enhance their capability to "contribute something of consequence" and be provided an atmosphere that will encourage them to actively participate in critical activities and decision-making. Both male and female teachers must, therefore, develop knowledge and expertise not only in the field of instruction, but also in organizational behavior and management.

3. The educational institutions should encourage decision-making participation by providing institutional support for faculty development in the form of short term in-service training in instructional development, program development, evaluation and instruction and by providing equal opportunities for teachers, male or female, to be involved in the decision-making process in school, through membership in committees that help review or develop organizational and instructional plans and programs for the university.

4. Since the "multiple burden" of women limits their access to opportunities and resources and their chance to participate in decision-making, there is an urgent need to "deload" them of some of their domestic responsibilities. The men can help by increasing their participation in domestic work, especially in situations where a family can not afford hiring household help. Men should not only participate in the simple and uncomplicated tasks but share the burden of "real" housework (cooking, washing, etc.) and direct child care (for those with young children), which have been traditionally prescribed for women. Children should also be trained and encouraged to share these responsibilities.

5. So that recommendations Nos. 3 and 4 can be effected, there is a need for gender-sensitivity trainings, not only for women, but also for men, and not only for teachers, but also for school administrators, so that they can understand and appropriately respond to existing gender issues. The universities could make these trainings a part of their school program. Only in an atmosphere where individuals believe in and accept the need for women to participate and enjoy the same rights as those of men that women can truly assert their views and choices.

6. In order to effectively promote gender equality, not only among teachers but also among other groups, professional or not, there is a need to reorient educational programs and materials so that these will develop understanding of women's concerns and needs, of women empowerment, of the value of equal sharing. Since the school curricula, textbooks and many instructional materials are still sexist and promote role stereotyping, there is a need to develop curricula and instructional materials that will promote gender-fair knowledge, attitudes and behaviors. If both the home and the church reinforce these school efforts, gender equity can be achieved more quickly.

7. More gender-related studies are required in the field of education and in other areas, so that policy-makers and program planners, as well as school administrators will have a scientific basis for the formulation of gender-sensitive policies, programs and projects that will benefit the women and improve their status. Results of these studies can also help people understand better the phenomenon of gender inequality.

8. Studies with gender disaggregation of knowledge and attitudes towards certain gender issues such as sexism, sexual harassment and violence, women empowerment and the like are urgently needed and used as basis for programs that will address these issues. These studies should examine the possible determinants of the varying perceptions and behaviors of people towards identified gender issues.

THE RELATIONSHIP BETWEEN THE EXTENT OF PARTICIPATION IN DECISION-MAKING AT HOME AND IN SCHOOL AND CERTAIN PSYCHOSOCIAL ASPECTS IN THE LIVES OF COLLEGE FACULTY MEMBERS IN THE FOUR UNIVERSITIES IN ILOILO CITY*

MERNA G. RICO LOPEZ

This study was conducted to determine the relationship between the extent of participation in decision-making at home and in school and four psychosocial aspects in teachers' lives; namely, esteem (self), satisfaction with home and school conditions, motivation to work and to cooperate in home and school activities, and esteem (others)[1]. In determining the relationship between the focal variables, the following were controlled separately and simultaneously: sex, marital status, educational attainment, length of teaching experience, and monthly family income.

The study involved two-hundred fifty full-time college faculty members proportionately allocated to the four universities in Iloilo City; namely, University of Iloilo, University of San Agustin, Central Philippine University, and West Visayas State University. The sample respondents were drawn using systematic sampling with a random start.

The main instrument used in this study was a 52- item self-administered questionnaire about certain personal attitudes, tendencies, and feelings manifesting the four psychosocial aspects in the lives of teachers.

For statistical tools, percentages and means were used to draw a profile of the respondents and in describing their psychosocial state. In ascertaining the degree of correlation between the focal variables, the Pearson r was used.

The results of the questionnaire on the four psychosocial aspects revealed that the majority of the respondents had "high" esteem (self), "high" satisfaction

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[1]Perception of how others regard one.

with home and school conditions, "high" motivation to work and cooperate in home and school activities, and "high" esteem (others).

The data used to show the extent of participation in decision-making both at home and in school were results of the study of David[1] which, incidentally, involved the same respondents as those in the investigator's own study. David's findings showed that the teachers' extent of participation in the four major decision areas at home; namely, household management, children's education and discipline, reproductive and health care, and religion was "moderate."

According to David's study, the teachers' extent of participation in three out of four major decision-areas in school; namely, formulation of policies and guidelines, curriculum and development, and evaluation was "low." The fourth major decision area in school was instruction, the realm in which teacher participation was reported to be "moderate" in regard to instructional methods, subject content, and choice of textbooks. However, teacher participation in decision-making in regard to teachers' loads and class schedules was "low."

When the correlation between the four psychosocial aspects and participation in decision-making at home was analyzed, the correlation analyses showed that esteem (self) and esteem (others) were not significantly correlated with decision-making participation[2] in any of the four sub-areas of household management; namely, food buying and preparation, buying household furnishings, getting household help, and buying and selling property. Satisfaction was not significantly influenced by DMP in the three sub-areas except in buying household furnishing. Motivation was related significantly with DMP in food buying and preparation, in buying furnishings, and in getting household help, but not in buying or selling property. Satisfaction was significantly related with DMP in children's choice of course to take and in child discipline, while esteem (others) was found to be significantly correlated with DMP in choice of school and child discipline.

In the decision area of reproductive and health care, esteem (self) was significantly related to DMP in sexual activity, Satisfaction was related to DMP in

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[1] Fely David. "Gender Differentials in Work Responsibilities and Decision-making Participation at Home and at Work Among Faculty Members in the Four Universities in Iloilo City," Dissertation, Central Philippine University. Iloilo City, March, 1996.

[2] "Decision-making participation" will be represented from now on by the symbol DMP and "decision-making" simply by DM.

sexual activity, family planning method, and family health care only when marital status was controlled.

Motivation was enhanced by DMP in sexual activity, family health care, and family planning method. Esteem (others) was influenced by DMP regarding number of children, sexual activity, family health care, and family planning method. DMP in family planning practice was not correlated with any of the four psychosocial aspects included in this study.

Satisfaction and esteem (others), but not esteem (self) and motivation, were significantly related to DMP in regard to religion.

When the correlation between the four psychosocial aspects in teachers' lives and DMP in decision areas in school was analyzed, it revealed that DMP in formulation of policies and guidelines was not correlated significantly with any of the four psychosocial aspects.

In the decision area of curriculum and development, esteem (self) was not influenced significantly by DMP in any of the four sub-areas: namely, curriculum planning, development of school goals and objectives, in-service training, and co-curricular activities. Satisfaction and motivation were influenced by DMP in co-curricular activities, while esteem (others) by DMP in development of school goals and objectives, in-service training, and co-curricular activities.

Esteem (self) had no significant correlation with DMP in the two sub-areas of evaluation which are evaluation of the school program and faculty member evaluation. Satisfaction was significantly correlated with DMP in school program evaluation, while motivation and esteem (others) with DMP in both sub-areas of evaluation.

In the area of instruction, which is the realm in which teachers are mostly involved, esteem (self) was not influenced significantly by DMP in any of its five sub-areas; namely, instructional methods, subject content, choice of textbooks, teachers' loads, and scheduling of subjects. Satisfaction, however, was enhanced by DMP in subject content and scheduling of subjects. Participation in DM in regard to instructional methods enhanced motivation when sex, marital status, and monthly family income were controlled. Esteem (others) was increased by extent of participation in DM in subject content, instructional methods, choice of textbooks, and scheduling of subjects. DMP in teachers' loads did not have any bearing on the four psychosocial aspects.

The findings of the study are the following:

1. Of the four psychosocial aspects in the lives of teachers, it is esteem (self) that is least enhanced by participation in decision-making at home. Of the many decision-making areas and sub-areas at home, it is only participation in DM in whether or not to engage in sexual activity that enhanced self-esteem. Ability to decide on one's sexual activity or activities does improve and increase one's self-esteem.

2. More satisfaction is derived when extent of participation in decision-making is increased in regard to whether or not to buy household furnishings, the choice of children's course in college, child discipline, and choice of religion.

3. The extent of participation in decision-making in regard to what food to buy and prepare, whether or not to buy household furnishings, whether or not to engage in sexual activity, family health care, and the choice of family planning method to use, tends to enhance teachers' motivation to work and cooperate in home activities.

4. Esteem (others) was improved when teachers participate in decision-making in regard to choice of school for their children, child discipline, number of children to have, sexual activity, family health care, family planning method to use, and choice of religion.

The following conclusions were drawn regarding the correlation between participation in decision-making in school and the four psychosocial aspects in teachers' lives:

1. Decision-making participation in school in any of the four major decision areas has no bearing on teachers' self-esteem.

2. Teachers' satisfaction with school conditions is enhanced when teachers are involved in decisions regarding co-curricular activities, school program evaluation, subject content, and scheduling of subjects.

3. When teachers are involved in decisions regarding co-curricular activities, school program evaluation and evaluation of faculty

members. they are more motivated to work and cooperate in school activities.

4. Esteem (others) is influenced by teachers' extent of participation in decisions regarding development of school goals and objectives, in-service training, co-curricular activities, school program evaluation, teacher evaluation, subject content, instructional methods, choice of textbooks, and scheduling of subjects.

Not all of the four psychosocial aspects in teachers' lives; namely, esteem (self), satisfaction with home and school conditions, motivation to work and cooperate in home and school activities, and esteem (others) were found to be related and enhanced by participation in decision-making at home and in school.

In the light of the above conclusions, the researcher would like to recommend that schools redesign managerial structures to integrate teachers more fully into school decision-making processes. The specific recommendations are the following:[3]

1. The findings regarding the decision areas in which there were pronounced relationships between the focal variables in this study should be presented to the faculty members and department and school heads for discussion so that these can be considered in the assignment of decision-making tasks.

2. Teachers should also be involved in the development of goals and objectives of the school programs and in the planning and supervision of in-service training. this task should not be given only to those in the administrative staff since the findings show that teachers' esteem (others) was enhanced by their involvement in these decision-making areas.

3. Because participation in decision-making in regard to co-curricular activities was found to enhance three psychosocial aspects in teachers' lives; namely, satisfaction with school conditions, motivation to work and to cooperate in school activities, and esteem (others), administrators should enjoin teachers to participate in school activities

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[3] The above recommendations are made for implementation in the universities where the recommended practices are not yet followed.

of their own choice, including co-curricular committees.

4. More teachers should be encouraged to participate in decision-making in the area of evaluation of the school program and faculty members because as the findings reveal, DMP in these two areas improved motivation to work and to cooperate in school activities and esteem (others). Administrators can schedule evaluation of the school program and faculty members at the end of every semester or at the end of the school year to include evaluation of matters like enrollment procedure, curriculum offerings, research, co-curricular activities, cultural programs, student council and other clubs and organizations, administration, faculty, staff, and student performance, the honors program, guidance and counseling, extension work and reach-out activities, and many other vital and relevant aspects of the university.

5. If satisfaction with school conditions is to be increased, teachers should first be consulted so that, whenever possible, without bringing about difficulties to students and other teachers, a work schedule convenient and comfortable for them can be planned. Although no one can be entirely satisfied in this respect, at least, the fact that their convenience and needs had been considered generates a feeling of being part of the school plan and machinery.

6. The data also show that decision-making in regard to instructional methods motivates teachers to work and cooperate in school activities and likewise promotes a high esteem (others). Teachers' exercise of their creativity in regard to teaching methods should not be stifled by regimentation. These "creative" strategies should be evaluated from time to time to make sure that they do enhance the teaching-learning process.

7. Teachers should be given leeway in preparing their subject content as long as they stay within the prescribed requirements of the course. Administrators should require teachers to prepare their own syllabi or modify existing ones to suit them to the needs of a particular locality and group of students, update these regularly to include new trends and knowledge in the field, and to discourage them from following in toto a required syllabus not of their own making.

8. It is likewise recommended that teachers be consulted regarding text-books to be used particularly in the subjects they are teaching and library acquisitions related to the subjects they are handling, preferably before the school year closes, in time for the opening of classes.

In the homefront, the following recommendations are given:

1. Husbands and wives should be made aware through seminars and the mass media of the psychosocial needs of their spouses.

2. In the area of reproductive health, both spouses should be empowered to enjoy their reproductive rights especially in deciding when to engage in sexual activity or in deciding what family planning method to use, for the findings reveal that motivation to work and to cooperate in home activities and esteem (others) are enhanced by DMP in these two areas. Self-esteem is also enhanced by participation in decision-making in regard to sexual activities.

3. Decision-making in regard to whether or not to buy household furnishing must be a joint venture of both husband and wife if satisfaction with home conditions and motivation to work and to cooperate in home activities are to be enhanced. The couple must participate in the decision of whether or not to hire household help and in food buying and preparation if motivation to work and to cooperate in home activities is to be improved.

4. To enhance satisfaction with home conditions and improve esteem (others), it is recommended that the couple must share in decisions regarding child discipline and the choice of religion.

5. To enhance esteem (others), it is recommended that couples should decide together the number of children they would like to have, the choice of school or schools for their children, and matters relating to family health care.

It is also recommended that a similar study be conducted in all levels of the educational ladder with the inclusion of observations and focus group discussions as research tools, and considering other psychosocial aspects relevant to teachers' lives besides the four included in this particular study.

AN EXPLORATORY STUDY OF WOMEN IN THE PASTORAL MINISTRY IN EVANGELICAL CHURCHES IN ILOILO CITY[1]

MAGGIE ACELAR HOFILEÑA

In recent years, there has been a growing awareness around the world of the role of women in shaping and building the destiny of humanity. Women play important roles in the social, economic and political life of a nation. Even in Christian churches today, it cannot be denied that women constitute a vital and dynamic force.

The influx of women into the pastoral ministry has been one of the most significant developments in the past decade. It can be observed, however, that there are still some Christian churches today that forbid the ordination of women in the pastoral ministry. Questions regarding the women's role in the church historically dominated by men have been raised. In spite of this opposition, some women have stood their ground and bravely assumed their role in the pastoral ministry. Who are these new breed of courageous, committed, and dedicated servants of the Lord? What story do they tell about themselves, their families, their childhood and adolescence? What experiences did they encounter in their personal and professional life as adults? These questions inspired this exploratory study of women in the pastoral ministry.

It was the purpose of this study (1) to determine the psycho-social characteristics of women in the pastoral ministry in evangelical churches in Iloilo City today; (2) to ascertain how effectively these women are functioning in the various roles of the pastoral ministry; (3) to explore the extent of acceptance of these women ministers by their congregation and by their male co-workers; and (4) to ascertain the changes that these women have brought to the pastoral ministry and the church.

To achieve this purpose, a study using the personal narrative of women actually in the pastoral ministry in evangelical churches in Iloilo City was conducted. Evangelical churches are churches that maintain the doctrine that the Bible is the only rule of faith and that salvation is attained chiefly by faith in the

person and in the redemptive work of Jesus Christ. It is often characterized by the zealous preaching or spreading of the gospel. For the purpose of this study, it was found necessary to exclude those evangelical churches that did not recognize and ordain women to the pastoral ministry. The focus of this study was the local or parish ministry.

This study, it is hoped, would bring out information that would be most valuable not only to evangelical churches but also to other Christian churches in the Philippines.

Data were gathered by interviewing ten women who were actually working in the pastoral ministry. An equal number of male pastors were also interviewed. In addition, lay leaders and/or key members of evangelical churches having women pastors were asked to answer a questionnaire. The manual "A Guide to Reading Narratives of Conflict and Choice For Self and Moral Voice" edited by Dr. Lyn Mikel Brown of the Center for the Study of Gender, Education and Human Development, Harvard University, was used in analyzing the interview narratives.

This study revealed that most of the evangelical churches in Iloilo City served by women pastors have a congregation of adult women with ages ranging from 21 to 60 years old and whose socio-economic status falls below the monthly poverty threshold. Evangelism tends to be the major mission or thrust of these local churches. They have a local governing body such as a Board or Council of Elders or Deacons and/or lay leaders. These lay leaders are likely to be single, college students or graduates, and members of the church for about five years.

The results of this study also show that women in the pastoral ministry in evangelical churches in Iloilo City are mostly middle-aged, married to laymen, and have one to four children. Most of them have finished the Bachelor of Theology degree or the Associate of Theology course, indicating their educational and intellectual preparedness for the pastoral ministry. In addition, most of the women pastors have engaged in some other profession before entering the pastoral ministry.

From the findings of this study, the following conclusions are derived:

1. Experiences in childhood and adolescence have greatly influenced the psycho-social life of women ministers as adults.

2. Most conversion experiences of women pastors occur during adolescence, resulting in the early development of their spiritual life.

3. There is no observable pattern in the decision of women pastors to enter the seminary or Bible school except their strong determination to "live out" their faith in Jesus Christ and His words in spite of financial and other difficulties, as a result of their conversion experiences.

4. The central task in the lives of women ministers is the ever present tension between their professional roles as pastors and their roles as wives and mothers.

5. Most women ministers show a strong sense of themselves as women with a divine calling from God. Their strong conviction and whole hearted commitment to the Lord are very inspiring to those who really know their life story.

6. The issue of gender has not been considered "very important" in evangelical churches. Most women pastors believe that both men and women have their own spheres of service and they can help one another build the church. Where one is weak, the strength of the other can compensate.

7. Women in the pastoral ministry tend to be women who have a "healthy" understanding and appreciation of themselves as women. These women have revealed themselves to be prayerful, therefore, powerful servants of God.

8. Most women pastors have a very strong professional self-concept, in spite of some difficulties in their ministry. They consider themselves very effective in the role of a minister, revealing a reasonably high self-esteem in a male-dominated profession.

9. Women pastors have relatively pleasant and enjoyable memories of their seminary or Bible school life. Their determination to go on and their commitment to the calling of God have given them the strength despite the hardships encountered.

10. The call of God for them to join the pastoral ministry is the most important reason for ordination, in the case of majority of women pastors studied.

11. Independent Pentecostal women ministers tend to organize or establish their own local churches instead of submitting to a male pastor or to a denomination.

12. Most of the women pastors officiate in church ordinances and rites except in the solemnizing of marriages. Most of them do not have a license to officiate in marriages and are not interested in securing one as they feel this is no longer necessary since most couples getting married prefer a male pastor to officiate in their wedding.

13. Women pastors are likely to develop good relationships with their families, with the congregation, with denominational leaders and with other pastors in the area. but not with high government officials and other social and professional groups.

14. Women ministers appear to be acceptable to the congregation and their male co-workers. However, this acceptance may be considered as simply a tolerance and not a true acceptance since women still do not occupy positions of power even in their own profession.

15. Women ministers are great agents of change. They tend to use their creative ability to bring useful and significant changes in the pattern of their church activities, particularly in worship and in prayer. However, they may sometimes be impeded from bringing about the more significant changes because of denominational practices and policies.

Six measures are recommended for the improvement of present practices and policies:

1. The reevaluation by evangelical churches of institutional attitudes and practices relative to women.

2. The holding of seminars and lectures in evangelical churches to create among Christian women a new awareness of their image as "woman" in God's eyes and as co-laborers in His kingdom.

3. The patterning of women's ministry in evangelical churches after the example which Jesus Christ left His church - - that of giving women due respect and recognition.

4. The organizing of a fellowship of women ministers that will serve as the support system for all women ministers in evangelical churches in Iloilo.

5. The giving of creative gender education to members of evangelical churches to reexamine preconceptions and clear misunderstandings of the cultural roles of men and women.

6. Educating and making the congregations aware of the proper role of pastors, their role as ministers, and their working together for the common goal of serving God, regardless of gender.

The following recommendations for further studies are also given:

1. A further study of women in the pastoral ministry that includes churches outside of the City of Iloilo, whether by denomination or not.

2. Further studies to explore the attitudes of men to women in the pastoral ministry at different developmental stages and different denominations.

3. A study to translate these findings to concrete programs for gender education and to follow-up studies on attitudinal changes.

4. A further study in the psycho-history of spirituality in various dimensions of gender and sub-cultures of the Philippines.

5. A further inquiry into the growing body of literature on the relationships of the "babaylan" to Philippines spirituality.

6. Further studies which would utilize qualitative methodologies in exploring the synthesis required of the Philippine Christian "pilgrimage" into finding the uniqueness of their spiritual experience, both "Eastern and Western."

THE SEXUAL PRACTICES OF MALE HOMOSEXUALS EMPLOYED IN BEAUTY PARLORS IN SELECTED DISTRICTS OF ILOILO CITY[1]

SALEX ESPINOSA ALIBOGHA

The objective of this study was to determine the extent of homosexuals' knowledge about HIV/AIDS and their attitudes toward HIV/AIDS and whether their knowledge and attitudes toward HIV/AIDS are related to their sexual practices.

More specifically, this study aimed to determine the relationship between knowledge about HIV/AIDS and the sexual practices of male homosexuals, the relationship between knowledge about HIV/AIDS and their attitudes toward HIV/AIDS and the relationship between homosexuals' attitudes toward HIV/AIDS and their sexual practices. This study also aimed to determine the relationship between homosexuals' knowledge about HIV/AIDS and their sexual practices, controlling for their attitudes toward HIV/AIDS.

This study was conducted on homosexuals working in selected beauty parlors in three districts of Iloilo City; namely, City Proper, Jaro and Lapaz District. Eighty male homosexual beauticians who considered themselves as engaging exclusively in homosexual activities serve as the study respondents.

DESCRIPTION OF RESPONDENTS

The majority of the sample male homosexuals were single, middle-aged and high school-educated and belonged to large households with an average size of nine members. They were mostly Roman Catholics.

KNOWLEDGE ABOUT HIV/AIDS, ATTITUDES TOWARD HIV/AIDS AND SEXUAL PRACTICES

All the respondents of this study have heard/read about HIV/AIDS. As a whole, they have moderate/average knowledge about HIV/AIDS concepts focused

on meaning, transmission, prevention, high-risk groups and manifestations. On the average, they have a score of 21 on a 40-item test on knowledge. Their chief sources of information about HIV/AIDS include print, radio, television and significant persons like peers or friends.

In general, male homosexuals covered in this study have good attitude towards HIV/AIDS. This means they are worried about getting HIV/AIDS, and showed interest in and concern with knowing more about HIV/AIDS. All of the respondents are sexually attracted to and have engaged in sexual activities with a person of the same sex. They perform a variety of sexual practices both penetrative and non-penetrative. A majority of them have unsafe sexual practices. This means that in addition to non-penetrative sex, they also practice penetrative sex without using any protection like the use of condom during sex.

RELATIONSHIP BETWEEN VARIABLES

Knowledge about HIV/AIDS and Attitudes toward HIV/AIDS. There is a significant relationship between knowledge about HIV/AIDS and attitudes towards HIV/AIDS. This is shown by an obtained r value of + 0.2310, which is significant at .05 level. This means that the more the male homosexual's knowledge about HIV/AIDS the "better" his attitudes towards HIV/AIDS.

Knowledge About HIV/AIDS and Sexual Practice. There is a low and weak correlation between knowledge about HIV/AIDS and the sexual practices of male homosexuals, shown by an obtained r value of + 0.21. Although weak and not significant at .05 level, this relationship should be known by health care. This means that some variations in sexual practice can be attributed to changes in knowledge. The positive relationship means that the more knowledgeable the respondents are about HIV/AIDS, the safer sexual practices they tend to adopt.

Attitudes and Sexual Practice. There is no significant relationship between attitude towards HIV/AIDS and the sexual practices of male homosexuals. This is shown by an obtained r value of + 0.0561 which is not significant at .05 level. This means "good" attitude towards HIV/AIDS may not necessarily result in safe sexual practice.

When the relationship between knowledge about HIV/AIDS and the sexual practices of male homosexuals was tested, controlling for attitude towards HIV/AIDS, the resulting r value was +0.199 which was slightly higher than the original

r between focal variables. This means a weaker relationship exists between the two focal variables, when attitude towards HIV/AIDS as intervening variable or explanatory variable was controlled.

CONCLUSIONS

In the light of the significant findings of the study, the following conclusions are drawn:

1. Male homosexuals employed in selected beauty parlors in selected districts of Iloilo City have:

   a. moderate knowledge about HIV/AIDS

   b. "good" attitudes toward HIV/AIDS

   c. unsafe sexual practices

2. The more knowledge homosexuals have about HIV/AIDS, the "better" their attitudes toward HIV/AIDS.

3. Greater knowledge about HIV/AIDS is not an assurance that the male homosexuals would practice safe sex.

4. A very good attitude toward HIV/AIDS is not a guarantee that the male homosexuals would practice safe sex.

5. When attitudes toward HIV/AIDS were controlled, the relationship between knowledge about HIV/AIDS and the sexual practices of the male homosexuals weakened. This means that attitude towards HIV/AIDS is to a slight extent influencing the relationship between knowledge about HIV/AIDS and the sexual practices of the male homosexuals.

RECOMMENDATIONS

1. The program implementation and policy-makers of HIV/AIDS prevention and control program, especially the Department of Health Field Office No. 6 and the City Health Office, should intensify their

information, education, communication and motivation campaign focusing on the inter-relationships between knowledge, attitude and sexual practices of male homosexuals. It is also recommended that both government organizations and non-government organizations use persuasive communication techniques utilizing the tri-media approach to increase homosexuals' knowledge about HIV/AIDS, improve their attitudes towards HIV/AIDS and persuade them to adopt safe sexual practices.

2. Future researchers should look more closely into psychological factors and relationship dynamics that affect sexual attitudes and sexual practices and consider other variables not included in this study.

3. A similar study should be conducted focusing on other high risk target respondents such as:

    a. female homosexuals

    b. bisexuals

    c. male and female commercial sex workers

    d. male and female commercial sex users/buyers.

Mary's Song of Praise in Luke 1:46-55
A BIBLICAL INTERPRETATION MODEL FOR DOING
A CONTEMPORARY ILONGGO INTERPRETATION
IN A BILINGUAL SETTING[1]

CARLA GAY AGUS ROMARATE

This is an attempt to ask and answer questions arising from the pericope in Luke 1:46-55, its context and the interpreter's context, in order to develop a contemporary Ilonggo interpretation in a bilingual setting. The purpose of this contemporary Ilonggo interpretation is the development of a more relevant translation and hermeneutics for Christian ministry in churches and in the larger community.

The three main questions this study attempted to answer are: a.) What is the original meaning of the pericope? b.) What are the underlying principles and teaching?, and c.) What interpretative direction(s) can be taken on the basis of this pericope? The steps made toward answering these questions involved several support tasks which included an Overview of the Gospel of Luke, Testing the text of Luke 1:46-55 for variant readings, Analysis of the syntax, word meaning and literary device, and Determining the immediate and underlying contexts of the pericope. The last task involves distinguishing between the context which is a vehicle or medium for communication and the message of the pericope.

The results of the analysis of the pericope in Luke 1:46-55 are the following:

1. Original Meaning - Mary praises the Lord for choosing her to be the instrument of His saving act for her people. The main theme is worship related to the sub-themes in the passage which are related to the experience of God's salvation, mercy, deliverance, and hope in the fulfillment of His promises.

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2. Underlying Principles/Teachings - The underlying principle/teaching of this pericope is that wholistic experience of liberation or salvation can lead to a meaningful worship of God. Other significant principles/ teaching are:

2a. Worship is both personal and corporate. It needs to be rooted in the story and experience of a people in order to be more meaningful and empowering. God is Savior and is worshipped on the basis of His saving and merciful acts in fulfillment of His promises.

2b. Worship must be inclusive of class, gender, and race, without diminishing personal and national identities and integrity.

2c. Women's experience and feminine imagery are necessary components of a worship experience and need to be recovered and recaptured in the music liturgies of Christian churches.

2d. Worship leads to a vision of an inclusive and just community and a full life in Christ.

3. Contemporary Interpretation - The contemporary Ilonggo application or expression of the pericope is presented in the form of a binalaybay based on an interpretation of the pericope and reflections on the significance of the pericope on the contemporary situation, calling for the empowering of the powerless, particularly of Filipino Overseas Contract Workers, especially the women domestic helpers.

4. Implications/Recommendations - The value of this pericope is not only for enriching the underlying principles of Christian worship but also for doing theology, missions, pastoral ministry, and Christian education.

The use of Christian feminist hermeneutics is used in recovering and reconstructing the liberating and inclusive nature of life and ministry of Jesus.

English is necessary as an intermediary language in a bilingual teaching-learning setting. Grammatical analysis shows English verb tenses as having close correspondence to Greek verb tense. This observation points to a potential for further study of English grammar in relation to New Testament Greek.

Hiligaynon-Ilonggo pronouns are more gender-inclusive, while New Testament Greek pronouns reflect a more specific and exclusively male "God-language" consistent with Jewish patriarchy. "God-language" is a phrase commonly used by Christian Feminist Biblical scholars in discussing the problem of an exclusively male language to refer to God. In the Hiligaynon-Ilonggo translation of the pericope the masculine imagery and language in referring to God in the New Testament Greek in relation to the context is retained but is no emphasized because of the non-gender specific Ilonggo pronouns "iya," "siya," or "ya" in referring to God.

Contextualization is common to both the Old and New Testaments. In the Old Testament, the Israelites make use of similar Ancient Near Eastern language and literary style to express a different perspective and faith in God. In the New Testament, the earliest followers of Jesus make use of Old Testament language and imagery to express the message of salvation, adapting the language and culture of the dominant society but at the same time struggling to retain the non-hierarchical view of community life taught by Jesus of Nazareth. The issue of women's participation in the church and society was not peripheral; it was a major concern in the earliest Christian communities. The contemporary Christian churches will be helped and enriched by a re-evaluation of these concerns in the light of the growing awareness of commitment to the upliftment of women in contemporary churches and society in many parts of the world, including Asia.

AN ASSESSMENT OF INSTITUTIONAL FUNCTIONING IN TEN SCHOOLS IN ILOILO CITY AFTER A PERIOD OF SEVENTEEN YEARS[1]

BETTY B. TRIÑO POLIDO

This descriptive research assessed institutional functioning in ten selected schools of higher learning in Iloilo City after a period of seventeen years (1973-1990) in ten dimensions - - - democratic administration, autonomy and institutional freedom, morals, improvement of instruction, co-curricular stimulation, research and development, self-study and planning, innovation and change local needs, and improvement of society. It also ascertained the factors that might have brought about changes in a sample school.

Respondents were 184 full-time teachers in the ten selected schools who had at least one year of service prior to the administration of the questionnaire.

The basic data-gathering instrument was the School Functioning Assessment Inventory (SFAI) which Macario Ruiz had administered in 1973. Other sources of the data were interviews with persons connected with a sample school.

Z-tests were computed to test the significance of differences between 1990 and 1973 scores in the different dimensions.

The findings showed that in the dimension Democratic Administration three schools showed significant positive changes after 17 years. Negative changes were significant in five schools.

In the second dimension Autonomy and Institutional Freedom, five schools showed significant improvements. Significant decreases were observed in three schools; in two schools the decreases were not significant.

In the third dimension Morale, significant improvements were found in two schools but not significant in five schools. Significant decreases were found in three schools.

In the fourth dimension Improvement of Instruction, all ten schools showed increases but these were significant in only three schools.

In the fifth dimension Co-curricular Stimulation, while six schools showed improvement, only in four schools was this improvement significant. Decreases were found in four schools, but only in one school was the decrease found to be significant.

In the sixth dimension Research and Development, all ten schools showed improvement, but this was significant only in seven schools.

In the seventh dimension Self Study and Planning, improvements were significant in three schools. Negative changes were significant in six schools but not in one school.

In the eighth dimension Innovation and change, five schools showed significant difference between means. Four schools showed significant decreases, one school slightly decreased.

In the ninth dimension Meeting Local Needs, eight schools had significant increases. One had significant decrease; in the other, no significant decrease.

In the tenth dimension Improvement of Society, nine schools showed improvement ; in seven the positive change was found to be significant. The decrease in one school was significant.

The study showed that three schools with the greatest improvement were schools F, G, and D. Three schools with least improvement were schools C, E, and I.

The case study on School A showed that positive changes were found to be significant in four dimensions - Research and Development, Meeting Local Needs, Improvement of Society, and Improvement of Instruction.

The aspects that brought about improvement in Research and

Development were: reduction of teaching loads for those engaged in research, the requirement of elementary courses in research, the use of research involvement/ productivity as a criterion for promotion, teacher participation in funded research undertaken by the institution, and requirements of accreditation.

Positive changes in Meeting Local Needs and in Improvement of Society might be attributed to teachers' participation as resource persons in seminars sponsored by outside groups, accreditation and its attendant benefits, DECS orders and government thrust to meet community needs, and the short vocational-technical training offered to out-of-school young adults.

Improvement in Instruction might be due to the improvement in evaluation procedures, the improvement of library and other facilities, accreditation, and DECS orders.

Negative changes were in the dimensions Democratic Administration, Innovation and Change, and Self-study and Planning.

Decreased ratings in Democratic Administration could be due to the perception of the faculty, the staff, and the students that they had no participation in decision-making in matters affecting them, the perception that there were no effective channels of communication, the lack of knowledge of the involvement of students in meetings and unclear delineation of responsibility owing to the unclear organizational charts or guidelines.

Decreased ratings in Innovation and Change may be due to the perceived failure of the administration to listen to students' complaints and suggestions, and slowness in the release of funds in implementing innovative programs.

Decreased ratings in Self-study and Planning could be attributed to lack of willingness of some teachers to do extra work for self-study/improvement, poor dissemination of policies and programs and subsequent lack of understanding about policies, failure to put into operation the policies and long-range plans of the institution, failure to hold regular discussions regarding the direction and the future of the institution and the priority given by the faculty and staff to income generating endeavors over activities conducive to the improvement of institutional functioning.

PROACTIVE VERSUS REACTIVE PRINCIPALS

MARLOW EDIGER*

Much is written pertaining to the principal being proactive as compared to being reactive. An either/ or dichotomy is presented here. No doubt the principal should have foresight and be proactive, if at all possible. However, the principal must also react favorably in identifying and solving problems. This paper will examine both the proactive and reactive concepts of being a school principal.

THE PROACTIVE PRINCIPAL

The proactive principal is expected to have foresight to avoid problems in the school setting. There is no crystal ball here for gazing purposes to foretell events in a school for the future. Thus, the principal should have much knowledge pertaining to education and be able to use what is known with skill. What is known about the latest in educational practices provides background information to predict what should be. The principal studies and evaluates the local school carefully in terms of what is being emphasized at present. Evaluation is ongoing and continuous. Useful categories are developed by the principal to assess in detail what is in evidence in the school setting. Useful categories include the following:

1. Curriculum including objectives, learning opportunities, and evaluation techniques.

2. Management of instruction including grouping practices, improving the quality of discipline, availability of technology to all pupils, and audiovisual equipment scheduled appropriately for all teachers to do a good job of teaching.

3. Materials of instruction such as textbooks, trade books, audiovisual aids, illustrations, and consumable items such as construction paper and art supplies.

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4. Human relations among school personnel.

5. Parental input into the school curriculum.

6. Research conducted in the school setting to improve the curriculum.

7. Staff development and in-service education.

8. A professional library for teachers and other professionals in school.

9. Leadership provided by the school principal in working toward an improved school curriculum.

10. Innovations made based on perceived needs in the curriculum.

After categories such as the above have been worked out cooperatively, teachers with the principal's assistance may study and evaluate that which needs improvement. Based on study results, the principal with his/her teachers predict what will or might be in the offing. A definite knowledge base is needed to predict. Proactive is then possible. The principal tries to avoid hindrances and negative results by moving forward to the new and the unique. The new and the unique is based on sound educational thinking and quality procedures.

For example, after studying the stated objectives of the school curriculum item #1 above), the principal with his/ her teachers. stresses that modifications are necessary. Thus, for example, in moving from pupil problem-solving using abstract learning opportunities largely, more problem solving is necessary using real world situations in society. Parents and students might have indicated problem-solving in reality and the real world to be salient as compared to learners solving problems in simulated situations largely. This becomes a necessary ingredient of a new curriculum. Or there is a need to have technology and audiovisual materials available to more pupils (item#2 above in management of instruction), not the talented and gifted only, nor another select group of pupils. Careful planning is necessary to ward off problems before they occur. Another area of concern (#2 above) pertains to problems of discipline. Moving from a teacher/ principal - centered program of discipline, the study indicates that a pupil-centered procedure could reap more benefits. A planned series of meetings together with staff development programs are needed to remedy any identified area of weakness from becoming a reaction to a grave difficulty in the school setting.

REACTION IN THE SCHOOL SETTING

One cannot predict, at all times by any means, what should be in the school setting. Sometimes, the principal reacts to problems, complexities, and difficulties. The problem area has burst at its seams and a definite reaction is needed. Item #3 above pertaining to the use of instructional materials has critical components. For example, if selected pupils are not learning to read well, considering diverse influencing variables including materials of teaching reading, parents complain and the involved pupils become very dissatisfied with life in school. Teachers, principals, the superintendent, and school board members hear complaints about this problem area. Perhaps, there are even letters to the editor in the local newspaper about the quality of teaching that permits selected pupils to fall through the cracks in reading instruction. Reaction is necessary. At the very beginning, before complaints arose over pupil progress in reading and with sophisticated diagnosis and remediation procedures, the principal and teachers could operate in terms of being proactive by changing to new strategies and materials of instruction. However, after the many complaints are heard, it is necessary to react to a lack of progress in reading on the part of selected pupils.

The reaction, after adequate deliberation, could involve diverse means of remediation. These might include using a different set of readers, using a different teaching procedure such as changing from basal readers to individualized reading, using different grouping strategy from homogeneous to heterogeneous grouping of pupils for instruction, emphasizing a different teaching strategy from "round robin reading" to personal conferences with the reading teacher to notice pupil progress, and/or using a different reward system to encourage increased skill in reading on the part of pupils.

The reaction is needed to move from what is to a more ideal situation in the curriculum for all pupils.

No doubt, a combination of procedures, both proactive and reactive, need to be used in improving the school curriculum. It is obvious that complete proaction is not possible since principals and teachers cannot foresee all problems in education. One must always try to do the best possible to have each pupil make continual, optimal progress. Even the best intentions can go awry.

Reactions are not always bad or negative. People are human beings and limited in what can be forecast. Then too, sometimes the reactions come early and

little damage has been done. Principals and teachers need to react as early as possible to a problematic situation. Very clearly, the problem needs identification and adequate delimitation. Vague problems are difficult or impossible to try to solve. The problem identified needs to be contextual, not unrelated to where these occurrences happen.

In item #4 above, if human relations are a problem in school, the principal and teachers in a school need to identify where specifically the weakness is and why it is occurring. For example, two teachers have recently refused to speak to each other in the hallway or teachers' lounge. To let a situation go on and on may only make for negative communications and undesirable working conditions. In these situations low morale may set in on the part of many teachers as well as for the principal.

Once the problem is clearly delineated, a hypothesis needs developing to determine a course of action. Brainstorming might be needed to get a better perspective on different courses of action. What may be the best course of action? Quality human relations are necessary to develop a vision as to what a school should be like and strive toward. A plan should follow in working out a solution. The hypothesis needs to be tested in a lifelike situation involving the two teachers. When people do not speak each other, a delicate situation exists. To try any identified hypothesis requires a skilled mediator. The disagreements between the two teachers could only become worse if a lack of mediation skills is in evidence. However, quality communication is necessary among school personnel in working toward the best curriculum possible for pupils.

Should the hypothesis not work satisfactorily, a new or different solution needs to be found. Problem solving skills are musts for teachers and principals. A reactive principal then needs to use quality problem-solving skills. The principal reacts to a problematic situation that does not go away unless intervention occurs.

OTHER AREAS OF INTERVENTION

In following through with the ten areas of possible problems listed above, the first four have been referred to in identifying and solving problems. Let us analyze briefly how a proactive, as compared to a reactive, principal would function.

Thus in item #5, the proactive principal would determine with teacher involvement how to secure parental input in assisting the latter's offspring to achieve

more optimally. Epstein (1995) provides a framework of six types of parental involvement and sample practices which include the following:

a. parents receiving information. in a variety of ways, from the school to improve parenting procedures.

b. Quality methods of communication between parents and the school.

c. Volunteer work by parents in schools.

d. Parents helping pupils at home with homework.

e. Involvement in parent-teacher organizations in decision-making roles.

f. Parents securing assistance form community organizations to assist pupils to do better in school.

These areas provide a framework from which schools may involve parents more so than formerly in the education of their children. Parents need to assist their offspring so that each might achieve more optimally in school and society. A proactive principal has foresight to notice what is needed in educating the whole child. Thus parental involvement is needed to improve parenting skills, improve communication with the schools. do volunteer work in school, assist pupils with homework, increase involvement in decision-making such as parent/ teacher interaction, and secure help for specific pupils who experience deficiencies in sight and vision, among other items.

The reactive principal identifies weaknesses when parents should have been involved in assisting their child to achieve. Based on the diagnosis, remediation work is involved such as securing parental assistance in guiding more optimal learner achievement.

Item #6 above emphasizes conducting research in the school setting to improve the curriculum. The proactive principal possesses wisdom to predict which areas in the curriculum need to be researched. Possible answers from the research may assist pupils to make continuous progress in learning. An entirely new approach may be an end result based on research results. A reactive principal notices that dissatisfaction with pupil achievement is revealed by teachers and parents. Areas of weakness are noticed and research conducted. Research results

might pinpoint areas of weakness which need modification or change.

Flake, et. Al., (1995) wrote the following:

"Efforts to improve the quality of schooling in America require classroom teachers to assume new professional roles. The development of the role of teacher/researcher can improve instructional growth and fulfill the teacher's responsibility to students and the profession. At the University of South Carolina we are striving to prepare interns for this new professional role by helping them become researchers and take care of their own learning. The research methodologies they learn to use to solve problems in the MAT program will pay dividends throughout their professional lives. Through the creation of knowledge. the interns discover the power they have to participate in professional dialogues and to direct their own professional development. By becoming researchers, teachers can take control of their classrooms and professional lives in ways that confound the traditional definition of teacher and offer proof that education can reform itself from within."

Is the approach used by the University of South Carolina in the MAT program for teachers proactive or reactive? I do believe it truly would be proactive. This program of teacher education is looking forward in having teachers foresee what needs to be done in teaching to work toward improvement. These teachers when serving as practitioners might well react to weaknesses in teaching and learning with a plan to change and modify that which needs to emphasize something different. Reaction to the curriculum then sets in. Numerous schools of education at colleges/universities also stress an action research component for future school administrators. These school administrators might then use action research plans proactively as well as reactively to offer the best curriculum possible for each pupil.

STAFF DEVELOPMENT, ITEM #7

Staff development is viewed as a necessity by the proactive principal because of changes occurring in the societal arenas which relate to education and schooling. The proactive principal has foresight to notice that an outdated curriculum might be an end result unless quality new ideas are pursued in staff development. A prime example here is the use of technology in the public schools. The school curriculum can become quite outdated unless principals and teachers take the lead to notice what should be in the curriculum. Peha (1995) wrote the following pertaining to the use of technology:

"Before looking at what we found in classrooms, let's define a few key terms. For many years, three types of traffic have dominated the Internet:

* With electronic mail, the most popular tool at all grade levels, a user can quickly send messages to any other user or specified group of users. E-mail can also reach mass audiences when used in conjunction with:

- - distribution lists, made up of e-mail addresses of people with shared interests (a list of educational distribution lists is available via anonymous FTP)

- - newsgroups, also called electronic bulletin boards, where any user interested in a topic may read about it much the same way one reads personal e-mail.

- - File transfers (FTP's) allow a user to copy a file (which can contain text, software, pictures, and music) from, or to, another computer system. With a variation, anonymous FTP, a user can copy files without the need for password privileges.

* Telnet allows a user to log onto a remote computer as if it were in the same room. For example, one might telnet onto a system because it has capabilities that the local system lacks..."

It will take quite a few years before public schools, in many cases, will come near to what is described above in the direct quote. In Missouri, school systems are in their very infancy in making computer use available to pupils, let alone having e-mail, internet, and world wide web. Principals here need to act proactively to obtain needed technology for teachers and pupils to use. Technology should be available to all pupils in all grade levels. If this does not occur, there will be individuals who will be left out of securing jobs and positions in the work place as adults. With foresight, the principal needs to work with the school board and lay public to obtain necessary technology for all learners. A principal might be reactive in remedying situations where the school needs to move from where they are in technological use to where the school should be. Pupils need to have ample opportunities to use technology in all its dimensions. Staff development is necessary with quality objectives, learning opportunities, and appraisal procedures incorporating the use of technology.

PROFESSIONAL LIBRARY, ITEM #7

Principals need to have access to the latest in educational publications pertaining to their professional areas of work. In the field of school administration. I recommend publications from the following professional organizations for the principal's professional library: National Association of Elementary School Principals, National Association of Secondary School Principals. American Association of School Administrators, The National Council for the Social Studies, National Science Teachers Association, International Reading Association, and the National Council Teachers of English, as a minimum. Each of these organizations has national, regional, and state association conventions for administrators and teachers. By reading literature and attending professional meetings, the principal can continue to grow, develop, and achieve. Leading publishing companies publish university level textbooks in the training of school administrators which the practitioner will find beneficial to read to increase professionalism as a school principal. A professional library is a must for the proactive as well as reactive principal.

LEADERSHIP TO IMPROVE THE CURRICULUM, ITEM #9

The proactive as well as reactive principal must be a leader to develop the very best objectives, activities and experiences, and evaluation techniques for pupils in the school curriculum. To develop a quality curriculum, the principal must encourage, guide, and stimulate teachers to change in a positive direction. Teachers then inwardly feel a need to move from what is to what should be in the curriculum. The role of the principal is vital. Teachers tend to look to the principal to lead them from the actual to the ideal.

Leadership is needed to stress different approaches in curriculum improvement. The principal might then assist teachers to participate in workshops devoted to improving the curriculum. The following is a model to follow (Ediger, 1988):

1. The theme of the workshop should be decided upon cooperatively by participants.

2. The general session should be used to help participants identify relevant problems in teaching.

3. Committees should be formed to work on problems identified in the general session.

4. Individual study is necessary in providing for personal differences among participants in the workshop.

5. Consultant service must be available at the workshop.

6. An adequate library must be available for participants.

7. The number of sessions in the workshop as well as the duration of each session should be decided upon cooperatively by workshop participants.

8. The physical facilities necessary in having a good workshop and the arrangement of furniture conducive to generating ideas in the solving of problems should be such that they facilitate increased achievement on the part of individuals in the workshop.

Workshops are one way, among others, to improve curricular experiences for pupils. Teachers and principals need to perceive that workshops are purposeful, worthwhile, and utilitarian in finding means to solve problems in teaching and learning.

NEEDS IN THE CURRICULUM, ITEM #10

The proactive and reactive principal constantly analyzes needs in the curriculum. The needs provide a basis for problem-solving on the part of school personnel. The following are ways of determining needs in the curriculum:

1. conduct a needs assessment survey in the local school area or district pertaining to what should be in the curriculum, according to participants in the survey.

2. talk to individuals and committees, such as the local parent-teacher organization, in the community as to what they deem needs to be changed in teaching and learning.

3. interact with civic and religious organizations to discern what is deemed necessary in the curriculum.

4. Participate actively in school events to ascertain from parents what the latter believes to be important in the curriculum.

5. discuss education and ways of improving the curriculum with lay people in the community.

IN CONCLUSION

The proactive principal plans together with his/her teachers pertaining to that which should be in the curriculum. These plans are developed prior to experiencing conflict in the community over matters pertaining to teaching and learning. A normative approach is used here in that the principal and his/her teachers believe in selected trends in education that should be implemented. The reactive principal realizes that certain happenings occurred which need remediation in the school setting. When reacting, solutions are applied to the areas of deficiency.

Sometimes, the lines are thin indeed between being a proactive as compared to a reactive principal. This manuscript shows the roles of a proactive as well as of a reactive principal in the following areas of the curriculum: problem solving, school-university collaboration, cooperative learning, school research, a common vision, parental input, staff development, a professional library, leadership to improve the curriculum, and needs in the curriculum. Hopefully, these vital areas will receive adequate attention in the school setting and each pupil will be assisted to achieve as optimally as possible.

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FACTORS RELATED TO THE EXTENT OF INVOLVEMENT IN SOCIAL AND POLITICAL ACTIVITIES OF SENIOR COLLEGE STUDENTS IN TWO UNIVERSITIES IN ILOILO CITY[1]

ARTCHIL BELLOSILLO FERNANDEZ

The study was conducted to determine the relationship between selected factors and the extent of involvement in social and political activities of senior college students in two universities in Iloilo City. This descriptive study used a one-shot survey. The study's sample population consisted of 337 senior college students from Central Philippine University (CPU) and West State University (WVSU) who were chosen using a combination of stratified random sampling and systematic sampling with a random start. A structured questionnaire was used for data collection.

MAJOR FINDINGS OF THE STUDY

The respondents were mostly females and Roman Catholics who were from rural areas. Their families were earning between 3,000 to 6,000 in a month.

Most of the students had "moderate awareness" of social and political issues and identified one to two specific issues for each of 10 specified social and political problems. The social problem most popularly known among the students was regarding the environment, while the issue of foreign debts was the least known to them. Their level of awareness of issues did not significantly vary according to course, family income, religion, sex and permanent place of residence.

On the average, the students were involved in one to two organizations both in and outside the school. Organizational participation did not significantly vary according to course they were taking, family income, religion, sex and place of residence. Among the students who were organization members, most had attended more than 50 percent of the meetings and other activities conducted by

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their organizations. Their attendance in meetings and participation in other activities did not significantly vary according to the selected personal characteristics considered, except the course they were taking. Their extent of organizational involvement did not significantly vary according to the selected personal characteristics.

Extent of organizational involvement, however, was found to be significantly related to students' awareness of issues, the meaningfulness of social and political activities they perceived, and their perception of their parents' attitude toward their social and political involvement.

Of the 12 selected social activities, more than half of the student have participated in only three activities, namely; charity work, tree planting and other activities for the environment and fiesta-related activities. The activity which was most participated in was charity work, while the least participated in were volunteer work in centers, such as providing assistance to battered women and publicly exposing anomalous transactions in public offices. Among the students' personal characteristics considered, only the course they were taking significantly contributed to the variations in the students' extent of social involvement. Students' awareness of issues, the perceived meaningfulness of participation in selected social and political activities and perception of parents' attitude towards social and political involvement were also found to be significantly related to their extent of involvement in the selected activities.

Most of the students have participated in six of the 12 selected political activities. Voting during election (both in school and outside) drew the highest participation of the students, while joining fact-finding missions, investigating, human rights violations and advocacy work on the issue of foreign debt were the least participated in. The extent of political involvement of the students, however, was found to be significantly related to their course, awareness of social and political issues, their perceived meaningfulness of the activities and their perception of their parents' attitude towards social and political activities.

Majority of the students found it "very meaningful" to get involved in 7 of the 14 selected social and political activities; namely, elections outside the school, environmental protection, charity work, rescue and relief operations, voting during campus elections, advocacy on or promoting human rights and promotion of women issues. On the average, most of the respondents found social and political involvement "moderately meaningful."

The data further reveal that the majority of the students perceived their parents to be "very much in favor" of their social and political involvement. Most said that their parents favor their participation in 9 of the 10 social and political activities included in the study. The only activity that did not gain the favor of parents as perceived by the students was participation in rallies, demonstrations and protest actions.

On the average, most of the seniors obtained an extent of involvement score of 7.15 which is equivalent to "moderate involvement." Among the students personal characteristics considered, only course was found to be significantly related to the extent of involvement in social and political activities. Awareness of issues, student's perceived meaningfulness of their involvement in social and political activities and perceived parents' attitude towards involvement were all found to be significantly related to extent of involvement.

When students' perceived meaningfulness of the activities was controlled, the association between extent of involvement and selected personal characteristics remained statistically insignificant for all categories of perceived meaningfulness except among those who found "slight meaning" in social and political involvement. A substantial association was noted between extent of involvement and course, family income, sex and permanent place of residence among those who found "slight meaning" when their perceived meaningfulness of the activities was controlled. This means that the selected personal characteristics had no bearing on students' extent of involvement in social and political activities for all categories of perceived meaningfulness except among those who found "slight meaning" in their involvement in these activities.

When students' perception of their parents' attitude was controlled, the association between extent of involvement and selected personal characteristics remained negligible for all categories of perception of parents' attitude except among those who said their parents were "not in favor" of their involvement. Among those who found their parents to be "not in favor" of their participation in social and political activities, the presence of a substantial association between extent of involvement and family income and permanent place of residence was noted. This indicates that extent of involvement in social and political activities is not affected by selected personal characteristics for all categories of perception of parents'

ttitude, except among those who said their parents were "not in favor" of their participation in these activities.

When students' perceived meaningfulness of the activities and their perception of parents' attitude were controlled simultaneously and separately, the relationship between extent of involvement and awareness of issues remained the same. This means that the students' awareness of social and political issues was related to their extent of involvement in social and political activities regardless of their perceived meaningfulness of the activities and their perception of their parents' attitude toward their involvement in these activities.

The multiple regression analysis reveals that as students' awareness of issues increases, their extent of involvement in social and political activities also increases. The regression results also show that the students' extent of involvement increases as their perceived meaningfulness of the activities and their perception of their parents' attitude towards their involvement scores increase.

The regression results show further that education students tended to be more involved in social and political activities than students from other courses. Students whose families earn above 9,000 in a month were more involved in social and political activities than those from the lower income groups. Roman Catholics tended to be more involved in social and political activities than Protestants and those who belong to other religions. Furthermore, the data show that males were more involved than females while students residing permanently in rural areas tended to be more involved in social and political activities than urban residents.

When all the other variables were controlled, awareness of issues, meaningfulness of the activities, perception of parents' attitude, course and sex were found to be significantly related to extent of involvement in social and political activities.

CONCLUSIONS

1. The higher the awareness of the students of issues, the more likely they will participate in social and political activities. This supports the theory of Fisbein and Azjen which held that knowledge determines behavior.

2. The social and political involvement of students who take up business and technical course is likely to be lower than those in the humanities. arts and social sciences. The findings of the study support the results of the researchers cited by Lipset who held this view.

3. The more meaningful to the students social and political involvement the more they will get involved. This confirms Weber's theory that social behavior is influenced by the meaning attached by actor to his action.

4. Students who perceived their parents to be in favor of their participation in social and political activities are more likely to participate in these activities than those who perceived that their parents are against their involvement. The long-held view that parents influence their children's social behavior is upheld by the findings of the study.

5. The relationship between extent of involvement and selected persona characteristics was found to be substantial, when perceived meaning fulness of the activities was controlled, only among those who found "slight meaning" in their involvement. The selected persona characteristics, except religion, are related to extent of involvement in social and political activities of the students who found "slight meaning" in their participation in these activities.

6. Family income and permanent place of residence are substantially related to extent of involvement in social and political activities among students who said their parents were "not in favor" of their involvement in these activities.

7. A male student, Roman Catholic and rural resident whose monthly family income is above P 9,000, enrolled in education and who found involvement in social and political activities meaningful, and perceive his parents to favor his involvement and who has a high awareness of social and political issues has a higher tendency to be involved in social and political activities than other students.

RECOMMENDATIONS

The following are recommended based on the findings and conclusions of the study:

1. To improve the awareness of students on social issues, subjects on social issues must be taught in school to make the students more interested in current events. In the teaching of these courses, the importance of being aware of current issues must be stressed. Aside form the usual classroom lectures, speakers can be invited to discuss current topics or issues, films relevant to the subject can be shown and field and exposure trips can be made to areas and situations depicting current social realities.

2. More students should be encouraged to join organizations, both in and outside the school, for the study has shown that more than two-fifths of the respondents had no organizations. School administration can organize orientation seminars in their schools, inviting representatives of existing organizations on the campus to present their goals and objectives as well as the nature of their organizations to the students. The seminar must include discussions on how the students can improve their personalities by joining organizations and on the opportunities available to them if they are a member of a particular organization.

3. The involvement of students in social activities must be improved for most of the respondents had only participated in 3 of the 12 selected social activities. Concerned groups, agencies and individuals should organize outreach programs to provide a venue to the students to do community service, particularly in depressed areas.

4. The political involvement of the students also needs improvement for most of the seniors in the study were active in only 6 of the 12 selected political activities. Students should be actively involved in advocacy work on issues that affect them and should be encouraged to strongly express themselves on issues vital to the welfare of the nation.

5. Since the extent of involvement of most of the respondents was "slight" and "moderate", there is still a need to encourage the students to be socially and politically involved. Students also should be encouraged

to be aware of their role in nation-building as well as their social responsibilities. School administrators should organize activities in their schools to provide the opportunity for the students to be socially and politically active, like outreach programs, more symposia and fora on current issues, and support students' initiatives in this particular area. Parents should create a climate conducive to their children's social and political involvement by providing support and encouragement. Government agencies can involve the students in their programs and activities geared towards community service to encourage the students to take their social responsibility seriously.

6. Further studies considering more variables should be conducted to examine the factors related to the extent of involvement in social and political activities of the students. Academic performance, classroom standing and school environment are other factors that should be looked into since the study has shown that the courses the students were taking were related to their extent of involvement in social and political activities.

It is finally recommended that a similar study should be done, covering more schools and other year levels, to further validate the findings of the study. A study on the social and political involvement of the out-of-school youth should also be conducted to determine their extent of involvement in these activities, and if the factors that affect their involvement are similar to those of the students.

A STUDY OF THE PUBLIC RELATIONS ACTIVITIES OF SUCs AND DECS - SUPERVISED COLLEGES IN WESTERN VISAYAS[1]

RODELO G. TEMPEROSA

This study was designed primarily to determine whether there was a gap between the perceived and the preferred extent of use of public relations activities of key officials of SUCs and DECS-supervised government colleges in Western Visayas. These activities were for four purposes: information, promotion, correction, and interpretation. More specifically, this study sought answers to the following questions:

1. Are there gaps between the perceived and preferred extent of use of public relations activities of the key officials?

2. Are there significant differences between the perceived and preferred extent of use of activities of key officials on the four purposes of public relations of state-supported institutions of higher in Western Visayas?

3. Are there significant variations in the perceived/preferred extent of use of public relations activities of key officials, when these were grouped according to:

   3.1 type of school

   3.2 program thrust

   3.3 province

   3.4 educational qualification

   3.5 number of years of experience

   3.6 type of position

4. Are the perceptions/preferences of extent of use of public relations activities of key officials related to the selected institutional variables? (e.g. type of school, program thrust, and provinces where the colleges are located)

5. Are the perceptions/preferences of extent of use of public relations activities of key officials related to personal variables, when these are taken altogether?

6. How much of the variations in perceived/preferred extent of use of public relations activities of key officials can be attributed to the combined influence of personal variables?

The normative survey method was used. The respondents were 298 key officials of seven SUCs and fifteen DECS-supervised government colleges in Western Visayas.

FINDINGS

1. Of the public relations activities for information. there were "very narrow gaps" between perceived and preferred extent of use of six activities. There were "narrow gaps" between perceived and preferred extent of use of thirteen activities. There was a "wide gap" for one activity.

2. There were "very narrow gaps" between perceived and preferred extent of the use of eleven activities for promotion. while there were "narrow gaps" in eight activities and a wide gap in one activity.

3. There were "narrow gaps" between the perceived and preferred extent of use of fourteen activities for correction: "very narrow gaps" in five activities, and a "wide gap" in one.

4. There were "narrow gaps" between the perceived and preferred use of of eight activities for interpretation. In twelve activities there were "narrow gaps".

5. The means of the preference scores of key officials in the four purposes of public relations were higher than the means of their perception scores.

The key officials tended to prefer that the public relations activities be done "always"; they perceived these activities as being done "frequently". The differences were significant at 5% level.

6. When the key officials were classified according to selected institutional variables such as type of school, program thrust and province where the schools are located, no significant differences were noted in the perceived public relations activities. Whether the key officials came from DECS-supervised government colleges or SUCs; fisheries, trade, agriculture or academic; or were in colleges found in Aklan, Antique, Capiz, Iloilo or Negros Occidental, they have almost the same perception in regard to public relations activities

7. The differences in the perceived public relations activities for information, promotion, and interpretation of groups of key officials formed according to educational qualification were significant. The master's degree holders group got the highest mean perception scores in these three purposes of public relations, followed by the doctor's degree holders. The bachelor's degree holders got the lowest mean perception scores. The differences were significant at 5% level.

The three groups of key officials formed according to educational qualifications, however, did not differ in their perception of the activities for correction. The doctor's degree, the master's degree and bachelor's degree holders have almost the same perception in regard to public relations activities.

8. There were significant differences found in the public relations activities preferred by key officials when classified according to number of years of experience. The group of key officials who have 16-20 years of experiences got higher perception scores in activities under information and interpretation than the three groups composed of key officials with experience of 5 years and below; 6-10; 11-15; and 21 years and above. The group of key officials who have five years experience or less got the lowest mean perception scores in the activities for two purposes of public relations activities. The differences between the mean perception scores were found significant at 5% level.

9. The association between perceived use of public relations activities for interpretation and province where the schools are located was slight but significant. The perceived extent of use of public relations activities for information, promotion, and correction was independent of the three selected institutional variables --- type of school, program thrust and province.

10. The preferred extent of use of public relations activities was observed to be independent of the three selected institutional variables.

11. Personal variables were found to be significantly related to the perceived extent of use of public relations activities of key officials. The variation in the perception scores in information. promotion and correction was attributable to the combined influence of educational qualification, number of years of experience, and type of position.

CONCLUSIONS

On the basis of the findings of this study, the investigator made the following conclusions:

1. There was a narrow gap between the perceived and preferred extent of use of public relations activities of key officials of SUCs and DECS-supervised government colleges.

2. Most of the activities in which narrow gaps between perceived and preferred extent of use of public relations were found for interpretation, for promotion and information.

3. There were similarities between the perceived and preferred use of public relations activities of key officials, when they were grouped according to selected institutional and personal variables used in this study.

4. Of the three institutional variables used: namely. type of school, program thrusts, and province where the colleges are situated, only the variable of province where the schools are located was associated with the key officials' preferred extent of use of activities in interpretation.

5. The personal variables used; namely, educational qualification and number of years of experience were found to be associated with the perceived extent of use of activities for information, promotion, correction and interpretation.

6. The preferred extent of use of activities of key officials was not associated with any of the personal and institutional variables used in this study.

7. The influence of the personal variables, when taken altogether, on the key officials' perceived extent of use of activities was small, while the influence on the preferred use of activities was negligible and insignificant.

In the light of the findings of the study, the following recommendations are presented:

1. A joint Regional Seminar-Workshop of DECS, Region VI and PASUC VI (Philippine Association of State Universities and Colleges) in Western Visayas should be conducted among key officials of SUCs and DECS- supervised government colleges on the role of public relations in educational management, including the planning of integrated policies in school public relations program and the strategies that would reduce the narrow gap between perceived and preferred extent of use of public relations activities of the key officials.

2. A review of the graduate curriculum in educational/school administration should be made to determine whether or not a course in school public relations is included.

3. Though not directly supported by the data of this study, a recommendation for a creation of a separate unit in public relations in every SUC and DECS-supervised government college is made here, in view of the need to have an integrated public relations program and for effective planning, coordination of public relations activities directed to the different publics like alumni, students and government officials and others.

RECOMMENDATIONS FOR FURTHER RESEARCH

1. An assessment of public relations program of SUCs and DECS-supervised government colleges should be made to determine the effects of the public relations program on employment of graduates, budget, alumni support, etc.

2. A factorial analysis of the purposes underlying the different school public relations activities should be undertaken to better understand the concept of public relations.

SOURCES OF CONFLICT IN THE LIFE OF MARRIED PHYSICIANS[1]

LUISITO T. CONDUCTA, M.D
LUIS C. SUNDIANG, M.D.

Studies of "medical marriages"[2] abroad have suggested that while many physicians and spouses report unhappy marriages, they tend to stay in their marriages rather than to divorce and look for new partners. The lack of leisure time and the time pressures of work presented the biggest source of stress cited in the literature. Too many patients to see in too short a time, too large a case load, and too much time on call were mentioned repeatedly. The physician's tendency to work long hours leaves little time for interaction with his or her spouse. However, despite the popularity of this explanation, studies have consistently failed to find any correlation between long hours of work and either unhappy marriage or divorce.

There have been no local studies on the lives of married physicians. It was decided to replicate a descriptive study done by Menninger *et al*, in the hope of helping colleagues in the medical profession who have been increasingly seeking marital counselling. There is a need to obtain a more thorough understanding of marital unhappiness in the medical marriage. This study further aims to determine the factors that contribute to discord in the physician's marriage.

METHODS

Fifty-two physicians and fifty-two physician's spouses belonging to the basic and clinical faculty of the University of the East-Ramon Magsaysay Memorial Medical Center (UERMMMC) were surveyed. The self-administered questionare formulated by Menninger et al. was utilized. In addition to a simple 5-point rating scale of marriage gratification, both the physician and the spouse questionnaires listed 15 potential sources of marital conflict. The respondent was

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[2] A "medical marriage" is one in which one of the partners is a physician, male or female.

asked to rate these issues on a scale of 0 to 5 according to their importance as a source of conflict in his or her marriage (0="not applicable," 1="of limited importance," 2= "of mild importance," 3= "of moderate importance," 4= "of considerable importance," 5= "of paramount importance"). Both physician and spouse were also asked to rate 12 frequently heard complaints about one's spouse according to their importance using a similar 0-5 rating scale.

FINDINGS

The findings regarding marital gratification reflect the fact that despite the fact that some 68% of the physician sample and 65% of the spouse sample had sought marital counselling, a majority of the repondents found their marriages either extremely or moderately gratifying.

There seems to be considerable agreement among physicians and their spouses regarding the sources of conflict in the marital relationship. Time considerations ranked highest in both lists. The areas of disagreement include items on sexual activity and communication styles. The major concern of physicians was that the spouses were not interested in sexual activity, while the primary complaint of spouses was that the physicians would not talk to them enough. While the spouses would prefer some intimate talk, the physicians would rather make love to them.

CONCLUSIONS AND RECOMMENDATION

Lack of time appears to be the chief source of conflict in the life of married physicians, at least in UERMMMC. In addition, the marital partners seemed to have differing perceptions of the problems in the marital relationship and in each other, differing communication styles and differing needs for intimacy.

The time pressures of work leave a physician little time for meaningful interaction with his or her spouse. On the brighter side, however, observations lend credence to the notion that the partners in a "medical marriage" tolerate a healthy discord without resorting to marital separation. Although acknowledging the presence of significant marital problems, they still refer to their marriages as gratifying because of lowered expectations regardingmarital bliss or because of a need to project a facade of marital harmony Through this paper, other studies are encouraged in order to formulate ways of further assisting married physicians.

AN EXPERIMENTAL STUDY ON THE EFFECTIVENESS OFMNEMONIC TECHNIQUES AND OF THE USUAL TEXTUAL TECHNIQUE IN TEACHING BIOLOGY CONCEPTS[1]

FELNOR ORCAJADA GIRON

This study was conducted during the schoolyear 1996-1997 on high school classes 2-C and 2-D of the Central Philippine University (CPU) Development High School. These were frequency-matched and were randomly assigned as the control and experimental groups. The control group used the usual textual version of four booklets on Taxonomy while the experimental group used booklets on the same subject matter, using the mnemonic techniques, Acrostics and Ridiculous Associations. The difference between the two groups' performance indicated the relative effectivity of the instructional materials/study guides in improving immediate and delayed recall.

Subanalyses were likewise conducted to determine which instructional material was more effective with different groups formed according to age, sex, I.Q., family income, and general average.

SUMMARY OF FINDINGS

The use of both the usual textual presentation and the mnemonic techniques resulted in significant student learning in immediate recall. However, Ridiculous Association was as effective as the usual textual presentation in only two out of four booklets on the last five animal phyla and the plant phyla. The use of the mnemonic technique Acrostics proved more effective in immediate recall than the usual textual version in two out of four booklets on the first five animal phyla and the plantlike protists and monerans.

The use of both Acrostics and Ridiculous Association proved more effective than usual textual version in aiding students' delayed recall (in the final exam given a week and another given two months after the last treatment).

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[1] Abstract of a thesis submitted in fulfillment of the requirements for the degree of Master of Arts in Education at Central Philippine University.

Subanalyses on sex, age, I.Q., family income, and general average, showed that Acrostics was a far better technique than the usual text in aiding immediate recall of students.

In both groups, it was seen that the girls performed as well as the boys in the post tests in four out of four booklets. In the two final exams for delayed recall, there was no significant difference in perfomance of the girls and boys in the combined control and experimental groups; this means that sex or gender had no effect on students' performance and on the effectivity of the techniques.

In both groups, it was seen that the younger half performed as well as the older half in the post tests in four out of four booklets. In the two final exams for delayed recall, there was no significant difference in performance of the younger half and the older half in the combined control and experimental groups. This means that age had no effect on students' performance and on the effectivity of the techniques.

In both groups, it was seen that the lower income subgroups performed as well as the higher income subgroup in the post tests in four out of four booklets. In two final exams for delayed recall, there was no significant difference between the performance of the lower income and that of the higher income subgroups in the combined control and experimental groups; this means that per capita income had no effect on students' performance and on the effectivity of the techniques.

In both groups, control and experimental, it was seen that the lower general average subgroup performed as well as the higher general average subgroup in the post tests in three out of four booklets. In the two final exams for delayed recall, there was no significant difference in the performance of the lower general average subgroups in the combined control and experimental groups; this means that general average had no significant effect on students' performance and on the effectivity of the techniques.

In both groups, it was seen that the higher I.Q. subgroup outperformed the lower I.Q. subgroup in the post tests in four out of four booklets. In the two final exams for delayed recall, there was also a significant difference in performance of the higher I.Q. subgroup compared to the lower I.Q. subgroup in the combined control and experimental groups; this means that I.Q. had an influence on students' performance and on effectivity of the techniques.

Moreover, results of subanalyses showed that the two mnemonic techniques Acrostics and Ridiculous Associations proved more effective in aiding students' performance in delayed recall exams -- one given a week after and another given two months after the last treatment.

Subanalyses results also showed that the high I.Q. subgroup performed better than the low I.Q. subgroup in both immediate and delayed recall (four out of four booklets and the two out of two final exams).

CONCLUSIONS OF THE STUDY

Results of the study led to the following conclusions:

1. The usual textual presentation as well as the version using ridiculous association can assist immediate recall of students.

2. Comparing the relative effectivity of the usual textual version and the Acrostics, however, the latter was proven a far better mnemonic technique than the former in aiding students' immediate recall.

3. Exposure to Acrostics and Ridiculous Association assist students' long-term recall of Taxonomy lessons more effectively than the usual textual version.

4. The study showed that age, sex, I.Q., family income, and general average did not affect the effectivity of the mnemonic techniques.

RECOMMENDATIONS

The researcher presents the following recommendations based on the findings and conclusions:

1. Teachers of High School Biology should make an effort to prepare and use instructional materials employing mnemonic techniques like Acrostics and Ridiculous Associations to aid students' delayed recall.

2. Even before the experiment, the College Biology teachers consulted for critiquing, expressed their interest in having copies of the instructional materials; thus, since this study showed relative effectivity of the

materials which resulted in greater retention than the usual technique, their use on the tertiary level Taxonomy classes is recommended.

3. Teachers, curriculum planners, and authors of instructional materials in science as well as in other disciplines, should consider the use of more interesting and meaningfully organized material, if they hope to encourage students' interest in the sciences.

4. Teachers should encourage learners to create their own Acrostics and Ridiculous Associations by showing them how to do these in order to increase recall of the learning materials.

5. More teachers should be trained to prepare the more user-friendly materials to whet the appetite of the learners for their difficult subject.

RECOMMENDATIONS FOR FURTHER RESEARCH

1. Further research can be done on other mnemonic techniques suggested by Torres in his book, "How to Improve Your Memory in One Evening."

2. Similar studies should be made on the effectivity of the mnemonic techniques applied to other branches of Biological Science, such as Genetics. Ecology, Biochemistry, Anatomy, and others.

3. Further studies can be made of the use of mnemonics in other branches of knowledge, such as Math, Social Studies, Filipino, and others.

4. That the study be replicated with funding adequate for the preparation of more professional printing of instructional materials in color and in more creative illustrations.

"Research is a high-hat word that scares a lot of people. It needn't. It is rather simple. Essentially, it is nothing but a state of mind -- a friendly, welcoming attitude toward change. Going out to look for change, instead of waiting for it to come. Research, for practical men, is an effort to do things better and not to be caught asleep at the switch. The research state of mind can apply to anything. Personal affairs or any kind of business, big or little. It is the problem-solving mind as contrasted with the let-well-enough-alone mind. It is the composer mind, instead of the fiddler mind; it is the 'tomorrow' mind, instead of the 'yesterday' mind." -- C. F. Kettering

Southeast Asia

journal

Vol. 21 No.1

CENTRAL PHILIPPINE UNIVERSITY
Iloilo City, Philippines   5000