

## FACTORS INFLUENCING THE FAILURE OF THE STUDENTS WHO TOOK THE PLACEMENT EXAM IN MATH AND ENGLISH TO ENROLL AT CENTRAL PHILIPPINE UNIVERSITY

*By Humar D. Aberia, EdD*

### ABSTRACT

This survey-correlational study attempted to analyze the factors influencing the failure of the students who took the placement exam in Math and English to enroll at Central Philippine University for school-year 2004-2005. This study likewise determined differences, significance of the differences, and predictive significance of the independent variables on the dependent variable. Data for this investigation were obtained from 200 purposively selected high school graduates who took the placement exam in Math and English in this university but enrolled in other colleges/universities. Results of the investigation showed that high tuition and fees was the number one reason why these students did not enroll in this university. The student respondents generally come from rich families, regarded tuition and fees as just about right, considered the placement exam in Math and English easy, and viewed the educational standard of the university to be high. The students differed significantly in their family's economic condition when classified according to high school last attended, family's monthly income and colleges/universities enrolled, and in their perception of the university's tuition and fees when classified according to gender and family's monthly income. No significant difference was found in the students' view of the educational standard of the university. The significant predictors of colleges/universities where the students enrolled are family's economic condition and educational standard of the university.

### INTRODUCTION

#### *Background of the Study*

The role of education in national development is of paramount importance. Education is viewed as a product, a process, or both. Educators who focus on education as a product, look particularly at such factors as goals, aims, competence, good teaching and standards. Those who view education as a process, are concerned with the quality of the learner's experience, the nature of methodologies and the relationship between teacher and learners.

Today, schools are no longer able to function in isolation. With the advent of modern electronic communications, transportation and technological advances, more and more external interventions come into the picture. The wide variety of external demands on the school necessitates involving and utilizing all resources to produce a complex network of services. Providing quality education at an affordable cost to students, the major service provided by a school, is an important consideration on the part of the educational institution.

If students are the reasons for the existence of a college or university, then student services should be an important function of educational administration. Decisions on the future requirements in plants and facilities, the need for future teachers, or the financial requirements of programs can only be made with a certain degree of accuracy if educational managers have adequate ideas on the needs of students who wish to enroll in an educational institution. In an ever changing educational landscape, competition among schools for students is getting tougher every academic year.

Many schools are faced with the problem on how to increase student enrollment using the resources they already have. Such might be the case of Central Philippine University (CPU), Jaro, Iloilo City, Philippines, a non-profit, non-stock Christian institution of higher learning where a well-rounded program of education is offered under influences that strengthen faith and build up human character. The university takes cognizance of "open-door policy" to give lower level employees and students direct access to all officers of the administration, deans, department chairpersons and other unit heads. Students are central at Central Philippine University.

Considered as one of the top tertiary educational institutions in Western Visayas (Region VI), CPU achieved this status only with the full cooperation of the faculty, staff, students, and administrators. The university is number one in Western Visayas in terms of the number and percentage of graduates passing the licensure exam given by the Professional Regulations Commission (PRC). It has one of the most numerous level three accredited departments and colleges among colleges and universities in the whole country. It is presently aiming for certification with the International Organization for Standardization (ISO), aimed to be accomplished before the end of November 2004.

It is no wonder then that due to its Exemplary Christian Education for Life (EXCEL), student enrollment at Central Philippine had been in the upswing for many years. The enrollment reached its peak of 13,461 in school-year 2003-2004. In view of the increasing trend in the enrollment, the

university community was surprised when the enrollment decreased by more than 400 students for school-year 2004-2005. It seems that many high school graduates who took the placement exam in Math and English did not enroll at CPU and chose to enroll in other educational institution. This researcher, therefore, finds it necessary to investigate the factors influencing the failure of students who took the placement exam in Math and English to enroll at Central Philippine University for school-year 2004-2005.

### *Objectives of the Study*

This investigation attempted to analyze the factors which influenced the failure of the students who took the placement exam in Math and English to enroll at Central Philippine University for school-year 2004-2005.

Specifically, this study aimed to answer the following questions:

1. What are the factors which deterred students who took the Math and English placement exam from enrolling at Central Philippine University for School-year 2004-2005?
2. In what colleges/universities the students who took the placement exam in Math and English at Central Philippine University enrolled?
3. What is the economic condition of the students' families when taken as a whole and classified according to age, gender, high school last attended, family's monthly income, and colleges/universities where they enrolled?
4. What is the students' perception of the tuition and fees charged by the university when taken as a whole and when classified according to age, gender, high school last attended, family's monthly income, and colleges/universities where they enrolled?
5. What is the students' view of the admission requirement of the university when taken as a whole and when classified according to age, gender, high school last attended, family's monthly income, and colleges/universities where they enrolled?
6. What is the students' view of the educational standard of the university when taken as a whole and when classified according to age, gender,

high school last attended, family's monthly income and colleges/universities where they enrolled?

7. Which among the independent variables – family's economic condition, tuition and fees, admission requirement, and educational standard could significantly predict the colleges/ universities where students who took the placement exam in Math and English enrolled for school-year 2004-2005?

### *Theoretical Framework*

This investigation is based on the following theories:

Corey (1986) theorized that deciding what course to pursue in college can be crucial for college-bound students, except for a few who really know what they want. Generally, students choose a course in the hope of obtaining enough of whatever abilities and talent that are required to reach their occupational goals and do well in the field. But college freshmen's knowledge of those abilities upon entering college is likely to be based on their high school experience.

Sto. Tomas (1992) stated that young people faced with a career choice should look into their inclinations. Their academic performance in high school can help them make wise decision, psychologically, this investigation can also be anchored on the Law of Pragnanz, which holds that individuals tend to perceive the simplest and the most stable figure of all possible alternatives.

What the students perceive to be their college environment may have prevented them from going to college or enrolling at the university. This is the perception according to Robbins (2001), who theorized that individuals organize and interpret their sensory impression in order to give meaning to their environment. Theoretically, academic standards according to Crowl, Kaminsky, and Podell (1997) may be attributed to the teaching practices of college teachers. Teaching practices on the other hand, are affected by teaching goals and classroom management strategies. Good teaching depends on two factors namely: the objectives of the lesson and the characteristics of the students.

On a similar ground, Burden and Byrd (1994) aver that learning objectives are translated from educational goals. Educational goals are broad statements of purpose that the educator uses to produce direction for the pur-

### Conceptual Framework

The research paradigm in Figure 1 serves as the working framework of the investigation. It presents a schematic representation of the possible influence of the antecedent variables namely; age, gender, high school last attended, family's monthly income, and colleges/universities where they enrolled on the independent variables which are the economic condition of the family, their opinion on the tuition and fees of the university, their view on the admission requirements of the university, and their view of the educational standard of the university.

Presumably, age, gender, high school last attended, family's monthly income, and colleges/universities where they enrolled, play a major role in their perception of their family's economic condition, their opinion on the tuition and fees of the university, their view of admission requirement and their view on educational standard of the university .

The independent variables which are family's economic condition, opinion on tuition and fees of the university, view on admission requirement and educational standard of the university may significantly predict the colleges/universities where the students enrolled for school-year 2004-2005.

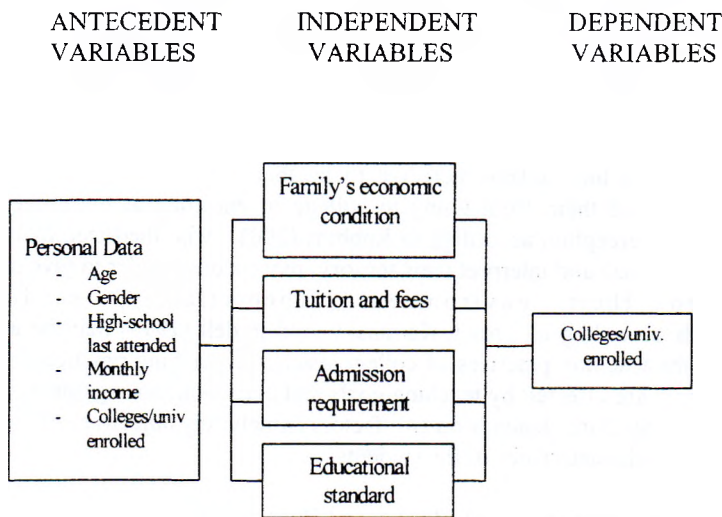


Figure 1. Assumed Flow of Relationships Among & Between Variables

## METHODOLOGY

The survey-correlational research was used in this study. The participants of the study were the high school graduates of the different high schools in the city, province of Iloilo, and other places who took the placement exam in Math and English from the university but enrolled in other colleges and universities.

In the absence of a sampling frame, a sample of 200 high school graduates were purposively chosen and interviewed in the place where they could be located; in their residence, boarding house, workplace or school where they are enrolled this school-year 2004-2005.

This investigation utilized a researcher-made Data-gathering instrument divided into five (5) sections- The Participant's Personal Data, The Family's Economic Condition, The Admission Requirement Rating Scale, and Educational Standard Rating Scale. Interview with other informant was conducted to enrich or substantiate the findings and recommendation. All data gathered were analyzed using the Statistical Package for the Social Sciences (SPSS) Version 10.00.

## MAJOR FINDINGS

### *Factors Cited by Students Who Took the Placement Exam for not Enrolling at Central Philippine University*

Data in Table 1 show that "high tuition and fees" is the number one factor cited by students who took the placement exam in Math and English which deterred them from enrolling at Central Philippine University. The university charges the highest tuition and fees among educational institutions in Iloilo City and the second highest in Western Visayas when the study was conducted. Strict retention policy (College of Nursing) was cited as the next factor which deterred would-be CPU students from enrolling in the university. It seems that students who enrolled in Bachelor of Science in Nursing in other schools viewed the strict retention policy unfavorably. It might place students in intense competition with their classmates and the real possibility of ultimately not making it to the magic number.

Unfavorable economic condition of the family may have reinforced high tuition and fees for the students' decision not to enroll at CPU since tuition and fees in other schools are lower than in this university. High educational standard and difficult admission requirements are the fourth and the fifth reasons cited by students who took the placement exam in Math and English in not enrolling at CPU. Some feared they cannot finish their degree on time if they cannot fulfill the course requirements, while there are those who feel their training in high school has not prepared them adequately for student life in this university.

Table 1. Factors Which Deterred Students Who Took the Placement Exam in Math and English

Rank	Reasons/Factors
1	High tuition & Fees
2	Strict retention policy
3	Unfavorable economic condition of the family
4	High educational standard
5	Difficult admission requirements

#### *Colleges and Universities Where the Students Enrolled*

Listed in Table 2 are the colleges/universities where the students who took the placement exam in Math and English enrolled during the first semester, school-year 2004-2005. Data in the table show that of the students who enrolled in private colleges and universities, 61 (30.50%) enrolled at the University of San Agustin. This was followed by those who enrolled at the Iloilo Doctors College with 54 (27.00%) enrollees.

Saint Paul University comes third with 26 (13.00%) enrollees and followed by the University of Iloilo with 14 enrollees. Those who enrolled in the above-mentioned schools are mostly Nursing students.

Six (6) out of 200 students (3.0%) enrolled at John B. Lacson Colleges Foundation while twelve 12 (6.00%) enrolled in six different schools in Iloilo and Antique. Twenty seven (27) out of 200 students (13.50%) enrolled at the West Visayas State University which is a public educational institution.

Table 2. Colleges and Universities Where the Students Enrolled

Colleges/Universities	Frequency	Percent
University of San Agustin	61	30.50
Iloilo Doctors College	54	27.00
West Visayas State University	27	13.50
Saint Paul University	26	13.00
University of Iloilo	14	7.00
John B Lacson Colleges Foundation	6	3.00
Others: (CSCJ, STI, WIT, SAC, CWC, AMA)	12	6.00

#### *Students' Perception of the University's Tuition and Fees*

Data in Table 3 show that the students who took the placement exam in Math and English in this university but enrolled in other colleges/universities when taken as an entire group and when classified according to certain categories viewed the tuition and fees of the university to be, "Just about right" ( $M = 3.18$ ,  $SD = 0.61$ ). The computed mean scores (from 3.06 to 3.33) and standard deviation (from 0.56 to 0.67) did not vary markedly indicating homogenous responses of the participants to the items in the instrument.

Specifically, the participants regardless of age have the same mean score ( $M = 3.16$ ) in their perception of the university's tuition and fees. Male participants have a higher mean score ( $M = 3.30$ ) than female participants who have a mean score of 3.09. Participants who graduated from private high school have a mean score of 3.21 while those who came from public high schools have a mean score of only 3.12. The mean score of participants from families with monthly income of less than Php. 10,000 is 3.33 while those coming from families with income of Php. 10,000 and above per month have a mean score of 3.06. Moreover, the mean scores of participants enrolled in public and private universities are 3.06 and 3.22, respectively.



Table 3. Students' Perception of the Tuition and Fees When Taken as an Entire Group and When Classified According to Certain Categories

Category	M	Description	SD
A. Entire Group	3.18	Just about right	0.61
B. Age			
Younger than 17 years old	3.16	Just about right	0.62
Seventeen years and older	3.16	Just about right	0.60
C. Gender			
Male	3.30	Just about right	0.62
Female	3.09	Just about right	0.59
D. High School last attended			
Public	3.12	Just about right	0.60
Private	3.21	Just about right	0.61
F. Family's monthly income			
Less than Php 10,000	3.33	Just about right	0.56
Php 10, 000 and above	3.06	Just about right	0.60
G. Colleges/Universities enrolled			
Public	3.22	Just about right	0.67
Private	3.15	Just about right	0.60

Legend: 4.21-5.00 Very High    2.61-3.40 Just about right  
 3.41-4.20 High    1.81-2.60 Low    1.00-1.79 Very Low

#### *Students' View of the Admission Requirements of the University*

As shown in Table 4, the students who took the placement exam in Math and English but enrolled in other colleges/universities when taken as an entire group and when classified according to certain categories respectively, viewed the university's admission requirements as "easy" ( $M = 2.46$ ,  $SD = 0.73$ ). The computed mean scores ranged from 2.39 to 2.57 while the standard deviation from .69 to 0.77 indicating homogenous responses of the participants to the items in the instrument.

Specifically, participants who are 17 years and older have a higher mean score of 2.47 than those younger than 17 years with a mean score of 2.42. Male participants have a higher mean score of 2.57 than the female participants with a mean score of 2.40. Participants who graduated from private high schools have a higher mean score ( $M = 2.52$ ) than those students who graduated from public high schools ( $M = 2.3$ ). Participants who came from

families with monthly income of less than Php 10,000 have higher mean score of 2.48 than those who came from families with monthly income of Php. 10,000 and above with a mean score of 2.42. Finally, participants who enrolled in private colleges/universities have a mean score of 2.46 while those who enrolled in a public university have a mean score of 2.42.

Table 4. Student's View of the Admission Requirements of the University When Taken as a Whole and When Classified According to Certain Categories

Category	M	Description	SD
A. Entire Group	2.46	Easy	0.73
B. Age			
Younger than 17 years old	2.42	Easy	0.69
Seventeen years and older	2.47	Easy	0.77
C. Gender			
Male	2.57	Easy	0.77
Female	2.40	Easy	0.71
D. High School last attended			
Public	2.39	Easy	0.71
Private	2.52	Easy	0.75
E. Family's monthly income			
Less than Php 10,000	2.48	Easy	0.70
Php 10, 000 and above	2.42	Easy	0.75
F. Colleges/Universities enrolled			
Public	2.42	Easy	0.76
Private	2.46	Easy	0.73

Legend: 4.21-5.00 Very Difficult    2.61-3.40 Just about right  
 3.41-4.20 Difficult    1.81-2.60 Easy    1.00-1.79 Very easy

#### Students' View of the Educational Standard of the University

As shown in Table 5, the students who took the placement exam in Math and English but enrolled in other colleges and universities when taken as an entire group and classified into certain categories viewed the university's educational standard "high" ( $M = 3.78$ ,  $SD = 0.57$ ). The computed mean scores ranged from 3.49 to 3.90 while the standard deviation ranged from 0.51 to 0.78 indicating homogeneous responses of the participants to the items in the instrument.

Specifically, participants younger than 17 years have a higher mean score ( $M = 3.81$ ) than those who are 17 years and older ( $M = 3.80$ ). Female participants have a higher mean score of 3.83 than male students with a mean score of only 3.75. Participants who graduated from private high schools have a higher mean score of 3.90 than those who graduated from public high schools with a mean score of only 3.72. The mean scores of participants coming from families with monthly income of less than Php. 10,000 and those families with income Php. 10,000 and above per month are almost the same.

Furthermore, mean score of participants enrolled in private colleges and universities ( $M = 3.85$ ) is higher than those enrolled in a public university ( $M = 3.49$ ).

Table 5. Students' View of the Educational Standard of the University When Taken as an Entire Group and When Classified According to Certain Categories

Category	M	Description	SD
A. Entire Group	3.78	High	0.57
B. Age			
Younger than 17 years old	3.81	High	0.51
Seventeen years and older	3.80	High	0.59
C. Gender			
Male	3.75	High	0.58
Female	3.83	High	0.55
D. High School last attended			
Public	3.72	High	0.55
Private	3.90	High	0.57
E. Family's monthly income			
Less than Php 10,000	3.81	High	0.56
Php 10, 000 and above	3.80	High	0.56
F. Colleges/Universities enrolled			
Public	3.49	High	0.78
Private	3.85	High	0.51

Legend: 4.21-5.00 Very High    2.61-3.40 Average    1.00-1.79 Very Low  
           3.41-4.20 High            1.81-2.60 Low

*Predictors of Colleges/Universities Where the Student Respondents Enrolled*

When the colleges/universities where the participants enrolled was regressed on the four independent variables namely: economic condition of the family, tuition and fees of the university, admission requirement, and educational standard of the university, a multiple R of 0.266 and  $R^2$  of 0.071 were obtained (Table 6). The  $R^2$  indicates that only seven percent (7%) of the variation in the colleges/universities where the students enrolled can be explained by the linear function involving the four independent variables.

Table 6. Regression Analysis on the Predictors of Colleges/Universities Where the Students Enrolled

Category	Colleges/Universities Enrolled	
	t	Beta
Family's Economic Condition	2.03*	.146
Tuition and Fees	0.16 <sup>ns</sup>	.012
Admission and Requirements	0.09 <sup>ns</sup>	.006
Educational Standard	2.89*	.202
	R = .266	
	$R^2 = .071$	

<sup>ns</sup> not significant at the 5% level of probability

\* significant at the 5% level of probability

Of the four independent variables, two variables significantly predicted the colleges and universities where the students who took the placement exam in Math and English enrolled. Educational standard of the university is a significant predictor of the colleges/universities where the students enrolled [ $t(198) = 2.89, p < 0.05$ ]. Another significant predictor of the colleges/universities where the students enrolled is economic condition of the family [ $t(198) = 2.03, p < 0.05$ ].

## CONCLUSIONS AND RECOMMENDATIONS

### *Conclusions*

Based on the findings of the investigation, the following conclusions are drawn:

Central Philippine University charges the highest tuition and fees among colleges and universities in Iloilo city and the second highest in Region VI (Western Visayas). Although the difference in tuition fees compared with that in other schools is small, this was cited by the participants as the number one reason why they chose to enroll in other colleges/universities.

The great majority of students who took the placement exam in Math and English enrolled in private colleges/universities for their tertiary education. While many of them graduated from public high schools, limited educational slots available in public tertiary educational institutions may be seen as a factor which limits the number of students to avail of tertiary education in public schools.

The students who took the placement exam in Math and English in this university but enrolled in other colleges/universities mostly come from financially well off families which can afford to pay for their children's college education. They significantly differed in the high school last attended and family's monthly income, but for the student participants, paying the tuition and fees of the university should pose no financial constraint on the resources of their family.

The students looked at the tuition and fees to be just about right. This may be a surprising but pleasant finding since the reality is that the university charges the highest tuition and fees among schools in Iloilo City at the time this study was conducted.

This view can perhaps be explained by the fact that the economic status of student participants which they consider as rich thus, paying their tuition and fees is not a problem for them.

The students, however, differed significantly in their view of the university's tuition and fees based on gender and family's monthly income. In fact the high tuition and fees charged by the university is the major reason why students who took the placement exam in Math and English enrolled in other colleges/universities.

Taking the placement exam in Math and English posed no problem to the students. They find the instructions very clear and easy to understand and they were able to answer most if not all of the questions in the time allotted for both subject. They were certain they passed the exam in Math and English.

The university being the number one educational institution in Western Visayas is viewed by the students to be ahead of other colleges and universities in offering better quality education to students. This is probably the reason why the students considered the educational standard of the university to be high, although they differed significantly when classified as to high school last attended and colleges/universities where they are presently enrolled.

The results of the study revealed that, family's economic condition and educational standard of the university are the factors which could significantly predict the colleges/ universities where the students who took the placement exam in Math and English enrolled.

### *Recommendations*

Based on the result of the investigation, the following recommendations are advanced:

1. The university need not increase tuition and fees by school-year 2005-2006 if the following can be implemented:
  - a. Convert non-mandated fringe benefits to basic salary. Comparatively, the university has more fringe benefits to its faculty and staff members than the other educational institutions. However, employees always look at salary as the basis for working in an institution, since it is more visible than fringe benefits. This is cited as the reason of the Dean of the College of Nursing why four nurses who applied to teach in the university opted instead to teach at the University of San Agustin. Converting non-mandated fringe benefits into salary could possibly be included in the Collective Bargaining between the university and the two existing labor unions.
  - b. Increase the teaching and overload units of faculty members with Doctoral and Master's degree to thirty (30) units and those with bachelor's degree to twenty seven (27) units. This will allow faculty members more elbow room in meeting financial exigencies and leave them some amount to spend for advanced studies. This will also prevent the hiring of new faculty members, many of whom do not have advanced education.
  - c. Encourage qualified staff members to take part time teaching load

after office hours. This will increase their take home pay and prevent the employment of part timers from outside, many of whom are full time employees working from 8:00 am to 5:00 pm.

2. One way to reverse the decrease in enrollment of the university is to increase the retention rate of the College of Nursing without compromising educational quality.

This could be done by implementing the following:

- a. Put up a lying in clinic in the university and in different municipalities of the province to cater to the needs of poor pregnant women at an affordable rate. Kabalaka Community Center can be converted for the purpose to cater to needs of pregnant women in neighboring barangays.
  - b. Allow nursing students to assist barefoot midwives in deliveries done in rural areas with certification from the Rural Health Physician.
  - c. Put up laboratories in different municipalities of the province in cooperation with the Municipal Health Office and the Department of Health.
  - d. Close cooperation with government and private hospitals for use of laboratory facilities.
3. To meet the unfavorable economic condition besetting the region, scholarships available to students should be advertised vigorously for the public to know the educational privileges offered by the university. Career counseling teams of the university can bring scholarship forms to be filled up by top-notch students in different schools during the career team visits.
  4. The university should save at least Php.10 M on its annual budget for five to ten years. The amount could be deposited in trust and only 60% of the annual interest could be used for salary improvement.
  5. To preserve its status as a well-entrenched educational institution in Western Visayas, the Board of Trustees must draw up and implement a Long Term Comprehensive Development Plan for the University. The plan could be for fifteen to twenty years and should be based on the projected total population of the University. The plan should include; (a) Manpower Projection and Development, (b) Physical Plant and Facilities, (c) Curriculum Development and Upgrading, (d) Financial Management and Projection, (e) Quality Human Resource Management, Development and Supervision, and (f) Adequate Provision for Research and Outreach.

## REFERENCES

- Airasian, P., Gay L.R. (2003) *Educational research*. (7<sup>th</sup> ed.) New Jersey: Pearson Education Incorporated.
- Armstrong, G. (1989) *Principles of marketing*. (4<sup>th</sup> ed.) North Carolina: University of North Carolina Press.
- Best, J.W., Kahn J.V. (1998) *Research in Education*. Singapore.
- Bikos, L.H. & Man, W.C. (2000) Educational and vocational aspirations of minority female students: A Longitudinal Study: *Journal of Counseling and Development*, 78(2) 186-193
- Bollin, F. (1989) *Empowering leadership*. New York: Teachers College Record,
- Burden, P. R., & Byrd, D. M. (1994) *Methods of effective teaching*. Needham Heights Massachusetts: Allyn and Bacon.
- Cabaddu, A. P. (2000) *The Modern Teacher Journal*, 55(5), 182
- Cheung, F. (1997) Band Aid Approach to Absenteeism. *World Executive's Digest*.
- Corey, G. (1986). I Never Knew I had a Choice. (3<sup>rd</sup> ed.). California: Brooks/Cole Publishing.
- Crowl , T. K., Kaminsky, S. , & Podell, D.M. (1997) Wisdom of teaching. *Educational Psychology: Wisdom on Teaching*. (Annotated instructor's ed.). New York: Brown and Benchmark Publishers.
- Cruz, Z. (1999). *Principles of tourism*. Quezon City: Rex Bookstore.
- Davis, K. (1982) *Human behavior at work*. ( New York: Mc Graw Hill Publishing).
- Doctor and his attendant (2002). *Building a Good Relationship*. Retrieved Aug. 16, 2002 <http://www.med./real.com>
- Esguerra, M.S. & Salvador, S. M. (1994). *Administrative processes and human Behavior* Polytechnic University of the Philippines, Manila, PUP Press.
- Getsten, R. (1992) *Educational Leadership*. New York: Mediã Publishing Inc. pages 34-36
- Gladding. S. T. (1998) *Counseling and comprehensive profession*. Ohio: Merrill Publishing company



- Goldberg, J.S. (2000) *Winning the Texas Quality Award in Education: A Self Assessment of Quality Management in Brazosport, Texas*. Unpublished Doctor of Education Dissertation, Texas A and M University, Texas, USA.
- Harris, C. A. (1999) *Educational Dissertations*. Retrieved on July 9, 1999. <http://www.regent.edu/acad/cls/dissertatuins/harris/html>
- Hawkins, G. (2003) *Education accountability, school card ratings* The Global Reality is Higher for Some than Others. Jim Self Center For the Future.
- Hellriegel, D. & Slocum, J. W. (1999). *Management*, (7<sup>th</sup> ed.) Chicago, International Thompson Publishing.
- Hotels (2002) Adams Mark Hotel. Retrieved on August 15, 2002 <http://www.kronos.com/discover/industry/adamsmark.htm>
- Hotels (2002) Resource Management. Retrieved on August 16, 2002 <http://www.yahoo.com;hotelresource;management>
- James, P. & Cooper P. (2002). *Emotional disturbance in children*, London: Charles E. Merell Publishing Company.
- Jones, J. (1993) *Appraisal of staff development in schools*. London: Davis Fulton Publishers.
- Johnson, J. (1991) *Introduction to the foundation of American education*. Boston, Ma; Bacon and Allyn
- Licuanan, P. B. (1999) Are our schools youth friendly? *The Philippine Journal of Education*, 78, 6
- Mangana, M. L (2001) *Association between selected factors and career choice of CPU College Students*. Unpublished master's thesis: Central Philippine University, Iloilo City, Philippines
- Metrobank (2002) Annual report. Retrieved on July 10, 2002 <http://www.metrobank.com.ph/page012d.htm>
- Nisbet, R. (1986) *Supervisor-teacher relationships*. A look at the supervisory conference. Minneapolis, Minnesota: University of Minnesota Press.
- Olsen, M. & Makens, J. (1996) *The travel industry*, New York: John Wiley and Sons.
- Peel, M. (1992) *Career development planning*. London; Mc Graw-Hill

- Pelaez, J.P. (2001) *A study on the relationship between peer choice and academic performance of junior high school students in Mina, Iloilo*. Unpublished master's thesis: Central Philippine University, Iloilo City, Philippines
- Pescos, D. A. (1999) *Organizational effectiveness as influenced by administrative and teaching performance and students' academic achievement*. Unpublished doctoral dissertation, West Visayas State University, Iloilo City, Philippines.
- Pribbenow, C.M. (2000). *The challenges of educational reform lessons from the wisconsin competency based admission policy initiative*. Unpublished Doctoral Dissertation, University Press.
- Robbins, S.P. (2001) *Organizational Behavior*. New Jersey: Prentice Hall
- Saluja, M. (2002) *Human relations*. Retrieved on August 15, 2002  
<http://www.humanrelations.com>.
- Schultz, D.D. *Psychology and industry today*. (3rd ed.), New York: McMillan Publishing.
- Stewart, W.E. (1992) *Father's work experiences and their children's social behavior in school and school competence*. *Dissertation Abstract International*, 54(7),3903
- Sto. Tomas, P. (1992): *Guardian of public trust*. *Health and Home*. 33, 26-27
- Stoller, F.L. (1996) *Educational leadership*, Singapore: Media Publishing Inc.