

Studies on Online Social Network, Academe-Industry and In-service Needs of CPU Faculty

Extent of Use of Online Social Networks and Interpersonal Relations

Majority of the students are female (72%), 18 to 20 years old (57%) with the mean age of 19.44, and enrolled in AB Mass Communication (67.7%) course. A good number of students are 4th year (30.1%), although there are 26.9% in the 2nd year and 21.5% in both the 1st and 3rd year levels. Most of them (54.7%) use their personal computer for online social networking.

With the mean age of 42.62 years, a good number of faculty belong to age bracket 46 years and above (33.3%) and those who belong to 35 years old and below (29.6%). Most of them are married (62.9%), and belong to the DLMCH department (33.3%). The majority utilize their personal computers for online social networking.

As to the extent of use of online social network, 37.6% of the students utilize it to a moderate extent, while 46.30% of the faculty use it only to a lesser extent. As to the level of interpersonal relationships, 66.7% of the students and 53.7% of the faculty belong to a moderate level. After testing the relationship between the students-respondents' profile and their use of online social networks, only age and year level were found to be significant.

There is significant relationship between the civil status of the faculty respondents and the extent of use of OSN. However, age and the department where they belong do not sig-

nificantly relate to their utilization of OSN. After assessing the relations of the variables on students' profile and their interpersonal relations, only the year level is found to be significant.

The department where the faculty belong has significant relations to their interpersonal relations, while their age and civil status do not significantly relate to their IPR. There is no significant relationship between the extent of use of the online social networks and the level of interpersonal relations of the students. On the other hand, there exists a significant relationship of these two variables in the case of faculty.

Source: The Extent of Use of Online Social Networks and Interpersonal Relations: Their Implication to Teaching and Learning by Herly Fie U. Cervera (completed November 2011)

Academe-Industry Collaboration of Iloilo Chamber of Commerce Enterprises

The CCII firms are moderately aware that collaborating with the academic sector benefited them such as providing them with well-suited graduates, giving them the opportunity to share expertise of the two types of institutions, giving access to some facilities, get needed participation in research, and provide information in scientific developments.

For the firms, the benefits of collaborating with the academe are important. These benefits

considered important include providing well-suited graduates, sharing expertise, access to facilities, participation in research and providing information in scientific developments. Collaborating for CCII members is done for the reasons that are ranked in order: First, it is an investment to attract the best employees from the graduates. Second, it can improve the marketability of products. Third, it is in the company program. Fourth, it is the efficient way to synergize, leading to the discovery and design of new products. Lastly, such collaboration can improve public image.

The collaboration between the CCII firms and the academic institutions are mostly limited to accepting student practicum which they occasionally practice and sponsoring the activities of schools. As a whole, the possible modes of partnerships are rarely practiced.

The CCII establishments did not participate in the curriculum design of schools. The reason for this is that they were not invited by the academe to participate in such. However, if they are given the chance, they are willing to participate in the curriculum design of the academe.

The prospects for academe and industry collaboration were seen: a) it inspires more students to be entrepreneurs; b) it breeds more course offerings; c) it is seen as a way to help the industry improve regulatory problems through researches made by the academe; and, d) it is a breeding ground to practice social responsibility among the sectors.

Source: Academe-Industry Collaboration of Enterprises under the Chamber of Commerce and Industry of Iloilo (CCII) Enterprises by Lucell A. Larawan (completed July 2010)

In-Service Needs of CPU Faculty Members

The respondents were predominantly females (62.9 %), finished Education degree (62.3%) or allied courses with 18 units in education, a little over half (50.3%) have 1 – 13 years teaching experience with a mean of 15.24 years, most (39.7%) belong to ages 35-49 years old, with a mean age of 40.68 years.

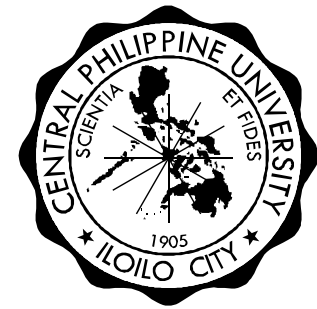
The level of job satisfaction of the respondents is “moderate” (56 to 72), Mean = 60.50. The in-service education needs of the respondents is to a “moderate” extent (77 to 94), having a mean of 88.68. When individual item of needs were looked into and ranked, the top twelve include: Developing skills and knowledge in research, Developing skills on the effective use of educational technology in the classroom, Developing awareness of educational developments in other countries which will give insights into the improvement of Philippine education; Awareness of current issues and trends confronting Philippine education; Developing awareness of other avenues for personal and professional growth and development; Developing skills on the use of computer programs (Word, Excel, PowerPoint, Publisher), Developing teaching strategies, techniques, methods and styles; Developing skills for making table of specification and correct test construction; Improving knowledge on human psychology; Developing techniques in guidance and counseling of students; Developing skills for effective oral communication and public speaking; and, Developing skills for effective written communication.

The respondents’ in-service education needs is not significantly influenced by their personal characteristics such as sex ($X^2 = 5.038$, $df = 2$, $p = 0.081$), educational preparation ($X^2 = 1.984$, $df = 2$, $p = 0.371$), age (Gamma = 0.065, $p = 0.582$), and length of teaching experience (Gamma = 0.123, $p = 0.917$).

A significant relationship exists between the extent of in-service education needs of CPU faculty members and their job satisfaction (Gamma = 0.288, $p=0.021$).

Source: In-Service Education Needs of CPU Faculty Members in Relation to Selected Variables by Janet P. Jaco and

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