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# **CENTRAL PHILIPPINE UNIVERSITY**

## **MULTIDISCIPLINARY RESEARCH JOURNAL**

**The Official Refereed Research Journal of Central Philippine University,  
Jaro, Iloilo City, Philippines  
(Formerly *Patubas*)**

**SPECIAL EDITION FROM THE COLLEGE OF EDUCATION  
December 2020**

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## MESSAGE



**IRVING DOMINGO L. RIO, D.Mgt.**  
*Chairperson, Research Management Committee*  
*Vice President for Academic Affairs*

Central Philippine University is already significantly improving in research. Most of the research we do is funded internally by the university, and we are also making significant improvements in externally funded research. This school year, the target for faculty participation in research is 65%, and we anticipate this participation to increase over the next five years.

In today's academic world, the faculty–student relationship is more grounded in research collaboration. Teachers expect greater learning outcomes from students, while students expect advice and expertise from their teachers. This wholesome relationship is very biblical in nature as reflected in Proverbs 27: 12 "Iron sharpens iron, and one man sharpens another".

Let me share a popular Chinese proverb, "*He who asks a question is a fool for five minutes, **he** who does not ask a question remains a fool forever*". I strongly encourage you to continue to develop your research knowledge and skills and never stop seeking answers to your phenomenon of interest.

Life is an experience of constant learning and let us thank God for the gift of wisdom and reason. Indeed, life has everything to do with learning.

Thank you and God bless.

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## Students' Level of Satisfaction with Institutional Services of Central Philippine University for School Year 2019 - 2020

Margen A. Java

### ABSTRACT

This study was conducted to determine the level of satisfaction of the different institutional services among students of Central Philippine University for school year 2019 - 2020. The one-shot survey was used in the collection of data using a researcher-made questionnaire gathered from 261 respondents. Data were processed using SPSS PC v 11 and ethical considerations for the study were followed. The descriptive data were analyzed using frequency count and percentages. The pertinent findings of the study were: majority of the respondents are females, Roman Catholics, regular students, freshmen and with a professional parent/guardian; the respondents are satisfied of the delivery of academic services to them, the adequacy of the academic support services given them; the university's ability to enroll students in an effective manner, the university's ability to offer reasonable fees to students and the policies involved in such transactions, the quality of the university's support programs and services, the effectiveness and availability of financial aid and scholarship programs offered to students, the university's response to students' safety and security on campus, the university's programs to enhance students' spiritual life; the extent to which the university provides experiences that promote a sense of campus pride and feeling of belonging as well as the effectiveness of the university's channels of communication for students, university's effort to convey to students that they are important to the university, university's services to cater without discrimination to different groups of students, the attitude of front-line staff toward students. Based on the findings of the study, the following conclusions are drawn: the respondents are generally very satisfied with the following institutional services: student spiritual life; student centeredness; campus safety and security; campus climate; academic services; and, service excellence while they are generally satisfied with the following: responsiveness to diverse populations; admissions and registration; community engagement services; campus support services; research and development services; academic support services; scholarship/grant-in-aid; and, fees and billing practices and will recommend CPU to other students.

*Keywords: Satisfaction; Institutional Services; Academic Services*

### INTRODUCTION

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The 1987 Philippine Constitution declares that the State shall protect and promote the rights of all Filipino citizens to quality education at all levels and shall take appropriate steps to make education accessible to all. Also that the state shall

establish, maintain and support a complete, adequate, and integrated system of education relevant to the needs of the people and society (CHED Memorandum Order No. 09, Series of 2013). This is a



mandate for all higher education institutions (HEIs) like Central Philippine University.

Central Philippine University had been known as a university purposed to provide Exemplary Christian Education for Life which will be responsive to the needs of the total person and the world (Java, 2014) and keeps her best to offer a holistic education for her students. The administration may had been making changes in her structure with the aim of serving better the studentry, because according to Berstein and Cunanan (2008) effective access to services must be drawn from all resources of the school community, be made available to all students and provided to meet their basic need. Bedia (2012) affirmed this truth for according to him, every service that the student services office provides must be visible and accessible to every individual student within the campus. If this is so then students most likely are encouraged to participate and avail these services and gain additional learning for their personal and academic growth.

This study about satisfaction of institutional services is essential to provide a current information about these services for the university, and to assess the services offered to students in general and the important offices in the university dealing with students most of the time. Hence, this study was conducted.

### **Objectives of the Study**

This study was conducted to determine the assessment and satisfaction of institutional services among students of Central Philippine University.

Specifically, this study aimed to:

1. describe the profile of the respondents as to age, religious affiliation, number of years spent in CPU, type of student, year level and educational attainment of parent or guardian;

2. determine the respondents' satisfaction of institutional services availed at CPU,

3. determine whether the student will recommend the university to other students.

### **Theoretical/Conceptual Framework and Hypotheses**

This study was anchored on the Contingency approach of Luthans (2008) and the Individual Differences in psychology by Newstrom (2007). The "Contingency Approach" contends that certain practices work better than others for certain people and certain jobs while individual differences in psychology states that people differ in their personalities, needs, demographic factors, past experiences, or even find themselves in different physical settings, time periods, or social surroundings (Bedia, 2012).

According to Luthans (2008) clients' expectations are highly individualized by age, gender, personality, occupation, location, socio-economic class, past experiences and many other factors. Older clients may tend to have higher awareness and availments of services than younger clients because they are more responsible and reliable. Female clients may have greater awareness and availment of services than the male clients because they are more interested in their work (Bedia, 2012).

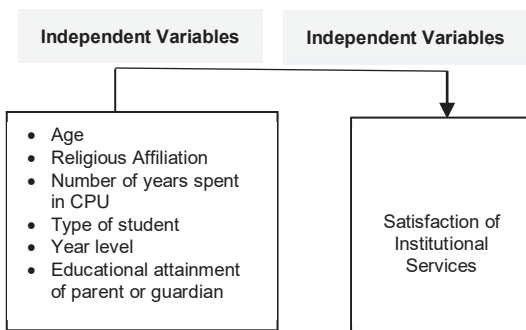
There are several factors that may contribute to clients' satisfaction with quality of services. Two of these factors are awareness and availment of services and the other is extent of utilization and satisfaction of these services. If the clients are aware and avail of these services, the level of satisfaction and their assessment may tend to be higher than those who are not aware and have not availed at all. Likewise, clients who have availed and utilized these services

may have high level of satisfaction and assessment of these than those who have not.

Clients may differ in the way they are satisfied depending on their access to the services. In the same manner, their satisfaction may also differ depending on how they utilize these services. One may have satisfaction, with the access to these services, but may be dissatisfied if he or she had already utilized them. This observation is in accord with the law of individual differences in psychology, upholding a belief that all people are different from all others. People differ in their personalities, needs, demographic factors, past experiences, or even find themselves in different physical settings, time periods, or social surroundings” (Newstrom 2007).

In line with these discussions, it could be deduced that the respondent’s age, religious affiliation, number of years spent in CPU, type of student, year level and educational attainment of parent or guardian which are considered as independent variables may influence his/her satisfaction of institutional services of the university which is considered to be the dependent variable.

To further illustrate the interplay of the variables in the study, the following diagram is presented to show the relationship of the variables in the study.



**Figure 1.** Schematic Diagram of the study showing the relationship among the different variables.

**Operational Definition of Terms**

The following are the operational definition of terms, as used in this research:

*Type of student* refers to a student’s classification whether he/she is a regular student, scholar, working, international or irregular or as faculty/staff dependent.

*Educational Attainment of Parent or Guardian* refers to one’s parent or guardian being a degree holder or a professional.

*Satisfaction of Institutional Services.* This refers to the students’ level of contentment with the utilization/availment of the different institutional services of the University. The level of satisfaction with institutional services was measured using the following responses: very satisfied – 5; satisfied – 4; neutral – 3; dissatisfied – 2; and very dissatisfied – 1. The average mean was computed and based in the obtained value; the respondents’ level of satisfaction with institutional services were categorized as follows:

Very Satisfied	4.21 – 5.00
Satisfied	3.41 – 4.20
Neutral	2.61 – 3.40
Dissatisfied	1.81 – 2.60
Very Dissatisfied	1.0 – 1.80

The following are the adapted definition of terms from CHED Memo No. 09, Series of 2013 and Suarez and Tragico 2013):

*Academic Services.* This refers to the students’ academic experience, the curriculum, and the campus overriding commitment to academic excellence. It covers areas such as the variety of courses offered, and the effectiveness of the faculty in and out of the classroom.

*Academic Support Services.* This refers to the adequacy of the services students utilize to achieve their academic goals and

include availability of the library, computer laboratories, study areas, and tutorials.

*Admissions and Registration.* This refers to the university's ability to enroll students in an effective manner. It covers issues such as competence and knowledge of admissions staff especially from college/department or the Registrar's Office.

*Fees and Billing Practices.* This refers to the university's ability to offer reasonable tuition fee, miscellaneous, and other charges and fees to students and the policies involved in such transactions.

*Campus Support Services.* This refers to the quality of the university's support programs and services which students utilize to make their educational experiences more meaningful and productive; cover career services, orientation, and other special programs and support services.

*Scholarship /Grants-in-Aid.* This refers to the effectiveness and availability of financial aid and scholarship programs offered to students.

*Campus Safety and Security.* This refers to the university's response to students' personal safety and security on campus.

*Student Spiritual Life.* This refers to the university's programs to enhance students' spiritual life and manage their spiritual concerns.

*Campus Climate.* This refers to the extent to which the university provides experiences that promote a sense of campus pride and feeling of belonging as well as the effectiveness of the university's channels of communication for students.

*Student Centeredness.* This refers to the university's effort to convey to students that they are important to the university so they will feel welcome and valued.

*Responsiveness to Diverse Populations.* This refers to the university's

services to cater without biases and/or discrimination to different groups of students

*Service Excellence.* This refers to the attitude of staff toward students, especially front-line staff and administrators.

### **Scope and Limitation of the Study**

This study focused on the student's assessment of their satisfaction of institutional services offered by the university. Data for this study were obtained through one-shot survey using a researcher-made questionnaire gathered through google form and collated by the University Research Center.

### **Significance of the Study**

The result of the study will be valuable to the following sectors:

*Administration.* Data collected can provide an assessment of the services provided by the university through the different offices in the university especially those considered to be frontliners and how these had impacted the students. The evidences from this research will also provide them with documented record of the student's assessment of their satisfaction of these different student, office and institutional services of the university. Hence, the results can serve as an indicator of how they are implementing these services and in turn how these can help the university realize her vision, mission and goal.

*Office of the Vice President for Student Affairs.* Data gathered from this research will be valuable to the office of the Vice President for Student Affairs to know the assessment of student's satisfaction of the different student services and programs under her. Also, to know the "reach" of these services, in turn they will know how to strategize to reach out to students as well as come up with the different programs as well as

strengthen the existing programs to benefit more students.

*Colleges.* The information gathered will provide them a glimpse of how they are dealing with the students. Also, the results will give them a true picture of how their students are availing the different student services. In turn, they can inform their

students the different student services that they can avail of so as to have a holistic development while in the University.

*Researchers.* Other groups or individual may benefit from the data gathered by getting inspiration to conduct their own study for their institutions or use this as springboard for further and detailed studies.

## METHODOLOGY

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This is a descriptive study which made use of a one-shot survey design which took all the 261 respondents who answered the

google form as the total respondents of the study.

## RESULTS AND DISCUSSION

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### *Respondents' Profile*

The profile of the respondents is presented in Figure 2a-2f. In terms of their sex, the data show that the female respondents are a little less than three times more than the males (73.2 % vs. 26.8%). These data in terms of their sex, wherein there are more females than males are in consonance with the findings of Java (2015 & 2014), Suarez and Tragico (2013) and Aberia and Java (2011). As to religion, a greater majority are Roman Catholics (75.1%) and a little less than one fifth (18.4%) are Protestants/Baptist; Other Religions such as: Aglipayan, Born Again Christian, Buddhism, Iglesia Ni Cristo, I.F.I, Jehovah's Witness, Jesus Christ to god be the glory church japan satellite, Philippine Independent Church, United Pentecostal, WMS Church of God (5.7%) and, Muslim (.8%). Again, this is in consonance with the findings of Java (2015 & 2014), Suarez and Tragico (2013) and Aberia and Java (2011).

For the number of years spent in CPU, the data reveal that most have been in the university for more than a year already but less than 2 years (42.5%), and others have stayed in the university for more than 2 years already (3 years but less than 4 years - 15.3%; 2 years but less than 3 years - 12.6%). The data that revealed that the student have been in the university for 5 years or more simply mean that they either have been in the university during their senior high school or junior high school or still pursuing another degree.

As to type of student, it could be seen from the Table that majority of the students are regular students (80.5 %), meaning, these are paying students while a little than 20 per cent are either scholars, working students or are enjoying some forms of grants like being a faculty/staff dependent (18.7%). These data that showed that almost 20% of the university's students are enjoying some forms of scholarship is being supported by the data in the Office of

Student Development and Programs regarding scholars through the years. Also, having majority of regular students is in consonance with the findings of Suarez and Tragico (2013).

As to the respondent's year level, the data reveal that majority of the respondents are in their first year (53.3%), followed by those in the second year (21.5%), and those belonging to upper years comprise around

25.0% of the total population, showing that the respondents are well represented in their year level.

As to whether one of the respondent's parents or guardians has obtained a college degree, more than four-fifths (83.91%) of the respondents answered in the affirmative, meaning that majority of the parents or guardians of the respondents are degree holders or are professionals.

**Profile of the Respondents**

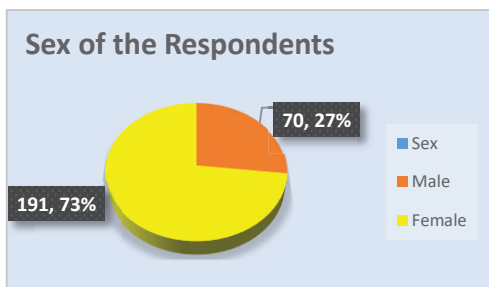


Figure 2a. Sex of the Respondents

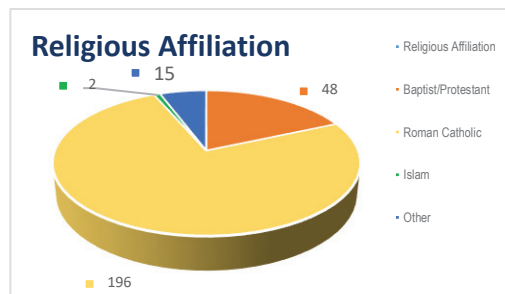


Figure 2b. Religious Affiliation

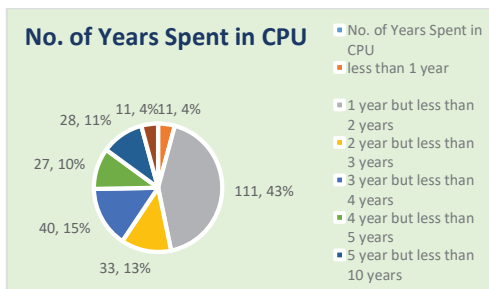


Figure 2c. No. of Year Spent in CPU

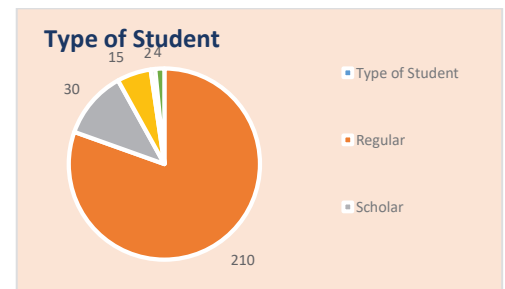


Figure 2d. Type of Student

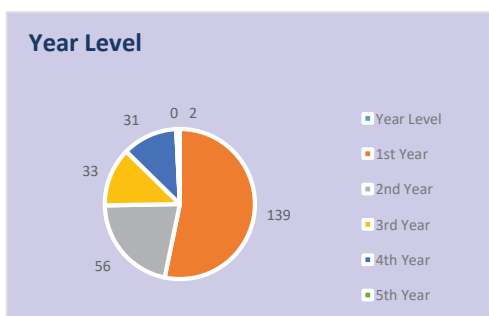


Figure 2e. Year Level

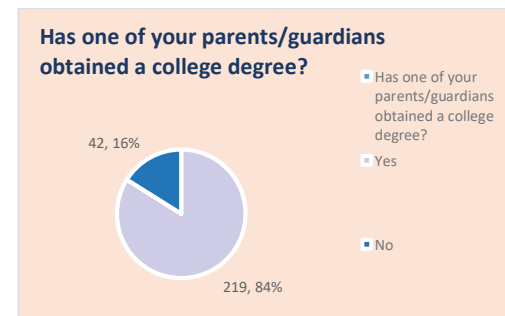


Figure 2f. Has one of your parents/guardians obtained a college degree?

**Students’ Level of Satisfaction for Each Institutional Service**

The succeeding tables present the students’ level of satisfaction for each of the institutional services and their over-all satisfaction of all these institutional services.

**Academic Services**

The results of the survey showed that students are satisfied of the delivery of academic services to them. This is found in Figure 3. In fact, they are very satisfied with their course requirement being clearly stated to them, students (4.30). The top 2 items that they are satisfied with are: their course syllabi being distributed to them, students (4.23) and the punctuality of their teachers

in holding their classes (4.15). However, although, the students are still satisfied with the following: the timeliness of returning of test papers (3.73); accuracy of grading students’ examinations (3.98), and, timeliness of relaying information regarding coverage of exams given to students (4.01), these belong to the lowest three mean satisfaction level of students in this area. This means that students want their teachers to return their papers on time, grade them accurately and give them timely information regarding coverage of exams given to them. This is affirmed by the Teacher Rating Scale (TRS) results of most teachers wherein they score low in these areas as evaluated by their students.

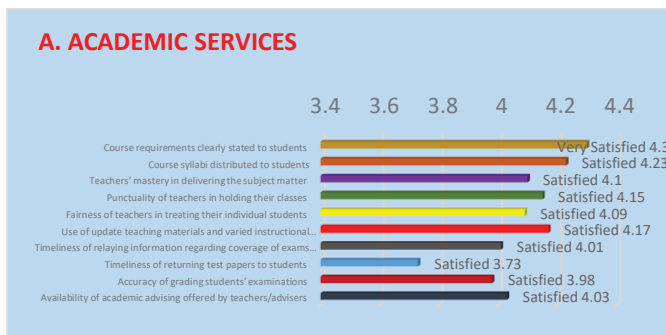


Figure 3. Students’ Satisfaction with Academic Services

**Academic Support Services**

Figure 4 presents the level of satisfaction of students with academic support services offered in the university. The data show that students are generally satisfied with the adequacy of the services students utilize to achieve their academic goals and include availability of the library, computer laboratories, study areas, and tutorials. This means that the students find the services such as, library materials, computer laboratories and the like adequate which they could use to achieve their academic goals. Indeed, this is true because

the university has the biggest library holdings in Panay and tried her very best to reach out and still serve the students even during the pandemic. However, if each item in this group will be analyzed, it showed that lowest mean scores are the adequacy and accessibility of Chemistry and Physics facilities (3.44); maintenance of computer units for students’ use (3.53), and, adequacy and accessibility of computer laboratory facilities (3.54) which is somewhat a similar picture shown by the results of the study of Suarez and Tragico (2013).

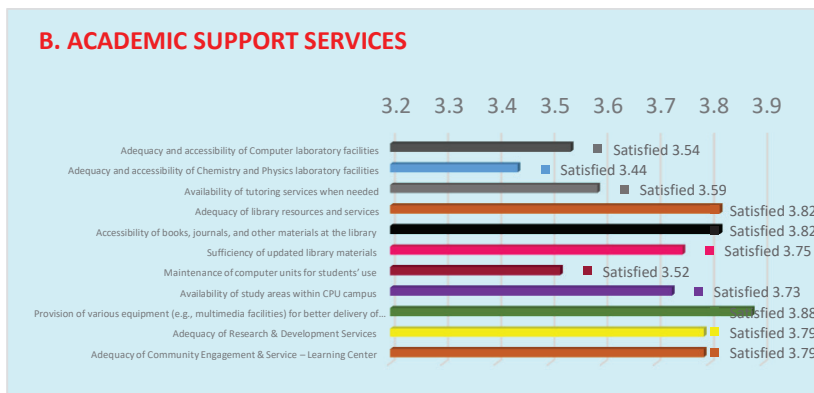


Figure 4. Students' Satisfaction with Academic Support Services

### Admissions and Registration

The students' satisfaction with the admissions and registration practices of the university is found in Figure 5. The data show that the students are generally satisfied with the university's ability to enroll students in an effective manner (Over all Mean score ranging from 3.98 – 4.29). Moreover, they are very satisfied with accuracy of information presented during admission process (4.29) and availability and clarity of registration system/registration flow presented to students (4.25). This means

that the students are generally satisfied with the competence and knowledge of admissions staff especially from their own college/department and the Registrar's Office. However, their lowest mean score of satisfaction is in the item which says: Timely response of faculty/staff involved in processing the requests for changing and dropping of subjects (3.98) This is true because students still have to fall in line and will take days to process their changing and dropping of subjects.

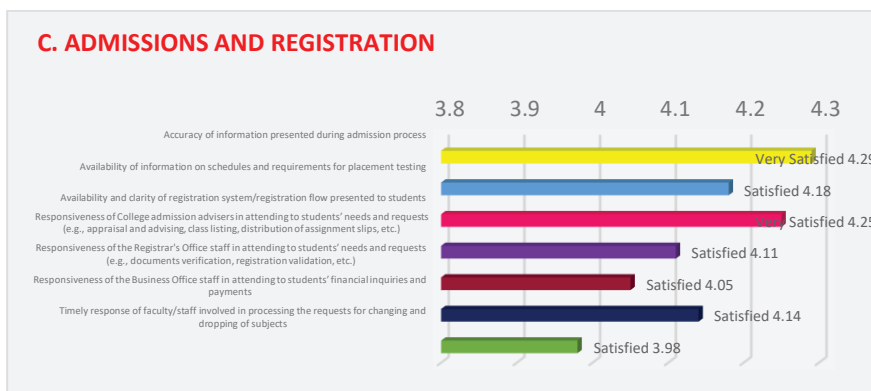


Figure 5. Students' Satisfaction with Admissions and Registration

**Fees and Billing Practices**

The students are generally satisfied ( over-all mean satisfaction ranges from 3.46 – 3.80) with the university’s ability to offer reasonable tuition fee, miscellaneous, and other charges and fees to students and the policies involved in such transactions, however, they are slightly satisfied with affordability of dormitory fees for students

(3.42), and, reasonability of miscellaneous fees (e.g., sports and outreach fees, guidance fee, medical-dental fees, etc.) charged by the University (3.37). This is quite understood because as much as possible students would just like to avail services at the lowest possible cost. This is found in Figure 6.

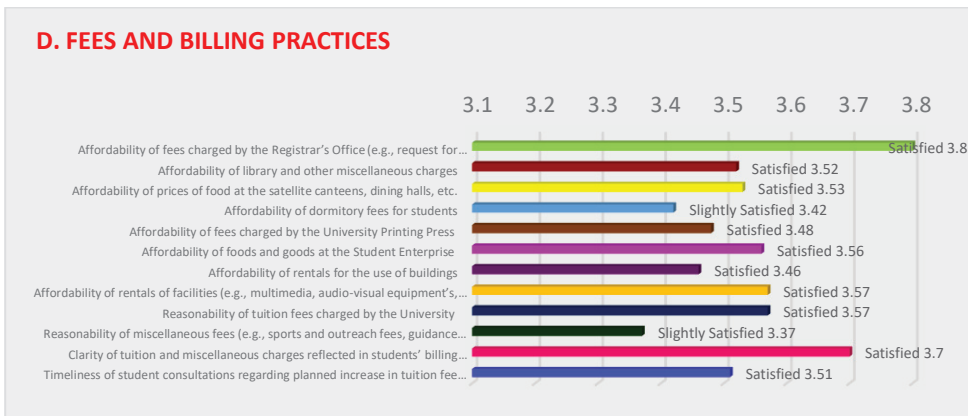


Figure 6. Students’ Satisfaction with Fees and Billing Practices

**Campus Support Services**

The students are generally satisfied with the quality of the university’s support programs and services which students utilize to make their educational experiences more meaningful and productive such as, career services, orientation, and other special programs and support services (Fig. 7). The lowest mean score among these campus support services, however, is on the availability of the Office of Student Affairs in

addressing students’ complaints (3.82), while, the highest mean score is on the effectiveness of the Information Center in disseminating information on emergency situations and holidays (4.20). Again, this is quite the same picture showed by the study of Suarez and Tragico (2013), wherein the availability of the Office of Student Affairs in addressing students’ complaint received the lowest satisfaction rating.



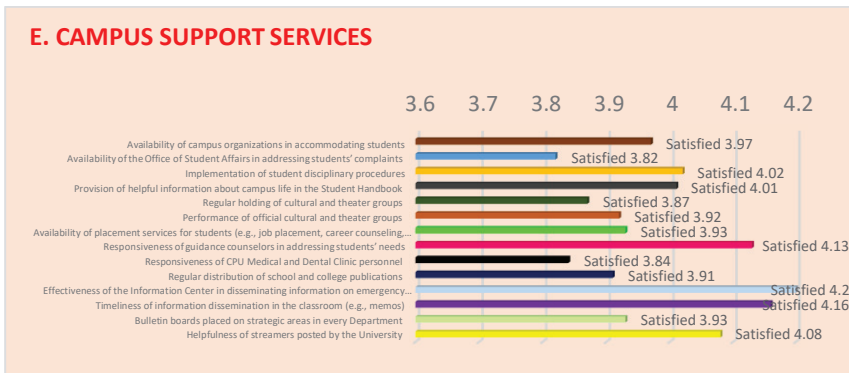


Figure 7. Students' Satisfaction with Campus Support Services

**Scholarships/Grants in Aid**

The students are generally satisfied with the effectiveness and availability of financial aid and scholarship programs offered to students (overall mean score ranges from 3.83 – 3.88) is found in Figure 8. Indeed, this is true because the pandemic was not able to deter the university through the Office of Student Development and Programs to deliver the different scholarships and grants in aid to the students. The mode of delivery had been

adjusted to suit the changing time but still it has done its purpose. The item on the adequacy and availability of financial aids given to students had the lowest mean score (3.83) which was the same picture revealed by the study of Suarez and Tragico (2013). This truth simply shows that students need some more help in their studies which is affirmed by the many email the Student Development and Programs are receiving daily from students and parents alike asking for information about scholarships.

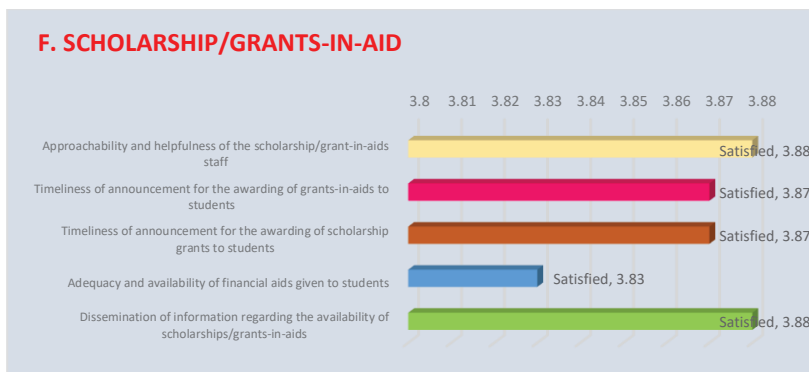
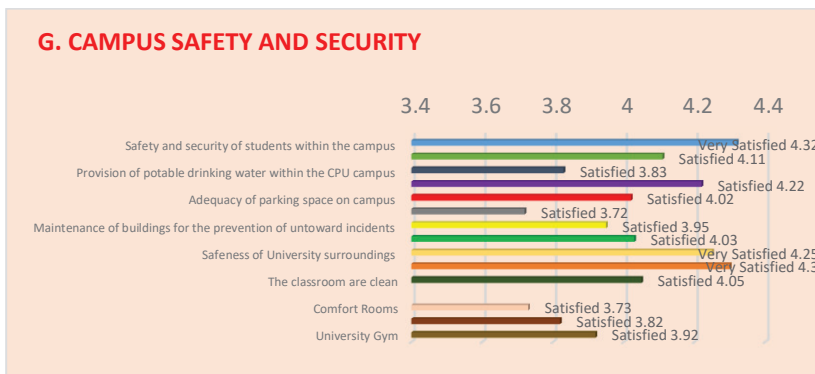


Figure 8. Students' Satisfaction with Scholarships/Grants-in-Aid

**Campus Safety and Security**

The students' satisfaction with the campus safety and security services of the university is found in Figure 9. The results showed that the students are generally satisfied with the university's response to students' personal safety and security on campus over all mean score ranges from 3.72 to 4.32). Moreover, they are very satisfied with the following specific items covered by the campus safety and security

namely: safety and security of students within the campus (4.32); the campus is clean and safe from any controllable environmental threats (4.30); and, safeness of University surroundings (4.25). This result simply shows that the students feel safe and secure in the campus. In spite its very large area (24-hectare campus), the students feel that they are free to roam around and still feel secure and safe.



**Figure 9.** Students' Satisfaction with Campus Safety and Security

**Student Spiritual Life**

The students' satisfaction of the provision of the university for their spiritual life is found in Figure 10. The data show that the students are generally satisfied with the university's programs to enhance students' spiritual life and manage their spiritual concerns (over all mean score ranges from 4.07 to 4.49). Specifically, they are very satisfied with the availability of various religious activities for students' spiritual

growth (4.38); availability of various religious organizations for students to join (4.26); and, responsiveness of the Christ Emphasis Week (CEW) in nurturing the spiritual growth of students (4.49). Indeed, this is very true as affirmed by the students then and now, although, the mode of worship experience may vary because of time, still the CEW is one big factor in the push of the FIDES program of the University which makes a difference in the lives of the students.

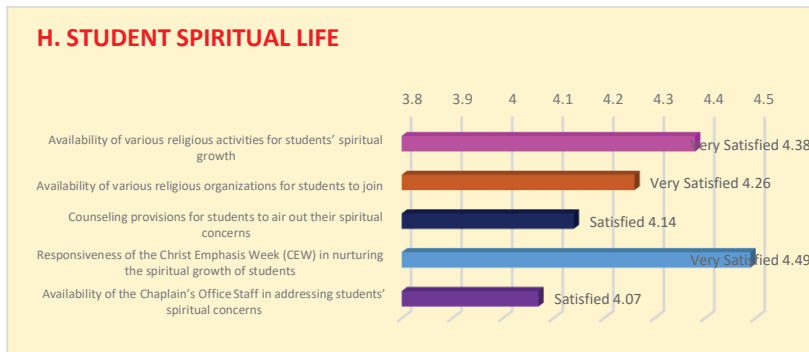


Figure 10. Students' Satisfaction with Student Spiritual Life

**Campus Climate**

The students are generally very satisfied with the extent to which the university provides experiences that promote a sense of campus pride and feeling of belonging as well as the effectiveness of the university's channels of communication for students (over all mean score from 4.18 to 4.42) is found in Figure 11. The results showed that they are very satisfied with 4 specific items out 6 items, namely: CPU's good reputation within the community (4.42); Campus as an avenue for student's intellectual growth (4.35); Availability of campus services for students to feel welcome (4.30); and Campus as a place where most students feel a sense of belongingness (4.25). They feel a little not very satisfied with these items: provisions for enjoyable experiences of students (4.23); and, student's freedom of expression on campus (4.18) maybe because of the rules and regulations of the school being implemented to the letter. Moreover, this very high satisfaction regarding campus climate is related to their high satisfaction also, of the campus safety and security. So, since they feel safe and secure, they have also a very positive regard about the campus climate.

welcome (4.30); and Campus as a place where most students feel a sense of belongingness (4.25). They feel a little not very satisfied with these items: provisions for enjoyable experiences of students (4.23); and, student's freedom of expression on campus (4.18) maybe because of the rules and regulations of the school being implemented to the letter. Moreover, this very high satisfaction regarding campus climate is related to their high satisfaction also, of the campus safety and security. So, since they feel safe and secure, they have also a very positive regard about the campus climate.

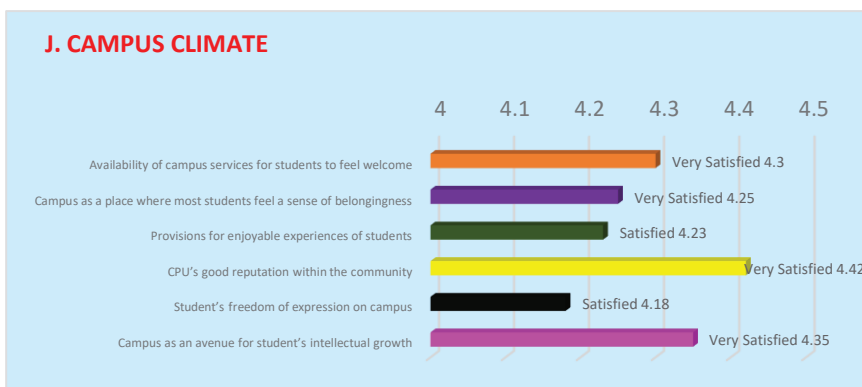
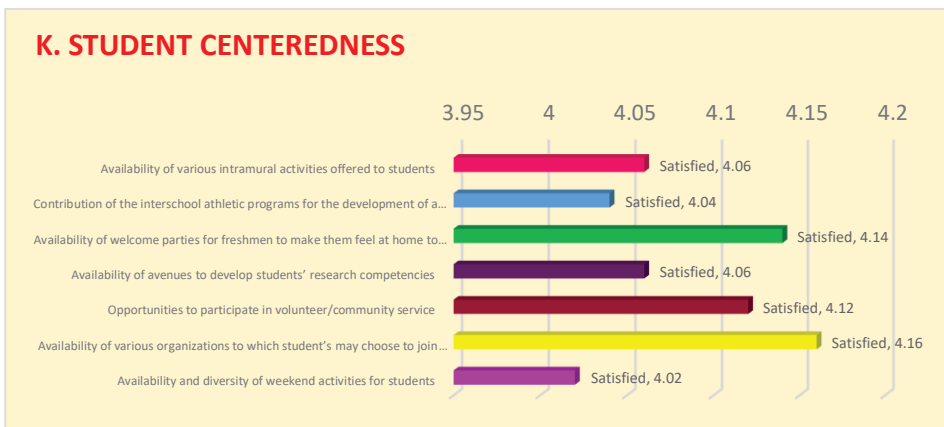


Figure 11. Students' Satisfaction with Campus Climate

**Student Centeredness**

The data about student centeredness is found in Figure 12. The data show that the students are generally satisfied with all the items in this group (over all mean score ranges from 4.02 to 4.16). This means that the students are quite satisfied with the university’s effort to convey to students that they are important to the university so they

will feel welcome and valued. Again, the students feel that they are welcome and valued because they feel safe and secure and are satisfied with the campus climate, hence they are proud to be a Centralian. The tagline: “The Student is Central at Central” is indeed and is affirmed by the findings of this study.



**Figure 12.** Students’ Satisfaction with Student Centeredness

**Responsiveness to Diverse**

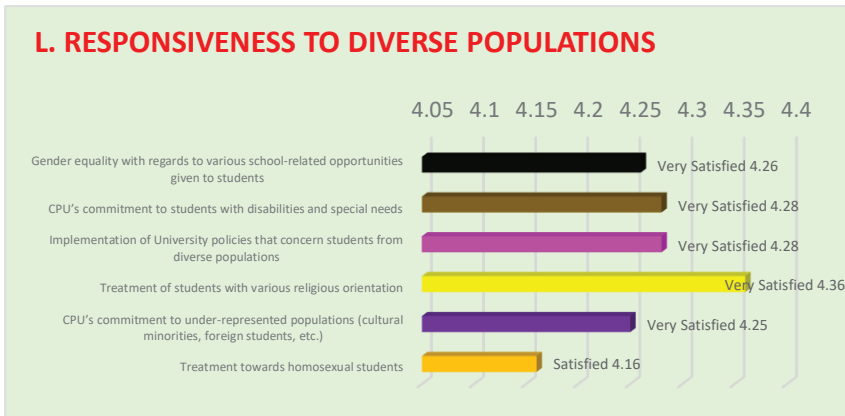
**Populations**

The students are very satisfied with the university’s services to cater without biases and/or discrimination to different groups of students (over all mean score ranges from 4.16 to 4.36) is found in Figure 13. This is the area that received the highest satisfaction results in all the items asked. They are very satisfied with the following items: Treatment of students with various religious orientation (4.36); CPU’s commitment to students with disabilities and special needs (4.28); Implementation of University policies that concern students from diverse populations (4.28); Gender equality with regards to various school-related opportunities given to students

(4.26); and, CPU’s commitment to underrepresented populations (cultural minorities, foreign students, etc.) (4.25). This simply shows that the university is open to all kinds of students, regardless of their status in life. The Work Student Study Program of the university which is the flagship program of the university is a big help in having this very high satisfaction of students in this area. The scholarship programs of the university which is open to all kinds of students – for the poor but needy, academic scholarships for those who have very good performance in school, special students (PWDs) , those with special talents (Band, Sports, Dance), and also scholarships offered to dependents of sister-institutions of the university like the Iloilo Mission Hospital and Convention of Philippine Baptist Churches pastors and

workers dependents is also a big help in realizing this satisfaction of students in this area. On the other hand, although, their mean score is that of satisfied (4.16),

treatment towards homosexual students received the lowest satisfaction rating among the items in this group.



**Figure 13.** Students' Satisfaction with Responsiveness to Diverse Populations

**Service Excellence**

The students are generally satisfied with the attitude of staff toward students, especially front-line staff and administrators in the different key offices in the university including the college dean's office (over all mean scores ranging from 3.94 to 4.27) is found in Figure 14. Moreover, they are very satisfied with their respective college dean's office (4.25) and the Guidance Services Center (4.27). On the other hand, they are satisfied with all the other key offices in the university (over all mean scores ranging from 3.94 to 4.22), namely: University Swimming Pool ( 3.94); Chaplain's Office (3.95); Cultural Affairs Office (3.98); Community

Engagement & Service Learning Center (Outreach Office) (4.03); Educational Media Center ( 4.05); Library (4.08); Student Development and Programs (4.10); Business Office (4.13); Schedule Coordinator's Office (4.14); Administrative Offices (i.e. President's and VP Offices) (4.15); Registrar's Office (4.16); College Department's Office (if any) (4.18); and, Information Center (4.22). This good experiences and satisfaction results of the students with their respective college dean's offices and key offices in the university may have added to their very high satisfaction in student centeredness and campus climate.

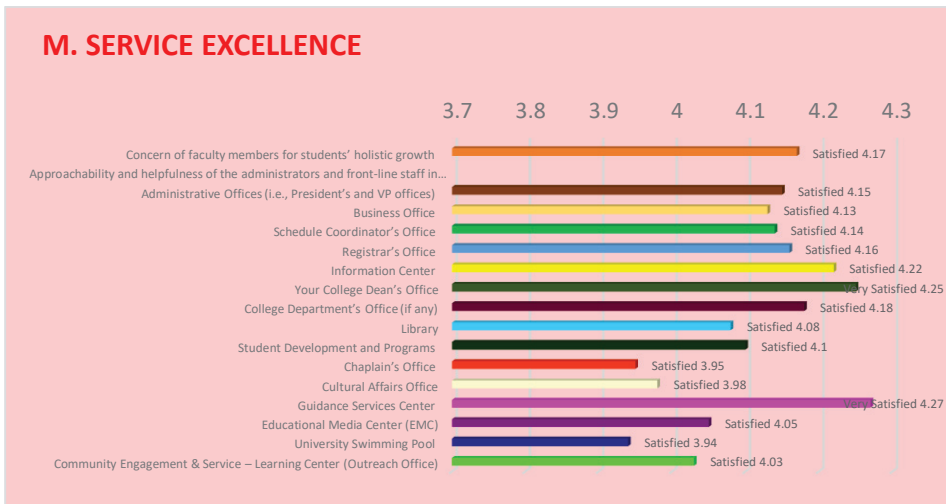


Figure 14. Students' Satisfaction with Service Excellence

**Over-all Satisfaction Level of Students on the Institutional Services**

The data on the over-all satisfaction of the students with the institutional services of the university is found in Figure 15. When taken as a whole institutional services, the students are generally very satisfied with 6 out of the 14 institutional services, namely: STUDENT SPIRITUAL LIFE which refers to the university's programs to enhance students' spiritual life and manage their spiritual concerns (4.40); STUDENT CENTEREDNESS which refers to the university's effort to convey to students that they are important to the university so they will feel welcome and valued (4.33); CAMPUS SAFETY AND SECURITY which refers to the university's response to students' personal safety and security on campus (4.33); CAMPUS CLIMATE which refers to the extent to which the university provides experiences that promote a sense of campus pride and feeling of belonging as well as the effectiveness of the university's channels of communication for students (4.30); ACADEMIC SERVICES which refers the students' academic

experience, the curriculum, and the campus overriding commitment to academic excellence and covers areas such as the variety of courses offered, and the effectiveness of the faculty in and out of the classroom (4.28); and, SERVICE EXCELLENCE which refers to the attitude of staff toward students, especially front-line staff and administrators (4.24).

On the other hand, they are satisfied with these services, namely: RESPONSIVENESS TO DIVERSE POPULATIONS which refers to the university's services to cater without biases and/or discrimination to different groups of students (4.21); ADMISSIONS AND REGISTRATION which refers to the university's ability to enroll students in an effective manner and covers issues such as competence and knowledge of admissions staff especially from college/department or the Registrar's Office (4.19); COMMUNITY ENGAGEMENT SERVICES (Outreach) (4.15); CAMPUS SUPPORT SERVICES which refers to the quality of the university's support programs and services which students utilize

to make their educational experiences more meaningful and productive such as, career services, orientation, and other special programs and support services (4.14); RESEARCH AND DEVELOPMENT SERVICES (4.11); ACADEMIC SUPPORT SERVICES which refers to the adequacy of the services students utilize to achieve their academic goals and include availability of the library, computer laboratories, study areas, and tutorials (4.10); SCHOLARSHIP/GRANTS-IN-AID which refers to the effectiveness and availability of financial aid and scholarship programs offered to students (4.06); and, FEES AND BILLING PRACTICES which refers to the university's ability to offer reasonable tuition fee, miscellaneous, and other charges and fees to students and the policies involved in such transactions (3.79).

The general picture of the students' high satisfaction of the institutional services offered by the university with the Student Spiritual Life as the highest simply shows that the students give utmost importance to programs that could enhance their spiritual lives. Again, this is the proof that indeed Central Philippine University is "Scientia et

Fides" for its thrust on the spiritual lives of the students. Also, this result really proved and supported the tag line of the University: "A University where the student is central". The results really supported each other and are aligned to one another.

This truth is supported by some of the specific comments of the students such as: "My experience had been good for the past 3 years of my school life here in CPU."

*"All in all, I am satisfied to the service of the school. "*

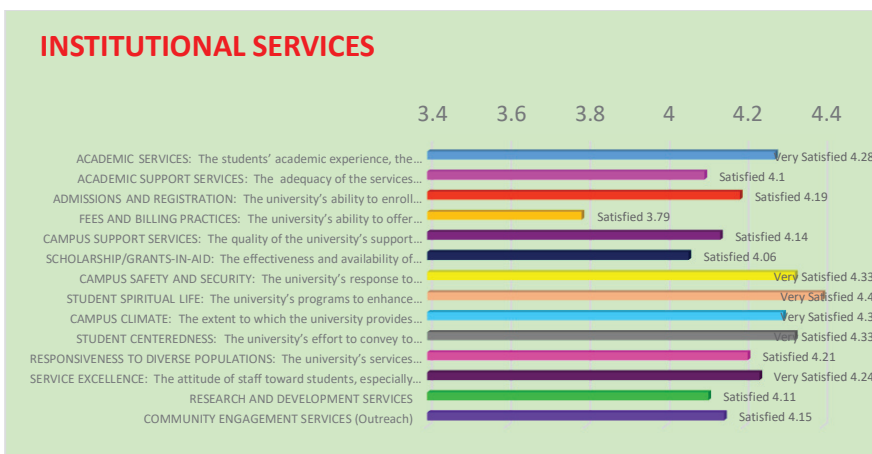
*"I'm happy to be a student of CPU. Thank you for warm welcome"*

*"I am overall very satisfied of CPU's services.*

*Thankful and blessed to be part in this university."*

*"Overall, I am very satisfied with CPU, from its academic to other services that they are offering, I think that the faculty and staff all worked hard to achieve the quality services that they can offer to us, students.*

*Keep up the good work !!!"*



**Figure 15.** Students' Satisfaction with all the Institutional Services offered by the University

**Will you recommend CPU to other students?**

The response of the students showed that majority of them (60.92%) will definitely recommend CPU to other students while around 1/3 of them (32.95%) may recommend CPU to other students while a very small minority (6.12%) is not sure whether they will recommend CPU to other students is found in Table 1. This result implies that because maybe of the very good experience and satisfaction of the services offered to them, students may have a very good word about CPU to other people or they may even recommend CPU to other students especially from where they came from. This is affirmed by the specific comments of some of the respondents such as: *“I witnessed how CPU handle student with excellent, equally and integrity. Yes, I will recommend to others, especially the incoming First Year student to choose CPU as their chosen institution. CPU is the number 1 outstanding university in western Visayas. I am honored and very proud to be a Centralian student.*

*Continue to enhance the performance of the school in all aspects so that we will become the most powerful, outstanding and productive university in the whole western Visayas, Philippines and even the world.”*

*“As a new student, I am enjoying my stay here in CPU. Overall, I'm satisfied with the quality of education that I am receiving from the University. I commend CPU for being excellent amidst the new setup of learning. I will surely recommend the University to other students.”*

*“Will definitely recommend CPU to others.”*

*“A dream university of many students. They must enroll on CPU to experience quality education.”*

*“CPU is the best university to study.”*

*“Best school to recommend”*

As a result, their very good experience and satisfaction rating about the services offered in the University can be a very good public relations (PR) material by mouth to other people.

**Table 1**  
*Students' Recommendation of CPU to Others*

<b>Will you recommend CPU to other students?</b>	<b>f</b>	<b>%</b>
Definitely not	1	0.38
Maybe not	1	0.38
I don't know	14	5.36
Maybe yes	86	32.95
Definitely yes	159	60.92
<b>Total</b>	<b>261</b>	<b>100.00</b>

**DISCUSSION**

On the whole, this descriptive study which made use of one-shot survey design had determined the students' level of satisfaction of student services at Central Philippine University. The study found out

that majority of the respondents are females, Roman Catholics, regular, freshmen College students who have been in the university for more than a year already and whose parents or guardians are professionals; they are



generally very satisfied or satisfied with all the institutional services offered in the university.

The over-all picture of the students' high satisfaction of the institutional services offered by the university with the Student Spiritual Life as the highest simply shows that the students give utmost importance to programs that could enhance their spiritual lives. This is a concrete evidence that indeed Central Philippine University is "Scientia et Fides" which give importance on the spiritual lives of the students. Also, this result really proved and supported the tag line of the University: "A University where the student is central". The results really supported each other and are aligned to one another.

Moreover, the over- all results wherein the respondents are generally very satisfied with the following institutional services: student spiritual life; student centeredness;

campus safety and security; campus climate; academic services; and, service excellence while they are generally satisfied with the following: responsiveness to diverse populations; admissions and registration; community engagement services; campus support services; research and development services; academic support services; scholarship/grant-in-aid; and, fees and billing practices proved that students are really satisfied with the services offered to them while they are studying in the university. This result validates Bedia's (2012) statement that "every service that the student services office provides must be visible and accessible to every individual student within the campus" and which is also supported by the findings of the study of Suarez and Tragico (2013) about customer satisfaction of institutional services in the university through the years.

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## CONCLUSIONS AND RECOMMENDATIONS

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### **Conclusions**

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

1. Majority of the respondents are females, Roman Catholics, regular, freshmen College students who have been in the university for more than a year already and whose parents or guardians are professionals.

2. The respondents are very satisfied with the availability of various religious activities for students' spiritual growth; availability of various religious organizations for students to join; and, responsiveness of the Christ Emphasis Week (CEW) in nurturing the spiritual growth of students while they are generally satisfied with the university's programs to enhance students' spiritual life

and manage their spiritual concerns. This truth is affirmed by the students who graduated many years ago and the students at present, although, the mode of the worship experience may vary because of time, still the CEW is one prime factor of the FIDES program of the University which makes a difference in the lives of the students.

3. The respondents are generally very satisfied with the extent to which the university provides experiences that promote a sense of campus pride and feeling of belonging as well as the effectiveness of the university's channels of communication for students. This very high satisfaction regarding campus climate is related to their high satisfaction also, of the campus safety

and security. So, since they feel safe and secure, they have also a very positive regard about the campus climate.

4. The respondents have a high satisfaction of the university's effort to convey to students that they are important to the university so they will feel welcome and valued again, the students feel that they are welcome and valued because they feel safe and secure and are satisfied with the campus climate, and hence they are proud to be a Centralian. The tagline: "The Student is Central at Central" is indeed and is affirmed by the findings of this study.

5. The respondents are very satisfied with the university's services to cater without biases and/or discrimination to different groups of students. This is the area that received the highest satisfaction results in all the items asked. This simply show that the university is open to all kinds of students, regardless of their status in life. The Work Student Study Program of the university which is the flagship program of the university is a big help in having this very high satisfaction of students in this area. The scholarship programs of the university which is open to all kinds of students – for the poor but needy, academic scholarships for those who have very good academic performance in school, special students (PWDs) , those with special talents (Band, Sports, Dance), and also scholarships offered to dependents of sister-institutions of the university like the Iloilo Mission Hospital and Convention of Philippine Baptist Churches pastors and workers is also a big help in realizing this satisfaction of students in this area.

6. The respondents are generally satisfied with the delivery of academic services to them; the adequacy of the academic support services given them so as to achieve their academic goals, which include availability of the library, computer

laboratories, study areas, and tutorials; the university's ability to enroll students in an effective manner; the university's ability to offer reasonable tuition fee, miscellaneous, and other charges and fees to students and the policies involved in such transactions; the quality of the university's support programs and services which students utilize to make their educational experiences more meaningful and productive such as, career services, orientation, and other special programs and support services; the effectiveness and availability of financial aid and scholarship programs offered to students; the university's response to students' personal safety and security on campus; the attitude of staff toward students, especially front-line staff and administrators in the different key offices in the university including the college dean's office.

7. Over-all, the respondents are generally very satisfied with the following institutional services: student spiritual life; student centeredness; campus safety and security; campus climate; academic services; and, service excellence while they are generally satisfied with the following: responsiveness to diverse populations; admissions and registration; community engagement services; campus support services; research and development services; academic support services; scholarship/grant-in-aid; and, fees and billing practices.

The over- all picture of the students' high satisfaction of the institutional services offered by the university with the Student Spiritual Life as the highest simply shows that the students give utmost importance to programs that could enhance their spiritual lives. This is a concrete evidence that indeed Central Philippine University is "Scientia et Fides" which give importance on the spiritual

lives of the students. Also, this result really proved and supported the tag line of the University: "A University where the student is central". The results really supported each other and are aligned to one another.

8. Majority of the respondents will definitely recommend CPU to other students which simply shows that because of their very good experience in the university, they will recommend the school to others.

### **Recommendations**

Based on the findings and conclusions of the study, the following are hereby recommended:

#### **1) Administration**

1.a. Since the Student Spiritual Life Service is the top most service of the University in many surveys previously conducted until now, it is recommended that this should be maintained, since this is a living testimony of the Fides aspect of education in the university. This should be inculcated to all constituents of the university, i.e. from the administrators, faculty, staff and students alike.

1. b. For continual improvement, it is suggested that the administration need to look at the institutional services that have low satisfaction results and try to do something about its services so that student's satisfaction in these areas could be improved, for example, fees and billing especially dormitory fees.

1.c. It is suggested that the administration take a close look at the recommendations made by the previous researchers, i.e. Suarez and Tragico because it could be observed that their findings and recommendations still hold true at

present. Hence, they need to act on these suggestions and recommendations if these were not implemented yet.

#### **2) Office of the Vice President for Student Affairs**

2.a. Since one's experience can greatly influence his/her satisfaction and will result to a very good or bad image of the university, it is suggested that the institutional services offered to students should be very good and satisfying.

2.b. For continual improvement, it is suggested that each office concerned need to look at the specific items included in their respective scope of work so that specific concerns can be addressed immediately.

2. c. The Office of the VPSA needs to find ways and means in such a way that complaints and disciplinary actions could be acted out as soon as possible.

#### **3) Colleges**

3.a. College Deans and the VPAA in general should properly monitor teachers in performing their duties and responsibilities, such as timely returning of papers and proper computation of grades of students so as to lessen mistakes for students are very particular of the behavior of their teachers.

3.b. Since students come and go and differ one from the other, it is suggested that this satisfaction survey be conducted every 2 years.

#### **4. Researchers**

4.a. Other variables not included in this study may be considered in the replication of this study in the years to come.

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Once again, thank you to all of you, and indeed, to God be the glory!

## Assessment of Guidance Services in a State University: Basis for an Enhancement Program

*Susie Hope R. Tomol and Merle L. Junsay*

### ABSTRACT

**T**his study was conducted to assess the guidance services in terms of its awareness, access to, availment, and satisfaction with the guidance services among 361 randomly selected students in a university for the School Year 2018 – 2019. Descriptive study was utilized. It sought to determine relationships between respondents' characteristics such as sex, year level and course to their awareness, access to, and availment of the guidance services. The respondents were generally female, fourth year, and in the field of Hotel and Restaurant Technology course. Majority of the respondents are aware, have access to, availed and were satisfied with the guidance services. Results revealed that majority of the respondents are aware, have access to, availed and satisfied with the guidance services specifically the assistance rendered by a licensed guidance counselor, an interview with students to know their concerns, records that provide an overview of personal needs and concerns of every student, and a service that discusses similar concerns with other students and attendance to conferences where students can learn something important. Of the variables considered, year level and course have significant relationship with the awareness, access to, availment, and satisfaction with the guidance services.

*Keywords: Access, Awareness, Availment, Guidance Services, Satisfaction*

### INTRODUCTION

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Higher Education Institutions must ensure that student affairs and services wherein the Guidance Services is one among them should be utilized by students so that they can attain holistic student development. The study conducted by Ciasico (2016) reported, however, that among the student affairs and services most specifically, the guidance office fell short of expectation among the students. Moreover, because of the lack of personnel as proven by the studies of Cortel (2004) and Villar (2014) effective access and availment of these services may be hindered.

This is especially true to a certain college newly converted into a university

status which promotes different guidance programs which are uniquely implemented in the different systems. There is a need, however in a university to have a unified system implementation of these services and assessment of these guidance services must have achieved consistent results and continually improve the process which are duly monitored during accreditation visits which confirms with the study of Rosyid (2019) that programs and services in an institution shall meet the demands of accreditation standards. Studies on this subject have been conducted; however, most of them have been conducted in other countries or have focused on two or more

variables to which satisfaction has been attributed. It is therefore necessary to conduct this study to contribute towards the improvement of quality guidance services in

order to enhance and enrich learning and the total development of students especially in this newly-declared university institution.

## METHODOLOGY

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### **Respondents**

The study was conducted at the five campuses in a certain university of higher education located in the Province of Iloilo, Philippines. The respondents were the 361 third year and fourth students, classified according to sex, year level and course drawn using stratified random sampling in combination with cluster sampling from the 3,674 populations of the five campuses during the school year 2018 – 2019.

### **Data-gathering procedures**

The study is a descriptive-relational study that attempted to find out the students' awareness of, access to, availment of and satisfaction with the guidance services in the five campuses of a state university in the Province of Iloilo. The instrument used to gather data was a duly validated and reliable researcher-made questionnaire with a reliability coefficient of 0.83 (Alpha Cronbach). The researcher-made questionnaire was prepared based upon the questionnaire of Villar (2014) and consisted of five parts: Part 1 inquired on the respondent's characteristics, such as sex, year level and course. Part 2 dealt with respondent's awareness of the Guidance Services of the campus. Part 3 looked into the respondent's access to the Guidance Services provided by the school, while Part 4 inquired about the students' availment of the Guidance Services and Part 5 dealt with

the respondent's satisfaction with the guidance services.

The approval to conduct the study was granted by the head of the institution and the respondents who took part in the study gave consent to have their responses used anonymously in the study. The data about the guidance program of each of the five campuses were collected through personal interview with the Guidance Counselor and review of certain documents about the school's guidance program during the fielding of the instrument to the students. Participants was informed that participation in the study was entirely voluntary. No potential harm is expected in this study and the proposal was reviewed and approved by the panel of experts. No identified discomfort will be experienced during the conduct of this research.

### **Data analyses**

The respondents were categorized into the different variables such as, sex (male or female), year level (third year or fourth year) and course (Communication Dev and Food Tech, Education (BEED, BSED and BTTE); Information Tech, Automotive, HRT, and Architecture, and, Agriculture, Agroforestry, Animal Science, and Crop Science). Overall awareness of guidance services refers to the total number of items of guidance and counseling services offered by their respective schools which the respondents were aware of. This was measured by the

20-item questionnaire answerable by yes, no, or I do not know. Each yes answer was given one point. Based on the total number of yes responses. The total scores obtained by the respondents were categorized into High (14-20), Average (7-13), and Low (0-6). The student's level of availment and satisfaction with the services were determined using the mean scores obtained for each group of indicators using the 20-item instrument and categorized as follows:

4.21 – 5.00- Highly Available/ Satisfied; 3.41 – 4.20- Mostly Available/ Satisfied; 2.61 – 3.40 - Moderately Available/ Somewhat Satisfied; 1.81 – 2.60- Sometimes Available/ Dissatisfied; and, 1.00 – 1.80 - Poorly Available/ Very Dissatisfied.

Descriptive statistics used were frequency distribution, means and standard deviation. Inferential statistics employed to ascertain the relationship between variables were Chi-square, Cramer's V, and Pearson *r*.

## RESULTS

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The five campuses of the state university under study have existing guidance programs which deliver services according to the provisions of the enhanced CHED Memo No. 9 series of 2013 and those specified in Villar's Comprehensive Guidance Program of 2014 (Villar 2014) which address personal, social academic and career concerns of the students. The services provided are: Information, Individual inventory, Counseling, Placement/Career, Testing, Follow-Up, and Research and Evaluation which are considered vital to the development of well-functioning individuals in order for them to utilize their full potentials (Table 1). They have a licensed full-time Guidance Counselor but are given non-

guidance tasks such as accomplishing the ISO quality forms, ISO procedures, and are given accreditation assignments and community work as part of their extension services and their offices have the amenities to the clients such as the counseling room, psychometrician's room, researchers' room, consultant's room, secretary's room, and the like.

In terms of personal details (Table 2) majority of the respondents were females (58.2 %); slightly more fourth year (53.7%) than third year college (46.3%) and majority belonged to Information Technology, Automotive, HRT, and Architecture courses (55.6%).



**Table 1**  
*The existing guidance and counseling center in the five campuses*

Services Provided	La Paz	Miagao	Leon	Barotac	Dumangas
A. Guidance Program	√	√	√	√	√
B. Guidance Services	√	√	√	√	√
Information	√	√	√	√	√
Individual inventory	√	√	√	√	√
Counseling	√	√	√	√	√
Placement/career	√	√	√	√	√
Testing	√	√	√	√	√
Follow – up	√	√	√	√	√
Research and Evaluation	√	√	√	√	√
C. Guidance Personnel					
Guidance Coordinator	√	x	x	X	x
Guidance Counselor	√	√	√	√	√
Secretary	x	√	x	X	x
D. Guidance Facilities					
Counseling Room	√	√	√	√	√
Testing Room	x	√	x	X	x
Receiving/Waiting Room	√	√	√	√	√
E. Guidance Budget	√	√	√	√	√
F. Non-guidance Work/Others					
Extension work	√	√	√	√	√
Community Work	√	√	√	√	√
reparation for ISO Survey	√	√	√	√	√
Preparation for Accreditation	√	√	√	√	√

**Table 2**  
*Distribution of the respondents according to sex, year level, and course.*

Category	f	%
<b>Sex</b>		
Male	151	41.8
Female	210	58.2
<b>Total</b>	<b>361</b>	<b>100.0</b>
<b>Year Level</b>		
Third Year	167	46.3
Fourth Year	194	53.7
<b>Total</b>	<b>361</b>	<b>100.0</b>
<b>Course</b>		
Communication Dev. and Food Tech	41	11.3
Education (BEED, BSED and BTTE)	87	24.1
Information Tech, Automotive, HRT, and Architecture	175	55.6
Agriculture, Agroforestry, Animal Science, and Crop Science	58	16
<b>Total</b>	<b>361</b>	<b>100.0</b>

The majority of the respondents were aware of their respective school's guidance and counseling program such as: assistance rendered by a licensed guidance counselor, an interview with students to know their concerns, records that provide an overview of personal needs and concerns of every

student, a service that discusses similar concerns with other students, and attendance to conferences where students can learn something important. Counseling service was the most accessed service by the students; the top three most availed guidance services are: an interview with

students to know their concerns, a workshop that enlightens the students' related concerns and a counseling session that focuses on students' difficulties (Table 3). The top three services that students were satisfied are: acquainting the students with

training present in the curricular and co-curricular programs, a counseling session that focuses on difficulties, assistance rendered by a licensed guidance counselor and a service that discusses similar concerns with other students in Table 4.

**Table 3**

*Respondents' awareness of, access to, availment of guidance services areas.*

Guidance Services	Awareness		Access		Availment	
	f	%	f	%	f	%
<b>Individual Inventory</b>						
Records of every students'	313	86.7	291	80.6	234	64.8
Records that indicate the student's mental ability	254	70.4	234	64.8	224	62.1
An interview record of students concerns	316	87.5	305	84.5	282	78.1
<b>Information</b>						
A service that conducts training	252	69.8	221	61.2	185	51.2
An activity that highlights one's potentials	228	63.2	227	62.9	185	51.2
Group activities that provide students' experiences	221	61.2	203	56.2	177	49.0
Acquainting the students with co-curricular programs	299	82.8	282	78.1	241	66.8
<b>Counseling</b>						
Assistance rendered by a counselor	331	91.7	280	77.6	224	62.1
A service that discusses concerns of students	309	85.6	256	70.9	256	70.9
A counseling session that focuses on difficulties	239	66.2	305	84.5	271	75.1
<b>Consultation</b>						
A service to adjust their teaching-learning styles	273	75.6	255	70.6	199	55.1
A classroom activity to decide on the topic to be discussed	252	69.8	264	73.1	230	63.7
Attendance to conferences where students	309	85.6	277	76.7	246	68.1
<b>Placement</b>						
A service assisting the student to decide on what to do after graduation	267	74.0	265	73.4	227	62.9
An activity wherein the students are placed in an appropriate educational setting	262	72.6	254	70.4	222	61.5
An activity wherein students are trained in different areas such as resume writing, power dressing and interview	260	72.0	258	71.5	189	52.4
<b>Follow-up</b>						
A service that determines employed/ unemployed graduates	264	73.1	239	66.2	199	55.1
An assistance rendered to students or their family Members	209	57.9	207	57.3	232	64.3
A workshop that enlightens the students' related concerns.	270	74.8	255	70.6	277	76.7
<b>Research and Evaluation</b>						
An activity that evaluates the guidance programs	292	80.9	273	75.6	232	64.3

**Table 4**  
*Respondents' satisfaction of guidance services areas.*

Guidance Services	Dissatisfied	Somewhat Satisfied	Moderately Satisfied	Highly Satisfied	Mean Score	
	%	%	%	%		
<b>Individual Inventory</b>						
Records that provide an overview of personal needs and concerns of every students	0.8	21.8	38.5	38.9	3.66 (S)	
Records that indicate the student's mental ability, aptitudes, and special strengths	9.7	27.9	33.2	29.2	3.58 (S)	
A recorded interview with students to know their problems	8	23.9	35.3	32.8	3.37 (S)	
<b>Information</b>						
A service that conducts training to prepare the student when he/she leaves school.	4.7	27.8	33.2	34.3	3.88 (S)	
Group activities that provide students' experiences aside from the day-to-day learning activities	2.2	29	42.0	26.8	3.45 (S)	
Acquainting the students with training present in the curricular and co-curricular programs	5.4	24.5	37.3	33.6	4.08 (S)	
<b>Counseling</b>						
Assistance rendered by a licensed guidance	3.3	20.3	33.9	33.3	4.04 (S)	
A service that discusses similar concerns with other students	6.9	28.2	34.5	30.4	4.02 (S)	
A counseling session that focuses on the difficulties of the student.	9.1	30.4	29.1	31.3	3.48 (S)	
<b>Consultation</b>						
A service that assists the students to adjust their teaching-learning styles	2.4	33.5	34.5	29.6	3.76 (S)	
A classroom activity wherein the students are free to decide on the topic to be discussed	8.1	23.8	36.9	31.2	3.75 (S)	
Attendance to conferences where students can learn something important	8.5	25.5	36.7	29.4	3.50 (S)	
<b>Placement</b>						
A service assisting the student to decide on what to	2.4	27.4	40.2	30	3.79 (S)	
An activity wherein the students are placed in an appropriate educational setting	6.9	24.4	39.3	29.4	3.73 (S)	
An activity wherein students are trained in different areas such as resume writing, power dressing etc.	4.9	17.4	31.3	46.4	3.94 (S)	
<b>Follow-up</b>						
A service that determines employed/unemployed graduates of the university	0	1.1	22.8	40.4	35.8	3.82 (S)
An assistance rendered to students or their family members	2.1	22.8	37	38.1	3.41 (S)	
A workshop that enlightens the students' related concerns.	6	25.9	41.9	26.8	3.74 (S)	
<b>Research and Evaluation</b>						
An activity that evaluates the guidance programs	9.9	21.3	29.5	39.4	3.73 (S)	
<b>OVER – ALL SATTISFACTION</b>					<b>3.80(S)</b>	

When the relationship between the respondents' characteristics such as sex, year level and course and their awareness of, access to, availment of and satisfaction of guidance services, the test of association between course and awareness of, year level and course and access to, year level and course and availment of, and course and satisfaction of guidance services were all significant as supported by their respective chi square, Cramer's V and p values. (Table

5). Respondents belonging to the Teacher Education Program course had the highest level of awareness compared to other courses, third year college students and those belonging to Bachelor of Industrial Technology course had higher percentage of those having high access and availment of these services, and those students from the Teacher Education Program registered the highest proportion of "very high" satisfaction with guidance services.

**Table 5**  
*Distribution of respondents according to their characteristics and their awareness of, access of, availment of and satisfaction of guidance services*

Awareness	COURSE											
	Teacher Education		BIT		HRT		BSIT		Agricultural		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
High	94	90.38	40	93.02	60	71.42	59	81.94	49	84.48	302	83.65
Average	9	8.65	2	4.65	18	21.42	12	16.66	5	8.62	46	12.74
Low	1	4.96	1	2.32	6	7.14	1	1.38	4	6.89	13	3.60
<b>Total</b>	<b>104</b>	<b>100.0</b>	<b>43</b>	<b>100.0</b>	<b>84</b>	<b>100.0</b>	<b>72</b>	<b>100.0</b>	<b>58</b>	<b>100.0</b>	<b>361</b>	<b>100.0</b>
$X^2 = 3.527$ p value = 0.000 Significant Cramer's V = .699 p value = 0.000 Significant												
Access	YEAR LEVEL											
	Third Year				Fourth Year				Total			
	f	%	f	%	f	%	f	%	f	%	f	%
High			158	95.0			164	85.0			322	87.0
Average			9	5.4			21	11.0			30	10.0
Low			0	0			9	4.6			9	2.5
<b>Total</b>			<b>167</b>	<b>100.0</b>			<b>194</b>	<b>100.0</b>			<b>361</b>	<b>100.0</b>
$X^2 = 9.276$ p value = 0.010 Significant Cramer's V = 0.010 Significant												
Access	COURSE											
	Teacher Education		BIT		HRT		BSIT		Agricultural		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
High	86	83.49	38	88.37	55	65.47	58	80.55	47	79.66	284	78.67
Average	16	15.53	4	9.30	28	33.33	13	18.05	9	15.25	70	19.39
Low	2	0.97	1	2.32	1	1.19	1	1.38	3	5.08	7	1.93
<b>Total</b>	<b>104</b>	<b>100.0</b>	<b>43</b>	<b>100.0</b>	<b>84</b>	<b>100.0</b>	<b>72</b>	<b>100.0</b>	<b>58</b>	<b>100.0</b>	<b>361</b>	<b>100.0</b>
$X^2 = 163.812$ p value = 0.000 Significant Cramer's V = .674 p value = 0.000 Significant												
Availment	YEAR LEVEL											
	Third Year				Fourth Year				Total			
	f	%	f	%	f	%	f	%	f	%	f	%
High			111	66.0			109	56.0			220	61.0
Low			56	34.0			85	44.0			141	39.0
<b>Total</b>			<b>167</b>	<b>100.0</b>			<b>194</b>	<b>100.0</b>			<b>361</b>	<b>100.0</b>
$X^2 = 3.986$ p value = 0.046 Significant Cramer's V = 0.046 Significant												
Availment	COURSE											
	Teacher Education		BIT		HRT		BSIT		Agricultural		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
High	70	67.30	36	83.72	55	65.47	59	81.94	35	60.34	255	70.64
Low	34	32.69	77	16.27	29	34.52	13	18.05	23	39.65	106	29.36
<b>Total</b>	<b>104</b>	<b>100.0</b>	<b>43</b>	<b>100.0</b>	<b>84</b>	<b>100.0</b>	<b>72</b>	<b>100.0</b>	<b>58</b>	<b>100.0</b>	<b>361</b>	<b>100.0</b>
$X^2 = 142.531$ p value = 0.000 Significant Cramer's V = 0.628 p value = 0.000 Significant												
Satisfaction	COURSE											
	Teacher Education		BIT		HRT		BSIT		Agricultural		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
Very Satisfied	57	54.80	19	44.18	24	28.57	27	37.50	15	25.86	142	39.33
Moderately Satisfied	31	29.80	9	20.93	31	36.90	19	26.39	23	39.65	113	31.30
Somewhat Satisfied	13	12.50	8	18.60	24	28.57	10	13.79	13	22.41	68	18.83
Dissatisfied	2	1.92	6	13.95	2	2.38	3	4.16	5	8.62	18	4.98
Very Dissatisfied	1	0.96	1	2.32	3	3.57	13	18.05	2	3.44	20	5.54
<b>Total</b>	<b>104</b>	<b>100.0</b>	<b>43</b>	<b>100.0</b>	<b>84</b>	<b>100.0</b>	<b>72</b>	<b>100.0</b>	<b>58</b>	<b>100.0</b>	<b>361</b>	<b>100.0</b>
$X^2 = 72.789$ p value = 0.012 Significant Cramer's V = 0.234 p value = 0.012 Significant												

When the relationship between the respondents' awareness of, access to, availment of and their satisfaction of the guidance services in their school, the test of relationship revealed a significant relationship between their awareness and availment and satisfaction of guidance services while between access to and their satisfaction of guidance services revealed a not significant relationship (Table 6).

Respondents who have high level of awareness of and have availed of the guidance services are definitely satisfied with these services and programs offered in the university. However, whether the respondents may or may not have accessed these services, they are more likely to have satisfaction with the guidance services in the university.

**Table 6**  
*Distribution of respondents according to their awareness, access, availment and satisfaction of the guidance services in their school.*

Awareness	Satisfaction										Total	
	High Satisfied		Moderately Satisfied		Somewhat Satisfied		Dissatisfied		Very Dissatisfied			
	f	%	f	%	f	%	f	%	f	%	f	%
High	236	74.9	45	14.3	20	6.3	10	3.2	4	1.3	315	87.4
Average	21	58.3	6	16.7	7	19.4	1	2.8	1	2.8	36	9.9
Low	7	70.0	3	30.0	0	0.0	0	0.0	0	0.0	10	2.7
<b>Total</b>	<b>264</b>	<b>73.1</b>	<b>54</b>	<b>15.0</b>	<b>27</b>	<b>7.5</b>	<b>11</b>	<b>3.0</b>	<b>5</b>	<b>1.4</b>	<b>361</b>	<b>100</b>
	$r = 0.985$		$p \text{ value} = 0.020$		Significant							
<b>Access</b>												
High	219	74.2	33	11.2	26	8.8	12	4.1	5	1.7	295	81.7
Average	50	76.9	9	13.8	6	9.2	0	0.0	0	0.0	65	18.2
Low	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.10
<b>Total</b>	<b>269</b>	<b>74.5</b>	<b>55</b>	<b>15.2</b>	<b>37</b>	<b>10.2</b>	<b>12</b>	<b>3.3</b>	<b>5</b>	<b>1.4</b>	<b>361</b>	<b>100</b>
	$r = 0.096$		$p \text{ value} = 0.374$		Not Significant							
<b>Availment</b>												
High	94	39.3	58	24.3	49	16.6	28	11.7	10	4.2	239	66.2
Average	30	24.6	57	46.7	25	20.5	6	4.9	4	3.3	122	33.8
<b>Total</b>	<b>124</b>	<b>34.3</b>	<b>115</b>	<b>31.9</b>	<b>74</b>	<b>20.5</b>	<b>34</b>	<b>9.4</b>	<b>14</b>	<b>3.9</b>	<b>361</b>	<b>100</b>
	$r = 0.949$		$p \text{ value} = 0.000$		Significant							

## DISCUSSION

The present study had clearly proven that there is a guidance office provided for clients in need and a licensed guidance counselor implementing the programs and services offered in the office in all five campuses of the newly-converted state university in the Philippines. Majority of the students are aware of, have access to, and availed of the guidance services specifically the assistance rendered by a licensed guidance counselor, an interview with students to know their concerns, records that provide an overview of personal needs

and concerns of every student, and a service that discusses similar concerns with other students and attendance to conferences where students can learn something important. The services like an activity acquainting students with training present in the curricular and co-curricular programs, assistance rendered by a licensed guidance counselor, an activity wherein students are trained in different areas such as resume writing, power dressing, etc., and a service that conducts training to prepare the student when he/she leaves school are the top five

guidance services offered in the university that students are satisfied with. This result is supported by the finding of several studies that revealed that majority of their respondents were aware of the services offered in the guidance office (Tiego 2015; Lasode 2017). The result of state university students' higher awareness to guidance services was confirmed by Bernstein and Cunanan's (2008) study on improving student services in which proper information dissemination among students were given emphasis for them to be properly informed or be aware of the guidance services.

Taken together, the results of the study that revealed that the respondents' course is found to be significantly related to their awareness of the guidance services; their year level and course to their access to guidance services; their year level and course to their availment of guidance services, and their course to their satisfaction with the guidance services is supported by the theory of individual differences upholding a belief that all people are different from all others. It may be viewed that other clients who came from different courses may have different levels of awareness with the guidance services. Moreover, the result that indicated that the access of the guidance services is related to the year level of the respondents whether it may be third year or fourth year college students do not support the theory of Fred Luthans (2008) on Contingency approach that clients' expectations are highly individualized by year level. Higher year level clients may tend to have higher access of the services than the lower year level because they are more responsible and reliable. Myers (2002) pointed out also that every service that the guidance services office provides must be visible and accessible to every individual student within the campus.

However, the result that the respondents' course and their availment of the guidance services have significant relationship is supported by Luthans (2008) that clients' expectation is highly individualized by course. It means that the extent of availment of their guidance services would depend whether they came from any degree offered in a certain university.

The respondents' awareness of guidance services is significantly related to their access to these guidance services. Seemingly, their access to guidance services is significantly related to their availment of these programs and services and their awareness and availment of guidance services are significantly related with satisfaction of the guidance services. Thus, respondents who have high level of awareness of the guidance services are definitely satisfied with these services and programs offered in the university. Hence, those respondents who have high awareness of the guidance services in the university are more likely to be definitely satisfied with the presence of such programs and services in the university. Likewise, respondents who have accessed the guidance services are more likely to have satisfaction with these services in the university. The respondents who have availed the guidance services have also high satisfaction with these services. This result is in consonance with the findings of the study of Bedia (2012) which showed significant relationship between respondents' level of awareness to their level of satisfaction of the guidance services in a certain university. Moreover, the relationship between the respondents' availment and satisfaction of the guidance services show that regardless of their availment of the guidance services, they still had a satisfaction of the guidance services. This result is in consonance with the results of the

study of Pelaez (2001) and Java (2015) which revealed that the students' availment and the attached value or importance they have given to these student services are related. A student who had availed of these services tended to have attached a greater value and satisfaction offered by the guidance office. Furthermore, Stipak's

(2001) study on satisfaction with urban services had pointed out that the clients can also be more satisfied if they availed or utilized these services provided by the institution. Since clients are recipients of these services, they have knowledge on how these services are accessible to them.

## CONCLUSION

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Based on the findings of this study the following conclusions were drawn.

Guidance offices were air-conditioned but small to accommodate students.

Guidance counselors were full-time and licensed, friendly and accommodating, and were given non-guidance responsibilities. The respondents were generally female, fourth year, and in the field of Hotel and Restaurant Technology course. Majority of the respondents are aware, have access to, and availed the guidance services specifically the assistance rendered by a licensed guidance counselor, an interview with students to know their concerns, records that provide an overview of personal needs and concerns of every student, and a service that discusses similar concerns with other students and attendance to conferences where students can learn something important.

The services like an activity wherein students are trained in different areas such as resume writing, power dressing and interview skills, an activity that evaluates the guidance programs, assistance rendered by a licensed guidance counselor and records that provide an overview of personal needs and concerns of every students and a service that assists the students to adjust their teaching-learning styles are the top five

guidance services offered in the university that students are satisfied with.

The respondents' course is found to be significantly related to their awareness of the guidance services while their sex and year level are not significantly related to their awareness. Hence, one's course is a determinant of one's awareness of guidance services. The respondents' year level and course are found to be significantly related to their access to guidance services while their sex is not significantly related to their access to these guidance services. Hence, ones' year level and course are determinants of one's access to the guidance services. The respondents' year level and course are found to be significantly related to their availment of guidance services while their sex is not significantly related to their availment of these guidance services. Hence, ones' year level and course are determinants of one's availment of the guidance services.

The respondents' course is found to be significantly related to their satisfaction with the guidance services while their sex and year level are not significantly related to their satisfaction. Hence, respondents' course is a determinant of one's satisfaction with the guidance services. The respondents' awareness of guidance services is significantly related to their access to these guidance services. One's awareness of

guidance services can determine his/her access to these programs and services. The respondents' access to guidance services is significantly related to their availment of these programs and services. Hence, one's access to guidance services is a predictor of his/her availment of these services.

The respondents' awareness and availment of guidance services are

significantly related with one's satisfaction of the guidance services while their access to these guidance services are found to be not significantly related with their satisfaction with these services. Hence, one's awareness and availment is a predictor of his/her satisfaction with guidance services and programs.

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## A Critical Discourse Analysis of Online Local News Articles on COVID - 19

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### ABSTRACT

This study used Fairclough's Critical Discourse Analysis (CDA) to examine online local news articles on COVID-19. Specifically, this study discussed the linguistic features used in news headlines with respect to omission of subjects and auxiliaries, nominalizations, passivization, formation of word order, use of short words, and widespread use of puns and wordplay. This investigation revealed new terminologies as well as the ideologies present in the news articles. The COVID-19 news articles were selected from a major local online news portal and put through a rigorous review process (CDA). The findings revealed that linguistic features such as the omission of subjects and auxiliary verbs, word order formation, the use of short words, and puns and wordplay contribute to more engaging and concise new headlines. While the lack of Nominalization and Passivization characteristics is intended to lead the subject to more direct and objective treatment. The terms "Community Lockdowns," "RT-PCR test," "LSIs," and "Quarantine" were commonly used to describe the COVID-19 pandemic. The news articles revealed that the government maintains the ideologies of both power and security. Power was maintained with the use of force and security through confidentiality. Overall, the authors used precise language to convey their personal perspectives on the subject. It is suggested that a more in-depth discussion of ideologies be conducted from a global perspective.

*Keywords: Critical Discourse Analysis, Linguistic Features*

### INTRODUCTION

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The COVID-19 has been the subject of various media reports and news articles. Without a doubt, news keeps people informed about current events and all of the most recent happenings across the world (CDAdmin, 2019). Tan (2016) contends that critical discourse analysis (CDA) of news can make reading news articles and reports easier by encouraging readers or English language learners to think about how the message is created. Newspapers have developed into useful tools for enhancing media literacy in the foreign language classroom, so the researchers—English language majors and future educators—will gain a better understanding of how the English language functions by incorporating

newspapers into the task-based learning activities. Research on COVID-19 news language and discourse within a suitable paradigm is required to address these issues.

#### ***Related Studies on Critical Discourse Analysis***

The discourses in news headlines and articles have been the subject of several studies. Koosha and Shams (2005) used several analytical methods from Van Dijk (1998) and Halliday's transitivity model to examine how a political topic, as well as its major participants and their actions, are presented in newspaper headlines. The outcomes of the study backed up the claim

that news companies don't merely cover social issues. When it comes to depicting political events, they also explain current ideas. Herrera-Soler (2006) claims that metaphors can embody ideological imperatives. Many headlines including the keyword "globalization" discovered that they tended to describe globalization through conceptual metaphors, particularly using the concept of "war" to persuade individuals of various political viewpoints (Herrera-Soler, 2006).

According to the study Discourse Representation of COVID-19 in Selected Newspaper Editorials (2020), reporters and newspapers set the agenda by negatively impacting their readers' impressions of coronavirus based on implicit and explicit facts (COVID-19). As a result, according to Wihbey, Coleman, Joseph, and Lazer, the negative portrayal of COVID-19, which includes maligning and criminalizing the disease, as well as other discourse tools-identified constructions, goes a long way toward instilling cognitive awareness in citizens, educating readers about the disease's negative capabilities and destructive power (2017). Following are the objectives of this discourse analysis.

Using critical discourse analysis, this study investigates online local news articles on COVID-19. Specifically, this intended to answer the following questions:

1. What are the linguistic features of the news article headlines in terms of:
  - a. omission of subjects and auxiliaries,
  - b. nominalizations,
  - c. passivization,
  - d. formation of word order,
  - e. use of short words, and
  - f. widespread use of puns, wordplay?
2. What are the different news terminologies that are utilized in news stories?
3. What ideologies do the news articles contain?

This study applies Fairclough's (1993, 2013) discourse analysis framework. It has three layers: text, discursive practice, and sociocultural practice. Text analysis entails examining the language structures that emerge throughout a discursive event. Discourse practice, which includes text creation, consumption, and reproduction. Lastly, social practice analysis focuses on the relationship between discourse, power, and ideology (Rogers et al., 2005).

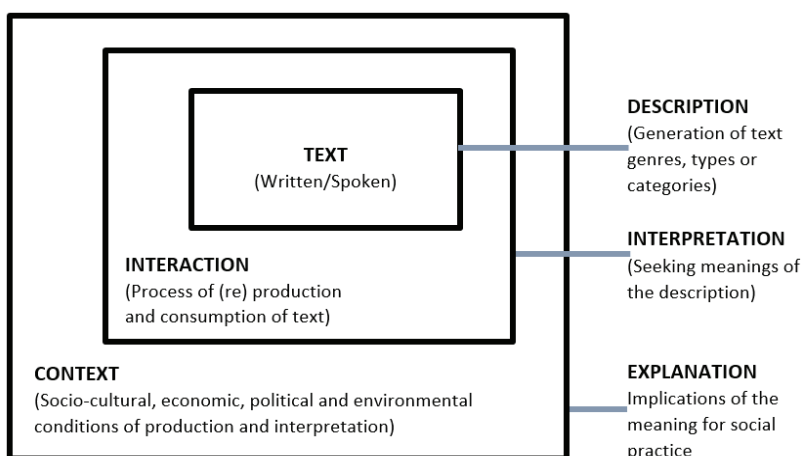


Figure 1. A Schematic Presentation of the Theoretical Background

This analysis was based on COVID-19 news stories from the Daily Guardian website, a local news agency in Iloilo. English is used in the newspaper articles. The data collection comprised five (5) news articles from June 2020 (ncovtracker.doh.gov.ph/), when COVID cases in Iloilo City began to rise.

Furthermore, according to ISO 8601, Monday is the first day of the week, and it is also the day on which people frequently congregate because it is the start of the working week in the Philippines, increasing the risk of getting the virus as people go to work.

## METHODOLOGY

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### *Research Design*

In this qualitative research study, the Critical Discourse Analysis (CDA) was applied as both a theory and a study design.

### *Procedure*

The Daily Guardian website, a local news source in Iloilo, Philippines, served as the source for the news stories for COVID-19. For the whole month of June 2020, one (1) news article per Monday—a total of five (5) newspaper articles—was evaluated. The conditions for the news article selection were as follows: news items must be in English, and each piece must adhere to the normal length, which is usually between 600 and 800 words (Digital Journalism, 2018).

A manual search was done for journal articles from COVID-19. Then, for each news article, the headlines and specific paragraphs were isolated in order to meet the objectives of the study. The Fairclough CDA model, which has three stages, was used. To begin with, the researchers conducted a Linguistic Features Structure Analysis, looking for linguistic characteristics in the headlines (such as the omission of subjects and auxiliaries, nominalizations, passivization, formation of word order, use of short words, and widespread use of puns

and wordplay). It was utilized to define certain key terminology and show how concepts and their labels relate in the text and interaction step that followed this. The final phase was extraction, which involved writing down or mentally elaborating on terms that had been collected from online publications and were indicative of an ideology.

The researchers visited the website and manually searched COVID-19 news articles. The headlines and paragraphs of the news texts were isolated for each news article in order to meet the study's objectives. Each article conformed to the standard length as stated by Nicholson (2018), and the article length, which has typically averaged between 600-800 (Digital Journalism, 2018).

Linguistic Features Structure was applied to the headlines in order to find linguistic qualities that would define the text's formal and structural characteristics. The headlines and their linguistic qualities were evaluated first, followed by their interpretation and connection in the text to clarify several crucial terms. Finally, new terms were discovered in Covid- 19 Online News Articles by extracting expressions suggestive of an ideology found in the articles.

## RESULTS

### Linguistic Features of News Article Headlines

Table 1 shows the linguistic characteristics of the headlines of news articles. These features are: (a) omission of verbs and of auxiliaries (the verb 'to be' for

example); (b) nominalizations; (c) passivization; (d) Formation of Word Order; (e) Use of short Words ('bid' instead of 'attempt'); and (f) Widespread Use of Puns and Wordplay.

**Table 1**  
*Linguistic Features of News Article Headlines*

Headlines	Omission of Subjects and of Auxiliaries	Nominalization	Passivization	Formation of Word Order	Use of Short Words	Widespread Use of Puns, Wordplay
No 'face-to-face' enrollment— DepEd-6	A briefer form of the statement "DepEd Memorandum Order No. 008 s.2020 prohibited 'face-to-face' transactions from June 1 to June 15, 2020, due to the coronavirus disease 2019 (COVID-19) pandemic". The subject "DepEd Memorandum Order No. 008 s.2020" was omitted to emphasize the importance of the prohibition of 'face-to-face' transactions.	None	None	This shows the importance of prohibiting over-the-counter enrollment as the headline begins first with No 'face-to-face' enrollment. The punctuation of a dash was used to introduce that announcement from DepEd-6.	Used the word 'No' instead of 'prohibition'.	None
"COVID patient's sudden death remains a puzzle"	None	None	None	The headline emphasizes that the patient's death was caused by COVID-19 by stating the subject as "COVID patient. Followed by stating that the sudden death remains unresolved.	Used the word "puzzle" instead of "unresolved" which means the sudden death remains questionable	The word "Puzzle" could mean a game, problem, or toy that tests a person's ingenuity or knowledge.
WVMC Assures Accurate COVID Test Results	None	None	None	The headline emphasizes that the Covid-Test results tested by Western Visayas Medical Center are assured accurate that is not manipulated by the operator.	Used the word "assures" instead of "making sure" which means to dispel any doubts they have.	None
Hidden Victims of the Pandemic: The Old Man, the Jail Aide, and the Convict	With the presence of a colon, the auxiliary verb 'are' is omitted in the headline. With the application of the auxiliary verb 'are' and the article 'the' for specifying or particularizing effect, the headline can be:  The Hidden Victims of the Pandemic are the Old, the Jail Aide, and the Convict	None	None	Most of the words in the headline are nouns. The words before the colon are the general description of the words after the colon. Also, the headline was delivered in a way that, first it introduced the main topic, and then with the purpose of the colon it specified the subjects under the topic. The word-formation is also indicative of Philippine culture where the importance of old people is observed and convicts were overlooked. That's why the writer put the old man first in the word order and the convict last.	None	None
Hidden Victims of the Pandemic: The Old Man, the Jail Aide, and the Convict	With the presence of a colon, the auxiliary verb 'are' is omitted in the headline. With the application of the auxiliary verb 'are' and the article 'the' for specifying or particularizing effect, the headline can be:  The Hidden Victims of the Pandemic are the Old, the Jail Aide, and the Convict	None	None	Most of the words in the headline are nouns. The words before the colon are the general description of the words after the colon. Also, the headline was delivered in a way that, first it introduced the main topic, and then with the purpose of the colon it specified the subjects under the topic. The word-formation is also indicative of Philippine culture where the importance of old people is observed and convicts were overlooked. That's why the writer put the old man first in the word order and the convict last.		
LSIs OFWs overwhelmed LGU isolation facilities	None	None	None	LSIs and OFWs are considered stranded individuals that will return to Western Visayas. LGUs are struggling to accommodate individuals who need quarantine in their limited isolation facilities.	None	None

**New Terminologies Used in the News Stories**

The new terminologies used in the news stories are listed in Table 2. The

researchers discovered a total of thirteen (13) new terminologies associated with COVID-19.

**Table 2**  
*New Terminologies Used in the News Stories*

News Article	Language Structures (words, clauses) that represent Covid-19	Meaning
No 'face-to-face' enrollment-DepEd-6	COVID-19	COVID-19, a respiratory infection caused by a novel virus known as the coronavirus or SARS-CoV-2, is a pandemic. Source: Narayana Health
	Radio-Based Instruction (RBI)	The Radio-Based Instruction (RBI) Program is an alternate learning delivery mechanism that delivers ALS lessons via radio broadcast. It can broaden access to education by bringing it to the learners' location as a sort of distance learning. Its goal is to provide listeners with learning opportunities and help them to achieve basic education equivalence through the transmission of lessons. Source: <a href="https://www.deped.gov.ph/k-to-12/inclusive-education/als-programs/">https://www.deped.gov.ph/k-to-12/inclusive-education/als-programs/</a>
"COVID patient's sudden death remains a puzzle"	Community lockdowns	The Philippine government, through its Inter-Agency Task Force on Emerging Infectious Diseases, has issued a series of stay-at-home orders and cordon sanitaire measures (IATF-EID). Source: National Task Force Against Covid-19 from <a href="https://www.rappler.com/newsbreak/iq/explainer-locally-stranded-individuals-need-to-know-coronavirus-lockdown">https://www.rappler.com/newsbreak/iq/explainer-locally-stranded-individuals-need-to-know-coronavirus-lockdown</a>
	OFW Repatriates	This term refers to Overseas Filipino Workers who are in an emergency repatriation due to COVID-19. OFWs are provided with airport assistance, temporary accommodation at the OWWA Halfway Home, psychosocial counseling, stress debriefing, and transportation services or fares to their respective regions. Source: Overseas Workers Welfare Administration
	RT-PCR test	In comparison to viral culture, RT-PCR testing is the gold standard for identifying COVID-19 because of its sensitivity, specificity, and ease of use. Future RT-PCR advancements will primarily focus on themes of simplicity of processing, faster turnaround times, and reduced material usage. Source: <a href="https://www.idsociety.org/covid-19-real-time-learning-network/diagnostics/RT-pcr-testing/">https://www.idsociety.org/covid-19-real-time-learning-network/diagnostics/RT-pcr-testing/</a>
	LSI's	This term refers to the "foreign nationals or Filipino citizens in a certain area of the Philippines who have expressed a desire to return to their place of residence/home origin." Source: <i>National Task Force Against Covid-19 from</i>
WVMC Assures Accurate COVID Test Results	"False positive" results	False positive findings occur when someone who is not infected with the coronavirus tests positive. Because no test is 100 percent accurate, some people will always test positive when they don't have the condition, or negative when they do. Source: <a href="https://www.bbc.com/news/54270373">https://www.bbc.com/news/54270373</a>
	Isolated	When someone is infected with a virus and is contagious, they must remain at home. This helps to keep the infection from spreading to other people.
	RT- PCR machine	Determines whether the coronavirus is present and if a person is actively infected. Actual swabs from patients' noses or throats are used in the test kits. Results can take up to 24 hours to process. Source: <i>World Health Organization</i>
Hidden Victims of the Pandemic: The Old Man, the Jail Aide, and the Convict	Quarantine	Quarantine is used to isolate someone who has been exposed to COVID-19 from the rest of the population. Quarantine aids in the prevention of disease spread that might occur before a person realizes they are ill or if they are afflicted with a virus but have no symptoms. Source: <i>Centers for Disease Control and Prevention</i>
	Frontliners	A frontliner is a worker who works on the front lines, often in healthcare and other vital, frequently public-facing positions. Source: <a href="https://www.dictionary.com/e/tech-science/frontliner/">https://www.dictionary.com/e/tech-science/frontliner/</a>
LSIs OFWs overwhelmed LGU	Quarantine Protocols	It is defined as segregating and limiting the mobility of people who have been exposed to or may be exposed to an infectious disease A quarantine separates such people from the rest of the population so that they do not unintentionally infect others. Governments utilize it to prevent the spread of communicable illnesses. Source: <i>Narayana Health</i>
	Enhanced Community Quarantine (ECQ)	Residents of areas under an enhanced community quarantine (ECQ) are often ordered to stay at home, with travel to other cities or barangays prohibited.
	Temporary Treatment and Monitoring Facilities (TTMFs)	This Circular applies to all temporary treatment and monitoring facilities (TTMFs) for suspected, probable, and proven COVID-19 cases with moderate symptoms, as well as the LGUs and other authorities in charge of them.

**Ideologies Obtained from News Articles**

The underlying ideologies of the news articles discovered by the researchers are shown in Table 3. The ideologies were

diverse, but they were all linked to how the journalist views the government's response to COVID-19.

**Table 3**  
*Ideologies and their Meanings*

News Article	Ideology	Meaning
No 'face-to-face' enrollment-DepEd-6	Supremacy of Government Agency (DepEd)	Supremacy means the state or condition of being superior to all others in authority, power, or status. This authority is shown by the DepEd when they released a memorandum order pertaining to the prohibition of face to face transactions due to the COVID-19 pandemic.
"COVID patient's sudden death remains a puzzle"	Confidentiality of Patients Information	Confidentiality means containing information whose unauthorized disclosure could be prejudicial to the national interest. The information concerning the death of the COVID-19 patient was held by the hospital. According to Dr. Jessie Glenn Alonsabe, regional epidemiologist of DOH CHD 6, and the mayor of Anilao, they have not yet received the patients' death certificate.
WVMC Assures Accurate COVID Test Results	Assurance in Handling Covid-19 Testing	Assurance means the state of being assured such as being certain in the mind, confidence of mind or manner. The WVMC-SNL said that they are fully aware of its mandate and responsibility to release accurate, reliable and timely results since it has a serious impact to the patient, to the community, and to the entire region.
Hidden Victims of the Pandemic: The Old Man, the Jail Aide, and the Convict	Suppression of freedom of speech	Suppression means the conscious intentional exclusion from consciousness of a thought or feeling. The inmates were deprived of their liberty to express their opinion on how inhuman conditions in the country's and jails and prisons are placing them at a greater risk amid the COVID-19 pandemic.
	Negligence of Authority	Negligence means failure to exercise the care that a reasonably prudent person would exercise in like circumstances. The inmates are unaware because their right to be informed is being neglected. The people who assists the jail doctors and nurses are neglected by the authorities for they don't proper medical equipment which raises their probability of getting infected by COVID-19.
	Fear and Ignorance of COVID-19	Fear means an unpleasant often strong emotion caused by anticipation or awareness of danger. Ignorance means lack of knowledge or information. The inmates are afraid of admitting that they are sick because of the fear caused by the ignorance of information about COVID-19. They also feared that by having any signs of sickness they will be labeled positive for COVID-19. This fear prompts inmates to lie about their real health condition.
	Power of Connections to Higher Authority	Power means the ability to act or have influence over others. Connections means a relationship in which a person, thing, or idea is linked or associated with something else. The provision of medicine depends upon if you have a connection with the staff or nurse in the clinic.
	Publicity for Good Image	Publicity means notice or attention given to someone or something by the media. The government is taking advantage of the current situation for their publicity as they take photographs while they are giving financial and healthcare assistance to the public.
	Discrimination and Inequality	Discrimination means the unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age, or sex. Inequality means difference in size, degree, circumstances and etc. The inmates who have symptoms of COVID-19 were put together with people who have tuberculosis without really knowing if they are positive of COVID-19. If frontliners die they are called heroes, while if inmates die they are forgotten, nothing but ashes.
	Unpreparedness of the Government	Unpreparedness means not ready or able to deal with something. There is no proper health care system for the inmates. There's no massive testing among the inmates for the virus that has already killed one of them.
	Fear of Authorities and Inhuman Treatment	Fear means an unpleasant often strong emotion caused by anticipation or awareness of danger. Inhuman means lacking human qualities of compassion and mercy. The inmates are afraid of complaining in fear of being locked up inside an isolation cell. The country's jails and prisons are in inhuman conditions which places the inmates at greater risk of contracting COVID-19.
LSIs OFWs overwhelmed LGU isolation facilities	Pressure of having limited Quarantine Facilities	Pressure refers to the use of persuasion or intimidation to make someone do something. LGU's are having a hard time coping with the increasing number of repatriates and stranded individuals. The facilities for isolation of these cases are only limited.

## DISCUSSION

The results show that the absence of verbs and auxiliary verbs is one of the linguistic elements of news story headlines that is commonly utilized to shorten and make the statement more interesting.

Additionally, omitting auxiliaries can help make sentences stronger and more memorable for readers. Finally, deleting them from a headline improves its effectiveness and effect on readers. The

outcomes are in line with Pratibta's (2015) recommendation that auxiliary verbs (is/are/to be going) be eliminated from headlines in order to conserve space. It can constrict to conserve space, according to Saxena (2006:177), which is why this occurs.

In terms of word order, the authors wanted to emphasize the initial words in the headlines. Compact words were used to create the first, second, and third articles. By utilizing short words in the headlines, it is obvious that the author is seeking to save space. The most common word structures in news headlines from news articles begin with the subject and are followed by the verb in order to help readers understand the article's substance. This is in line with Cook's (2008) research that shown that using a specific word order may evoke strong emotions in readers.

Language is used to express content, and it is through this function that the speaker or writer imbues language with his or her experience of real-world phenomena. The COVID-19 news articles new terms are: "COVID-19," "Radio-Based Instruction (RBI)," "community lockdowns," "OFW repatriates," "RT-PCR test," "LSIs," "False positive," "isolated," "RT-PCR machine," "Quarantine," "Frontliners," "Quarantine Protocols," "Enhanced Community Quarantine (ECQ)," and "Temporary Treatment and Monitoring

Facilities (TTMFs)." This result was in line with Fairclough's (2013) conclusions that the best way to determine a text's ideology is by looking at its terminology or language. The speaker's or writer's awareness of their own inner world, which may include their feelings, thoughts, and perceptions as well as their linguistic acts of speaking and understanding, may also be a part of this experience.

The ideas uncovered in this study also provided insight into the writers' perspectives on higher authorities. The first words of the ideologies that the researchers found are "Supremacy," "Confidentiality," "Assurance," "Suppression," "Negligence," "Fear and Ignorance," "Power," "Publicity," "Discrimination and Inequality," "Unpreparedness," "Fear," and "Pressure," and they correspond to the ideologies of the Daily Guardian writers. The findings of Koosha and Shams (2005) support the assertion that news media's coverage of political events not only reflects social reality but also articulates prevalent ideology.

Despite news journalists' ostensibly unbiased posture, which is determined by their professional principles, this research has revealed that when news stories are critically analyzed, hidden ideologies and definitions emerge. News stories not only reflect reality, but also constructed an ideologically biased reality.

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## CONCLUSION AND RECOMMENDATIONS

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The linguistic features contributed to the headlines being more powerful and effective for readers. The absence of features such as nominalization and passivization indicates that they are not

frequently used in headlines to draw attention to headline subjects.

The introduction of new terms about COVID-19 demonstrated that news writers want to educate readers about the virus's



basic concepts, including its danger, transmission, and others.

The ideological findings show that the government keeps its power by using force, consent, or a combination of the two. Confidentiality can also help to maintain security or peace. Overall, the writers use precise language to convey their subjective viewpoint on the subject.

English classes can make use of the study's findings. The ideas of critical discourse analysis (CDA) can actually be used by teachers to teach their students how to

critically analyze the news that they are exposed to. It may act as a springboard for their work; they may decide to focus on a particular linguistic feature while examining any text, not only news stories.

A more in-depth examination of the linguistic features found in news headlines and articles would allow for a more comprehensive and in-depth examination of the ideologies discussed in the news. Future research could focus on objectivity, leading to a better understanding of how ideology is formed through language.

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## Development of an Online Interactive Module for Grade VIII Students' Speaking Skills

Merle L. Junsay, Annalee L. Cocjin, Christine C. Abrea, Dawn F. Alfaraz, Jaira Dale J. Apoli, Cheryl Joy D. Cabiling and Joshua Ryan H. Del Rosario

### ABSTRACT

This developmental research created an online interactive English module for Grade 8 students at a private high school in Guimaras. Specifically, this study utilized Input-Output (IPO) Model to identify the inputs, outputs, and processing tasks needed to transform inputs into outputs. For the inputs of the module, an interview and a performance task were given to the 23 Grade 8 students to evaluate their speaking abilities in terms of fluency, vocabulary, grammar, and pronunciation. This was essentially the result of the creation and testing of a module to assist the students in improving their speaking skills. It comprises the MELCS Grade Eight lessons as well as activities that might help students improve their speaking skills. The module's activities will help students improve their speaking skills in terms of fluency, grammar, vocabulary, and pronunciation. The respondents' fluency, vocabulary, grammar, and pronunciation skills were adequate, but none of them excelled in pausing and pacing, clarity, or emotion. Pronunciation and vocabulary are strengths, but fluency and grammar are weaknesses, according to the respondents' overall speaking abilities. They were also unable to communicate because they were afraid of making grammatical errors.

*Keywords: Development, Online interactive, Module, Speaking skills*

### INTRODUCTION

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Online learning has become one of the most suitable and popular methods of delivering education as a result of the COVID-19 epidemic, which has changed how teachers deliver the teaching-learning process. These days, teachers supply their students with online learning modules. Goode (2003) asserts that in order for students to practice their abilities, online learning modules need to be accurate and well-written.

In response to a requirement for an adequate speaking module, the researchers developed an online interactive module for Grade 8 teachers at a private school in Guimaras. Students' confidence will build as they participate in numerous tasks aimed at improving their pronunciation, vocabulary, and grammar. As a result, this research will help teachers and students adjust and

develop flexibility in a new teaching approach while also improving their speaking abilities.

Speaking, in Rizvi's view, is a collaborative communication process that involves both speakers and listeners (2006). Just a few of the abilities that must be studied and exercised independently are fluency, vocabulary, pronunciation, and grammar. Consequently, Singh et al. (2019) emphasized the necessity of developing a Cooperative Interactive Learning Module to help students improve their communication abilities.

In response to a desire for one, Ahmad and Yunus (2019) created an intervention module with the purpose of lessening students' language anxieties and inhibitions while also offering opportunities for them to

communicate. As a result of their heightened motivation, students' speaking skills improve. In contrast, Shen (2013) emphasized the communicative approach in English classroom training, which combines a grammar-translation method with a communication approach to create a balance of correctness and fluency. Hence, teachers have realized how critical it is to change their focus from form to usage, and communicative language concepts have been implemented. Finally, to aid participants in improving their English pronunciation, Pardede (2018) used the explicit teaching technique. This increased students' performance while also being enjoyable, helpful for improving pronunciation, and developing self-confidence in speaking English.

The results will be significant first and foremost to students since they will be aware of their strengths and limitations in terms of speaking abilities, as well as areas in which they need to improve. Following that, their English teachers will be able to contextualize appropriate learning resources for their students. Meanwhile, their parents will be aware of their children's abilities and will be able to help them improve. Finally, school officials will be able to quickly put together a capacity-building program for English teachers to improve their knowledge,

abilities, attitudes, and values. They'll make it a priority to create a module that will assist pupils in improving their speaking and other language skills.

### ***Objectives of the Study***

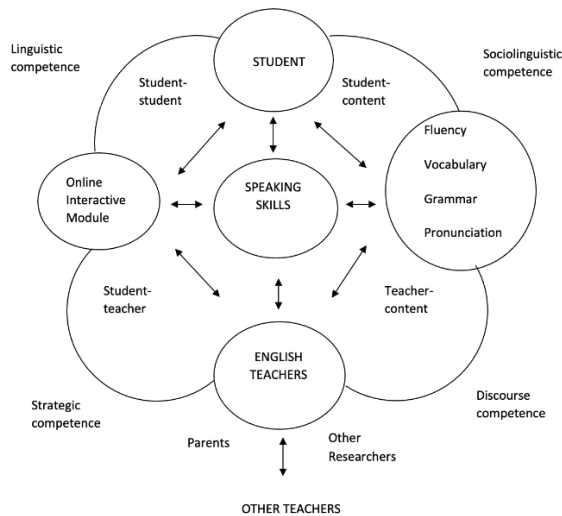
This study aimed to develop an online interactive module in English for Grade 8 Students of a private institution in Guimaras to improve their speaking skills.

Specifically, this study sought to:

1. determine the speaking skills of the students in terms of:
  - a. fluency,
  - b. vocabulary,
  - c. grammar, and
  - d. pronunciation;
2. develop and evaluate a module to help Grade 8 students improve their speaking skills.

### ***Theoretical/Conceptual Framework***

The Online Learning Model by Terry Anderson (2011) portrays the two primary human players, learners and teachers, as well as their interactions with one another and content. This can happen in a community of inquiry or through a variety of Internet-based synchronous and asynchronous activities. This is depicted in Figure 1.



**Figure 1.** Anderson's Online Learning Model. Theoretical and practical aspects of online learning

**Scope and Limitation of the Study**

This research intended to assess the speaking skills of 23 Grade 8 students at a private school in Guimaras during the academic year 2020-2021 at the height of COVID 19 pandemic. Fluency, vocabulary,

grammar, and pronunciation were the only criteria used to evaluate these pupils' speaking abilities. Furthermore, the outcomes determined the type of module that may treat the pupils' speaking deficiencies.

**METHODOLOGY**

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**Research Design**

The Input-Process-Output (IPO) design by Richey was used in this study as a developmental research technique (1994). The design was a good fit for the study's goal of developing a useful module to meet the demands of the students in terms of their speaking abilities. The inputs included an assessment of the participants' speaking

skills, the results of the evaluation of the subject matter experts, and the DEPED's Most Essential Learning Competencies (MELCS) for Grade 8 list. The process phase included the design and development of the module, the evaluation of the module, and an analysis of the students' speaking abilities and other inputs. Figure 2 below shows the design in detail.

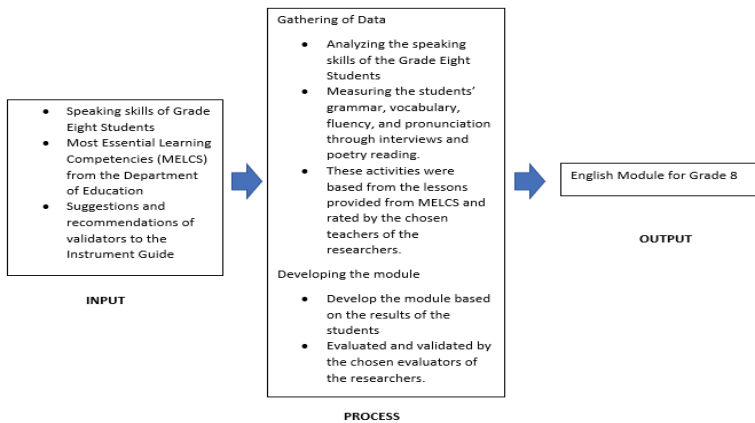


Figure 2. IPO MODEL

### ***Instrument of the Study***

In order to evaluate the students' abilities, the researcher developed a speaking competency questionnaire based on McNamara's Model of speaking skills. First, the accuracy and completeness of the content of this questionnaire were verified. Changes and additional suggestions were included to the questionnaire after expert validation. The questionnaire is divided into parts. The preliminary questions in the first portion are aimed to orient the participants. By responding to the crucial questions in the second part, participants revealed more about themselves. The teacher or interviewer asked one or more questions from each category to allow for more observation time. Finally, during the poetry reading component, participants were asked to read a poem Eku McGred's poem "I Am an African Child" from their own course or MELCS.

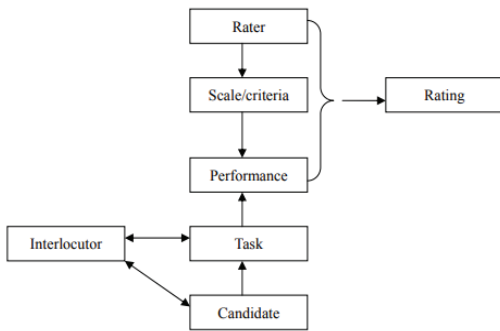
### ***Data Gathering***

Appropriate ethical considerations were practiced before, during and after the conduct of the study. Courtesy to the school authorities was sought before the gathering of data and so with the permission of the parents of the students as they were minors.

Data were taken care of for the purpose of the study only. The task was captured using Google Meeting. To begin, the participants were asked to complete two sets of questions to test their speaking abilities, including fluency, vocabulary, grammar, and pronunciation. One of the researchers was assigned to record or videotape the entire procedure for documentary purposes. Then they recited a poem to assess their reading ability, which included pauses and pacing, as well as clarity and expressiveness.

### ***The Scoring Guide***

Three raters were responsible for grading the students. Their teacher handed them a first grade after interviewing them. The two remaining raters, an English teacher and a researcher, were given the responsibility of rating the videotape after they had seen it three times. To evaluate the performances, the raters employed two sets of rubrics. The participants' speaking abilities were assessed using the first rubric, which included fluency, vocabulary, grammar, and pronunciation. Their poetry



**Figure 3.** Proficiency and Its Relationship to Performance (McNamara, 1996)

**Data Analysis**

The information gathered was compiled, totaled, and tabulated for analysis and interpretation. Based on McNamara’s Model of speaking skills, descriptive statistics were utilized to determine the level

reading abilities, on the other hand, were assessed based on two criteria: pausing and pacing, as well as clarity and expression.

McNamara's Model was utilized to ensure the accuracy of the assessment of the participants' speaking abilities. This focuses on the rating process and highlights the interactive nature of performance evaluation. This model describes how the interlocutor elicits and rates the candidate's performance (Figure 3).

of speaking ability of the students. The most and least proficient speaking skills in terms of fluency, grammar, vocabulary, and pronunciation were also determined using the mean scores of speaking competency. For the level of competency in speaking of the students, the following scale of means and adjectival description were used.

Scale of Mean	Description
4.20-5.00- Excellent	100% or all the requirements based on standards set for the level of competency in speaking of students in the areas of fluency, vocabulary, grammar, pronunciation, pausing, pacing, clarity and expressions were excellently achieved.
3.40-4.10- Very Good	Majority of the requirements based on standards set for the level of competency in speaking of students in the areas of fluency, vocabulary, grammar, pronunciation, pausing, pacing, clarity and expressions were very satisfactorily achieved.
2.60-3.30- Good	Some of the requirements based on the standards set for the level of competency in speaking of students in the areas of fluency, vocabulary, grammar, pronunciation, pausing, pacing, clarity and expressions were satisfactorily achieved.
1.80-2.50- Weak	Few of the requirements based on standards set for the level of competency in speaking of students in the areas of fluency, vocabulary, grammar, pronunciation, pausing, pacing, clarity and expressions were not achieved.
1.00-1.70-Very Weak	None of the requirements based on standards set for the level of competency in speaking of students in the areas of fluency, vocabulary, grammar, pronunciation, pausing, pacing, clarity and expressions were not fully achieved.

**Developing the Module**

The researchers created an online learning module based on the students' results to assist them improve their speaking skills. This module was verified and

assessed by validators and evaluators in order to determine its effectiveness and accuracy. They were given a questionnaire to fill out in order to rate the module. The assessment form was created using Paul

Dickinson's (2010) "Evaluating and Adapting Materials for Young Learners," which includes everything from the overall appearance to the methodology, exercises,

language skills, language material, topic content, teachability and flexibility, and assessment.

## RESULTS AND DISCUSSION

### *The Students' Speaking Skills*

The students' speaking abilities are shown in Table 1. Their ability to communicate is regarded as satisfactory or good. Pronunciation, pausing, and pacing clarity and expression are all outstanding (M= 2.9), according to the statistics. Vocabulary (M=2.85), grammar (M= 2.74), and fluency (M= 2.79) also received high or satisfactory ratings. This is aligned with Shen's (2013) assertion that teachers

should shift their focus from focusing students' oral presentation correctness to increasing their capacity to express oneself clearly and fluently in English. In terms of the variability of the scores of students per speaking skill, it is shown that students were most homogeneous in terms of their grammar skills (SD = 0.61) than any other speaking skills. Students' speaking skills were most varied in pronunciation, pausing, clarity and expression (SD= 0.70).

**Table 1**

*The Students' Speaking Skills*

Speaking Skills	Mean	SD	Description
Fluency	2.79	0.59	Good
Vocabulary	2.85	0.66	Good
Grammar	2.74	0.61	Good
Pronunciation, Pausing and Pacing, Clarity and Expression	2.90	0.70	Good
<b>Overall</b>	<b>2.82</b>		<b>Good</b>

### *Students' Interview Skills*

Table 2 illustrates how well respondents answered interview questions in terms of fluency, vocabulary, grammar, and pronunciation. According to the findings, the majority of students (52%) performed well in terms of pronunciation, whereas a minority percentage (26%) performed poorly in terms of vocabulary, grammar, and pronunciation. Nearly a third of the pupils (30%) performed particularly well in terms of vocabulary. Only one-tenth of the pupils (9%) excelled in fluency and grammar, whereas nearly one-tenth (9%) excelled in

pronunciation. The majority of pupils did well on the pronunciation test, with one student in particular doing extraordinarily well. The findings were substantiated by a study by Pardede (2018), which found strong evidence that specific pronunciation instruction improved participants' ability to pronounce words correctly. The strong motivation of participants, combined with the use of engaging activities and media to provide explicit pronunciation instruction in the actions, resulted in a shift in attitudes from negative to positive.



**Table 2**  
*Students' Interview Skills*

Speaking Skills	Scale					Total
	5-Excellent	4- Very Good	3- Good	2- Weak	1-Very Weak	
	%	%	%	%	%	%
Fluency	0	26	48	17	9	100
Vocabulary	0	30	39	26	5	100
Grammar	0	26	39	26	9	100
Pronunciation	5	17	52	26	0	100

**Students' Poetry Reading Skills**

Table 3 indicates how the respondents read poetry in terms of pausing and pacing, as well as clarity and expressiveness. According to the statistics, none of the 23 pupils excelled in terms of pausing and pacing, as well as clarity and emotion. On the other hand, somewhat more than half of the pupils (52 percent) were assessed to have excellent clarity and expression. Furthermore, three-tenths of the pupils (30%) adept at pausing and pacing. Pausing and pacing, as well as clarity and passion, obtained a poor grade of more than a tenth

of a percent (13 percent). Significantly, over a tenth of the people (9%) performed poorly in the areas listed. In terms of total value, the findings were ranked in order from highest to lowest. As a result, the students excel in pausing and pacing, which came in first, and clarity and emotion, which came in second. Hadaway, Vardell, and Young (2001) supported up the findings, claiming that poetry's "strong oral feature" and rhythm and rhyme components make it particularly useful for raising awareness of spoken English traits and improving speaking abilities.

**Table 3**  
*Students' Poetry Reading Skills*

Poetry Reading Skills	Scale					Total
	5-Excellent	4- Very Good	3- Good	2- Weak	1-Very Weak	
	%	%	%	%	%	%
Pausing and Pacing	0	30	48	13	9	100
Clarity and Expression	0	26	52	13	9	100

**CONCLUSION AND RECOMMENDATIONS**

Although the majority of the students' fluency, vocabulary, grammar, and pronunciation scores were satisfactory, the study discovered that they made grammatical errors that affected the meaning of their responses. They still need to work on a few basic phonemes to sound

natural, despite their good pronunciation. When it came to reading, the participants were unaware of the need of pausing and paying attention to pacing. When reading, punctuated pauses like dashes, commas, semicolons, and periods are essential

components of a meaningful and successful language.

Based on the findings, English teachers should create content that addresses both the school's and students' needs in order to establish which areas require improvement. Students should use an online interactive program to develop their speaking skills and expand their vocabulary on a daily basis.

Meanwhile, parents should encourage their children to read and apply what they learn at home. Furthermore, school leaders should be able to implement an effective English instructor development program. Similarly, the Department of Education should be aware of English instructors' needs in order to assist and support them in increasing their ability to teach English successfully.

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## The Early Years Learner Curriculum for Three to Four Year Old Children in the Philippines

*Praise E. Glory*

### ABSTRACT

This study aimed to develop a developmentally appropriate early years curriculum for three to four year old children in the Philippines based on best practices of the learning centers in Ontario, utilizing the developmental research and narrative inquiry approaches to curriculum development and data gathering. A diverse group of early childhood educators were sought for the interview using the purposive, criterion sampling method, with twelve fully participating, while a total of 51 responded for the survey. While respondents from Ontario favored child-led teaching experiences, Filipino educators are more subject-centered. However, when analyzed together, there are common best practices between the regions as well. The themes developed from the interviews and the results from the survey formed the foundations and the structure of the Early Years Learner Curriculum.

*Keywords: Early Years Learner, Curriculum, Children*

### INTRODUCTION

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In the past decade, academic preschools have been increasing in number all around the world, having four-year-old children practicing highly academic activities that would have been implausible thirty years ago at the early childhood level.

While preschool for three-to-four-year-old children in the country is not mandatory, this group of children should be attending preschool because this is a period when the human brain is in rapid development (UNICEF Philippines, 2018).

Children who are sometimes barely-three-years of age are now attending preschool in preparation for the more rigorous K-12 system (UNICEF Philippines, 2018).

While the fundamental importance of play in early childhood pedagogy has long

been recognized, the current expectation to produce learners who are ready for elementary school has resulted in teachers feeling compelled to teach young children using conventional instruction (Christakis, 2016). This type of teaching in kindergarten limits their opportunities to experience and learn about the world in their own terms (Wood, 2017).

The ever-changing education landscape raises the learning expectations and more than ever, there is a need for an early learning curriculum that moves towards meeting learning goals without compromising what is developmentally appropriate, and this lack of appropriate structure in place poses a challenge in the Filipino kindergarten classrooms.

## RELATED LITERATURE

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Literature confirms that a quality early childhood education program has great potential for addressing academic preparedness in K-12 education and beyond. However, that maximum benefit will only happen if and when key elements are considered including the developmental characteristics of the learners, developmentally appropriate practices, school readiness, sound curriculum content, fair assessment, and teacher training (Lasser & Fite, 2011).

When the unique developmental needs of early learners are recognized in the formation of the early childhood education curriculum, it becomes a more meaningful and enriching educational opportunity.

To enhance the development of the young learners, best practices must include among others, inquiry-based learning, music and storytelling, all while educators intentionally support, and integrate language learning opportunities into the different activities and play (Committee on the Science of Children, 2016).

Age-appropriate, nurturing, and play-based instruction recognizes that socially and cognitively, three- to four-year-old children learn by playing.

### **Significance of the Study**

With the outcomes of this study, curriculum makers may gain deeper insights on the choosing and designing of curricular materials and implementing strategies that could positively impact the classroom.

It may also provide textbook writers with information needed to promote the importance of a play-based approach to learning in written text.

Moreover, it provides Filipino teachers with new approaches anchored in best practices that promote student achievement and participation.

Filipino children as the direct recipients will be provided with a more holistic approach to learning and finally, the outcomes of this study may be used to add to and/or improve parent knowledge in creating a home environment that is more equipped to foster developmentally appropriate learning.

### **Objectives**

The researcher aims to develop the Early Years Learner Curriculum (EYLC) that will encourage holistic child development where activities will employ their hands, engage their emotions, and encourage their minds.

The following objectives were necessary to the researcher's curriculum development:

1. Identify and compare the developmental milestones of children in Ontario and the Philippines as the basis for the identification of the relevant features of the early learning centers in Ontario.
2. Identify the best practices of early learning centers in Ontario that can be adapted to the EYLC model for three-to-four-year-old Filipino children.
3. Design a developmentally appropriate curriculum for three-to-four-year-old children in the Philippines

### **Theoretical Framework**

As there is no one theory that can explain child development, this study is anchored on two predominant educational learning theories - cognitivism, and constructivism as advocated by (1)Jean

Piaget, whose theory of cognitive development promotes the readiness approach as an attitude to learning, (2) Albert Bandura whose social learning theory is based on the premise that learning is influenced by the give-and-take between the learning environment, behavior, and personal experiences of a learner, (3) Lev Vygotsky who asserts that learning is a socially constructed, reciprocal experience for the learner and (4) Urie Bronfenbrenner whose theory of development highlights how a child's development is affected by their social relationships and the world around them.

These proponents believe that young children initiate most of the activities required for learning and development, and are active participants in the learning process.

### **Scope and Limitation**

This study recognizes that while developmental milestones are globally accepted checkpoints in a typical child's development at a particular age, there is no one specific set that describes all children in the world.

Hence, this study specifically compared the developmental milestones defined by both the Province of Ontario's Ministry of Education and the Department of Education in the Philippines.

From among the identified best practices of learning centers in Ontario, only the ones that relevant to the Filipino culture and environment were included in the development of this curriculum.

Finally, this EYLC is predominantly based on non-academic, semi-structured activities that employ the hands, engage emotions, and encourage the mind to prepare three- to four-year-old Filipino children.

## **METHODOLOGY**

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This study employed a mixed methods approach when collecting information from participants in Ontario and the Philippines using the purposive criterion and convenient sampling methods.

Inclusion criteria for sampling specified that participants must be currently employed by an early childhood education center at the time of the study.

Data was gathered by the researcher through a hermeneutic phenomenological approach to the lived experiences of educators in a semi-structured interview through Zoom, tackling classroom management, curriculum content, activities, strategies and approaches, class size,

teacher training, and materials used among others. The interviews were concluded when a saturation point was reached.

Naturalistic classroom observations, initially intended to provide quantitative data to the study were not made possible as restrictions were raised in the province of Ontario due to the pandemic. Instead, an educator survey was developed and conducted among early childhood educators from both Ontario and the Philippines to gather insight on learning structures using a Google Form. The survey ran for ten days and closed with 51 responses.

Qualitative data from the interviews were transformed through interpretation

using a simplified version of Hycner’s five - phase explication process including (1) transcription of the interviews, (2) delineating units of general meaning, (3) delineating units of meaning in relevance to the questions, (4) forming themes through the clustering of units of general meaning, and (5) summarizing.

Descriptive statistics such as frequency, median, and percentage distribution were used to characterize the quantitative data gathered due to the non-random sampling method utilized in this study.

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## RESULTS AND DISCUSSION

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Findings of the study are as follows:

1. The two regions differ in the way they categorize the developmental milestones but are found to have similar expectations from three- to four-year-old children in the different domains.

2. Data also implies that educators from Ontario (56.9%) often to always emphasize indoor and outdoor play, hands-on tasks and other open-ended activities, storytelling, and utilize music among others as an approach to the teaching and learning process.

### *Median Responses of Respondents from Ontario*

Items	Rank	Median	Interpretation
Indoor free play	1-7	5.0	Always
Outdoor free play			
Storytelling			
Arts and crafts			
Pretend play			
Socratic method of questioning			
Open-ended activities			
Multisensorial, manipulative materials	8-11	4.0	Often
Music			
Daily structured routine			
Student - led class			

3. Educators from the Philippines were found among others to always utilize coloring pages, open-ended activities, pre-prepared

worksheets, and workbooks, and often to always favor subject – focused teaching.

**Median Responses of Respondents from the Philippines**

Items	Rank	Median	Interpretation
Storytelling	1-8	5.0	Always
Multisensorial, manipulative materials			
Music			
Guided or structured play			
Technology and screen time			
Pre - prepared activity sheets			
Coloring pages			
Workbook			
Indoor free play	9-11	4.5	Often to Always
Thematic teaching			
Subject - focused teaching			
Outdoor free play	12-17	4.0	Often
Arts and crafts			
Pretend play			
Socratic method of questioning			
Open - ended activities			
Daily structured routine			

4. When analyzed together, some of the best practices of the early learning centers in Ontario were seen to be practiced in the Philippines as well, although not observed or implemented as often. It

includes the use of multisensorial materials, indoor and outdoor play, storytelling, music, arts and crafts, use of the Socratic method of questioning, and a daily structured routine.

**Median Responses of Respondents from both Regions**

Items	Rank	Median	Interpretation
Multisensorial, manipulative materials	1-6	5.0	Always
Indoor free play			
Outdoor free play			
Storytelling			
Pretend play			
Open-ended activities			
Music	7 -11	4.0	Often
Arts and crafts			
Socratic method of questioning			
Daily structured routine			
Student - led class			



5. The next section is an overview of how both the qualitative and quantitative findings of the study form the structure of the Early Years Learner Curriculum (EYLC).

### ***The Early Years Learner Curriculum***

Based on the themes formed from the interviews, and the data collected from the survey, the researcher developed the Early Years Learner Curriculum (EYLC), integrating the two learning theories to the data collected, producing an extensive method

through the best practices of ECE centers in Ontario that culturally fit the Philippine kindergarten system.

Specifically, the Early Years Learner Curriculum (EYLC) is a semi – structured, child – led curricular system, which includes specific components such as: flexible schedules, domain-centered learning, and non-numerical assessment, all founded on the 3Es Principle, and the EYLC Pedagogy and Learning Structure.

## **CONCLUSION AND RECOMMENDATIONS**

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Currently, there is no need for a standardized curriculum for three- to four-year-old children in the Philippines because the mandatory preschool education begins at five years. However, as schools offer classes for three- to four-year-old children, the researcher recommends that curriculum makers can take the results from this study and the implications presented as reference for future research towards the standardization and implementation of play- and domain – based, child – centered curriculum.

School administrators are recommended to encourage and support the research and development for more curriculum designs that are non-didactic in nature; doing away with workbooks and pre – prepared worksheets and encourage educators and staff to promote play and hands – on activities in their schools.

The EYLC believes that learning is not exclusively contained within the four walls of a classroom, but also in the home, and in the community. Therefore, the researcher urges parents, guardians, family members and the

community to support the continuity of learning by offering learning opportunities to their young children.

The development of the EYLC marks the first phase of a three-part developmental research project. The second phase will be a pilot implementation with an implement – and – document system to further develop the EYLC module.

The final phase will evaluate the implementation of the EYLC, specifically focusing on the module, teaching strategies, and assessment methods in order to make any necessary revisions prior to formal operation of the EYLC for use at the Kindergarten Department of Central Philippine University.

Finally, because the EYLC employs specific teaching strategies, the researcher envisions the development of a teacher training program specific to the EYLC offered at the College of Education at Central Philippine University, not only for educators but for parents and caretakers as well, in our district, in Iloilo City, and one day, the whole country.

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## Teachers' Competence, Attitudes and Extent of Integration of Multimedia in the Teaching-Learning Process in a Private School in Iloilo City

Cherie Gil Gatila-Sotto

### ABSTRACT

This research aimed to determine teachers' competence, attitudes and extent of integration of multimedia in the teaching-learning process in a private school in Iloilo city. Cramer's V and Gamma Correlation were used to determine the relationships between selected variables and extent of integration of multimedia in classroom teaching among the teachers. Findings revealed that teachers had favorable attitude and moderate extent of integration of multimedia teaching. There were also moderate relationships between learning area and attitude, knowledge and attitude, skills and attitude, and attitude and extent of integration of multimedia. Strong relationship were found between learning area taught and skills. The result revealed that English and Filipino teachers had a high level of skill and knowledge about multimedia.

Keywords: *Teachers, Extent of Integration of Multimedia, Technology, Teacher's Perceptions, Teacher's Attitude, Young Learners*

### INTRODUCTION

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Studies on the extent of multimedia in the teaching-learning process gained much interest in recent years. It discussed literature and studies related to the phenomenon of the use of multimedia. It is hoped that these literature and studies will provide insights to the subject matter of the present research investigation. Summary of the Findings of Related Studies the ICT mandates towards competence in technology were the following: RA 9246 Section 5 sets the standards in terms of professional competencies related to information source, access, technology and management, and the ability to use information services. Moreover, its endorsement of RA 7722 also known as Higher Education Act of 1994 extended the development of Information Technology Education (ITE) in Memorandum 25, S. 2001 to keep abreast with the demand of global competitiveness (Magbanua, 2003).

In seminars and trainings, it has been found that the availability of computer hardware and software should be accompanied with the training of the users and constant technical support. Without this, even though high quality hardware and software are available, they could be wasted or remain underutilized by the users (Aryatua, 2007, Malcolm et al., 2008 and Spaulding, 2007). In the subject area taught by a teacher, each instructor must figure out for him/herself what is and what is not appropriate depending on the context of his/her course (Wankel, 2015). Morris (2010) also revealed that time and training are the primary factors in technology diffusion. Knezek et al. (2010) and Afshari et al. (2009) reported that educators with higher level of skill and knowledge are likely to utilize and integrate technology in teaching. In addition, Spaulding (2007), Marcial (2013) and Hsin-Kai et al. (2007) stated that the level of technical skills are

critical for successful implementation of multimedia technology in the classroom.

Teachers who have lower ICT proficiency are usually not willing and have less confidence to use ICT for teaching. Teachers who have strong engagement towards their own professional development are more motivated to use computers. Teachers' attitude toward the use of multimedia and the positive attitudes of both students and teachers have led to an increased demand for more computer-based technologies (Dong, 2007). Teachers' perception and attitude toward the use of multimedia had an impact in integrating multimedia in the teaching learning process (Alaja et al. 2015 and Farrell, 2007). There is a need, therefore, for all those involved in the teaching and learning process to be aware of developments taking place with regard to new learning technologies, to update themselves and take advantage of the benefits for both learner and provider/facilitator. There were certain identified gaps that have set the ground for further research in integrating multimedia in the teaching-learning process, curriculum review, and teachers' skills needs. To summarize, there are a lot of researches that found out the barriers in integrating multimedia in the teaching-learning process.

However, this study will focus on the teachers' extent of integration on the use of multimedia. There were studies which dealt about the use of multimedia but there are probably different variables that may have caused the problem. This study will be conducted in a different setting and population. Thus, further research regarding this concept is needed to prove the claims of the different studies mentioned above.

### **Objectives of the Study**

This study was conducted to determine teachers' competence, attitudes and extent

of integration of multimedia in the teaching-learning process in a private school in Iloilo City.

Specifically, the study aimed to:

1. describe the learning areas taught by the teachers, length of service and the number of their training & seminars attended in relation to technology;
2. describe teacher's competence in the use of multimedia in terms of knowledge and skills;
3. describe the attitude of the teachers toward the integration of multimedia;
4. describe the extent of integration of multimedia in the teaching- learning process;
5. determine if there is a relationship between the learning areas taught by the teachers, length of service and the number of their training & seminars attended and teacher's competence;
6. determine if there is a relationship between the learning areas taught by the teachers, length of service and number of training & seminars attended and the attitudes of the teachers;
7. determine if there is a relationship between the learning areas taught by the teachers, length of service and number of training & seminars attended and extent of integration of multimedia;
8. determine if there is a relationship between teacher's competence and attitudes;
9. determine if there is a relationship between teacher's competence and extent of integration of multimedia;
10. determine if there is a relationship between attitude of teachers and their extent of integration of multimedia;
11. determine if there is a relationship between teacher's competence and the extent of integration of multimedia controlling for attitude.

## THEORETICAL FRAMEWORK

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This study is based on the Technology Acceptance Model (TAM) which was developed by Davis et al. (1992) to explain how individuals make a decision to accept and use a particular technology. Perceived Usefulness and Perceived Ease of Use are the key elements of this model. Technology Acceptance Model (TAM) is a revision of the Theory of Reasoned Action (TRA) in the area of Information System (IS). TAM considers that an individual's intention to use a system will be verified by perceived usefulness and perceived ease of use of that system. TRA and TAM presume that when teachers develop an objective to perform, they will be free to execute without restraint. Technology Acceptance Model (TAM) is considered as the most influential and commonly employed theory for describing an individual's

acceptance of information systems. In this study, the knowledge and skills of the teachers in using technology will affect their attitude to integrate multimedia. Limited knowledge and skill in technology will hinder and limit the actions of the teachers in having innovative strategies such as integrating multimedia for the presentation of their lessons. Various studies have been carried out by using the TAM in order to investigate the usage of Information Technology. Davis et al. (1992) examined the Theory of Reasoned Action (TRA) with TAM to find out whether combination factors of the two models can be delivered with more complete sight of what will determine the users' acceptance.

## CONCEPTUAL FRAMEWORK

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In this study, the learning areas taught by the teachers, length of service and their seminars/trainings attended are the antecedent variables with teachers' competence in terms of knowledge and skills as the independent variable, attitude as intervening variable while the extent of integration of multimedia in the teaching-learning process is the dependent variable. Teacher's competence in terms of knowledge and skills as independent variable is assumed to have a relationship with the attitude of the teachers.

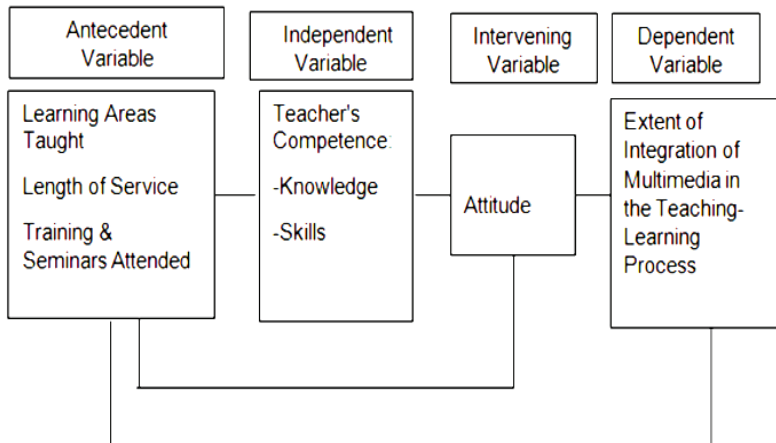
The Theory of Acceptance Model (TAM) states that perceived usefulness and ease of use have considerable impact on attitude of the teachers and its effects on the use of technology. These can be determined as an unfavorableness and favorableness toward the system. In this study, the knowledge and skills of the teachers in using technology will affect their attitude to integrate multimedia. Limited knowledge and skill in technology will hinder and limit the actions of the

teachers in having innovative strategies such as integrating multimedia for the presentation of their lessons. The attitude of the teachers may affect their extent of integration of multimedia.

The study of Rogers (2003), Knezek et al. (2000), Morris (2010), and Afshari et al. (2009) found that effective use of computers by teachers depends on their attitude. Similarly, Lawless and Pellegrino (2007) stated that educators who integrate technology with new teaching practices gained positive attitude. Teacher's competence is expected to be related with the extent of integration of multimedia. According to the Theory of Acceptance Model (TAM) limited knowledge and skill in technology will hinder and limit the actions of the teachers in having innovative strategies such as integrating multimedia for the presentation of their lessons. In addition, the study of Morris (2010) stated that educators with higher level of skill would exhibit higher level of technology integration in the

classroom. Lastly, teacher's competence is expected to contribute to the extent of integration of multimedia in the teaching-

learning process controlled by the attitude of the teachers as the intervening variable.



**Figure1.** A paradigm showing the relationship among the antecedent, independent, intervening and dependent variables.

## SCOPE AND LIMITATION OF THE STUDY

This descriptive-relational study was confined to the extent of integration of multimedia among the teachers in a particular university in Iloilo City. The respondents of the study were the

elementary and secondary teachers in a private school in Iloilo City. This study was conducted in a private school in Iloilo City which has an access to multimedia facilities.

## METHODOLOGY

It describes the research design that was used in the study, research instruments, validation of the instrument, and the reliability of the instrument, data gathering and data processing techniques employed in the study.

### Research Design

This descriptive-relational study determined the teachers' competence, attitudes and extent of integration of multimedia in the teaching-learning process. The researcher used a one-shot survey to obtain data that will address or answer the objectives of the study. It is relational

because it tries to determine the direction and extent of relationship among the variables. Population and Sampling the researcher employed a complete enumeration of all elementary and secondary teachers which was composed of eighty-three (83) teachers in a particular university in Iloilo City.

The respondents of the study included only sixty-eight (68) respondents who were willing to answer the questionnaire and fifteen (15) teachers refused to participate. Research Instrument In this study, the researcher used a three-part questionnaire and checklist. The first part of the

questionnaire required the respondents to fill out the needed information about their learning area, length of service and the number of seminars/training attended.

The second part contained questions regarding teachers' competence in terms of knowledge and skills in integrating multimedia in the teaching-learning process. It was divided into two parts, the 20- item multiple choice test for the knowledge which contained questions about the different applications used to create presentations and another 20-item for the skills in applying and operating the multimedia tools. The third part consisted of statements relating to the interest in using technology to measure teacher's attitude towards the acceptance and integration of multimedia in the teaching-learning process. For the extent of integration of multimedia, the researcher

checked the lesson plans to find out how many times they integrated multimedia within two weeks or ten (10) school days in their lessons.

The researcher also conducted observations and interviewed the teachers about their opinion in using multimedia. Validation and Reliability of the Instrument to determine the extent of integration of multimedia in the teaching-learning process, some statements and questions were modified and constructed to suit the academic teachers' requirements. The instrument was submitted for validation to three experts in teaching computer and pre-tested for its reliability. The questionnaire was also subjected to reliability testing using the test-retest method to find out the consistency of the instruments.

## RESULTS AND DISCUSSION

Teachers' Characteristics The data in table 1 show that a little more than one-third (33.8%) of the respondents were teaching Mathematics and Science. More than one-third (35.3%) of the teachers teaching English and Filipino while only a little more than three-tenths (30.9%) were teaching AP, MAPEH, and EPP. We can confirm that there

were more respondents teaching languages – English and Filipino. When it comes to the length of service, most of the teachers were in the teaching service for more than 11 years (41.2%). Majority of the teachers, those who taught 1 to 5 years (33.8%) and 6 to 10 years (25%) may be considered new in the teaching service.

**Table 1**

*Distribution of teachers' characteristics in terms of learning area, length of service and seminars/trainings attended.*

Teachers' Characteristics	f	%
Learning Area		
Math & Science	23	33.8
English & Filipino	24	35.3
AP, MAPEH, EPP	21	30.9
<b>Total</b>	<b>68</b>	<b>100</b>
Length of Service		
1-5 years	23	33.8
6-10 years	24	25.0
11 years and above	21	41.2
<b>Total</b>	<b>68</b>	<b>100</b>
Seminars/Training		
0-1 seminar	25	36.8
2-3 seminars	23	33.8
4 seminars and above	20	29.4
<b>Total</b>	<b>68</b>	<b>100</b>

**Teachers' Knowledge about Multimedia**

To determine teacher's competence in terms of knowledge about multimedia, the number of correct answers were tallied, computed and ranked from highest to

lowest. Table 2 show that almost all (97.1%) of the teachers knew the application that is commonly used to prepare a presentation and slide show.

**Table 2**

*Distribution of teachers according to correct responses to specific aspects on the use of multimedia in the teaching-learning process.*

<b>Knowledge About Multimedia</b>	<b>f</b>	<b>%</b>
1. the application commonly used to prepare a presentation or slide show	66	97.1
2. the way of emphasizing a word of text, as in darker type or brighter characters on a video display terminal	63	92.6
3. the function reads data from a source, leaving the source data unchanged and writes it elsewhere	63	92.6
4. what presentations are	62	91.2
5. the application arranged in rows and columns that manipulate numbers	59	86.8
6. printed copy of machine output in a visually readable form	58	85.3
7. the application allows the user to create primarily text documents	58	85.3
8. device that produces texts and graphics into paper or cloth	56	82.4
9. entering, modifying or deleting data	56	82.4
10. the most common image used by digital cameras and other photographic image capture devices	56	82.4
11. the device or system is capable of carrying out a sequence of operations in a distinctly and explicitly defined manner	55	80.9
12. the package of instructions that causes the computer to do something	54	79.4
13. a set of consistent size, shape or style of printer characters, including alphabetic and numeric characters and other signs and symbols	53	77.9
14. an object or area on a slide/ page where text is entered and scrolled.	52	76.5
15. what multimedia is	50	73.5
16. commercially prepared drawings that come in packages with many application programs	46	67.6
17. the use of computer program to merge various types of media such as text, graphics, sound, animation, and video	48	73.6
18. computer-generated image as viewed on a screen	36	52.9
19. the transfer of information from a remote computer system to the users system	25	36.8
20. the file contains pictures in motion	24	35.3

**Teachers' Skills in the Use of Multimedia**

For teacher's competence in terms of skills, Table 3 shows that almost all (97.1%) of the teachers were skilled in using MS

Word to print a document. On the other hand, there were only a little more than two-thirds (67.6%) who were skilled in sharing the image on the computer screen and projector.



**Table 3**

*Distribution of teachers according to correct responses on specific aspects on the use of multimedia.*

Skills in the Use of Multimedia	f	%
1. using MS Word in printing their work for handout	66	97.1
2. downloading videos from YouTube	64	94.1
3. making the pictures to appear as moving images in MS PowerPoint	61	88.2
4. closing a window on your desktop	60	88.2
5. adding table in MS PowerPoint	60	86.8
6. closing PowerPoint 2007 application	59	86.8
7. adding some pictures in your presentation	59	86.8
8. minimize or maximizing a program in Windows	58	85.3
9. turning off a computer properly	58	85.3
10. connecting a laptop to Overhead Projector/ LCD TV	58	85.3
11. showing a video in your laptop	57	83.8
12. copying the text	57	83.8
13. starting a computer	56	82.4
14. saving your work from laptop to flash drive	55	80.9
15. connecting laptop to audio speaker	55	80.9
16. opening a program such as a MS PowerPoint when there are no icons on the desktop	53	77.9
17. capitalizing the first letter in the sentence in MS PowerPoint	52	76.5
18. starting a PowerPoint 2007	51	75.0
19. sharing the image on the computer screen and projector	46	67.6
20. adding a slide in your presentation	45	66.2

**Overall Knowledge and Skills in Multimedia**

Table 4 shows the overall knowledge of the teachers in multimedia technology, a bit less than one-third (30.9%) had low level of knowledge, more than two-fifths (44.1%) for the average and one-fourth (25.0%) had a high level of knowledge. This shows that

most of the teachers were in the middle rating which could be further improved to reach the highest level since they were expected to perform well in their profession. Similarly, Caluza et al (2017) found that teachers have only a basic knowledge in technology which needs improvement.

**Table 4**

*Summary table of teachers' competence in terms of knowledge and skills.*

Teachers' Competence	f	%
Knowledge		
Low (10-13)	21	30.9
Average (14-17)	30	44.1
High (18-20)	17	25.0
<b>Total</b>	<b>68</b>	<b>100</b>
Skills		
Fair (7-15)	17	25.0
Good (16-18)	30	44.1
Very Good (19-20)	21	30.9
<b>Total</b>	<b>68</b>	<b>100</b>

**Teachers' Attitude towards Integration of Multimedia**

Table 5 presents the statements in relation to the attitude and the corresponding frequencies and percentage.

It shows that majority (60.3%) of the teachers strongly agreed that they would be a better teacher if they knew how to use technology properly.

**Table 5**

*Distribution of teachers according to their extent of agreement on specific attitude measures toward integration of multimedia in teaching.*

Statements on Attitude	Extent of Agreement				Total %
	4 Strongly Agree %	3 Agree %	2 Undecided %	1 Disagree %	
1. I enjoy integrating the elements of multimedia technology	57.4	33.8	8.8	-	100
2. I know that technology can help me to learn many new things	54.4	29.4	16.2	-	100
3. I would be a better teacher if I knew how to use technology properly	60.3	29.4	10.3	-	100
4. I'm very confident when it comes to working with technology at home/at work/ at university	39.7	36.8	20.6	2.9	100
5. I want to learn more about using technology at home/at work/at university	58.8	25.0	13.2	2.9	100
6. I believe that I can improve my language skills using the benefits of the Internet	54.4	32.4	10.3	2.9	100
7. Using technology in teaching and learning is necessary	50.0	33.8	-	-	100
8. Multimedia activities encourage students to work in groups and express their knowledge in multiple ways	44.1	33.8	22.1	-	100
9. Through multimedia activities, students can learn the importance of research, planning and organization skills	41.2	42.6	13.2	2.9	100
10. Students should know how to use technology in class	47.1	41.2	11.8	-	100
11. In multimedia activities, the teacher learns the significance of presentation and speaking skills	45.6	39.7	8.8	5.9	100
12. Through participation in multimedia activities, students can learn real-world skills related to technology	38.2	38.2	23.5	-	100
13. Teachers should have time required to plan, design, develop and evaluate multimedia activities	41.2	35.3	20.6	2.9	100
14. Using images, video, and animations alongside a text stimulates the brain	41.2	30.9	25.0	2.9	100
15. With the help of multimedia, children can explore and learn about places they were never been to	48.5	29.4	19.1	2.9	100

**Overall Attitude towards Integration of Multimedia in the Teaching-Learning Process**

The data shown in table 6 show that higher than one-third (36.8%) of the teachers

had a favorable attitude towards integration of multimedia. However, only less than one-third (30.9%) had a highly favorable and (32.4%) had unfavorable attitude.

**Table 6**

*Distribution of teachers according to their attitude towards integration of multimedia in the teaching-learning process.*

Attitude	f	%
Unfavorable (40-63)	22	32.4
Favorable (64-69)	25	36.8
Highly Favorable (70-75)	21	30.9
<b>Total</b>	<b>68</b>	<b>100</b>

**Overall Extent of Integration of Multimedia in the Teaching-Learning Process**

Table 7 shows that more than one-third (35.3%) of the teachers had a moderate

extent of integration of multimedia. This confirms the study of Marcial (2017) that IT implementation is just moderate.

**Table 7**

*Distribution of teaches according to their extent of integration of multimedia in the teaching-learning process.*

Extent of Integration	f	%
Low (0-3)	21	30.9
Moderate (4-6)	24	35.3
High (7-10)	23	33.8
<b>Total</b>	<b>68</b>	<b>100</b>

**Relationship between the Learning Area and Knowledge**

The fifth objective of the study intended to correlate the learning area and knowledge of the teachers in multimedia. Table 8 shows that a little more than one-third (34.8%) of the Mathematics and Science teachers had a low level of knowledge while less than one-

third (29.2%) of the English and Filipino teachers had low level of knowledge. Table 8 also shows the Cramer's V value of 0.161 which means that there is a weak relationship between the learning area and knowledge. Therefore, the learning area taught by the teacher is not associated to his or her knowledge about multimedia.

**Table 8**

*Distribution of teachers according to their level of knowledge about multimedia by learning area.*

Learning Area	Level of Knowledge						Total	
	Low		Average		High			
	f	%	f	%	f	%	f	%
Math & Science	8	34.8	11	47.8	4	17.4	23	100
English & Filipino	7	29.2	8	33.3	9	37.5	24	100
AP, MAPEH, EPP	6	28.6	11	52.4	4	19.0	21	100
<b>Total</b>	<b>21</b>	<b>30.9</b>	<b>30</b>	<b>44.1</b>	<b>17</b>	<b>25.0</b>	<b>68</b>	<b>100</b>

Cramer's V = 0.161 – weak relationship

**Relationship between the Learning Area and Skills**

Table 9 shows that there is a strong relationship between the teachers' learning area and their skills in using multimedia as

indicated by the Cramer's value of .325. Therefore, the teachers' learning area could be an indicator of their level of skills in the use of multimedia.

**Table 9**

*Distribution of teachers according to their skills in using multimedia by learning area.*

Learning Area	Level of Knowledge						Total	
	Low		Average		High			
	f	%	f	%	f	%	f	%
Math & Science	12	52.2	7	30.4	4	17.4	23	100
English & Filipino	3	12.5	11	45.8	10	41.7	24	100
AP. MAPEH, EPP	2	9.5	12	57.1	7	33.3	21	100
<b>Total</b>	<b>17</b>	<b>25.0</b>	<b>30</b>	<b>44.1</b>	<b>21</b>	<b>30.9</b>	<b>68</b>	<b>100</b>

Cramer's V = 0.325 – strong relationship

**Relationship between the Learning Area and Attitude**

Table 10 shows that there is a moderate relationship between teachers'

learning area and attitude. Cramer's V of .231 indicated that teacher's attitude is moderately related to the learning area taught.

**Table 10**

*Distribution of teachers according to their attitude towards integration of multimedia by learning area.*

Learning Area	Level of Knowledge						Total	
	Low		Average		High			
	f	%	f	%	f	%	f	%
Math & Science	10	43.5	5	21.7	8	34.8	23	100
English & Filipino	8	33.3	12	50.0	4	16.7	24	100
AP. MAPEH, EPP	4	19.0	8	38.1	9	42.9	21	100
<b>Total</b>	<b>22</b>	<b>32.4</b>	<b>25</b>	<b>36.8</b>	<b>21</b>	<b>30.9</b>	<b>68</b>	<b>100</b>

Cramer's V = 0.231 – moderate relationship

**Relationship between the learning area and extent of integration of multimedia**

Table 11 shows that there is a weak relationship between learning area and

extent of integration with a Cramer's value of .115. Hence, learning areas that teachers teach would be a weak indicator of their extent of use of multimedia in teaching.

**Table 11**

*Distribution of teachers according to their extent of integration of multimedia by learning area.*

Learning Area	Level of Knowledge						Total	
	Low		Average		High			
	f	%	f	%	f	%	f	%
Math & Science	7	30.4	8	34.8	8	34.8	23	100
English & Filipino	9	35.4	9	37.5	6	25.0	24	100
AP. MAPEH, EPP	5	23.8	7	33.3	9	42.9	21	100
<b>Total</b>	<b>21</b>	<b>30.9</b>	<b>24</b>	<b>35.3</b>	<b>23</b>	<b>33.8</b>	<b>68</b>	<b>100</b>

Cramer's V = 0.115 – weak relationship

**Relationship between the Length of Service and Knowledge**

Table 12 shows the data that was used to determine the relationship between length of service and knowledge about multimedia. The Gamma result of  $-.313$  implies that

there is a moderate negative relationship between length of service and knowledge about multimedia. Therefore, teachers who have longer years of teaching service would probably have even less knowledge about multimedia.

**Table 12**

*Distribution of teachers according to their knowledge about multimedia by the length of service.*

Length of Service	Knowledge						Total	
	Unfavorable		Favorable		Highly Favorable			
	f	%	f	%	f	%	f	%
1-5 years	2	8.7	10	43.5	11	47.8	23	100
6-10 years	11	64.7	5	29.4	1	5.9	17	100
11 years and above	8	28.6	15	53.6	5	17.9	28	100
<b>Total</b>	<b>21</b>	<b>30.9</b>	<b>30</b>	<b>44.1</b>	<b>17</b>	<b>25.0</b>	<b>68</b>	<b>100</b>

Cramer's V = 0.313 – moderate negative relationship

**Relationship between the Length of Service and Skills**

The data in Table 13 show that the value of the Gamma was  $-.411$  which means that there was a moderate negative relationship between the length of service and skills of teachers in the use of multimedia. Moreover, it was also noted that

the longer the length of service the teacher has, the lower would be the skills in the use of multimedia. This is congruent with the study of *Buabeng-Andoh (2012)* that found out the need for improvement in the skills of the teachers. It also concluded that new teachers were more skillful than those who had long service.

**Table 13**

*Distribution of teachers according to their skills in using multimedia by the length of service.*

Length of Service	Skills						Total	
	Unfavorable		Favorable		Highly Favorable			
	f	%	f	%	f	%	f	%
1-5 years	3	13.0	9	39.1	11	47.8	23	100
6-10 years	4	23.5	8	47.1	5	29.4	17	100
11 years and above	10	35.7	13	46.4	5	17.9	28	100
<b>Total</b>	<b>17</b>	<b>25.0</b>	<b>30</b>	<b>44.1</b>	<b>21</b>	<b>30.9</b>	<b>68</b>	<b>100</b>

Cramer's V = 0.411 – moderate negative relationship

**Relationship between the Length of Service and Attitude**

Data in table 14 show that there was a weak negative relationship between the

length of service and attitude as revealed by the result of the Gamma test which was  $-.003$ . Therefore, the length of service of the teachers could only slightly affect their attitude towards multimedia.

**Table 14**

*Distribution of teachers according to their attitude towards integration of multimedia by the length of service.*

Length of Service	Attitude						Total	
	Unfavorable		Favorable		Highly Favorable			
	f	%	f	%	f	%	f	%
1-5 years	4	17.4	13	56.5	6	26.1	23	100
6-10 years	8	45.8	6	29.2	3	25.0	17	100
11 years and above	10	33.3	6	23.8	12	42.9	28	100
<b>Total</b>	<b>22</b>	<b>32.4</b>	<b>25</b>	<b>36.8</b>	<b>21</b>	<b>30.9</b>	<b>68</b>	<b>100</b>

Cramer's V = 0.003 - weak negative relationship

***Relationship between the Length of Service and Extent of Integration of Multimedia***

The seventh objective is to determine the relationship between the length of service and extent of integration of

multimedia. The result in table 15 revealed that there was a weak relationship between the length of service and extent of integration of multimedia with a Gamma value of .161 indicating a weak relationship between years of service and the integration of multimedia.

**Table 15**

*Distribution of teachers according to their extent of integration of multimedia by the length of service.*

Length of Service	Extent of Integration						Total	
	Low		Moderate		High			
	f	%	f	%	f	%	f	%
1-5 years	10	43.5	6	26.1	7	30.4	23	100
6-10 years	4	20.8	7	45.8	6	33.3	17	100
11 years and above	7	28.6	11	33.3	10	38.1	28	100
<b>Total</b>	<b>21</b>	<b>30.9</b>	<b>24</b>	<b>35.3</b>	<b>23</b>	<b>33.8</b>	<b>68</b>	<b>100</b>

Gamma = 0.161 - weak relationship

***Relationship between the Seminar and Knowledge about Multimedia***

Table 16 reflects the Gamma value of -.222 which means that there was a weak negative relationship between teachers' attendance to seminars and their knowledge about the use of multimedia. Therefore,

teachers may be knowledgeable enough about technology regardless of the number of seminars they have attended in relation to technology. This finding concurred with the study of Nagel (2013) who found that workshop-based professional development is not effective.

**Table 16**

*Distribution of teachers according to their knowledge about multimedia by the number of seminars related to technology they attended.*

Seminars	Knowledge						Total	
	Low		Average		High			
	f	%	f	%	f	%	f	%
0-1	7	28.0	6	24.0	12	48.0	25	100
2-3	9	39.1	12	52.2	2	8.7	23	100
4 and above	5	25.0	12	60.0	3	15.0	20	100
<b>Total</b>	<b>21</b>	<b>30.9</b>	<b>30</b>	<b>44.1</b>	<b>17</b>	<b>25.0</b>	<b>68</b>	<b>100</b>

Gamma = 0.222 - weak negative relationship

**Relationship between the seminar and skills**

Result in Table 17 shows the Gamma value of -.113 which means that there was a weak negative relationship between the seminars or training and skills in the use of

multimedia. From the result it can be deduced that skills are not affected regardless of the number of seminars attended in relation to technology.

**Table 17**

*Distribution of teachers according to their skills in using multimedia by the number of seminars related to technology they attended.*

Seminars	Skills						Total	
	Fair		Good		Very Good			
	f	%	f	%	f	%	f	%
0-1	7	28.0	11	44.0	7	28.0	25	100
2-3	4	17.4	7	30.4	12	52.2	23	100
4 and above	6	30.0	12	60.0	2	10.0	20	100
<b>Total</b>	<b>17</b>	<b>25.0</b>	<b>30</b>	<b>44.1</b>	<b>21</b>	<b>30.9</b>	<b>68</b>	<b>100</b>

Gamma = 0.113 - weak negative relationship

**Relationship between the Seminar and Attitude**

Table 18 reflects the Gamma value of -.017 which means that there was a weak negative relationship between number of

seminars attended and attitude. Therefore, it can be concluded that the number of seminars attended by the teachers does not affect their attitude towards integration of multimedia.

**Table 18**

*Distribution of teachers according to their attitude towards integration of multimedia by the number of seminars related to technology they attended.*

Seminars	Attitude						Total	
	Unfavorable		Favorable		Highly Favorable			
	f	%	f	%	f	%	f	%
0-1	6	24.0	11	44.0	8	32.0	25	100
2-3	9	39.1	10	43.5	4	17.4	23	100
4 and above	7	35.0	4	20.0	9	45.0	20	100
<b>Total</b>	<b>22</b>	<b>32.4</b>	<b>25</b>	<b>36.8</b>	<b>21</b>	<b>30.9</b>	<b>68</b>	<b>100</b>

Gamma = 0.017 - weak negative relationship

**Relationship between the Seminar and Extent of Integration**

negative relationship between the number of trainings attended and the extent of integration of multimedia by the teacher.

The Gamma test yielded the value of - .023 which reflected the result - a weak

**Table 19**

*Distribution of teachers according to their extent of integration of multimedia by the number of seminars related to technology they attended.*

Seminars	Extent of Integration						Total	
	Low		Moderate		High			
	f	%	f	%	f	%	f	%
0-1	7	28.0	10	40.0	8	32.0	25	100
2-3	7	30.4	8	34.8	8	34.8	23	100
4 and above	7	35.0	6	30.0	7	35.0	20	100
<b>Total</b>	<b>21</b>	<b>30.9</b>	<b>24</b>	<b>35.3</b>	<b>23</b>	<b>33.8</b>	<b>68</b>	<b>100</b>

Gamma = 0.023 - weak negative relationship

**Relationship between the Knowledge and Attitude**

was a moderate relationship between knowledge and attitude with a value of .368. Therefore, the attitude of the teachers in the integration of multimedia would depend on their knowledge in using the technologies.

The data in Table 20 shows the result of the Gamma test which revealed that there

**Table 20**

*Distribution of teachers according to their attitude towards integration of multimedia by their knowledge about multimedia.*

Knowledge	Attitude						Total	
	Low		Moderate		High			
	f	%	f	%	f	%	f	%
Low (10-13)	12	57.1	7	33.3	2	9.5	21	100
Average (14-17)	8	26.7	7	23.3	15	50.0	30	100
High (18-20)	2	11.8	11	64.7	4	23.5	17	100
<b>Total</b>	<b>22</b>	<b>32.4</b>	<b>25</b>	<b>36.8</b>	<b>21</b>	<b>30.9</b>	<b>68</b>	<b>100</b>

Gamma = 0.368 - moderate relationship

**Relationship between the Knowledge and Extent of Integration of Multimedia**

extent of integration of multimedia with a Gamma value of .266. The result supports the Theory of Acceptance Model (TAM) that the knowledge of teachers in technology influenced them to integrate multimedia.

Table 21 shows that there was a weak relationship between the knowledge and



**Table 21**

*Distribution of teachers according to their extent of integration of multimedia by their knowledge about multimedia.*

Knowledge	Extent of Integration						Total	
	Low		Moderate		High			
	f	%	f	%	f	%	f	%
Low (10-13)	9	42.9	9	42.9	3	14.3	21	100
Average (14-17)	8	26.7	8	26.7	14	46.7	30	100
High (18-20)	4	23.5	7	41.2	6	35.3	17	100
<b>Total</b>	<b>21</b>	<b>30.9</b>	<b>24</b>	<b>35.3</b>	<b>23</b>	<b>33.8</b>	<b>68</b>	<b>100</b>

Gamma = 0.266 – weak relationship

**Relationship between skills and attitude**

Table 22 revealed that the higher the level of skill, the more favorable attitude they possess. Therefore, the competence of the

teachers in terms of skills in technology could affect their attitude towards its integration in their lessons.

**Table 22**

*Distribution of teachers according to their attitude towards integration of multimedia by their skills in using multimedia.*

Skills	Attitude						Total	
	Low		Moderate		High			
	f	%	f	%	f	%	f	%
Fair (7-15)	12	70.6	2	11.8	3	17.6	17	100
Good (16-18)	6	20.0	12	40.0	12	40.0	30	100
Very Good (19-20)	4	19.0	11	52.4	6	28.6	21	100
<b>Total</b>	<b>22</b>	<b>32.4</b>	<b>25</b>	<b>36.8</b>	<b>21</b>	<b>30.9</b>	<b>68</b>	<b>100</b>

Gamma = 0.338 – moderate relationship

**Relationship between skills and extent of integration of multimedia**

The result of this study revealed there was a weak relationship between the skills

and extent of integration derived from the Gamma value .289. Table 23 shows that the higher the level of skill, the higher will be the extent of integration.

**Table 23**

*Distribution of teachers according to their extent of integration of multimedia by their skills in using multimedia.*

Skills	Extent of Integration						Total	
	Low		Moderate		High			
	f	%	f	%	f	%	f	%
Fair (7-15)	9	52.9	5	29.4	3	17.6	17	100
Good (16-18)	6	20.0	13	43.3	11	36.7	30	100
Very Good (19-20)	6	28.6	6	28.6	9	42.9	21	100
<b>Total</b>	<b>21</b>	<b>30.9</b>	<b>24</b>	<b>35.3</b>	<b>23</b>	<b>33.8</b>	<b>68</b>	<b>100</b>

Gamma = 0.289 – weak relationship

**Relationship between attitude and extent of integration of multimedia**

The data in Table 24 show that there was a moderate relationship between the attitude and extent of integration as revealed

by the Gamma value of .533. This implies that with more positive attitude, teachers would also have a higher possibility of using multimedia tools in presenting the lesson.

**Table 24**

*Distribution of teachers according to their extent of integration by their attitude.*

Attitude	Extent of Integration						Total	
	Low		Moderate		High			
	f	%	f	%	f	%	f	%
Unfavorable	8	36.4	12	54.5	2	9.1	22	100
Favorable	10	40.0	10	40.0	5	20.0	25	100
Highly Favorable	3	14.3	2	9.5	16	76.2	21	100
<b>Total</b>	<b>21</b>	<b>30.9</b>	<b>24</b>	<b>35.3</b>	<b>23</b>	<b>33.8</b>	<b>68</b>	<b>100</b>

Gamma = 0.533 – moderate relationship

**Relationship between knowledge and extent of integration controlling for attitude**

The result revealed there was a strong relationship among the variables with a

Gamma value of .600. This implies that the unfavorable attitude of the teachers would greatly influence their knowledge and extent of integration.

**Table 25**

*Distribution of teachers according to their extent of integration of multimedia by their knowledge about multimedia controlling for attitude.*

Attitude		Extent of Integration						Total	
		Low		Moderate		High			
		f	%	f	%	f	%	f	%
Unfavorable Knowledge	Low	6	50.0	6	50.0	0	0.0	12	100
	Average	2	25.0	4	50.0	2	25.0	8	100
	High	0	0.0	2	100.0	0	0.0	2	100
	<b>Total</b>	<b>8</b>	<b>36.4</b>	<b>12</b>	<b>54.5</b>	<b>2</b>	<b>9.1</b>	<b>22</b>	<b>100</b>
Gamma = 0.600 strong relationship									
Favorable Knowledge	Low	3	42.9	3	42.9	1	14.3	7	100
	Average	3	42.9	3	42.9	1	14.3	7	100
	High	4	36.4	4	36.4	3	27.3	11	100
	<b>Total</b>	<b>10</b>	<b>40.0</b>	<b>10</b>	<b>40.0</b>	<b>5</b>	<b>20.0</b>	<b>25</b>	<b>100</b>
Gamma = 0.154 weak relationship									
Highly Favorable Knowledge	Low	0	0.0	0	0.0	2	100	2	100
	Average	3	20.0	1	6.7	11	73.3	15	100
	High	0	0.0	1	25.0	3	75.0	4	100
	<b>Total</b>	<b>3</b>	<b>14.3</b>	<b>2</b>	<b>9.5</b>	<b>16</b>	<b>76.2</b>	<b>21</b>	<b>100</b>
Gamma = 0.167 weak relationship									
Total Knowledge	Low	9	42.9	9	42.9	3	14.3	21	100
	Average	8	26.7	8	26.7	14	46.7	30	100
	High	4	23.5	7	41.2	6	35.3	17	100
	<b>Total</b>	<b>21</b>	<b>30.9</b>	<b>24</b>	<b>35.3</b>	<b>23</b>	<b>33.8</b>	<b>68</b>	<b>100</b>
Gamma = 0.266 weak relationship									

**Relationship between skills and extent of integration controlling for attitude**

Table 26 presents the relationship between skills and extent of integration

controlling for attitude. The result revealed that over-all, there was a weak relationship among the variables with a Gamma value of 0.289.

**Table 26**

*Distribution of teachers according to their extent of integration of multimedia by their skills in using multimedia controlling for attitude.*

Attitude		Extent of Integration						Total	
		Low		Moderate		High		f	%
		f	%	f	%	f	%		
Unfavorable Skills	Fair	7	58.3	5	41.7	0	0.0	12	100
	Good	0	0.0	6	100.0	0	0.0	6	100
	Very Good	1	25.0	1	25.0	2	50.0	4	100
	<b>Total</b>	<b>8</b>	<b>36.4</b>	<b>12</b>	<b>54.5</b>	<b>2</b>	<b>9.1</b>	<b>22</b>	<b>100</b>
Gamma = 0.711 strong relationship									
Favorable Skills	Fair	1	50.0	0	0.0	1	50.0	2	100
	Good	5	41.7	6	50.0	1	8.3	12	100
	Very Good	4	36.4	4	36.4	3	27.3	11	100
	<b>Total</b>	<b>10</b>	<b>40.0</b>	<b>10</b>	<b>40.0</b>	<b>5</b>	<b>20.0</b>	<b>25</b>	<b>100</b>
Gamma = 0.154 weak relationship									
Highly Favorable Skills	Fair	1	33.3	0	0.0	2	66.7	3	100
	Good	1	8.3	1	8.3	10	83.3	12	100
	Very Good	1	16.7	1	16.7	4	66.7	6	100
	<b>Total</b>	<b>3</b>	<b>14.3</b>	<b>2</b>	<b>9.5</b>	<b>16</b>	<b>76.2</b>	<b>21</b>	<b>100</b>
Gamma = 0.074 weak negative relationship									
Total Skills	Fair	9	52.9	5	29.4	3	17.6	17	100
	Good	6	20.2	13	43.3	11	36.7	30	100
	Very Good	6	28.6	6	28.6	9	42.9	21	100
	<b>Total</b>	<b>21</b>	<b>30.9</b>	<b>24</b>	<b>35.3</b>	<b>23</b>	<b>33.8</b>	<b>68</b>	<b>100</b>
Gamma = 0.289 weak relationship									

**CONCLUSIONS AND RECOMMENDATIONS**

With these results, it is reasonable to conclude that;

1. Most of the teachers were teaching English and Mathematics and they had 6 to 15 years in the teaching service. Most of them had only 0-1 seminar attended in relation to technology.

2. Most of the teachers had average level of knowledge and good level of skills. The most number of teachers had favorable attitude which was in the middle level. The highest percentage in the extent of

integration of multimedia of the teachers was in moderate level.

3. In the learning area and knowledge, there were more teachers who were in the average level. With regards to the skills, there were also more teachers having good level of skills. Teachers with favorable attitude had moderate extent of integration of multimedia.

4. In the length of service and teachers' competence in terms of knowledge and skills, more teachers were just average. Most

of the teachers were also good and had favorable attitude toward the integration of multimedia. They also had moderate extent of integration of multimedia. There were more teachers who had 6 to 15 years of teaching service.

5. For the overall knowledge and skills, most of the teachers had average and good level of skills. Most of them had favorable attitude and moderate extent of integration of multimedia controlling for attitude.

### **Recommendations**

Some of the teachers' characteristics, competence, attitudes, and extent of integration were found to have a relationship depending on different variables tested.

Hence, the foregoing findings, conclusions and implications lead to the following recommendations:

1. To be globally competitive, schools should keep pace with the computer technologies. Lessons should be integrated with these technologies and teachers should have preparation for the use of these technologies.

2. The use of multimedia is mandated to NICS-teachers. In view of this, teachers should be competent in terms of knowledge and skills and develop positive attitude towards integration of multimedia.

3. Department of Education should have a Computer Literacy Program to

address the needs of the teachers in line with the use of multimedia in teaching and to update them with regards to development and changes in the programs which are related to teaching.

4. For a successful implementation on the use of video simulations, it is suggested that schools should have enough facilities and equipment to accommodate all students.

5. The school must conduct an activity or seminars with regards to the usefulness of technology that would encourage the teachers to integrate multimedia in their lessons.

6. Teachers are encouraged to adapt to some changes and innovate strategies in teaching the pupils through the use of multimedia as one of the 21st Century Skills.

7. Based on the results of the study, teachers need to have a basic knowledge and skills in technology that will develop their attitude to embrace technology. Teachers need to be creative in presenting their lesson through the use of multimedia that will capture the attention of the students.

8. Future researchers are encouraged to conduct further study on teachers' extent of integration of multimedia and other factors that may affect its use in the teaching-learning process.

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## Whole Person Development Status of Students in Four Universities in Iloilo, Philippines: Inputs for the Development of an Enhanced Learning Environment Program

Ma. Rosalene J. Madero

### ABSTRACT

This descriptive-correlational study determined the whole person development (WPD) status of students in terms of social, spiritual, psychological, intellectual, professional, and physical domains. Nine hundred twenty six (926) senior high school students were randomly selected to provide information using a standardized questionnaire, Whole Person Development Inventory (WPDI). Findings revealed that generally, students have high status in WPD, and among the six WPD domains, the spiritual ranked the highest while psychological the lowest. Sub-domains that were rated the greatest are spiritual quest, peer relationship, and family relation while the least are emotional health, community care, and civic responsibility which suggest that students need more help in these areas. Academic achievement, gender, number of activities, nature of activities, and availment of peer counselling were found to be significantly related to overall status of WPD; religious affiliation to intellectual and physical domains; living arrangement to spiritual and intellectual; gender to physical; type of university to social and physical; number of activities to all the domains except psychological; nature of activities to spiritual and psychological; and availment of peer counselling to social, professional and physical. A combination of gender, academic achievement, number of activities, nature of activities, and availment of peer counselling service were found to be significant predictors of the WPD status and among these variables, the nature of activities participated in by the students was the strongest predictor of the status of WPD.

*Keywords: Whole Person Development, Enhanced Learning Environment*

### INTRODUCTION

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Whole person development is an important aspect of life. It is a progressive process through which the intellectual, physical, professional, psychological, social, and spiritual capacities of an individual can be holistically enhanced (Ng, P., et al., 2016). It prepares a learner for a successful adulthood, and to be able to survive the challenges, (Jones, 2008); (Ruiz & Sabio, 2012); (Acosta, Takiki, & Ruthowski, 2017) believed that WPD puts emphasis on the

progressive holistic development of a person rather than intellectual alone. They further concluded that for human resources to be of best use to society, they should be holistically developed.

Generally, educational institutions measure students' academic performance using test scores on cognitive or intellectual capacity. Public education at all levels continues to face important problems that have not been resolved by any approach to

date (Larimer, 2008), and these problems include learner disengagement of apathy, social, behavioral, and affective difficulties in the classroom and/or school setting, lower than expected levels of academic performance and achievement and failure to consistently produce adequately trained and socially responsible employees and citizens. Larimer (2008) concluded that beyond the effects of these problems on the school system and in the personal lives and future of the students, such problems contribute to social, ethical, and economic disabilities in society at large and these problems will remain intractable until the education of the whole person is systematically addressed from a holistic and constructivist perspective. With the introduction of Outcomes-Based Learning, schools are now incorporating demonstrable skills in measuring academic performance.

In a recent study on student emotional skills conducted by Acosta, Takiki, & Ruthowski, (2017), they found out that higher levels of socio-emotional skills are correlated with a greater probability of being employed, having completed secondary education, and pursuing tertiary education. They suggested that socio-emotional skills should be developed at the primary school age, the optimal age for sharing these skills.

Meanwhile, there is a rising cases of adolescents committing suicide and the growing number of “cutters” among the young brought about by the low socio-emotional development status because of the lack of socio-emotional skills (ucanews.com, 2016). Furthermore, it has been established that there is a link between educated manpower and economic development. In the world of globalization, the room for advancement lies in the ability of countries to understand how to make the best use of their resources – both human

and natural (Ruiz & Sabio, 2012). Human resource, to be of best use, should be holistically developed. Optimization of learning and development will require attention to all aspects of human ability and potential. Higher education institutions have been given the mandate to produce graduates with the highest level of whole person development possible. This kind of graduates is necessary to boost not only the economic development of the country but also the other aspects of development.

Families strive to send their children to higher education institutions to improve their lot in life in the future or to break the cycle of poverty. However, if they are not holistically trained and developed, competing for jobs, coping with failures and mistakes, and being resilient amidst challenges in life would be too difficult.

This poses a question on whether our students now are being developed holistically. There is dearth of literature, especially at the local level that can provide answers to this question which elicit elaborate answers. As mentioned earlier, WPD requires progress in social, spiritual, psychological, intellectual, professional, and physical capacities or an individual. It also requires scientific assessment of factors that facilitate or hinder the whole person development in schools. Evidence to this effect is yet to be discovered, hence, this study was conducted.

The general objective of this study was to determine the whole person development status of students in four universities in Iloilo, Philippines.

This study is anchored on the Student Development Theory that looks at how growth and development of students happens during the years they are attending college. It makes use of various theories.



On the psychological aspect, the Identity Development Theory espoused by Arthur Chikering and Linda Reisser (1969) suggests that there are seven vectors of development that the student move through during their college years and there are: 1) developing competence, 2) managing emotions, 3) moving through autonomy towards independence, 4) developing mature interpersonal relationships, 5) developing purposes, and 6) developing identity can help personnel to better understand and support students.

For the cognitive-structural aspect, the Scheme of Intellectual and Ethical Development Theory by William Perry (1970) is useful. It considers how the students understand their experiences, how they consider and organize information in teaching, learning, and change which are core aspects in the Cognitive Structural Theory (as cited by Almy & Genishi, 1979). He shows how helping the student move from the dualistic stage to the relative stage can be helpful to the learning process. In the dualistic state, the students think that the teachers have all the answers and thus, find it difficult to analyze and reflect. In the relative stage, the students develop a set of values and they makes choices in the contextual world. In other words, they can already make wise decisions using what they have learned or experienced.

The earlier Theory of Moral Development, specifically the Stages of Moral Reasoning by Lawrence Kohlberg (1958), cited by Nagelsen (2006), considers how the ability of students to reason affects the way they behave. This includes stages of moral development where students develop a sense of personal responsibility for their actions and ultimately for a morally just society – form pre-conventional morality where students wish to avoid punishment, to

post-conventional morality where ethics is seen used in its ultimate potential – students are now able to apply their ethical position to a set of problems.

Information and data on the whole person development status of the students should be available in educational institutions. However, this information and data is not available, hence, the need for this study to guide administrators to create an environment conducive to produce holistically-developed graduates - graduates who are socially, spiritually, psychologically, intellectually, professionally, and physically developed.

#### ***Whole Person Development Inventory***

The Whole Person Development Inventory was validated for several years since 1968 by researchers from Hong Kong Baptist University (Petrus Ng, Xiging Susan Su, Gina Lai, Dennis Chan, Eddie Ho, Vivien Chan, Heide Leung, Vicki Kwan, and Chloe Li). They came up with six domains, namely, social, spiritual, psychological, intellectual, professional, and physical. The social domain includes civic responsibility, community care, cultural engagement, family relationship, and peer relationship. The spiritual domain includes art appreciation, moral commitment, and spiritual quest. Psychological domain includes emotional health and self-appreciation; Intellectual domain includes intellectual capacity; Professional includes career preparation and leadership; and Physical domain includes physical maintenance and physical fitness. These various capacities should be developed for students to be cited as holistically developed individuals.

#### ***Whole Person Development***

Human beings were carefully and wonderfully made by our Creator, our God

who made the heaven and the earth and everything in them. They are so complex and complicated that until now, with all the studies made of them, no one can still fully know and understand human beings but the only One, the Creator. But we know that they are composed of body, soul, and spirit. While attitude, performance and potential they have are dependent on so many factors. The following are some of the evidences.

Jenney (2010), in his study on student peer relationship found out that this variable has a strong predictive relationship with college student self-rated pro-social character and in fact has a much stronger impact on social character traits, compassionate self-concept, social oriented character and overall college outcome than achievement-oriented character. He concluded that if students spend more time hanging out with their friends, they may not be able to do their academic tasks well,

hence classroom performance, but they enjoy with their friends.

Kim (2015) found out that certain time requirements of physical education graduation are positively associated with student academic growth especially in mathematics and science. The study of Vail (2016) also revealed that there was a consistently positive relationship between overall fitness and academic achievement, that is, as overall fitness scores improved, mean achievement scores also improved, and that the relationship appeared to be stronger for females than for males and stronger for higher socioeconomic status than for lower socioeconomic students.

Kilgo, Ezell, et al. (2015) revealed that active and collaborative learning and undergraduate research had broad-reaching positive effects on critical thinking, need for recognition, and intercultural effectiveness.

## METHODOLOGY

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### **Research Design**

This study used a descriptive-correlational research design and utilized a one shot-survey for collecting primarily quantitative data. Qualitative data were used to substantiate quantitative information.

### **Population and Sample Respondents**

The target population of this study consisted of 3,855 senior high school students (Grade 11 and Grade 12) in four universities in Iloilo City, Philippines enrolled during the second semester of School Year 2017-18. A sample of 926 was determined using the formula by Smith (1983).

### **Sampling Technique**

The researcher secured the approval of the conduct of the survey from the respective university presidents. Then the lists of Grade 11 and Grade 12 students, secured from the respective registrar's office were used as sampling frames. Systematic sampling with a random start was used to select the 926 respondents of this study.

### **Research Instrument, Consent and Assent Forms**

The data gathering instrument used in this study has three parts. Parts 1 and 2 were prepared by the researcher and Part 3 is an adopted, 100 per cent, the Whole Person Development Inventory developed

and validated in 2016 by a group of researchers at Hong Kong University (HKBU).

Part 1 was used to collect students' personal information and student-related characteristics and Part 2 was used to collect the university-related characteristics. Part 3 was used to collect data on the whole person development status of the students in each of the six domains and 15 sub-domains. Parental consent was sought for students aging below 18 years of age.

After approval of the proposed paper together with the instrument by the Graduate School panel or evaluators, the instrument was subjected to content and construct validation by three experts in the field of whole person education. Suggestions from the evaluators were then considered in the refinement of the instrument which was later piloted to 30 Grade 11 and Grade 12 students in non-target university. The collected data was then encoded in the computer for internal consistency test using Cronbach Alpha test. The result of the test shows an alpha of 0.86 which means that the questions in Parts 1 and 2 have acceptable internal consistency. Part 3 is composed of questions adopted from a standardized WPD questionnaire by Hong Kong Baptist University researchers. The final instrument was reproduced and distributed to the target respondents.

#### **Data Gathering Procedure**

A letter requesting for permission to conduct the study was personally handed by the researcher to the presidents of the four universities. Upon the approval of the university presidents of the letter, copies of the final questionnaires were distributed to the respondents together with the informed

consent and assent form (for respondents below 18 years of age) stating the purpose of the study, the data to be collected, how their personal information will be ethically processed, used and disposed of, the options to or not to participate in the survey at any time during the conduct of the study, and the need to have their parents' consent (for respondents below 18 years old).

#### **Data Processing and Analysis**

Each of the retrieved questionnaires was reviewed for completeness of data, after which the data were encoded in the computer using Microsoft Excel and Statistical Package for Social Sciences (SPSS) version 23. Frequencies and central tendencies using mean and standard deviation were generated to describe the personal characteristics of the respondents, the university-related factors, and the status of their WPD. Inferential statistics using Chi-square, Gamma, and Cramer's V, set at 95% level of confidence were generated. Furthermore, to determine which among the variables were significant predictors of students' WPD, beta coefficients were generated. To comply with the requirements of linear regression analyses, linear relationships among variables were tested and non-parametric data were converted into parametric using dummy data.

#### **Ethical Review and Plagiarism Tests**

After the approval of the proposal, the document together with the research instruments and Consent and Assent Forms were submitted for plagiarism test by the University Review and Continuing Education Center and ethics review by the University Ethics Review Committee.

## RESULTS AND DISCUSSION

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### *Student Personal Characteristics*

The data revealed that the majority of the senior high school students in these four universities are Roman Catholic, either living

with immediate or non-immediate family members, female, and with good to very good academic achievement.

**Table 1**  
*Students' Characteristics*

<b>Religious Affiliation</b>	<b>f</b>	<b>%</b>
Protestant	105	11.34
Roman Catholic	768	82.94
Others Christian Religious Affiliation	35	3.78
Others Religious Affiliation	18	1.94
<b>Total</b>	<b>926</b>	<b>100.00</b>
<b>Living Arrangements</b>		
Living with father or mother	96	10.37
Living with father, mother, and siblings	534	57.67
Living with father, mother, siblings, grandparents	116	12.53
Other living arrangements	180	19.43
<b>Total</b>	<b>926</b>	<b>100.00</b>
<b>Gender</b>		
Female	616	66.50
Male	310	33.50
<b>Total</b>	<b>926</b>	<b>100.00</b>
<b>Academic Achievement</b>		
Outstanding (98-100)	4	0.40
Very good (93-97)	197	21.30
Good (88-92)	541	58.40
Average (83-87)	163	17.60
Fair (78-82)	21	2.30
<b>Total</b>	<b>926</b>	<b>100.00</b>

### *University-Related Characteristics*

Results showed that most of these students are involved in one or more extracurricular school activities such as in sports, academic, and religious activities but less in outreach and community services. Results also showed that they have not recognized the necessity of peer counselling. According to Pasha (2015), students who are especially reluctant to seek peer counselling services are more likely to have less psychological and emotional support from

people they often mingled with and if this situation is not sufficiently supported with other similar support, for example, involvement in extra-curricular activities, may result to psychological and emotional imbalance. In other words, students with less involvement in extra-curricular activities and who are reluctant to seek peer counselling are more prone to social and psychological imbalance; two of the six domains of whole person development.

**Table 2**  
*University-Related Characteristics*

Type of University	f	%
Private, Sectarian University	575	62.10
Public, Non-Sectarian University	351	37.90
<b>Total</b>	<b>926</b>	<b>100.00</b>
<b>Number of Activities Involved In</b>		
0 Activity	151	16.31
1 - 2 Activities	370	39.96
3 - 4 Activities	215	23.22
5 and Above	190	20.51
<b>Total</b>	<b>926</b>	<b>100.00</b>
<b>Number of Activities Involved In</b>		
<b>No Activity Involvement</b>	<b>151</b>	<b>16.31</b>
<b>Only One Activity</b>	<b>204</b>	<b>22.03</b>
Academic	70	2.37
Social	11	1.19
Sports and athletics	61	6.59
Religious	59	6.38
Other Activities	3	0.32
<b>Multiple Activities</b>	<b>571</b>	<b>61.66</b>
Academic	437	12.12
Social	261	7.24
Sports and athletics	279	7.74
Religious	769	21.33
<b>Total</b>	<b>926</b>	<b>100.00</b>
<b>Peer Counseling Service Availment</b>		
0 no visit	617	66.63
1 -2 times	223	24.09
3 - 4 times	73	7.88
5 and above	13	1.40
<b>Total</b>	<b>926</b>	<b>100.00</b>

**Overall Whole Person Development Status**

Generally, the perceived overall status of WPD of respondents is *high* (mean=4.49) with less than one point deviation (SD=0.54) from the overall mean score. In terms of specific domains, spiritual recorded a very *high* level (mean=4.80), SD=0.58 and all five

domains recorded a *high* level of WPD (mean=>3.75 to 4.75) with standard deviation of less than one point (SD<1.0). The domain that has the least mean score is psychological domain (mean=4.25, SD=0.78).

**Table 3**  
*Status of Students' Whole Person Development*

WPD	Very High		High		Moderate		Low		Total		M	SD
	f	%	f	%	f	%	f	%	f	%		
Overall	118	12.74	606	65.44	196	21.17	6	0.65	926	100.00	4.49	0.54
Spiritual	317	34.23	507	54.75	95	10.26	7	0.76	926	100.00	4.80	0.58
Professional	213	23.00	444	47.95	230	24.84	39	4.21	926	100.00	4.53	0.78
Social	142	15.33	574	61.99	199	21.49	11	1.19	926	100.00	4.47	0.58
Intellectual	170	18.36	464	50.11	265	28.62	27	2.91	926	100.00	4.45	0.75
Physical	221	23.87	368	39.74	242	26.13	95	10.26	926	100.00	4.38	0.97
Psychological	105	11.34	474	51.19	277	29.91	70	7.56	926	100.00	4.25	0.78

Results showed that students' whole person development status in these four universities is general high with minimal variation in their responses. Using the standardized whole person inventory of Hong Kong Baptist University to interpret this result, we can say that these students have high awareness and connection to the transcendent, and usually search for ultimate meaning as well as engagement in spiritual practices (spiritual domain). They also have high motivation to learn to earn or maintain professional credentials such as academic degree to formal coursework,

attending conferences, and informal learning opportunities situated in practice (professional domain) as well as good relationships with people in different environments and situations (social domain). These three domains appear to be the most developed and the least are their psychological (cognitive, emotional, intellectual functioning), physical (control over body, particularly muscles and physical coordination), and intellectual (organization of minds, ideas, and thoughts to make sense of the world they live in.

## CONCLUSIONS AND RECOMMENDATIONS

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### Conclusions

The results of this study gave rise to the following conclusions:

1. Religious affiliation has a significant relationship with the status of the students in WPD-Intellectual domain of the whole person development.

2. Living arrangement has a significant relationship with the status of the students in WPD-Spiritual domain. Specifically, results revealed that students living off campus residences were more likely to have a higher commitment to church mission than students living in residence halls on campus. Furthermore, living arrangement has a significant relationship with their status in WPD-Intellectual domain of the WPD.

3. Gender has a significant relationship with the status of the students in Whole Person Development and in WPD-Physical domain. Gender medicine therefore aims to include biological and socio-cultural dimensions, and their effects on women and men, to improve health and health care which is connected to health maintenance. Academic achievement has a significant

relationship with the status of the students in WPD, WPD-Social, WPD-Spiritual, WPD-Intellectual, and WPD-Professional domains.

4. The type of university the students are enrolled in has a significant relationship with the status of the students in WPD-Social domain. The number of extra/co-curricular/outreach activities the students are involved in has a significant relationship with their status in whole person development in all its domains except the WPD-Psychological. This is evidenced by past researches. The nature of extra/co-curricular/outreach activities the students are engaged in has a significant relationship with the status of the students in whole person development and in WPD-Spiritual and WPD-Psychological domains. The peer counseling service availment has a significant relationship with the status of the students in WPD-Social, WPD-Professional, and WPD-Physical domains and whole person development. The nature of extra/co-curricular/outreach activities, peer counselling service availment, and gender

are the significant predictors of whole person development status.

5. Finally, the findings confirm the conceptual framework of this study that student-related independent variables: (1) religious affiliation, (2) living arrangement, (3) gender, and (4) academic achievement; and so with the university-related independent variables: (1) type of university, (2) the number of extra/co-curricular/outreach activities the students are involved in, (3) the nature of extra/co-curricular/outreach activities the students are engaged in, and (4) peer counselling service availability affect or are related to the status of the students in the six (6) domains, hence to the whole person development status of the students.

### **Recommendations**

Based on the findings of this study and the conclusions made, the following recommendations are presented, that:

1. the universities, both private and public, make of the enhance learning environment program interventions to help address the deficiencies in socio-emotional capacities or development status of the students with modifications to suit their specific situations;

2. university administrators make use also of the findings of this study to further enhance the learning environment to be more conducive to the holistic development of the students. Enhanced learning environment ensures the development of the students in the six domains of the whole person development: (a) WPD-Social domain, (b) WPD-Spiritual domain, (c) WPD-Psychological domain, (d) WPD-Intellectual domain, (e) WPD-Professional domain, and (f) WPD-Physical domain. This will be reflected in the improvement of the

employability rating of their outcomes or graduates, among various benefits.

3. faculty members refer to the study findings to equip themselves, especially on how they may be able to help their students raise the bar in their socio-emotional capacities +or development status. This will redound to narrowing the gap between knowledge and skills requirements of the employers and the knowledge and skills that shall have been acquired by the graduates.

4. parents or families of the students refer to the findings of this study to gain insights on how to deal with their student-children. This also reminds them that their children are just their adolescent stage and needed to be understood and supported in order to help them ease their agony as they strive to be independent. Moreover, any outcome from the partnership of the schools and families to level up to the soft skills of the graduates may redound to the benefit of families as their offspring shall have been equipped to land a job, thus compensation is expected.

5. future employers make the findings of the study as a guide to know which schools offer socio-emotional program interventions to their students for their graduates comply with their knowledge and skills requirements, e.g., to help them where to scout for employees they are looking for employees who can surely fit in their jobs as they are socio-emotionally mature - - the ones needed by employers according to Acosta, et. al. (2016);

6. government look into the findings in this study so funds may be allocated to universities to implement program interventions like training of faculty members to be more effective in their honing of the socio-emotional skills of students, hence the hope of having human resources (socio-emotionally mature graduates)

needed for the economic and other aspects of development of the nation becomes a reality;

7. students also refer to this study to know to expect from their school to help them in addressing their deficiencies in socio-emotional capacities or socio-emotional development status – and be persons of holistic development; well-rounded individuals, ready to face the challenges of life;

8. school administrators and students cooperate to continue and strengthen the programs that are connected to the significant predictors of the WPD status (nature of activities, academic achievement, number of activities, peer counselling service availability and gender);

9. and future researchers may make use of the findings to understand the relationships of the variables used and find areas of further study of their interest.

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