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Message From PRESIDENT OF SEAAIR

Dear delegates of SEAAIR 2013 Conference,

On behalf of SEAAIR, we would like to extend a very warm welcome to all participants of the 2013 SEAAIR Annual Conference in Jogjakarta, Indonesia, the city of universities within the grandeur of the iconic Borobudur as the cultural backdrop merging education and culture.

For SEAAIR 2013, 183 Researchers from 7 countries submitted a total of 125 abstracts and 110 were accepted. The papers underwent rigorous review and this led to a final acceptance of 62 full papers for 2013. The 2013 Conference theme, "Entrepreneurship in Higher Education and Institutional Effectiveness" highlights one of the key challenges of higher education institutions to be more attuned to entrepreneurial ways and means for funding and developing the future of the students. A culture towards entrepreneurial education needs to be instilled and imbedded in our education systems and students to be self-sufficient while helping the national economies towards a better world in the future.

SEAAIR conferences have always aimed to bring together policy-makers, academics, researchers, practitioners and managers in higher education institutions. It continues to aim to expand academic and networking relationships, provide and share new academic, cultural and learning experiences through collaborative efforts via Institutional Research. SEAAIR has grown from strength to strength over the past 13 years to provide a balance of quality academic papers and the rich culture as offered and shared by each host institution anchored in Malaysia, Thailand, Indonesia, and the Philippines. We fully believe that SEAAIR will continue to benefit and built on the academic and cultural learning and sharing as we moves towards a more entrepreneurial ASEAN 2015.

It is hoped that everyone will enjoy the conference's learning and sharing, the local favorite hot spots, cuisine and cultural spots and the hospitality of the rich traditions and cultures of Jogjakarta. To add to your experience at SEAAIR 2013, the local organizing committee has worked hard to create not only an academic but also an enjoyable and memorable within the astounding cultural icon of Borobudur.

We sincerely thank the LOC members and team for the 2013 SEAAIR Conference to take up the challenge of hosting SEAAIR in Jogjakarta, Indonesia and all participants who will make this conference a success. Happy sharing and learning through entrepreneurial ways.

Thank you and I remain,



Assoc. Prof. Teay Shawyun, Ph.D
President, SEAAIR

Welcoming ADDRESS

Welcome to Indonesia
Welcome to Jogjakarta
Welcome to Ciputra University

On behalf of Ciputra University and the big family of Ciputra Group, we welcome you to the South East Asian Association for Institutional Research (SEAAIR) Conference, “Entrepreneurship in Higher Education and Institutional Effectiveness”, on 7-9 October 2013.

It is a privilege for us to host this prestigious conference, we want to express our gratitude to the SEAAIR committee for their trust to Ciputra University to organize this conference. As an “entrepreneurial focused” university, this conference gives us a lot of insight and idea to run a better Entrepreneurship Education. We believe that all of the participants will have the same outcome for their institutions.

Our sincere and heartfelt thanks to Governor of Yogyakarta (DIY), His Excellency Sri Sultan Hamengku Buwono X, Mayor of Yogyakarta City Drs. H. Haryadi Suyuti, Mayor of Sleman Regency Drs. H. Sri Purnomo, M.Si. Without their supports, this world class conference will not be going this great.

Personally, I want to thank the 2013 SEAAIR Conference Committee both local organizing committee & SEAAIR Executive Committee and UC-RPC (Research and Publication Centre, Ciputra University) for their hard work to organize this conference.

Warm welcome to all participants of SEAAIR 2013 conference, hope this conference give you all the best output and excellent outcome.



Ir. Tony Antonio, M.Eng.
President, Ciputra University

Message from CONFERENCE'S CHAIRMAN

SEAAIR Delegates 2013 Conference,

I would like to welcome all distinguished participants to the South East Asian Association for Institutional Research (SEAAIR) Conference in the cultural city of Jogjakarta, Indonesia. The Theme of this conference is "Entrepreneurship in Higher Education and Institutional Effectiveness". I hope we can work together with our colleagues from across the region to increase our roles and contributions to the region.

Having synergized research and practical experience in higher education, we will explore together the themes of: Informing Institutional Planning and Strategic Management; Enhancing Teaching and Scholarly Activities; Practicing Institutional Effectiveness: Theory, Techniques, and Technologies; Assessing Student Learning Outcomes and Program Quality; Exploring Entrepreneurship and Institutional Effectiveness.

I strongly believe that by working together we can learn, share, and develop better knowledge and understandings about Entrepreneur in higher education that we can contribute real actions to the region based on our researches.

Thank you profusely to Sultan Hamengku Buwono X the Governor of DIY, Drs. Sri Purnomo, M.Si. the Mayor of Sleman Regency, Mr. Haryadi Suyuti the Mayor of Yogyakarta city, BP2KY (Badan Promosi Pariwisata Kota Yogyakarta), Mr. Irwan Hidayat (President Director of PT Sido Muncul), Mr. Harun Hajadi (Managing Director of Ciputra Group), Prof. Dr. Djoko Susanto, and also Mr. Antonius Tanan (Director of UC Entrepreneurship Centre), for the proactive support during our preparation as well as the conference days.

We also thank the SEAAIR Executive Board (SEC) members for supporting, giving advices, and finding solutions. Lastly our sincere thanks to all participants who have made this conference succeed.

My warmest welcome to all participants of SEAAIR 2013.



Dr. Yusak Anshori
Chairman of 13rd Annual SEAAIR Conference

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Theme

Entrepreneurship In Higher Education And Institutional Effectiveness

Sub-themes

- INFORMING INSTITUTIONAL PLANNING AND STRATEGIC MANAGEMENT
- ENHANCING TEACHING AND SCHOLARLY ACTIVITIES
- PRACTICING INSTITUTIONAL EFFECTIVENESS: THEORY, TECHNIQUES AND TECHNOLOGIES
- ASSESSING STUDENT LEARNING OUTCOMES AND PROGRAM QUALITY
- EXPLORING ENTREPRENEURSHIP AND INSTITUTIONAL EFFECTIVENESS

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A Causal Model of Faculty Retention Capability: The Case Of Autonomous Universities in Southern Philippines

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Abstract

Retaining employees is seriously considered as a growing challenge among universities considering its grave implications on the organization's resources. High turnover rates can gravely affect the institutions stability and render them to be less productive. World standards for global ranking of higher education that give more weight to institutions known as "employers of choice", drive universities around the globe to strengthen their capability not only to attract the best recruits but also to retain them. Considering the dearth of studies on university faculty retention capability in the Philippines, this paper contributes to greater understanding of this topic. Retention capability was measured by the strength of the causal relationship between the teachers' intention to leave and factors such as teachers' affective commitment, and talent management practices of attracting, retaining, and engaging, perceived organizational rewards and support. Using adapted and modified instruments that have undergone validity and reliability tests, data were collected from 207 randomly selected full-time teachers of the only two autonomous non-sectarian universities in the Southern Philippines for two months. The study employed a causal-comparative analysis utilizing Path Analysis to test hypothesized models. Results indicated good fit revealing significant paths on turnover intention, talent management retaining, talent management attracting practices, and teachers' affective commitment. Institutional effectiveness is enhanced when conscious efforts are done to strengthen the universities' retention capability thru doable measures and heighten the institution's talent management retention/attraction policies and practices to increase the teachers' affective commitment.

Keywords: turnover intention, faculty retention capability, talent management, affective commitment

I. INTRODUCTION

In the face of massive easing up of global borders, universities also around the world are boosting up their energies to draw the most capable faculty and professional staff whose supply of each is diminishing. Retaining employees is seriously considered as a growing challenge among higher learning institutions. High turnover rates seriously affect the institution's stability; this can render them to be less productive. In these times when world standards of global ranking for higher education give credence to institutions that are considered as "employers of choice" (QS World University Rankings, 2011; Times Higher Education Ranking, 2011), universities around the globe strive to strengthen their capability not only to attract the best recruits but also to retain them. Attracting the best talented employees could be easier than retaining them; organizations need to do something to enhance their retention capability to arrest turnover (Benest, 2008).

Employee turnover can be avoided when institutions deliberately get into organizational practices such as talent management, organizational rewards and perceived organizational support. Studies reveal that these practices were found to significantly bear on employees' commitment and in turn influence turnover intention (Collings & Mellahi, 2009; Macey & Schneider 2008; O'Neal & Gebauer 2006, Saavedra 2011). Organizational studies also share a common position that *turnover intention* like other organizational components is potentially a good indicator of organizational efficiency, effectiveness, and general performance in the workplaces (Vigoda-Gadot and Ben-Zion, 2004). Retention and employee turnover are inseparable concepts and authors found it impractical to study each independently (Khurana & Arora, 2011). Thus, when turnover intention is low, retention capability is high increasing institutional effectiveness and ensuring talent availability.

The dearth of retention capability studies of higher education institutions in the Philippines propelled this investigation. Establishing models of organizational retention capability that explains what attract and retain good teachers would greatly benefit the involved universities, which policies or structures could be configured how they could in a way influence their faculty to build their teaching career in their respective institutions.

II. FRAMEWORK

Understanding the relationship between individuals and their organizations are basically explained by social exchange theory. Organizational researchers have looked into how social relationships develop between employees and their employing organization into reciprocity (Emerson, 1976; Cook and Rice, 2003; Cropazano & Mitchell 2005). Consequently, decisions among faculty members in the university to stay are reciprocity to organizational practices designed to let them consciously feel valued. Practices such as talent management, organizational support and organizational rewards are factors that interplay into the commitment of the teachers and can greatly influence turnover intentions. It is theorized that when organizations intentionally create encouraging work environment, teachers will decide to stay and build their careers in such nurturing workplaces, thereby increasing the institutional retention capability vis-à-vis enhancing organizational effectiveness.

High faculty turnover involves high costs and implications for the education system. Specifically for good faculty, this would mean loss of what good teachers contribute to the university vis-à-vis loss in research and students' meaningful experiences (Chugthai & Zaffar, 2006 and Buck & Watson, 2002).

Four cognitive features characterize *turnover intent*. These are thinking of quitting, planning to stay or leave, searching for alternative employment, and the desire to leave current job (Lambert 2008). Perichione et. al, (2008) said that the intention to stay in or leave one's position has been found to be a good indicator of actual turnover. When employees think about leaving their jobs, they are also likely to consider other opportunities and search more actively for them. If they find better opportunities, they quit (Lam et al, 2001). Certain factors such as their satisfaction with the organizational practices and commitment to the profession can considerably affect teacher *turnover intentions*.

Valuing employees stimulates their commitment positively to the organization. The significance in the study of organizational commitment lies in the management's need to retain a strong and loyal workforce. Loyalty to the institution is always considered to be among the social glues of employees to their organization.

There are three components of organizational

commitment: *affective commitment* (AFC), normative commitment, and continuance commitment (Meyer, Allen, and Smith, 1993; Powell and Meyer, 2004). *Affective commitment* weighs more on the emotional attachment to the workplace, together with being acknowledged as part of, and being involved in the organization. It is seen to be more profound in the context of work experiences owing to its emotional dimension. Given this condition, affective commitment is significantly and negatively related to turnover intention (Abbot, White & Charles (2005). Continuance commitment on the other hand leans more on the perceived costs related to ceasing employment with the organization. Normative commitment is viewed more as generating a compelling reason for the employee to continue being part of the organization according to Meyer et al. Studies such as those that were conducted by Rhoades et al. (2001) citing Meyer and Allen (1991) emphasized that employees' emotional bond to their organization, has been considered a predictor of dedication and loyalty. Affectively committed employees are further observed to possess a "sense of belonging and identification that encourage... the desire to remain in their current workplace" (Meyer & Allen, 1991). The above explanations support the assumption why this current study singled out affective commitment as the main construct of this study.

A meta-analysis of thirty-four higher education institutions conducted by Buck and Watson (2007) focused on the analysis on organizational commitment and the employees' intention to stay, found that eventually, the employee's level of commitment largely influenced his or her decision to stay with an organization. An individual's commitment to an organization can be significantly influenced by organizational activities and the organization's management practices. Simply stated, committed employees are less likely to leave an organization voluntarily when they feel that there are consistent and conscious efforts of the management to nurture their affective commitment to the organization (Buck et al., 2007; Addae & Parboteeah, 2006).

Antecedents for higher levels of affective commitment were found to have strong basis in developing employee's psychological contract (economic and socio-emotional). These included *perceived organizational support* (POS) and *organizational rewards* (ORE). According to Ul Haq, Jam, Azeem, Ali & Fatima (2011), exchange of economic as well as socio- emotional benefits from employer to employee causes the increased level of affective commitment, which works as a mechanism through which individuals with certain type of contracts are linked to job outcomes. Social exchange theory provides strong logical support in establishing the mediation mechanism of affective commitment between psychological contracts.

Organizational practices have been brought to the attention of school management because of the strong linkages that

these practices bear on organizational commitment (Rhoades, Eisenberger & Armeli, 2003; Aselage & Eisenberger, 2003; Chen, Eisenberger, Johnson, Sucharski & Aselage, 2007). This phenomenon is explained by organizational support theory and further gives an account of employees' commitment to the organization. The theory expounds that it is necessary for employees to form general beliefs concerning how much the organization values their well-being in order to meet socio-emotional needs and to assess the organization's readiness to reward increased efforts (Eisenberger et al., 1986). *Organizational rewards* are felt in the presence of structures that consistently implement policies which recognize good works and performance. Organizational efforts when seen positively by employees as means of valuing them together with their contribution to the organization, create positive feelings and commitment on the part of the employees. Rhoades & Eisenberger (2002) call this as *perceived organizational support*. Perceived organizational support would eventually shape employee attitude in organizations according to Rhoades et al., (2002). If employees perceive an organizational supportive attitude, they will have enhanced positive feelings and behavior towards the organization, e.g. job satisfaction, job performance, organizational commitment (Aselage & Eisenberger, 2003). *Perceived organizational support* has been found to predict turnover intention in the study of Dawley, Houghton & Bucklew (2010). The individual's assessment of the extent of being valued by the organization impacts on his or her decision to stay in the current workplace.

Another organizational practice that influence employee to stay is *talent management* (TM). Talent management in this current study anchors on the model generated from a global study entitled "*Talent Management of the 21st Century: Attracting, Retaining & Engaging Employees of Choice*" by Sandra O'Neal & Julie Gebauer in 2006. The study was designed to find out elements of work experience that distinctively define *attracting, retaining* and *engaging* people in diverse cultures. It focused on a broad set of workplace practices that influenced employee motivation, commitment, willingness and desire to achieve at work. The model was generated from a cross culturally extensive sample that covered participants from the United States, Canada, Mexico and Brazil, eight European countries (the United Kingdom, France, Germany, the Netherlands, Italy, Spain, Belgium and Ireland) and four Asian countries (China, Korea, Japan and India).

In the said study, factors that were found to attract individuals to the organization included competitive base pay, structures that allow work-life balance, challenging job, career opportunities, and the desire to clearly see distinction in pay relative to performance and contribution to the organization. Learning and development opportunities were also part of these so-called drivers of attracting talents. When individuals are attracted to these talent management practices, individuals are likely to join the organization offering these attractive packages and, therefore, could be linked to turnover intentions.

O'Neal et. al. (2006) also reported of practices that influenced retaining as a talent management function. These included among others, salary criteria, satisfaction with the organization's decisions, clarity of career opportunities, valuing and nurturing talented employees, challenging but less stressful working environment, opportunities to balance work & personal life. McKinsey & Company (2006) also says that retaining present workforce depends largely on four key drivers of job satisfaction: compensation and benefits, work environment, career development and advancement, and work/life balance.

Engagement is also significant in retaining employees. O'Neal et al (2006) mentioned that among engaged employees, the percentage committed to staying with their current employer, rose from 36 percent to 59 percent. Among the identified talent management engaging drivers are input into decision-making in the department, improving skills and capabilities, focusing on customer satisfaction, senior management interest in employee well-being, and autonomy to do the job well. This study, however, used more specific in the context of teaching environment such as student- focused item loadings, opportunities to participate in establishing instructional policies, and autonomy in planning instructional activities. Employee engagement increases employee retention and decreases turnover intentions (Collings & Mellahi, 2009; Macey & Schneider 2008; Bhatnagar, 2007).

On the whole, talent management gears toward strengthening the capability to hold employees for a meaningful career in the organization. In exchange, the organization strengthens its retention capability. Kontoghiorghes & Frangou (2009) argued that retention is an expected outcome of mutual satisfaction between the employee and the employer. In support of the social exchange theory, employers would always pursue to retain satisfactorily performing employees whose capabilities serve the company's needs, while at the same time, the employees seek to remain in the organization that fulfills their needs. For the purposes of this present study, talent management is distinctively identified as attracting (TMA) retaining (TMR) and engaging (TME). Many studies see the need to string together meaningful organizational practices to build character and skill and retain talent (Blass & April, 2008; Ready, Hill & Conger, 2008). The concept of talent management is seen in a conscious, deliberate approach undertaken to attract, develop and retain people with the aptitude and abilities to meet current and future organization needs (Lewis & Heckman, 2009).

This study therefore sought to give empirical evidences that *affective commitment* (AFC) influences turnover intentions and that AFC can be nurtured with organizational practices. Practices such as *talent management* (TMA, TME & TMR), *perceived organizational support* (POS) and *organizational rewards* (ORE) cultivate teachers' commitment.

These practices contribute to the “growing of talent in the organization”, thereby increasing the retention capability of the organization. Considering the literature reviewed, and the realities surrounding the problem of retaining faculty, this study sought to explain the phenomenon behind the universities’ retention capability by establishing a model of turnover intention with regard to organizational practices. The strength of the relationship between the causal variables and turnover intentions determines the higher learning institution’s retention capability. Thus, four hypothesized models were tested based on the assumptions of the study.

Hypothesis 1: Turnover intention is negatively related to all the independent variables such as affective commitment, perceived organizational support, organizational rewards, talent management attracting, talent management retaining, and talent management engaging.

Hypothesis 2: Affective commitment, talent management retaining, and talent management attracting mediate the relationship between perceived organizational support, organizational rewards, talent management engaging and turnover intention.

Hypothesis 3: Affective commitment and talent management attracting influences talent management retaining while mediating the relationship between perceived organizational support, organizational rewards, talent management engaging and turnover intention.

Hypothesis 4: Affective commitment, talent management retaining and talent management attracting cause turnover intention.

III. MATERIALS AND METHODS

This study was conducted in two autonomous universities in Southern Philippines, Liceo de Cagayan University and University of Mindanao both non-sectarian institutions, the only ones in Southern Philippines granted Autonomous Status by the Commission on Higher Education for the last five years with Category A (teaching) in the Commission’s Institutional Quality Assurance Monitoring and Evaluation mechanism. Granting of these coveted distinctions require these universities to attain above standards set by the government. While this study recognizes diverse needs of both institutions in many ways such as location and enrolment population and demographics of students, faculty qualification standards are uniform as set by the Commission. Data gathered from two hundred seven (207) randomly sampled faculty members have undergone tests of normality. The values of skewness and kurtosis were highly acceptable as they were

less than one and nearing zero.

The University’s Retention Capability Questionnaire was used where the first part were eight items on affective commitment from Meyer and Allen (1997). The scale for perceived organizational support was taken from the short form of the Survey of Perceived Organizational Support (Eisenberger et al., 1997 & Lynch et al., 1999). Turnover Intentions items were taken from the study of Saavedra (2011) while TME used teacher engagement from the study of Ortiz (2011). Talent management item indicators TMA and TMR were based from the global study of O’Neal and Gebauer (2006). Fifty college faculties were requested to rank the items from a checklist to determine their priorities on what attracts them to and make them stay in a university. From this content validation process, a scaled instrument was prepared based on the top five answers from the checklist. Cronbach’s Alpha coefficient established the stability and consistency of the whole instrument.

The study employed a causal-comparative analysis utilizing Path Analysis to confirm hypothesized models. Structural Equation Modeling analysis via Amos feature of SPSS 16 was used to establish the path coefficients. Research results presentation was guided by literature on how causal path analyses are reported (Boomsma, 2000; Suhr, 2000; Kenny 2012). In the estimation procedure, the presentation revolved around “model fit”, strength of the postulated relations between variables of interest”, and “reliability of the parameter estimates.” Initially, chi-square test was used to measure reasonable measure of fit for 75 to 200 cases according to Kenny (2012). However it also recognizes that chi square test offers only beginning decision strategy implied by a statistical decision rule to ensure that the hypothesized model is not rejected. Hoyle and Panter (1995) recommend some indexes of overall model fit that included unadjusted chi-square, normed fit index (NFI), goodness of fit index (GFI), Tucker-Lewis Index (TLI), incremental fit index (IFI), comparative fit index (CFI) and relative fit index (RFI). Hooper, Coughlan & Mullen, (2008) cited McDonald & Ho (2002) suggest on the use of absolute fit indices. These measures provide the most fundamental indication of how well the proposed theory fits the data. Thus, when presenting results, calculation is not dependent on comparison with a baseline model but is instead a measure of how well the model fits in comparison to no model at all (Jöreskog and Sörbom, 1993). Hooper, Coughlan, & Mullen, (2008), therefore, included in this listing of category the following measures: Chi-Squared test, RMSEA, GFI, AGFI, the RMR and the SRMR.

IV. RESULTS AND DISCUSSIONS

Table 1 accounts the basic descriptive data, to demonstrate scale reliabilities, normality measures (skewness and kurtosis),

means, standard deviations and zero-order correlations for all the study variables. The different parts of the scale representing the seven (7) factors have the following reliabilities using Cronbach's Alpha Coefficient (R), namely: affective commitment (AFC) is 0.85; perceived organizational support (POS) is 0.80; talent management attracting (TMA) is 0.68; talent management retaining (TMR) is 0.61; talent management engaging (TME) is 0.81; organizational reward (ORE) is 0.85 and turnover intentions (TOI) is 0.91.

Litzinger, Lee, Wise and Felder (2005) during the *American Society for Engineering Education Annual Conference & Exposition* cited Tuckman (1999) and explained that high correlations of Cronbach's alpha coefficient (> 0.7) are expected of test of knowledge of a subject area or mastery of a particular skill. For assessed preferences such as the scale used in this study, a lower correlation among the items would be expected. Tuckman, (1999) according to Litzinger et al., (2005) suggests that an alpha of 0.75 or greater is acceptable for instruments that assess knowledge and skills while 0.50 or greater is acceptable for attitude and preference assessments. The alpha values of all the seven scales used in this study met this criterion and therefore, the scales are reliable. Meanwhile, the range of response is 1 to 5 where 5 is the highest indicating strong agreement. (table 1).

Turnover intentions (TOI), the gauge for retention, had a mean of 2.56, implying that the faculty respondents are neutral in their position about leaving the university: they neither desire to leave nor to stay. At zero-order correlations, TOI was observed to be reversely and significantly related to *affective commitment* ($r = -0.341, p < 0.01$), *perceived organizational support* ($r = -0.362, p < 0.01$), *organizational rewards* ($r = -0.165, p < 0.05$), and *talent management retaining* ($r = -0.586, p < 0.01$). However, TOI was not significantly related to talent management attracting (TMA) and talent management engaging (TME). (table 2)

Hypothesis 1 in Figure 1 below, proposed that turnover intention (TOI) is negatively related to all the independent variables (AFC, POS, ORE, TMA, TMR, TME). From Table 2, data shows that hypothesized model 1 was proven to be a poor fit, considering that the X^2 was highly significant implying that the hypothesized model does not represent the sample. Other measures such as normed fit index (NFI), goodness of fit (GFI) and Comparative Fit Index (CFI) values were less than 0.9; the root mean square (RMSEA) was not significant. Therefore hypothesized model 1 is not acceptable.

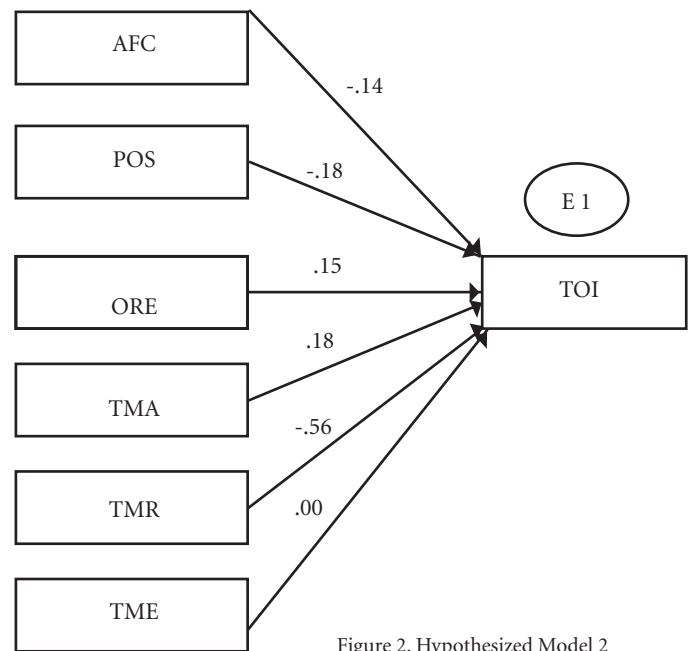


Figure 2. Hypothesized Model 2

Table 1. Scale Reliabilities, Normality Measures, Means, Standard Deviation, and Zero-Order

Variable	R	S	K	Mean	SD	1	2	3	4	5	6
1. Affective Commitment (AFC)	.85	-.920	.018	4.51	.48						
2. Perceived Org.Support (POS)	.80	-.125	-.148	3.77	.54	.623**					
3. Organizational Rewards (ORE)	.85	-.472	.271	4.00	.66	.475**	.672**				
4. TM Attracting (TMA)	.68	-.087	-.709	4.24	.52	.077	.042	.241**			
5. TM Retaining (TMR)	.61	.012	-.323	3.71	.50	.314**	.374**	.312**	.170*		
6. TM Engaging (TME)	.81	-.085	-.910	4.42	.43	.374**	.299**	.308**	.424**	.247**	
7. Turnover Intentions (TOI)	.91	.456	.235	2.55	.92	.341**	-.362**	-.165*	.097	-.586**	-.125

Correlations (n=205 ~ 207); **Correlation is significant at the 0.01 level (2-tailed); * Correlation is significant at the 0.05 level (2-tailed).

Table 2. Results of the Calculation of Overall Model Fit Indices of the Hypothesized Models

Model	value	df	prob	NFI	GFI	CFI	AGFI	RMR	RMSEA
Hypothesized Model 1	360.55	15	0.00	0.242	0.629	0.24	0.308	0.092	0.334
Hypothesized Model 2	9.651	6	0.140	0.980	0.987	0.992	0.940	0.010	0.054
Hypothesized Model 3	6.323	4	0.18	0.987	0.991	0.995	0.939	0.007	0.053
Hypothesized Model 4	1.24	1	0.265	0.991	0.997	0.998	0.997	0.008	0.034
Standard Fit Criterion	Not Significant; Ratio of x^2 to $df \leq 2$			$\geq .95$	$\geq .95$	$\geq .95$	$\geq .95$	Nearing zero	$< .06$

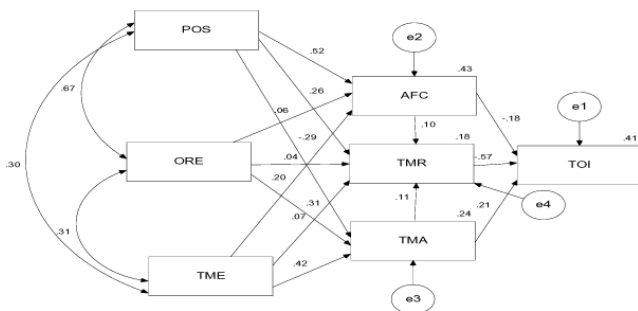


Figure 3. Hypothesized Model 3

Hypothesized Model 2 in Figure 2 likewise proposed that affective commitment (AFC), talent management retaining (TMR), and talent management attracting (TMA), mediate the relationship between perceived organizational support (POS), organizational rewards, talent management engaging (TME) and turnover intentions (TOI). In the hypothesized model 2 calculations, where the values of chi-square is non-significant ($X^2=9.65$, $df = 6$ and $p = 0.140$), and where that values of NFI, GFI and CFI are above 0.95, seemingly implying that the model represents the sample data, however, $df = 6$ is above the acceptable fit of ≤ 2 or 3; the AGFI was only 0.94, which is below the acceptable index of 0.95, the RMSEA is 0.054 is acceptable but the RMR is too large when the desired index should be nearing zero.

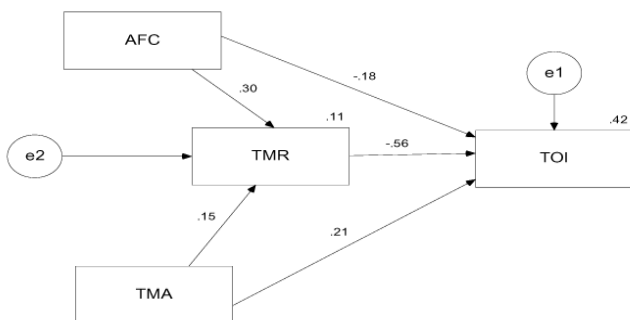


Figure 4. Hypothesized Model 4: The Best Fit Model

Hypothesis 3 proposed that affective commitment (AFC) and talent management attracting (TMA) influences talent management retaining (TMR) while mediating the relationship between perceived organizational support (POS), organizational rewards (ORE) and talent management engaging (TME) and turnover intentions (TOI). From Table 2, it could be gleaned that values of chi-square were not significant, the NFI, GFI and CFI values were > 0.95 and therefore, could be assumed to be an acceptable fit; however, further analysis reveals that the adjusted goodness of fit (AGFI) index was not acceptable since it was < 0.95 , even if the RMSEA is 0.053.

Hypothesis 4 proposed that turnover intention (TOI) is influenced by affective commitment (AFC), talent management retaining (TMR), and talent management attracting (TMA). This fourth hypothesized model was found to be the best fitting model given the values of the chi-square values ($X^2=1.24$, $df=1$, $p=0.265$); NFI, GFI, CFI, AGFI that were >0.95 and the RMR (0.008), approaching 0. The root mean square of approximation or RMSEA is 0.034. For RMSEA, according to Kenny (2012), MacCallum, Browne and Sugawara (1996) used 0.01, 0.05, and 0.08 to indicate excellent, good, and mediocre fit, respectively. With this criterion, hypothesis 4 shown in Figure 4, is the most acceptable model because it is also the best fit model using the seven (7) goodness-of-fit indicators.

From Figure 4, the best fit model with path coefficients shows the path diagram representing the structural equation model. TMR and TOI are endogenous variables or caused variables, while AFC and TMA are the exogenous variables. It can be noticed that TMR is both a cause and an effect variable. The figure further discloses that AFC (-0.18 , $p=0.00$) and TMR (-0.56 , $p=0.00$) were negatively correlated with TOI, while TMA (0.21 , $p=0.001$) was positively correlated with TOI. AFC affected TMR (0.30 , $p=0.00$) and TMA (0.15 , $p=0.025$) also influenced TMR. R^2 shows that 11.3 % of the variations in TMR could be explained by AFC and TMA as shown by the structural equation: $(TMR = 0.3AFC + 0.15TMA)$. On the other hand, 42% of the variations in TOI are caused by AFC, TMA and TMR. Structural equation: $TOI = 0.21TMA - 0.18AFC - 0.56TMR$ explains this phenomenon.

The main objective of this study was to establish a model that could explain what organizational practices hold faculty members from leaving the university. From the various literature, four hypotheses were drawn, theorizing that organizational practices, such as talent management (attracting, retaining and engaging), perceived organizational support and organizational rewards, influence the teachers' affective commitment, generating their loyalty to the university and commitment to stay with the university, this as measured by turnover intentions. The lower the turnover intention average score is, the higher the retention capability of the university becomes. What organizational practices influence TOI scores was another underlying objective of the study so that a structural model could be established.

The best fitting model suggests that TOI is anchored on TMR supported by AFC and TME. This further means that the stronger the institutions' talent management retention/attraction practices are and the greater teachers' affective commitment is, the lesser the likelihood of teachers to leave the university is and the higher the retention capability of the institution becomes.

Turnover intentions can be prevented if the talent management retaining (TMR) practices are well entrenched. This means institutions should pay attention to salary criteria,

employees' satisfaction with the organization's decisions, clarity of career opportunities, valuing and nurturing talented employees, challenging but less stressful working environment, and opportunities to balance work and personal life. In their global study, O'Neal & Gebauer (2006) reported that these practices have the strongest influence in retaining employees as confirmed by their participants across the globe. Retaining present workforce is indeed crucial and is influenced by job satisfaction, compensation and benefits, work environment, career development and advancement, and work-life balance (Messmer, 2006).

Retaining practices can also be influenced by talent management attracting (TMA) practices. In this study, the item loadings were indicative of *what attracts teacher in institution* and *not* specifically the TMA practices of the university where the faculty-participants belonged. This study disclosed positive correlation coefficient between TOI and TMA, this means that the greater the agreement of the employee on the item indicators, such as *"I am attracted to universities that give salary increases based on faculty performance"*, the most likely would the employee consider leaving the university in favor of another university that offers more attractive TMA. This study has bared basic organizational practices that can attract talented faculty. Since TMA was also found to positively correlate with TMR, these practices are most likely to influence talent management retaining efforts. Attracting the best talented employees could be easier than retaining them, and organizations need to do something to enhance their 'stickiness' to arrest turnover (Benest, 2008).

Causal paths were also observed between affective commitment (AFC) with TOI and with TMR. The model further shows that variations in TMR are influenced by AFC together with TMA as discussed earlier. This means that affective commitment needs to be cultivated in the organization since it contributes to the TMR practices. Affective commitment is more profound in the context of work experiences owing to its emotional dimension. Given this condition, affective commitment is significantly and negatively related to turnover intention (Abbot, White & Charles (2005).

The previous models showed other organizational practices such as perceived organizational support (POS), organizational reward (ORE) and talent management engaging (TME) with causal paths to AFC, TMR, and TMA, but not to TOI. In the literature that supported the framework of this study, POS and ORE are considered antecedents of affective commitment. Organizational practices and activities were identified by recent studies as antecedents of affective commitment (Joiner and Bakalis, 2006; Chugthai and Zaffar 2006; Rhoades and Eisenberger & Armeli, 2001). In this current study, since these organizational practices were not in the most parsimonious model, POS and ORE are subsumed in AFC, since TME was

found to be significantly correlated with all the variables of the study except TOI as shown in the zero-correlation values in Table 1. Thus, the best fit model does not include TME as a variable influencing TOI.

Theoretically, it confirms the social exchange theory. When teachers regard the talent management practices as a means of valuing them, they reciprocate this with their commitment and decide to stay with the institution. Specifically, when they sense that they are valued by the institution through its retaining practices, they decide to stay, thereby increasing the institution's retention capability. Considering the strong influence on talent management retaining practices has on affective commitment, it is very important to nurture of affective commitment. Ultimately, talent retention is largely determined by an employee's level of commitment to the organization (Buck and Watson 2007).

Some practical implications can also be drawn from the study beyond theoretical inferences. For one, the teacher-participants of this study generally expressed a neutral stand on the decision to leave their respective universities, indicating very delicate situation and suggesting that teachers will indeed leave the university whenever more attractive work package can be had in another workplace. This work packages includes faculty salary increases tied with faculty performance, opportunities for a more balanced work life, competitive base pay, clear career advancement, and other talent management practices that strengthen retention of teachers. The positive causal path between attracting factors and turnover intentions supports this highly probable occurrence. This implication compels management to regard threat to the retention capability.

V. CONCLUSION

Conscious effort to hold faculty requires a steady focus on many organizational practices that have tremendous influence on the faculty's decision to stay in the university. Organizational efforts when seen positively by employees as means of valuing them together with their contribution to the organization create positive feelings and commitment on the part of the teachers.

The five-year strategic plan of Liceo de Cagayan University openly acknowledges that universities around the world will increase their efforts to draw the best students and the most capable faculty and professional staff in this period when the supply of each is dwindling (LDCU Five-Year Strategic Plan 2010-2015). The competition of attracting the best academics is becoming stiffer. The university recognizes that while it continues to attract the best academic personnel, it must institute doable measures to retain the best academics it already has. It means engendering the kind of work environment that supports the personal and professional needs of those it wishes to retain. Establishing

and or strengthening organizational practices to retain the brightest and the best can be tedious and costly. However, faculty turnover can be more costly and can become a threat to institutional effectiveness since high turnover rates can seriously affect the stability of the institution and can render them to be less productive. Thus, investing on this resource may be costly, but the gains in terms of academic productivity and reputational quality can far outweigh the cost of human capital investment.

Since faculty retention capability is highly influenced indirectly by affective commitment impacting talent management retaining practices, it is highly recommended that the universities in this study seriously consider instituting more focused faculty development program integrating organizational practices that stimulates commitment to attract and retain teachers. It would do well for the said higher education institutions to review their present career advancement opportunities, workloads, professional development program for their faculty so as to give them competitive advantage to attract and retain the best and the brightest faculty and increase the faculty retention capability university

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A Model of Strategic Human Resource Development of Private Organization

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Abstract

This research used the strategic human resource development framework to assess the approaches that private organization used in their planning and implementation of human resource development activities as well as the evaluation method. The purposes of this research were to (1) survey condition and needs for human resource development in private organizations, (2) build a model of strategic human resource development and (3) evaluate a model of strategic human resource development in private organizations. An open-ended questionnaire was developed based on a preliminary interview with administrators and human resource developers in private organization. The researcher interviewed 17 top administrators and human resource developers in 9 private organizations experts who have been working in private organizations and possess fine knowledge and skills relating to human resource development practices by interviewing with some administrators and human resource developers through telephone and face-to-face basis for further and in-depth information. Data were compiled and issues related to the process were drawn.

Then the information was compiled to develop a 5-point rating scale questionnaire. Delphi technique was used to attest the validity of the questionnaire. The questionnaire was presented to those experts to assess their agreements for each item. The finalized version of the questionnaire was evaluated by 7 human resource development luminaries to investigate their opinions towards the model of strategic human resource development which is multi-level and focuses on the interactions between context of organization, organization strategy, human resource development activities, and human resource development evaluation and potential development. The quantitative result revealed that condition for human resource development and a model of strategic human resource development in private organization in Thailand contained the following elements: (1) organization strategy (2) human capital building (3) human resource development activities and evaluation (4) reward and motivation system and (5) potential improvement.

Keywords : Private Organization, Thailand, Strategic Human Resource Development

I. INTRODUCTION

Higher education institutes nowadays need to respond to the needs of external parties. The business community requires educators to develop human resources to help them to operate their businesses. Human Resource Development faculties are established in various universities in Thailand in order to provide qualify personnel to train and develop the workforce as well as the general population. As the Asian Economic Community era is approaching, we need to train and develop personnel to realize the significance, similarities and differences in managing business in the regional, or international, level. The development of logistics technology has lessened the importance of national boundary. Businesses in a country cannot remain within the boundary anymore. They have to interact and handle many international parties such as customers, suppliers, competitors, workforce, and etc. Hence, it is important that Higher Education Institution should learn the needs and requirements of business organizations and assist them, through theoretical application, to develop in order to be competitive in the global market. Human resource development becomes an important part in helping organizations to pursue their competitiveness.

Today's organizations consisted of three types of resources, physical, financial, and human. Physical resources are machines, materials, facilities, equipments and component parts of products. These are often referred to as fixed corporate assets. Physical resources are important to the health of the organization because they provide it with stability and strength. Also, because they are tangible and can be seen, they provide the public with the measure of the organization's success. A corporate headquarters building is an example of this type of resource. Financial resources refer to the liquid assets which are vital to the organization's ability to react to opportunities for growth and expansion and reflect its overall financial stability and strength (Gilley, 1989). In the past Human Resource (HR) professionals built staffing, compensation, training, and other programs and policies that focused on employees and kept companies

legally compliant. The HR function tended to be positioned at the end of the business chain and often focused on carrying out activities rather than achieving results (Dunn, 2006). At present, organizations are compelled to view human resource development as an investment producing results rather than as a cost providing activity. Human resources refer to people employed by an organization and how to develop them to help organization accomplish business objectives. While employee expertise is developed to maintain present advantages, HRD also serves as a key enabler of strategy for expanding growth. HRD professionals are now forced to become strategic partners in order to develop the human resources who possess the skills, abilities and knowledge which can contribute to the strategic plans of the organization. So HRD needs to be considered strategically by leaders of organizations. At present, strategic human resource development focuses on building human capital, providing activities, developing knowledge management, learning organization and improving potential of organization. Therefore, the aim of this research was to investigate problems encountered by private organizations against developing HR strategically and the approaches they utilized to develop their human resources and create a HRD model for further utilization.

II. LITERATURE

Organizations in the new economy have come to realize that employee expertise is a vital and dynamic living treasure. Human resource development (HRD) is a process of developing and unleashing expertise for the purpose of improving performance. The two primary components of HRD include: (1) organization development (OD), the unleashing of expertise for the purpose of improving performance, and (2) training and development (T&D), systematically developing expertise for the purpose of improving performance (Swanson and Holton, 2009). HRD should provide a clear signal that learning and development are important and also the following indicators of this move: (1) HRD emphasized investment in people rather than training as a cost, allowing a longer term perspective on outcomes and value-added, (2) HRD feeds other HRM policies such as recruitment for skills and retaining and rewarding talented employees as part of a qualitative difference between organizations and the development of a primary internal market with attention to continuous learning, and (3) HRD seeks to engender loyalty and commitment among employees. Through learning by employees, organization strategy itself can be transformed (Gold, et al., 2010). The desire for employee expertise is meaningless an organization can develop it in ways that respond to the business needs (Jacob, 2003). The mission of HRD, that is, what HRD does, is (1) to provide individual development focused on performance improvement related to a current job; (2) to provide career development focused on performance improvement related to future job assignments; (3) to develop performance management systems used to enhance organizational performance capacity and capability; and (4) to provide organizational development that results in both optimal utilization of human potential and improve human performance,

which together enhance the culture of an organization, and thus its effectiveness which is measured by increased competitive readiness, profitability, and renewal capacity (Caffarella, 2002). Moreover, education and training programs foster three kind of change: individual change related to acquisition of new knowledge, building of skills, and examination of personal values and beliefs; organizational change resulting in new or revised policies, procedures, and ways of working; and community and societal change that allows for differing segments of society to respond to the world around them in alternative ways (Gilley, Eggland, & Gilley, 2002). The influence of human resource development on strategic planning is moving from being exclusively in a role supportive of business strategy to becoming a major force in the shaping business strategy. There is a natural fit between initiatives for developing employee expertise and the organization' strategic direction. This human resource development business strategy linkage is the basis for HRD's influential roles as shaper of strategy. Moreover, HRD is truly of strategic value to an organization (1) is performance-based, (2) demonstrates its strategic capability, and (3) is responsive to the emergent nature of strategy (Swanson & Holton, 2009).

Strategic Human Resource Development Approach

Strategic human resource development is a popular approach in the present time. In an attempt to focus on giving organization members the competencies necessary, and activities for meeting performance expectations. This is important because being strategic means having an impact on corporate goals and objectives. As a result, HR expertises have been spending more time with general managers and headquarters in sales, marketing, and manufacturing to ensure that HR work adds value to the organization and helps deliver business results. Therefore, the strategic human resource development plan (SHRDP) is one of the dependent strategic plans and flows from the corporate strategic plan. The SHRDP prescribes what development the people in the organization need so that they can help the organization achieve its strategic objectives. The type of general strategy chosen — entrepreneurial, dynamic growth, analyser, defender, rationalisation, liquidation, or turn-around—will have a significant impact on the type of developmental processes used for the people in the organization (Dalahaye, 2005). Most HRD have to work with the top management, the headquarter and human resource developer for developing employee expertise and the organization's strategic direction. This HRD-business strategy linkage is the basis for HRD's influential role as shaper of strategy. The desire for employee expertise is meaningless unless an organization can develop it in ways that respond to the business needs (Jacobs, 2003).

Human capital theory is considered the branch of economics most applicable to HRD. Human capital refers to the knowledge and expertise one accumulates through education and training. The most valuable of all capital is that invest in human being and education and training are the most important investment in human capital (Becker, 1993). Hence, there is

increased emphasis on the investment in human assets through training and development. Moreover, the corporate leaders have to empower their organizations to create an environment to help their employees work and stay in organization with happiness. Leaders set the agenda for the organization and confer legitimacy on SHRD activities. Organizational leaders increasingly demand HRD effectiveness and expect a contribution to a number of areas including the maximization of profitability, enhancement of human capital, the creation of employee commitment and loyalty, a contribution to organizational sustainability and continuity, and the establishment to fit between overall business strategy and HRD strategies (Garavan, 2007).

Human resource development encompasses activities and processes which are intended to have impact on organizational and individual learning (Wilson, 2009). As HRD programs cross the line of demarcation from an activity, evaluation becomes a tool for measuring performance improvement and the impact of various interventions throughout the organization. HRD evaluation is defined as the systematic collection of descriptive and judgmental information necessary to make effective training decisions related to the selection, adoption, value, and modification of various instructional activities (Goldstein, 1980). HRD evaluation can help to determine whether a program is accomplishing its objectives, identify the strengths and weakness of HRD programs, which can lead to changes, as needed, determine the cost-benefit ratio of an HRD programs, identify which participants benefited the most or least from the program, gather data to assist in marketing future programs, and establish a database to assist management in making decisions (Phillips, 1983). Evaluation should provide feedback on individual and organizational learning, performance improvement, and organizational development and change, educating organizational leaders to the values and benefits of HRD, and demonstrating HRD capacity and capability (Brinkerhoff, 1998).

Reward systems serve as cost-effective compensation vehicles that focus employees on key business objectives while creating meaningful links between results and rewards. In addition, the mode of reward practices used by an organization is an important factor in employee motivation. This ultimately affects the performance of the organization (Rumpel & Medcof, 2005). A good reward systems drives performance by motivating workers to achieve new levels of performance, and attracts, retains, and motivates employees to do their best and stay with organization (Bowen, 2004).

Improving potential of HRD in an organization, the learning, training, and development of employees is now center stage in today's organizations to ensure long-term competitiveness, excellence, quality, flexibility, and adaptability. The strategic importance of individual and organizational learning and development is now focus on the concepts of the learning organization (LO) which is the ultimate state of organizational learning at which the organization is able to facilitate the learning of all members and can continuously transform itself (Argyris & Schon, 1978). The fifth discipline that an organization should cultivate among employees to

engender learning and success are: (1) personal mastery: individual growth and learning, (2) mental models: deep-rooted assumptions affecting the way in which employees perceive people, situations, and organizations, (3) shared visions: a shared view of the organization's future, (4) team learning: a shift from individual learning to collective learning, and (5) systems thinking: connects to previous disciplines (Senge, 1990). By the way, knowledge management (KM) essentially consists of five separate activities, which are the acquisition, documentation, transfer, creation, and application of knowledge (Yahya & Goh, 2002). A perspective of SHRD has been presented that uses the joint contribution of information technology (IT) and human resource management (HRM) approaches. The transformation of the firm into a knowledge organization and learning organization, the organization is greatly facilitated by information and communication technology (ICT). The HR department plays a vital role in determining where, among employees, tacit knowledge exists, what type of knowledge is presented, and whether and to what degree this knowledge is conducive to attaining present and future organizational goals (Soliman, & Spooner, 2000).

III. METHODOLOGY

This research is a descriptive research. Data were collected both quantitatively and qualitatively. In phase I, the Delphi Technique was used. The researcher purposively recruited and interviewed key respondents, 17 top administrators and human resource developers in 9 private organizations who have been working in private organizations and possess fine knowledge and skills relating to human resource development practices in a conglomerate in Thailand. Comments regarding the situations and needs for strategic human resource development in their companies were compiled. These comments were listed in the first draft and sent out to these experts to evaluate and reconsider their agreements with the items. Medians and quartiles of the agreements in each item among the experts were calculated and the items were returned, as the second draft, with the medians and quartiles for the experts to consider in the second round. They revised their agreement scores in this stage. Items were finalized based on the agreement score from the second round. The content of the questionnaire was adjusted based on comments from the experts. In phase II, the final version of the questionnaire was drawn with 5-point rating scale. 7 luminaries from successful organizations who possess fine knowledge and skills relating to human resource development practices were recruited and questionnaire was completed by them. Interviews were performed with 7 luminaries to yield a better insight into the practice.

IV. RESULTS AND DISCUSSION

Interviewed data revealed that the process used to develop strategic human resource development were to (1) review the organizational vision and mission, (2) analysis human resources needs and problems and internal and external environment, (3) design and develop direction of human resources development

to match the mission and organization goals, (5) implement human resources development activities area of knowledge, skills and personal qualification, and 6) evaluate and control human resources development strategy. The leaders of organizations stated that employees are the most valuable of all capital so invest in human being and education, training and individual development are the most important investment in human capital.

The top management, and the headquarter worked with human resource developer for developing employee expertise and the organization's strategic direction. HRD activities included design, develop, implement and evaluate training programs for improving technical skills, conceptual skills, interpersonal relation skills, teamwork, knowledge, attitude, value, morality, health and integrity. Also, providing activities that cultivate corporate social responsibility and environment.

The needs for HRD in private organization were to provide more IT, HRIS and ICT systems for the use of career management and improvement, individual performance and achieving organizational goals, developing knowledge management, and learning organization. HRD expertises need to develop competency model to help identify the knowledge, skills, attitudes, and personality needed for successful performance in a job. Competency models are useful for ensuring that training and development systems, career path and performance management.

Quantitative results revealed that strategic human resource development were overall found at the highest level. All principles were rated at highest level. The highest scores were on activities and evaluation, reward and motivation system, human capital building, and potential improvement. Perceptions regarding each principle were reported in Table I.

Table 1. Means and standard deviation of strategic human resource development

Strategic Human Resource Development	Mean	Standard Deviation
Human capital building	4.73	.28
Activities and evaluation	4.86	.15
Reward and motivation system	4.81	.17
Potential improvement	4.59	.17
Overall rating	4.75	.07

The items in each principle were compiled and the model of strategic human resource development were reported in figure 1.

The luminaries agreed that strategic human resource development model have to link with organization strategy to meet business goal. Since executives worked with managers and headquarters, the strategic role that HRD plays in supporting strategies to achieve the goals of the organization was to encourage the human capital building by providing training programs for improving a present job, individual development



Figure 1 a model of strategic human resource development

by learning for growth but not related to a specific present / future job and supporting for further education. In order to

Results regarding HRD activities and evaluation, the luminaries agreed that designing, developing, implementing, and evaluating activities for improving abilities, skills, attitude, health and mind of employees were very important for performance improvement to reach business goal.

The luminaries agreed that a reward and motivation systems is the best strategy of human resource development in an organizations because it can motivate all employees to achieve organizational goals, improve individual performance, and help retain employees to stay with the organization.

Results regarding potential improvement for human resource development, the luminaries agreed that strategic HRD should develop competency model for ensuring that training and individual development, career development and performance management. In addition, knowledge management, learning organization can be developed by the use of information technology.

V. CONCLUSIONS

In conclusion, the process of strategic human resource development comprises of 4 steps as follows: (1) analysis external and internal environment, needs and problems of individual, task, and organization, (2) strategy planning and formulation,

(3) strategic implementation, and evaluation. Then, the private organizations were utilizing a model of strategic human resource development approach for improving individual performance and achieving organizational goals.

The model consisted of 4 components as follows: (1) considering organization strategy and goals, (2) building human capital, (3) providing program activities and evaluation, and (4) assisting potential improvement by developing. A model of strategic human resource development is designed to integrate this model for learning and development activities which contribute to the achievement of strategic business goals. Future research should be planned to evaluate this model by employees in other private organizations.

VI. IMPLICATION FOR PRACTICE

The results of this study led to a model to develop human capital of organizations. This model can be utilized by HRD professionals in organizations to develop employees based on the strategy map of the organization depending on the HRD system, policies, organization goals, leader, and practices in organizations. Moreover, this strategic human resource development model can be applied to provide strategic direction to instructional design in HRD academic programs for university. Specifically, this model can help to define effective learning objective, learning processes, content, and learning outcome of HRD courses as the following: (1) Principles of Human Resource Development focusing on principles, themes, theories and philosophy of human resource development including scopes, tasks, duties, and responsibilities of human resource development in organization consisting of individual development; career development, learning activities providing for the application and implementation principle to practices; (2) Principles of Learning Organization Development with the emphasis on concepts, principles, theories, processes, and practice of learning organization activities. The application and implementation of the learning organizational concepts and principles for human development, career development and organization development; (3) Planning, Developing and Managing Human Resource Development Program studying of principles in planning developing and human resource development programs. Practice in curriculum development and program development; the evaluation and analysis of curriculum and programs. Presentations in the various types of training curriculum for human Resource development; (4) Innovation in Human Resource Development focusing on innovation and information and communication technology using for human Resource development in the age of globalization; including for trainings, conferences, seminars, the measurement and evaluation; (5) Training Strategy studying of themes, theories, principles and training procedures, training patterns, training implementations. The usages of technology media, training programs design, training strategies in order to respond the organizations' needs in human resource development. Various training practice including with the management and evaluation of the training programs; (6) Strategic Issues and

Trends in Human Resources emphasizes on the analysis and synthesis study of strategic issues and trends in human resource development in the organizations. Study of problem-solving methodologies, the application to human resource development methods and case study on issues related to the organizations' changes; (7) Learning and Training Program Design studying of principles, and procedures for designing learning programs or activities or training, and implement for writing program proposal, behavioral objectives, learning activity modules including learning and teaching methods and technologies, evaluation methods and tools; (8) Knowledge Management Strategies; (9) Career Planning and Staff Development Technique; (10) Competency Based Management for Career Development; and (12) Strategically Integrated HRD. The model of strategic human resource development help can program planners and academic specialists design and develop HRD program to produce HRD practitioner, and HRD professional with the better skills, knowledge and competencies for serving various organizations.

The Human Resource Development faculties can use this model to develop curriculum to educate future HRD practitioners. All components of the model deserve a close examination. The HRD curriculum should incorporate all components, each as at least one course of study. Altogether, 27 components should become at least 27 core or major elective courses in the HRD program. Only then, the HRD program of study can respond more effectively with the strategic business community.

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A Pilot Study On Academic Performance Of International Students In A Private University

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Abstract

Malaysia has achieved a world ranking of eleventh in terms of total international student population from around the world. International students may experience different learning environment as compared to their home countries. The involvement of international students is about 23% in the authors' university. The aim of this study is to examine the difference in the academic performance of Malaysian students and international students. The analysis will be performed not only for overall but also by gender. The relationship between the educational background and academic performance of the international students will also be explored. Academic performance is measured in terms of Student Progress Unit (SPU) which is used in Australian universities. The SPU is defined as the ratio of subjects passed to subjects attempted and therefore it lies between 0 and 1 for any student. Means of SPU are analysed for the comparisons of academic performance of both international and Malaysian students studying in degree programmes in civil engineering, accounting, business administration and financial planning where the involvement of international students is high. International students make up of 31% of total students in the selected programmes in this study and they underperform Malaysian students while female international students as well as female Malaysian students perform better than their counterparts. The authors hope that the results from this study may provide useful insight for the universities in improving the academic performance of international students at their institutions.

I. INTRODUCTION

Malaysia has achieved a world ranking of eleventh in terms of total international student population from around

the world while US received 21.2% of international students as being the first in 2006 (MOHE, 2009). The percentage of international students in all Australian universities in 2010 is 22.3% (Australian Bureau of Statistics, 2013). According to Institute of International Education, (2012), although there is an increase of 6% from the previous year, international students still comprise less than 4% of total U.S. higher education enrollment in 2011/2012. In UK, Higher Education Statistics Agency (2013) indicated that the involvement of international students is 17.4% in higher education in the year 2011/2012. Yee and Mokhtar (2003) mentioned that there is tremendous growth of 16% per annum in the number of international students studying in the public and private universities in Malaysia since 2001. Efforts are made to attract more international students since international education sector is vital to strengthening economics and societies in any country around the world. Universities must offer many benefits to international students, allowing them to obtain a high quality education as well as the opportunity to experience life in the country as they select an educational destination. Some international students may experience academic difficulties, despite the fact that they have been successful academically in their home countries due to the different teaching and learning environment as compared to their home countries.

There is limited literature available on the academic performance of international students. Li et al. (2010) investigated the differences in learning experience between Chinese and non-Chinese cultural groups in UK. They suggested that the perceived importance of learning success to family, English writing ability and social communication with their compatriots are significant predictors for all international students. Nayak and Venkatraman (2010) focused on Indian

international students studying business administration courses in an Australian regional university. Khin Maung Win and Ni Lar Win (2008) carried out the comparison between the learning styles of Malaysian students and international students. They reported that the Malaysian students as well as international students in the sample have the same characteristics as the overall sample, that is, their preferences on average are sequential, sensing, and visual.

Symons et al. (2006) identified international students' perceptions of institutional and interpersonal factors that affect their academic achievement and well-being in Acadia University in Canada. Nasir (2012) reported that cultural adjustment was found to be a significant predictor of academic achievement of international students in Pakistan. The aim of this study is to examine the difference in the academic performance of Malaysian students and international students. This study extends to find out the relationship between the educational background and academic performance of the international students.

II. METHODOLOGY

The cumulative grade point average is used to measure the academic performance of students in Canada by He and Banham (2009) and also in two universities in Islamabad by Nasir (2012). The comparative academic performance of international students in 22 Australian universities was carried out by Dr Raj Sharma, Dr Zena Burgess and Alan Olsen using Student Progress Unit (SPU) (Mackintosh and Olsen, 2005). The SPU is defined as the ratio of subjects passed to subjects attempted and therefore it lies between 0 and 1 for any student.

In this study, SPU of each student is calculated and means of SPU are analysed for the comparisons of academic performance of international and Malaysian students studying in degree programmes in civil engineering, accounting, business administration and financial planning where the involvement of international students in each programme is relatively high than the other programmes offered in the author's faculties. The analysis is performed not only for overall but also for each programme. Mean SPU are compared by genders (Malaysian female students versus international female students, Malaysian male students versus international male students and overall female students versus male students). This study is carried out based on the quantitative method only. Since mean of the all the students (Malaysian as well as international) enrolled in each programme in January 2013 session is calculated, no sampling is involved. Moreover, means SPU of international students is analysed whether a relationship exists between the academic performance and their educational background in their home countries.

III. RESULTS

Enrolment of international students

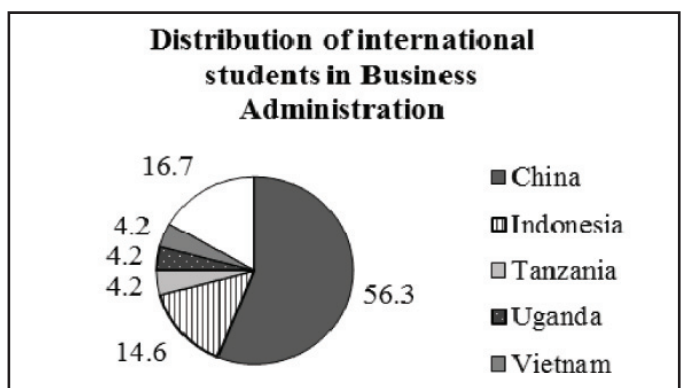
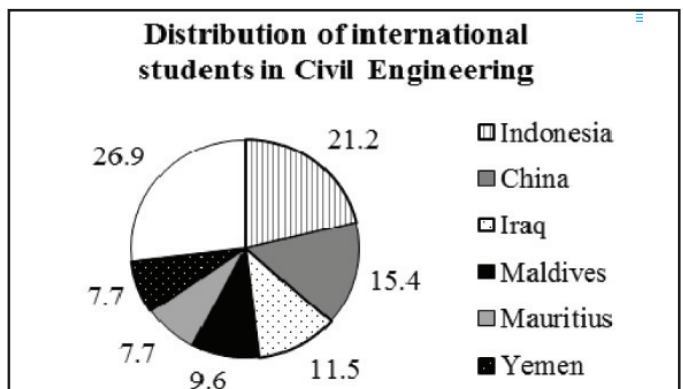
The involvement of international students in the university is about 23% in January 2013 session. International students came from more than 50 countries around the world. The distribution of international students by geographical regions is shown in Figure 1.

Distribution of international students by geographical regions



Figure 1. Distribution of international students by geographical regions

It can be seen from Figure 1 that the highest number of international students came from China (43% of total international students), followed by Indonesia and some countries from Africa (Kenya, Tanzania, Nigeria and Uganda), Asia (Pakistan, Myanmar, Mauritius, Maldives and India) and Middle East (Iran, Iraq and Yemen). The distribution of international students in selected programmes by country is given in Figure 2.



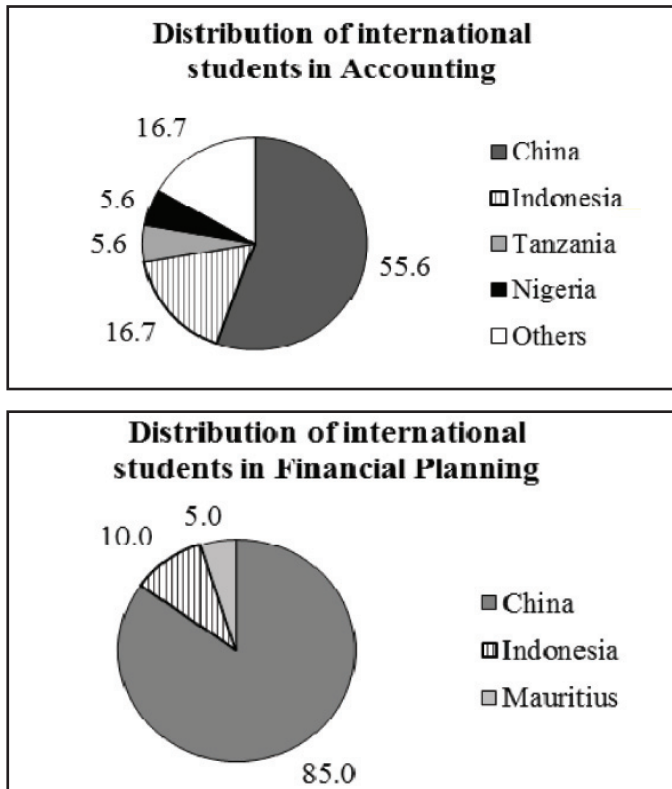


Figure 2. Distribution of international students in the selected programmes

It can be observed that the enrolment of international students from China in Accounting, business administration and Financial Planning programmes are higher than 50%. The percentage of Malaysian and international students' enrolment in each programme under study is given in Table 1. The involvement of international students in civil engineering is the highest (38%) followed by accounting, business administration and financial planning.

Table 1. Percentage of Malaysian and international students' enrolment

Programme	Total students (%)		Male students (%)		Female students (%)	
	Malaysian	International	Malaysian	International	Malaysian	International
Engineering	62	38	61	39	65	35
Accounting	65	35	55	45	71	29
Business	72	28	70	30	75	25
Finance	78	22	68	32	49	51

The distribution of students enrolled in the programmes (%) by year is given in Table 2. Accounting, Business Administration and Financial Planning are 3-year programmes whereas Civil Engineering is a 4-year programme. It is noted that there is no student enrolment in year 1 in Accounting programme. It can be seen that the percentage of students in the final year is the highest in civil engineering, accounting and financial planning.

Table 2. Distribution of Malaysian and international students' enrolment by year

Programme	Year 1 (%)		Year 2 (%)		Year 3 (%)		Year 4 (%)	
	M	I	M	I	M	I	M	I
Engineering	4	9	14	13	12	6	31	11
Accounting	-	-	11	17	53	19	-	-
Business	18	18	33	6	22	3	-	-
Finance	12	14	20	5	48	1	-	-

M for Malaysian and I for International Mean SPU of Malaysian students and international students.

Means of SPU of Malaysian students and international students are calculated to compare their academic performance. The involvement of international students is 31% of total students in the selected programmes in this study. Malaysian students passed 90% of subjects attempted and international students passed 75% in all programmes under study. Mean SPU of Malaysian and international students studying in degree programmes in civil engineering, accounting, business administration and financial planning are analysed and shown in Figure 3.

It can be seen from the figure that performance of Malaysian students is better than international students in each programme under study. It is consistent with the study carried out by He and Banham (2009) in which domestic students' academic performance is generally better than international students' performance. It is also observed from the figure that international students as well as Malaysian students from Accounting programme do better than the students in other programmes.

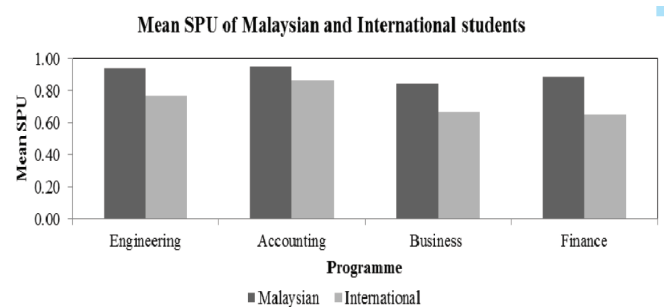


Figure 3. Mean SPU of Malaysian and International students

SPU between genders

Mean SPU of international students as well as Malaysian students between genders are given in Table 3. It can be seen that the international female students performed better than the international male students while Malaysian female students outperformed Malaysian male students. Overall, female students performed better than male students. This result is consistent with the study done by Mackintosh and Olsen (2005).

Table 3. Mean SPU of International students and Malaysian students by gender

	Mean SPU		% of total students	
	Male	Female	Male	Female
International	0.70	0.83	64	36
Malaysian	0.87	0.92	54	46
Overall	0.81	0.90	57	43

Mean SPU of male Malaysian versus international male students as well as Malaysian female students versus international female students in each programme are given in Figures 4 and 5. It can be seen from Figure 4 that Malaysian male students outperformed international male students in each programme.

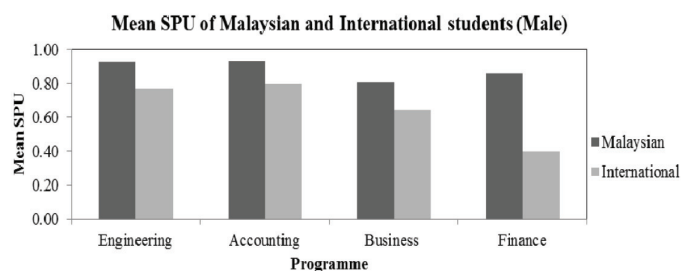


Figure 4. Mean SPU of Male students between Malaysian and International students

It can be observed from Figure 5 that Malaysian female students do better than international students in civil engineering and business administration programmes while international female students performed as well as Malaysian female students in accounting and financial planning. Overall, both genders of Malaysian students outperformed international male and female students in this study.

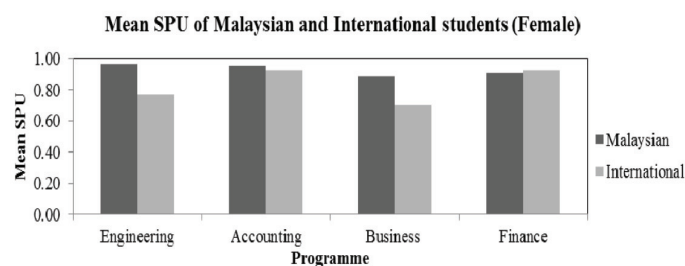


Figure 5. Mean SPU of Female students between Malaysian and International students

International students would possibly have “cultural shock” in learning environment which may affect their academic performance. Nayak and Venkatraman (2010) provided some evidence that the Indian business students had experienced certain academic gaps such as shift from annual curriculum to semester curriculum, unfamiliarity with writing assignments and unfamiliarity with foreign accent which in turn lead to low competency levels in certain tasks, as compared to their prior learning experiences.

Effect of educational background of the students

The majority of the Malaysian students obtained SPM (Malaysian Certificate of Education) certificates in their secondary school and they continued their studies in foundation in engineering/science before progressing to the degree programmes. The others received the certificates of UEC (Unified Education Certificate) and STPM (Higher Malaysian Certificate of Education) and Matriculation British ‘A’ level. International students received Matriculation British ‘A’ level, ‘O’ level and High School certificates.

Some international students are from countries where English is their first language; some are from countries where English is a second language, and others are from countries where English is not so strongly incorporated into their educational system. International students except who have passed GCE English with grade ‘C’ are required to take the English placement test before commencing their study in the degree programmes. They are obliged to study English for academic purposes (EAP) programme if they do not meet the requirement set by the university.

Mean SPU of international students by country where the involvement of international students is comparatively high are analysed and shown in Figure 6. From the figure it can be seen that students from Maldives passed 92% of subjects that they have attempted. It can be commented that performance of students from Maldives is the best among the international students. Students from Indonesia and Mauritius performed relatively well since their mean SPU is greater than 85%. Students from Maldives, Mauritius and Uganda are required to obtain British ‘A’ level in their secondary school to study in the degree programmes in the university. It is expected that international students who came from the countries where teaching medium is English do not face any language barrier in their learning in Malaysia. This may be one of the reasons that the students from Maldives and Mauritius perform well in their study. Students from other countries analysed in this study obtained the High School certificates from their own countries where English is not their medium of instruction. These include the students from China, Yemen and Iraq. It seems that it is difficult to adjust their learning experiences. This is consistent with finding by Yee and Mokhtar (2013).

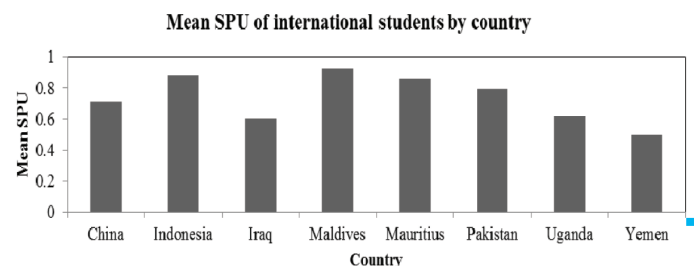


Figure 6. Mean SPU of international students by country

IV. CONCLUSION

This study has attempted to reveal the academic performance of Malaysian students and international students as follows:

- International students make up of 31% of total students in four programmes under study. As an overall, international students underperformed Malaysian students while female students perform better than their counterparts.
- Performances of international female students as well as Malaysian female students are better than their counter parts in each programme.
- Medium of instruction as English in their secondary school may be considered as one of the key indicators in their academic performance of international students.
- This study is a pilot study that confined to the students who enrolled in the selected four programmes in a private university. Future research will be carried out using more programmes to strengthen the findings in this study. However, the authors hope that the results from this study may provide useful insight for the universities in improving the academic performance of international students at their institutions.

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Academic Performance Of Female Students In Civil Engineering

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Abstract

The under-representation of female students is observed in the engineering faculty at a private university in Malaysia since female students currently make up of 7.8% of the total engineering students. Steps must be taken to attract and retain more female students in engineering education to increase the numbers of engineers entering its work force in order to compete globally in an increasingly technology-driven profession. The aim of this study is to examine the academic performance of female students as compared to their male counterparts in civil engineering degree programme. This study is to analyze the mean, median and 10th and 90th percentiles of the final marks (combination of course work and final examination marks) of male and female students. This study extends to find out the performance of female students by comparing the number of female and male students receiving academic awards as well as leaving the programme without completion. Currently the enrolment of female students in civil engineering programme is the highest among others in the faculty and is about 19%. The study shows that female students in civil engineering do as well as or better than their counterparts by all measures. It implies that female students do not need to worry about their performance in a traditionally male dominated field. The result from this study can be used to assist female students in deciding to enroll in engineering programmes.

I. INTRODUCTION

The under-representation of female students is observed in the engineering faculty at a private university in Malaysia since female students currently make up of 7.8% of the engineering students in January 2013 session. Enrolment of female students in the faculty seems to have a decline trend since total female enrolment in the faculty was 10.83% in January 2007 and 7% in May 2012 session as reported in Ni Lar Win and Khin Maung Win (2007, 2012). However, over-representation of female enrolment is observed at public universities in Malaysia. Rahman et al. (2012) reported that a majority of students at the engineering faculty at Universiti Kebangsaan Malaysia (UKM) are women (60%) and this is the trend at all the universities

currently in Malaysia. Siti and Norliza (2005) mentioned that the percentage of female graduates in engineering course has risen from 3% in 1981 to 28% in 1991 in Malaysia.

The enrolment of female students in engineering in Western countries such as U.S, Canada, UK and Australia is still experienced of under representation. According to Engineers Canada (2012), the involvement of female engineering students was 17.7% of the total in accredited Canadian programmes and the enrolment of female students in civil engineering was 21.8% in 2011. Kaspura (2012) stated that the overall proportion of women students in the student population in engineering is steady at about 16.0% over the decade in Australia. Brian (2011) reported that enrolment of female students in undergraduate programmes in 348 U.S and 11 Canadian Engineering Colleges is 18.8% in the Fall semester 2011.

Steps must be taken to attract and retain more female students in engineering education to increase the numbers of engineers entering its work force in order to compete globally in an increasingly technology-driven profession. Widnall (2000) as cited in Rosser (2001) stated that the engineering profession needs the substantial participation of women if we are to make our full contribution to the solution of the technical problems facing our society.

Felder et al. (1995) examined the gender differences in the students' academic performance, persistence in chemical engineering, and attitudes towards their education and themselves while Orabi (2007) and Chen et al. (2012) carried out the academic performance of female students in mechanical engineering. The aim of this study is to examine the academic performance of female students as compared to their male counterparts in civil engineering degree programme in a private university.

II. METHODOLOGY

This study is to analyze academic performance by comparing the final marks (combination of course work and final examination marks) of male and female students. The mean, median and 10th and 90th percentiles of the final marks of eight subjects selected from different fields of specialization in civil engineering such as Surveying, Geotechnical engineering, Structural analysis and

design and Water resources engineering over the past four years are calculated in this study. The analysis of selected subjects are divided into two groups: (1) the first group consists of subjects where the number of female students who enrolled in the particular semester is less than 10% of total students and (2) the second group consists of subjects with the sufficient number of female students. For the first group, the final marks of the students taking the particular subject in all the semesters offered are considered as a whole. For the second group, final marks for each subject in every semester offered are analyzed. In all examined subjects, the data do not include those students who withdraw from the course and who are absent in taking examination. As suggested by Chen et al. (2012), final marks of the subjects which are taught by the same lecturer are included in order to eliminate differences due to teaching style or grading scale.

This study extends to find out the performance of female students by comparing the number of female and male students receiving academic awards as well as leaving the programme without completion.

III. RESULTS

Female student enrolments

Currently the enrolment of female students in civil engineering is the highest among engineering programmes in the faculty and is about 19% (23 female students in a total of 129) in January 2013. The enrolment of female students in civil engineering is higher in public universities in Malaysia and was about 27% in 1999 (Siti and Norliza, 2005). It is comparable with the enrolment of female students in School of Civil and Environmental Engineering at University of New South Wales, Australia which was 24% as reported in Vrcelj and Krishnan, (2008).

A majority of female students in the faculty is Malaysian (65%). International female students came from countries such as China, Indonesia, Maldives, Mauritius, Myanmar and Uganda. The distributions of female students (%) by country and the level of the study are given in Figure 1.

Distribution of female students (%) by country

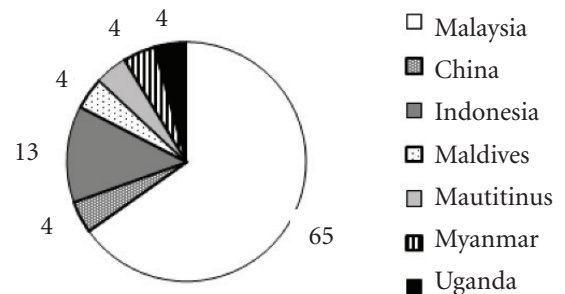


Figure 1. Distribution of female students (%) by country/level

Academic performance between male and female students

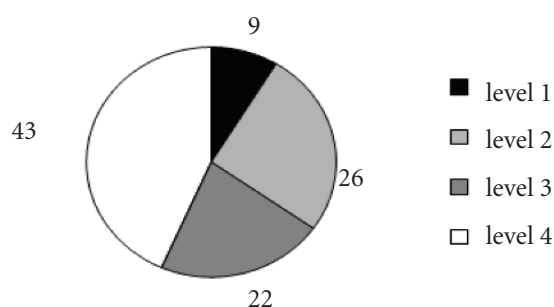
Eight subjects from different fields as mentioned earlier are analyzed. Table 1 shows the detailed information of the subjects in the first group such as the level that subject has been taught, brief description of the subject and the number of semesters offered during the study period.

Table 1. Detailed information on the subjects in the first group

Subject Code	Subject Title	Level	Description of the subject	no. of semesters
CVE4202	Foundation Engineering	3		4
CVE4204	Reinforced Concrete Design	3	emphasizes engineering problem solving	3
CVE5202	Advanced Steel	4	emphasizes the concepts of design process and includes a basic design group work	3
CVE5203	Design Water Engineering	4	emphasizes the design process and includes open-ended problems in group design project emphasizes engineering problem solving and includes the laboratory experiments	4

The final marks which consist of course work and final examination marks of male and female students are compared for their academic performance. In order to exclude the outliers (those which are extraordinarily low or high), 10th and 90th percentiles for each subject are calculated. Figure 2 shows the final marks of male and female students in the above mentioned four subjects. In the figure, 'M' stands for male students and 'F' stands for female students. Box plot represents the 10th and 90th percentiles of final marks.

Distribution of female students (%) by level



Thin bars which are above and below the box plot represent the maximum and minimum marks. Horizontal line and rectangular marker in the box plot represent the median and the mean marks for male and female students respectively.

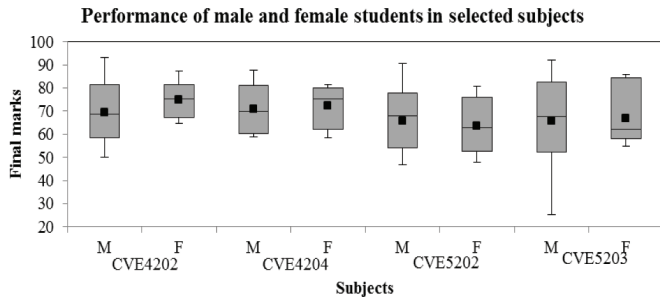


Figure 2. Academic performance of female and male students in selected subjects

The findings from Figure 2 on mean, median and the range from 10th to 90th percentile of male (M) and female (F) students are summarized in Table 2. The remarks column in the table can be explained as follows: performance of female students in CVE4202 is better than their counterparts since mean, median marks are higher than the males, 90th percentile for female and male students is similar and the lowest-scoring females performed better than male students.

Table 2. Analysis of performance on the subjects in the first group

Subject Code	Mean	Median	Range (10th to 90th percentile)	Remarks
CVE4202	F > M	F > M	F ≈ M for 90th, F > M for 10th percentile	Female students performed better than male students.
CVE4204	F > M	F > M	F ≈ M	Female students outperformed male students.
CVE5202	F < M	F < M	F < M, the difference is very small	Performance of male students is better than female students.
CVE5203	F > M	M > F	F > M	Performance of female and male students is similar.

Figures 3 to 6 show the final marks of female and male students for the subjects in the second group. In the figures, the first two box plots are for male (M) and female (F) in the particular semester and the last two box plots represent all the males and females taking this subject during the study period (including the semester(s) not shown in the figure due to insignificant number of female students).

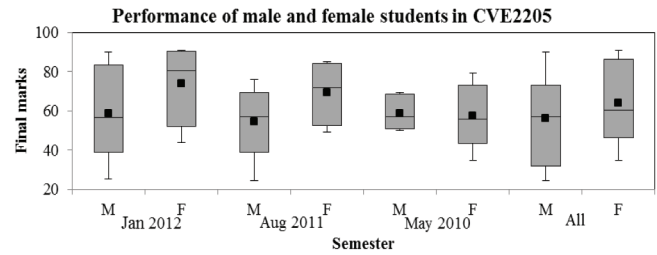


Figure 3. Analysis of academic performance of female and male students in CVE2205

The analysis of academic performance for CVE2205 Surveying which is taught in level 1 is shown in Figure 3. This subject includes a project which involves an intensive field work and emphasizes basic engineering principles. It can be seen that the means, medians, and range of percentiles of final marks of female students are better than male students in January 2012 and August 2011 sessions. However, female students performed similar to the males in May 2010 semester since the differences in mean and medians are small. As an overall, female students outperformed the males.

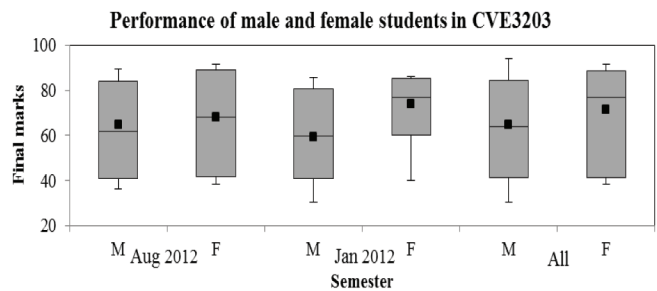


Figure 4. Analysis of academic performance of female and male students in CVE3203

Student performance in CVE3203 Engineering Hydrology which stresses theory (engineering science) as well as the application (engineering practice) is shown in Figure 4. It shows that, as measured by mean and median, female students performed better than male students. Comparing the range of marks, it can be observed that both high and low marks of female students are better than male students in both semesters as well as in all semesters in which the subject was offered.

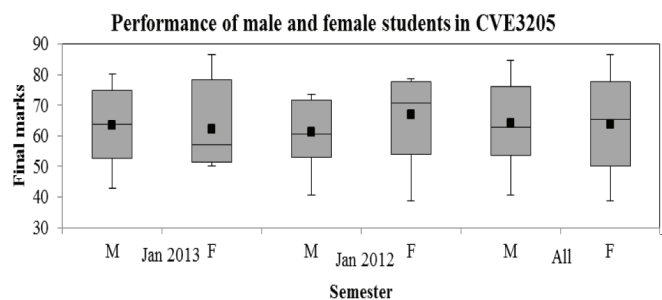


Figure 5. Analysis of academic performance of female and male students in CVE3205

The student performance in CVE3205 Engineering Geology is shown in Figure 5. CVE3205 is the fundamental course taught in level 2. It provides the basic concepts of geology and describes the formation and characteristics of the various types of soils and rocks which are related to materials used in construction. The results are mixed since the mean and median marks of male students are higher than the females in January 2013 and in overall while it is lower in January 2012. Based on the range of marks, high marks of females are higher than their counterpart while the low marks of female and male students are similar.

CVE3207 Stress and Structural Analysis 3 emphasizes on engineering principle and includes lab experiments. The performance of male and female students in the subject is given in Figure 6. It is observed that female students outperformed male students in this subject based on the mean, median and range of 10th and 90th percentiles of final marks.

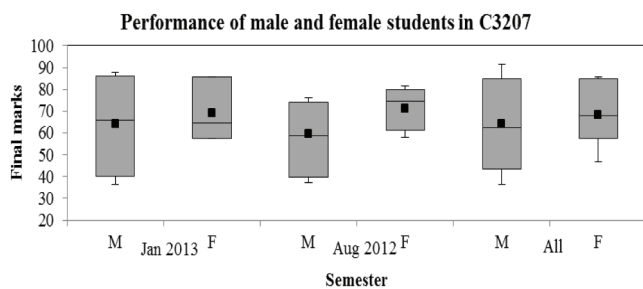


Figure 6. Analysis of academic performance of female and male students in CVE3207

The summary of mean of final marks of eight subjects which emphasize different skills over the past four years is shown in Table 3. It can be observed that the performance of female students is better than the male students in all subjects except in CVE5202. It should be noted that the percentage of female students in CVE4204 is lower compared to other subjects since the data from the semesters which are taught by another lecturer are not included in the analysis.

Table 3. Summary of mean marks of the subjects under study

	CVE 2205	CVE 3203	CVE 3205	CVE 3207	CVE 4202	CVE 4204	CVE 5202	CVE 5203
Female	64.19	71.47	65.98	68.29	74.99	72.32	63.40	66.89
Male	56.42	64.82	63.96	64.15	69.38	70.82	65.74	65.63
% Female	20	20	21	23	24	16	18	20

Female students receiving academic awards

The university gives academic awards to the students who excelled in their academic pursuit twice a year. The percentage of male and female students receiving academic awards in the programme is presented in Figure 7. The number of

female students in the programme in the first two years is not significant since the programme was launched in September 2008. Female students in engineering do as well as or better than their counterparts since the percentage of female students receiving academic awards is higher than that of males except in

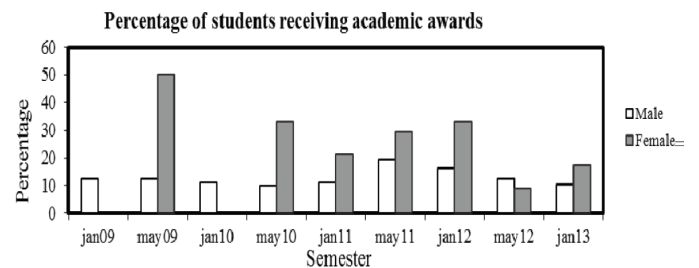


Figure 7. Percentage of students receiving academic awards in the programme

May 2012 session.

Female students leaving the programme without completion

Students are asked to leave the programme without completion by the faculty under one of the following conditions: if the students' GPA fall below 2.0 in three consecutive semesters, and if the students fail the same subjects for three times. It is observed that there is no female student who is asked to leave the programme so far while attrition rate reaches to 8% in a particular semester for male students. Orabi (2007) observed that the attrition rate of female student (4%) is less than the rate of male students (6%) in University of New Haven, U.S. Felder et al. (1995) stated that more than three times as many men as women had dropped out of school or were on academic suspension.

The findings presented in this study that female students performed as well or better than male students is consistent with the findings given in Chen et al. (2012), Orabi (2007) and Ni Lar Win and Khin Maung Win (2007). However it is contrary to the study performed by Felder et al. (1995) in which the men consistently earned equal or higher grades in chemical engineering courses than did the women.

IV. CONCLUSION

The study shows that female students in civil engineering programme at our university do as well as or better than their counterparts based on the analysis of female students receiving academic awards, attrition rate and final marks obtained in the subjects under study. It implies that female students do not need to worry about their performance in a traditionally male dominated field. The result from this study can be used to assist female students in deciding to enroll in engineering programmes.

Further research will be carried out qualitatively on the gender differences in terms of self-efficacy and confidence,

classroom environment and faculty climate to support the findings in this study that female students perform better or as well as the males in civil engineering programme.

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Developing Structural Equation Models to Determine Factors Influencing Freshmen Retention at University of Hawaii at Manoa

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Abstract

Drawing upon Tinto's Student Integration Model (1993) and Bean and Metzner's Student Attrition Model (1985), this paper proposes a structural equation model (SEM) to explain factors that interact and influence student retention at University of Hawai'i at Mānoa (UHM). Results suggest academic integration and social fabric of campus life effect student retention at UHM. The academic integration factor explained approximately 58% of variance in student retention. The largest total effect on retention was accounted by end of semester GPA, end of semester credit hours, on campus housing, on campus employment, enrollment into 1st Year experience class, and high school GPA respectively.

I. INTRODUCTION

Student retention is a widely recognized performance indicator for higher education institutions. A school's retention rate typically measures the percentage of fall entering, first-time, full-time, freshmen returning for a second fall semester. Despite prevalent research on retention, and interest by institutional policy makers and administrators, there are still considerable avenues to explore and develop the topic. This study will advance beyond simply measuring and tracking the factors affecting retention rate, but build up a structural equation model to deepen our understanding to student retention. This paper is designed to seek potential cures of student attrition and thus provides implications for future research and the institutional policy makers.

II. THEORETICAL FRAMEWORK

A review of literature indicates that the Student Integration Model has prompted a steady line of research expanding over

a decade (Cabrera, 1993; Mallette, 1991; Pascarella & Terenzini, 2005). Tinto's theory (1993) probes whether student retention outcomes are predicted by academic integration, social integration, and institutional and goal commitments. Pre-college information can help to understand the influence of prior educational experiences of entering students as well as their attitudes toward and expectations for their first college year. Thus this study includes high school GPA, end of fall semester GPR, and earned school credit hours at the end of the fall semester as three continuous indicators to formulate the academic integration factor. The Student Attrition Model (Bean, 1985) has also been proven sufficient in explaining student persistence at traditional institutions. Bean and Metzner's (1985) model attempts to predict student persistence based on student and institution fit. While analyzing attrition factors for nontraditional students, Bean and Metzner identify four factors hours of employment, finances, residence status, and outside encouragement affect persistence (Rovai, 2001). A series of exploratory and confirmatory factor analysis reveal that the financial support such as job is the most representative and valid indicator for a retention construct (Cabrera et al., 1993). Astin (1984) finds that living in a campus residence is the most important and pervasive among the environmental factors, and this positive effect occurred in all types of institutions and among all types of students regardless of sex, race, ability, or family background. Many studies have documented the positive effects of first-year experience seminars on college persistence and academic achievement (Pascarella & Terenzini, 2005). Based on these findings, three categorical variables student on campus employment, on campus housing, and enrollment into first year orientation class are selected to form a social integration factor predicting student retention. Structural equation modeling (SEM) methods were developed to capture the relationship between academic and social integration factors and outcome of student's retention after one year.

III. METHOD

A. Participants

The sample comprises 5,795 freshmen students with 54.2% female and 45.8% male students in Fall 2009, Fall 2010, and Fall 2011 semesters from UHM. The mean age of respondents was 17.97 (SD = 1.56) years, with maximum age of 57 and minimum age of 16. Around 26.6% of the students were from out of state compared to 70.6% of native Hawaiian students, and around 2% of the students were foreign students.

B. Data Analysis

Measurement model. Measurement model links the observed variables to specific latent constructs. The higher the correlation among multiple indicators of a given construct, the more consistent and reliable the measure is. Figure 1 displays the diagram for the integrated measurement model. The overall model χ^2 is 105.654 with 8 degrees of freedom and the associated p-value is smaller than 0.001. The RMSEA is 0.046, and the 90 percent of confidence interval of RMSEA is 0.038 to 0.054. The comparative fixed index (CFI) is 0.97 and the Tucker Lewis index (TLI) is 0.94. All these model fit results suggest our hypothesized measurement model fit data well.

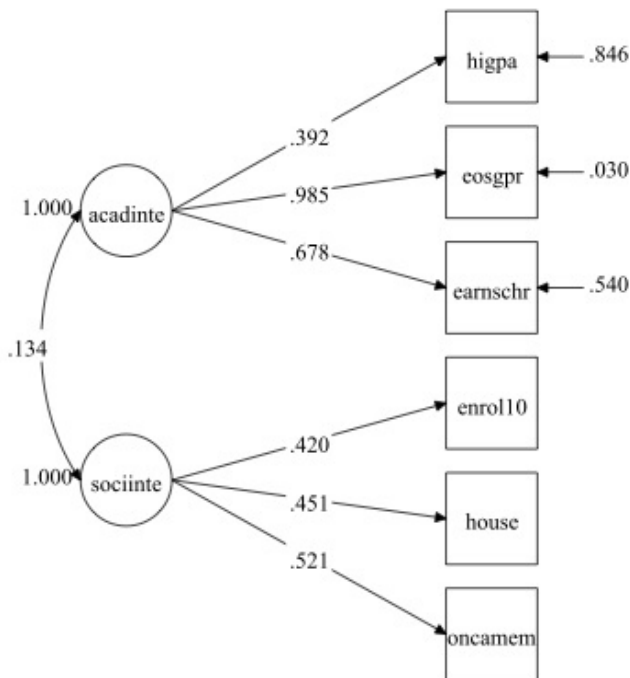


Fig. 1. Measurement Model

Structural equation model. The structural relations among academic and social integration factors, as well as other indicators are consistent with Tinto's and Bean's theoretical frameworks. Figure 2 shows the initial structural equation model without any error covariance.

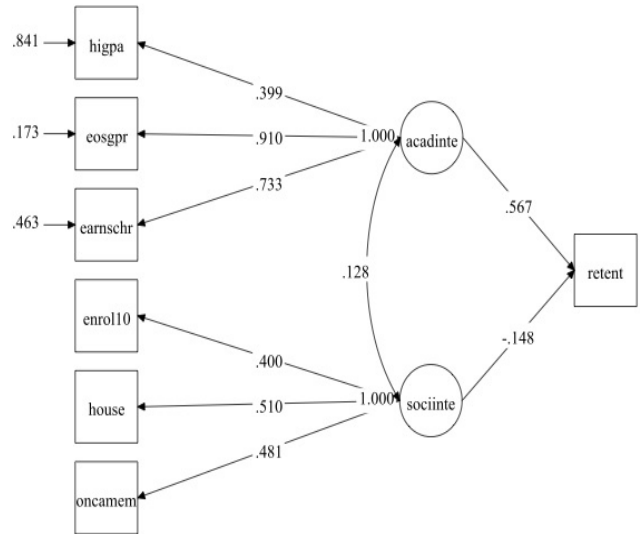
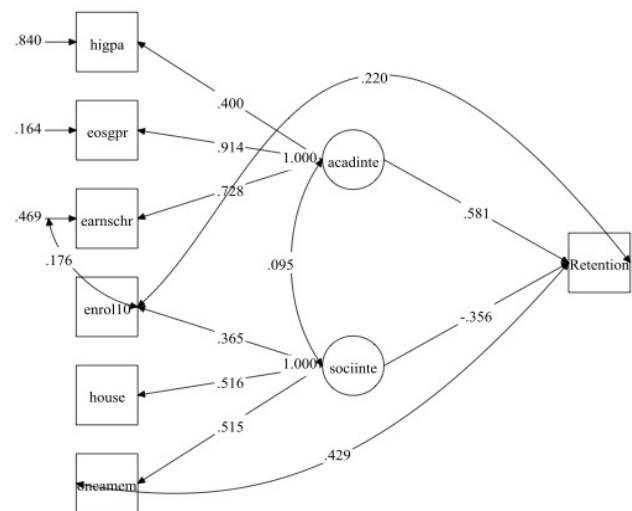


Fig. 2. Initial Structural Equation Model

In examining parameter estimates for the overall structural model, the modification indices revealed that a large reduction in the Chi-square (88) could be expected if some errors were covariated (see Fig. 3). In testing the first alternative model, on campus employment and retention was made covariate, a statistically significant improvement in the Chi-square value was observed. With only a reduction of 1 degree of freedom, the Chi-square value declined from 188.1 to 154.6, a difference of 33.5 ($p < .01$). The RMSEA (0.047), CFI (0.969), TLI (0.941) provided support for this model. After a third modification, the Chi-square value declined from 188.1 to 100.3, a significant chi-square difference test result ($\chi^2=87.8$, $df=9$, $p < .05$) was obtained. The RMSEA of 0.042, CFI of 0.980, and TLI of 0.954 suggested the overall structural model fit the data very well. The interpretation of this SEM is presented in the following part.

Fig. 3. Final structural equation model



Total effects on retention. Table 1 displays the total effects

of all variables in the final model on UHM student retention (see Fig. 3). The freshmen retention can be predicted by the academic and social integration factors based on the model fit indices. The standardized total effect on retention was accounted by end of semester GPA (0.91), followed by end of semester credit hours (0.73), on campus housing (0.56), on campus employment (0.52), high school GPA (0.40), and enrollment into 1st Year Experience Class (0.37). Braunstein, Andrew, and McGrath (1997) found that academic performance was overwhelmingly the most significant factor affecting a freshman's decision to continue. In consistent with their findings, the model result suggested that the academic integration factor plays a more important role than the social fabric of campus life in student retention at UHM. The academic integration factor explained approximately 58% of variance in student retention. Counter-intuitively, the factor loading of social integration is $-.356$, which means that the more students involve into the social life on campus, the easier they tend to drop out school.

Table 1

<i>Total Effects on Retention</i>		
Factor and Variables	Total Effects	Rank
<i>Academic Integration BY</i>		
High School GPA	0.400	6
End of Semester GPR	0.914	1
Earned School Credit Hours	0.728	2
<i>Social Integration BY</i>		
Enrollment into 1st Year Experience Class	0.365	5
On Campus Housing	0.516	3
On Campus Employment	0.515	4
Academic Integration ON Retention	0.581	
Social Integration ON Retention	-0.356	

IV. DISCUSSION

The purpose of this study was to investigate actual and potential predictors of UHM freshman student retention. Both the hypothesized measurement and structural equation models fit the data very well. Astin's (1984) theory states that as students increase their physical and emotional investment on their college campus, their rate of retention increases. Such investments include, but are not limited to, residential living, involvement in student government and other clubs, participation in campus activities, and contact with faculty and administration (Derby & Smith, 2004). Yet the correlation between the social integration and student retention in this research is negative ($-.356$), so further study needs to be conducted to investigate reasons of the negative relationship between these two factors. However it is important to note that there is strong error covariance between on campus employment and retention (.429), which indicates that students' on campus employment can positively influence retention. The model result has important implications for

institutional planning and school betterment. Since students with low GPR and earned school hours exhibited highest probability of dropout, the need for academic support services, advising, and counseling aimed specifically at such students is indicated. From an institutional perspective, university professors, faculties and working staff need to design better curriculum and teaching pedagogy, and strengthen student academic integration and engagement into classroom to enhance student success at UHM. For researchers, the challenge remains to collect more complete relevant information to student retention and analyze them to discover different regression, structural equation, or higher linear models, and test the effect of different variables and/or factors on retention. Multilevel or multi-group retention studies can be very useful tools for researchers to identify differences and needs among different group of students.

V. SCIENTIFIC IMPORTANCE

Retention study is one of the important areas of focus when considering education and its impact on student development in higher education institutions. This study briefly provides an overview of current theories and research about college retention and student persistence in higher education with particular attention paid to culturally diversified context Hawaii. Current findings are contradicted with theoretical frameworks that Nicpon et al. (2006) proposed that higher levels of social support relate to greater persistence and fewer feelings of loneliness, which is also the value of this study. This indicates that it may due to Hawaii's unique cultural and geographical background that the social integration affects negatively on student retention. The literature on Hawaiian students' persistence is limited (Jensen, 2011), thus this research is designed to broaden the scope of retention study in Hawaii context. Too often the theoretical insights being developed at the university level are rarely tested utilizing the actionable data. To bridge the gap between theory, and practice innovative structures to triangulate research findings is built into the very design of this research.

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A Model of Strategic Management of Rajamangala University of Technology

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Abstract

This research used the Strategic Management Model to assess the approaches that Rajamangala University of Technology in Thailand used in their planning and implementation as well as the evaluation method. The purposes of this research were to (1) study conditions and problems in strategic management of Rajamangala University of Technology; (2) build a strategic management model for Universities; and (3) evaluate a strategic management model through the application of a research and development approach. The researcher developed an open-ended questionnaire and distributed to 18 personnel members working in strategic management of Rajamangala University of Technology. Then the information was compiled to develop a 5 rating scale questionnaire which was present to 17 experts to investigate their opinions toward the strategic management. The finalized version of the questionnaire was evaluated the appropriate of strategic management model by 9 presidents of Rajamangala University of Technology.

The result of this research revealed that a strategic management model of Rajamangala University of Technology consisted of the following elements: (1) strategy planning (2) strategy implementation by provide short-term and long-term action plan, and (3) strategy control and evaluation.

Keywords—Rajamangala University of Technology, Thailand, Strategic Management

I. INTRODUCTION

In recent years the higher education sector has experienced various changes and developments, such as increasing competition with other institutions, globalization and limited funding resource. In addition, the concept of Total Quality Management (TQM) was used for improving the production quality of goods and services. The total quality management in education as an administrative process strategy is based on a set of values. It can defined as an integrated strategy for continuous improvement. It is the responsibility of all elements of the university system of book, library, students, professors, buildings, laboratories, computer electronic and others. It must post all leaders, professors and workers in the educational organizational, who all work towards achieving the goals of the

university. Any glitch will affect the development opportunities and the ability of competitiveness (Mohammed Ahmed & Ahmed, 2012). The higher education institutions in Thailand have to face with various changes which effect their strategy management. Apart from delivering good quality education, they also have to aim to achieve high value learning outcome. It is interesting to investigate the approaches that universities came up with strategies planning, implementing and evaluation. This research project aimed at using the Strategic Management Model to assess the approaches that Rajamangala University of Technology in Thailand used in their planning and implementation as well as the evaluation method.

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II. LITERATURE REVIEW

Since, educational institutions have to provide good education, presupposes the existence of good institutions to achieve high standard in graduates learning outcome, leaders, professors and workers in the educational institutions have to show great concern with strategic management in order to achieve strategic objectives, in the era of technological explosion, and changes in higher education institutions. The Commission on Higher Education, Minister of Education initiated a Framework of the 15-Year Long Range Plan of Higher Education of Thailand and implemented during 1990-2004. The national education reform occurred after the end of the first period. The Second 15-Year Long Range Plan on Higher Education of Thailand was drawn for 2008-2022. The Second Long Rang Plan emphasizes the participatory and involvement of higher education stakeholders.

This Framework aims to create quality graduates who are capable of lifelong work and adjustment (Higher Education

Policy Development Department, 2008). Nine issues were discussed in The Framework: articulation with secondary and vocational education, proliferation of higher education institutes, university governance and management, national competitiveness, financing higher education system, staff and personnel development, university networks, programs for southern Thailand, and learning infrastructure. The need for strategy, strategic management has become apparent in higher education institution.

Strategic Management Approach

Strategic management is a popular approach in the present time. In an attempt to increase the quality of learning and teaching management and improve research results to build innovation, academic services in technology to the society, and also preserve traditional and Thai culture, universities are utilizing various approaches including strategic management paradigm to plan and implement strategy with the consideration of internal and external environment. The management has to devise appropriate strategies to implement activities successfully, with the consideration of external dynamic environment. Strategic management involves managers from all parts of the organization in the formulation and implementation of strategic goals and strategies. Strategic management process is the full set of commitments, decisions, and actions required for a firm to achieve strategic competitiveness and earn above-average return. The first step in the process is to analyse its external and internal environments to determine its resources, capabilities, and core competencies—the sources of its strategic input. With this information, the firm develops its vision and mission and formulates its strategy. To implement this strategy, the firm takes actions towards achieving strategic competitiveness and above-average returns. The summary of the sequence of activities is as follows: effective strategic actions that take place in the context of carefully integrated strategy formulation and implementation actions result in desired strategic outcomes. It is a dynamic process, as ever-changing markets and competitive structures must be coordinated with the firm's continuously evolving strategic inputs (Ireland & Miller, 2004). The strategic management process is a part of general process of university which can answer to long term activities of the institute using its administrative skill and specifying outer environment treats of the organization. The purpose of strategy is to express the mission and goals of the university through analyzing between university and its circumstance to the above aims, re-setting the recess any activities, and distributing effectively resources in long term (Nasiri, Seyed, & Mahmoudi, 2012).

Kaplan and Norton (2004) suggested strategic management process include:

1. establishment of mission, vision, and goals
2. analysis of external opportunities and threats
3. analysis of internal strengths and weaknesses

4. SWOT (strengths, weaknesses, opportunities, and threats) analysis and strategy formulation
5. strategy implementation
6. strategic control
- 7.

The strategic management process is a six-step that encompass strategic planning, implementing, and evaluation. The strategic management process starts at creating visions, missions, and goals for the university. This stage is derived from the understanding of the trends of the external context. Visions serve as the future status the university would like to become. Visions are not just daydreams of things an organization want to be. They should be something the organization believes is possible and suitable within the current and future-to-be environment. Missions go hand-in-hand with visions. Visions are the terminal values while missions are instrumental to arrive at the destination. Once the visions and missions are established from careful analysis of the environment, goals are formed. Goals are more objective than visions. Visions, missions, and goals would become the focal points of all operations in organizations. Strategies and operations should be in line with these visions, missions, and goals. Hence, all personnel would work towards the same direction and synergy could be achieved. The analysis of strengths, weaknesses, opportunities, and threats enables organizations to choose feasible and appropriate strategies to move forward. Each unit must consider the needs of all stakeholders in order to choose suitable strategies that can satisfy the needs of all or most stakeholders as well as the organizations'. Another very important part in the strategic management process is the implementation. All strategies must be translated into operations else the visions could not be realized efficiently. Organizations must seek approaches that can stimulate personnel to work towards in accordance to the strategies formed. The last, but not least, part of the process is to effectively measure the results of the strategies. This enables the organizations to realize the success or failure of their strategies and hence can modify or adjust their visions, missions, goals, and strategies.

Strategic planning becomes an ongoing activity in which all managers are encouraged to think strategically and focus on long-term, externally oriented issues as well as short-term tactical and operational issues (Bateman & Snell, 2009). Strategic planning involves preparing for the strategic planning session, analyzing internal and external information, formulating and refining the organization's strategic intent and goals, deciding on a course of action likely to lead to the organization's realizing its strategic intent and achieving its goals and taking actions during the strategic planning session to increase the likelihood of resulting plan being successfully executed, and assessing progress (Robbins & Coulter, 2010).

Another important aspect of strategic management is the controlling process. Measurement must be planned in order to gauge the progress and success of the strategies. In this regards, strategy map and key performance indicators are effective tools to ensure the operations go towards the overall vision and mission.

III. METHODOLOGY

This research project used the strategic management framework to assess the approaches that universities used in their planning and implementation of the development of Rajamangala University of Technology as well as the controlling or evaluation method. An open-ended questionnaire was developed based on a preliminary interview to 18 personnel members working in strategic management of Rajamangala University of Technology. Then the information was compiled to develop a 5 rating scale questionnaire which was present to 17 experts to investigate their opinions toward the strategic management. The finalized version of the questionnaire was evaluated the appropriate of strategic management model by 9 presidents of Rajamangala University of Technology. The researchers interviewed with some respondents through telephone and face-to-face basis for further and e-mail in-depth information. Data were compiled and issues related to the process were drawn. Results and Discussion

Interviewed data revealed that the conditions problems in strategic management of Rajamangala University of Technology were to (1) analyze internal environment as follows: money, man, management, material and external environment as the following: policy, economic, structure, and technology by conducting a SWOT analysis (strengths, weakness, opportunities, and threats, (2) verify visions, missions, and goals for the university and strategic goal statements. This stage is derived from the understanding of the trends of the external context. (3) create action plans and projects and activities were planned, establishing timelines and implemented (5) evaluate and follow up and (6) report result, problem and barriers to committee for improvement.

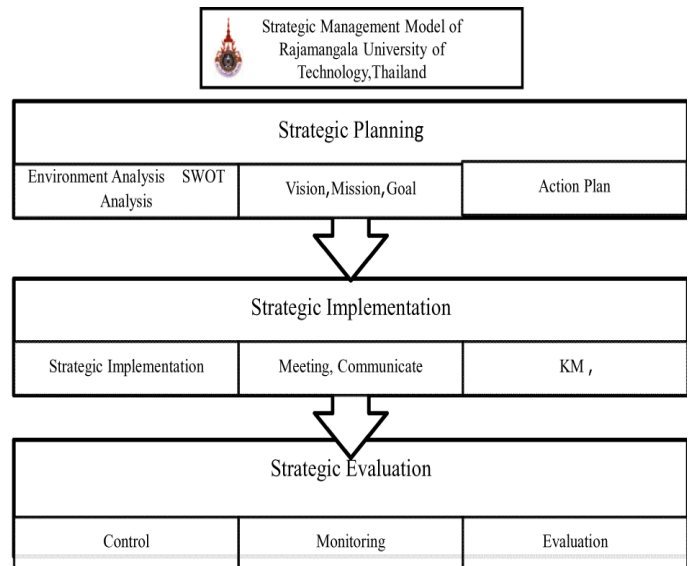
The problems in strategic management of Rajamangala University of Technology revealed that (1) decisions made were based on isolated incident, situations, and circumstances, (2) workers lacked of knowledge, skills, experiences, and ability to work in the same direction and synergy, and (3) they didn't report the results of projects in time so they couldn't achieve the goal.

Quantitative results revealed that the strategic management model of Rajamangala University of Technology were overall found at the high level, as were those in the process of strategic implementation, and strategic planning, whereas strategic evaluation was rated as the highest. All principles were rated at highest level. Perceptions regarding each principle were reported in Table I.

Table I
Means And Standard Deviation Of Strategic Management

Strategic management	Mean	Standard Deviation
Strategic planning	4.10	.16
Strategic implementation	4.29	.21
Strategic evaluation	4.62	.19
Overall rating	4.34	.01

A Model of Strategic Management of Rajamangala University of Technology in Thailand



The presidents of 9 Rajamangala University of Technology concluded that their universities have their own visions with the emphasis on vocational technology and creativities innovation. Universities conduct a SWOT analysis and create universities mission and vision. from various units often skipped away from the sessions and some top administrators did not show any attempts to participate in the strategic making sessions. Once visions and missions were established, they were cascaded down to the faculty, office, and center levels. Faculties and other units would create their own visions and missions which corresponded to the university's visions and missions. Faculties and offices were responsible to create projects and activities that contribute to universities' strategic goals. Most workers viewed vision like a daydream so they didn't attempt to achieve it.

The presidents reported that strategic implementation by each faculty, center or office would write projects and submit for approval from the university senate and the presidents. These projects would be used as the basis for control afterwards. The last step was to evaluate and follow up by reporting their result to committee for fund approval, improvement and the development for the future plan.

IV. CONCLUSIONS

In general, universities were utilizing strategic management approach in the university-wide level. There were visions and missions in the university level. These visions and missions were translated into faculties' and units' visions and missions. However, in the implementation level, personnel

did not have a real objective strategies or directions to follow. Projects and activities were planned and implemented but there were no guiding or master plan for practice in some universities. Moreover, the researchers observed that the faculties, and some units would implement their own low projects and activities. Future research should be planned to study and compare the strategic management of Rajamangala University of Technology with other universities and study on factors affecting strategic management of Rajamangala University of Technology, and a study of adopting strategic plan into practice.

V. IMPLICATION FOR PRACTICE

All universities should provide manual for strategic work so all personnel members can work with the right direction. Administrator should communicate among various individuals and groups who are part of the university's strategic planning and implementation. In addition, A reward and compensation can motivate faculty members to participate in strategic planning and implementation.

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Evaluating the Status of Selected Public High School Libraries in Cavite : Basis to a Proposed Functional Library Services Program

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Abstract

In its aim to remain responsive to the needs of the community, De La Salle University-Dasmariñas extends help to the school libraries in Cavite so that they can provide functional library services to their students.

Through this study, the status of compliance on the existing library standard of the selected public high schools in Cavite was evaluated with the end in view of proposing strategies to come up with a functional library services program. The framework of the study was anchored on Stufflebeam's CIPP model. It utilized survey questionnaire, documentary analysis and interview in gathering the data from the students, teachers, administrators and librarians of the selected 17 public high schools.

The study revealed that the provisions relative to library standards are not strictly implemented in public high school libraries in Cavite, there is lack of professionally competent licensed librarian in the schools and there is no support from the school administrators in the implementation of library programs and services. However, there are limited funds allocated for the operation of the library to make it more functional. The researcher proposed certain strategies to improve the Library Services Program which can be adopted by school principals and librarians. Further, the researcher's evaluation tool can be used by both private and public basic education institutions to improve their library services.

Key Words: library services program, library standard, library management, basic education library services program

I. INTRODUCTION

The Education Act of 1982 in the Philippines which is also known as BP 232 stated that the policy of the State is to establish and maintain a complete, adequate and integrated system of education relevant to the goals of national development. The State shall promote the right of every individual to relevant quality education, regardless of sex, age, creed, socio-economic status, physical and mental conditions, racial or ethnic origin, political or other affiliation. The State shall therefore promote and maintain equality of access to education as well as the

enjoyment of the benefits of education by all its citizens.

It is mandated that every educational institution shall provide an establishment of appropriate bodies through which the members of the educational community may discuss relevant issues, and communicate information and suggestions for assistance and support of the school and for the promotion of their common interest. Thus, one of the objectives of secondary education is to discover and enhance the different aptitudes and interests of the students so as to equip them with skills for productive endeavor and/or prepare them for tertiary schooling and one way of doing it is by providing learning resource center or a library.

The school library is one of the basic requirements for quality education. Through the school library, many materials in both print and non print needed by the teachers and students can be supplied efficiently and economically in library as the most important intellectual resources for men's quest for excellence and therefore should be properly and adequately equipped to meet the needs of the curriculum and the users (Concepcion, 1991).

The modern school library is also essential to curriculum and teaching. In most school, effective library services program contribute to academic success, reading improvement and enhanced school culture, thus contributing to the development of a habit of a lifelong learning by providing access to resources beyond the school. It should also meet the needs and interests of the pupils and the teaching staff in every school or its role should be enhanced and embraced by the people in a community.

Moreover, librarians interested in developing services to non-traditional students must be able to work with others and be committed to learning from others. Working with others necessitates an attitude of mind that is open, positive, creative and outward-looking. Partnerships with other institutional departments such as computer centers, student services, and educational technologies can help both in the establishment and promotion of services and in their delivery and development. Partnerships with external agencies such as charities or educational institutions can also be very productive.

The mission of the school library programs is to ensure that students and staff are effective users of ideas and information

which can be accomplished by providing the students with both intellectual and physical access to information (AASL 2009n. p7). Moreover, it is also mentioned that the school librarian was defined as that of a leader, teacher, instructional partner, information specialist and programs administrator.

It is also a fact that in the Philippine educational system, library is among the criteria considered in the application of permit when putting up a school. Quality education is maintained by assessing and evaluating the performance of school that is due for either for recognition or for accreditation.

Today the presence of a library in the school no longer needs justification. School library service has been recognized as essential and inevitable in the overall education of children. It also assumes the function of providing not only information, but training that will develop pupils as useful members of society. They should be introduced to the resources of the library, taught how to locate information efficiently and effectively and how to develop their creative and critical thinking.

Since DLSU Dasmariñas has the aim to become responsive with the needs of the community, this has moved the researcher to develop a keen interest and strong desire to come up with a comprehensive evaluation of the public school libraries in Cavite with the end in view of coming up with a proposed functional library services program which is in accordance to DECS Order No. 6 s. 1998 or Policies and Programs for School Library Development.

The strategies will serve as a guide to the school principal in monitoring the school librarian in the implementation of functional library services program. More specifically, this research aimed to answer the following questions:

- A. What is the degree of compliance of the school libraries with the library standards provided by the Department of Education as evaluated by the researcher and compared to the evaluation of the librarians and school administrators in terms of: a) physical facilities; b) personnel; c) library programs and services; d) library collections; and e) source of funds or budget?
- B. Is there a significant difference in the degree of compliance of the school libraries with the library standards provided by the Department of Education as perceived by the librarians and school administrators when the schools are grouped according to cluster?
- C. What school library services and program do library users avail themselves of?
- D. Is there a significant dependence of the frequency of the respondents (teachers and students combined) as library users availing themselves of the school library services and programs and their cluster?

II. FRAMEWORK OF THE STUDY

This study adopted the context, inputs, processes, and products (CIPP) model created by Daniel L. Stufflebeam. Context

evaluations help prioritize goals, input evaluations assess different approaches, process evaluations assess the implementation of plans, and product evaluations assess the outcomes (both intended and not intended). This model is used to evaluate both formative and summative assignments and advocates that “the purpose is not to prove, but to improve” a program. The CIPP model is considered as the most comprehensive evaluation model because it provides a wide range of baseline data about the school system on a continuing basis as well as on the impact of the curriculum on the social environment (Crudo, 2003).

Figure 1 shows the operational paradigm of the study following the CIPP model which is composed of four quadrants that include context, input, process and output/product.

The first box: Context indicates the Department of Education standards for Philippine Libraries. Context evaluation focused on the directives of Department of Education Library Standard to have a functional library in the Philippine setting. (DECS ORDER No.6 s.1998). The Department of Education issued a memo in 1998 regarding the policies and programs for school library development.

A school library is very important in the attainment of the objectives of education which main function is to make instructional materials available and accessible to teachers and learners in order to develop positive reading and study habits and develop the ability to use these materials efficiently and effectively as tools of learning.

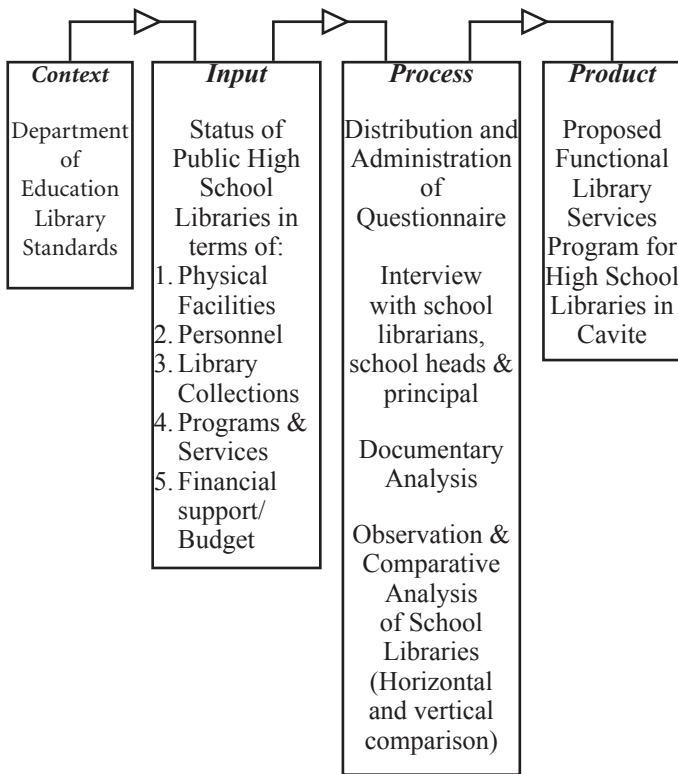
The standards for Philippine Libraries adopted nationwide by all libraries was formulated by the Professional Regulation Commission through the Professional Regulatory Board for Librarians as mandated by the Government under Article II, Section 8 of Republic Act (RA) No. 9246 known as Philippine Librarianship Act of 2004.

Input evaluation focused on the factors that were evaluated such as Personnel, this includes the qualifications, teacher-librarian ratio to student population and librarians duties and responsibilities; Physical Facilities which highlighted the separate room or building including lighting, ventilation, free from noise and accessibility to teachers and pupils. Furniture and equipment needed to a functional library is also under the physical facilities; Library Collections includes general references, additional books for secondary schools, and general collection; Programs and Services are the orientation given during opening of classes, library lesson conducted by the librarian as part of the curriculum, the celebration of National Book Week, etc; and Financial support/Budget of school libraries or sources of funds from the school or donations (DECS Order No. 6 s.1998).

Process evaluation focused on the researcher evaluating the factors found in the input process like distribution and administration of questionnaire; interview with school librarians, documentary analysis, observation of school libraries and the comparison of school libraries.

Product consisted of the proposed strategies to have a Functional

Library Services Program for High School Libraries in Cavite.



OPERATIONAL PARADIGM OF THE STUDY

Figure I . Framework in the Evaluation of the Library Services Program of Selected Public High School Libraries in Cavite.

III. METHODOLOGY

The study employed the descriptive method of research which attempted to describe systematically the existing situation or area of interest factually and accurately (Fraenkel & Wallen, 2006). Additionally, Frechtling, (2007) stated that in the process of descriptive evaluation, it looks at what is happening in various ways and through various lenses and assesses the value of what is found.

Following the descriptive method of research, the elements of libraries such as physical facilities, personnel, library programs and services, library holdings and financial support were highlighted.

Specifically, the researcher utilized questionnaire and documentary analysis in gathering the data which was based on DECS Order N0. 6 s.1998. An interview was also conducted.

The researcher applied the cluster sampling in choosing the respondent schools geographically which involved selecting sample within each chosen cluster. In this study, the researcher followed three stages: the first stage involved of the identification of 73 public secondary high school in the four clusters of public school in the Division of Cavite, second stage involved grouping

each school according to cluster; and the third stage entailed the identification of 24 representative schools based on the student population and availability of their school library.

After the 24 schools were identified, the researcher sent a letter of request to the Division Superintendent of Cavite and City of Dasmariñas. Only 18 of the 24 schools responded and willingly participated in this study because some refused to participate. However, one of the schools that expressed willingness to participate in the study had its library closed for two years now because there was no librarian who could manage the operation of the library.

The researcher then decided to exclude it in the list of prospective respondent schools; thus, a total of 17 or 23.287% out of 73 public schools participated in the study. The participating schools are all located within the municipalities and cities classified into four clusters (East, West, North and South) of the Division of Cavite. These were a) North unit – Imus (2), Bacoor (1); b) West - Trece (1), Tanza (1), Gen Trias (1); c)South - Tagaytay (2), Indang (1), Naic (1); and d) East – Carmona (1), General Mariano Alvarez (2), Silang (3), Dasmariñas (2).

There were 6,925 expected respondents in this study: 107school administrators and 18 teachers’ librarians and 6,800 students and faculty. But there were only 102 respondents from the group of school administrators and librarians and 4,636 respondents from the group of teachers and students who were available when the study was conducted.

The data and information needed in this study were gathered through survey with the use of researcher-made questionnaires that focused on DECS Order No. 6. s. 1998 or Policies and Programs for School Library Development. The instruments were developed based on the five component of a functional library, namely: physical facilities, personnel, Library Holdings, library program and services, & Budget/ Funds.

Two sets of questionnaires were used for the respondents of the study. The questionnaire for teachers and students focuses on the services and programs of the school library while the questionnaire for the librarians and school administrators deals on the five component of having a functional library. Both sets of questionnaires were validated and pilot-tested.

These five components were rated by the school head respondents and teacher librarians’ respondents while the library services and programs were rated by the teacher and student respondents using the 5-point scale:

Scale	Verbal Interpretation
5	Excellent/All the Time
4	Very Good/Most of the Time
3	Good/Sometime
2	Fair/Seldom/Rarely
1	Poor/Not Applicable/Not Observed

IV. RESULTS AND DISCUSSION

A. Degree of Compliance of the school libraries with the library standard provided by the Department of Education as observed by the researcher and as perceived by the librarians and school administrators

Table 1 shows the degree of compliance in the DECS Order No. 6 s. 1998 of four clusters as evaluated by the researcher and the librarians and school administrator. As presented in the Table, findings reveal that school libraries in the West cluster has the huge discrepancy between the researcher and school administrator and librarian evaluation in the overall rating or verbal interpretation of "Poor" to "Very Good"; However school libraries in the North, South and East cluster has small discrepancy in the overall evaluation or verbal interpretation of "Poor" to "Good" although in the specific libraries from the different cluster has huge discrepancy between the evaluation of the researcher and school administrator and librarians in some areas included in the provision for evaluation. Findings also reveal that in summary, result of the evaluation among the 17 school respondent has no point of similarity of evaluation between the researcher and the school administrator and librarians.

Table 1. Summary Table Comparing the Evaluation of the Researcher and the Librarians And School Administrators Regarding the Degree of Compliance Of the School Libraries at the Four Regions

Provision	Region							
	North		South		West		East	
	Res.	L/S.A.	Res.	L/S.A.	Res.	L/S.A.	Res.	L/S.A.
1. Physical Facilities	1.97 (F)	3.54 (VG)	2.04 (F)	3.41 (VG)	2.33 (F)	4.18 (VG)	1.95 (F)	3.44 (VG)
a. Building	2.74 (G)	3.86 (VG)	3.00 (G)	3.81 (VG)	2.89 (G)	4.19 (VG)	2.75 (G)	3.77 (VG)
b. Furniture	1.97 (F)	3.69 (VG)	1.77 (P)	3.39 (G)	1.95 (F)	4.16 (VG)	1.81 (F)	3.52 (VG)
c. Equipment	1.00 (P)	2.82 (G)	1.25 (P)	2.99 (G)	1.64 (P)	4.21 (VG)	1.18 (P)	2.87 (G)
2. Personnel	1.41 (P)	3.21 (G)	1.39 (P)	2.88 (G)	1.36 (P)	3.49 (VG)	1.46 (P)	3.23 (G)
a. Qualification & Ratio of Librarian	2.06 (F)	2.97 (G)	2.00 (F)	2.60 (G)	1.92 (F)	3.09 (G)	2.19 (F)	3.20 (G)
b. Function of the Librarian	1.00 (P)	3.45 (VG)	1.00 (P)	3.15 (G)	1.00 (P)	3.89 (VG)	1.00 (P)	3.25 (G)
3. Library programs and services	1.00 (P)	2.54 (F)	1.00 (P)	2.86 (G)	1.00 (P)	3.49 (VG)	1.00 (P)	2.73 (G)
4. Library Collections	1.27 (P)	3.41 (VG)	1.29 (P)	3.34 (G)	1.40 (P)	3.76 (VG)	1.25 (P)	3.24 (G)
5. Sources of Funds	1.00 (P)	2.69 (G)	1.00 (P)	2.54 (G)	1.00 (P)	3.13 (G)	1.00 (P)	2.73 (G)
Overall Mean	1.49 (P)	3.22 (G)	1.51 (P)	3.10 (G)	1.58 (P)	3.76 (VG)	1.48 (P)	3.20 (G)

B. Comparison of the evaluation of the Researcher and the

Librarians and School Administrators

The evaluation of the researcher was also compared with the evaluation of librarians and school administrators. The schools in all the clusters (North, South, East, West), the librarians and school administrators have higher mean rating than the researcher in all areas evaluated based on the DECS Order No. 6 s. 1998.

The study shows the degree of compliance in the DECS Order No. 6 s. 1998 of four clusters as evaluated by the researcher, the librarians and school administrators reveal that school libraries in the West cluster has the huge discrepancy between the researcher and school administrator and librarian evaluation in the overall rating or verbal interpretation of "Poor" to "Very Good"; However school libraries in the North, South and East cluster has small discrepancy in the overall evaluation or verbal interpretation of "Poor" to "Good" although in the specific libraries from the different cluster has huge discrepancy between the evaluation of the researcher and school administrator and librarians in some areas included in the provision for evaluation. Findings also reveal that in summary, result of the evaluation among the 17 school respondent has no point of similarity of evaluation between the researcher and the school administrator and librarians.

C. School library services and program library users avail themselves of

On the school library programs and services, as shown in Table 1, school libraries in South region is highest in all five aspect namely : reason for visiting the school library, usual activities of library users, available library general services, library users satisfaction and programs & activities. While the East region school libraries is lowest in three aspects: reasons for visiting the school library, availability of library general services and programs and activities. On the other hand, the school libraries in West region is lowest in usual activities of library users and the North region is lowest in library user's satisfaction.

Considering the summary of the ANOVA procedure, the results reveal that the four clusters are significantly different in all the five aspects considered in the library programs and services .

Table 2. Summary of the Assessment of the Student Respondents on the School Library Programs and Services

Library Services and Programs	Region							
	North		South		West		East	
	Mean	Desc	Mean	Desc	Mean	Desc	Mean	Desc
a. Reason for visiting the school library	2.87	S	2.91	S	3.10	S	2.81	S
b. Usual Activities of Library Users	2.45	R	2.51	R	2.78	S	2.59	R
c. Available Library General Services	2.99	S	2.94	S	3.16	S	2.86	S
d. Library Users Satisfaction	3.35	S	2.28	R	3.48	M	3.00	S
e. Programs & Activities	3.02	S	3.07	S	3.30	S	2.94	S
Overall Mean	2.94	S	2.74	S	3.16	S	2.84	S

D. Significant dependence/association of the frequency of the respondents (teachers, students, and teachers and students combined) as library users availing themselves of the school library services and programs and their cluster

The Hypothesis tested that there is no significant dependence/association between library usage and cluster. As shown in Table 3, there is significant dependence or association between the library usage of the teacher respondents and the cluster they belong; there is significant dependence or association between the library usage of the student respondents and the cluster they belong and there is significant dependence or association between the library usage of the teacher and student respondents and the cluster they belong.

Table 3. Summary of the Chi-Square Test Assessing the Significant Dependence Of Library Usage and Cluster

Respondent	Chi-Square Value	Critical Value	Decision	Significance
a. Teachers	35.889	24.996	Reject Ho	Significantly dependent
b. Students	249.241	24.996	Reject Ho	Significantly dependent
c. Teachers & Students	229.031	24.996	Reject Ho	Significantly dependent

E. Proposed Functional Library Services Program Strategies and Evaluation Tool

The proposed strategies is anchored with the DepEd Order No. 56 s. 2011 which included the eight major areas needed to come up with a functional library services provided in every school libraries namely: Mission, Goal and Objectives; administration; human resources/personnel; collection management; services and utilization; physical facilities, financial resources/budget; linkages and networking. It is also included the different activities and strategies that the school library should prepared and conducted in their respective school and the action that should be taken to have a functional library services. A proposed evaluation tool was also devices which indicates the document needed as a proof in every items rated or evaluated.

V. CONCLUSIONS AND RECOMMENDATIONS

Based on the foregoing significant findings of the study, it can be concluded that: 1)There is poor compliance of the 17 schools with the provisions stated in DECS Order No. 6 series of 1998 relative to Library standards as evaluated by the researcher; 2)There is generally good compliance of the 17 schools with the provisions stated in DECS Order No. 6 series of 1998 relative to Library standards as evaluated by the their respective librarians and administrator; 3)The pronounced difference between the researcher's evaluation and the librarians and administrators' was due to the latter's ignorance of the existing DECS Order hence the apparently defensive nature of their evaluation with respect to the status of their library services; 4)There is lack of professionally

competent licensed librarian to implement the functional library services program of the school; 5) There is no support from the school administrators in the implementation of library programs and services; 6)There were no funds allocated for the operation of the library to make it more functional.

Considering the above mentioned conclusion, the researcher recommended that 1) the Division Office, Department of Education must have a regular evaluation of the school library to check on its functionality; 2)A librarian item should be included in the plantilla of all public high schools, and a qualified librarian should be hired to perform the duties and responsibilities stipulated in the Republic 9246; 3) The librarian should prepare the regular programs and activities of the library, and these must be submitted to the school administrator for proper implementation; 4) An allocation of budget must be requested by the school principal from the Division Office to support the total operation of the library; 5)The Proposed Strategies to improve the Library Services Program and make it more Functional could be adapted by the school principal and librarians to ensure the implementation of the stipulations of DepEd Order No. 56 series of 2011; 6)The researcher's designed and validated Evaluation Tool may be used by both public and private Basic Education institutions in their formal and regular evaluation of their library services in order to check on their compliance with the stipulations contained in DepEd Order No. 56 series of 2011.

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Institutional Research Of The College Of Business At Maritime University In The Philippines: Response To World-Class Higher Education In Asean

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Abstract

The study examined the institutional research competencies at the College of Business, John B. Lacson Foundation Maritime University-Molo, Iloilo City, Philippines as a higher educational institution and the only maritime university in South East Asia. This study used quantitative research design using survey-instrument as a mode of data collection. Descriptive statistics used in this study were frequency count, percentage, and mean. For inferential statistics, the researchers employed t-test to determine the differences of the institutional research competence of the faculty members. To further reinforce the data generated for the investigation, qualitative information and comments were used to address the objectives of the present study shared by faculty members in relation to the world class education demands in maritime university in ASEAN region. Results revealed that the institutional research of the College of Business at the maritime university had responded to the calling of becoming a provider of the world-class higher education in ASEAN region.

Keywords: institutional research, maritime university, and world-class higher education

I. INTRODUCTION

According to the experts, research is the defining character that differentiates a higher education institution from basic education. Knowledge creation is the primary mandate of higher education in order to propel national development through a cadre of professionals imbued with new knowledge, skills, and attitudes that will make them global Filipinos (Alcala, 2010; Japos, Tuamapon, Lozano, 2010). This role should be exhibited by the faculty members teaching at the universities in the Philippines, of which John B. Lacson Foundation Maritime University was establishing as the only maritime university of

the country and in the Asia.

The quality assurance framework espoused by Commission on Higher Education (CHED) intensified the research capability as a criterion for performance leading towards national and international publication. Faculty members at the universities were expected to use their expertise to create new knowledge to teach their students and disseminate to the community as inputs to the development strategy (Valismo, 2000; Japos, Tumapon, Lozano, 2010). The higher institutions were called to intensify their research activities to maximize research involvement of the faculty members and geared towards higher level of research dissemination and utilization (Mahilum, 2010; Fetalver, 2010; Salmingo, 2011). Research gives life and light into the many facets in the life in the academe and outside of it, bringing fresh insights and discoveries that make learning and living ever dynamic and constantly challenging and fulfilling (Ticao, 2010). This study was conceptualized in order to determine the research capabilities of the College of Business of John B. Lacson Foundation Maritime University-Molo, Iloilo City, Philippines to gauge the call of the SEAIR to respond to world class higher education in ASEAN region.

II. CONCEPTUAL FRAMEWORK

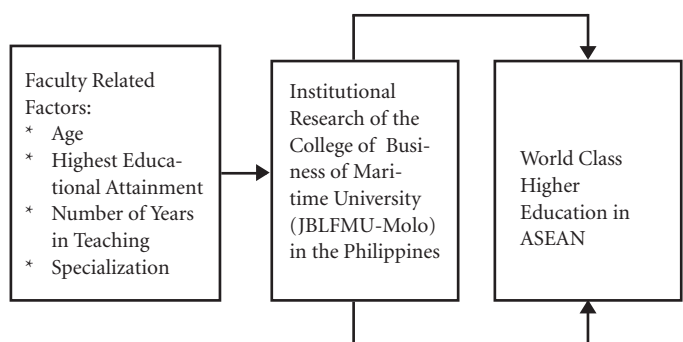


Figure 1. World class higher education in ASEAN as influenced by institutional research of College of Business at maritime university in the Philippines.

III. THEORETICAL FRAMEWORK

This particular study on world class education through research in ASEAN region was anchored on the theory advocated by Reyes (2003) in his study entitled “Establishing and Maintaining Research Unit-Research Perspectives, Framework, Goals and Policies. This theory focused on the role of research in the developmental progress of certain institutions, adhered to the “reason that the university/academe as being the seedbed of excellence must put premium on research to keep abreast of current trends and developments and to have proper connections to future and global situations.

” Moreover, this theory was grounded on “developmental”. This means that research aims for the development of the potential of an individual as contributing member of the society. Development means equipping man with proper knowledge and full potential to become highly competitive. Furthermore, the study was grounded on the framework entitled “Institutional Research Capabilities of a Maritime University in Asia: Pathway towards Global Excellence in Maritime Education.” The framework underscored the role of maritime university to attain global excellence in research through networking, linkages, and collaborations among higher learning institutions in Asia (Alimen and Ortizo, 2012).

IV. STATEMENT OF THE STUDY

The following were the specific questions of the study:

- (1) What is the institutional research competence of the participants as an entire group and when classified according to different categories such as gender, age, number of years teaching at the college, highest educational attainment, specialization, and number of researches conducted?
- (2) What is the institutional research competence of the participants as an entire group and when classified according to different areas such as human resource capability, technical capability, and financial capability?
- (3) Are there significant differences in the institutional research competence of the participants when classified according to different categories such as gender, age, number of years teaching at the college, highest educational attainment, specialization, and number of researches conducted?
- (4) What are the comments, observations, and suggestions of the participants regarding the institutional research of the college towards world class education in ASEAN region?
- (5) What are the different research presentations, and collaborations leading towards world class higher education in the Asia Region?

- (6) What are the institutional efforts, practices, and accreditation agencies of the university leading towards world class higher education?

V. METHOD

The research design used in the study was quantitative. This method employed survey-instrument to address the above-mentioned objectives of the present study. The quantitative data were gathered through data-gathering instrument designed by the Research Committee of the JBLFMU-Molo, Iloilo City, Philippines. This data-gathering instrument was already standardized but revised by the researchers to address the specific objectives of the present study.

The researchers employed appropriate descriptive and inferential statistical tools for the analysis of quantitative data. Descriptive statistical tools were frequency count, percentage, and mean. The inferential statistical tools used in this study were t-test and ANOVA.

Quantitative data were processed through SPSS software. Moreover, qualitative-data and information were captured by using open-ended instrument. The respondents were requested to write their comments and suggestions regarding the research culture of the College of Business, JBLFMU-Molo, Iloilo City, Philippines. These qualitative information and comments were used to determine the direction of the college towards world class higher education through research in the ASEAN region.

Category	Frequency	Percentage
A. Entire Group	40	100
B. Gender	24	60
Female	16	40
Male		
C. Age	6	15
Old (48-60 yrs)	34	85
Young (20- 47 yrs. Old)		
D. No. of Years Teaching at the College	28	70
Long (6 & above)	12	30
Short (1-5 years)		
E. Highest Educational Attainment	36	90
Masters/Doctorate	4	10
Bachelor		
F. Specialization	29	73
Specialized	11	27
Non-Specialized		
G. No. of Researches Conducted	6	15
Many (5 & more)	34	85
Few (4 & less)		

VI. RESULTS AND DISCUSSION

The respondents have *very high institutional research competence* as an entire group with a mean score of 4.47. It means that the research culture of the university is already established and imbibed by the faculty of the College of Business, JBLFMU-Molo, Iloilo City, Philippines. The same results are observed among the respondents classified according to different categories. This result implied that the university advocated the research as one of the triarchic functions of the university in the Philippines. Although, research is considered as the weakest link at the university (Valisno 2000 and Alcalá, 2010) still, the faculty members try to adhere to the call of the CHED's mandate and join the band wagon towards the scientific endeavor through research. These results are supported by the studies conducted in the field (Valisno, 2000; Alcalá, 2010; Japos, Tumapon, and Lozano, 2010) that faculty members are expected to generate new knowledge to teach the students and disseminate the results to the community as contribution to the development of a country. These new knowledge and strategy in the field of teaching would propel national development towards global competitiveness of the Filipino graduates in their different field of endeavors.

Table 2
Institutional Research Level of Participants as an Entire Group and when Classified According to Different Categories

Category	Mean	Description	
Entire Group	4.47	Very High	
Gender			
	Female	4.42	Very High
	Male	4.55	Very High
Age			
	Young	4.48	Very High
	Old	4.46	Very High
Number of Years Teaching at the College of Business			
	Long	4.50	Very High
	Short	4.41	Very High
Highest Educational Attainment			
	Bachelor	4.22	Very High
Master/Doctorate			
	Specialization	4.50	Very High
	Specialized	4.51	Very High
Non-Specialized	4.36	Very High	
Number of Researches conducted			
	Many	4.56	Very High
	Few	4.46	Very High

Legend:

Score	Description
4.20 – 5.00	Very High Institutional Research
3.40 – 4.19	High Institutional Research
2.60 – 3.39	Moderate Institutional research
1.80 - 2.59	Low Institutional research
1.00 – 1.79	Very Low Institutional Research

Based on the results at Table 2, participants of study have *very high institutional research level* as entire group and when classified according to different areas with mean scores of 4.47, 4.49, 4.48, and 4.46 respectively. It seemed that the human resource, technical, and financial capabilities are all *very high institutional research level* maybe because the research culture has been accepted and imbibed by the university. Moreover, male faculty members had higher institutional research competence compared to female participants with $M = 4.55$ and $M = 4.42$ respectively. Young faculty members have a better institutional research competence compared with old faculty members as reflected in their mean scores such as $M = 4.48$ and $M = 4.46$. Faculty members who had numbers of years teaching at the maritime university have higher institutional research competence than those who have less number of years in teaching at the university as reflected in the mean scores of $M = 4.50$ and $M = 4.41$. When it comes to highest educational attainment, faculty members who have masters' and doctorate degrees had higher research competence skills than those with bachelor degrees with mean scores of 4.50 and 4.22. Specialized faculty members have higher research competence skills than those who have no specialization with mean scores of 4.51 and 4.36. Those faculty members who conducted many studies have higher institutional research competence skills than those who conducted few studies as shown by their means scores of 4.56 and 4.46.

Table 2
Institutional Research Competence of Participants as an Entire Group and when Classified According to Different Areas

Area	Mean	Description
Entire Group	4.47	Very High
Human Resource Capability	4.49	Very High
Technical Capability	4.48	Very High
Unit Financial Capability	4.46	Very High

Legend:

Score	Description
4.20 – 5.00	Very High Institutional Research
3.40 – 4.19	High Institutional Research
2.60 – 3.39	Moderate Institutional research
.80 - 2.59	Low Institutional research
1.00 – 1.79	Very Low Institutional Research

Differences in the Research Institutional Levels of the Respondents According to Gender, Age, Number of Years Teaching at the College of Business, Highest Educational Attainment, and Number of Researches Conducted

The t-test results in Table 3 revealed that no significant differences existed in the institutional research competence of the respondents when classified according to gender, age, number of years in teaching, specialization, and number of researches conducted, except for the highest educational

attainment. Faculty members who obtained their Masters/Doctorate degrees have “higher research competence” compared to those who had Bachelor degrees. All $p < .05$

Table 3 contains the data.

Table 3
t-test Results for the Differences of the Institutional Research Competence when grouped according to Gender, Age, Number of Years Teaching, Highest Educational Attainment, Specialization, and Number of Researches Conducted

Compared Groups	Mean	t-ratio	df	Two-tail Probability
Gender	4.4236	-1.513	38	.139
Female	4.5479			
Male				
Age	4.4755			.
Young	4.4611		38	.902
Old		.124		
Number of Years Teaching	4.5024			
Long	4.4056		38	.284
Short		1.087		
Highest Educational Attainment	4.5019			
Masters/Doctorate	4.2167		38	.035
Bachelor		-2.190		
Specialization	4.5149			
Specialized	4.3636		38	.099
Non-Specialized		1.690		
Number of Researches Conducted	4.5611			
Many	4.4578		38	.374
Few		.899		

The Table 4 shows the qualitative views on the “role of research” in the teaching-learning situations of the faculty members at the College of Business of JBLFMU-Molo, Iloilo City, Philippines. Majority of the respondents shared that “research role” is viewed as enhancement of professional knowledge and requirements towards academic excellence. Some of the comments and reactions of the respondents are relating to this view. By conducting research annually and submitting for requirements, the respondents would be able to up-date themselves and learn more about the different ideas, strategies, and methods in teaching. This particular result was observed also in the study of Mahilum (2010), underscoring the role of research at the higher education institutions (HEIs) towards the involvement and active participation of the faculty members in the research activities and advocacies of the different colleges and universities in the Philippines. The second role of the research in their teaching-learning experience at the college is “professional opportunities and development.” Research gives them opportunity to go to other places and share their research outputs in the national and international conferences. This opportunity allows the respondents to meet other individuals who are experts in the different fields of discipline to encourage

them more to be active in conducting research.

According to the respondents, the third role of research is “obtaining national and international awards.” Some of the faculty members are happy and proud of their awards through research. These awards and recognitions were given by different prestigious national and international organizations or associations advocating research activities and endeavors. This is a good indicator of “research culture” at the university leading towards accreditation as mentioned as cited by the different studies of Fetalver (2010), Padua (2011), and Salmingo (2011). These studies revealed the same statements that research capabilities of state colleges and universities have significant relationships with the attitudes and involvement of the faculty members. These indicators mentioned in these studies would contribute significant points and quantitative data towards the attainment of national and international awards/citations/recognitions of the faculty member teaching at the universities, which could be considered as distinct characteristics of becoming “research university” in the Philippines. Furthermore, the study of Ticao (2010) exhorts the faculty members to conduct research because research gives life and light to the many facets of life in the university and would bring fresh insights and discoveries that would make learning and teaching situations become dynamic, challenging, and fulfilling. Ticao’s study stressed that research brings opportunities to unveil new situations and opportunities that create undertaking tasks of education very fulfilling experiences at the university.

Table 4
Qualitative Inputs of the Faculty Members on the Role of Research towards World Class Higher Education

Enhancement of Professional Knowledge and Requirements towards Academic Excellence
*There is a periodic output of papers in the College of Business of JBLFMU-Molo
*Only few of the faculty members of the College of Business conducted studies
*Not only the old faculty members are now conducting researches but also the new ones are trying their best to have a research outputs
*Annually, a number of faculty members are conducting research/studies.
*A lot of teachers are now conducting researches compared a few years ago
*Hearing the comments from some students, the faculty members are very strict when it comes to the outputs of students’ researches. It simply shows that they are now more knowledgeable on what should be included and the scope of the studies.

Professional Opportunities and Development
* Before, very few teachers were conducting research and presented to the forum, but this last three (3) years many faculty members of the College of Business had already conducted research and presented their studies not only locally but to different international research conferences and conventions
*Studies done by the faculty members are presented in local, national, and international conferences.

Obtaining National and International Awards
*Nowadays, there are a lot of faculty members of COB who are involved in conducting researches. *Some of them had been awarded in some of the conferences and conventions

Name of Researcher/ Faculty Member	Title of the Study and Type of Conference	Sponsoring Agency	Date
Martin Fagar	ICT in Maritime University: facilitate Learning Process was presented during the International Conference on Higher Research Utilization, Experience, and Discovery at Ilocos Sur, Vigan, Philippines	Philippine Association of Institutions for Research (PAIR)	April 28-May 01, 2010
Rex Flejoles	Learning Mathematics via Face-to Face and On-Line: Its effect to Academic Performance was presented during the National Annual Convention of MTAP-TL at Bacolod City, Philippines	Mathematics Teachers Association of the Philippines (MTAP)	August 12-13, 2010
Ronald S. Baynosa	Disaster Preparedness of Top 20 Business Corporations in Iloilo City was presented during the Research Colloquium at JBLFMU-Molo, Iloilo City	John B. Lacson Foundation Maritime University-Molo, Iloilo City, Philippines	July 27, 2011
Ronald S. Baynosa	Disaster Preparedness of Top 20 Business Corporations in Iloilo City was presented during the Technical Conference of MIGEDC Members at Oton, Iloilo, Philippines	Municipality of Oton, Iloilo, Philippines	March 15, 2011
Ronald S. Baynosa	Waste Management: Environmental Concern Among Residents of San Jose, Province of Antique was presented during Second International Conference on Multidisciplinary Research at Bacolod City, Philippines. This study received Gold Award.	Philippine Association of Institutions for Research (PAIR)	October 21-22, 2011
Ronald S. Baynosa	Waste Management: Environmental Concern Among Residents of San Jose, Province of Antique was presented through Poster during Fifth International Conference and Scientific Meeting at Iloilo City, Philippines.	Environmental Educators Network of the Philippines (EENP)	February 15-17, 2012
Ronald S. Baynosa	Waste Management Awareness among Residents of Semirara Coal Plant in the Philippines was a Poster Presentation during the Fifth International Conference and Scientific Meeting at Iloilo City, Philippines.	Environmental Educators Network of the Philippines (EENP)	February 15-17, 2012
Ronald S. Baynosa	Waste Management: Environmental Concern among Residents of San Jose, Province of Antique, Philippines was a Poster Presentation during the 20th Annual Conference at JBLFMU-Arevalo, Iloilo City, Philippines	Philippine Society for Evaluation and Research (PSERE)	May 10-11, 2012
Ronald S. Baynosa	Disaster Preparedness of Top 20 Business Corporations in Iloilo City was presented during the 20th Annual Conference at JBLFMU-Arevalo, Iloilo City, Philippines	Philippine Society of Educational Research and Evaluation (PSERE)	May 10-11, 2012
Ronald S. Baynosa	Disaster Preparedness of Top 20 Business Corporations in Iloilo City was presented during the World research Festival at Marco Polo Hotel, Cebu City, Philippines. This study was awarded as Diamond Award (First Prize), Best in Power Point Presentation (Diamond Award/First Prize).	International Association of Multidisciplinary Researchers (IAMURE)	August 22-24, 2012
Denzil I. Galon	Development of Gap Analysis Model towards Bridging the Hospitality Industry and Academe was presented during the 23rd National Statistics Month at Central Philippine University, Jaro, Iloilo City, Philippines	Philippine Statistics Association (PSA)	October 25, 2012
Martin Fagar	Student Information Kiosk was presented during the Research Colloquium held at JBLFMU-Arevalo, Iloilo City, Philippines	John B. Lacson Foundation Maritime University-Arevalo	January 23, 2012
Ronald S. Baynosa	Institutional Research of the College of the Business at Maritime University in the Philippines was presented during the Research Colloquium held at JBLFMU-Arevalo, Iloilo City, Philippines	John B. Lacson Foundation Maritime University-Arevalo	January 23, 2012

VII. COLLABORATIVE STUDIES

The Research Department of JBLFMU has established 'Collaborative Research' with the different colleges and universities here in the Philippines and abroad. The following are the collaborative finished studies:

- (a) For SY 2008-2009, one (1) collaborative study was conducted. This study was "Performance in Physics, Attitudes, and Study Habits among Engineering Students as Influenced by Certain Related Factors" by Dr. Rolando A. Alimen, JBLFMU-Molo & Edith S. Peñaranda, University of San Agustin,
- (b) For SY 2009-2010, one (1) collaborative study was conducted. This study entitled "Seagrass Diversity in the Western and Eastern Sites of Igang Bay, Guimaras, Philippines" by Dr. Rolando Alimen, Homervergel Ong, Engr. Renie Batuigas, Engr. Vicente Corpes, Mary Mar Esmaña, Engr. Cicero Ortizo, JBLFMU-Molo & Cornelio Selorio, Jr., University of the Philippines,
- (c) For SY 2010-2011, three (3) collaborative studies are conducted. The titles of the studies are the following: (1) Sexting as Socio-Cultural Practice and its Influence among Filipino Youth: A Journey to Explore by Dr. Rolando Alimen, JBLFMU-Molo & Marietta Agustin-Teaño, Wesleyan University-Philippines, (2) Facebook as Social Capital and Its Role in Transforming Filipino Teenagers: A Reflective Analysis by Dr. Rolando Alimen, JBLFMU-Molo, & Dr. Leah V. Cadio, Occidental Mindoro State University, and (3) Status of Fish Catch among Fisher folks at the Municipality of Oton leading to Coastal Zone Management by Dr. Rolando Alimen, Engr. Vicente Corpes, Alex Soqueña, JBLFMU-Molo, & Katherine Rundquist, Nancy Jones, Fisheries and Marine Institute Memorial University of Newfoundland, Canada.

VIII. DIFFERENT COLLABORATIONS OF JBLFMU-MOLO

The JBLFMU-Molo as maritime university and the Members of Research Committee are active members of different organizations. These organizations, associations, and societies are the following:

- (1) Philippines Society for Educational Research and Evaluation (PSERE),
- (2) Philippine Association of Institutions for Research (PAIR),
- (3) Asian Congress for Media and Communication (ACMC),
- (4) Environmental Education Network of the Philippines, Inc. (EENP),

- (5) Western Visayas Association of Physics Instructors (WVAPI),
- (6) Philippine Association for Graduate Education (PAGE),
- (7) Association of Teacher Educators (ATE) International,
- (8) Commission on Higher Education- Regional Research Center (CHED),
- (9) Commission on Higher Education- Zonal Regional Center (CHED),
- (10) Philippine Association of Maritime Researchers (PAMR),
- (11) International Association of Maritime Universities (IAMU),
- (12) Philippine Society of Mechanical Engineers (PSME),
- (13) Society of St. Vincent de Paul (SSVP) International, (
- (14) Philippine Society of Physics (PSP),
- (15) Provincial Environment of National Resources Office (PENRO),
- (16) City Environment National Resources Office (CENRO),
- (17) Regional Environment Educators Network (REEN Region 6),
- (18) Sea grass Network International (SEAGRASS Net)

Table 6

Different Accreditation Agencies by JBLFMU in international and local levels

	Accreditation & Certification of the	Type of Accreditation
1	University (JBLFMU-Molo)	Philippine-Based Certification
	Philippine Quality Award –Quest for Excellence	International Certification
2	Bureau Veritas Certification ISO 9001	Philippine-Based Certification
3	CHED University Status ETEEAP Provider (former Autonomous)	Philippine-Based Certification
4	TESDA Accredited Assessment Center	Philippine-Based Certification
5	PACU-COA Accredited Level 4 & Level 1	International Certification
6	Microsoft Certified Academy	Philippine-Based Certification
7	Maritime Training Center (MTC) Accredited	International Certification
8	International Association of Maritime Universities (IAMU) Member	Philippine-Based Certification
9	Environmental Educators Network In the Philippines (EENP) Member	Philippine-Based Certification
10	Philippine Society of Educational Research and Evaluation (PSERE) Member	Philippine & International
11	Philippine Association of Institutions for Research (PAIR) Member	Certification
12	Asian Congress for Media and Communication (ACMC) Member	ASEAN-Based Certification

IX. CONCLUSIONS

Based on the results of the present study, the following conclusions were drawn:

1. The faculty members at the maritime university in the Philippines exhibited *high institutional research competence*.
2. Human resource, technical, and financial capabilities of the maritime university in the Philippines are in place, therefore, the faculty members perceived that the three (3) areas to be *high in institutional research competence* because of the support and inspiration given by the administration.
3. No significant differences were found on the institutional research competence when classified according to the different categories except for the highest educational attainment.
4. The respondents of the study shared that “research role” is viewed as “enhancement of professional knowledge and requirements towards academic excellence.” The second role of the research in the teaching-learning experience at the college is “professional opportunities and development.” The third role of research is “obtaining national and international awards.”

X. IMPLICATIONS OF THE STUDY

The results of the present study implied that “research” plays significant role in the teaching-learning scheme of the faculty members at the College of Business, JBLFMU-Molo, Iloilo City, Philippines towards the attainment of World Class Education in the ASEAN region. These perceived views on the “role of research” would further improve and sustain the thrust of the university towards development of graduates into globally competitive through world class instruction. Through this research, faculty members were encouraged to engage and participate in achieving the aim of the university to become World Class Provider of Education in ASEAN region.

XI. RECOMMENDATIONS

1. The administration shall sustain the high institutional research competence of the faculty members at the College of Business of JBLFMU-Molo, Iloilo City, Philippines towards World Class Education in ASEAN region.
2. Research incentives, supports, collaboration, and networking of the faculty members shall be strengthen in order to give more opportunities to present their studies at the international conferences and seminars. These activities are indicators of boosting the moral and academic competence of the faculty members of this particular college of this maritime university in the Philippines.

3. The researchers would like to suggest parallel studies to unveil other parameters and related variables that would have influence towards development of institutional research competences of the faculty members at the College of Business, JBLFMU-Molo, Iloilo City, Philippines to become globally competitive as member country of ASEAN.

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Organization Climate and Teachers' Efficacy: A Comparison of Sabah's MRSM and Terengganu's MRSM Teachers.

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Abstract

The study aimed to determine the level and correlation between school's climate and teachers' efficacy and also to make a comparison of school's climate and teachers' efficacy between Maktab Rendah Sains MARA (MRSM) (MARA Junior Science Colleges) in Sabah and Terengganu. The respondents were teachers amounting 246 from six MRSMs which two MRSMs from Sabah and four MRSMs from Terengganu. The study was a descriptive statistic that used questionnaire as the instrument. School's climate questionnaire developed by Hoy (2003), consists of several elements such as teaching innovation, cooperation, students' relation, school's resources, and decision making. Meanwhile, Teacher Sense of Efficacy Scale (TSES) developed by Tschannen-Moran and Woodfolk-Hoy (2001) was used to measure teachers' efficacy. The instrument consists of three dimensions; students' involvement (to measure teachers determination in giving motivation to students), teaching strategy (teachers' determination in making students to understand), and classroom management (teachers' determination in classroom control). The data gathered showed there was a significant mean difference for comparison of school's climate but there was no significant different of mean for comparison between MRSMs.

Keywords: school's climate, teachers' efficacy, Maktab Rendah Sains MARA (MRSM), Majlis Amanah Rakyat (MARA)

I. INTRODUCTION

This study was related to schools' climate and teachers' efficacy in MRSM. The Education System in MRSM is a curriculum series set by Ministry of Education (MOE) as a base which is designed and formulated to meet the goals and empower the MRSM education system itself.

The implication increased teachers' routine tasks besides performing their official duties. The facts of these impacted both in good things or even reverse things happen. Yet to this

day MRSM still have an excellent track record in providing an excellent education to students. Is this due to the excellence of a positive school climate and high teacher efficacy issue or is it caused by the students' characteristics which are selected from outstanding students to enter MRSM. Therefore, the importance of study conducted pertaining two constructs, teacher efficacy and school climate in MRSM is crucially needed to produce scientifically results.

Teacher efficacy as the dependent variable affects teachers' ability to achieve schools' goals. Efficacy also has an impact on teaching, teachers' guidance to students and teachers' confidence of their ability to achieve goals. Tschannen-Moran and Woolfock-Hoy (2001) stated teacher efficacy is the judgment of teachers on their ability to achieve the desired results in student engagement and learning. Positive school climate existed in MRSM is that helping to improve the MRSM excellence. Brookover et al., 1978, (in Johnson et al., 2008) defined school climate has few concepts including school systems that is sharing norms and its expectations. Nevertheless, the study of the school climate and teacher efficacy between MRSM will help MARA in providing the proper planning to improve both variables positively and enhancing it up to a high level.

This research focused on six elements of school climate and teacher efficacy of the three elements of which were used to measure school climate and teacher efficacy. In addition respondents were only teachers who engaged in teaching and learning. The findings of this study were based on the answers given by the respondents.

II. CLIMATE CONSTRUCT

Study by Moos, R. H (1979) emphasized on three aspects in human relationship theme with regard to all environments, including communication, personal development and maintenance of systems and scale. Moos defines school climate as an atmosphere for students' learning environment and varied

experiences that depend on the protocol developed or provided by teachers and administrators. Three general themes of human relationships by Moos were the basis of the items developed in the questionnaire. Moos (1979) added, relationships in particular included any involvement or relationship to others in a class including teachers. Personal development refers to the development of individuals and the class as a whole. System maintenance refers to the instructions on the environment, including regulations, and teachers' to change the system. Educational environment specifically required depend on person in group and the desired result, at least to focus on relationships, personal growth, and system maintenance and change dimensions in describing, comparing, evaluating and converting, and organizing educational system.

III. EFFICACY CONSTRUCT

The concept of teacher efficacy is related to self-confidence and teachers' ability to implement instructional tasks to achieve specific instructional goals (Bandura, 1997; Woolfolk-Hoy, 2000). Khalid et al. (2009) the concept of efficacy has to do with the strength level of trust that affects the individual behaviour in relation to a situation at hand. Efficacy is related to teachers' belief on their ability to perform the required action and individual judgment towards own ability in carrying out teaching task which leading in planning and coordinating the required behaviors to achieve the desired tasks.

Bandura defined efficacy as a belief that an individual's ability to manage and execute a task to the expected goal. Two aspects of this definition are related to beliefs in one's opinion of the ability and efficacy which to be used for goal that has been developed and expected (Bandura, 1986 in Anthony R. Artino, 2006).

Self-efficacy are summarized as humans perform contribute to their psychosocial functioning through mechanisms of self-confidence stemming from their self-efficacy (Bandura, 1997). They believe that it will have the desired effect through the actions they take. Efficacy beliefs are the basis for such action. Self-efficacy beliefs drive one's goal target. Similarly, to students, skills to learn are required yet also needed a desire to achieve successful in their studies. Bandura (1997) ascerted students with goal mindset will start to feel the efficacy and putting commitments to strive achieving what he has setted. This statement appoints the importance to teachers to widen up ways to achieve their aims and this requires highly efficacious teachers to impliment.

IV. LITERATURE REVIEW

Research by Rahmad and Gooi (2005) found that teachers in schools with a positive climate, achieved job satisfactions, and schools with a negative school climate are more likely to have teachers with job dissatisfaction. Studies showed that school climate affected job satisfaction among teachers. This study

used samples of 104 secondary school teachers from Sentul Zone, Kuala Lumpur.

According to Mumtaz (2009) work climate affected job performance and interpersonal relationships. His study in MARA Institute of Higher Education (IPTMa), was to identify the existed organizational climate processes showed the entire IPTMa has a climate that supported the organizational processes of Total Quality Management (TQM). Research showed the implementation of TQM was the dominant factor in influencing climate organization. Climate that supports the organizational process will create productive workers but with high dependency. His previous study covered 1580 respondents among lecturers, managerial and support staffs showed the nessecity of confidence and empowerment in decision-making so that they feel appreciated.

Research by Rhodes et al. (2009) specificified on improving school climate through changes in teacher-centered. The research which was conducted in three secondary schools also showed, the collaborative school-based intervention was designed to modify the relationship between administrators and teachers. Of all school interventions, teachers were the most active individuals cooperated in identifying problems and strived to deliver and implement the interventions towards the problems. The data shown by samples of 180 teachers and 180 students were possitive. Teachers' perceptions of school climate improved, and it affects on teacher reports of both affiliates of teachers and administrators and as well in academic focus. In addition, they also have an impact on teachers 'perception of principal support and this can leads to a positive growth in teachers' attitudes.

A study conducted by Khalid et al. (2009) focused on the influence of training and teaching experience and efficacy among secondary school teachers aimed to determine the influence of teachers' qualifications, type of teachers' training and teaching experience toward teacher efficacy. The respondents were 928 teachers from four districts in Sabah. The samples consisted of 310 male teachers and 552 female teachers' age between 24 and 55 years and they got their teacher professional training in Diploma in Education, Postgraduate Teaching Course, Post Graduate Diploma in Education and Bachelor of Education. Samples were selected through purposive sampling. ANOVA stastic analysis found that there was a significant difference in the three teacher efficacy dimension according to type of training and teaching experience. The findings showed teachers with Diploma in Education were at their highest levels of efficacy compared to teachers from other teacher training programs. The findings also showed that teachers with seven years of teaching experience had a different statistical efficacy compared to teachers with less than seven years teaching experience.

Meanwhile, a study conducted by Azwan et al. (2005) examined the influence of self-efficacy among history teachers

in their teaching practices in using information technology found that efficacy influenced their teaching practices. A total of 95 history teachers were randomly selected from 15 schools in Perlis. This study aimed to identify the level of teacher self-efficacy and the level of teaching practices in using ICT among history teachers. Findings indicated the moderate level of teacher self-efficacy and ICT-aided teaching practices were at the low level of teacher self-efficacy.

Research by Teng (2006) determined factors that related to teachers' self-efficacy in Sarawak and identified factors that influence teachers' self-efficacy. The factors identified were the teachers' perception of school climate, teachers' perception of principals' transformational leaderships, teacher self-efficacy in computer use, teacher involvement in decision making, teacher involvement in staff development programs, schools' background and teachers' profile

V. RESEARCH PURPOSE

This research focused on the comparison of school climate and teacher efficacy between the MRSMs. In addition, this study aimed to determine the different levels of school climate and teacher efficacy in MRSMs in Sabah and Terengganu.

VI. METHODOLOGY

The 'ex-post facto' research design was to examine the relationship of cause and effect, besides to explore the causes and consequences of an event that occurred. Mohd. Najib (2003) in his 'ex-post facto' study, questionnaires were used to get the past information particularly in respondents' experiences. A quantitative research requires a large sample for more meaningful results. The outcomes of statistical analysis were used as an inference that was generalized to the population (Chua, 2006).

Populations were 421 teachers from six MRSMs who involved in teaching and learning and excluded senior assistants and counselor. Population involved all teachers in MRSMs in Sabah, in Tawau and Kota Kinabalu district and all teachers

who teach in MRSMs in Terengganu, with two in Besut district, one in the Kuala Terengganu district and one MRSM in Kuala Berang district. The sampling was based on purposive sampling. Sampling refers to the sampling procedure selected group of subjects with certain characteristics were selected. Research results only represent the only group of subjects. This study involved of total samples of 246 teachers from across six MRSMs in Sabah and Terengganu.

Questionnaires were used to gather data which consists 3 sections, A, B, and C. Section A was respondent demographics such as gender, age, race, type of teacher training programs, major field of study in MRSM teaching and teaching experience. Section B was a questionnaire developed by Johnson, Steven and Zvoch (2007) and translated into Malay Language for the purpose of obtaining information about school climate. Items in Part B was divided into five constructs of teaching innovation element, collaboration construct, students relationships construct, school resources constructs, and decision-making construct. This questionnaire using five-point scale of 1 - not sure, 2 - strongly disagree, 3 - disagree, 4-agree and 5 - strongly agree.

Section C was a questionnaire of Teacher Sense of Efficacy (TSES) developed by Tschannen-Moran and Woolfolk-Hoy (2001), it is divided into three dimension, student participation, teaching strategies and class management. All three constructs and has four items. This questionnaire uses a nine-point scale starting with "1" (no) to "9" (Full determination). Data analyzed using descriptive techniques (frequencies, means, and percentages) and inferential statistical techniques (Pearson correlation, one way ANOVA and t-tests).

VII. RESULTS

ANOVA (One Way) analysis as shown in Table 1 found school climate and teacher efficacy between Sabah and Terengganu MRSM were influencing one to another. Overall school climate ($F = 8372$ [$df = 5, 240, p = .000$]) was a significant difference. Through the analysis of ANOVA (One Way) as shown in Table 1 was also found between teacher efficacy in Sabah and Terengganu MRSM were influencing each to another. Teacher efficacy ($F = 1.694$ [$DF = 5, 240, p = .137$]) there was no significant difference. (Table 1)

Table 1: Mean Differences of School Climate and Teacher Efficacy in Sabah and Terengganu MRSMs².

		Total		mean			Levene
		Square	df	square	F	Sig.	Statistic
Total	Between Groups	5.254	5	1.051		8.372	.000
	Within Groups	30.124	240	.126			
	Total	35.379	245				
School Climate	Between Groups	6.890	5	1.378		1.694	.137
	Within Groups	195.280240	.814				
	Total	202.170245					
Teacher Efficacy	Between Groups	6.453	5	1.291		4.284	.001
	Within Groups	72.306	240	.301			
	Total	78.759	245				
Innovatio Teaching	Between Groups	6.453	5	1.291		4.284	.001
	Within Groups	72.306	240	.301			
	Total	78.759	245				

Table 1: Mean Differences of School Climate and Teacher Efficacy in Sabah and Terengganu MRSMs²

		Total	mean		Levene		
		Square	df	square	F	Sig.	Statistic
Collaboration	Between Groups	6.004	5	1.201	6.282	.000	6.38
	Within Groups	45.873	240	.191			
	Total	51.877	245				
Students Relation	Between Groups	4.245	5	.849	3.019	.012	1.190
	Within Groups	67.486	240	.281			
	Total	71.731	245				
School Resourse	Between Groups	11.031	5	2.206	6.560	.000	2.402
	Within Groups	80.711	240	.336			
	Total	91.742	245				
Decision Making	Between Groups	4.484	5	.897	2.202	.055	1.448
	Within Groups	97.731	240	.407			
	Total	102.215245					
Student Involvement	Between Groups	4.813	5	.963	1.157	.331	.653
	Within Groups	199.640240	.832				
	Total	204.453245					
Teaching Strategies	Between Groups	9.147	5	1.829	1.864	.101	1.375
	Within Groups	235.550240	.981				
	Total	244.697245					
Classroom Management	Between Groups	5.535	5	1.107	5.650	.000	1.486
	Within Groups	47.021	240	.196			
	Total	52.556	245				

Mean difference in teacher efficacy between each MRSM in Sabah and Terengganu were not significant with value $p > .005$ between all MRSMs. Difference in teacher efficacy findings refer to Table 2, MRSM A and B was $-.20767$, MRSM A and MRSM C were $.18356$, MRSM A and MRSM D were $-.31358$, MRSM A and MRSM E were $-.60370$, MRSM A and MRSM F were $-.40384$. Mean difference teacher efficacy between MRSM B and MRSM C were $.02316$, MRSM B and MRSM D were $-.10591$, MRSM B with MRSM E were $-.39603$, MRSM B with MRSM F were $-.19617$.

Mean difference in teacher efficacy in MRSM C and MRSM D were $-.12907$, MRSM B and MRSM E were $-.41919$, MRSM B and MRSM F were $-.21933$. While the mean difference in teacher efficacy MRSM D and MRSM E were $-.29012$, MRSM B and MRSM F were $-.09026$, and mean difference in teacher efficacy MRSM E and MRSM F were $.19986$. (Table II)

Table 2: Mean Differences of School Climate and Teacher Efficacy Between Each of MRSM in Sabah and Terengganu.

(I)MRSM	(J) MRSM	School Climate			Teacher Efficacy		
		Mean Difference (I-J)	Std. Error	Sig.	Mean Difference (I-J)	Std. Error	Sig.
A	B	-.04524	.07526	1.000	-.20767	.20885	.997
	C	-.01771	.06351	1.000	-.18451	.18356	.997
	D	.01000	.06760	1.000	-.31358	.20009	.857
	E	-.40667*	.12200	.034	-.60370	.26498	.349
	F	-.31398*	.08895	.011	-.40384	.19597	.478
B	C	.02753	.06251	1.000	.02316	.18093	1.000
	D	.05524	.06666	1.000	-.10591	.19768	1.000
	E	-.36143	.12148	.084	-.39603	.24899	.897
	F	-.26875*	.08824	.048	-.19617	.19351	.997

Table 2: Mean Differences of School Climate and Teacher Efficacy Between Each of MRSM in Sabah and Terengganu.

(I)MRSM	(J) MRSM	School Climate			Teacher Efficacy		
		Mean Difference (I-J)	Std. Error	Sig.	Mean Difference (I-J)	Std. Error	Sig.
C	D	.02771	.05302	1.000	-.12907	.17074	1.000
	E	-.38896*	.11457	.035	-.41919	.24359	.778
	F	-.29628*	.07845	.006	-.21933	.16590	.957
D	E	-.41667*	.11688	.022	-.29012	.25627	.990
	F	-.32398*	.08180	.003	-.09026	.18402	1.000
E	F	.09268	.13040	1.000	.19986	.25307	1.000

*. The mean difference is significant at the 0.05 level.

VIII. DISCUSSION AND IMPLICATION OF STUDY

The main purpose of this study was to identify and to compare the level of school climate and teacher efficacy in Sabah and Terengganu MRSM. The implication of the study was divided into two aspects in both theoretical and for the research itself. The considerations of the implications were discussed to improve the excellence of MRSMs as whole although the datas obtained were limited in MRSMs in Sabah and Terengganu.

In testing the conceptual model, the overall findings of the study confirmed the Social Cognitive theory through the concept of “reciprocal determinism” made by Bandura (1997), which described the interaction between the environment and personal to produce certain behavior suit to the events experienced. Three elements involved in the “reciprocal determinism” were the element of personal factors, behavior, and environment. These elements were related to school climate and teachers’ efficacy, the results also showed school climate and teacher efficacy were influencing to each other.

Findings related to school climate and teacher efficacy constructs showed there was no difference in both states and it showed that the concept of “reciprocal determinism” is applicable in all areas although in different locations or individuals. Positive school climate in both groups of MRSMs were also obtained the high level of efficacy. Additionally it confirmed that the MRSM has of a similar standard in operation execution.

IX. CONCLUSION

This paper has shown the results that has a great potential to be broaden and uncovering a whole host of oppurtunities to upgrade quality by alleviating shortfalls in education. School climate and teacher efficacy are the two important variables that needed further research in relation to enhance teacher quality and education system as whole.

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Relationship Between Leader-Member Exchange and Organizational Citizenship Behavior: Examining the Role of Profile, Organizational Communication Satisfaction and Job Motivation at De La Salle Lipa.

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Abstract

This study explored the relationship between Leader-Member Exchange (LMX) and Organizational Citizenship Behavior (OCB) while examining the mediating role of demographic profile, organizational communication satisfaction and job motivation. First, LMX quality was assessed whether low or high. Second, job motivation is divided into intrinsic and extrinsic. Third, organizational communication satisfaction was evaluated in three levels, namely: interpersonal (personal feedback and supervisory communication), group (co-worker communication and organizational integration in the workgroup), and organizational contexts (corporate communication, communication climate, and organizational media quality). Lastly, OCB of DLSL employees was categorized into the three Lasallian Core Values, namely: (a) spirit of faith; (b) zeal for service; (c) communion in mission. This study employed a descriptive correlational research design. There were 93 respondents, who were full-time college academic administrators and faculty. Data were analyzed using descriptive statistics, chi-square and spearman correlation analysis.

Findings indicated the following: a) insignificant relationship of profile to LMX and OCB; b) significant moderate, positive correlation between LMX and OCS; c) positive, very weak but insignificant relationship between LMX and Job Motivation; d) positive and significant relationship between LMX quality and OCB; e) positive and significant relationship between OCS and OCB; and f) significant, positive, moderate relationship between job motivation and OCB.

keywords: Leader-Member Exchange, Organizational Citizenship Behavior, Organizational Communication Satisfaction, Job Motivation

I. INTRODUCTION

Over the years, educational institutions have gone through dramatic changes, including flatter and looser structures, downsizing, and communication flow in which the management plays a vital role. Beyond the concept of leadership style, one aspect of leadership that was also being studied is the relationship between leaders and the individual contributors of the organization. This is termed as leader-member exchange (LMX). While leadership plays a significant role in influencing human relations, interaction, organizational culture and innovations LMX theory of leadership elaborates its contribution to team development in companies (Zijada & Jasna, 2009).

The rising dynamics of workplace environment and the need for retaining significant people in an institution made the organization to revisit their concept of psychological contracts that it has with its employees (Wikaningrum, 2007). LMX theory strengthens the relationship between the leader and the followers in terms of efficiency and effectiveness of its individual contributors (Rofcanin and Mehtap, 2010).

According to Walumbwa, Cropanzano, & Goldman (2011), LMX enhances job performance and organizational citizenship behaviors (OCB). Gouldner stated his model of reciprocity as: “(1) people should help those who have helped them, and (2) people should not injure those who have helped them” (Gouldner, 1960, p. 171 cited by Bernerth, J.B., Armenakis, A.A., Field, H.S., Giles, W.F. & Walker, H.J. (2006).

According to Rofcanin & Mehtap (2010), the kind of communication happening between the superior and his subordinates is expected to produce rewarding results over the level of satisfaction of the subordinates, in relation to the well known theory of Leader-Member Exchange Relationship.

Leadership styles developed and subordinate motivational dimensions were revealed as significant factors correlating and explaining the organization citizenship behavior.

While it is observed that several researches were performed regarding organizational citizenship behavior, little is known in the study of LMX and OCB using mediating variables organizational communication satisfaction (OCS) and job motivation (JM) in private higher educational institution in the Philippines. Also, unlike other companies wherein the administrators stay in their position for long term, DLSL administrators (specifically DLSL brothers) are assigned in the position only for a specified number of years, usually a maximum of six years. This may have an effect on the level of exchanges that transpires in the institution. Although, there are other administrators (lay persons) who are appointed in a specific position and stays in the institution longer than the DLSL brothers, the decision of the Brother President still prevails; hence, any change in the leadership of the DLSL brothers poses significant impact to its employees and the organization. Moreover limited knowledge on the use of demographic variables in between LMX and OCB were also found; hence a research gap was established.

Currently, De La Salle Lipa (DLSL) is facing greater challenges as pressures of economic condition and competition may possibly affect the achievement of its goals. Hence, it would be helpful to have exemplary employees that will be agents of organizational success. Seemingly, this study explores and attempts to create a linkage between LMX and OCB while examining the role of profile, organizational communication satisfaction and job motivation in a private educational institution in the Philippines, particularly DLSL.

II. METHOD AND MATERIAL

This study employed a descriptive correlational research design to capture the relevant issues about LMX and OCB that surround the DLSL College Department, including 93 full-time college academic administrators and faculty of the said institution during the 2nd semester of 2012 – 2013.

The instrument used in gathering data is a questionnaire, which was adapted from different studies. It consists of six parts, namely: 1) profile (age, gender, civil status, tenure, college and position); 2) LMX quality (using a 7-item version of the LMX scale (Liden & Graen, 1980; Scandura & Graen, 1984 cited by Mueller & Lee, 2002)); 3) OCS [Communication Satisfaction Questionnaire (CSQ) was developed by Downs and Hazen (1977 cited by Mueller & Lee, 2002)]; 4) job motivation (Oudejans, 2007); and 5) OCB, which will include questions about spirit of faith, zeal for service, and communion in mission [DLSL Employees' Manual (2009) and Guiding Principles of the Philippine Lasallian Family 2nd ed. (April 2009)].

The instrument as a whole underwent internal consistency reliability test resulting to Cronbach's alpha of 0.878. According to Huck and Cormier (1996) and Pallant (2001) as cited by Safi and Ramay (2013), Cronbach's alpha should be greater than 0.7. All questionnaires were distributed March 4, 2013 and were retrieved by April 15, 2013, last reporting day of the full-time faculty for the school year.

Descriptive statistics was used to determine the profile of the respondents. Frequency distribution and simple percentage were utilized to measure the number of responses and its magnitude compared to the total population.

To determine the perception of the respondents on the quality of LMX, level of organizational communication satisfaction, job motivation, and organizational citizenship behavior, mean was computed for each area.

The researcher conducted the survey using a 1 to 4 rating referred as Likert response scale. This showed the measurement of the extent of a respondent's satisfaction or dissatisfaction as well as agreement or disagreement with the statement. For data analysis and interpretation, the following rating scales were used.

Rank	Response Category	Level	Range
4	Very Great Extent/ Very Satisfied / Strongly Agree	High	3.50 – 4.00
3	Great Extent /Satisfied / Agree	Moderate	2.50 – 3.49
2	Little Extent /Dissatisfied / Disagree	Low	1.50 – 2.49
1	Very Little Extent/ Very Dissatisfied / Strongly Disagree	Very Low	1.00 – 1.49

On the one hand, chi-square analysis was used to discover if there is a relationship between profiles such as gender, civil status, college, and position to quality of LMX and OCB. Chi-square is a test of significance when data sets are mainly expressed on frequencies, percentages or proportions (Panopio, 2004). It is a useful technique to see if there is a relationship between two ordinal variables, two nominal variables, or between an ordinal and a nominal variable (Social Science Research Lab, 2010). On the other hand, Spearman correlation was used to determine significant relationship between the following: (a) LMX organizational communication satisfaction; (b) LMX and employees' job motivation; (c) LMX and OCB; (d) organizational communication satisfaction and OCB; and (e) employees' job motivation and OCB. The Spearman correlation coefficient, r_s , can take values from +1 to -1. A r_s of +1 indicates a perfect association of ranks, a r_s of zero indicates no association between ranks and a r_s of -1 indicates a perfect negative association of ranks. The closer r_s is to zero, the weaker the association between the ranks (Laerd Statistics, 2012). Based on Statstutor (n.d), the strength of the correlation can be verbally described using the following guide:

r-value	Interpretation	r-value	Interpretation
± 0.00 - 0.19	very weak	± 0.60 - 0.79	Strong
± 0.20 - 0.39	Weak	± 0.80 - 1.0	very strong
± 0.40 - 0.59	Moderate		

III. THEORETICAL FRAMEWORK

According to Winkler (2009), LMX theory suggests that the type of relationship leaders have with their subordinates (members of the organization) is the key in understanding how leaders influence their employees. On one hand, high quality LMX (or “in-group”) relationship is characterized by trust, open communication, and information sharing (Wikaningrum (2007). In a nutshell, the high quality LMX is expected to bear citizenship behaviors positive impacts on employees via fueling extra-role behaviors without any formal externalities sourced from the organization (Aquino and Bommer 2003; Rofcanin and Mehtap, 2010). On the other hand, low quality LMX (or “outgroup”) relationships tend to be restricted to contractual-type obligations (Walumbwa, Cropanzano, Goldman, 2011). These relationships means that the member performs his or her job, the leader gives rewards and punishments, and the relationship does not possess high levels of loyalty or obligation toward each other (Winkler, 2009).

According to Walumbwa, Cropanzano, & Goldman (2011) LMX enhances job performance and OCBs. Subordinates with high-quality LMX are more likely to display not only high levels of task performance, but also contribute to the well-being of the whole company through behaviors such as high organizational commitment and organizational citizenship behaviors (Wang, Law, & Chen, 2008).

IV. OPERATIONAL FRAMEWORK

The operational framework of the study shows that the quality of LMX relates to OCB as mediated by profile, organizational communication satisfaction and job motivation.

First, LMX quality of relationships was assessed whether low or high. Second, job motivation is divided into intrinsic and extrinsic. On one hand, intrinsic motivation includes ability utilization, feeling of achievement, creativity, and supervision –human relations. On the other hand, extrinsic motivation includes compensation, working conditions, and technical supervision. Third, organizational communication satisfaction was evaluated in three levels, namely: interpersonal (personal feedback and supervisory communication), group (co-worker communication and organizational integration in the workgroup), and organizational contexts (corporate communication, communication climate, and organizational media quality). Lastly, OCB of DLSL employees were categorized into the three Lasallian Core Values, namely: (a) spirit of faith; (b) zeal for service; (c) communion in mission.

The framework determined the relationship among the quality of LMX, OCS, job motivation, and OCB. Fig. 1 illustrates the relationship of LMX to OCB as mediated by profile, organizational communication satisfaction and job motivation.

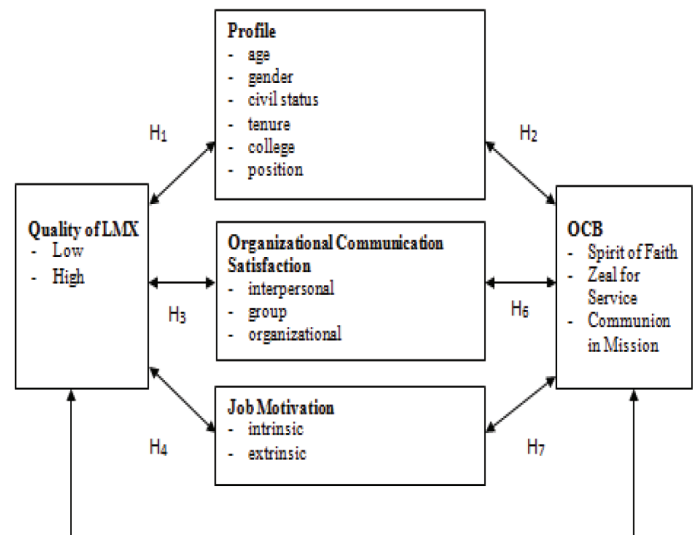


Figure 1. Relationship between LMX and OCB as mediated by Profile, OCS and Job Motivation

V. DISCUSSION AND CONCLUSION

Out of the 123 full-time college academic administrators and faculty, 93 or 76% responded in this survey.

Respondents' Profile

Results revealed that majority of the respondents were hesitant in declaring their age (28%). But among those who have indicated their age, most are aging between 25-30 (21.5%) , which indicates that majority are young in the organization. Declared answers also revealed that the least number of respondents belong to the age bracket 49 – 54 (5.4%), which indicates that there are few old employees at DLSL. The female (60.2%) respondents outnumbered male (37.6%) respondents by 22.6%.

For their civil status, 59.1% of the respondents are married compared to 35.5% who are single. Remaining 5.4% decided not to declare their civil status. Though age was not declared by many, data on tenure revealed that 48.4% of the respondents have worked at DLSL for more than six years. 17.2% of them have only worked for less than three years. These findings mean that majority of the respondents have stayed in the institution for quite a longer number of years.

Data gathered also reflected that majority or 49.5% of DLSL full-time college academic administrators and faculty belongs to CEAS. Least number of respondents as shown by 4.3% came from CIHTM. Lastly, 20.4% of the respondents were

administrators and 77.4% were full-time faculty. 2.2% did not declare their position.

Quality of LMX

Table 1. Quality of LMX at DLSL

	M	Response Category	Level
1. To what extent do you know how satisfied or dissatisfied your immediate supervisor is with what you do?	3.0109	Great Extent	Moderate
2. To what extent does your immediate supervisor understand your work problems and needs?	3.1196	Great Extent	Moderate
3. To what extent do you feel your immediate supervisor recognizes your potential?	3.2283	Great Extent	Moderate
4. Regardless of how much formal authority your immediate supervisor has been into his/her position, to what extent would he/she be inclined to use his/her available power to help you solve problems in your work?	3.1290	Great Extent	Moderate
5. Again, regardless of how much formal authority your immediate supervisor has, to what extent can you count on him/her to "bail you out" at his/her expense when you really need it?	2.9783	Great Extent	Moderate
6. To what extent do you have confidence in your supervisor's decisions such that you would defend and justify them even if he or she were not present to do so?	3.1196	Great Extent	Moderate
7. How effective would you characterize your working relationship with your supervisor?	3.3261	Great Extent	Moderate
OVERALL LMX MEAN	3.1014	Great Extent	Moderate

Table 1 presents the perception of the full-time college academic administrators and faculty on the quality of LMX at DLSL. The overall mean of 3.1014 indicates that full-time college academic administrators and faculty possess great extent or moderate level of LMX quality at DLSL. On one hand, the highest mean rating was in item no. 7 ($M=3.3261$). Respondents characterized their working relationship with their supervisor as moderately effective. On the other hand, the lowest mean rating was in item no. 5 ($M=2.9783$) which refers to the extent of support between faculty and administrators. This poses a challenge to the administrators to elevate the level of exchanges from moderate to high.

Organizational Communication Satisfaction

Table 2. Level of Organizational Communication Satisfaction

Context	M	Areas	M	Response Category	Level
Interpersonal	2.9216	Personal Feedback	2.9527	Satisfied	Moderate
		Supervisory Communication	2.8904	Satisfied	Moderate
Group	2.8548	Co-Worker Communication	2.8753	Satisfied	Moderate
		Organization Integration	2.8344	Satisfied	Moderate
Organization	2.7620	Communication Climate	2.7140	Satisfied	Moderate
		Corporate Communication	2.6602	Satisfied	Moderate
		Media Quality	2.9118	Satisfied	Moderate
		OVERALL MEAN	2.8341	Satisfied	Moderate

Table 2 presents the overall level of satisfaction of full-time college academic administrators and faculty to the organizational communication. Highest mean was attained for Personal Feedback under interpersonal context ($M=2.9527$); while lowest mean was for Corporate Communication under organization context ($M=2.6602$). Recognition of individual work and information on performance seems better compared to organization's information on its policies, changes, financial standing, and failures. Summarily, respondents were satisfied in all contexts of organizational communication: interpersonal ($M=2.9216$), group ($M=2.8548$), and organization ($M=2.7620$). Highest and lowest satisfaction was for interpersonal and organization context respectively.

Job Motivation

Table 3. Level of Job Motivation

Job Motivation	M	Response Category	Level
Intrinsic	3.4485	Agree	Moderate
Extrinsic	2.8062	Agree	Moderate
JOB MOTIVATION MEAN	3.0380	Agree	Moderate

Table 3 shows the level of job motivation of full-time college academic administrators and faculty. It was found out that the respondents possess moderate level of job motivation both intrinsically and extrinsically as shown by means of 3.4485 and 2.8062 respectively. But it is important to note that they have higher mean for intrinsic compared to extrinsic, which means that respondents' motivation are coming more within themselves. Overall, full-time college academic administrators and faculty have moderate level of job motivation.

Organizational Citizenship Behavior

Table 4. Level of Organizational Citizenship Behavior

Organizational Citizenship Behavior	M	Response Category	Level
Spirit of Faith	3.3806	Agree	Moderate
Zeal for Service	3.4597	Agree	Moderate
Communion in Mission	3.4328	Agree	Moderate
OCB MEAN	3.4244	Agree	Moderate

Table 4 presents the level of organizational citizenship behavior of full-time college academic administrators and faculty. Results revealed that the respondents have moderate level of OCB in the three Lasallian Core Values, namely: Spirit of Faith ($M=3.3806$), Zeal for Service ($M=3.4597$), and Communion in Mission ($M=3.4328$). Overall, they have moderate level of OCB, which means that the respondents' have moderate willingness to cooperate and go above and beyond. Shweta and Jha (2009) stated that members of the organization who have received benefits from their leaders have the unconscious tendency of reciprocating the benefit with additional acts that are influenced by voluntary good will. The findings of this research revealed that moderate OCB of the respondents can still be enhanced by the management by reviewing the benefits they are providing to their employees.

Relationship of Profile to LMX and OCB

Table 5. Relationship of Profile to LMX and OCB

Profile	LMX			OCB		
	χ^2 value	p-value	Interpretation	χ^2 value	p-value	Interpretation
Gender	20.560	0.151	Not Significant	41.215	0.495	Not Significant
Civil Status	12.948	0.606	Not Significant	47.822	0.589	Not Significant
College	54.987	0.650	Not Significant	159.077	0.752	Not Significant
Age	69.853	0.186	Not Significant	141.862	0.751	Not Significant
Tenure	34.246	0.271	Not Significant	88.018	0.247	Not Significant
Position	15.455	0.419	Not significant	50.644	0.411	Not significant

Table 5 shows the relationship of profile to LMX and OCB. This helped in generating conclusion to the following hypotheses: *Hypothesis 1: LMX is not significantly related to age, gender, civil status, tenure, college and position; and Hypothesis 2: OCB is not significantly related to age, gender, civil status, tenure, college and position.*

Having p-values greater than 0.05, results revealed that profile has no significant relationship to LMX and OCB. Therefore, the first and second hypotheses are supported. These results validated the findings of the study conducted by Green, Craven, Scott, & Gonzales (2006) which revealed that age, gender, and organizational tenure did not demonstrate a significant relationship to LMX. However, it contradicts the meta-analysis finding presented by Ng and Feldman (2008 cited by Chou & Pearson, 2011) which revealed that OCB was significantly and positively related to age.

Relationship of LMX to OCS and Job Motivation

Table 6. Relationship of LMX to OCS and Job Motivation

	Correlation coefficient	Interpretation	P value	Interpretation
OCS	0.414	positive, moderate	0.000	Significant
Job Motivation	0.189	positive, very weak	0.069	Not significant

Table 6 shows the relationship of LMX to OCS and Job Motivation. On one hand, results revealed that there exists a moderate, positive correlation between LMX and OCS, which is statistically significant ($r=0.414$, $p\text{-value} < .01$). This means that the higher the quality of LMX the higher is the organizational communication satisfaction. In the same manner that as leader-member exchanges increase, the organizational communication satisfaction will also increase. Therefore, *Hypothesis 3: The higher the quality of LMX the higher is the organizational communication satisfaction* is supported. This is related to the findings from the study of Mueller and Lee (2002), which showed that the quality of LMX is a powerful predictor of organization's communication satisfaction.

According to Rofcanin & Mehtap (2010) both intrinsic and extrinsic motivators in a work setting enhanced the quality of LMX relationship, thus, employees will possess extra commitment and attachment to their work settings as "real citizens of the corporation". This led to *Hypothesis 4: Employees' job motivation enhances the quality of leader-member exchange relationship*. However, results of this study revealed that relationship between LMX and Job Motivation though positive is very weak. Moreover, such relationship is insignificant ($r=0.189$, $p\text{-value} > .05$). This means that employees' job motivation does not enhance the quality of leader-member exchange relationship. Therefore, the fourth hypothesis is not supported.

Relationship of OCB to LMX, OCS, and Job Motivation

Table 7. Relationship of OCB to LMX, OCS and Job Motivation

	Correlation coefficient	Interpretation	P value	Interpretation
LMX	0.375	positive, weak	0.000	Significant
OCS	0.413	positive, moderate	0.000	Significant
Job Motivation	0.556	positive, moderate	0.000	Significant

Table 7 shows the relationship of OCB to LMX, OCS and Job Motivation. Results revealed that LMX quality is positively and significantly related to employees' OCB ($r=0.375$, $p\text{-value} < 0.01$). This means that the higher the quality of LMX, the better is the organizational citizenship behavior. This finding supports the study of Zhong, Lam & Chen (2009) which revealed that LMX quality was found to be positively related to subordinates' OCB that actually led to *Hypothesis 5: LMX quality is positively and significantly related to employees' OCB*. Based on the results, the fifth hypothesis is therefore supported.

Also, study of Blanchard, (2012) revealed that communication satisfaction and OCB were positively related and statistically significant. This led to *Hypothesis 6: Organizational communication satisfaction is significantly and positively related to organization citizenship behavior*. It was discovered in this study that OCS is significantly and positively related to OCB ($r=0.413$, p -value $< .01$). Therefore, the sixth hypothesis is also supported.

Lastly, according to Shweta & Jha (2009), the existence of both intrinsic and extrinsic motivational tools lead to extra role performance for subordinates thereby fine tuning the organizational policies and structures to encourage managers' change agent roles and team support offers some viable options that can be internalized at organizational level. This led to *Hypothesis 7: The higher the level of job motivation the higher the organization citizenship behavior*. Findings in this study showed that job motivation has significant, positive, moderate relationship with OCB ($r=0.556$, p -value $< .01$). This means that employees with higher level of job motivation will have higher organization citizenship behavior. Therefore, the seventh hypothesis is supported.

VI. LIMITATIONS AND RECOMMENDATION

Summarily, LMX, OCS, JM, and OCB were viewed to be on the moderate level by the full-time college academic administrators and faculty. This emphasizes a room for enhancement on all the aspects studied. While profile has no significant relationship with LMX and OCB, research findings suggest that LMX, OCS, and JM have positive and significant relationship to OCB, hence those should be enhanced in order to have employees with high OCB levels in the organization.

For LMX, lowest mean was obtained on the extent of support between faculty and administrators. It would be advisable if administrators can organize meetings to discuss which areas do their faculty need support and to identify the support they need. It may be the time to review the benefits provided to the employees as it may not be anymore answering to their current needs. Moreover, having lowest mean for organization context, the administration is recommended to review their policies on communication in relation to organization's information on its policies, changes, financial standing, and failures. Further, having lower mean for extrinsic motivation, the administration may develop ways to improve it by looking at their compensation, working conditions, and technical supervision. It is recommended that they start it by checking with the other educational institutions to make sure that what they are providing/offering to their employees is competitive enough in meeting the demands of the society.

There are some short comings in this research work which causes for some limitations. This study was limited to DLSL

full-time college academic administrators and faculty. Other groups like staff and part-time faculty may be included on the next conduct.

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Social Entrepreneurship and USR in HEI: Two sides of Same Coin?

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Abstract

Social entrepreneurship (SE) in HEI or USR (University Social Responsibilities), which can be two sides of the same coin, has raised a key question of similarities and dissimilarities. Fundamentally, both subscribe to the same “social” focus which is society-centered based on the HEI’s vision and mission. The differences could be in its process, procedures, “profit”, people and practices rather than its principles. While one of the key missions of the HEI is on societal responsibilities, it is understood and practiced in various forms and formats within the context and resources of the HEI. This could call for a review of this key mission of societal responsibilities of the HEI and understand these “social frameworks” and their implications to the HEI. As such, the key research aim is to determine a basic and holistic understanding of the “social” aspects and practices within the many differing terminologies and processes coined for SE or USR. Based on this, it will identify the key fundamentals that the HEI should emphasize on its SE/USR designs and development and allocation of scarce resources to holistically practice its societal responsibilities that contributes to society betterment and alleviations of societal “ills” and the marginalized.

Keywords: Social entrepreneurship, University Social Responsibilities

I. INTRODUCTION

One of main pillar of education of most HEI (Higher Education Institution) is “service to community or society” or “social contribution”. This is enshrined in the vision of the HEI graduates outcomes as “...good character, intelligent, able to think rationally, behave morally and ethically, possess life and leadership skills, conscious of public and common good, practice good governance and are socially responsible...” (Teay, 2011). It also alludes to the envisioned mission of the HEI as “..betterment and beneficial of locality, society and mankind through raising, strengthening and transforming community and national potential, services to community for social,

community engagement and outreach, economic and national development...”, “.....commitment to National Development and Social Responsibility and pursue universal principles that relate activities to the needs of the people and their aspirations for social progress and transformation...” and “...generate, advance and disseminate knowledge and learning, expand human knowledge through quality research and education for the nation and for humanity with deep sense of social responsibility in improving the quality of life in society and harmonious development of moral and intellectual virtues...” (Teay, 2011). Basically, all of these are lofty aspirations of HEI with an aim to service and serve society and strive towards a better and more livable society.

Another newer dimension is to look as the HEI as a Social Entrepreneur (SE). SE has been practiced in all forms and format in the business as part of the organization’s CSR (Corporate Social Responsibility). But literature has argued that Social Entrepreneurship (SE) (Dees, 1998 a and b; Salamzadeh, Salamzadeh, and Nejati, 2011; Peredo & McLean, 2006) is more distinctive in its approach to social responsibility through an innovative and entrepreneurial approach. SE were also called ‘social business’, ‘social enterprise’ (Cannon, 2000), ‘social entrepreneur’, ‘social ventures’, ‘civic entrepreneur’ (Henton et al., 1997). Though both USR and SE are in their infancies of definition and framework establishment for HEI, a key research question is “whether SE is any different from USR (University Social Responsibility) or are they two sides of the same coin?”. To answer this question, this research aims at reviewing the commonalities of the SE and USR of its terminologies, practices and processes. It will also recommend a holistic framework of managing social responsibilities of the HEI regardless of the terminologies.

II. SOCIAL ENTREPRENEURSHIP

Social entrepreneurship definitions, from most to least cited, identified seven most common elements (Brock and Steiner, 2009) as: 1) addressing social needs/problems (Alter, 2007, Dees, 1998b) that make a positive contribution to the community, 2) innovation (Alvord et al, 2004; Austin et al, 2006; Dees, Anderson and Wei-Skeillern, 2002 and 2004;

Haugh, 2006, Light, 2006 a and b; Mair and Marti, 2006; Nichols 2007), 3) scaling a social venture (Alvord et al, 2004; Dees et al, 2004; Bornstein, 2004; Perrinni & Vurro, 2006), 4) resource acquisition (Mair & Marti, 2006) to accomplish the organization's mission, 5) opportunity recognition (Dees & Anderson, 2003, Shane & Venkataraman, 2000, Timmons, 1999), 6) creating a sustainable business model and 7) measuring outcomes (Mair & Marti, 2006; Roberts Enterprise Fund, 2000; Kramer, 2005).

While entrepreneurship is based on pure economic contracting relations (Borch, 1994; Starr and McMillan, 1990), Ulhøi, (2005) posits that there is a social dimension of relationship of ties (Gattiker and Ulhøi, 2002) and social network (Greve, 1995) that determines the entrepreneur's success (Burt, 1992) whereby weak ties have often been associated with the generation of ideas, whereas strong ties tend to be related to problem solving (Leonard-Barton and Sinha, 1993; Henderson and Cockburn, 1994; Eisenhardt and Tabrizi, 1995; Hansen, 1999; Hu and Kronelliussen, 1997; Johanson and Mattsson, 1987). Social entrepreneurs as people have similar behaviors of passion, conviction, creativity and doggedness to conventional entrepreneurs, which is 'to take into one's own hands for profits' but "operate in the community and are more concerned with caring and helping than with making money" (Thompson, 2002; Roberts and Woods, 2005). Academics are likely to agree on an outcome of 'addressing social needs' but reaching a consensus of opinion on the process to achieve this is rather diverse as there is little "common or good practices".

In Table 1, Roberts and Woods (2005) made a clear difference that underlies the fact that "Social entrepreneurs are motivated to address a social need, commercial entrepreneurs a financial need". Blending the academic and practitioner perspectives of social entrepreneurship, Roberts and Woods (2005) defined 'Social entrepreneurship is the construction, evaluation and pursuit of opportunities for transformative social change carried out by visionary, passionately dedicated individuals.' An idealized definition of Social Entrepreneur by Dees (2001) highlighted the social entrepreneur's role of change agents in the social sector as:

- *Adopting a mission to create and sustain social value (not just private value),*
- *Recognizing and relentlessly pursuing new opportunities to serve that mission,*
- *Engaging in a process of continuous innovation, adaptation, and learning,*
- *Acting boldly without being limited by resources currently in hand, and*
- *Exhibiting heightened accountability to the constituencies served and for the outcomes created.*

This is supported by Peredo and MacLean's (2006) view that, 'social entrepreneurship is exercised where some person or group:

- aim(s) at creating social value, either exclusively or at least in some prominent way;
- show(s) a capacity to recognize and take advantage of opportunities to create that value ('envision');

TABLE1: Perspectives on Entrepreneurship

Perspectives	Focus	Primary interest	Defining features
Academic view of 'conventional' entrepreneurship	Activity in the economic sphere	The connection between an opportunity and the entrepreneur; focus on profit able opportunities	"How, by whom, and with what effects opportunities to create future good and services are discovered, evaluated and exploited" 35
Practitioner view of 'conventional' entrepreneurship	Activity in the economic sphere	The attribute soft he practitioners and the process they follow to exploit opportunities	Narratives of entrepreneurs who are out there 'doing it', making a difference in the market
Academic view of Social entrepreneurship	Activity in the social sphere drawing principles Of onventional entrepreneurship	The connection between an opportunity for social change on the and the entrepreneur	Construction, evaluation and pursuit of opportunities for social change
Practitioner view of Social entrepreneurship	Activity in the social sphere drawing on the practitioners	The attribute soft he practitioners and the process they follow to action so drive social change	Walking anecdotas, people with new ideas to address major problems, who are relentless in the pursuit of their vision, people who simply will not taken for an answer and how will not give up until they spread their ideas as far as they possibly can

Source: Roberts, D. and Woods, C., (2005), Changing the world on a shoestring: The concept of social entrepreneurship, Business Review (Autumn 2005), pp. 45 – 51.

- employ(s) innovation, ranging from outright invention to adapting someone else's novelty, in creating and/or distributing social value;
- is/are willing to accept an above-average degree of risk in creating and disseminating social value; and
- is/are unusually resourceful in being relatively undaunted by scarce assets in pursuing their social venture.'

This alludes to the fact that all acts of entrepreneurship start with the organization's vision (Stevenson and Gumpert, 1985) and social mission (Weerawadena & Mort, 2006) of an attractive opportunity. But for social entrepreneurs such "attractive" opportunity should have sufficient potential for positive social impact to justify the investment of time, energy, and money required to pursue it seriously. In pursuing such opportunity, Guclu, Dees and Anderson (2002) identified two steps of: 1) generating (through observation, reasoning and creativity of changes of social needs and personal experience of social assets) and 2) developing a promising idea (through analytics and logics of social impact theory, operating model and resource strategy) that has a social impact. This is supported by Zahra et al. (2009) typology of social entrepreneurship that '... encompasses the activities and processes undertaken to discover, define, and exploit opportunities in order to enhance social wealth by creating new ventures or managing existing organizations in an innovative manner.' The idea of "social asset" is to identify immediate communities and opportunities of a "how can" attitude as opposed to the needs deficiency mind set as entrenched in the idea of "social needs" (Seelos and Mair, 2005). The "social needs" perspective calls for entrepreneurial talent on solving social problems (Drayton, 2002), social transformation, creating innovative solutions to social dilemmas, mobilization of ideas, capacities and resources (Alvord et al., 2004). The social impact theory embodies the organization's mission and values and strategy based on its business model achieving a set of outcomes supported by key intangible resources of human, skills and knowledge and tangible resources of infrastructures and finances. This is summated by the Comprehensive Model for Social Entrepreneurship (Salamzadeh, Salamzadeh, and Nejati, 2011), key components of: 1) a different view toward 'value' at individual or firm level; 2) a philanthropic and humane orientation, 3) generally social goals and missions which results in social value creation, and 4) social changes and sustainable development.

III. SOCIAL ENTREPRENEURSHIP IN HEI

Brock and Steiner's research (2009) elucidated ways that faculty can help students "be the change you wish to see in the world" by uncovering the challenges and best practices in the field of social entrepreneurship. It identified 107 social

entrepreneurship syllabi in U.S. and other parts of the world designed to create an innovative and sustainable approach for addressing age old and emerging problems of the poor, disadvantaged and deprived using pedagogical methods like service learning and practice based learning. Students of social entrepreneurship need to know how to recognize, assess and exploit opportunities, thereby transforming a good idea into a purposeful organization. These curriculum are aimed at preparing students to understand how to create strategic partnerships, obtain financial resources, secure human and physical capital which is crucial to build social organizations with limited resources that can better support the entrepreneurial approach towards social contributions. Students of social entrepreneurship need to become facile in a variety of measurement approaches, ranging from the double or triple bottom line, social return on investment, social impact analysis, to the balanced scorecard for social ventures (cf., Roberts Enterprise Fund, 2000; Kramer, 2005).

While courses exist in HEI to teach SE, what exactly is the context and practices of SE in the HEI is a key question. A review of the USR practices can provide a better perspective of the "processes" of societal contributions of the HEI as enshrined in their vision and mission defining its processes leading to the students' outcomes.

IV. USR IN HEI

Caroll's Pyramid of CSR (1974 and 1991) and Heslin and Ochoa (2008) highlighted the CSR's philanthropic responsibilities as a good corporate citizen that contributes resources to the community and improve quality of life. Generally, CSR is "a concept whereby companies decide voluntarily to contribute to a better society and a cleaner environment" (COM 2001, 4) and by "integrating social and environmental concerns in their business operations and in their interactions with their stakeholders" (COM 2001, 6). It is noted that the Ethos Institute definition of strategy and CSR (2007) as management practices is defined by the ethical relationship and transparency of the company with all the stakeholders, its relationships as well as the establishment of corporate goals that are compatible with the sustainable development of society, preserving environmental and cultural resources for future generations, respecting diversity and promoting reduction of social problems. The research of Teay (2011) proposed a Strategic USR Management Framework with internal and external societal capacities and capabilities responsibilities that a HEI should establish to manage USR strategically as follows:

- People responsibilities** – the human's knowledge and skills or its competencies sets that interpret and utilize knowledge within their ethical and moral domain to bring about conscientious actions
- Governance processes responsibilities** – the governance

processes, the management and administration of its societal responsibilities, its appending systems and mechanisms developed that ensures societal responsibilities are in place, executed and monitored

- iii. **Primary educational processes** – the societal responsibilities execution through the teaching and learning, the research and the external engagement educational processes, systems and mechanisms.
- iv. **Support educational processes** – the supporting processes, systems and mechanisms of valuing and building a strong conducive societal responsible environment in support of the primary education and people’s accomplishment and achievements processes.

And 4 main external societal responsibilities of:

- i. **Primary external people responsibilities** – the institutional output of its graduates and alumni are be “ethically and morally sound graduates and alumni” who can contribute positively and proactively to the societal development and its well-being.
- ii. **Secondary external people responsibilities** – the graduates and alumni societal conscience that their actions can either enhance or destruct the society at large
- iii. **Primary external processes responsibilities** – this comprehensively covers the systems and mechanisms of engaging immediate communities and society at large.
- iv. **Secondary external processes responsibilities** – the individual’s contributions of what and how s/he does for the benefit of society through its environmental and societal conscience that had been instilled and imbued in the “responsible citizen of society”.

A key question is whether USR and SE as applied to the HEI has the same root that addresses the “social” aspects of society or only on the “education” actions of the HEI, as part of the university responsibility or ordinary community services to society.

V. DISCUSSION

The previous discussion on SE highlights the context and practices of SE which emphasized on the creation of “social value” to society that addresses social needs/problems through an envisioned set of innovations and actions by “social entrepreneurs” which are part of the mission of the organization. These are achieved through its opportunities recognition and risk taking, resource capacity and capability acquisition and development, which are measured for its outcome to achieve its “social value” mission, which are also based on its ties and connection with society.

On the other hand, USR is normally enshrined as part of the education mission of the HEI towards society, and the degree of achievement is based on “what and how” the HEI contributes to society or the betterment of society. This is normally stated as part of the requirement for quality assurance as required of a HEI as one of the three missions of the HEI of teaching and learning, research and societal responsibility.

It is apparent that the HEI actions and activities are focused on the stakeholders, one of which is the communities and on a larger perspective, the society. This calls for the HEI to provide services to the communities and society at large with small unrelated, small scaled to large envisioned and longer term elaborate actions with dramatic impact on society. What is important is that the all HEI contribute to society in multifarious ways and means which are crucial to societal development. The bottom line is, whether it is called community services, USR or SE, they have some similarities in that all of them are focused on:

- **Meeting social needs** – In essence, what the HEI carry out as small independent academic or community services to large scale, longer term projects, these are focused on meeting social needs to alleviate small or larger scale social ills or problems.
- **Part of the HEI mission** – In most country, or for that matter all countries, services to the communities and society is one of the pillars or mission of education. This indirectly also require the HEI to be socially responsible to further the development of the country or its society. As such, these societal responsibilities depending on the degree or social conscience of the HEI are enshrined as part of the mission of the HEI with specific social oriented goals.
- **Resources Capacity and Capability** – While the HEI recognizes that it has societal responsibilities, it needs to ensure that the deployed strategies are implemented with the necessary resources capacity in terms of financial and human resources and capabilities of its human resources and the key processes and infrastructure that are needed for successful accomplishment and achievements of the HEI societal mission and goals.

While it is widely accepted that the key mission of the HEI is in teaching-learning and research, the mission of societal responsibility of the HEI towards society cannot be ignored or downplayed. The HEI societal responsibilities are two folds:

- **Direct societal contribution** – Its direct contribution to the community or society as part of its institutional mission and goals through community projects or institutionalized actions holistically that pervades the whole institution aimed at societal development or the betterment of the society and that addresses society or community needs.

- **Indirect societal contribution** – Its indirect contribution via its students and graduates who form the future leadership and pillars of society, which means that these students and graduates should be more morally and society conscious. These are developed through the educational processes within the HEI through role models and educational or societal activities that develops the social conscience and responsibility of the students and graduates towards society.

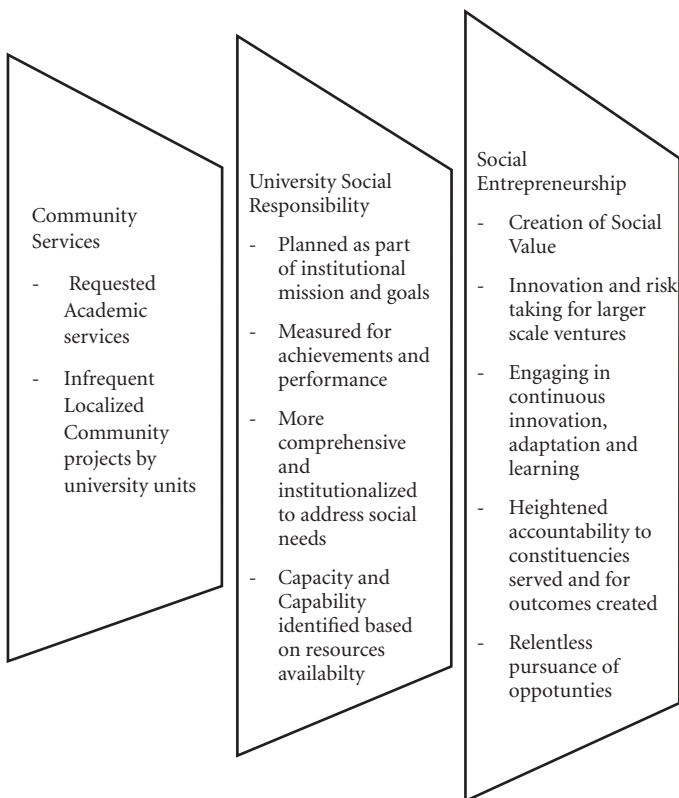


Figure 1: Continuum of HEI societal responsibility contribution to society

Though it is an accepted fact that the HEI should contribute to society, the type and degree of contributions is subject to the followings:

- **Mission and goals of the HEI** – The mission and goals of the HEI itself normally governs the strategies and action achievements of its educational mission, and this differs widely from institution to institution
- **Resources availability of the HEI** – The HEI as an educational organization is normally not public funded, and even if it receives public funding, most of the scarce resources are allocated towards its achievement of its education mission and goals in teaching-learning and research rather than on its societal responsibilities.
- **Capacity and Capability of the HEI** – The HEI itself as an

organization is constrained by its internal key resources of its people and processes. This capacity and capability issue is complicated by the issue of the competencies and skills of its human resources that when factored into the capacity of the people can undermine the achievement of its societal contributions and development of the students and graduates who go through the educational processes and the faculty who are knowledgeable and capable of developing the societal moral and social conscience into the students and graduates.

Recognizing the needs of societal responsibilities and the contributions of its societal responsibilities of the HEI, this paper proposes a framework whereby the mission and its resources constraints that governs its societal contribution by the HEI can be depicted by the continuum of contributions (Fig.1). The continuum runs from simple independent community service projects to elaborate and resources intensive social entrepreneurship ventures as elaborated below:

- **Community services** – The simple, one off or infrequent community services or academic services that had been provided by most HEI, normally by different units within the HEI are sporadic and independent of each other. These are normally designed and implemented by the different schools as part of its quality management objectives fulfillment of its school’s mission rather than as part of the institution societal responsibility mission. As such, these normally are planned and executed with minimal attention for furthering the societal responsibility mission as these projects are normally underscored by its resources capacity and capability which is normally scarce, thus constraining the achievements of the “real societal responsibility”. Since they are not planned as part of the institution strategic plan, the type and degree of societal contribution has minimal impact on meeting the social needs. Frequently, since these are executed just to fulfill the quality objectives, in a true sense, these normally do not achieve the societal responsibility mission of the HEI.
- **University Societal Responsibility** – Teay (2011) proposed a strategic USR approach by the HEI. This calls for the incorporation of the USR of the HEI in the Strategic Plan of the HEI, and its annual strategic planning exercises. In this case, USR is institutionalized within the internal and external people and processes as noted in the framework proposed by Teay (2011), and also elaborated on in this paper. In institutionalizing USR as a core part of the HEI actions, this calls for coordinated, centralized and consensual determination and agreement of the HEI USR holistically across all the HEI units as opposed to independent and unrelated actions

and allocation of resources. In essence, this approach upgrades the typical piecemeal approach to a centrally and strategically directed focus that will provide a more focused and higher impact to meet the societal needs, as all the HEI efforts are concentrated in a strategic direction that has high impact. This will minimize the issue of scarce resources to be concentrated on high impact societal projects that benefits the society for sustainability. This can take the forms of building a community center, temple building, needed water resources facilities, etc., etc., all of which are hosted under the auspices of the HEI mission and goals to forward societal development.

- **Social Entrepreneurship** – While SE is more prevalent and practiced by the business or non-profit sectors, the relevance of the SE cannot be lost on the HEI. Of the seven most common elements (Brock and Steiner, 2009) as: 1) addressing social needs/problems (Alter, 2007, Dees, 1998b) that make a positive contribution to the community, 2) innovation (Alvord et al, 2004; Austin et al, 2006; Dees, Anderson and Wei-Skeillern, 2002 and 2004; Haugh, 2006, Light, 2006 a and b; Mair and Marti, 2006; Nichols 2007), 3) scaling a social venture (Alvord et al, 2004; Dees et al, 2004; Bornstein, 2004; Perrinni & Vurro, 2006), 4) resource acquisition (Mair & Marti, 2006) to accomplish the organization's mission, 5) opportunity recognition (Dees & Anderson, 2003, Shane & Venkataraman, 2000, Timmons, 1999), 6) creating a sustainable business model and 7) measuring outcomes (Mair & Marti, 2006; Roberts Enterprise Fund, 2000; Kramer, 2005), it appears that most of them are relevant and related to the HEI but with a different approach. It should be noted that while it seems relevant, the SE requires a more dedicated social venture with a higher degree of risk taking in the creation and delivery of social value, coupled with innovations and greater resources consumption, all of which might affect the SE stance or strategic direction of the HEI as an SE organization. This SE venture will need a dedicated set of capacity and capability which is normally beyond the means of a typical HEI. In this case, while not affecting the teaching-learning and research priorities, the HEI could set up SE as a specific and focused center/institute with dedicated resources and capacity and capabilities that creates and delivers on social values meeting social needs. This will be more appropriate in having a dedicated SE venture that not only meets the societal responsibility mission of HEI, but also fulfill the teaching-learning and research priorities and performance. Such a venture can be established through strategic alliance with an NGO or for a mature HEI that is already well established financially or with vast resources. Such ventures could be like a drug rehabilitation center, child care center, center for abused people, etc., etc., with the center hosted and funded by the HEI or as a joint venture, that

also act as a training center for the HEI students. These are longer term and dedicated continuous high capacity and high impact initiatives that defines the center or institute as an SE of or part of the HEI.

The above advocates the furthering of the societal responsibilities of the HEI through community services, USR or SE approach, all of which is dependent on the strategic direction of the HEI and its resources capacity and capability. This could imply that regardless of USR or SE, they address the same issues via different approaches and means, and as such can be construed to have achieved its societal mission in different degree. Regardless of whether they are called community services, USR and SE, all of them are aimed at different degree of societal contribution for a better society.

VI. CONCLUSION

While this paper has highlighted that the societal responsibility of the HEI can be attained through mere provision of community service or USR or SE approaches, all of them fulfill the HEI mission of contributions to society in differing degree and ways and means. An important thing is that one underlying and strongly advocated imperative that cannot be neglected but that is a sustainable approach is the social conscience equipping and development of the HEI students and graduates. The better they are ingrained with social conscientiousness, and equipped with high moral towards societal competencies and skills, these future leaders and social citizens can make a great impact on society for the development and betterment of society and its future. Even without USR and SE, this is an imperative that all HEI should never neglect but should invest in its human capital. This is the indirect contribution of the HEI to develop morally attuned and socially conscious citizens of the future. Coupled with the direct contribution through the USR or SE that fulfill the mission of the HEI, it is hoped that these actions and practices can lead to the betterment of society and a reduction in the social ills.

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Strategies of Undergraduate Students' Satisfaction: A case of State and Private Higher Educational Institution in Greater Jakarta, Indonesia¹

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Abstract

The purpose of this research is to report on the study that established and tested strategic dimensions for measuring student satisfaction in 24 state and private higher educational institutions in Greater Jakarta Area, Indonesia, which had entrepreneurship program as competitive advantage. The availability of entrepreneurship program is suspected to become one of strategic dimensions for higher educational institution beside its reputation and services in maintaining current students and attracting new students. Structured questionnaire was undertaken to measure the strategic dimensions and spread throughout 300 undergraduate students who got entrepreneurship subject in their curriculum. Several higher educational institutions have been selected as the samples of this research, including Bakrie University,

University of Indonesia, and Bogor Agricultural Institution. The questionnaires were obtained from 200 face-to-face respondents and 100 respondents through social media. In-depth interview was also conducted to gather more information about this research's strategic dimensions. Subsequently, multivariate analysis including reliabilities, validities, data reduction, simple and multiple regression analysis were conducted and revealed that the reputation and staffing, entrepreneurial program and services included physical facilities were positively affecting undergraduate students' satisfaction of state and private higher educational institution in Greater Jakarta. The R^2 of overall strategic dimensions was 65.6% affecting undergraduate students' satisfaction in Greater Jakarta. The finding of this research was that 24 state and private higher educational institutions in Greater Jakarta with good reputation and staffing, the availability of entrepreneurship program, and services including physical facility have high level of satisfaction.

Keywords: education, reputation, entrepreneurship program, services, students' satisfaction

I. INTRODUCTION

Some developed countries such as Canada, U.K, and Japan recognized that the evolution of the economy based on education development (Ministry of Trade, 1998; Zaragoza, 2003; Statscan, 2004). Based on research by Freeman and Thomas (2005) in U.K., education has become a commercial product in the international market. That statement was supported by WTO statement (World Trade Organization) that said that education was a global commodity and had a contribution to globalization, technology and communications field (Association of University and Colleges of Canada, 2003c). Higher educational institutions (HEIs) such as universities and other colleges have been becoming a major commodity. If a HEI was not able to actively respond the needs and desires of consumers, then the HEI would suffer both in terms of reputation and its participation in the education market as well (Freeman and Thomas, 2005).

In addition, based on research conducted by Arambewela and Hall (2009), quality of service at a HEI was directly related to academic activities and non-academic activities. That was one of the important things that directly impacted student satisfaction. Nasser (2008) stated that one of the factors that affected the level of student satisfaction was the availability of resources and faculties that were able to maintain good personal relationships with their students.

Subsequently, the education industry was expected to have a differentiator in order to produce graduates that could be absorbed by business environment, such as reputation and service (Johnson, 2003). We suspect that there was factor other than the reputation of the HEI and the services that was also affecting student satisfaction level in Greater Jakarta. Greater Jakarta is Jakarta and several cities around Jakarta that have a lot of HEI. Greater Jakarta is the abbreviation of Jakarta, Bogor, Depok, Tangerang, and Bekasi. In Indonesia, state HEI was

managed by National Educational Ministry (<http://wikipedia.com>, 2013). Private HEI was managed by a foundation according to the regulation of UU No. 9 Tahun 2009. Private HEI was directly reporting its activities to an institution named Koordinasi Perguruan Tinggi Swasta (Kopertis) (<http://wikipedia.com>, 2013). The factor we were suspecting was the availability of entrepreneurial programs at HEI. There were so many approaches given by educational institutions including the development of entrepreneurship education (Saptowalyono, 2012). Unfortunately, entrepreneurial learning in higher education was still not explored more (Taartila, 2010). Based on the background described above, we were conducting a study to 24 HEIs in Greater Jakarta which had entrepreneurship program on their curriculum entitled "Strategies of Undergraduate Students' Satisfaction: A Case of State and Private HEI in Greater Jakarta". Factors such as the reputation and service of a HEI were also the key to student satisfaction (Nasser, 2008). In addition, a variety of approaches were given by the private and state university in developing entrepreneurship learning and equipping its graduates to face fiercer competition (Saptowalyono, 2012). However, most of the researches on education were still focused on physical facilities including a ballroom, classrooms, cafeteria and so forth. Based on these limitations, this study took the entrepreneurship program as one of the significant factors that contributed to student satisfaction in addition to reputation and service factor. This research was important to enrich the research that has been done before.

II. LITERATURE REVIEW

Reputation of Higher Educational Institution (RHEI)

Reputation could be measured through two approaches, student's perceptions of the general reputation of a university and student's perceptions of the reputation of the course of the study (Helm, 2005). Image of the brand could enhance the experience and customer satisfaction to improve the long-term commitment (Vranešević and Stančec, 2003; Ogba and Tan, 2009). Appropriate treatment to all stakeholders was very helpful in establishing a good image for an institution (Michelotti and Michelotti, 2010). It showed how important a HEI to have a specific image in keeping the competition in the education industry (Parameswaran and Glowacka, 1995; Kotler and Fox, 1995; Pierce, 1995).

H₁: RHEI was affecting undergraduate students' satisfaction of HEI in Greater Jakarta.

Services—Faculty, Staff, and Library

According to Nitecki *et al.*, (2000), service quality was the meeting of customer satisfaction and expectation of consuming something. According to Gruber *et al.*, (2010) there were 15 quality dimensions that virtually affected all aspects of student

life. Among the 15 quality dimensions proposed by Gruber *et al.*, (2005) this research took two-dimension that had the highest value of Cronbach's Alfa which were the faculty and staff in a HEI and the availability of HEI's library. The author used faculty, staff and HEI's library as the dimensions to define the service factor of this research.

Based on the studies by Sanders *et al.* (2000), the expectations of students on the quality of educational services was one of the strategies in college. The availability of qualified lecturer in HEI was one of the important things in the formation of a positive perception of the students and parents (Freeman and Thomas, 2005; Paletta, 2005; Nasser, 2008). Factors such as the campus, and the surrounding environment, including websites, exhibition stands, business cards, and videos about campus life were the critical determinant in choosing a HEI (Russell, 2005). One of the main support systems that affecting education services was the availability of a library which had the information services and sources of knowledge (Copers *et al.*, 2001; Koohang, 2004; Khasseh *et al.*, 2009). However, only a few HEIs had been pursuing a strategy of procuring information that could be accessed faraway (Thompson, 2002). Books and journals provided by the library were the most used source by students (Rowland and Rubbert, 2001).

Three elements of HEI products that could be defined as the core of the product sought by students (Petruzzellis and Romanazzi, 2010) were (1) Physical goods or that facilitates, such as lecturers and tutors, teaching materials, classrooms, furniture used, and canteen (2) Real service, was the ability to perform the promised service reliably and accurately; depend on the ability of the lecturer (3) Unreal service or psychological, consisted of knowledge, courtesy and ability to induce trust and confidence, willingness to help students and provide appropriate services, care, attention to every student.

H₂: Services HEI were affecting undergraduate student' satisfaction of HEI in Greater Jakarta

Entrepreneurship Program (EPHEI)

Since education was considered as a "First Class Ticket for Life", the competition among qualified students getting tougher line with the increasing awareness of the students on the choice of programs and services provided by the university (Russell, 2005). Availability of entrepreneurship subject and availability of business incubator that could help in providing new capital for students was one step that could be done in the developing process of entrepreneurial program in HEI (Heriot and Simpson, 2007). Based on research conducted by Pranowo (2006), the factors that made students as an entrepreneur were the ability of the HEI to shape entrepreneur attitudes and behavior of students, appropriate entrepreneur education process and the use of the appropriate methods in the learning process. Bolton and Thompson (2000) defined an entrepreneur as a person

who was able to create and innovate something from every opportunity that found in the vicinity.

H₃: EPHEI was affecting undergraduate students' satisfaction of HEI in Greater Jakarta

Student Satisfaction

According to Arambewela and Hall (2009), student satisfaction was one of the main goals of a HEI. Satisfied students were the source of competitive advantage that could give positive or negative conversations (words of mouth), student retention and student loyalty. The image of a HEI was a major factor affecting student satisfaction (Alves and Raposo, 2010). Availability of the programs that lead teachers and the reputation of a university was one of the important things in the formation of positive perception of students and parents for a HEI (Freeman and Thomas, 2005). The students' assessment of the HEI (student value) was described by the ratio between the benefits that had been earned by students with the costs they provide for dealing with the HEI (Petruzzellis and Romanazzi, 2010). In this study we wanted to see the influence of the university's reputation, service includes faculty and staff as well as entrepreneurship program to student satisfaction levels.

III. RESEARCH METHODOLOGY

The data was collected through survey, by structured questionnaires that were obtained from 300 students of 24 state and private HEIs in Greater Jakarta, which have entrepreneurship program on their curriculum (200 face-to-face respondents and 100 respondents through social media). In-depth interview was also conducted to gather more information about this research's strategic dimension. Subsequently, each of the variables was measured using a construct that has been used in a previous study. Multivariate analysis including reliabilities, validities, data reduction, simple and multiple regression analysis by SPSS application was conducted in order to process the data.

The proportion of respondents was 59% studying at private HEI and 41% was studying at state HEI. The respondents' majority, 16.3% were studying at IPB (Insitut Pertanian Bogor), followed by Universitas Indonesia (14.7%), and Universitas Bakrie (7.7%). If we saw from the Higher Education's Type that respondents chose, the 59% was Private Higher Education and 41% of State Higher Education. The 37% of respondents chose Higher Education that was located in DKI Jakarta. For the age range of respondents, the majority was 17-20 years (58.3%) and chose the management as their course (46.7%). The 33.3 % of respondents have been studying in the fifth semester and the majority of them paid 3-5 million per semester for their educational fee. Based on the information gathered from the head of business center in Universitas Negeri Jakarta, the number of respondents who chose university in Jakarta caused by the number of universities in Jakarta was bigger when compared to universities located outside Jakarta. In management study,

entrepreneurship subject has become a compulsory curriculum. Only a few universities also provide entrepreneurship subject for the other study except management. In addition, interviews show some supporting facts that in some universities in Greater Jakarta have provided capital support to students in order to foster the entrepreneurial spirit through business center (Business Incubator). Some majors from also science faculty had similar business incubator that always guide students in developing their business. In addition to providing capital, business incubator facilities also play a role in providing a store that can be used by students to leave their products.

IV. RESULTS

The purpose of factor analysis was to summarize the variables in large numbers into factors simpler by eliminating the variables that are not relevant (Zikmund, 2003; Malhotra, 2010). After the hypotheses analysis was conducted, the availability of entrepreneurship program orientation, and services including physical facilities at HEI were partially and positively affecting undergraduate students' satisfaction in state and private HEI in Jabodetabek.

All independent variables in this research simultaneously affected the dependent variable as well. Subsequently, according to multiple linear regression analysis, reputation and staffing in a HEI, the availability of entrepreneurship program orientation, and services and physical facilities at HEI were significantly and positively affecting US satisfaction in state and private HEIs in Greater Jakarta. The explanation about each hypothesis analysis result will be jotted down in the following sections.

H₁: Reputation and staffing of HEI was affecting undergraduate students' satisfaction in state and private HEI in Greater Jakarta.

Hypothesis test result shown the significant level score of reputation and staffing variable was 0.000. It was meant that reputation and staffing variable was partially affecting undergraduate students' satisfaction in HEI in Greater Jakarta. The positive score of reputation and staffing variable's beta (β) 0.358 was higher than beta's scores of two other independent variables. It meant that the reputation and staffing variable had bigger positive influence to student satisfaction than two other independent variables. If the level of reputation and staffing at HEI increased, then the undergraduate students' satisfaction of HEI in Greater Jakarta would increase as well. This statement was supported by the opinion from Nasser (2008) that stated that one of the factors that affected the student satisfaction was the availability of high quality lecturer and staff who could keep the personal relation with the students. Besides, the importance of reputation and staffing of the HEI was stated by Arambewela and John Hall (2009), they concluded that high international image and prestige of the university was becoming the important factor for their student and their graduated student as they could generate the better career opportunity for them.

This research also emphasized on the importance of lecturers' quality and their role in giving the satisfaction to their students.

According to that result, it could be concluded that H_1 was accepted. However, after factorial reduction analysis was conducted, there were some attributes of reputation from Helm (2005) that were showed in code R1, R2, and R6 fused to other factor. Subsequently, the new factor was called as services and physical facilities variable. Besides, due to the fusion of the attributes in code P2, P3, and P4 that was actually the attributes of the availability of lecturer and staff in a HEI to reputation variable, has become a reason to change the name of reputation variable to reputation and staffing variable (included the availability of lecturers and staffs). It didn't mean that the recent attributes of reputation variable from were not valid to describe the reputation itself. The fusions of several attributes were caused by the difference of respondents in a research. The research showed that reputation and staffing were inseparable variables that could describe the perception of student satisfaction. In short, the attributes of reputation and staffing variable were in code of R3, R5, R7, P2, P3, and P4. The ability of HEIs to build their reputation that was better than others, ability to build better personal relationship with their stakeholders, and the availability of helpful lecturers and staffs could increase the students' satisfaction of HEI in Greater Jakarta.

H_2 : EPHEI was affecting undergraduate students' satisfaction in state and private HEI in Greater Jakarta.

Hypothesis test result showed that the significant level score of entrepreneurship program variable was 0.000. It meant that entrepreneurship program variable was partially affecting undergraduate students' satisfaction in HEI in Greater Jakarta. The beta (β) score of entrepreneurship program variable (0.351) was lower than the beta score (β) of reputation and staffing variable (0.358). However, the beta (β) score of entrepreneurship program was higher than the beta (β) score of services and physical facilities. In several recent researches, reputation and services had been becoming the most important variables to describe student satisfaction. Subsequently, the development of entrepreneurship issue in Indonesia, Greater Jakarta in particular, had the big impact to the HEI to generate its students' satisfaction perspective.

This conclusion was due to the T-test analysis result that stated that entrepreneurship program partially affected the undergraduate students'. The entrepreneurship program has a bigger impact to the undergraduate students' satisfaction than services and physical facilities variable. From the explanation above, it was concluded that H_2 was accepted.

The result from the hypothesis analysis was supported by previous researches that were conducted in other countries (excluded Indonesia). For example, the research conducted by Heriot and Simpson (2007) that stated the availability of entrepreneurship subject and incubator business in a HEI that

could help the student in giving some loans were the strategic ways to develop the entrepreneurship perspective in a HEI. In addition, according to Pranowo (2006), the factors that made the student becoming the entrepreneur were the ability of HEI to develop the custom and behavior of its students in line with entrepreneur behavior, the ability to conduct the appropriate learning process, and the ability to use the appropriate method in learning process. While, in Indonesia, there were not enough HEI that offered the entrepreneurship program and research related with the effectiveness of entrepreneurship program to undergraduate students' satisfaction (Saptowalyono, 2012). According to T-test result in this research, known that entrepreneurship program had 35.1% impact to students' satisfaction.

It could be concluded that the availability of entrepreneurship program in HEI could be the most effective and strategic ways in increasing students' satisfaction. It could be a new strategy for the HEI particularly in Jabodetabek to get new students. The effectiveness of entrepreneurship program to increase students' satisfaction in HEI was indirectly explained by the conducted factor analysis. All attributes related with entrepreneurship program from previous researches were still being in one factor. So that, the conclusion related with the effectiveness of entrepreneurship program to increase students' satisfaction was supported by valid literature studies.

H_3 : Services and physical facilities of HEI was affecting undergraduate student satisfaction in state and private HEI in Greater Jakarta.

Hypothesis test result showed that the significant level score of services and physical facilities variable was 0.000. It meant that services and physical facilities variable was partially affecting undergraduate student satisfaction in HEI in Greater Jakarta. The beta (β) score of services and physical facilities variable (0.271) was lower than the beta score (β) of reputation and staffing variable (0.358) and the beta (β) score of entrepreneurship program variable (0.351). However, the services and physical facilities still partially affected the undergraduate students' satisfaction in HEI in Greater Jakarta.

At the beginning of this research, it tried to describe services as the availability of lecturers, staffs, and library in a HEI. After factorial analysis was conducted, new factor was formed, named services and physical facilities. Services and physical facilities in this research described the ability of HEI in providing services that considered to environmental issues (including its staffs, lecturers and students). Besides, the ability of HEI in providing high quality library to its stakeholders could describe the services and physical facilities in this research. From the explanation, concluded that H_3 was accepted. This research supported the previous researches related with service and physical facilities ability to increase students' satisfaction.

Tabel-1. Data Reduction Analysis (Independent Variables)

		Factors			KMO 0.893 Significance 0.000	Bartlett 2.782E3	
Variable	Code	1	2	3	Indicators	Cronbach's	Source
Reputation and Staffing	R3	0.513			My HEI has better reputation than other HEI. My HEI maintains its reputation and treat its stakeholders well. My HEI always maintains good	Alpha 0.799	Helm (2005); Michelotti and Michelotti (2010); Koubaa (2008); Ogba and Tan (2009); Vraneševi and Stanec, 2003
	R5	0.678					
	R7	0.71					
	P2	0.725			personal relationship with its students. My HEI has high quality on its administrative staffs.		
	P3	0.545			I can find my lecturer easily outside the faculty time.		
	P4	0.591			Staffs in my HEI are willing to help me in solving my problem.		
Entrepreneurship Program	W1		0.518		My HEI has entrepreneurship subject on its curriculum.	0.826	Coopers (2001); Freeman and Thomas (2005); Gruber et al. (2010); Khasseh et al. (2009); Koohang (2004); Nasser (2008); Nititetchki et al. (2000); Rowland and Rubbert (2001); Thompson (2002).
	W2		0.62		My HEI has incubator business that helps its students.		
	W3		0.779		My HEI can build the entrepreneur character on its students' attitude and behavior.		
	W4		0.67		My HEI has appropriate method in delivering entrepreneurship concept on faculty time.		
	W5		0.683		My HEI hold entrepreneurship exhibition for its students.		
	W6		0.718		My HEI hold the seminars about entrepreneurship.		
	W7		0.635		My HEI hold business competition for its students.		
Service and Physical Facilities	R1			0.544	I have positive impression about my HEI where I am currently studying	0.833	Bolton and Thomson (2000); Heriot and Simpson (2007); Pranowo (2006); Russel (2005).
	R2			0.62	Other people have positive impression about my HEI where I am currently studying.		
	R6			0.513	My HEI also maintains its reputation by having concern about the environment.		
	P5			0.839	My HEI has the library that provides information service & sources (journals & books).		
	P6			0.813	My HEI has the library that always updates its information service and sources.		
	P7			0.631	My HEI has the library that provides online library system that can be accessed remotely.		

Tabel-2. Data Reduction Analysis (Dependent Variables)

		Factors			KMO 0.893 Significance 0.000	Bartlett 2.782E3	
Variable	Code	1	2	3	Indicators	Cronbach's	Source
Student Satisfaction	K1	0.778			I am satisfied with My HEI reputation. I am satisfied with faculty members offered by my HEI. I am satisfied with staff services offered by my HEI. I am satisfied with library services provided by my HEI. I am satisfied with entrepreneurship program provided by my HEI. I am satisfied with my experience in studying and gathering knowledge in my HEI. I am satisfied with my decision to study at my HEI. I am willing to recommend my HEI to other people.	0.892	Alves and Raposo (2010); Arambewela and Hall (2009); Freeman and Thomas (2005); Gruber et al. (2010); Hong Youl Ha (2011); Petruzzellis and Romanazzi (2010)
	K2	0.726					
	K3	0.75					
	K4	0.709					
	K5	0.68					
	K6	0.828					
	K7	0.802					
	K8	0.778					

Tabel-3. Nilai Product Moment Correlation (r)

		HEI's Reputation and Staff	Entrepreneurship Program	Services and Physical Facilities	Student Satisfaction
HEI's Reputation and Staff	Pearson Corellation	1			
	Sig. (2-Tailed)				
	N	300			
Entrepreneurship Program	Pearson Corellation	0.514**	1		
	Sig. (2-Tailed)	0.000			
	N	300	300		

Tabel-3. Nilai Product Moment Correlation (r)

		HEI's Reputation and Staff	Entrepreneurship Program	Services and Physical Facilities	Student Satisfaction
Services and Physical Facilities	Pearson Corellation	0.626**	0.474**	1	
	Sig. (2-Tailed)	0.000	0.000		
	N	300	300	300	
Student Satisfaction	Pearson Corellation	0.703**	0.656**	0.662**	1
	Sig. (2-Tailed)	0.000	0.000	0.000	
	N	300	300	300	300
Mean	3.6950	3.9538	3.8428	3.9200	
Standart Deviation	0.57172	0.56817	0.59806	0.58206	

Tabel -4. T-Test

Model	Coefficients(a)					
	Unstandardized Coefficients		Standardized Coefficients			
	B	Std. Error	Beta	t	Sig.	
1	(Constant)	0.166	0.16		1.036	0.301
	HEI's Reputation and Staff	0.358	0.047	0.352	7.64	0
	Entrepreneurship Program	0.351	0.042	0.342	8.39	0
	Services and Physical Facilities	0.271	0.044	0.279	6.216	0

a. Dependent Variable: Student Satisfaction

Tabel-5. Model Summary R2

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.810a	0,656	0,653	0,34297

a. Predictors: (Constant), HEI's Reputation and Staff, Entrepreneurship Program, Services and Physical Facilities

b. Dependent Variable: Student Satisfaction

The results obtained from hypothesis testing, in line with previous research conducted by Petruzzelis and Romanazzi (2010) which stated that HEIs could ensure that all existing services could increase customer satisfaction. In addition, institutions (universities) needed to understand the desires and expectations of students from the university. Students' expectation of education services quality was proved to be a strategic strategy for the university (Hill, 1995; Sanders *et al.*, 2000). It was due to the quality service and student satisfaction to be an important determinant in the student 'retention (Oldfield and Baron, 2000). Prospective students often saw physical evidence of the service and conducted some evaluations of the service. Aspects such as the campus, and the surrounding environment, including websites, exhibition stands, business cards, and videos about campus life be a critical determinant for students in choosing a university (Russell, 2005).

In addition, the availability of physical facilities especially in a college library also became important things in improving student satisfaction. One of the main supporting systems which affecting distance-education services was the availability of a library that has the information services and sources of good science (Khasseh *et al.*, 2009). In current era

of globalization, the library was a key element in the process of distance-learning (Copers *et al.*, 2001). Regardless of the location of students with faculty and university programs, access to adequate library services was important in the world of further education (Koohang, 2004). However, sometimes there were some obstacles in the process of learning dissemination through electronic media (Thompson, 2002). This further indicated that the physical facilities such as the library can actually be a strategy for a college student in retaining and luring new students. Unfortunately, only few universities had made the procurement of remote information in their library (Thompson, 2002). Based on the results of a brief interview conducted to some respondents, it could be concluded that the students looked forward to the presence of a library that could be accessed remotely whenever the students needed information.

Based on the results of simultaneous hypothesis test (F-Test), obtained F value of 188.397 with significance under 0.05 (0000), which means that the reputation and staffing, entrepreneurial program, as well as services and physical facilities were simultaneously and positively affecting undergraduate students' satisfaction of state and private

HEIs in Greater Jakarta. In addition, from the test results obtained from multiple linear regression analysis, known that R2 value was 65.6%, which meant that the reputation and staffing, entrepreneurial program, as well as services and physical facilities was 65.6% affecting undergraduate students' satisfaction of HEIs in Greater Jakarta. The other 34.4% of the cause of students's satisfaction was explained by other variables that were not examined in this study. In addition, this study comes with a new dependent variable, namely entrepreneurship program, which was proved to have very effective influence in undergraduate students' satisfaction of HEIs in Greater Jakarta.

V. CONCLUSION

Reputation and staffing, entrepreneurial program, as well as services and physical facilities was 65.6% affecting 300 undergraduate students' satisfaction of 24 state and private HEI in Greater Jakarta. The other 34.4% of the cause of students's satisfaction was explained by other variables that were not examined in this study. In addition, this study comes with a new suspected strategic dimension, namely entrepreneurship program, which was proved to have very effective influence to 300 undergraduate students' satisfaction of 24 state and private HEI in Greater Jakarta.

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The Participation of Personnel in Education Quality Assurance of Chandrakasem Rajabhat University

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Abstract

The purposes of this research were : to study the participation of personnel in quality assurance, to study and compare the level of problem and problem solving method between academic and supporting personnel. 251 sample units were drawn by using stratified random sampling. Data collection was conducted by using questionnaires and interview questions. Percentage, mean, standard deviation, independent t-test and content analysis were used for data analysis. The finding revealed that: 1) The participation of improvement planned activity was highest level, inferior was operation, evaluation and planning. 2) The problem and solving problem form qualitative data were: the administrators did not emphasize and study on quality assurance and PDCA process, limited in participation, lack of skill and understanding in quality assurance criterion and quality assurance data were not complete. The highest level of quality assurance problems were: evaluation, improvement planned activity, operation and planning. For quality assurance solving problem: the highest level were: operation, planning, evaluation and improvement planned activity 3) The comparison to the quality assurance problem and quality assurance solving problem the academic personnel opinions level were higher than supporting personnel at the statistically significant level 0.05.

Keywords : Participation, Quality assurance, PDCA process

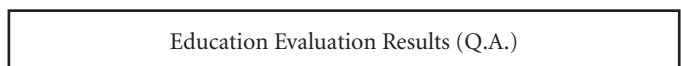
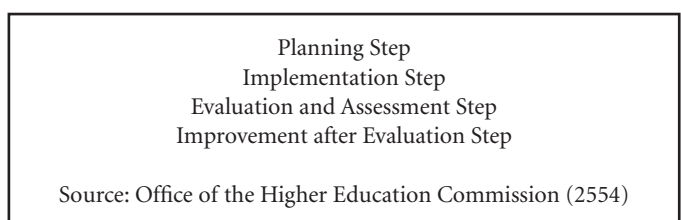
I. INTRODUCTION

Office of the Higher Education Commission (2554) mentioned about the PDCA cycle in the planning process (Plan) that universities and their departments must do planning and implement educational quality assurance in accordance with the philosophy and objectives set by the commission. Quality indicators and guidelines must comply with the National Education Act B.E. 2542. As stated in Section 39 of the Act, educational institutes have

the authority to administrate their own academics, budget, human resources and general management. In addition, each department must have a stake in the educational quality assurance, continuous self-improvement plan and participated in the PDCA cycle.

Only when each university staff member gets involved with the educational quality assurance efforts, quality standards set by the commission and long-term reputation can be achieved by the university. Research results can be used to improve educational quality assurance at university, faculty, center and office levels. This would lead Chandrakasem Rajbhat University to high quality and standards.

II. PARTICIPATION



III. PURPOSES OF RESEARCH

1. To study the degree of staff participation in educational quality assurance at Chandrakasem Rajabhat University.
2. To study the problems of Chandrakasem Rajbhat University's educational quality assurance and the rectification measures taken by the staff.
3. To make comparison between the Chandrakasem Rajbhat University academic and support staff of their problems in and rectification measures for the educational quality assurance.

IV. SCOPE OF RESEARCH

The focus of this research was on the degree of staff participation in the educational quality assurance during the four steps of PDCA cycle, namely, planning, implementation, evaluation and assessment, and improvement after evaluation. The population under study comprised the university staff totaling 679. A sample of 251 was selected by purposive sampling method and interviews were conducted with 12 staff members involved in the program. Research area was limited to Chandrakasem Rajbhat University.

V. RESEARCH HYPOTHESIS

1. Problems of the educational quality assurance between the academic and support staff were different.
2. Rectification measures for the educational quality assurance taken by the academic and support staff were different.

VI. RESEARCH FRAMEWORK

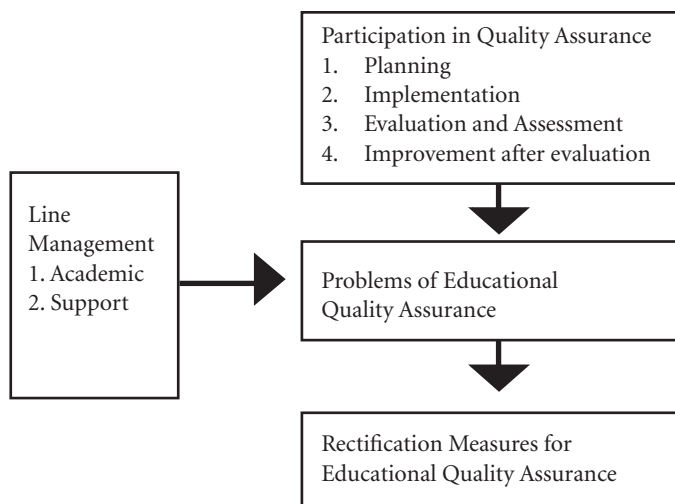


Figure 1 Research Framework

VII. RESEARCH METHODOLOGY

1. Research Tools

Research tools employed in gathering data comprised 1) degree of staff participation in educational quality assurance questionnaire with confidence level 0.8613, 2) problems of educational quality assurance questionnaire with confidence level 0.9476, 3) rectification measures for educational quality assurance with confidence level 0.9751 and 4) interview questions about problems and rectification measures for educational quality assurance with index of congruence between 0.88 – 0.90.

2. Data Collection Method

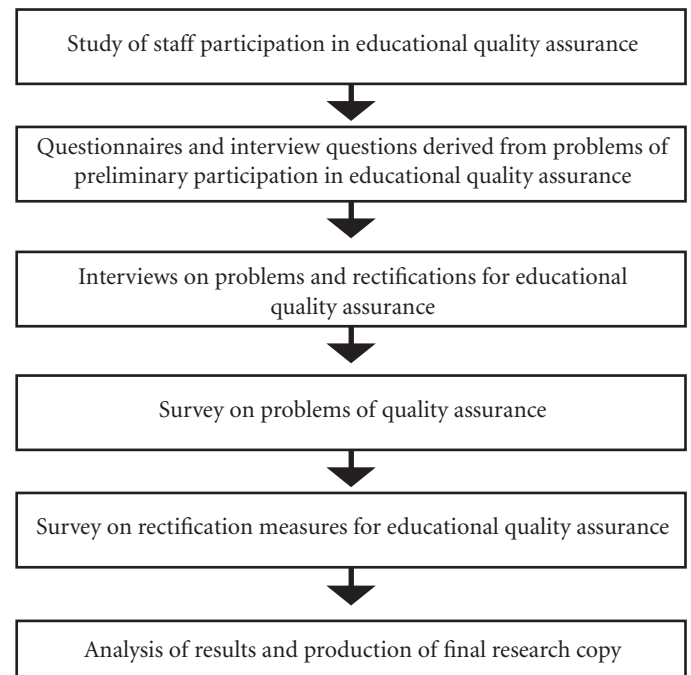


Figure 2 Data collection method

3. Statistics Used in Data Analysis

Quantitative analysis employing descriptive statistics comprised frequency, percentage, mean and standard deviation. Independent t-test was employed to test difference in 2 variables at level of significance 0.05. Under qualitative analysis, content analysis employed to find correlation among data, check for accuracy and typological analysis for data categorization.

VIII. RESEARCH FINDINGS

Survey on degree of participation in educational quality assurance produced the followings:

1. Study of participation in educational quality assurance

Table 1 Degree of participation in educational quality assurance

(n=251)				
No.	Participation in educational quality assurance participation	Mean	Standard deviation	Degree of
1	Planning	3.19	0.705	Fair
2	Implementation	3.35	0.939	Fair
3	Evaluation and assessment	3.29	0.740	Fair
4	Improvement after evaluation	3.51	0.778	High

Degree of participation was highest during the improvement after evaluation step which was followed respectively by implementation, evaluation and assessment and planning.

2. Problems of Educational Quality Assurance

Table 2 Extent of problems of educational quality assurance

(n=251)				
No.	Extent of problems in educational quality assurance	Mean	Standard deviation	Extent of problems
1	Planning	3.13	0.699	Fair
2	Implementation	3.25	0.760	Fair
3	Evaluation and assessment	3.66	0.887	High
4	Improvement after evaluation	3.60	0.773	High

The extent of the problem was highest during the evaluation and assessment step with improvement after evaluation, implementation and planning having subsequently lower scores respectively

3. Rectification Needs for Educational Quality Assurance

Table 3 Rectification needs for educational quality assurance

(n=251)				
No.	Rectification measures for educational quality assurance	Mean	Standard deviation	Need for rectification
1	Planning	3.94	0.806	High
2	Implementation	3.96	0.869	High
3	Evaluation and assessment	3.94	0.735	High
4	Improvement after evaluation	3.83	0.833	High

The need for rectification measures was highest during implementation step followed by planning, evaluation and assessment and improvement after evaluation respectively.

4. Findings from Interviews on Problems and Rectification Measures

4.1 Problems of Educational Quality Assurance

The finding from the planning step at working committee level was that only management staff was involved while staff carrying out the implementation lacked clear direction. Furthermore, the management staff did not have rectifying measures when planned activities fell through.

During the implementation step staff with assigned responsibility failed to carry out their assigned tasks due to excessive routine workload.

The finding from the evaluation and assessment step revealed that staff assigned with evaluation of quality standards possessed varying degree of qualifications. Furthermore, lack of knowledge in quality standard guidelines resulted in staff producing invalid documentations.

Finally, it was found that during the improvement after evaluation step only some problems were attended to as staff placed no importance in rectifying problems.

4.2 Rectifications for Educational Quality Assurance

During the planning step every staff member should participate in the planning or public hearing should be used before a plan is implemented. In addition, staff to be assigned with tasks associated with each plan must have a say during the planning step. Finally, guidelines for evaluation of educational quality standards should be incorporated in the annual operating plan. During the implementation step there is a need for management to monitor progress, direct the plan in every step and penalize those who fail to complete their assigned tasks.

It was found from the evaluation and assessment step that management directed, followed up and finalized every activity. Staff training on quality standards was also held regularly. However, there is a need to educate staff on using the same quality standard guidelines in documentation. From the improvement after evaluation step scheduling of evaluation date should be made before the annual budget proposal so that the improvement plan could be incorporated in the budget plan. Furthermore, in undertaking any planned activity a meeting should be called to finalize its implementation and problems arising from previous undertaking.

5. Comparison of Problems and Rectification Needs for Educational Quality Assurance

Table 4 Comparison of problems in participating in educational quality assurance between academic and support staff of Chandrakasem Rajbhat University

(n=251)						
Step	Academic		Support		t	P
	X	S.D.	X	S.D.		
1. Planning	3.4566	0.56012	2.7622	0.65890	9.024	0.000*
2. Implementation	3.4094	0.64337	3.0769	0.84339	3.472	0.001*
3. Evaluation & assessment	3.8910	0.82174	3.4000	0.89134	4.540	0.000*
4. Improvement after evaluation	3.8284	0.62343	3.3385	0.84627	5.263	0.000*

*p.05

Table 5 Comparison of rectification needs in educational quality assurance between academic and support staff of Chandrakasem Rajbhat University

(n=251)						
Step	Academic		Support		t	P
	X	S.D.	X	S.D.		
1. Planning	4.2120	0.49762	3.6471	0.97211	5.671	0.000*
2. Implementation	4.1635	0.73058	3.7483	0.96101	3.810	0.000*
3. Evaluation & assessment	4.0183	0.65894	3.8531	0.80756	1.783	0.076
4. Improvement after evaluation	4.0438	0.70098	3.6058	0.91173	4.221	0.000*

*p.05

From table 4 and 5 it was found that academic staff experienced more problems and had higher rectification needs than support staff at level of significance 0.05 except during the evaluation and assessment step.

IX. CONCLUSIONS AND DISCUSSION

1. Findings from study of degree of staff participation in educational quality assurance were as follows: 1) lack of adequate staff participation in formulating the plan and poor activity scheduling resulted in delay in documents preparation. 2) Inadequate staff participation and training in quality standards during the implementation step resulted in incomplete documents, 3) Lack of training in using quality standards and evaluation experience resulted in misguided evaluations based on improper documents. 4) During the improvement after evaluation step improvement plans were not proposed as called for by the operating plan. Therefore, some of the improvement plans were not undertaken or approved by the management. This is consistent with study by Somdul Boonchai (2548) titled Teachers Development for Educational Quality Assurance at Baan Pak Kha Yum School,

Amphur Gudchum, Yasothorn Province.

2. Measures and approaches to rectifying the problems. Staff should be allowed to participate in planning and assigning duty to the appropriate persons. Advanced planning also and undertaking of assignments will make completion of documents possible. In addition, staff needs training in quality guidelines and evaluation practices from such tasks as documents preparation, self assessment, interpretation on guidelines and job performance assessment. Finally, evidence documents must also be correct and accurate in order to increase quality assurance points in conforming with the guidelines of Office of the Higher Education Commission, Ministry of University Affairs.
3. The findings from comparison of problems and rectification needs for educational quality assessment between academic and support staff revealed that the academic staff faced more problems and had higher need for rectifications than the support staff at significance level 0.05. This result conformed with Ladda Sokhum (2551) titled Participation in Educational Quality Assurance of Teaching Support Staff of Mahasarakam University.

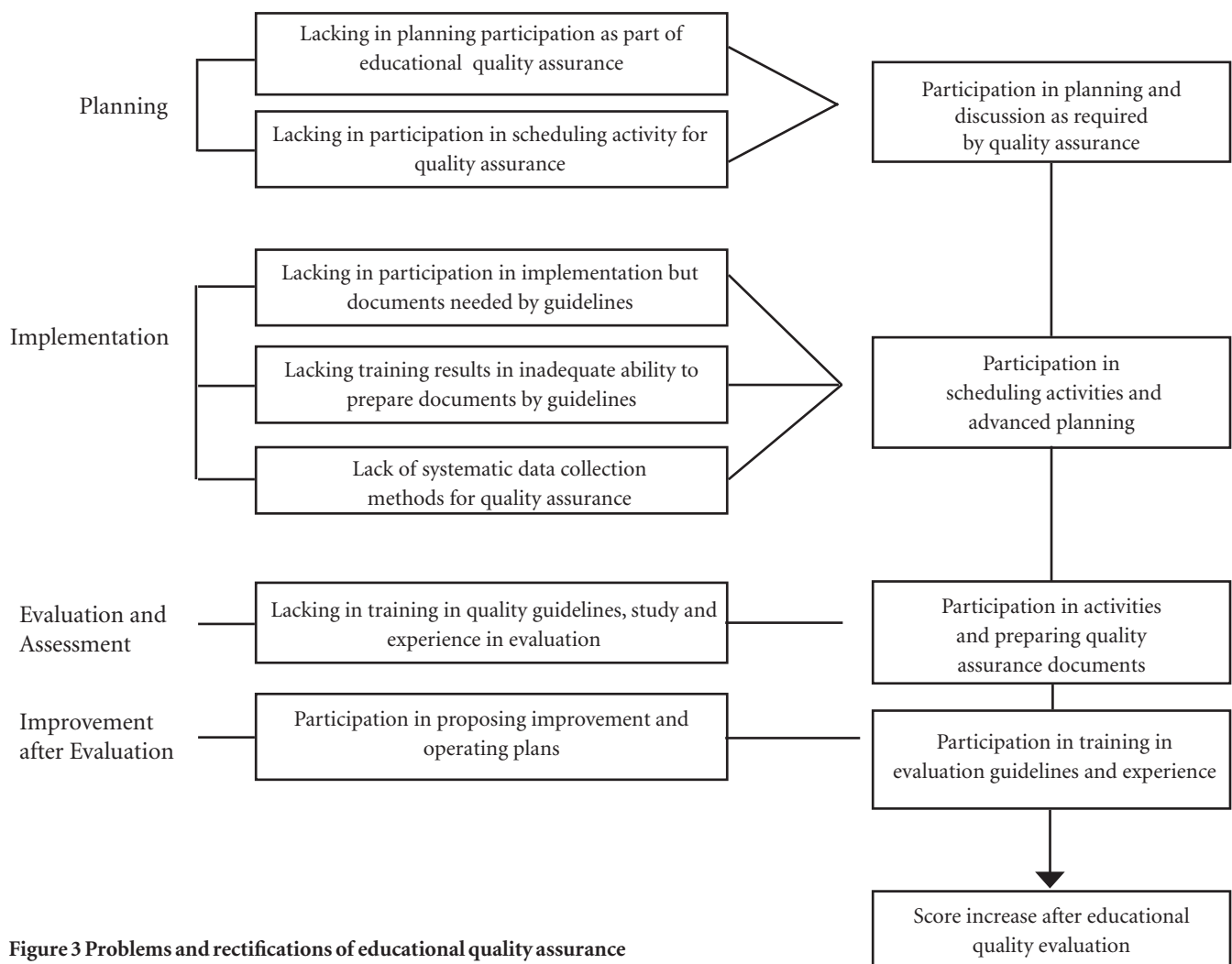


Figure 3 Problems and rectifications of educational quality assurance

Due to teaching commitments the academic staff shouldered less responsibility than the support staff who was assigned the implementation of the educational quality assurance program. Consequently, the academic staff had less involvement in planning, implementation, evaluation guidelines training than the support staff. To achieve a higher participation in educational quality assurance management and academic staff must be encouraged to actively involve as suggested to raise evaluation scores. This in turn will help create an ongoing educational development.

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A Training Scheme for College Communicative Teaching

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Abstract

This study sought to design and try out a training scheme for college teachers on communicative teaching. Based on needs analysis, English teachers were reoriented towards communicative language teaching through the six learning segments. The researcher used five stages in the model she used to undertake the study. Specifically, the study determined: (1) the stages in the development of the training scheme and (2) the contents of the training scheme's learning segments as research product.

Teaching college English is already a particularly trying and frustrating experience (Lopez, 1999). Many college students are so inarticulate in English that the teacher hardly knows where to begin and how to proceed. This problem exists in Capitol University and Mindanao Polytechnic State College, the try-out institutes of this research. As observed in their English classes, students instinctively switch to the first language whenever they find it difficult to express themselves in English. The researcher noted this during the needs analysis stage of this study.

The scheme produced in this research ensures that teachers will incorporate tasks involving communicative teaching such as requiring students to communicate with each other. Communication skills are essential for interactive survival in a global setting. The training scheme was designed for this purpose. With the use of communicative teaching techniques that are contained in the learning segments of the training scheme, these professors can provide interaction that will be meaningful, interactive, and responsive to the learners' needs as they teach minor English courses.

I. INTRODUCTION

The relationship between teaching and learning is a complex and fascinating one. In a teaching-learning scenario,

an interaction that is meaningful, fluid, interactive and responsive to the learners' needs is ideally provided. Hence, English teachers should look for varied ways to respond to the challenge of teaching language students. To do this, college English teachers have to be prepared by updating themselves with current trends in language teaching. They have to keep up with the latest developments in teaching especially that language trends constantly change.

Song Seng (1997) states that teacher competence is an essential factor for achieving educational excellence. To ensure that teachers are accountable and knowledgeable about the subject they teach, emphasis has been placed on professional training of new educational systems' designs. Teachers, as the key component of an educational system, need professional training to assure efficiency of students' learning. Thus, educational systems should be driven by the need to achieve efficiency, effectiveness and equity. This highlights the importance of training on-the-job teachers.

For a teacher to develop his competence, the primacy of the classroom is indeed high. It is in that learning environment where she/he becomes the principal agent of change. It is where her/his experience is based and where growth will take effect (Wajnryb, 1992). Considering the importance of the classroom in a teaching-learning process, this research focused on looking at students in their English classes to see how their teachers develop their communicative competence. Developing students' communication skills is vital for them to become professionals, Danao (2002) says. She explains in her book, *Confluence: Journeys* that students need to learn the body of material for the profession they are preparing for. This body of material in the different disciplines is in English. Most importantly, students need to know how to communicate in English since it is an international language, and one of the official languages of the Philippines and of

Philippine education. Thus, the English subjects in college must equip students to become the professionals they want to be, Danao concludes.

In recent years, much attention has been given to the varying roles that a language teacher has. Increasing emphasis has been placed on the less obtrusive roles such as monitoring language use and facilitating communication. In some versions of the communicative and task-based approaches there is often no formal presentation phase.

Ward's (1999) communicative activities in the ESL classroom article states that one of the factors that account for poor oral communication in English among students is the failure of many English teachers to provide enough opportunities for oral communication in the classroom. In a country like the Philippines, which aims to participate meaningfully in international affairs, English has a special place. And so has the English teacher who is called upon to define the role of the English language in national development.

However, it has long been known that teaching does not equal learning - that what a teacher does in the classroom to teach may not match what the learner perceives the lesson to be about. Allwright (1998) claims that each lesson is a different lesson for every learner. The effect of what learners learn in every learning episode may vary, depending on how well they are motivated and how ready they are to absorb presented ideas.

Davis (2003) states that the key to teaching students to think lies in how the teaching process is conducted. Teachers have the command to raise the level of students' thinking even to the extent of analysis and appreciation. Since students do not think this way naturally, interaction is necessary. High quality class interaction contributes significantly to a student's progress in developing his communication/verbal skills. This in turn will lead him to develop his thinking skills. Hence, it can be deduced that it is indeed a necessity to develop students' communicative competence, one of the goals of this research.

II. METHODOLOGY

The Research and Develop (R&D) method was used in the study to gather information about the college English classes of the two try out institutions. Seels and Glasgow's (1995) AD-DIE model was modified by the researcher into Needs Analysis, Plan, Create, Try Out and Assess (NAPCTA) and was followed throughout the duration of the research.

In the needs analysis stage, baseline data were obtained from the respondents through the use of Focus Group Discussion (FGD) to gather the type of teaching strategies used in college English classes; the questionnaire for identifying the lesson objectives; the classroom observation which looked into the three parts of the lesson; and the analysis of the content of English tests. From these results, the research-

er came up with a training scheme composed of six learning segments for communicative teaching in college English classes.

The previous citations, as presented, defeat the goal of language teaching - that of developing students' oral and written communication skills. College English teachers then must try to hold on against the precipitate erosion of the position of English in the Philippines. This can best be fortified at the plane of the teaching of English in college. College professors have to keep up with the current trends in language teaching.

III. RESULTS AND DISCUSSIONS

Making use of the four extensive needs analysis procedures; the data were then analyzed. These were analyzed individually and entered in a matrix in the form of focus, rating and description. Final evaluation was derived through these three categories. The matrix showed commonality of results through simple frequency counts. Results served as basis for the production of the training scheme's learning segments.

To illustrate, the data gathered appeared in a matrix form as shown on the next page.

Instrument	Variables Measured	Description
Focus Group Discussion (FGD)	Teaching Strategy	Communicative
Questionnaire	Lesson Objectives	Non-CLT
Class Observation	Strategy, Content, Evaluation	Non-CLT
Test Analysis	Tests, Textbooks, Work texts	Non-CLT

As shown in the above matrix, there is a need to reorient English teachers' perspectives toward communicative teaching. A training scheme was designed to cater to this need.

Three experts then evaluated the designed training scheme composed of six learning segments. The table on the next page is a summary of the checklist for assessing the learning segments. The three respective trainers on a scale of 1-5 rated these. The scale is as follows:

Very much	-	5
Much	-	4
Just enough	-	3
Not much	-	2
Not at all	-	1

Table 2: Trainers' Assessment of the Learning Segments: A Summative Checklist

IV. FINDINGS

ITEM	T1	T2	T3
A. FORMAT			
1. General Appearance Is the material likely to appeal to the user's aesthetic sense?	5	5	3
2. Component Does the material contain many components that the trainees will have difficulty keeping track of them?	3	2	4
3. Quality Did the researcher use high quality materials in the production process?	5	5	4
4. Appropriateness of Illustrations Are the illustrations of the materials appropriate to the activities?	4	4	3
5. Readability of the Material Is the material readable?	4	5	4
B. ORGANIZATION AND CONTENT			
6. Approach Does the researcher use an approach consistent with the prescribed topic?	4	5	3
7. Instructional Objectives Are the objectives compatible with the ones prescribed in the segment title?	5	4	3
8. Scope and Sequence Is the scope and sequence of the material compatible with the time frame of the training?	4	4	3
9. Assessment Device Does the material contain tests and other assessment devices that will help the trainees?	4	4	4
10. Comprehensibility Will the material be clearly understood by the trainees and the trainer who will use it?	4	5	2
11. Coordination with the Segment Topics Is the learning segment compatible with the other materials used in the Training?	4	4	2
12. Individualization Does the design of the material allow trainers to use them differently According to trainees' needs?	3	4	2
13. Length Is the material's length appropriate?	3	5	4
14. Instructional Pattern Is the instructional pattern likely to excite the interest of the trainees?	4	4	2
15. Management System Does the trainer easily manage the use of the materials?	4	5	2
16. Role of the Trainees Does the material include interesting & rewarding activities?	4	4	3
Does the material include activities that the trainees are capable of doing?	4	4	2
Do they enjoy working with the material?	4	4	2

After the results of the study were gathered, the following relevant points were seen:

1. The college English teachers reported that they developed students' communication skills through question and answer activities. These were predominantly observed in the initial stage of this research. Most teachers engaged the students in the lesson by letting them recite only when called. Students also did picture talk. This was seen as another technique used to encourage student talk. In this activity, students formulated sentences out of an exposed picture using the present progressive tense.

To promote students' participation in class, the college English teachers used group dynamics. Belonging to a group, each student answers questions orally and earned points. They were not allowed to sit unless the question was answered.

The latter activity served as an evaluative measure in the class as observed. It also served as an oral exam.

2. The results of the needs analysis showed that teachers needed to develop competencies in communicative teaching. A training scheme needed to be designed for this purpose. Through the needs analysis, the following needed competencies of teachers were discovered. Firstly, teachers are required to value the affective side of language learning. These teachers believed that students perceive language learning negatively since they observed that students either felt uneasy or tensed when asked to speak English. Also, teachers believed that they could not be blamed for these students who use un-English utterances. When they come to college they are already made, a teacher commented.

Moreover, teachers need an update on communicative teaching. The lecture method, one that is teacher-oriented was predominantly done in English classes. Very limited chances allowed for student talk. More importantly, teachers have to be exposed to the different strategies of communicative teaching. The Q and A technique was overused. If only they can observe a strategy that really works, they will certainly use it in class. This is one of the reasons why the training scheme was designed.

Another avenue that teachers obviously need to acquire is to examine their course titles. By then, they will see what topics fit in the descriptive title of the course. There were several topics seen in the syllabus which twisted the idea given in the course title. English 1A for instance, a study and thinking skills course, focused solely on the parts of speech for its topics.

Very common evaluative measure used to test students' skills was the paper and pencil test. Teachers are believed to be more creative than adopting just one mind-numbing strategy. Therefore, they need exposure in communicative testing and assessment. By then, not only quizzes and tests will occur in English classes.

3. To develop a training scheme for communicative teaching, the following stages were followed: Needs Analysis, Plan, Create, Try Out, and Assessment (NAPTCA) model. The analysis stage which made use of FGD, classroom observation, questionnaire and documentary evaluation of tests gave the researcher sufficient information on what competencies are needed by college English teachers to develop communication skills of students. The training scheme was then designed based on the needed competencies of English teachers.

The development stage of the scheme had for its baseline data the needs analysis. The scheme, in the form of segments, was then produced. Each segment contained a topic virtual to

communicative teaching. Then, the implementation stage followed, actualized in the training of the college English teachers of Capitol University. The trainers who implemented the scheme were experts in the field of communicative teaching.

Before the try out the trainers did a close examination of the segments. They took part in the development of the scheme since they brought materials for sample activities and valuable input.

After the try out, the refinement of the scheme was done. This was based on the evaluation made by the trainers and trainees. During the training, the trainees evaluated the segments in the huddle sessions. The segment content and trainers' presentation of the learning segments were assessed.

After the training, evaluation sheets were given to the participants of the training. They rated the totality of the scheme using the modified evaluation scheme of Scott and Parry (1997). The comments served as basis for the revision of the learning segments.

V. CONCLUSIONS

Taking the findings as strong points for evaluating this research, the following conclusions were drawn:

1. Various opportunities for student-talk should be provided in English classes. This calls for teachers' creativity in designing meaningful and communicative tasks. After all, communication is but the goal of language instruction. Hence, the usual Q and A technique may not be overused, as there are other strategies to choose from.
2. The needs analysis showed that English teachers lack competencies. The activities provided in class did not encourage class interaction. They were the correct usage type if not rote memorizing of the rules of grammar. This therefore, made students more conscious to speak, as they had to think of the correct usage of verbs all the time.
3. Instruments such as FGD and questionnaire cannot be solely relied upon as baseline data in research. Some noted information did not actually happen in the classes observed. This shows that teachers were aware of the idea of communicative teaching but did not apply this in class.

VI. RECOMMENDATIONS

The following concepts are recommended as a result of the study:

1. An experimental research may be conducted to test the effectiveness of the developed training scheme. This may be compared to another scheme, which gives focus on the grammar approach to teaching English.
2. Teachers need to attend trainings with the design showing

the apportioning of the topics per day, with the assessment and activities built into topics. Hence, a designer should detail a training scheme so that a trainee who uses it will just follow.

3. Trainings should be conducted on days other than Monday. There is such a thing as blue Monday. People will be late, still unprepared because of the weekend's activities.
4. Too long content of segments may bore the readers/trainees. As such the presentations of concepts have to be capsulated in various formats.

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An Error Analysis of Students' Written Text

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Abstract

This study focuses on error analysis in the college students' essays. A total of 52% of the students participated. They were asked to answer questions about the course they are currently enrolled in as part of the daily quizzes. Data collected from the essay were analyzed to find the most frequent errors of these students by using the distribution of frequency. The most frequent errors of students were identified utilizing Keshavarz's (1993) linguistic taxonomy of errors. Results imply that English instructors must plan to include writing exercises most often to assure writing skills development among the students. This study will further be of benefit to curriculum developers, instructional materials developers, especially in the provision of materials in the higher education institutions that will aid students' communicative skills.

Keywords: error analysis, college students, essay writing, syntactic and lexical levels.

I. INTRODUCTION

This study is one of the projects derived from the need to collect data on the readiness of college students to write coherent and correct sentences in essay exams. This research was conducted with second and third year college students. The need to look into the students' English writing proficiency has also been the concern why this research is to be conducted. Through this investigation, certain curricular changes can be planned and implemented to better reinforce students' writing skills.

Thus, in pursuit of this endeavor, this paper explores on the errors made by some students in their written texts and then analyses them based on the taxonomy of errors introduced by Keshavarz (1993) on the linguistic taxonomy of errors.

This paper also attempted to find all the errors (Syntactic and Lexical) and mark them with codes to establish the effect of

each category and its percentage. In the end, the contribution and percentage of each category were presented and then discussed.

BACKGROUND OF THE STUDY

As this study focuses on college students' essays and determining their common errors, the theory of error analysis needs to be discussed. Khodabandeh, F. (2007) in, "Analysis of students' errors: the case of headlines" explicitly emphasizes the significance of error analysis through a historical account of the theory of error analysis. Brown (1987, in Khodabandeh 2007) states that error analysis was conceptualized and applied based on the behaviorist theory of language learning which implied that errors were signs that a language learner had simply not learnt the rules of the target language effectively. It was still in the 1950's when the notion of language as a system as well as the notion of second language acquisition as the congruence of two language systems gained more acceptance and through this, linguists started to consider errors as evidence of language transfer. Weinrich (as cited in Richards, 1974) refers this as intersystemic interference. Thus, with this, errors were regarded as the manifestation of ineffective language learning and many language experts and teachers have tried a lot of possible ways to eliminate these errors (Khodabandeh, 2007; Sattayayatham & Honsa, Jr., 2007; Michaeldes, 1990; Brown, 1987; Ellis, 1985; Corder, S.P., 1981; Dulay, H., Burt, M. & Krashen, S.D., 1982, Richards 1974).

However, Khodabandeh, F. (2007) further accounts that it was not until the late 1960's that researchers like Slamecka and Ceraso (1960) came up with another breakthrough in the area of error analysis by using evidence gained through error analysis just to discredit the existence of negative transfer as the dominant factor in acquiring a second language as what Weinrich has advanced. This was because, he adds that since many errors could not be attributed to intersystemic interference.

Upon further review, varied opinions from linguists

yielded contradictory findings regarding how errors have to be analyzed. Kitao and Kitao (2000, as cited in Sattayatham & Honsa, Jr., 2007) suggest that error analysis in language use can predict the learners' type of errors which will be useful for developing teaching materials and selecting teaching methods. Moreover, the result of such analysis can be used as an indicator of the learners' achievement. It can also be used for researching language acquisition and learners' strategy in language learning.

Another is the study of Dulay, Burt & Krashen in their assertion (1982; as cited in Sattayatham & Honsa, Jr., 2007) stating that the result of error analysis can be used as an indicator of learning achievement and guidance for teaching. On the other hand, Corder (1981) differentiates errors from mistakes in the way that errors are systematic in nature being "errors of competence" which occur in the continuum of the learning process. Corder likewise adds that errors are the result of the learners' transitional competence. In contrast, mistakes are "errors of performance" which are not systematic.

It was also found out that learners' do not memorize target language rules and transfer them to form their own utterances. Rather, they were basically constructing their own based on how much input they can get. It is in these premises that error analysis came into play. Sattayatham & Honsa, Jr., 2007 call it a rebirth and a movement from an undifferentiated world to a world organized by mind, from a world of instances to a world related by generalities and abstractions (Error Analysis, 2004). This requires the whole concept to be reconsidered, redefined, and approached from a more cognitive or mentalist perspective.

In the area of Psychology, error analysis has also become a diagnostic tool. Through it, the causes of errors were identified. One of the claims that psychologists advanced was that errors or mistakes could be attributed to a simple pause, metanalysis, otherwise known as the "slip of the brain" (Crystal, 1992, p. 135). Crystal adds that errors began to help describe and explain the way in which learners learned a language rather than their progress towards conforming to a set of real or imagined standards of expression (Crystal, 1980, p. 134) and thus, had a more positive role.

Thus, in these premises, the analysis of errors is used by many language teachers to identify, classify, and systematize the variety of errors made by language learners.

II. ERROR ANALYSIS

Errors made by language learners in their written texts are so frequent that they have gained interest to many experts and language teachers. More noteworthy of are the errors observed in students' written texts. In fact, English teachers had already discussed for quite some time the nature of students' linguistic errors and have left some questions on how to better prepare

these students beyond graduate education.

Mina Shaughnessy wrote *Errors and Expectations* in 1977 and notes that some students commit errors in their writing because they are not writing at a level of "acceptable" formal written English, do have a grasp of the language. That is, they write by the codes of their own dialect; what they need is an opportunity to learn the codes of formal written English. She emphasizes the need to help students recognize the patterns in formal written English--the use of capitalization, of punctuation, of correct spelling--and the need to explain the reasons for these conventions.

The art of analyzing errors can be alluded from a lot of linguists. Brown (1994, p.204) for instance stresses error analysis (EA, in some parts of this study) as "the significance of errors in learners' interlanguage system." For Selinker (1972), the term interlanguage, refers to the systematic knowledge of an L2 which is independent of both the learner's L1 and the target language. Nemser (1971), on the other hand defines error as the Approximate System, while Corder (1967) as the Idiosyncratic Dialect or Transitional Competence. EA is a type of linguistic analysis that pays attention to the errors students make. It consists of a comparison between the errors made in the Target Language (TL) and that TL itself. As a researcher, my interest in errors arise because of my experience as a language teacher and in order to probe deeper into the errors students make and how these provide answers to certain questions on the strategies that students use to acquire a language. Moreover, according to Richards (1974), "error analysis will continue to provide one means by which the teacher can assess learning and teaching and determine priorities for future effort at the level of pragmatic classroom experience" (p. 5).

At this juncture, the necessity to study the characteristics of errors, their patterns, as well as the situations into which these errors are involved will help analyze errors in a more systematic fashion. In addition, the study of error analysis will improve the process of second language learning and develop more information for developing the second language acquisition theory. In the past, it is believed that most language errors were caused by the transformation from one language to another language. Later, it was found out that the influence of native language on the second language is quite minimal; that is, it affects only 3-25% of such errors. In another study conducted by Kitao and Kitao (2000), they suggest that error analysis in language use can predict the learners' type of errors which will be useful for developing teaching materials and selecting teaching methods. Likewise, their analysis suggested that the result can be used as an indicator of the learners' achievement. It can also be used for researching language acquisition and learners' strategy in language learning.

Significant information about error analysis is that of Edge (1989). Errors are defined as forms that language users cannot correct by themselves even though they have been taught. James

(1998) adds that language learners cannot correct their errors until they have additional knowledge on the topic. These errors occur in the course of the learner's study because they have not acquired enough knowledge. Also, once learners acquire additional knowledge, they will be able to correct their errors and the more errors the learners correct the more conscious of language they will become.

Previous studies on Error Analysis based on learners' written work were generated for the purpose of this investigation. Duskova (1969) identified a total of 1007 errors based on the writings of 50 Czech learners of English and analyzed them in terms of 9 categories. She discovered that errors in articles (260) were most frequent, followed by errors in lexis (233) while there were 54 errors in syntax and only 31 in word order. Kim (1988) investigated errors in English verbs with reference to tense, mood, and voice. The 120 subjects were the 11th grade Korean EFL learners who were asked to translate 42 Korean sentences into English. Results revealed that errors in mood were most frequent (903), followed by errors in voice (885) and tense (720), among the total of 2508 errors. With regard to the sources of the errors, overgeneralization (65%) occurred the most while L1 transfer occurred at 22% and simplification at 13%. Kim (1989) conducted EA with 200 10th grade Korean EFL learners, using their English translations of 30 Korean sentences. She identified 1122 errors in which transfer errors resulting from L1 structures were higher (24%) than overgeneralization errors (23%). In the essay writings of 200 10th grade Korean EFL learners, Kim (1998) identified 2122 errors and classified them in terms of 6 domains and subdivided them into 22 linguistic categories. Her findings revealed that errors in articles were most common (354) and that there were only 8 errors in word order and 2 in voice. Hasyim (2002) conducted a study entitled "Error Analysis in the Teaching of English."

This discussed the importance of error analysis in the teaching of English as a foreign language. In this article, the writer presented some English sentences containing grammatical errors. These grammatical errors were analyzed based on the theories presented by the linguists. This analysis aimed at showing the students the causes and kinds of the grammatical errors. By this way, the students are expected to increase their knowledge on the English grammar. Ho (2003) in, "Empowering English Teachers to Grapple with Errors in Grammar" writes that a systematic, step-by-step approach to empower teachers of English to analyze grammatical errors in children's writing is to do error analysis. In this study, a pre-service module for first year trainee teachers in Singapore is introduced. This aimed to provide a practical guide in developing teachers' skills in identifying and classifying students' errors, and in explaining grammatical rules. It is hoped that ultimately, teachers will be better able to help students understand their errors in grammar and the grammar rules involved. Basically, this study is likewise premised on a perspective that marine students need to maintain a certain level of English proficiency in their essays and other written requirements.

III. METHOD

The primary purpose of the study was to analyze what errors college students make in their written texts by reviewing their written output conducted in the class. I also have a presumption that these students have possessed a certain level of language proficiency having been admitted in the higher education institutions. The number of errors and length of their writing were analyzed to see if they were correlated. These common errors were looked into utilizing Keshavarz (1993) linguistic taxonomy of errors. The students' writing was evaluated and the sentences with errors were recorded to identify the types and frequency of errors.

THE RESPONDENTS

The respondents in the present study were second and third year college students. There were 136 students registered for the three classes. The researcher had analyzed 136 written outputs. Based on their written texts, we had generated 1101 sentences. These were used as the data for error analysis.

PROCEDURES

The students were given two questions to write pertaining to the subject that they enrolled in. The questions were part of an essay quiz. Their written outputs were reviewed and analyzed to see the types of errors made. Their written sentences were counted to account the exact number of written texts. Each of their writing was reviewed by checking errors in different category and their frequency. Every sentence in the students' written text was reviewed.

The total of 1101 sentences that contained errors was then recorded. Of them, 960 sentences had multiple errors (59.40%). Then all the recorded errors were individually reexamined in order to determine the categories of errors. Furthermore, it was determined whether these errors could be attributed to certain communication lapses to deserve most careful attention. As a teacher of L2, one should be concerned what causes students to produce errors and how to help them with it. All 1101 sentences were marked either I (incomprehensible) or C (comprehensible) to determine how many of them were seriously erred in conveying what they meant. For instance, the following two sentences show the difference in interpretation:

- * Our culture as a Filipino is a conservative type we do lots of things that will conform our society. (I)
- * He can communicate freely to his environment. (C)

The first sentence has several errors and the meaning is not clear due to the phrase "our culture as a Filipino is a conservative type..." On the other hand, the second sentence is understandable even though it contains an error. The word "he" contains no antecedent in its actual usage.

Most of the students' sentences were incomprehensible. And of them, (88%) sentences were caused by certain errors in subject-verb, pronoun antecedent problem, and L1 translation.

Two percent (2%) were due to selection of the wrong word.

IV. RESULTS AND DISCUSSIONS

SYNTACTICO-MORPHOLOGICAL ERRORS

Following Keshavarz' (1993) model, we utilized two major categories of errors for analyzing students' written texts, namely, lexico-semantic and syntactico-morphological categories. The analysis of errors in syntactico-morphological category was done according to the following subcategories. The examples are drawn from the students' written texts. It should be noted that the majority of the sentences may include types of errors other than those in question:

Errors in the use of prepositions

Wrong use of prepositions

- * Individual stays for a certain place, she/he can learn the language through time.
- * It is how a person starting by his very young age until his old ripe age learn a language.

Omission of preposition

- * Language developed \emptyset time.
- * I allow my friendsto express themselves \emptyset the language they are comfortable with.

Errors in the use of articles

Absence of the definite article

- * \emptyset Child from his mother will learn the language.
- * \emptyset First language of the child is learned through his interaction with an adult.

Errors due to lack of concord

- * There are people who gives him security.
- * For example, us Filipinos, we have plenty of language... that is already a skill compared to other countries.
- * It is how a person starting from his very young age until his old ripe age learn a language.

Wrong use of quantifiers and intensifiers

- * A child can walk as long as she/he is ready as long as without any defects.
- * For example, us Filipinos, we have plenty of language... that is already a skill compared to other countries.

Errors due to lack of noun antecedents to the pronoun used and/or wrong pronoun

- * A person can acquire its language...
- * Be aware of individual differences and learn to respect it
- * It is the tool that we use in order to express our thoughts

Errors due to wrong use of verb forms

- * How does the language acquisition develops and influences...?
- * I could fully explained culture in this context.
- * There are group of people also whose culture is very strong...

LEXICO-SEMANTIC ERRORS

The analysis of lexico-semantic errors was done according to Keshavarz' model (1993) as follows:

Cross-association: Cross-association refers to cases where there are two words in the target language for which there is only one word in the learner's mother tongue. As a result, the learner may use that single word in two senses in the target language. For example:

- * Teachers should have an aide such as strategies, principles, and a sense of commitment to be an ideal and effective teacher.
- * How a teacher understands and distinguishes the needs of his learners, it may be psychology or emotionally.

Language switch: Language switch refers to cases where the learner uses the native language term instead of the target language word. For example:

- * Meaning, what determines an individual ...
- * Culture of the Filipinos like pakikisama, bayanihan, etc...

V. FINDINGS

The results of the analysis along with the report on their frequencies are found in the following sections.

The analysis of the graduate students' papers

The rules of the English common core grammar were used for the analysis of the students' papers.

Syntactico-morphological errors

From the analysis of the students' papers, five different categories of errors were identified whose results are presented in Table 1.

Table 1. Observed frequency of the errors extracted from the students' papers

Syntactico-morphological Errors	Number of Errors	%
1) Errors in the use of prepositions	99	8.99
2) Errors in the use of articles	287	26.07
3) Errors due to lack of concord	468	42.51
4) Errors due to lack of noun antecedents to the pronoun used and/or wrong pronoun	113	10.26
5) Errors due to wrong use of punctuation	134	12.17
Total	1101	100

As shown in Table 1, from the total number of students' errors (468), the majority of them are the result of "errors due to lack of concord" that comprises 42.51% of all the errors followed by "errors in the use of articles" got 287 or 26.07%, and "errors due to punctuation" had 134 or (12.17%). The smallest proportion of the errors was the result of the "use of prepositions" indicated by the result (99) or 9.99%. "Errors due to lack of noun antecedent to the pronoun used and/or wrong pronoun" had 113 or 10.26%.

Lexico-semantic errors

The students' papers were analyzed based on the errors of the lexico-semantic subcategories. What follows is the outcome of this analysis.

Table 2. Observed frequency of lexico-semantic errors from the students' papers

Lexico-Semantic Errors	Number of Errors	%
Cross-Association	228	20.71
Language switch	184	16.71
Errors not attributed to		
Lexico-Semantic	689	62.58
Total	1101	100

Then, the researchers differentiated between errors made based on the students' L1 and the other errors. Of the total number of errors, 689 or 62.58% were errors not attributed to lexico-semantic. Two hundred twenty eight (20.71%) were on cross association and 184 or 16.71% were on language switch. Errors were considered as transfer errors if their grammatical behavior showed similarities to Hiligaynon, the students' L1, being different from the English grammar.

VI. CONCLUSIONS

It was found that the most frequent errors that college students had were on the syntactic and lexical levels with inadequate lexical and syntactic knowledge. Within these errors, first language interference is evident. It must be noted that Filipinos, specifically the respondents of this study, are already speakers of English approximately at the age of 5. However, some linguistic items, such as articles, tense, noun and pronoun use, and verb forms were found to be the source of frequent errors. The errors may result from inadequate learning as well as the complexity of English structure which the respondents' native language structure does not have.

It can be seen from the analysis that since the errors were mostly due to lack of concord, specifically on the wrong use of verb agreement, the students' errors may be attributed to their L1 acquisition and how they transfer this learning to the target language which is English.

It would be practical in this respect to reassess on a more comprehensive perspective the underlying causes of the respondents' errors by looking into the intricacies of their native tongue to better establish a more solid foundation in the lexical and syntactic patterns of the target language.

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A Research Study to Evaluate and Improve a General Education Course, GEHS 1102: Self Development for Happiness of Life

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Abstract

The main purposes of this descriptive study were to evaluate the instructional management of a course entitled GEHS 1102 (Self Development for Happiness of Life) in the first semester of 2009AD, to explore means to improve its contents and course management, to improve its contents and course management to suit best the changing current situations, and to evaluate the course management and student assessment after their improvement in the second semester of 2009AD. The samples used in the study were 240 and 175 students from Chandakasem Rajabhat University in the first and second semesters of 2009AD, respectively. The research instruments consisted of a set of evaluation questionnaires constructed by the research team and participatory discussion workshops. The data were then analyzed by means of percentages, means and standard deviations.

It was found that, on average, the majority of the students thought that the course after being improved could fulfill its objectives much better than its old version. They thought that the activities in the instructional process were much better and that its course management was also much better.

Keywords: a research study to evaluate and improve, general education, GEHS. 1102 (Self Development for Happiness of Life)

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I. INTRODUCTION

According to the standard criteria set in 2005AD by the Ministry of Education, general education is a part of a bachelor's degree program. Its main purposes are to develop the learners to have well-rounded knowledge, to have a broad vision, to understand the nature, one's self, others and the society, to be a knowledge seeker, to think logically, to use a language to communicate effectively, to have righteousness, to be aware of the values of Thai and international arts and cultures, to apply knowledge for life and to adapt one's self to live in a society successfully (Bureau of Higher Education Standards and Assessment, Office of the Higher Education Commission, 2005AD:13).

It also requires the learners to take at least 30 credits. Based on a study, it was found that one factor that could make general education fulfill its objectives was to adjust its instructional management frequently (Mali Boonleum, 2006AD:1). It could be done by means of continual testing and evaluation to know the effectiveness of the instructional management and the quality of both the learners and instructors (Sirichai Kanjanawasi, n.p.; Sriprai Sakrunpongakul, n.p. as cited in Thot Sajchanont, 2004AD:1 & 2).

GEHS 1102 (Self Development for Happiness of Life) is a course in General Education in Humanities Group in a bachelor's degree program. It has been offered by Chandakasem Rajabhat University since the academic year 2006AD according to the university regulations on the education management for the first degree in 2005AD. The course contents emphasize on facts of life, how to live in a society, human behaviors and development, personality and adjustment to suit the changing world, how to know one's self and others, human relationship in a workplace, happiness

indicators, and how to build relationships with others and communities to make life happy.

Objectives of the Study

1. to evaluate the instructional management of a course entitled GEHS 1102 in the first semester of 2009AD.
2. to evaluate the course management and student evaluation after its contents and course management had been improved (in the second semester of 2009AD).

Research Hypotheses

1. After having been improved, the GEHS 1102 course, on average, could fulfill its course objectives better than the original version.
2. After the GEHS 1102 course had been improved, on average, the students' opinions about the instructional process of the course would be better than that of the original version.
3. After the GEHS 1102 course had been improved, on average, the students' opinions about the management of the course would be better than that of the original version.

Limitation of the Study

Since this study could not control the subjects not to access or receive any news or information related to the course contents of GEHS 1102, the interpretation of the findings should be done with care.

Research Methodology

In order to conduct this research study, the research team performed their tasks as follows:

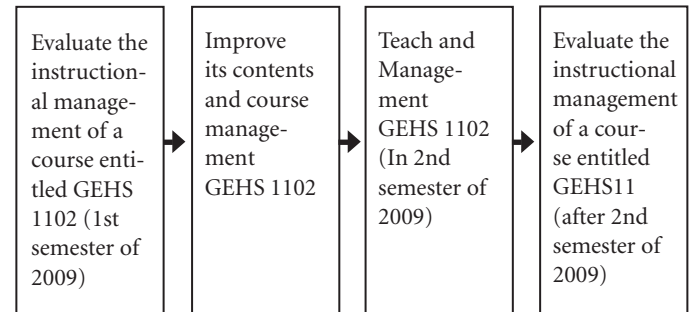
Samples/Subjects

The samples or subjects of the study were 240 and 175 students who enrolled in the GEHS 1102 course in the first and second semesters of the academic year 2009AD, respectively.

Research Instruments

The instruments used in the study consisted of a set of evaluation questionnaires and a participatory discussion workshop. The first one was in a 4-level rating scale format (1 = Least, 2 = Little, 3 = Much, 4 = Most) covering 3 aspects, namely, fulfillment of course objectives, instructional process and course management. It had some open-ended questions for the subjects to fill in their opinions about course contents, instructors, their teaching and course registration manual and to give any suggestions or comments. This instrument was constructed by the research team. It was given to the first group of subjects in the first semester and to the second group in the second semester to answer. Besides, the researcher team held 2 participatory discussion workshops with the instructors

teaching this course to seek for their advice to improve the contents of GEHS 1102 course and its instructional process.



The Research Framework

Benefits of the Research

1. to receive the exploring means to improve GEHS 1102 contents and course management .
2. to receive improving GEHS 1102 contents and course management to suit best the results of evaluation.

Steps of the Study

To fulfill the objectives of the study and to make use of its findings to improve the course contents and its instructional process effectively in the following academic year, the research team performed their tasks as follows:

1. The students who registered in the GEHS 1102 course in the first semester of 2009 were asked to answer the evaluation questionnaires concerning the course in its current conditions. 240 students returned the questionnaires.
2. To fulfill the second objective of the study, a participatory discussion workshop with 6 instructors teaching the GEHS 1102 course was held in the first semester of 2009. This was to seek their advice to improve the contents of GEHS 1102 course and its instructional process.
3. The participatory discussion workshop with the 6 instructors teaching the GEHS 1102 course was held again. This was to seek their advice to improve the course contents and course management to suit best the current situations.
4. The contents of the GEHS 1102 course, its instructional process and course evaluation were improved based on the information gathered from Steps 2 and 3 aforementioned. The new version of the course was provided to the students in the second semester of 2009.
5. At the end of the GEHS 1102 course in the second semester of 2009, 175 students who enrolled in the course were asked to answer the same questionnaires to evaluate the course management and student assessment.

II. DATA COLLECTION

This was a quantitative research study using the evaluation questionnaires answered by the students who enrolled in the GEHS 1102 course. The data were collected right at the end of the course from 240 and 175 students in the first and second semesters of 2009 respectively.

III. DATA ANALYSIS

The collected data were then analyzed by means of percentages, means and standard deviations. The percentages were mainly used as research findings.

Research Findings

To evaluate the GEHS 1102 course, 2 sets of data from 2 groups of students in 2 semesters were analyzed quantitatively by descriptive statistics, namely percentages, means and standard deviations. The first set of data from the students in the first semester of 2009 was analyzed to explore means to improve its contents and course management. The course was then improved according to the findings and implemented in the second semester of 2009. It was evaluated again by the second group of the students. Therefore, the findings of this study will be presented according to the topics in the evaluation questionnaires as follows:

1. General Information Related to the Subjects' Status

The statuses of the subjects who evaluated the GEHS 1102 course were different in many aspects.

1.1 Genders. The subjects in the first and second groups were different in terms of genders. That is to say the number of males in the second group was more than that of the first group (34.55% : 42.04%). Conversely, the number of females in the first group was more than that of the second group (65.45% : 57.96%).

1.2 Year of Study. A majority of the subjects in the first group were second year students and the second rank were first year students (54.88% : 33.33%). Conversely, a majority of the subjects in the second group were first year students and the second rank were the second year students (87.43% : 6.86%). It was a coincident to find that the numbers of 3rd and 4th year students in both groups were in the third and fourth ranks in descending order (10.16% : 1.63% and 4.57% : 0.57%). Besides, it was found that there were some 5th year students in the second group of subjects (0.57%).

1.3 Accumulated Grade Point Average Scores

It was found that the accumulated grade point average scores of the subjects in the first and second groups were similar with each other in some aspects. That is to say, generally speaking, a majority of them had

their grades between 2.00 and 2.49 (40.85% and 30.11%) respectively.

The second rank in descending order was those who had their grades between 2.50 and 3.00 (34.47% and 26.14%) respectively. The third rank of the subjects' grades in the first group was more than 3.00 (14.04%) whereas the third rank of the subjects' grades in the second group was less than 2.00 (24.43%). A minority of the subjects in the first group had their grades less than 2.00 (10.64%), but a minority of the subjects in the second group had their grades more than 3.00 (19.32%).

1.4 Faculties

Majorities of the subjects in the first and second groups came from the Faculty of Management Science (72.36% and 41.48% respectively). The number of subjects in the second rank in descending order in the first group came from the Faculty of Science (11.38%) while those in the second group came from the Faculty of Education (26.14%). The subjects in the third rank in the first group came from the Faculty of Education (8.54%) whereas those in the second group came from the Faculty of Humanities and Social Sciences (21.59%). A minority of subjects (0.81%) in the first group came from the Faculty of Agriculture and Biological Studies and no subjects in the second group came from this faculty.

1.5 Students' Statuses

It revealed that majorities of the subjects in the first and second groups were full-time students (100% and 998.86% respectively). There were few affiliated students in the second group (only 1.14%) and none in the first group.

2. Fulfillment of Objectives, Instructional Process and Course Management

2.1 Fulfillment of the Objectives

It was found that, on average, the students in the second group thought that the course could fulfill its course objectives at the level of "Much" (3) on the following topics:

- "Can make learners use the gained knowledge for themselves and others in general" (65.71%),
- "Can make learners adjust themselves to the changing world" (78.86%),
- "Can make learners solve problems by themselves" (67.47%),
- "Can make learners have better personality" (67.43%),
- "Can make learners eager to learn more" (64.00%),
- "Can make learners think more analytically" (66.29%) and

- “Can make learners be more public-minded” (61.14%).

In short, the opinion of the students in the second group in each aforementioned topic was higher than that of those in the first group. However, it was found that although the students in the second group thought that the course could “make them be more moral and responsibility to society” at the level of “Much” (3), its percentage was less than that of those in the first group (57.68% : 56.57% , respectively). Under the same previously mentioned topic, it revealed that at the level of “Less” the percentage of the students in the second group was higher than that of those in the first group (10.37% : 14.86%).

2.2 Instructional Process

It was found that the opinion of the students in the second group at the level of “Most” (4) was higher than that of those in the first group only on the topic of “Insert morality and ethics in the lessons (59.07%). At the level of “Much” (3), the opinions of the students in the second group were higher than those of the students in the first group on many topics as follows:

- “Give instructions on how to study the course” (68.21%),
- “Use many teaching methods” (51.46%),
- “Provide opportunities for the students to exchange ideas in the classroom”(53.18%),
- “Use educational technology” (49.13%),
- “Student assessment corresponds with course objectives” (63.00%),
- “Provide opportunities for students to ask questions in and outside the classroom” (51.45%),
- “Teach them to think critically” (54.91%) and
- “Teach them to apply what they learn to solve problems” (55.49%).

Moreover, at the level of “Little” (2), it revealed that the opinion of the students in the second group was higher than that of those in the first group on “Support the students to search for more information from knowledge sources” (13.11% : 25.43%).

2.3 Course Management

It revealed that at the level of “Most” (4), the opinion of the students in the second group was higher than that of those in the first groups in only one aspect: “Students can add in the course, withdraw from the course or change a learning section easily” (31.28% : 33.14%). In

addition, at the level of “Much” (3), the opinions of the students in the second group were higher than those of the students in the first groups in three aspects as follows:

- “Students can register in the GEHS 1102 course as they want” (49.38% : 49.71%),
- “Classrooms are suitable for teaching and learning” (46.09% : 57.71%), and
- “The library has enough books for their studies” (47.79% : 54.86%).

Moreover, it was found that at the level of “Little” (2), the opinion of the students in the second group was higher than that of those in the first groups in only one aspect: “The classrooms are well-equipped with teaching aids” (11.52% : 33.14%).

IV. DISCUSSION

1. Fulfillment of the Objectives

The students in the second group in the second semester thought that GEHS 1102 course could fulfill its objectives at the level of “Much” (3) in 7 aspects, namely, “Can make learners use the gained knowledge for themselves and others in general”, “Can make learners adjust themselves to the changing world”, “Can make learners solve problems by themselves”, “Can make learners have better personality”, “Can make learners eager to learn more”, “Can make learners think more analytically” and “Can make learners be more public-minded”. On average, their opinions in the aforementioned aspects were higher than those of the students in the first group in the first semester. The mentioned findings correspond with the first research hypothesis stating that *after having been improved, the GEHS 1102 course, on average, could fulfill its course objectives better than the original version*. This means that the improved course contents were more beneficial for the students. It corresponds to finding found by Srila Boonrahong (2001) who studied *The Opinions of Payap University Students about General Education Courses* and found that the students could perceive the course objectives, understand the services given to others and society, realize the importance of the applications of General Education, and have opportunity to work, think and solve problems together.

Besides, it means that a majority of the subjects in the second semester were first year students who just started studying various subjects at university level and were ready to learn new things and new subjects at university.

In addition, it was also found that at the level of “Much”, the students in the second semester thought that the course could “make them be more moral and responsible to society” less than that of those in the first group. Conversely, it revealed that at the level of “Less” the percentage of the students in the second group was higher than that of those in the first group in the same topic. This shows that a majority of the subjects in the second semester

were first year students who may not know the course contents deeply enough to make them realize that the course can “make them be more moral and responsible to society”. Apart from this, it means that its instructional process may not facilitate the students enough to realize that they have a moral responsibility to society. This may be due to the fact that this course was taught by lecture-based methods because there were many students in each class. The mentioned finding corresponds with what was found by Boonthum Kijpreedaborisut and Others (1979). They found that the teaching methodology for General Education courses did not correspond with their course objectives: aimed at teaching the relationships among various subjects, critical thinking, creative criticism, knowing social expectations and to behave morally. Lecture-based teaching methods make these objects difficult to fulfill.

2. Instructional Process

When comparing the opinions of the subjects in the first and second semesters at the level of “Most” (4), the students in the second group had higher score than that of those in the first group on “Insert morality and ethics in the lessons”. This finding corresponds with the second hypothesis stating that *after the GEHS 1102 course had been improved, on average, the students’ opinions about the instructional process of the course would be better than that of the original version.*

The finding shows that the instructional process emphasized the importance of morality and ethics and the instructors wanted to implant these social values in the students, especially, those first year students who enrolled in the course in the second semester.

In addition, the course objectives state explicitly that the course wants the students to learn: facts of life; how to live in a society; human behaviors and development; personality and adjustment to changing world; how to study one’s self and others; human relationships in the workplace; happiness indicators and how to build rapport with others in society to have a happy life (Chandrakasem University, 2006). This corresponds with finding by Panatda Jearakul (1998) who found that General Education curricula in the institutions of Higher Education under the Ministry of University Affairs emphasized understanding and living together in Thai and global societies, self adjustment, critical thinking, problem solving, morality, broad-based knowledge and skills needed for living.

Moreover, there was more evidence showing that the instructional process was successful. At the level of “Much”, the subjects in the second group had more positive opinions on many topics than those of the ones in the first group. For example, they thought that the course “gives instructions on how to study the course”, “uses many teaching methods”, “provides opportunities for the students to exchange ideas in the classroom”, “uses educational technology”, “has student assessment that corresponds with course objectives”, “provides opportunities for students to ask questions in and outside the classroom”, “teaches them to think critically” and “teaches

them to apply what they learn to solve problems”. These, in short, correspond with the second hypothesis stating that *after the GEHS 1102 course had been improved, on average, the students’ opinions about the instructional process of the course would be better than that of the original version.* Such findings are the results from the improved course contents and course management that were done by the research team at the end of the first semester from two participatory discussion workshops. The new version of the GEHS 1102 course was considered appropriate for the students and then was implemented with students in the second semester of 2009.

In addition, the mentioned findings also show that the effectiveness of student assessment was very important for the students and instructors in a General Education course as stated by Sirichai Kanchanawasee (as cited in Thot Sajchanont, 2004). He said that the outcomes from student assessment indicate the effectiveness of an educational process and the quality of both the learners and teachers. The findings also agree with findings by Wonnoporn Chatthong. (2003) who studied *instructional management of general education in the bachelor program of Srinakharinwirot University as perceived by instructors and students.* It was found that, on average, the students thought that course management was moderately appropriate, but curriculum management, teacher management and teaching methodology were very appropriate for the courses.

It was also found that at the level of “Little” (2) the percentage of the students in the second semester was higher than that of those in the first semester on “Support the students to search for more information from knowledge sources”. This indicates that the course management lacked of supporting the students to search for more information from various sources. This may be due to the fact that many students registered in this course and class sizes were very large. Consequently, it was not appropriate to support the students to search for more information from different sources, to divide them into groups and to have them present their tasks in front of the class. Apart from that, taking the students out on an education tour to search for more information needed a large budget. Therefore, the instructors had to give lectures and group discussions in the classroom. These findings corresponded with Srila Boonrahong (2001) who studied *The Opinions of Payap University Students about General Education Courses.* It was found that some students suggested that different kinds of enjoyable teaching aids be used in a general education course to make the lessons easier to understand.

3. Course Management

It revealed that at the level of “Most” (4), the subjects in the second semester had more positive opinion on “easy to add, withdraw or change the GEHS 1102 course” than that of those in the first semester. This agrees to the third hypothesis which states that *after the GEHS 1102 course had been improved, on average, the students’ opinions about the management of the course would be better than that of the original version.* It also corresponds with

some students' responses in open-ended questions, for example, "Can register in the course as indicated", "Convenient, fast and immediate as wish" and "No complication, easy to register in and to withdraw the course".

Moreover, at the level of "Much" (3), it was found that the opinion of the students in the second semester was more than those of the ones in the first semester on 3 topics, namely, "Students can register in the GEHS 1102 course as they want", "Classrooms are suitable for teaching and learning" and "The library has enough books for their studies". This corresponds with the third hypothesis which states that *after the GEHS 1102 course had been improved, on average, the students' opinions about the management of the course would be better than that of the original version*. The findings also agree with what was found by Wonnoporn Chatthong. (2003) who studied general education course management for undergraduate students at Srinakharinwirot University. It revealed that students thought the management of general education courses there for rooms, buildings and teaching aids was moderately appropriate.

In conclusion, the management of GEHS 1102, a general education course, is like that of other general education course. To make them better, their main components should be evaluated and make use of the findings to improve the courses continually.

Suggestions for Further Studies

It is suggested that future studies make use of only a single group using a pretest-posttest design. Moreover, more courses in General Education should be studied in the same manners to evaluate and improve them so that they can be more effective.

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Translated from Thai into English by
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An Ethnography on Vocabulary Skills Development

Charito G. Ong

Abstract

This study is on the development of English vocabulary skills of selected high school and college students of Cagayan de Oro City. Specifically, it sought to focus on four areas: when teachers develop vocabulary; the teaching techniques employed for development; students' reaction to the activities presented; and the behaviors displayed by students to show understanding of new words introduced.

An ethnographic approach to classroom observation was used for this paper. The descriptive method served as means to analyze and interpret the gathered data on vocabulary development. The data were gathered using cassette recorder and video tape. Actual observation was also conducted by the researcher to the sample classes. Moskowitz' behavior categories for language students aided the researcher in describing students' reactions to vocabulary activities presented. A total of four hours was allotted for the gathering of data, equivalent to six lessons. Of the six lessons observed, two were tape-recorded and four were videotaped.

Findings revealed that the development of vocabulary skills was generally done at the start of the lesson. There were only few instances in which it was done at the middle of the discussion. Vocabulary was unlocked with context clues varying from semantic definition, explanation, description and appositive clues. Students enjoyed guessing the words' meaning when used in context that choral responses were prevalent. They manifested that they understood the meanings of the new words developed by using the words in exact context during the lesson activities.

Keywords : Vocabulary Development, Ethnography, English Classes

I. INTRODUCTION

There is much agreement among linguists and language experts that inadequate vocabulary development is the basis for many problems associated with underachievement. Vocabulary deficiencies are associated with difficulty in comprehending sentences, depressed IQ test performance, and inefficient reading speed. After students leave school, inadequate vocabulary development continues to affect vocational success adversely

(Otto, 2008). Vocabulary development then is an essential skill, which needs emphasis in all English classes.

Yet it is a reality that quite a number of students still belong to the underachiever's category as manifested by their failing marks. The question may be posed "how far have the English teachers gone to provide adequate vocabulary development in their English classes?" Mangiere (2002) comments that despite the obvious importance of vocabulary in the reading process, it is frequently underemphasized by teachers in their classrooms. It is also a facet of reading about which some teachers have many misconceptions (Mangiere, 2002). Therefore, there is a need to find out what is really going on in English classes.

However, knowledge of what actually goes on in the classrooms is extremely limited. In his book on ethnographic approaches to the classroom, Van Lier (2008) justifies that ethnography is relevant and valuable in increasing one's knowledge of classrooms, which can only be done by going into classrooms for data gathering. Nunan (2005) also says there is no substitute for direct observation as a way of finding out about language classrooms. Certainly, if people want to enrich their understanding of Language learning and teaching, they need to spend time looking in classrooms. The classroom is where the action is, the place to look for ways to record and investigate action.

Therefore, providing an ethnographic description of the vocabulary skills development of High school and College students is deemed necessary. Vocabulary is a necessity in the development of one's speaking, reading, listening and writing skills.

II. METHODOLOGY

The ethnographic approach to classroom observation was used in conducting this study. This is a much more open-ended approach wherein the observer first identifies areas of concern and devises what kind of data might seem appropriate (Wallace, 2001). Wajnryb (2002) further states that in doing an ethnographic record of the lesson, the researcher notes down chronologically the main events in the lesson and their impact. Events need to be brief and synoptic to keep records in real time. Hence, actual classroom lessons in English classes were observed and verbal interactions were tape-recorded and videotaped. These were then transcribed, interpreted and analyzed based on the questions stated

towards vocabulary development.

The analysis of data was not a distinct stage of the research as it was fed by the data collection method. The initial task in analyzing the qualitative data was to find concepts that help the researcher to make sense of what was going on in the documented English classes. The researcher's aim was not just to make the data intelligible but to do so in an analytical way that provided a novel perspective on the research problems that she was concerned with. Moskowitz' Flint system aided her in the data interpretation. The students' behavior manifested their vocabulary development.

III. RESULTS AND DISCUSSIONS

The total of four hours tape-recorded, videotaped and actually observed English classes revealed that most of the vocabulary words introduced were developed at the beginning of the lesson. It was observed that words such as *resonance*, *wick*, *intermittent*, *accolade*, *sonorous*, *awry* and *grumpy* were unlocked at the start of the lesson. These words were discussed at the immediate start of the lesson, before any lesson activities were done. Only two words were unlocked at the middle of the discussion. They were: *accolade* and *wick*. These words were developed before the activities were done. Excerpts of the lessons from the two sections support these.

Furthermore, the excerpt shows that all vocabulary words introduced were developed at the beginning of the lesson. Five vocabulary words were introduced as follows: *resonance*, *accolade*, *sonorous*, *grumpy*, and *intermittent*. Another excerpt taken from high school, a double period class revealed three vocabulary words developed in the session. One of these three words was introduced at the middle of the discussion, before the students made an application letter for an activity. The word was *accolade*. The rest of the words, which are *intermittent* and *grumpy* were developed at the beginning of the lesson.

From the college classes, six vocabulary words were developed. Five of these were developed at the beginning of the lesson. They were: *awry*, *askance*, *impoverish*, *gird* and *succulent*. The only word developed at the middle of the lesson was the word *wanton*. An excerpt supports this.

During the second meeting of high school classes, only one word was introduced, the word *whim*. This word was developed at the beginning of the lesson. This is also supported by an excerpt. Another excerpt shows two vocabulary words being developed at the beginning of the lesson. They are : *incredulous* and *glean*.

Excerpts 1, 2, 3, 4 and 5 show that most vocabulary words were unlocked at the start of the lesson, before the lesson activities were tackled by the class. The teacher made the students understand the words meaning before they were used in the activities of *filling out an application letter*, *expressing ability and interest*, *expressing a wish*, *having a job interview writing* and

application letter. The unlocking of words before they were used in succeeding activities facilitated more student interaction. The use of these words, unlocked beforehand, enabled the students to cope with the teachers' activities. There were two vocabulary words unlocked at the middle of the discussion. These were *accrued* and *whim*.

The excerpts show that words like *resonance*, *intermittent*, *grumpy*, *whim* and *accolade* were unlocked as a review for the past lesson. The re-unlocking of the said words was done at the immediate start of the lesson. Some words such as *accolade* and *wanton* were re-unlocked at the middle of the discussion. After these, other words were unlocked also. These were: *sonorous* and *accrued* which were then used for the succeeding activities. The word *incredulous* was used by the students to fill out an application form while *glean* and *intermittent* in were used in making sentences to express ability and interest.

As a summary, the table that follows answers when teachers develop vocabulary.

Table 1: When do teachers develop vocabulary?

Classes	Words developed	When words were developed
Second Year College Section 1	1. Resonance 2. Wick 3. Intermittent 4. Accolade 5. Sonorous	Beginning of the lesson
Third Year High School Section 1	1. Whim 2. Incredulous 3. Glean	Beginning of the lesson Middle of the lesson
Second Year College Section 2	1. Resonance 2. Wick 3. Intermittent 4. Accolade 5. Sonorous	Beginning of the lesson Middle of the lesson
Third Year High School Section 2	1. Whim	Beginning of the lesson
Third Year High School Section 3	1. Incredulous 2. Glean	Beginning of the lesson
Second Year College Section 3	1. Awry 2. Askance 3. Impoverish 4. Gird 5. Succulent 6. Wanton	Beginning of the lesson Middle of the lesson

Classes	Words developed	Technique Used
Second Year College Section 1	1. Resonance 2. Wick 3. Intermittent 4. Accolade 5. Sonorous	Context by definition Semantic Appositive Semantic Definition Semantic Appositive Semantic Appositive
Third Year High School Section 1	1. Whim 2. Incredulous 3. Glean	Semantic Appositive Semantic Appositive Definition made by students
Second Year College Section 2	1. Resonance 2. Wick 3. Intermittent 4. Accolade 5. Sonorous	Semantic Appositive Semantic Definition Semantic Appositive Semantic Appositive Semantic Definition Semantic definition
Second Year High School Section 2	1. Whim	Semantic Explanation
Fourth Year High School Section 3	1. Incredulous 2. Glean	Semantic definition Semantic definition

Transcriptions show that vocabulary was developed using context clues. All words were unlocked with the use of context. Excerpts one to five support this claim. Context clues are the kinds of aid that pupils often encounter. Evident from these excerpts are aids like sentences used by the teacher to arrive at meanings of words. Semantic definitions and descriptions were the usual kinds of aid given. This is true from excerpt one to six. Not only were sentences used as clues, words were written on the board as answer clues or choices. After the teacher read the sentence clues twice, students chose the meanings from the list on the board. This facilitated gathering of immediate responses from the students.

The teacher developed vocabulary in both sections with the use of semantic clues. Clues given were derived from the meanings of the words co-occurring with the unknown words. Various kinds of semantic clues were utilized by the teacher to arrive at the meaning of the words unlocked in class.

Activities Presented by the Teachers	Students' Reactions
Completing an Application letter	Looked blankly at the teacher, made unnecessary noise, repeated what the teacher said, talked in Visayan, repeated the word unlocked, choral responses, smiled at the video camera, teased the one reciting, laughed and giggled, corrected the teacher's use of did and do
Completing a Bio-data	Repeated the teacher's words, laughed at the word used, voiced out their want to call the sample, talked in Visayan, added funny words to what the teacher read, choral responses, made fun of answers, forced classmates to stand, repeated classmates' answers

Expressing ability	Gave direct answers, created noise, answered without being called, gave inaudible replies, laughed at their classmates' responses and interest
Expressing a wish	Laughed and teased their classmates' answers, shouted and laughed at the camera, scratched the head due to confusion, kept on looking at the watch, asked seatmate, drummed on the chair, did not listen to the instruction
Making up an interview	Worked seriously, made minimal noise, laughed while talking, did not face the camera, covered the face while reciting, was shy to face the camera
Making an application letter	Frowned, ignored the video camera, concentrated on their work, was hesitant to go to the front, smiled at the video camera
Activities Presented by the Teachers	Students' Reactions
Unlocking of Difficulties	Silent, choral responses, answered with a smile, gave appropriate responses easily, provided inaudible replies, winked, scanned notes, touched the hair repeatedly, repeated classmates' answers, played with ball pen, whispered to confirm an answer, listened attentively
Filling out an application letter	Took notes of what was heard, meditated, talked softly with people behind them, choral responses, smiled at the video camera
Expressing ability and interest	Recited softly, teased their classmates, laughed
Expressing wish	Gave direct answers, teased, laughed, covered face, listened attentively to the one reciting
Application letter writing	Worked attentively, covered the mouth, smiled, read one's work seriously, laughed, gave inaudible answers, did not listen to the one reciting in preparation for his turn to recite

The four -hour videotaped and tape-recorded data in both college and high school English classes yielded various reactions shown by the students to the activities presented by the teacher for vocabulary development. Most reactions were similar and patterned after the scheme devised by Moskowitz for documenting classroom behavior of language students. These are summarized on the next page:

IV. FINDINGS

Both college and high school students were observed to have inadequate vocabulary. They purely relied on context clues to guess the words' meaning. This needs to be addressed since an extensive vocabulary aids expression and communication. Their

vocabulary size has direct linkage to reading comprehension. As linguistic vocabulary is synonymous with thinking vocabulary; these students will be judged by others based on their word-stock. Furthermore, productive vocabulary; the words which are produced within appropriate context that match an intended meaning; has to be built among college students. Vocabulary expansion for them is *a must* as this will be a *ticket* to the real world, the world of work. It will be a fundamental tool for them to communicate effectively and expand knowledge.

The FLint system (Foreign language interaction system), was developed to give objective feedback about classroom interaction to Foreign Language teachers. It likewise assesses nonverbal communications and the kind and amount of student talk and teacher talk in both target and native languages. Through a chart called a matrix, which gave a complete visual picture of the lesson, the researcher analyzed the research findings. This method of analysis is based on the teacher discussing the goals for the lesson and the students' actual behaviors as these matched their vocabulary skills development. The researcher's focus was on the *teacher's* vocabulary goals for the lesson. Seeing what actually *happened* in the class, the researcher noted students' behavioral responses. Moreover, defensiveness was reduced among students as they got used to videotaping sessions and so with the teachers.

The study then came up with the following relevant findings:

The development of vocabulary skills was generally done at the start of the lesson. This was observed from both high school and college classes. The teachers did this since the words unlocked were used to further students' understanding of the succeeding activities. The vocabulary words introduced were used in the lesson activities they did. Unlocking terms before the lesson activities were done helped most students. The others obviously need no helping in understanding the terms unlocked for the words were too easy for their level. Also, the answer clues and the sentence patterns which were presented helped and led the students to participate actively in the recitation.

Some words were unlocked in the middle of the lesson. This was done before the succeeding activities were tackled.

Vocabulary was unlocked through the use of context clues. Sentences were provided by the teacher to serve as guide to come up with the words' meaning. Most words were semantically defined since the teacher made use of clues derived from the meaning of the words co-occurring with the unknown words. Definition, explanation, and description of the words unlocked were the clues provided for the sentences. Choices were also written on the board which helped the students give answers. The same techniques were used for both sections in the college level.

Varied reactions were manifested by students at the time of the unlocking of difficulties and during the presentation of activities for vocabulary development. The students' behavior included specific responses and immediate replies. Some responses were choral and use of the Visayan language was

predominant, only a few non-verbal gestures or facial reactions were seen such as scanning of notes, looking at the video camera and blankly looking at the teacher. Students were observed frowning, showing confusion about what they were doing for only a few words. Generally, students from these classes were attentive during the presentation of activities for vocabulary development.

Students from the third section of the high school level had such a hard time answering the vocabulary reviewed without the context. This was due to their lack of attention to listen to the clues given. Most students responded using their background knowledge coupled by the rendition of choral responses. Silence was only prevalent after the reading of the context. Confusion also occurred among the boys who were not behaving as the teacher wished. Most used their native language in talking and delivering their answers; laughter was dominant as a sign of mockery after a student recited. They laughed every time the video camera was focused on somebody in the room. Non verbal reactions were also observed: frowning, smiles, blank reactions, and unnecessary movements. Most students from this section were inattentive.

These observations were based from the modified pattern of Moskowitz' behavior categories of language students, the Flint system. The respondents' behaviors were noted as they responded to the teachers' vocabulary technique. Generally, students displayed positive attitude towards vocabulary development. They were able to use the words they learned during the making of the application letter. Words like *sonorous*, *intermittent*, *awry* and *grumpy* at were utilized in the making of the application letter. Most of them were able to come up with sentences during the recitation with the use of the vocabulary words introduced like *gird*, *whim*, and *accolade*. Words unlocked at the start of the lesson were also successfully used when they were asked to have an information transfer activity that is to fill in the blanks in the application letter and during the making of an interview. The word *sonorous*, and *succulent* to fill in the blanks in the application letter. During the interview, the same words were also used.

V. CONCLUSIONS

The following conclusions were drawn from the findings of the study:

The development of vocabulary skills should be done in any part of the lesson whenever necessary. Words which will be introduced should be truly new words, not those that are already part of the students' vocabulary.

The teaching technique employed towards vocabulary development was limited to one technique. This was the use of context clues. Varied teaching techniques should have been utilized for more student participation during the unlocking of terms which would cater for more vocabulary retention.

Though the vocabulary words presented were not really difficult, students had quite a hard time recalling the words meaning discussed from the previous session. The vocabulary words which were introduced should have been more difficult, something new and challenging to stimulate students' thinking and to expand vocabulary and to promote communication.

Unlocking of words through context is of no question especially in eliciting responses from the students. Most students enjoy guessing the word's meaning especially if a context is provided. For this reason, students from both high school and college levels were able to arrive at the exact meaning of the words unlocked. Yet, students should have been given more chances of working out meanings for themselves. The words' meaning should not have been provided on the board to serve as choices. Letting students discover meanings for themselves can make them more independent in defining the meanings of words rather than depending too much on context. This led them to have lesser vocabulary retention although the vocabulary words introduced were too easy.

Students' negative reaction manifested by teasing and mockery towards their classmates who are reciting deeply affected the others. This could hinder vocabulary growth. Patterns were provided on the board for students to come up with desired sentences. Words introduced were too easy. Students obviously found the activities too easy. Not much vocabulary development was shown. The activities provided were not meaningful enough to promote vocabulary retention for the researcher to note that vocabulary development was on going. Students were not that involved for they gave sporadic sentences. Patterns were written on the board. All they had to do was choose to come up with sentences by choosing from the said patterns. Spontaneous ideas did not emerge from them. They were always provided with patterns to follow and choices to choose from. The teacher should have given more activities to ensure vocabulary retention through application, such as contexts for using the new words.

Vocabulary development was usually done at the start of the lesson. Discovery and contextual clues were utilized as techniques in introducing new words. Noted was vocabulary development during the *information transfer activity* and the *making of an application letter*. Words that the students learned were used appropriately. However, there were only two instances in which vocabulary was developed at the middle of the discussion.

VI. RECOMMENDATIONS

From the written results of the study in the findings and conclusions, the following concepts are recommended:

The development of vocabulary skills should not only be done at the start of the lesson. It should be done whenever

there is a need for the benefit of the students. It may likewise be reinforced. Words which are initially acquired by the students can possibly be forgotten if not adequately reinforced. This was observed in both secondary and tertiary levels. During the lesson reviews, students showed that the vocabularies they already knew previously were not retained. Hence, teachers must be very careful in choosing suitable techniques that would really ensure definite vocabulary growth and retention. After all, the teachers are not only after the number of words acquired but the competence to use the words functionally. Acquiring new words are trivial if not fully understood and retained.

A seminar-workshop on teaching techniques towards vocabulary development must be offered to English teachers. This will help them realize that there is a need to present meaningful activities for vocabulary development. Teachers must be also reoriented on the current trend to develop vocabulary skills of students. They must adapt a communicative way of developing students' vocabulary skill. The activities they should present must be evocative and truly involve the students to facilitate vocabulary development and retention.

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Comparison Of Learning Styles Among Mechanical Engineering Students From Different Institutions In Malaysia

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Abstract

Over the years, various studies and researches have been carried out to investigate different aspects of the learning styles among students in the higher education. To date, researchers have recognised at least 21 components, where normal individuals would have 6 to 14 strongly preferred learning styles. The understanding of these learning styles will help the lecturers in their design of the delivery of lecture to suit students' learning styles to achieve deep learning among students. This research continues from the analyses carried out by Koh and Chua (2012) to include more institutions in the analyses. Similarly, the learning style is carried out using the Barsch Learning Style Inventory, and students in Mechanical Engineering from different institutions in Malaysia are selected to participate in the study. Hence, this paper will report the analyses of the types of learning styles among engineering students

Keywords : Barsch Learning Style Inventory, Visual, Auditory, Kinaesthetic.

I. INTRODUCTION

The understanding of students' learning style is important to an educator, that this understanding helps him/her to design the course delivery more effectively according to the different styles possessed by students.

The learning styles of a student can be determined by using the learning styles inventories. There are many learning style inventories available to study how students learn. Each of them consists of various questions to test on different types of learning styles. All the students have to do is just answer the questions on those inventories. Few of these learning styles inventories are briefly introduced here. Various researches has presented the different learning style possess by engineering and non-engineering students. Not taking combined learning styles into consideration, Reid (1987) mentioned that students in hard sciences possessed Visual learning style as major learning style, as compared to students in humanities majors.

In line with the argument Koh (2008) showed up to 48 % of the sample size of the engineering students possesses Visual learning style. On the non-engineering students, studies by Lujan and DiCarlo (2006) and Anu et al. (2012) showed that Kinaesthetic learning style is the one preferred by Medical Students. Interestingly, computing students showed a similar trend as engineering students, where from the comparison of results from Koh (2008) and Amran (2011) reveals that the sequence of learning style preference for engineering and computing students is the same, that is, Visual learning style is the most preferred and Kinaesthetic learning style is the least preferred.

Hence, in this paper, students in Mechanical Engineering will be the target, where researches into the learning style are looked into, and to compare with results presented by various researches presented.

II. RESEARCH METHODOLOGY

Although there are various inventories used to study the learning styles among students, such as *ATLAS (Assessing The Learning Strategies of Adults) Learning Strategies* (Conti and Fellenz, 1991), *DVC Learning Style Survey for College* (Jester, 2000), and the *Index of Learning Styles* formulated by Felder, the *Barsch Learning Style Inventory* (Barsch, 1991) is chosen to be the inventory used in this study.

This inventory consists of 24 questions written in the first person, such as, “I can tell if sounds match when presented with pairs of sounds.” The learner is given three choices – “Often, Sometimes, and Seldom”. Three learning styles are tested, namely Visual, Auditory, and Tactile (Kinesthetic). Having 24 questions in the inventory, students will be able to complete the inventory in a relatively short period, and hence will not be taking up much time during lecture, leading to lesser burdens on lecturers and students in completing the inventory.

The targeted institutions of higher learning are:

- Inti International University (INTI)
- SEGI University (SEGI)
- University Tenaga Malaysia (UNITEN)

Target participants are students in bachelor degree in Mechanical Engineering, of age 21 years old to 23 years old. In other words, the selected students are in between year 2 and year 4 in their study.

A total of 274 students participated in this study. Of these students, 95 students are from SEGI, 64 students are from UNITEN, while 115 students are from INTI. Table 1 shows the distribution of the background of students according to the gender and nationality.

Table 1: Distribution of students from SEGI, UNITEN and INTI according to gender and nationality (Malaysians or International students)

	Gender		Nationality	
	Male	Female	Malaysian	International
SEGI	89	6	69	26
UNITEN	58	6	64	0
INTI	110	5	98	17

A quick analysis from Table 1 reveals that majority populations of the Mechanical Engineering in the institution in Malaysia are male Malaysian students. More than 90% of Mechanical Engineering students are male students, which seems to be a common trend in Mechanical Engineering. On the other hand, Table 2 provides the information of the distribution of Malaysian students according to the races.

Table 2: Distribution of Malaysian students according to the races

Institution	Malay	Gender	
		Chinese	Indian
SEGI	11	33	25
UNITEN	45	11	8
INTI	5	84	9

The learning styles among students are analysed and categorised in seven types, namely:

- Visual (V), where students’ learning is mainly based on the “looking”.
- Auditory (A), where student’s learning is mainly based on the “hearing”.
- Kinesthetic (K), where students’ learning is mainly based on the “touching”.
- Visual and Auditory (VA), where students’ learning is achieved through Visual and Auditory equally.
- Visual and Kinesthetic (VK), where students’ learning is achieved through Visual and Kinesthetic equally.
- Auditory and Kinesthetic (AK), where students’ learning is achieved through Auditory and Kinesthetic equally.
- Visual, Auditory and Kinesthetic (VAK), where students’ learning is achieved through all three types of basic learning styles.

III. RESULTS AND PROPOSITIONAL DISCUSSIONS

Figure 1 shows the analyses of the learning styles among students in INTI. It is observed that Visual learning style is still the most preferred learning style among INTI students, for which 42.61 % of students possess this learning style. Taking the combined learning style into consideration, a total of 53.91 % of students in INTI possess Visual-related learning style as their learning preference.

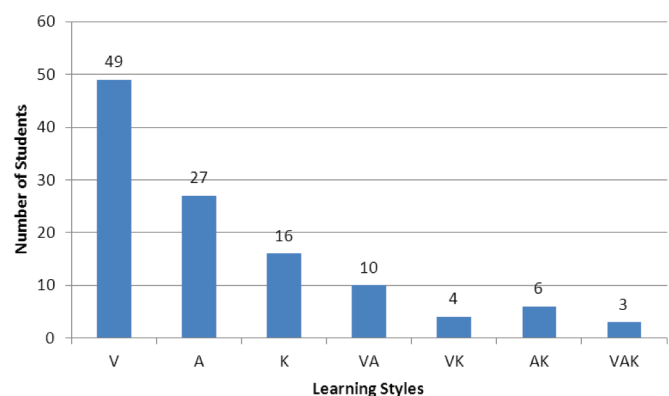


Figure 1: Learning style distribution among students in INTI. The results is plotted based on 115 students, where their learning styles are categorised into Visual (V), Auditory (A), Kinesthetic (K), or combination of any two or above of these three basic learning styles.

Table 2 shows the comparison of current study with previous studies, for which results taken from Koh and Chua (2012) and Koh (2008) are considered. A consistent pattern is observed from these comparison, that the Visual, or Visual-related learning style is still the most preferred learning styles among the students, followed by Auditory and lastly Kinesthetic. . Notwithstanding the difference between the levels of study taken from the samples, a general trend in the learning style distribution is still observed.

Table 2: The comparison of the learning style distribution among students in Mechanical Engineering in INTI between the current study with Koh and Chua (2012) and Koh (2008). The learning styles are learning styles are categorised into Visual (V), Auditory (A), Kinesthetic (K), or combination of any two or above of these three basic learning styles.

Learning Styles	Current Study	Koh and Chua (2012) (Degree Students)	Koh and Chua (2012) (Diploma Students)	Koh (2008) (Diploma Students)
V	42.61 %	54.17 %	34.62%	48.48%
A	23.48 %	19.44 %	23.08%	22.73%
K	13.91 %	6.94 %	3.85%	9.09%
V+A	8.70 %	11.11%	23.08%	13.64%
V+K	3.48 %	2.78 %	3.85%	4.54%
A+K	5.22 %	2.78 %	11.54%	1.52%
V+A+K	2.61 %	2.78 %	0.00%	0.00%

Analyses of the learning styles among students in UNITEN also shows a consistent results as INTI. Figure 2 illustrates the learning styles distribution among students in UNITEN, where out of 64 students, about half of the population in the sample possess Visual learning style, while less than 5 % of the population preferred Kinesthetic learning style.

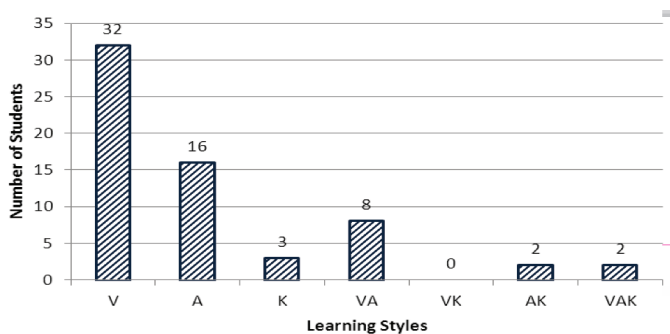


Figure 2: Learning style distribution among students in Mechanical Engineering in UNITEN. The results is plotted based on 64 students, where their learning styles are categorised into Visual (V), Auditory (A), Kinesthetic (K), or combination of any two or above of these three basic learning styles.

Not surprisingly, students in SEGI shows the similar trend as predicted in the study, but the results is close to that shown by UNITEN, where half of the sample size shows to have a Visual learning style. Figure 3 depicts the situation, where, the ratio of Visual : Auditory : Kinesthetic shown by students in SEGI reads 8.2 : 4.2 : 1.

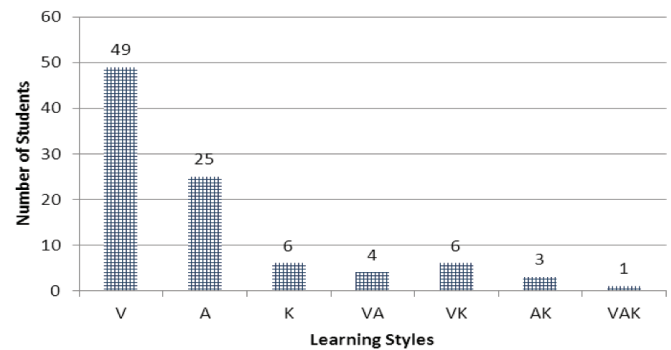


Figure 3: Learning style distribution among students in Mechanical Engineering in UNITEN. The results is plotted based on 94 students, where their learning styles are categorised into Visual (V), Auditory (A), Kinesthetic (K), or combination of any two or above of these three basic learning styles.

As mentioned in the previous section, the ratio of Malay : Chinese : Indian students in the sample is given by 61 : 128 : 42. Looking the results from the racial point of view, it can be seen that the different racial background is not the main reason for the changes in the different learning styles. Figure 4 shows the learning style distribution among the students based on their races, and the results reveals that, regardless the race, Visual learning style is still the most preferred learning method among students, followed by Auditory and Kinesthetic.

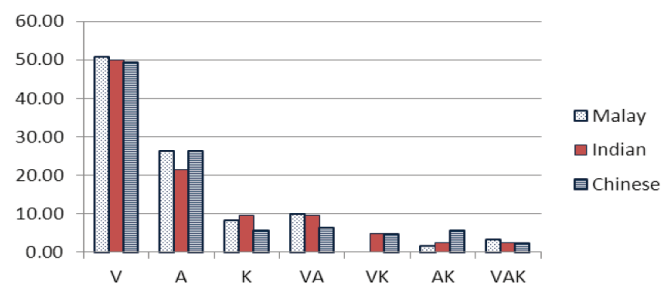


Figure 4: Learning style distribution among students in Mechanical Engineering According to races of Malay, Indian and Chinese. The results is plotted based on 231 students, where their learning styles are categorised into Visual (V), Auditory (A), Kinesthetic (K), or combination of any two or above of these three basic learning styles.

Interestingly, when comparing learning style Malaysian Students and International students, and between male students and female students, the results give a rather different definition of the distribution of the learning styles of these two groups, as illustrated in Figure 5. From previous analyses of the results, the distribution of major learning styles from either comparison among institution or comparison among races give a general distribution of Visual : Auditory : Kinesthetic of 6 : 3 : 1. Nonetheless, the comparison based on nationality and gender gives ratios of 2 : 1 : 1 (for International students) and 3 : 3 : 1 (for female students), respectively. It should be noted that

the sample size of these two groups of students are relatively small, and hence it cannot be definitely said that these two groups of students possess different learning styles as compared to Malaysian students or male students. Hence, this result leaves two questions that are to be answered in future researches:

- What is the learning style distribution among international Mechanical Engineering students?
- What is the learning style distribution among female Mechanical Engineering students?

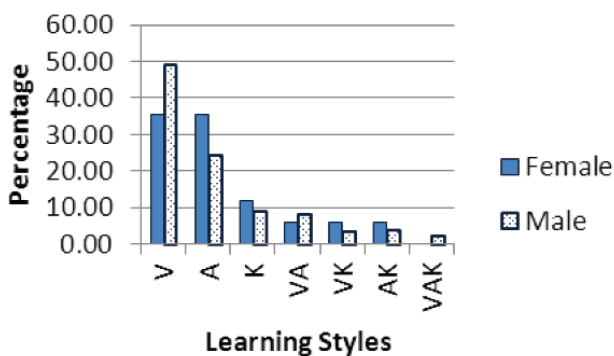
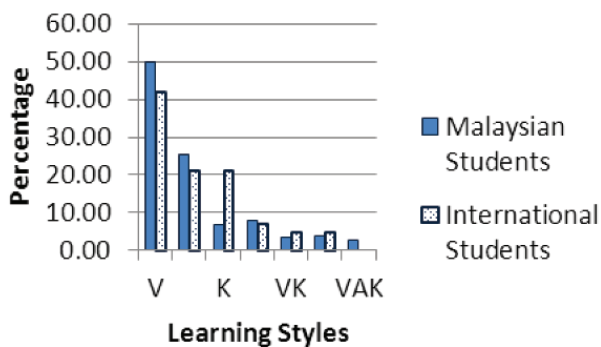


Figure 5: Learning style distribution among students in Mechanical Engineering According to (a) nationality and (b) gender. The results is plotted based on 231 students, where their learning styles are categorised into Visual (V), Auditory (A), Kinesthetic (K), or combination of any two or above of these three basic learning styles.

IV. CONCLUSION

Based on the results on the Barsch Learning Style Inventory by 231 Mechanical Engineering students from three different institutions in Malaysia, it is revealed that as high as half of the population of the sample size possesses the Visual learning style as their major learning style, followed by Auditory and Kinesthetic learning styles. This finding is consistent with the findings of Koh (2008) and Amran (2011). Due to the small sample size, the information of learning style distribution of international students and female students reveals rather interesting learning style distribution, which is to be confirmed with further studies with larger sample size.

V. ACKNOWLEDGEMENT

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Exploring the Role Of Effectuation In Business Startup: A Review And Evaluation Of Entrepreneurial Project

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Abstract

Entrepreneurship education is closely related to individuals' ability to start and develop a business. Every student in Ciputra University is required to have a business of their own. In the beginning of their sophomore years, they are taught about business startup. Students normally use causal or predictive reasoning, but the approach is not always a success. As young entrepreneurs who have already started a new business, many of our students are unable to maintain the business. This leads to the need for a new theory that can be both learned and taught to help students develop not only a business, but a sustainable corporation. Effectuation approach in business startup comes as an option (Sarasvathy, 2008). The core of effectuation is the idea that instead of finding and exploiting opportunities that have been explored by others, effectual entrepreneurs create opportunities by understanding themselves; who they are, what they know, and who they know, and immediately take action and interact with other people. Some of the principles of effectuation such as bird-in-hand, affordable loss, lemonade, patchwork quilt, and pilot-in-the-plane can minimize the use of prediction and allow entrepreneurs to shape their unpredictable future. The purpose of this research is to understand how to apply the principles of effectuation into entrepreneurial projects and to prepare young entrepreneurs to have great business startups. The research method used is a qualitative study that uses documentation study, in-depth qualitative interviews and observations. Results show that effectuation approach is able to facilitate students in conducting business startups and increase opportunities of turning a business into a sustainable corporation.

Keywords: entrepreneurship, business startup, effectuation approach, entrepreneurial project

I. INTRODUCTION

The word 'entrepreneur' is widely used nowadays, both in everyday conversation and as a technical term in management and economics. The idea of an entrepreneur as someone

who undertakes certain projects offers an opening to develop an understanding of the nature of entrepreneurship. Undertaking particular projects means there is a demand that the particular tasks should be conducted with the objective of achieving specific outcomes and that the individual(s) should take charge of the projects. Entrepreneurship is then what an entrepreneur does. Entrepreneurial is an adjective used to describe how the entrepreneur conducts the work. The fact that we use the adjective suggests that there is a particular style regarding what entrepreneurs do. The entrepreneurial process in which the entrepreneur engages is the means through which a new value is created as a result of the project: the entrepreneurial project. (Wickham, 2006)

Surabaya's Ciputra University, established by Ir. Ciputra, is driven by the longing to create young Indonesian entrepreneurs who can benefit themselves, their families, their communities and the Republic of Indonesia. These young entrepreneurs are expected to drive Indonesia towards better economics. Students who enroll at Ciputra University are encouraged to set up a new business. The main study course, which serves as the backbone of entrepreneurship education in Ciputra University, is Entrepreneurial Project. Understanding the right methods of entrepreneurial process, as taught in Entrepreneurial Project class, will greatly affect the university's graduates' quality of running a business. Along with the development of technology and knowledge, entrepreneurship learning methods also continue to progress. Models of entrepreneurial learning, which are currently run traditionally, are slowly replaced by newer models with a more relevant approach. An entrepreneurship learning model-based on effectuation approach is one of the developments in entrepreneurship education. It serves as a more appropriate learning method aimed at creating young entrepreneurs who are innovative, creative and capable of running their business well.

II. RESEARCH METHODOLOGY

This research is an action-based research which is based on the case studies in Entrepreneurial Project course. This study is

aimed at providing solutions for better business startup. The object of this study is the students of International Business Management program who take Entrepreneurial Project course. This study is designed as a qualitative study using documentation study, in-depth qualitative interviews and observation to obtain the data. Stages of analysis in this study are divided into two phases: exploring the entrepreneurial learning process based on effectuation approach and evaluating the implementation of effectuation in business startup.

RESEARCH RESULTS AND DISCUSSION

Why become an entrepreneur?

The Entrepreneurial Project course is designed to help International Business Management's students create and run their business. We encourage students to become entrepreneurs. According to Mariotti and Glackin (2010:5), entrepreneurs put a great deal of time and effort into launching their own businesses. An entrepreneur works for the following rewards:

1. Control over time : If you start your own business, you will have control over how you spend your time according to your type of business.
2. Fulfillment: Successful entrepreneurs are passionate about their businesses. They feel excited and fulfilled by their work. Entrepreneurs are almost never bored. If something about running the business is boring for them, they can hire someone else for the task as long as they have enough financial resources to do so.
3. Creation/Ownership: Entrepreneurship is a creative endeavor. Entrepreneurs put their time into creating something that they expect will survive and become profitable. Entrepreneurs own the business that they create and the profits that the businesses generate. Ownership is the key to wealth.
4. Control over compensation: Entrepreneurs choose how and when they are paid: pay yourself a salary at regular intervals, pay yourself a wage, take a share of the company's profit called a dividend, or take a commission from every sale you make.
5. Control over working conditions: As an entrepreneur, you can create a working environment that reflects your values. If you support the idea of recycling, you can make sure your company recycles. You can also evaluate your own performance. No one else has the power to fire you.

The costs and benefits of becoming an entrepreneur

In Entrepreneurial Project course, we also share the costs and benefits of becoming an entrepreneur. Mariotti and Glackin (2010:6) said, "Even if you do have a strong dream that you believe will motivate you through the ups and downs of running

a business, look closely at the benefits and costs of being an entrepreneur."

These benefits include :

- a. Independence: Business owners do not have to follow orders or working hours set by someone else.
- b. Satisfaction: Doing what you love to do or turning your skill, hobby, or interest into your own business can be highly satisfying.
- c. Financial reward: An entrepreneur's income is only limited by their own imagination and tenacity.
- d. Self-esteem: Creating something valuable can give you a strong sense of accomplishment. It can make you feel good about yourself.

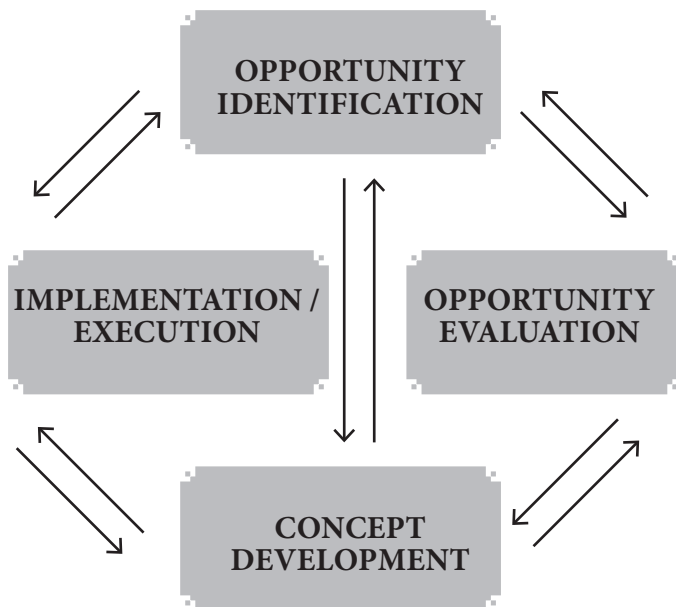
While the costs include :

- e. Business failure: Linda Yu (2004) stated that about one in five new businesses fails in the first 8 years. This is largely due to the fact that many entrepreneurs do not get proper training. Another reason is because they become discouraged and give up. Entrepreneurs risk losing not only their own money but also financial investment made by others.
- f. Obstacles: You will run into problems that you will have to solve by yourself. Your family and friends may discourage you or fail to support your vision.
- g. Loneliness: It can be lonely, and perhaps even a little daunting, to be completely responsible for the success and failure of your business.
- h. Financial insecurity: You are not guaranteed a set salary or benefits. You will have to set up and fund your own retirement fund.
- i. Long hours/Hard work: You will have to work long hours to get your business off the ground.

Entrepreneurial performance and the process of innovation

Entrepreneurial performance comes from a combination of industry knowledge, general management skills, human resource skills and personal motivation. Successful entrepreneurs must not only use these skills but learn how to use them and what to learn from using them. Entrepreneurs should constantly audit their abilities in these areas, recognise their strengths and shortcomings, as well as develop the skills for future use. Innovation lies in the heart of entrepreneurial process and is a means to exploit opportunities. In terms of economy, innovation is a combination of resources in a new and original way. Entrepreneurship-wise, it is the discovery of a new and better way of doing things. Innovation goes beyond invention. The new way does not stand on its own merits. It will create new values only if it offers customers an improved way of approaching tasks and solving problems. Innovation is not something that happens at some point in time. It is a process that can be described as follow:

The understanding of opportunity develops as potential innovations are considered. The means of delivery and



Picture 1 : The process of innovation
Source : Wickham, 2008

promotion will be explored as innovation takes shape. Opportunity and innovation may be reconsidered in terms of promotional and distributional constraints.

The principles of causation and effectuation approaches

Principles of effectuation such as bird-in-hand, affordable loss, lemonade, patchwork quilt, and pilot-in-the-plane can minimize the use of prediction and allow entrepreneurs to shape their unpredictable future. These principles can help students in their business startup in a way that these young entrepreneurs can start their business with what they have and who they are, limit risks by understanding what they can afford to lose at each step, create their own market opportunity, trust other people and work in a team.

Prof. Saras D. Sarasvathy, the founder of effectuation theory, described in her book the difference between causation and effectuation approaches (Sarasvathy, 2008):

“Causal problems are problems of decision; effectual problems are problems of design. Causal logic helps us choose, whereas effectual logic helps us construct. Causal strategies are useful when the future is predictable, the goals are clear and the environment is independent of our actions, whereas effectual strategies are useful when the future is unpredictable, the goals are unclear and the environment is driven by human action. Causal entrepreneurs begin with the effect they want to create and ask, “What should I do to achieve this particular effect?,” whereas effectuation entrepreneurs begin with their means and ask, “What can I do with these means?” and “What else can I do with them?” We are familiar with causal logic. It is routinely used in MBA programs. Causal rationality starts with a pre-

determined goal and a given set of means, and seeks to identify the optimal alternatives to achieve the goal such as the fastest, the cheapest, or the most efficient way to do so. It chooses its target market from the highest potential return in investment, picks a portfolio with the lowest risk in finance, or hires the best person for the job in terms of human resource management. The word “effectual” is the opposite of “causal”. Effectual reasoning; however, does not begin with a specific goal. Instead, it begins with a given set of means and allows goals to emerge contingently over time from the varied imagination and diversified aspirations of the founders and the people they interact with.”

Chandler et al (2009) on Journal of Business Venturing validates effectuation approach to new venture creation by saying:

“We develop and validate measures of causation and effectuation approaches to new venture creation and test our measures with two samples of entrepreneurs in young firms. Our measure of causation is a well-defined and coherent uni-dimensional construct. We propose that effectuation is a formative, multi-dimensional construct with three associated sub-dimensions (experimentation, affordable loss, and flexibility) and one dimension shared with the causation construct (pre-commitments). As specified by Sarasvathy (2001), we also show that causation is negatively associated with uncertainty, while experimentation, a sub-dimension of effectuation, is positively correlated with uncertainty. The major contribution is the resulting validated scales that measure causation and effectuation. An awareness of the actions and behaviors of entrepreneurs is critical to understanding an entrepreneurial economy. In her groundbreaking research, Sarasvathy (2001, 2008) advanced our understanding of the entrepreneurial process by describing two distinct approaches to new venture creation: causation and effectuation. While causation is consistent with planned strategy approaches, including such activities as opportunity recognition and business plan development, effectuation processes are consistent with emergent strategy and include a selection of alternatives based on loss affordability, flexibility, and experimentation. While Sarasvathy has done a masterful job of articulating the constructs, our research addresses the next critical step in advancing this research — the development of validated measures of both causation and effectuation processes. Thus, we contribute by developing measures and analyzing the empirical distinctions between causation and effectuation. Specifically, we make several key contributions. First, using data from two field samples, we develop and refine measures of causation and effectuation. Next, we use these measures to test the dimensionality of the constructs and the associated distinctiveness of each as suggested by Sarasvathy (2001). In addition, we show that causation measures are negatively related to measures of uncertainty and the experimentation sub-dimension of effectuation is positively related to measures of uncertainty, providing support for the theoretical conceptualization of causation and effectuation.

Finally, we position our findings in the entrepreneurship literature and propose that scholars undertake a research stream to examine entrepreneurial processes utilizing the measures developed and tested in this study. Beyond the implications for scholars, this research also has implications for practitioners. The path to new venture creation may follow a well-defined causation approach in which those who identify opportunities, bring together resources efficiently, and work according to a plan may achieve competitive advantage; however, the path to new venture creation may also be a process of experimentation, affordable loss, and flexibility that results in entrepreneurial success. While it will be up to future research to determine the circumstances under which each approach is more appropriate for a particular individual or an opportunity, our findings should be validating for the legions of would-be entrepreneurs who wage a dichotomous war between the need to “develop a full-blown business and marketing plan” and the need to “just get started.”

Sarasvathy (2008) uses the contrasting metaphors of a jigsaw puzzle and a patchwork quilt to capture the differences between the two approaches. In the jigsaw puzzle approach (causation) the entrepreneur’s task is to take an existing market opportunity, and through the use of resources, create a sustainable competitive advantage. The assembler of jigsaw puzzles sees the world as one in which all of the pieces are there, but requires assembling. In the patchwork quilt approach (effectuation), the task of the entrepreneur is to develop opportunity by experimenting and changing direction as new information becomes available. The patchwork quilter sees the world as still-in-the-making with a significant role for human action.

Nienhuis Master’s Thesis (2010) explains about causation and effectuation approaches as follows:

“Effectual logic, captured in the emerging theory of effectuation, is the logic of expert entrepreneurs and differs significantly from the causational logic predominantly used by managers and MBA students alike. This new school of thought lacks significant empirical evidence of the influence of effectuation, e.g. on performance, and in this thesis I aim to contribute to filling that gap by assessing the impact of effectuation on job creation as performance measure in the context of incubated start-ups. In the process, a coding scheme to measure effectuation in business plans is developed. The literature review revealed two major ongoing debates: one between discovery theory and creation theory in entrepreneurship research, with effectuation having moved to the front lines of creation theory, and the other an ongoing debate on the merits of planning, mostly in terms of performance, as opposed to learning. This thesis attempts to integrate these debates, looking for evidence of creation theory in (mandatory) business planning leading to higher performance. The literature review also indicated a lack of operationalization in the area of effectuation, being non-existent in the context of business plans. This thesis tries to fill that gap as well. The findings offer interesting new insights into the workings and effects of effectuation.

Effectuation and causation approaches differ significantly in resulting performance. Causational market research has a positive influence on performance, while measurements of means-based, rather than goals-based action and a focus on partnerships both proved that these dimensions of effectuation positively influence performance. Interestingly, attention for competitive analysis also positively influenced performance. Also, experience as a measurement of means, along with the control variables growth intention and company age, proved to be a predictor of the chance that a start-up would successfully transition from a micro business to a small business (more than ten employees). A focus on affordable loss (effectuation), rather than expected return (causation), was hard to measure and did not provide significant results. This suggests avenues for further research on the effectual constructs.”

Review: Entrepreneurial Project course at Ciputra University

Topics in Entrepreneurial Project course at Ciputra University are described in table 1:

Table.1 Topics for Entrepreneurial Project course at Ciputra University (Odd semester 2013)

No	TOPIC
1	Being an entrepreneur <ul style="list-style-type: none"> • Entrepreneurs: characteristics and tasks • Effectuation theory at a glance
2	Key personal resources
3	Key resources (interest, personality, network, value) and relevant entrepreneurship areas
4	Selling project preparation
5	Selling communication skill
6	Creative Selling, using empathy map tools
7	Consumer behavior
8	Building entrepreneurial mindset (integrating the subjects of discipline and entrepreneurship)

Source : Class database : Entrepreneurial Project Syllabus

The method used to explore the student potential is filling in the worksheet. The worksheet is one of the applications of the principles of effectuation, the bird-in-hand. Bird-in-hand identifies who we are, our interests, our abilities and skills, our personality tendencies, and also our values and networks. Students find it easier to absorb the materials when the lecturers use presentation methods such as inspiring videos, games and experience sharing. In addition to theories about entrepreneurship, students are also directly involved in real projects in the community or through personal selling market in collaboration with suppliers or other parties who meet the criteria standard set by the University of Ciputra. Through selling project, students learn about responsibility, communication skills, financial and commercial awareness, the needs of the market, customers and supplier networking, and more.

Evaluation of Entrepreneurial Project course at Ciputra University

Evaluation of the effectuation principles approach in Entrepreneurial Project courses is performed by in-depth interviews to students. The questions posed to students are as follows:

1. What benefits do you get for your business startup from the principles of effectuation approach?
2. What do you think about the concept of entrepreneurship after learning about the principles of effectuation approach?

Student's opinion regarding the use of the approach through effectuation principles in Entrepreneurial Project course is quite similar. They stated that the effectuation approach helped them in starting a new business.

"The use of the principle of effectuation in business courses is one of the most important things to learn as a student who has yet the experience of working or doing business with limited start-up capital, because it is beneficial to understand what we have or our potential."

"The concept of effectuation teaches me to recognize my passion first, so any difficulties encountered during the process of starting a business can be faced with ease."

"I now understand more about my ability and interest; and therefore, I can now face the challenges in my business better than before."

Our students also revealed that, "Recognizing self-potential and personal vision is important before starting up a business or turning a company into a sustainable business". Effectuation principles help students recognize their potentials, ability, passion, interest, and networking.

The entrepreneurial learning process based on effectuation approach for a semester has provided tangible benefits to students. The following are some of the students' statements regarding the benefits of applying the principles of effectuation approach in Entrepreneurial Project class:

"Effectuation approach is very helpful in terms of knowing where to step on."

"The principles of effectuation help me understand my personality, abilities, and networking. Consequently, it helps develop my potential and passion and allows me to start a business that fits my liking."

"It is very useful. It helps me see the personal strengths and weaknesses necessary for my development."

The three statements above confirmed that the use of the approach through the principles of effectuation in Entrepreneurial Project course has achieved the expected objective. A self-understanding approach is expected to facilitate the students in deciding entrepreneurship areas for their business startup, according to their own potential, strengths and weaknesses. Nonetheless, they have to improve and utilize it in accordance with the needs of starting a business.

III. CONCLUSION

When entrepreneurs use effectuation approaches, they experiment with alternatives in which potential losses in the worst-case scenario are affordable. It also means that they use pre-commitments and strategic alliances to control an unpredictable future and remain flexible in order to take advantage of the changing environmental contingencies. Entrepreneurs are entrepreneurial, as differentiated from managerial or strategic, because they think effectually. They believe in an in-the-making future that can be substantially shaped by human action. This is the goal that can be achieved using the principles of effectuation. The principles of effectuation can help facilitate students in conducting business start-up and increase opportunities of turning a business into a sustainable corporation.

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ESL Secondary Teachers Metaphorical Expression: Creating and Presenting a Language Teaching Conceptions.

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Abstract

This study explored experienced ESL teachers' conceptions on language teaching by analysing the metaphors and metaphorical expressions found in their discourses. The study was conducted in the district of Kota Kinabalu, Sabah. Metaphors were collected from 38 ESL teachers. They are experienced ESL teachers who have been teaching English in secondary schools ranging from 3 to 26 years of experience. This study employed a case study framework which is relevant with the topic discussed.

Data was collected through prompts i.e. metaphor elicitation forms, informal interviews and field notes. The data analysis for this study was approached in two ways; interim analysis and systematic metaphor analysis as suggested by Schmitt (2005) while the secondary data was analysed according to standard approach to content analysis suggested by Bogdan and Biklen (2007) and Hoepfl (1997).

The analysis showed that most teachers viewed ideal language teaching as constructing (42.4%), followed by exploring (18.1%), providing tool (15.1%) and performing (12.1%). Most of the metaphors consisted of figurative expressions illustrating teachers' personal theory of different aspects of language teaching from various framework of thinking.

This study supports the notion on the usefulness of metaphor analysis in bringing into awareness teachers' personal conceptions of language teaching. Asking teacher to directly explain what teaching means to them might be problematic because of the magnitude of issues governing it. Using metaphors as a prompt had allowed teachers in this study to focus on what they think would be the most important aspect of language teaching and expressed it

through metaphors.

Keywords: metaphor, ESL, cognition, teaching, in-service teachers

I. INTRODUCTION

The possibility of getting a glimpse of teachers' thought, by analysing the metaphor that they produced has led me to undertake this journey to focus on teachers' metaphors in discovering teachers' conception of language teaching and learning and situate the needs to understand the importance of discovering teachers' conceptions in the context of ESL teaching in Malaysia.

Metaphors have been a subject for discussion for quite some times and a general search of the Science Direct databases on the concept of ESL teaching and learning yielded result of 1148 studies since 2000, and 192 of them have metaphors and metaphor analysis as the central method for the study. Metaphor analysis has gained consistent recognition as a method to gather valid qualitative data (Ellis, 2008, Jensen, 2006, Bernat & Gvosdenko, 2005, Oxford, et al., 1988) and these researches are mostly established under the domain of cognitive linguistics, especially the contemporary theory of metaphor – Lakoff and Johnson's Conceptual Metaphor.

This study is based on three central assumptions of Conceptual Metaphor Model by Lakoff and John (1980) as highlighted by (Schmitt, 2005). The core assumptions are *body models*, *metaphorical concept* and *homology of thought and speech*. Body models refer to the rule of metaphor transfer, in which the source domain of the metaphorical images are usually straightforward and simple, with a strong notion of gestalt-like experiences to explain the more complex or abstract target domain.

IV. DATA ANALYSIS

The second principle is the supposition that metaphors do not appear in isolation but form metaphorical concept, which can be reconstructed. Lastly, the process of linking and connecting these metaphors is not merely by chance as it is actually an indication of pattern of thought, perception, communication and action. This model has been used quite extensively in previous researches employing metaphor analysis (Wan et al., 2011, Pishgadam et al., 2009, Saban et al., 2007) as illustrated in Figure 1. below.

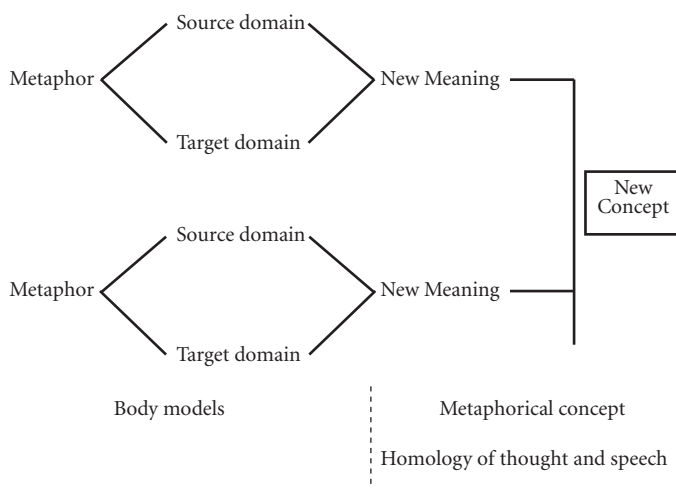


Figure 1. Conceptual Metaphor Model (Schmitt, 2005)

II. METHOD

This study employed a case study method which is relevant with the topic discussed. Eventhough a case study usually deals with a single subject matter, it tries to establish some kind of relationship between the case being studied and the wider population (Scott, 1999). The findings of this study might be able to offer some insights into the process of English language teaching in our secondary schools at the moment. In this study, the main assumption was teachers have personal conceptualisation on how language should be taught and some of these assumptions are implicitly lied within individual teacher cognitive process. The interaction between the target domain (English teaching) with the source domain (any image of the world) would allow creation of new meaning. This new meaning however, cannot be understood in isolation. It needs to be linked with other new meaning to construct a new concept that can explain the pattern of thought of the teachers.

III. DATA COLLECTION METHOD

Participants' metaphors are collected by using two standard methods (1) analysing analogical statements that arise naturally in participants' actual discourse such as individual narratives i.e. through informal interview and field notes, and (2) completion of a prompt in what is often called an "A IS (like) B" structure.

The result of the analysis showed that 42.8% of the teacher participants viewed their actual teaching in school as constructing followed by the concept *teaching is exploring* (21.4%). The category *teaching is transmitting* comes next with 17.9% while the category *teaching is nurturing* and *teaching is performing* (7.4%) and only 3.6% of the teacher participants subscribed to the category *teaching is providing tool*. There was no metaphorical expression that contains any *teaching is collaborating* entity found in the elicited metaphors of actual practice of English teaching in school. The idea of teachers and students as partners in teaching and learning process seemed to be absent from the actual practice of language teaching in secondary school.

The biggest number of teachers still subscribed to the category *teaching as constructing* with emphasis on constructing strong language foundation by providing continuous practices. Four out of twelve teachers who placed teaching focus in this category explicitly mentioned drilling, practices, exercises and repetition as effective teaching strategy. The metaphors produced by these teachers projected the image of physically demanding activities. Some of the examples include *a never ending process* that requires *series of practices and exercise* (R4a), *teaching dancing*, where *drilling and practices* are needed (R33a), *playing futsal* which not only demands *a lot of training* but *discipline* as well (R36a) and *digging gold* where the precious metal will only be obtained if students *dig really deep* (R23a). Another image associated with this category was *building a simple house* with *roof, floor, walls, pillars, rooms* and *windows*. Initially, this teacher associated her ideal teaching with explorative entity but changed her view because a teacher's task in the actual practice is to *scaffold* and help students to ensure they are sufficiently prepared them for the *rain, the sun or wild's animal's threat* (R15a) and these 'threats' according to the teacher is the exam-oriented education system.

The category *teaching is exploring* came in second and the teachers in this conceptual category highlighted their struggles to keep students interested and embracing the fact that changes in language learning is inevitable, as it is a *chameleon* (R24i). Keeping the lesson fun and interesting is very important for the teachers, so it is crucial to explore all the possible strategies, just like *discovery map* with *maze full of surprise* (R25a). A male teacher's current practice was like *playing games* that should be *interesting and fun* (R29a) A female teacher thought that actual language teaching was like *cycling*. She remained positive though admitting that there were *down hills, but along the way* she improved her pedagogical skills as she *get stronger as well as fitter* (R12a). Another teacher who initially wrote about exploring suitable 'menu' for her students finally chose drilling as the effective strategy for she believed it will *build students' confidence in using English* (R36a). The adherence to traditional method seems a bit inconsistent with the actual conception of the teacher about exploring possibilities

Teaching is transmitting came next with five metaphors that can be linked to the idea of language teaching as transmitting knowledge about language to the learners. A teacher who envisioned language learning as *providing tool* changed her view to *one way ticket*. Her expectation in her learning should involve two-way interaction but in her current classroom, she became the sole provider who *needs to give everything as students tend to take things for granted and at times do not take the lesson seriously* (R1a). Another teacher associated her actual teaching with *filling in the blanks* (R14a) which project the image of teacher as transmitter of knowledge who *spoon feed* students as they are *too slow* and *they don't care*.

Other similar images were *filling an empty hole*, *teaching a parrot to talk* and *sharpened a blunt knife* (R21a, R10a, R26a). These metaphors projected the image of students as intellectually incapable of constructing knowledge of their own and as a result teachers need to succumb to authoritarian style of teaching, dominating the entire process of teaching and learning.

In the category *teaching is nurturing*, a female teacher who linked her ideal teaching with the idea of *nurturing the plant* chose to be a *shepherd* in her actual practice (R5a). She maintained her role as a supervisor, but one cannot help but to notice the type of supervision she gave to her students. Students are *flocks* that need protection and guidance.

She seemed to allow her *flocks* to explore and learn but guided by the teacher suggesting the idea that providing learner autonomy is not really accepted by secondary teacher. A male teacher played the role of a *motivator* in the real teaching for students' interest and commitment influenced his own motivation to teach (R28a). Encouragement and emotional support need to be given constantly to his students to sustain their interest towards learning English.

The category *teaching is performing* shared the same number of token with the category *teaching is nurturing*. Two teachers continued to see themselves playing role as performer. A teacher in the performing category played a role as a salesman *selling goods/foods*. The idea of *food* can be associated to knowledge as 'food of thought' and to sell it according to this teacher *needs a lot of promotion and coaching to attract students' attention* (R11a). The emphasis of arousing students' interest was so obvious in this category.

Only one teacher viewed his actual teaching as providing tool. A male teacher, who envisioned teaching as constructing before, explained his actual teaching with strong features of *teaching is providing tool*. According to him, knowledge can be accumulated when he *opens or closes windows and doors* bringing in and out the *outside world experience* into his classroom (R20a) suggesting the idea of providing authentic language experience to allow students to learn, assimilate and construct their own language knowledge.

V. DISCUSSION

Most of the teachers in this study share the common concept of language teaching as a systematic process. It follows a strict sequence from easy to difficult. A teacher's main task is to build a solid language foundation. Students are expected to master the basics and apply them in real language application. Students are supposed to use the sensory input in term of basics of language to construct new knowledge, which is using English in actual situation. They are forced to maximise their cognitive ability to comprehend language. It somehow projects the idea that language rules can be simplified and as if packaged, the forms can be practiced and later used automatically whenever the learners would like to use it.

This idea is quite obvious in the concept *teaching is constructing*. It shares some common grounds with the concept *teaching is transmitting*. In the category *teaching is transmitting*, knowledge about language is transferred from expert to novice. The communication between teachers and students is one-way and students are expected to absorb and retain the knowledge. While the concept *teaching is constructing* places interest in providing the basics, *teaching is transmitting* would like to give as much as possible linguistics input to the students. It is not surprising when both categories see the need of a lot of practices in order for language to be mastered. Both the categories place more focus on continuous exposition to various form-focused exercises in the classroom, which they believe to provide the opportunity for the students to finally master English. The teachers named these expositions as *practice*, *exercise*, and *drilling*, the examples of classic behaviourist strategies. Obviously language is seen more as an object, a system to be learned and not as meaning to be shared and constructed. The teachers in this category are language-centred pedagogues who see language teaching as more intentional than incidental, rehearsed and not natural (Kumaravadivelu, 2006). Students' affective needs do not really matter as teachers will decide what it is to be learned and experienced by the students. *Exam-oriented system* often been quoted as the reason for the teachers to place teaching in this framework.

Language form based exercises and practices have been a ritual in our schools for quite some times. The insights from the teachers point to the perspective on grammar and vocabulary as the basics, and the four skills (reading, writing, listening and speaking) as the rules or formula that need to be mastered will limit the potential of language usage in a broader sense. The problem with this type of thinking in language teaching is that it actually "obstructs the instinctive production of language" and "harm the creative way of learning" (Demirezen, 1988). Teachers' conception of language teaching as providing strong language foundation does not allow for automatic use of language in real life application as expected by the teachers. It disintegrates language from its productive, spontaneous and creative use including expression of opinions and thoughts, problem solving and other higher thinking level of language activity. The preference of teachers to situate language teaching

in behaviourist manner is shared by studies on teachers at different parts of the world, for example, a study on Iranian teachers by (Pishgadam et al., 2009).

The finding of this study is also consistent with other studies on English language learning in Malaysian schools as reviewed by (Normazidah Che Musa et al., 2012: 39). According to them, the presentation of teaching as “a set of language mechanics with fixed way of using the language will be the cause for English language to be continually and persistently be regarded as an alien to the learners’ communicative discourse”. As a result of teachers’ putting too much emphasis on certain aspect of language has led to routinised language activities by the teachers in this study.

There is some strong evidence of humanistic approach to language teaching in this study. This domain contains several conceptual categories, which focal attention is to accommodate learners’ affective needs. The categories *teaching is exploring*, *teaching nurturing*, *teaching is performing* and *teaching is collaborating* were combined because they basically share similar theoretical orientations. Learner-centeredness is at the core of the teaching. In the category *teaching is exploring*, teachers are explorer trying to find the best method to accommodate individual students’ potential. It is obvious that the teachers in this category weigh their concern towards learners and allow for rooms for flexibility in their approach. The teachers weigh their focus on how students learn instead of what students learn.

Teachers who see themselves as playing the roles of *nurturing* and *performing* in this study try to engage students in the learning process by arousing, sustaining and nurturing students’ interest. They stand by the idea that non-threatening learning situation will assist student to gain self-confidence, an important aspect in promoting self- learning. Teachers need to be less authoritarian and create bonding with the students. Partial learner autonomy is welcomed but teachers still need to guide students, as the image of *shepherd* and *flocks* in this study. This might explain the absence of *teaching is collaborating metaphor* in the actual practice of the teachers, though ideally, the teacher thinks that the idea of sharing autonomy with his students is possible.

There is no clear evidence though on how language teaching is operating in the context of humanist orientation in this study. Providing assistance seems to be one of the strategies that teachers in this category will consider of doing, while another teacher in this category the rest of the teachers would plan their lesson based on the students and situation at that particular time. However, planning and *strategising* as one of the teachers said is time consuming and there is no guarantee that the lesson is going to be successful.

Teachers in this study also did show inclination towards the thinking of constructivism both on how students learn and the nature of knowledge, especially in the metaphors of their ideal language teaching. In the category *teaching is providing tool*,

language is seen as a tool for making meaning and according to the teachers in this domain, exposition to authentic and meaningful input is crucial to provide real language experience to the students. The underlying assumption is that language learning is more effective when students understand, say and do something with language (Kumaravadivelu, 2006). Students’ role is greater in this domain and teachers are basically a provider mediating the process of learning and students play the role as knowledge constructor. Teaching in Malaysia has always been geared towards the development of students as a whole and the new policy of MBMMBI clearly states that (KPM, 2010):

Proficiency in the English language is important because English is the international language of communication. Mastering the language enables the exploration of knowledge which is vital for one to compete nationally and globally

However, the analysis of the metaphors of actual teaching revealed the idea that only one teacher subscribed himself towards this idea in the actual teaching and most teachers whom envisioned teaching in constructivist way quoted students and educational system as the root of the problem of their inability to teach constructively. I was not able to find out more about this but I think it raised very important question whether there is a miscommunication between policy makers and practitioners in school which resulted in disconnection and dissimilarities in envisioning ESL teaching in this country.

VI. CONCLUSIONS

This study supports the notion on the usefulness of metaphor analysis in bringing into awareness teachers’ personal conceptions of language teaching. Asking teacher to directly explain what teaching means to them might be problematic because of the magnitude of issues governing it. Using metaphors as a prompt had allowed teachers in this study to focus on what they think would be the most important aspect of language teaching and expressed it through metaphors.

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The Influence Of Teaching Style On Teacher's Efficacy And Metacognition Its Relationship Among Secondary School In Sabah

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Abstract

This study aimed to identify the influence of teaching styles and their relationship to teacher efficacy metacognition in Secondary School teachers. Respondents for this study consists of secondary school teachers on the west coast and interior of Sabah. . Number of samples used for the pilot study is one hundred and two secondary school teachers in the District Tamparuli. Accordingly, this study involves all teachers except those involved in the administration of the school. This study use a survey design using questionnaires. A questionnaire was used as research instrument for collecting survey data and the data were analysed using Statistical Package for Social Science (SPSS) version 18. Statistics used were descriptive statistics involving frequencies, min scores and percentages, while inferential statistics involving a multivariate statistical Pearson correlation to identify the influence of teaching style on teacher's efficacy and relationship with metacognition. This study used the 24-item instrument Teacher Efficacy Scale developed by Tschannen-Moran, Hoy & Hoy (2001), Cronbach Alpha coefficient alpha for this instrument was .94, the second questionnaire is the Teaching Styles instrument built by Anthony Grasha, Cronbach Alpha coefficient for this instrument was .88 and the third questionnaire is Teachers Metacognition instrument are modified and rebuilt by Cem Balcikanli, Cronbach Alpha coefficient for this instrument was .95. Data were analyzed using Pearson correlation technique. ANOVA were used to identify the difference in teaching styles and metacognition with teacher efficacy. T-test was used to identify the difference in teaching styles and metacognition with teacher efficacy. Implication for this research will be discuss.

Key words : teaching style, metacognition, teacher efficacy.

I. INTRODUCTION

The main task of the teacher is to facilitate the learning of students. Teachers often faced with students who are different in terms of their ability during the teaching and learning session. In this case teachers need expertise in determining the teaching and learning strategies included in determining the effective teaching style in the classroom. Activities chosen by the teacher must be appropriate and attractive and have a high potential to enable content to be delivered wholly and can be clearly interpreted. This is because teachers need to attract the attention of students in a teaching session.

Teachers have their own teaching styles and different from each other. Olivia (1988) explains that the style of teaching as a set of personal characteristics that clearly show an individual as a unique energy. While Grasha (1996) also describes the teaching style as orientation and strategy used an institution.

Teaching style is the approach used by teachers to teach students and describe the teacher's principle about teaching. If the teachers know about teaching approach, the teacher can choose the appropriate approach to teach their students as the selection of appropriate approaches enable teachers to carry out the teaching and learning meaningfully and fun. This is because the students' learning process is considered as a cognitive thinking process or mastery of skills which impact on students' academic achievement.

Belief in self-efficacy is not only encourage individual to make a wide range of implementation tasks, activities and situations, but most importantly, can lead an individual to give energy and effort, and are able to survive for the sake of ensuring that its work is done. Thus, each individual must rely on self-efficacy beliefs to lead gestures and actions throughout his life (Bandura, 1997).

Thus, professional teachers are working with the learning process in their daily activities at school. Curriculum development and teaching in the classroom is that of metacognitive process. As a teacher, it is their duty to plan classroom learning activities, present content in learning activities, give homework, and evaluate student progress, and teachers will see how their students will learn.

This triggers the same question there is influence teacher teaching style on teachers' efficacy and its relationship with metacognition. Bandura (1977), states that faith in one's ability is often based on an assessment specifically for the task to be performed. He goes on to assert self-efficacy resources exist based on a past and current work of perfection, the result or the performance of others, self and social persuasion, and emotional level at that time. These sources contributed to directly impact individual self-efficacy beliefs to perform the tasks and duties during his presence.

II. PROBLEM STATEMENT

When talking about the quality of teaching, it is often associated with something or the teacher manages and implements his or her teaching to ensure that a student can achieve excellence through teaching practices used. This is because the learning process is considered as cognitive thought process or the acquisition of skills which affect their academic performance in school (Sukumaran, 1992).

Declining academic performance indicates there are flaws in the process of transfer of learning to the students. There are several factors that contributed to the cause of this problem and have to do with teachers resulting in imperfection in the transfer of learning to the students. Hence, the delivery of teaching and learning by teachers has an impact on students.

It is recognized by Dunn (1990) who said that the students' failure is not due to the curriculum. Students can master almost all the subjects learned if taught with methods and approaches that take into account the teaching style favored by students. On the other hand the same student will fail if taught in a way that does not take into account the learning style preferred by students. Teaching styles used by teachers are not necessarily of interest to students. Is the cause of the problem is caused by the practice of teaching style and has relationship with teacher's efficacy?

Bandura (1986) defines self-efficacy as a person judgment of his ability to organize and implement actions necessary to achieve the specified performance. Past studies have shown self-efficacy was related to the success of leaders and individuals (Bandura, 1977 and Hoy & Woolfolk, 1993). Goldstein (1991) in Sazali *et. al* (2002) states that a person's belief of his ability to perform a task is an important area to be explored in the future.

Self-efficacy beliefs also influence the choice of action, thought patterns and emotional reactions to a situation teacher's

face. Thus, high efficacious individuals will face difficult tasks as challenges to be overcome. Not only that, these individuals also have a strong effort to improve performance and character.

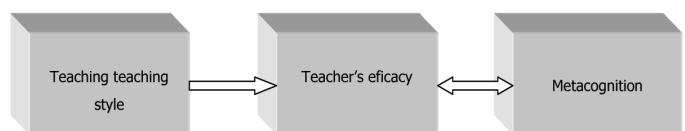
Allinder (1995) found that teachers with high teaching efficacy has much higher goals for students; easy to accept new ideas and try new techniques or methods of teaching (Guskey, 1988); high resistance to implement a new or difficult teaching assignments (Coladarci, 1992). Teachers should have the ability to assess the difficulty of the problem, the ability to observe the level of understanding of herself and the ability to use a variety of information to achieve the purpose and possibility of metacognition is related to the ability of the teacher.

VanZile-Tamsen (1998) claims that self-efficacy beliefs can influence the activity of metacognition in the types of strategies and the effectiveness of the strategies used as well as perseverance will eventually affect achievement. Based on this fact, there are possibilities of a direct relationship between efficacy and achievement through metacognition variables.

Hence the need to do research to see metacognition ability of teachers already working as an educator because of thinking theory perspective, Beyer (1988) suggests that metacognition also has a close relationship with the individual preferences and willingness to be involved in thinking. According to him, this tendency is the one that support, guide and encourage individuals in the activity of thinking. Thus, teaching style, teacher efficacy and metacognition of teachers on duty will determine the form of action whether positive or negative. Based on the problem statement, this study aims to identify the style of teaching, and teacher efficacy teacher metacognition in relation to their duties and responsibilities in the school.

III. CONCEPTUAL FRAMEWORK

Framework research to be carried out is shown in the following diagram. The independent variables consist of teaching styles and teacher metacognition. While the dependent variable is teacher efficacy.



IV. LITERATURE RESEARCH

Scholars have proved that the teacher is the dominant factor contributing to the success of students. The results showed that skilled teachers motivate students towards the better achievement (Ebmeier, 2003; Goddard, Hoy & Hoy, 2000; Stronge & Trucker, 2000.) Student achievement was influenced by the teaching practice (Joffres & Hauhey, 2001; Kushman, 1992; Rosenholtz, 1989). Thus the most important aspects of a

teacher are how teachers define, structure and deliver lessons in the classroom. The teacher's job in the classroom is very heavy, which is not only as an educator but also as a facilitator (David et al 2001).

Sarasin (1998) says that there are four questions that should be asked by someone about how to teach effectively. First, the need to identify yourself: How do you learn? Second, how do you teach?, Third, how do your students learn? And fourth, how to adapt the teaching style to suit the students? He said if a teacher is unable to answer the four questions then the teacher can teach more effectively. Thus, the teaching of a teacher must be flexible so that students do not get bored to learn. According to Stitt-Gohdes et al (1999), the teacher was encouraged to apply a variety of teaching styles so that the learning outcome can be followed and understood by a variety of students with different backgrounds achievement.

Some researchers including Maehr (1990), Abdul Rahim (1990), and Cheng (1993) Vicky Tan Ai Lin (2005), found that the style of teaching as a catalyst for climate, student interest, motivation and effective teaching and learning as well as increased knowledge. They also argue that aspects of their teaching being so thoroughly and comprehensively in any teacher education curriculum in Malaysia. Teacher teaching style is a concept that has long existed in the education system in the world although relatively new in our country. Thus, the teaching style is important and should be given attention.

Shahril (2004) in his study research on effective teaching practices in some schools in Malaysia and based on effective teaching model (instructional Effectiveness) found that when teachers teach, they will diversify teaching methods of teaching in a fun way to attract students to learn. The study also found that teachers will organize the contents of the studies systematically so clear and easy to understand and use simple language. In addition, other effective practices while teaching is a new associate with the subject matter knowledge and experience of the past students.

There are researchers who are trying to identify the different nature of teaching, as teachers need to have the most dominant teaching (Conti, 1985; Ladd, 1995). However, researchers who study the teaching style rather produce their own indicators to identify different styles of teaching. As a result of this situation has led to the definition of various teaching styles and produces several dimensions to measure the different teaching styles (Allen, 1988; Dunn & Dunn, 1979; Grasha, 2003).

Ashton and Webb (1986) noted that teachers with low efficacy will likely avoid planning their activities certainly beyond their means, do not survive with students who have problems, no effort to try teaching methods and not repeat lessons allow students more understand.

Gordon and Melby (2001) have conducted a study to prove that teachers with high self-efficacy is an effective teacher in the classroom. The study involved 96 teachers identified as having low self-efficacy. Results of the analysis of variance showed that teachers with high self-efficacy, less troubled student considers as having severe behavioral problems, but expect the behavior of the students involved will be improved; less feel anger, shame or guilt when students who do not behave should. It is found that teachers like problematic students and they are confident that they can control the behaviour of the students involved.

Gordon and Melby (2001) finding also found that low self-efficacy teacher, often channeling anger and stress by providing a more severe punishment. This study shows that the incentive to increase teacher self-efficacy is an important indicator of the effectiveness of teachers in classroom management generally. Gordon findings and Melby (2001) can be applied to teachers burdened with many tasks at school. If the teacher has a high level of efficacy, the teacher is able to solve the task and thus can manage the class well.

Hassoubah (2007), states that there are a variety of methods to improve the ability to think critically. Among them is a way to do metacognition. Suppose that teachers do metacognition, as if the teacher observes and directs the mind to the conscious or deliberate. Metacognition means understanding how to think for themselves and teachers should use metacognition to improve the ability to think critically. There is an implicit assumption in studies that metacognition fully developed by adulthood.

Flavell (1979), explain metacognition includes a form in the process of thinking like know other ways of thinking, an awareness of how one thinks and control way of thinking itself. Metacognition plays a role in problem solving, especially in setting goals, evaluating development goals and make the proper corrections (McNeil, 1987). Metacognition is also a complex form of thinking at a higher level. It involves the ability to think about thinking, and how to analyze and draw conclusions.

V. METODOLOGY

This research data was collected through a questionnaire that was used in previous studies as appropriate study and distributed to teachers. The main focus of the study was to determine the influence of their teaching efficacy and its relationship with metacognition ability among secondary school teachers in the state. Among the selected variables tested in this study were the teaching style of the teacher, teacher efficacy and metacognition. In this pilot study, the sample consisted of 102 secondary school teachers in the Tuaran district. Samples are all trained teachers. However, principals and senior helpers not included. A total of two secondary schools in Tuaran involved in this study.

The survey instrument used in this study 'Grasha Teaching Style Inventory developed by Anthony Grasha. The instrument was chosen because it was more specific and relevance to their teaching. The instrument consists of forty items. The score for items are constructed using a five-point grading scale that begins with "1 = strongly disagree", "2 = disagree", "3 = not agree", "4 = agree" and "5 = strongly agree". Grasha study (2006), shows the level of the forty-item reliability is .85 alpha. In this pilot study, showing forty-item reliability level is .88 alpha.

In addition, "Teachers' Sense of efficacy Scale" (TSES) instrument consisting of 24 items are also used in this study. In terms of validity, this instrument was built by the experts who dominate the field of teacher efficacy, the Tschannen-Moran and Woolfolk Hoy (2001). Tschannen-Moran and Woolfolk Hoy (2001) research shows the level of reliability of the twenty-four items was .94 alpha. The findings also shows teacher efficacy measurement using twenty-four items that have been purified is best compared demographic predictors of school. However, for the purposes of this study, a pilot test was conducted to determine the level of reliability in the Malaysian context, as both instruments that was adapted to the context of geography, culture, and socio-economic values are very different from western countries. Levels of alpha obtained from a pilot study for the involvement students showed alpha 974, class management showed 933 alpha levels, and demonstrate teaching strategies 974 alpha level. During this pilot study, the levels of reliability of the twenty-four items shown are alpha 948.

The instrument used to measure teachers' metacognition are the metacognition of Mindfulness Inventory adapted from instruments *Teachers' Metacognitive Awareness Inventory for Teachers'*. This instrument was modified and rebuilt by Cem Balcikanli based on the Metacognitive Awareness Inventory instruments developed by Schraw and Dennison. Teacher Metacognition Awareness Inventory instrument consists of twenty-four items and each item measures the extent of a teachers' metacognition. During this pilot study, the level of reliability of the twenty-four items shows is alpha .958.

VI. DATA ANALYSIS

The data were processed using the software *Statistical Package for Social Sciences* (SPSS) version 18.0. Significance level was set at 0.05. The statistics used are related to the completion of the purpose and objectives of the study hypothesis testing. Data were analyzed using descriptive statistics and descriptive statistics inference. The descriptive statistics were used to aim respondents' distribution of data. Descriptive statistics were used in this study as an item which represents the background of the respondents, namely gender, age, highest feasibility, teaching experience and teaching in the field of school.

Descriptive statistical techniques used were frequency, percentage, mean and standard deviation. Data analysis using the mean and standard deviation of measurement used to seeing

priorities in reviewing aspects of their teaching in schools of the study. Researchers using a scale of 7 points and instruments for analysis as an index of the level of contact and influence between independent variables with dependent variables.

Statistical inference is used in order to explain the pattern of relationship between the variables of the study. An inference statistical technique used is the Pearson Correlation. Determination of the relationship between variables is done with reference to the correlation index Borg and Gall (1983). Strength of the relationship (correlation) is based on a numerical range of between -1.0 to +1.0. Correlation of different values will show different meanings and values are reflected in Table 1.

Table 1: Pearson Correlation Index

INDEX	DESCRIPTION
0.70 or more	Very Strong Correlation
0:50 to 0.69	Strong Correlation
0:30 to 0:49	Moderate correlation
0:10 to 0:29	Low correlation
0:01 to 0:09	The correlation Negligible

Source: Modified from Borg and Gall (1983)

VII. FINDINGS

Results from the pilot study showed that the number of male respondents were 11 people (10.8 percent), while women were 91 people (89.2 per cent). Data analysis for the study showed respondents who pioneered the 25-year-old studied until 55 years. Respondents aged between 25 and 35 years, 24 (23.5 percent), followed by respondents aged 36 to 45 years a total of 72 (70.6 percent), respondents aged 46 to 55 years a total of 6 people (5.9 percent). Data analysis of the pilot study data show highest qualification surveyed respondents holding a degree or masters with a total of 96 persons (94.1 percent) and holding a diploma of 6 persons (5.9 percent).

Data analysis for the pilot study showed that the respondents had been teaching less than 3 years of 9 (8.8 percent). Respondents who had been teaching for 4 to 8 years of 14 persons (13.7 percent) while teaching more than 9 years only 13 of 17 persons (17 percent). Respondents who had been teaching for 14 years and 18 years were 52 persons (52 per cent) and 19 years of teaching experience and 23 years were 10 persons (9.8 percent) respondents.

Grasha study (2006), shows the level of the forty-item reliability is .85 alpha. In this pilot study, showing forty-item reliability level is .88 alpha. Tschannen-Moran and Woolfolk Hoy (2001) research shows the level of reliability of the twenty-four items was .94 alpha. During this pilot study, the levels of reliability of the twenty-four items shown are alpha 948. Teacher Metacognition Awareness Inventory instrument consists of twenty-four items and each item measures the extent of a teachers' metacognition. During this pilot study, the level of reliability of the twenty-four items shows is alpha .958.

VIII. DISCUSSION

Teachers play an important role in the formation of attitudes and personality of the next generation. In fact, a part of imparting knowledge, teachers also are examples of all time to students. Such views and opinions are often heard in anywhere, especially among educators and educational planners. The teacher in this context is not bound to teach, educate and guide only. Even the teachers were required to equip themselves with a variety of quality, knowledge and skills in order to become an *ascetic* life examples should behave ideally, be an example to the students, not to make mistakes and also be able to produce an effective form of teaching.

Teachers need to know the appropriate teaching style to attract the students to always attend classes and to learn. Teachers should be skilled in adapting teaching styles with students so that teaching and learning sessions run smoothly and can be fully realized. Therefore, in order to become an effective teacher in teaching, teachers need to equip themselves with all the knowledge related to the teaching profession, particularly teaching style.

Further discussion is about teacher's metacognition. Metacognition is a process in which an individual think about thinking itself while performing cognitive activities that are meaningful and effective. Which is the highest one thought process to manage and control how a person uses his mind at the highest level of thinking.

Metacognition has the advantage in which individuals try to reflect on how to think or reflect on the cognitive process done. The activities such as plan, monitor and evaluate the progress towards the ability of task solution are the natural properties of metacognition.

Further discussion is about teacher efficacy. Self-efficacy studies have been performed by many researchers and proved to have a significant impact. Consequently, high efficacious teachers are having difficulty or failure of effort to master the teaching skills to succeed. Rather low efficacious teachers have low aspirations and will try to avoid facing new or difficult teaching assignments. This means that, when faced with difficult teaching assignments, low efficacious teachers will focus on resistance but does not focus to overcome those obstacles.

High efficacious teachers have to do with effective teaching and be able to act as a role model to students and make students competitive institutions of higher learning. High efficacious teachers are also able to generate better academic performance and school and this may also be associated with higher learning institutions. This can be realized if teachers can improve teaching style and his metacognition skills. Efficacy teacher can also cause a direct impact on student achievement in the classroom. However, the style of teaching and teacher's metacognition plays an important role in shaping the integrity of teacher efficacy.

VIII. IMPLICATIONS FOR THEORY

In testing a conceptual model, overall findings of this study were carried out confirm the theory "*reciprocal determinism*" presented by Bandura (1997) explains that the interaction between the environment with personal elements (cognitive and physiological changes) produce a particular action or behavior to adapt to the events at hand. Behavior is the result of human reciprocal interaction between environmental events and personnel factors.

Teacher efficacy is a kind of self-efficacy resulting from the cognitive process in which a person builds confidence about their ability to perform a task at a certain level of competency. These beliefs influence the extent to which teachers' work, the extent to which teachers persevere in the face of hardship and how teachers survive in the face of failure and pressure in demanding conditions. According to Tschannen-Moran & Hoy (2001), teachers who have high self-efficacy showed enthusiasm and commitment in planning and organization as well as the willingness of students producing a DAPI bureaucratic behavior. This suggests that the enhanced efficacy important because it influences the thoughts, emotions and actions in carrying out the responsibility of teacher education even more so in developing students' character.

IX. CONCLUSION

The school administration should play a particularly important role in developing and delivering their capability and implement lessons at school properly, effectively and to improve the academic performance of students. Accordingly, it is the teacher's responsibility to make careful planning and organizing so that teaching can communicate effectively.

Teacher efficacy also determine how much work needs to be done and how long an individual or teacher can survive in facing with failure and complications. Strong beliefs about teacher's efficacy can strengthen teacher's resilience when facing with a difficult task. Difficulties in the teaching and learning process.

Teachers who considers himself does not have a high efficacy in facing with various difficulties or problems related to teaching and learning tend to give in and become easily discouraged when facing a lot of workload. In contrast, high efficacious teachers are not easily deterred when failure but will continue to strive to achieve its goals. Consequently, teachers need to practice and pursuance of his teaching style so that students feel good once can improve the performance of students. It requires endurance teacher. Teachers also need to use metacognition to improve the ability to think critically and confidence about the efficacy plays an important role.

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Methods Of Teaching Science Among Student Teachers

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Abstract

The study described the teaching methods used by the student teachers in Science. It focused on the strategies and techniques, materials, innovative methods, and the pattern of Science teaching used by the student teachers as described in their lesson plans. The qualitative and quantitative design was used in the study. The books, teacher hand-outs from classroom lectures were the sources of methods, strategies and techniques. The chalkboard and self-made drawings and charts were the materials often used. Conventional methods like lecture, open class discussion and demonstration were commonly employed. The strategies included group discussion, use of motivating questions and stories to arouse the interest of students. Direct-eye contact, body expressions, jokes and news/trivia were frequent techniques. Integration of values in the lesson became less as the year level increases. The pattern of teaching drawn followed the formal style: I Objectives, II Subject matter, III Learning Tasks, IV Synthesis of the lesson, V Assessment and VI Enrichment. The conventional method and pattern of teaching by the student teachers of PSU suggest that students in the College of Teacher Education should be trained to be more innovative and open in trying out more advanced teaching methods. Furthermore, PSU science student teachers should use methods which can develop higher order thinking skills among high school students.

Keywords: Teaching methods, strategies, techniques, instructional materials

I. INTRODUCTION

Quality learning among students needs quality teaching and quality teaching produces quality learning that can only be had if a quality method of handling classes is employed. The quality of teaching refers to the appropriateness of the method selected to achieve the identified objectives for a certain subject matter (Duque, 2003).

There are strategies suggested as effective modalities in teaching Science such as Initial gaming, Cooperative Learning, Mastery Learning, Laboratory Approach, Concept Mapping Approach, Science-Tech-Society Approach, Audio-Visual-Tutorial Approach, Demonstration Method, Expository Method, Morrison Technique in Unit Method, Discovery-Inductive Strategy, Discovery-Deductive Strategy, Directed-Inductive Strategy, Directed-Deductive Strategy, Discovery-Transdirective Strategy, Directed –Transdirective Strategy, Experiments, Demonstration and Role Playing (Silberman,1991). In spite of the wide range of effective modalities in teaching, studies show that lack of methodology in teaching results to the declining level of knowledge-input and analytical skills among high school and elementary students (Lardizabal, 1977).

These suggested effective modalities in teaching Science involve the teacher as one of the key persons in the science education. The teacher is directly involved in the instructional process in the classroom setting while the students learn by doing. Learning is enhanced when the frequency with which the students actively respond during instructions increases (Cioco, 2003).

The teacher is also highly involved in planning and executing the lesson. Thus, the findings of this study on pedagogy can help STs realize the orderly procedures from planning, implementing and evaluating practices in order to produce the desired results/output skills acquired in practice teaching.

This study investigated the MSTs expressed as the Methods, Strategies and Techniques of teaching among STs or Student Teachers in teaching Science (General Science, Biological Science, Chemistry, and Physics) at the Pangasinan State University-Laboratory High School (PSU-LHS) during the 1st semester of the school year 2009-2010. This study also enumerated the (1) the sources/references of the MSTs in teaching Science (2) the IMs or Instructional Materials used, (3) innovative MSTs described in their actual teaching if there is any and draw the flow/pattern of teaching science as observed in their lesson plan and actual teaching.

II. METHODOLOGY

The Research Design

The descriptive and evaluative research design was used in this study. The data were described and analyzed using codes and qualitative patterns. The sources of and the innovative methods, strategies and techniques used by STs and the instructional materials utilized in teaching science were checked, identified and described by the STs. The descriptions were coded and analyzed for existing commonalities.

The innovative methods, strategies and techniques used by student teachers were described based on a questionnaire, their actual teaching, and the observations made by the supervising instructors. Similar answers in the questionnaire and similarities in their lesson plans were tallied, compared, coded and validated.

The Respondents of the Study. The subjects of this study were the 28 STs who were on their on-campus student teaching during 1st semester of the school year 2009-2010. There were 3 male and 7 female General Science majors, 4 male and 7 female Biological Science majors, 2 male and 2 female Chemistry majors and 2 male and 1 female Physics majors comprising the total number of 28 respondents.

The Research Instrument and Data Gathering Procedure

The instruments used consisted of questionnaire-checklist and interview guide. The questionnaire used was divided into three parts: (1) the student teachers' sources/references; (2) materials used in teaching; and (3) description of their MSTs in teaching science. Open ended questions followed after each checklist to validate their answers. The instruments were validated by three Science Professors of PSU and were pilot tested.

Permission was sought from the principal prior to the conduct of interviews. The 28 science STs were observed and interviewed by the researchers after the class. The researchers also gathered 32 lesson plans to determine the pattern of teaching methods. The three supervising instructors and some students were also interviewed on the innovative MSTs used by STs in their teaching. Probing questions were asked for triangulation and for justifying answers in the checklists. During the administration of the questionnaire, the researchers explained to the STs the objectives of the study. The 32 lesson plans of the respondents were analyzed and coded to extract the pattern of teaching.

III. RESULTS AND DISCUSSIONS

The data are presented into six topics namely: 1.) Sources/References; 2.) Instructional Materials Used; 3.) Methods; 4.) Strategies; 5.) Techniques; and 6.) Pattern/Flow of Teaching.

Sources or References of MSTs

For teaching to be effective, a teacher should not only have ability to teach, but should also be able to carry out the teaching learning process using the different resources available in his environment. These references aid them in teaching the lesson. Table 1 shows the sources of MSTs used by STs.

Table 1
Sources of Methods, Strategies and Techniques (MSTs) Used by Student Teachers in Teaching Science

Sources	Frequency	Percentage
Books	27	96
Instructors' Handouts/Study Guide	21	75
Classroom lectures	21	75
Internet	20	71
Science Magazines/Journals	20	71
Methods recommended by friends	17	61
Methods recommended by mentors	13	46
Prototype Lesson Plans	13	46
Science education journals	12	43
Newspapers	8	29
Lecture from seminar/workshop	6	21
Television	6	21
Radio	2	7

The books, teachers' handouts, Internet, classroom lectures, Science Magazines/Journals and methods recommended by friends were the common sources of MSTs; however, lecture from seminar/workshop, Television and radio were seldom used as resources. Majority of the respondents selected books. ST 4 said that, books/textbooks are considered major sources of MSTs in teaching because they are readily available. The STs also added that books were used by them to enrich their knowledge, gain more insights, and enlighten their minds regarding MSTs in teaching. According to some of the STs, the teacher handouts and classroom lectures are some of their primary source of MSTs because they are simple and easy to understand. The Internet or electronic source is also a popular source for innovations of MSTs, because of its accessibility and the vast array of information it provides. On the other hand, the data access for ideas on MSTs from published international indexed science education journals is limited due to lack of online subscriptions.

Instructional Materials (IMs) Used in Teaching Science Subjects

Knowledge transfer is a vague job for teachers without the use of materials. These materials can make teaching complexities become simple. Audio-visual aids are the general types of materials being used in teaching. The use of these materials in the process of teaching can be effective in arousing the students' interest on the subject matter. To upgrade the quality of teaching-learning effectiveness, instructional materials are an important factor in attaining the objectives of the lesson (Acero, 2000) and making understanding more feasible for the students.

Table 2 reveals that majority of the STs used chalkboards, self-made drawings, cut out pictures in teaching science. The

video tape, recorder, movies and multimedia/computer were seldom used or not used at all by General Science, Biology and Chemistry STs. This data implies that visual aids are more used frequently than audio materials. It is noticeable that manipulative materials in the laboratory such as apparatus, specimen and chemicals were sparingly used except for Physics. These commonly used visual materials do not support the idea that learners easily grasp the meaning of the lessons presented when all their senses are used (Abell,2007).

Table 2
Instructional Materials Used in Teaching Science Subjects

	Materials		Gen. Sci.		Bio. Sci.		Chemistry Physics	
	f	%	F		f	%	f	%
Radio with recorder	1	10	1	9	1	25	0	0
Chalkboards	10	100	11	100	4	100	2	67
Cut-outs or still pictures	8	80	11	100	3	75	3	100
Graphs	5	50	10	90	0		0	2
Charts	8	80	0	0	3	75	1	33
Maps and globes	4	40	0	0	0	0	0	0
Posters	9	90	5	45	2	50	2	67
Exhibits	1	10	2	18	1	25	2	67
Flannel and magnetic board	1	10	0	0	0	0	1	33
Live specimen	8	80	7	64	2	25	1	33
Models	6	60	4	36	2	25	2	67
Self-made drawings	10	100	11	100	4	100	3	100
Movies, TV	1	10	0	0	0	0	1	33
OHP, projector	1	10	2	18	1	25	1	33
Video recorder	0	0	1	9	2	50	0	0
Multi-media/ computer	0	0	0	0	0	0	1	33
Laboratory Apparatus/ equipment	8	80	6	55	3	75	3	100
Laboratory Chemicals/ specimen	5	50	6	55	3	75	1	33

According to ST 8 she said,

"I used chalkboard, self-made drawing and cut out pictures due to their availability, high accessibility and convenience and I used charts because they are easy to handle and transport. And I got to maximize the time allotted for discussion. "

The respondents also added that they sparingly used laboratory and electronic apparatus (radio, movies and computers) because they are not fixed in the classrooms. The inconvenience of transporting and assembling them from one room to another is risky.

IV. METHODS USED IN TEACHING SCIENCE SUBJECTS

The use of appropriate procedures or methods usually spells success in teaching-learning process. Lack of methodology therefore often leads to a decline in the level of knowledge-

Table 3
Methods Used by Student Teachers in Teaching Science Subjects

	Materials		Gen. Sci.		Bio. Sci.		Chemistry Physics	
	f	%	F		f	%	f	%
Demonstration	9	90	7	55	3	75	3	100
Lecture and discussion	10	100	11	100	4	100	3	100
Student theme project	1	10	0	0	0	0	2	67
Role play with discussion	6	60	8	72	0	0	0	0
Individualized instruction	2	20	1	9	0	0	2	67
Student-directed activity	6	60	5	45	0	0	2	67
Teacher-directed activity	3	30	3	27	0	0	1	33
Concept-approach /mapping	2	20	4	36	0	0	2	67
Deductive/ Inductive	3	30	1	9	0	0	2	67
Fieldtrip/ community visit	1	10	2	18	1	25	1	33
Practical work approach	3	30	2	18	0	0	2	67
Concept-mapping	6	60	8	73	0	0	2	67
Problem-solving approach	6	60	4	36	2	50	1	33
Project evaluation	1	10	2	18	2	50	2	67
Open Laboratory method	2	20	3	27	1	25	2	67
Structured laboratory	2	20	3	27	3	75	3	100
Cooperative learning	2	20	2	18	1	25	2	67
Inquiry approach	2	20	1	9	0	0	1	33
Investigatory project	2	20	1	9	1	25	1	33
Discovery method	6	60	2	18	1	25	2	67

input among students (Lardizabal, 1977). The new methods place more emphasis on thinking and less upon memorizing, more on understanding and less on merely accumulating facts. Class activities are governed by democratic principles and ideas, group planning, selected materials, freedom from rigid regulation as well as control authority, and friendly attitude between teacher and pupil.

Table 3 below shows that all science STs used lecture and discussion, sometimes demonstration method in their on-campus teaching. They revealed that they felt inadequate to use the new methods and were afraid to try out new methods because they were not comfortable with it. They might not deliver their topic well and were afraid to get low grades in Practice Teaching. Demonstration was used by all Physics STs. According to ST 21, demonstration and lecture method in teaching gives confidence in delivering the subject matter effectively to the whole class. The students can see the actual process of the experiment first before they asked to perform.

The least used methods in teaching Science were inquiry approach, student theme project, and investigatory project methods. It can be noted that STs concentrated on very few methods of teachings with which they are familiar and confident in delivering information to their students. Methods such as inquiry, problem solving, investigatory and discovery methods (Staver, 2007) were seldom utilized. These inquiry methods are child-centered since their principal aim is to the total growth and development of the child (Lardizabal, 2003). The inquiry method which promotes deep scientific understanding (Staver, 2007) and the problem solving are the first steps towards the development of critical thinking which should be a part of scientific knowledge.

V. STRATEGIES USED IN TEACHING SCIENCE SUBJECTS

Effective teaching is possible if STs would consider the understanding of the complexity of classroom and to develop strategies that will continually evaluate and improve teaching-learning effectiveness. Strategies are plans to meet certain situation to develop better service to learners (Boiser, 2000). Clearly, teaching is an art of employing strategies. Strategies are useful and they require intelligence, maturity and dedication of teachers. Strategies in this study were described as practices that STs usually do in teaching and those which allow them to rise above the casual and conventional approaches and do things which others cannot (Boiser, 2000). The following table presents the strategies used by STs in teaching Science.

Table 4 below shows that all Physics STs used motivating questions, stories or trivia at the beginning of discussion. Attractive models and group discussion were also used as strategies in teaching. All Biology majors used live specimen with activity, while the Chemistry STs used attractive models and the General Science STs used simulation, role play, and games as their strategies in teaching. The Physics STs used storytelling to provide information about the nature of science (McIntyre, 1996). This suggests that strategies used were varied in different science subjects. The multimedia effect in teaching however was seldom used by the respondents because they are not fixed in the classrooms.

Table 4
Strategies Used by Student Teachers in Teaching Science Subjects

	Materials		Gen. Sci.		Bio. Sci.		Chemistry Physics	
	f	%	F		f	%	f	%
PFeedback Learning	3	30	4	36	125		1	33
Use of motivating questions/stories/trivia	9	90	10	91	1	25	3	100
Prepare wholesome atmosphere in the class	3	30	5	45	3	75	1	33

Table 4
Strategies Used by Student Teachers in Teaching Science Subjects

	Materials		Gen. Sci.		Bio. Sci.		Chemistry Physics	
	f	%	F		f	%	f	%
Use of lives pecimen	4	40	11	100	2	50	1	33
Use of attractive models & charts	9	90	6	55	4	100	3	100
Storytelling	2	20	2	18	1	25	2	67
News reporting	2	20	1	9	1	25	1	33
Graded discussion	5	50	1	9	1	25	2	67
Conceptualization	2	20	5	45	0	0	2	67
Generalization	3	30	7	64	3	75	1	33
Simulation, role play, games	10	100	8	73	0	0	2	67
Values or other subject's /topic integration	9	90	10	91	2	50	1	33
Multi-media effects	1	10	1	9	2	50	1	33
Topic reporting	3	30	3	27	0	0	0	0
Group discussion	9	90	11	100	3	75	3	100

Techniques Used in Teaching Science Subjects

Some of the common techniques of doing things described by the respondents are shown below.

Table 5
Techniques Used by Student Teacher in Teaching Science Subjects

	Materials		Gen. Sci.		Bio. Sci.		Chemistry Physics	
	f	%	F		f	%	f	%
Use of thought provoking Questions	7	70	10	91	3	75	3	100
Use direct eye contact and body expressions to elicit recitation	10	100	10	91	4	100	2	67
Use of rewards in graded recitation	10	100	11	100	4	100	3	100
Use of jokes and news to arouse discussion	7	70	9	73	4	100	3	100
Use of open textbook during discussion	5	50	3	27	1	25	1	33
Use of flashcards	5	50	4	36	0	0	0	0
Use of stick in teaching	3	30	1	9	1	25	0	0
Define objectives before the lesson	2	20	1	9	0	0	1	33
Use of hand-outs as supplement	5	50	4	36	2	50	1	33
Use of worksheets	1	10	3	27	2	50	2	67

The technique used must be carefully selected and planned to fit the subject matter, the students and the objectives (Cioco, 2003). Table 6 below indicates that all Physics STs employed the use of thought provoking questions, jokes, news, while the General

Science STs used of direct eye contact and body expressions. Chemistry STs and all STs used rewards during recitation. The results of this study suggests similarities with the findings of Cioco (2003) that a teacher is an actor/actress who delivers powerful tools like eye contact, facial, hand and voice expressions. The teacher yields effective results by using direct eye contact with body, hand and voice expressions to convey their message to students.

Furthermore, according to the Biology STs, the use of body expressions, jokes or trivia helped them make their discussion of subject matter more alive and colorful. add color and interest to the subject Defining objectives before the lesson was least preferred by STs Calachan (1998) however found that the performance of the students in Science III is enhanced when exposed to the technique of defining objectives at the start of the lesson.

VI. PATTERN OF TEACHING AS DESCRIBED IN THEIR LESSON PLANS

Table 5 presents the techniques used by the STs. The 11 lesson plans in General Science illustrated this trend of teaching pattern: I. Objectives, II. Subject Matter, III. Activities, IV. Wrap-up, V. Evaluation, VI. Assignment.

Part III of the plan was further divided into presentation of the lesson under which a) Recall, b) Motivation, and c) Development of the lesson were included. The activity was the longest part of the lesson and integration of values was part of motivation or sometimes in the wrap-up. The 19 lesson plans in Biology have three major parts namely; I. Objectives, II. Subject Matter and III. Learning Tasks. The learning tasks were further subdivided into a) Pre-Developmental Activity, b) Lesson Proper, c) Wrap-up/Synthesis, d) Evaluation, and e) Assignment and Enrichment. The Pre-developmental Activity was divided into two parts namely 1) Recall and 2) Motivation which was often a game, role play or an activity. The learning task was the longest part of their lesson plan. Values integration was a part of wrap-up or learning task to discuss nature and environment. The 16 lesson plans in Chemistry involved the pattern: I. Objectives; II. Subject Matter; III. Learning Tasks, which is subdivided into a) Recall, b) Motivation and c) Discussion; IV. Generalization; V. Valuing; VI. Evaluation and VII. Assignment. The Chemistry STs used generalization or application of theories instead of synthesizing the whole lesson, and application of the lesson to daily life was included in valuing. Values integration was a part of application of theories in the lesson plan. In two cases of class observations values integration was at the end of the lesson. The Physics STs have a common pattern of teaching: I. Objectives, II. Subject Matter, III. Learning Tasks; IV. Assessment and V. Assignment. The Learning Tasks have several parts, a) Motivation, b) Lesson Proper, whereby

discussion and problem solving was used, c) Generalization and d) Application. The generalization was followed by applications to problem set. The values integration was a part of the lesson plan but observations showed that there was no integration in the actual discussion.

VII. CONCLUSIONS AND RECOMMENDATIONS

The PSU science STs commonly used books, instructors' handouts from classroom lectures. They often used chalkboard, cut outs, pictures and self-made drawings as teaching materials. They seldom used electronic devices as teaching aids. Their teaching methods include lecture with discussion and demonstration. Methods that develop scientific inquiry among high school students such as problem-solving, discovery and inquiry approach were seldom used. The common strategies employed by STs in science were the use interesting questions, stories or trivia particularly at the beginning of the lesson. In particular the General Science, Chemistry and Physics STs used attractive pictures and models, while the Biology STs used live specimen to facilitate learning. For better class discussion the STs employed techniques such as the use of thought-provoking questions, jokes, as well as news, direct eye contact, body expressions, and reward.

The general pattern of the lesson plans in Science teaching is as follows: I. Framing of Objectives, II. Stating the Subject Matter, III. Planning of the Learning Tasks, IV. Synthesis/Wrap-Up of the Lesson, V. Evaluation/Assessment and VI. Assignment/Enrichment. Use of activities or games before discussion motivated the students. Generalization after the discussion and valuing were also inherent pattern in the lesson plans. It was also a practice among STs to give a written quiz after a lesson.

The Pangasinan State University science pre-service training has less flexibility, innovations and creativity in the methods of teaching but are rich in artistic instructional materials. The science STs' have minimal training on the use of scientific inquiry, investigation and problem solving where the students are trained to think independently for lifelong applications of theories. It is then suggested that the PSU College of Teacher Education should challenge their students to (1) use modern instructional materials and equipment, (2) apply appropriate modern strategies and techniques proven to be good through research, and (3) learn to apply research results in teaching in order to test theories, at the same time inculcate in the minds of pupils that science is a result of their sensory interaction with this world.

¹presenter

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Motivative Teaching Styles: A Training Module

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Abstract

This research examined the impact of teachers' motivative styles towards college students. Teachers greatly influence their students' motivational level. Students have certain degrees of motivation but the teacher's behavior and teaching style have a large effect on student motivation. (McClelland, 2010). The students' degree of motivation further influence their linguistic behaviors. In this paper, some teachers were found to engage their students in language games, thus encouraging these students' verbal potential in designing their own linguistic game episodes. However, most classes observed revealed scenarios on the non-existence of teacher motivation. Teachers plunged directly into the lesson without primary introduction. The randomly selected respondents of this paper were the Nursing students of two private higher education institutions in Cagayan de Oro City.

otably, students learn more effectively with the teachers' motivative attitude in a classroom setting. This study presents various classroom environments where learning took place with the supreme influence of the teachers' motivation. On the contrary, it also shows students who manifested learning-refusal in the absence of a motivative teacher. More importantly, the research revealed that students' attention span varies being largely dependent with the teaching styles. The research focused on the teachers' teaching styles, the motivating factors employed, and the students' reaction to the teaching motivation utilized. Hence, based on needs analysis results, a training module was designed. The teachers were reoriented with the rationale and strategies of motivative teaching through the module using five stages of the model in undertaking the study.

Research Keywords: (1.) Game Design, (2.) Motivative Styles, (3.) Training Module, (4.) Linguistic Performance

I. INTRODUCTION

Motivation is a necessity for learning to be continuing, improving, interesting, and enjoyable. Teachers who motivate

students greatly enhance the classroom experience and learner performance. The subject motivation is complex, and can be approached from a variety of theoretical perspectives (James, 2011). Additionally, Barbara McCombs' 2000 research showed that for students to be optimally motivated to learn, they must believe that they possess the skills and competencies to successfully accomplish these learning goals, cited by (Amabile, 2000). Although some students however are naturally enthusiastic about learning, but many need and expect their instructors to inspire, challenge, and stimulate them. Effective learning in the classroom depends on the teacher's ability to maintain the interest that brought them to the course (Kao, 2008, p. 3). Whatever level of motivation students bring to the classroom will be transformed by what happens in that classroom.

By and large, there is no single magical formula for motivating students. Many factors affect a given student's motivation to work and to learn (Russ, 2001). Moreover, not all students are motivated by the same values, needs, desires, or wants. Some students will be motivated by the approval of others, some by overcoming challenges. Researchers have begun to identify those aspects of the teaching situation that enhance students' self-motivation (Sternberg et.al, 2009).

To encourage students to become self-motivated and independent learners, teachers may give frequent, early, positive feedback. They may support students' beliefs for them to do well. Another avenue is to ensure opportunities for students' success by assigning tasks that are neither too easy nor too difficult. Teachers may also help students find personal meaning and value in a material. Creating an atmosphere that is open and positive; helping them feel that they are valued members of a learning community is equally helpful.

Generally, this research investigated how teachers' motivational styles affect students' linguistic performance. This is supported by Karwowski (2008) as he strongly points out that sustaining student motivation is a key ingredient for teaching a second language successfully. Hence, this study determined: (1.) the teachers' teaching styles (2.) the motivative techniques employed by these teachers and (3.) the students' linguistic performance vis a vis motivational technique utilized.

II. METHODOLOGY

The Research and Develop (R&D) method was used in this study. To gather information about teachers' motivating styles, Seels and Glasgow's (1995) ADDIE model was modified into Needs Analysis, Plan, Create, Try Out and Assess (NAPCTA) and was followed throughout the duration of the research. The training module was then designed as research output.

In the needs analysis stage, baseline data were obtained from the respondents through the use of Focus Group Discussion (FGD). Gathered from this FGD were the type of teaching style used in classes; the questionnaire for identifying the motivational techniques; and the classroom observation which looked into the students' responses to a particular motivative strategy.

Three roles were met by the researchers during the FGD, as observer and note taker. Mental preparedness for the sessions and alertness in observing, listening and keeping the discussions on track for a period of one to two hours were keenly observed. As facilitators, they maintained a neutral attitude and appearance during these FGD sessions in the try out vicinity. Talking of the topic of interest before the official opening of the FGD was also avoided. The researcher-facilitators began by introducing themselves and asked participants to introduce themselves too. Furthermore, the purpose of the discussion was explained clearly to find out what those teachers think about the topic on motivational attitude.

They had to know that the researchers were not looking for any right or wrong answers but that she wanted to learn what each participants' views were. It was made clear to all participants that their views were valued. The researchers followed an interview guide for this. The discussion was brought to a close when the topics for discussion were all covered so that the big group will not degenerate into smaller discussion. Sincere thanks were expressed to the participants for their contribution. Refreshments were served at the end of the meeting as a way of thanking the participants and maintaining good rapport with them.

Questionnaires come in many shapes and forms and can be utilized to investigate practically any aspect of the teaching learning process. After the discussion, another needs analysis procedure was conducted. This was in the distribution of questionnaires. The researchers adopted the questionnaire developed by Nunan (1998) to collect information from teachers about their teaching methodologies. This is a commonly used method in both ethnographic and quantitative research. The objectives in the questionnaire were classified as motivational and non-motivational patterned after Nunan's (2002). The Language teachers checked the objectives that they believed were usually used in their classes.

Moore (2002) states that there is no substitute for direct observation as a way of finding out about classrooms. Certainly,

if educators want to enrich their understanding of language learning and teaching, they need to spend time looking in classrooms. The classroom is where the action is, a space that specifically constitutes for bringing about learning. Hence, as part of the needs analysis, the researchers conducted classroom observation among teachers of the try out schools. To help document classroom interaction and determine what was seen and observed, three areas of the lessons were observed: (1) the lesson (2) objectives, (3) content and evaluation.

The researchers also did an analysis of participants' motivational tendencies through tests. Participants were asked to fill in a Creativity Test, developed by Wu (2001) for identifying students' creativity. This likewise served as basis for grouping them to examine if their creativity potential were similar. Then they were divided into four groups. Three groups were named Executive-type suggestion (Executive TS), Legislative-type suggestion (Legislative TS) and Judicial-type suggestion (Judicial TS) group, with each representing students to accept guiding gatekeepers' suggestions. The other group was assigned as the control group to compare experimental results. After playing *Who will be saved*, participants grasped the basic concepts of game elements and episode designs and were then instructed to design their own language game episodes to demonstrate their creativity. Two rounds of game episode designs were used to measure the difference of students' creativity performance before and after receiving guiding gatekeepers' suggestions. Participants' creativity was judged by their creative products—that is, their language game episode designs, in terms of the five cognitive components of creativity: fluency, flexibility, originality, elaboration, and sensitivity (Guilford, 1997).

With the aforementioned needs analysis, the researchers decided to create a training module composed of six learning segments. The baseline data results showed a need to train teachers towards motivational teaching. Non-motivational classrooms prevalently exist. This proved that teachers in the try out schools did not give enough opportunities for college students to be motivated and maximize their intellectual potential. This scenario needs checking; reason enough for the training scheme to be produced. Although the FGD sessions showed that teachers motivate their students, the other three instruments did not bear the same results. Among the four instruments, the classroom observation was considered the most reliable. It showed lesser motivational teaching opportunities. The segment titles were decided on with topics on motivative teaching.

III. HIGHLIGHTS OF FINDINGS AND DISCUSSION

The results of the needs analysis revealed that college teachers provide very little opportunities for students to develop their creative potentials. By making use of the four extensive needs analysis procedures, the data were then ana-

lyzed. These were placed in a matrix in the form of focus, rating and evaluative description. Final evaluation was derived through these three categories. The matrix showed commonality of results through simple frequency counts. Results served as basis for the production of the training module's learning segments.

To illustrate, the data gathered appeared as shown on the next page:

Table 1 The Needs Analysis Results

Instrument Used	Variables Measured	Evaluative Description
FGD	Teaching Strategy	Motivative
Questionnaire	Lesson Objectives	Non-Motivative
Class Observation	Strategy, Content, Evaluation	Non-Motivative
Test Analysis	Tests, Textbooks, Work texts	Non-Motivative

Moreover, the following relevant points were seen:

1. In the classroom scenarios observed, a variety of teaching styles and methods were used. These were means of organizing and presenting the learning experiences to students. The styles ranged from a direct, teacher-centered approach to an indirect, more student-centered approach.

Deplorably, the classroom observation data revealed more direct, teacher-centered methods being predominantly used. However, the questionnaire showed the shift towards a more indirect, student-centered approach.

The students' linguistic creativity was not only about their individual creative idea but involved a variety of socio-cultural variables. This paper found two out of the six teachers observed serving as gatekeepers in the students' wholesome linguistic performance. They introduced language games with active learning and challenging scenarios to engage students in tasks. This further boosted students' potential in designing their own creative game episodes. However, the remaining four teacher-respondents did not use any motivational strategy in introducing their lessons for the day. It resulted in more teacher talk and less student interaction.

Furthermore, the needs analysis results showed that teachers encouraged students to set goals. This led them to have more control - a chance to create their own personal choices in the introduced activities. As students were found to be too dependent on the teaching styles employed, establishing their own rights was a very ingenious motivational technique. This refers to the group of students choosing their own ways, with the teachers' agreement of completing assignments, learning new or complex tasks among others. Teachers likewise related assignments and class projects to real life situations.

2. Two among the observed teachers came across students who were very difficult to motivate and who did not care about what happens in school. These teachers created incentives. There are really ways to motivate students such as these types. Doing unique activities, creating situations where they worked in small groups, creating a reward system were noted motivational techniques employed among those observed classes. Teachers also displayed care, concern and encouragement for their students. They never gave up on any unmotivated students. Going hand in hand with building student motivation and building student self esteem was obviously noted. Learning to incorporate building self esteem within their daily class encounters were but crucial.
3. Students reacted positively to the motivative techniques employed in the classes. However only few styles were utilized. The practice style (Mosston, 1992) was one of the most common teaching strategies used among the respondents. The teachers started with a demonstration and description of what were to be achieved. The demonstration did not necessarily come from the teacher; it either came from another student and even from audiovisual aids. The students then practiced the skill, either on their own or with a group, as the teacher observed their performance and offered feedback.

The reciprocal style allowed more decision making by the students as compared to the practice style, which was much more teacher dominated. With this style the teacher developed a reciprocal task sheet which described the task to be performed and pointed out what the observer should be looking for to see if the performer was executing the task properly. The students were the observers and were responsible for viewing the performance of their classmates and providing feedback on each attempt to communicate.

The task style still had the teacher deciding the content of what was taught, however it allowed the students some decision making and provided them with the chance to work at their own pace. This type of style had the teacher designing an arrangement of tasks leading up to the unit outcomes. The tasks were then broken down into a group of activities, each at a different level of difficulty, in which the students progressed to achieve the final task. Students were noted to be more communicative in this teaching style. They had fun and showed ample linguistic creativity.

IV. CONCLUSIONS AND RECOMMENDATIONS

It is believed that students could perform different levels of linguistic creativity under various types of guidance by teachers. While nowadays educators or researchers acknowledge the importance of school environment and educational policy to encourage students' linguistic creativity potential, influence from teachers' personal human factor is less discussed. The environment alone could not motivate students' creative thinking;

adequate guidance or feedback is required to improve students' linguistic creativity performance. This paper then concludes and recommends for teachers to use plenty of motivational styles in teaching. This will promote more student interaction thereby increasing the learning planet.

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Perception of Students and Resource Teachers Towards the Implementation of Field Study

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Abstract

It has been the goal of education to provide students with meaningful experiences both inside and outside the classroom. This is to prepare them to become competent in the field they have chosen. This descriptive study examined the perception of Education students and resource teachers towards the implementation of Field Study. The study was conducted among the two hundred thirty-three (233) Bachelor of Secondary Education (BSEd) and Bachelor of Elementary Education (BEd) students who have undergone Field Study courses and thirty-nine (39) resource teachers in the selected elementary and secondary schools in the First District of Iloilo, Philippines. The study was conducted on August to September AY 2012-2013 at SIPC-WVSCT Miagao Campus.

A validated researcher-made survey instrument was used in gathering the data. It compose of 70 items of statements on the perception of the students and resource teachers of the implementation of field study.

The data gathered were subjected to appropriate computer-processed statistics as the mean, standard deviation, and z-test for independent samples.

Results revealed that Education students with the average level of perception were more likely to perceive the implementation of Field Study at the same level as resource teachers. Similarly, Education students, with the average level of perception, classified according to sex, location, and socio-economic status were more likely to perceive the implementation of Field Study at the same level as resource teachers, classified according to sex, age, educational qualification, and length of service. Education students and resource teachers viewed Field Study as more or less important, and they had no choice but to comply with the assignment. However, z-test results indicated that Education students' and resource teachers' perception towards the implementation of Field Study differed significantly. Findings revealed that there was a great deal of support from resource teachers for experiential learning programs in the classroom. Education students would have gained more insights and confidence during classroom

observation, finding Field Study more beneficial. The results support the theory of experiential learning which complements students' academic learning through concrete experiences through classroom observations.

Keywords: Perception, students, resource teachers, implementation, Field Study

I. INTRODUCTION

One of the goals of education is to provide students with meaningful experiences both inside and outside the classroom. This is to prepare them to become competent and ready in the field they have chosen. For teacher education students, their course is being enhanced by exposing them to field studies for them to have the clear scenario of the actual teaching-learning process. Field study courses are required to provide students with practical learning experiences where they can observe, verify, and reflect on, in actual school setting (Commission on Higher Education Memorandum Order No. 30 Article V, Section 13).

It is through classroom observation that education students will be able to see how teaching-learning process takes place, in preparation to their future as teachers. The theories and concepts they have learned may relate to what they have seen or experienced during the classroom observation. In this field observation, they can gain principles and strategies of teaching and they will understand well the different classroom behaviors and learning styles of the pupils or students. According to Shortland (2004), teaching observation provides a holistic view of learning and teaching in the classroom and includes study of the interactions taking place between the teacher and students as well as among the students themselves. Kuh (2008) argues that colleges and universities should seek to increase student access to these experiential learning opportunities, which he identifies as – high impact educational practices.

Field Study is anchored on the principle of experiential learning (Kolb, 1984). It is designed to link theory with practice (Lucas, 2012). It adheres to the Vygotskian principle of social construction of knowledge with emphasis on meaningful

learning and construction of knowledge which occurs if learners work hands-on in relevant settings and with the proper guidance. Complementary to Vygotsky's theory is Albert Bandura's Social Learning Theory. Bandura asserted that learning takes place by observation, imitation, and modeling. Jean Lave's Situated Learning Theory further reiterated Vygotsky's and Bandura's views. It posits that learning is unintentional and situated within authentic activity, context, and culture and that learning requires social interaction and collaboration.

This study investigated the education students' and resource teachers' perception towards the implementation of Field Study. Specifically, it attempted to answer the following questions:

What is the perception of respondents towards the implementation of Field Study when taken as a whole? What is the perception of respondents towards the implementation of Field Study when classified as: (a) students and (b) resource teachers? What is the perception of students towards the implementation of the Field Study when they are grouped according to sex, location, and socio-economic status?. What is the perception of resource teachers towards the implementation of Field Study when they are grouped according to sex, age, educational attainment, and length of service? Is there a significant difference between the perception of students and resource teachers towards the implementation of Field Study?

The hypothesis stated that there was no significant difference between the perception of students and resource teachers towards the implementation of Field Study.

II. METHODOLOGY

This descriptive research determined the perception of 233 education students and 39 resource teachers towards the implementation of Field Study. The data were gathered using the validated researcher-made survey instrument on students' and resource teachers' perception of classroom observation. The questionnaire composed of 70 items of statements on the students' and resource teachers' perception towards Field Study. The items enumerated the advantages and disadvantages of Field Study implementation, specifically of classroom observation, to both the respondents. The education students and resource teachers were made to indicate their responses that describe their attitude or feelings towards classroom observation. The respondents' perception was based on the following choices described as : 1 = Strongly Disagree (SD), 2 = Disagree (D), 3= Uncertain (U), 4 = Agree (A), and 5 = Strongly Agree (SA).

To score, the researchers used the following numerical scale and descriptive equivalent: 1 = Strongly Disagree, 2 = Disagree, 3= Uncertain, 4 = Agree, and 5 = Strongly Agree. The values of the checked items were added to represent the respondents' score. The total score was then divided by the number of items to describe the respondents' mean score. The study utilized the following scale in determining the respondents' level of perception towards FS implementation.

Description	Level
4.20 – 5.00	High
3.40 – 4.19	Moderately High
2.6 – 3.39	Average
1:8 – 2.59	Moderately Low
1.0 – 1.79	Low

Mean and standard deviation were utilized to describe the respondents' level of perception towards the implementation of Field Study. To determine if significant difference exists between the level of perception of the respondents, the z-test for independent sample, set at .05 alpha level, was used.

III. RESULTS

Table 1
Education Students' and Resource Teachers' Perception towards the implementation of FS

Respondents	N	Mean	SD	Description
Education Students	233	3.33	0.289	Average
Resource Teachers	39	3.03	0.231	Average
Total	272	3.18	0.26	Average

Table 1 shows that the respondents had the average level of perception towards the implementation of Field Study when taken as a whole (M = 3.18; SD = 0.26). When taken as an individual group, both students and resource teachers had the average level of perception with the mean scores of 3.33; SD=0.289 and 3.03; SD= 0.231, respectively.

Results reveal that Education students with average level of perception were more likely to perceive the implementation of FS at the same level as resource teachers.

Table 2
Students' perception towards the implementation of Field Study as to sex, location, and socio-economic status

Students	N	Mean	SD	Description
Sex				
Male	34	3.45	0.256	Average
Female	199	3.31	0.291	Average
Location				
Barrio	187	3.34	0.291	Average
Town	46	3.30	0.282	Average
Socio-Economic Status				
Low	164	3.35	0.275	Average
Average	25	3.28	0.315	Average
High	44	3.31	0.326	Average

Table 2 shows that students had the average level of perception towards the implementation of Field Study when classified according to sex, location, and socio-economic

status. Both the male and female students had an average level of perception ($M=3.45$; $SD, 0.256$) towards Field Study implementation; in the same way, students residing in the barrio and town had the average level of perception towards Field Study implementation, with the mean scores of 3.34 ($SD=0.291$) and 3.30 ($SD = 0.282$), respectively. Similarly, students with high, average, and low income had the average level of perception towards the implementation of Field Study, with the mean scores of 3.35 ($SD=0.275$), 3.28 ($SD=0.315$), and 3.31 ($SD= 0.326$), respectively.

Table 3
Resource teachers' perception towards the implementation of Field Study as to sex, age, educational qualification, and length of service

Resource Teachers	N	Mean	SD	Description
Sex				
Male	4	3.10	0.245	Average
Female	35	3.02	0.232	Average
Age				
29 - 40	10	3.05	0.223	Average
41 - 52	24	3.03	0.240	Average
53 - 64	5	3.02	0.252	Average
Educational Attainment				
Bachelor's Degree	32	3.04	0.24	Average
Master's Degree	7	2.97	0.162	Average
Length of Service				
4 - 15	16	3.06	0.191	Average
16 - 27	19	2.99	0.263	Average
28 - 39	4	3.12	0.242	Average

Results in table 3 show that as to sex, age, educational attainment, and length of service, the resource teachers had an average level of perception towards Field Study implementation. The male resource teachers had the mean score of 3.10, with the standard deviation of 0.245, while the female had the mean score of 3.02, with the standard deviation of 0.232. As to age group, teachers with the age bracket of 29 - 40 had the mean score of 3.05, with the standard deviation of 0.223; those with ages 41 - 52 had the mean score of 3.03, and the standard deviation of 0.240; and teachers with the range age of 53 - 64 had the mean score of 3.02, with the standard deviation of 0.252.

As to educational attainment, the Bachelor's and Master's Degree holders had the mean scores of 3.04, (SD) =0.24 and 2.97 ($SD= 0.162$), respectively. As to length of service, teachers serving from 4 - 15 years had the mean score of 3.06, with the standard deviation of 0.191; those with 16 - 27 teaching experience had the mean score of 2.99, with the standard deviation of 0.263; and with 28 - 39 length of service, the mean score was 3.12 , with the standard deviation of 0.242.

Results in Tables 2 and 3 reveal that Education students with average level of perception, classified according to sex, location, and socio-economic status were more likely to perceive the implementation of FS at the same level as resource teachers,

classified according to sex, age, educational qualification, and length of service.

Table 4
z-test Results for the respondents' perception towards FS implementation

N	Mean	z	p-value
Students' Perception	233	3.33	
Resource Teachers' Perception	39	3.03	-7.289 .000*

* $P < .05$

Table 4 reveals that a significant difference existed between the students' perception ($M=3.33$) and the resource teachers' perception ($M=3.03$) of the implementation of Field Study, $z = -7.289$, $p = .000 < .05$. The null hypothesis, which states that there is no significant difference between the perception of students and resource teachers towards the implementation of Field Study, is rejected.

IV. FINDINGS

Education students and resource teachers perceived Field Study as more or less important, and they had no choice but to comply with the assignment.

There was a great deal of support from resource teachers for experiential learning programs in the classroom. Education students gained more insights and confidence during classroom observation, finding Field Study more worthwhile. The results support the theory of experiential learning which complements students' academic learning through concrete experiences through classroom observations.

V. CONCLUSIONS

Education students seem to find Field Study more beneficial. They would have gained more insights and confidence during the classroom observation. Resource teachers appear to have a positive view of Field Study as an effective experiential learning programs in the classroom. They seem to give support to the students' needs during the classroom observation. The use of classroom observation as a feature of field studies which is a form of experimental learning may have contributed to student experiences.

VI. IMPLICATIONS TO TEACHING

Field Study, a form of experiential learning, is an effective method which should be supported by both students and teachers in the classroom. There is a need to consider the use of this activity not just as course requirement nor an assignment, in compliance with the Commission on Higher Education mandate, but as a learning method that prepares future generations of teachers to teach more effectively.

It is the goal of education to provide lifelong learning among the students, hence, they should be provided with experiences that lead them to learning that leaves an impact on their lives. It is through the processes of experiential learning that the acquisition of knowledge is made possible to the fullest as it means the process whereby knowledge is created through the transformation of experience.

Field Studies, done through classroom observations, complement students' academic learning and provides them with experiences and knowledge that maximize their growth and development. It involves learning from concrete experience that provides the information that serves as a basis for reflection and application of theories learned in school. Through classroom observation, students may develop confidence and learn techniques of teaching which may be beneficial in their future career as teachers.

VII. RECOMMENDATIONS

Field Study may be treated as a need to experience to the fullest by the Education students for it provides a genuine and meaningful learning that prepares them to actual field of teaching.

There may be a need to enhance the resource teachers' deep concern for experiential learning for them to give full support to students' field experiences.

Commission on Higher Education institutions may conduct a briefing among the Resource teachers on the implementation of Field Study for them to be aware of their role in the classroom observation so that they will be able to guide the students properly.

Follow-up study with in-depth interviews may be conducted to further determine other factors or variables that affect the respondents' perception or attitude towards Field study implementation such that this Experiential learning program be improved.

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Reaching to the Society: The Educational Accessibility in Thailand

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Abstract

This qualitative research paper aimed to investigate graduate students' perceptions regarding Ramkhamhaeng University's blended learning practices which included face-to-face, eLearning, as well as other tools in the distance teaching and learning process. Focus group interviews were conducted with graduate students in regional campuses where distance learning was organized. Results revealed that most students prefer distance learning with blended tools. They perceived that blended learning led to social equalization, interactivity, flexibility, dynamic materials, interesting presentation, and motivation to the society and the students.

Key word: blended learning, e-Learning, Thai culture, distance learning, face-to-face learning

I. INTRODUCTION

The Information Technology (IT) has a strategic impact upon organizations and the society (Lee, 2012). Traditional long distance learning was performed through traditional media such as mail, radio, television broadcasting, and etc. Nowadays, class content can be delivered through the internet system which creates a new form of distance learning. It was estimated that at least 80 percent of business schools in the US now offers online program for students (Iniguez, 2011). The internet has been adopted by people around the world. North America had the highest internet penetration rate as a percentage of population at 78.6% followed by Oceania/Australia at 67.6%, Europe at 63.2%, Latin America/Caribbean at 42.9%, Middle East 40.2%, Asia at 27.5% and Africa at 15.6% (Internet World Stats, 2012a). Although the penetration percentage in Asia was on the low side, Asia had the largest number of population who used the internet with 1,076.7m users or about 4 times more than North America (273.8m). Within Asia, unsurprisingly, China led the group with 538m users followed by India,

Japan, Indonesia, South Korea, Philippines, Vietnam, Pakistan, Thailand, and Malaysia. Thailand ranked number 9 in Asia with 20,100,000 internet users (30.0%) among which 17,721,480 were facebook subscribers (Internet World Stats, 2012b). The internet has provided access to education to a large number of people and helps to create a knowledge-based economy (Tierney & Findlay, 2009).

II. ONLINE DISTANCE LEARNING

Students in the modern world were born into a digital world and they were internet literate (Prensky, 2001). Many educational institutions have adopted online teaching as an effective tool in the teaching and learning process for children in the net generation (Tapscott, 1998; Oliver, 1998; Oliver, 2000). Online learning was adopted as one of the sustainable strategic movement for educational institutions (Kim & Bonk, 2009). Furthermore, online technology was used in various functions such as to process the admissions, enrollments, communication, as well as to share knowledge (Wiles, 2010). Distance learning offers more benefits than disadvantages (Fleck, 2007). Some of the advantages included time and distance convenience, fast feedback, students' control over their paces of learning, opportunities to review the teaching process, teachers and students' interaction, and accessibility (Singh & Pan, 2004). Learners have the opportunity to absorb knowledge distributed in different forms and by different people, thus increase their confidence and independence (Eke, 2011). Qualman (2013) found that online students performed better than classroom-based students. On the contrary, Means et al (2010) reported from a meta-analysis that students having online instruction performed modestly better than students having only face-to-face learning and that blended learning was found to be more effective than either face-to-face or online learning alone. The literature showed conflicting findings regarding the students' satisfaction in e-learning. For example (Bloom & Hough, 2003; Choi, 2003; Magg, 2004) reported positive results while (Buckley, 2003, Kearns, Shoaf, & Summey, 2004) reported negative students' satisfaction toward e-learning.

III. BLENDED ONLINE TEACHING-LEARNING PROCESS

Zeithaml, Bitner, & Gremler (2006) suggested the role performed by instructors is important in determining the quality of the class. Their roles influence the success of the learning process and quality of students' experience in the classroom (Ulrich, 2005; Peltier, Hay, & Drago (2005). Teachers should encourage class discussion and involvement through teacher-student interactions (Paswan & Young, 2002). Seaman (2009) found a large proportion of faculty reported that face-to-face classes were more effective than online classes alone.

Teachers' beliefs influence the ways they teach (Mira, 2008). Harris (1997) concluded that negative opinions regarding online technology could prevent teachers from utilizing the IT to its potentials. Many teachers resisted new technology (Dawes, 1999). Robertson et. al. (1996) elaborated that teachers' resistance to technology included the resistance to intervention, organizational change, time management problems, lack of support, negative perceptions, and psychological factors. Teaching online should be different from face-to-face since the two modes are different. Murray (2003) has suggested that online learning is more than simply uploading the teaching materials and classroom interaction on a website. On the students' part, learners are different in their learning styles, directions and potentials (Maye, 2004). Thomas (2000) suggested that students' learning is dependent upon the students' inquiry process. They have different learning styles (Felder & Brent, 2005).

Online students should be self-motivated, patience and can manage their time and communications with others (Bertea, 2009). Kareal & Klema (2006) suggested that attitudes towards online learning, learning style or preferences, time management, interpersonal skills, technical skills, and instructional designs could obstruct the online teaching-learning process. Graham (2005) suggested the advantages of blended learning system were: pedagogical richness, access to knowledge, social interaction, personal agency to suit various learning styles, cost-effectiveness, and ease of revision.

IV. ONLINE EDUCATION IN THAILAND

The Thai government has been trying to create infrastructure to facilitate institutional Knowledge Management (KM) and life-long learning in order that the Thai society would move towards the knowledge-based society. In relation to education, the government has been supporting the application of computer technology in education institutions. Table 1 illustrates the number of IT users in Thailand classified by age group out of approximately 63m population.

Table 1. Number of IT users in Thailand classified by age group

Age group	Computer users	Internet users	Mobile phone users
6-10	2,922,709	1,316,168	527,764
11-14	3,501,312	2,653,986	1,842,028
15 - 19	3,887,988	3,702,497	4,394,143

Age group	Computer users	Internet users	Mobile phone users
20 - 24	2,270,724	1,960,948	4,590,931
25 - 29	1,970,207	1,651,566	4,614,384
30 - 34	1,791,704	1,499,523	4,595,033
35 - 39	1,394,684	1,145,505	4,641,357
40 - 49	2,051,371	1,650,320	8,855,395
50 - 59	1,112,726	886,499	6,415,967
> 60	264,423	165,896	3,618,234
Total	21,167,848	16,632,908	44,095,238

Source: National Statistics Office of Thailand (NSO) (2012). The information and communication technology survey in household. http://web.nso.go.th/en/survey/ict/ict_house12.htm

Thailand has been trying to provide equal educational opportunities so that people in the rural areas would have equally chance for education as people in the urban areas regardless of their economic status (Thai Cyber University, 2004). In the past, education in Thailand was limited to the urban areas. A couple decades ago, there were limited education institutions in the provinces hence it was difficult for provincial people to further their study from the mandatory primary and secondary levels.

In spite of the government's supports to open higher education institutions in the provinces, the numbers of seats could not match the numbers of applicants. Nowadays because of the accessibility and lower costs, education institutions adopted the internet and utilized it as the tools to reach many people around the country.

V. RAMKHAMHAENG UNIVERSITY'S BLENDED DISTANCE TEACHING

Before 1971, universities in Thailand had limited capability, regarding the facilities and personnel, to offer higher education to students. Moreover, many provincial students could not afford to study in Bangkok because of the high competition rate. The result was that many high school graduates were rejected from the higher education system. The government tried to solve this problem by establishing Ramkhamhaeng University (RU) in 1971 as an open university. The main purpose was to set up a place where high school graduates could further their study. The entrance examination was not required and the tuition fee was much lower than other universities to offer opportunities for low income students. All students who graduated from high school were welcome into the system. They could study in any field offered by the university with little restrictions. Since then a large number of students applied to study with RU. In order to cope with a large number of students while the facility was limited, RU pioneered Thailand's first long distance learning system. Classroom-based instructions were offered and broadcasted through radio and television

network to provide accessibility to students throughout Thailand. The long distance learning was developed into video conference through television satellite broadcast in 1996 (Ramkhamhaeng University, 2007). With the introduction of the internet system, RU could offer teaching and learning to a lot of people residing abroad as well.

In 2012 RU operated 23 regional campuses, 40 regional examination centers and 47 regional academic service centers throughout Thailand. Through the long distance teaching system, several academic programs were offered for people living around the world not limited only to Thais. 41 centers were established in order to provide services and examination facilities for students abroad. RU opened 12 faculties, two institutions and one graduate school that offered 194 programs to students. Moreover, the Institute of International Studies at the main campus handled foreign students from more than 50 countries. Furthermore, RU had two IT coaches equipped with computers and satellite dish which brought the internet and computers to serve some 60,000 people in 70 provinces in the rural areas (Ramkhamhaeng University, 2012).

RU blended electronic and face-to-face teaching and learning process. Regional campuses were established to offer learning away from the main campus, hence, RU consider this distance learning. Several tools were combined to offer distance learning, i.e., CD's, webboard, email, and etc. The graduate distance learning system was organized in the way that students were mandated to register and attend classes at one of the regional campuses of their choice. The purpose was to promote acquaintances and interaction among students. Usually, students would enroll in the campuses close to their bases. 4 regional campuses were grouped into one node or network. One subject was taught at each node at a time, i.e., students in each network or 4-5 regional campuses would study the same subject at the same time.

Teachers would visit one of the four-five campuses to conduct face-to-face teaching each week. In the following weeks, the teacher would visit another campus in the same node. Eventually, all campuses would be visited. Students would know teachers in person. The teaching process was broadcasted through the internet to other campuses in the same node at the same time. All students in the node had the opportunity to interact with the teachers either on the face-to-face or teleconference basis. The central area is covered by the main and suburban campuses. In this manner, students throughout the country have access to RU's classes. Some pictures of the instructor visited the regional campuses are shown in figure 1. The network campuses are shown in figure 1. Moreover, the classes were recorded and posted on the university's website as well as distributed in audio and video formats. Students could review the classes at later date (Ramkhamhaeng University, 2013).





Figure 1 The author visited classes in the regional campuses

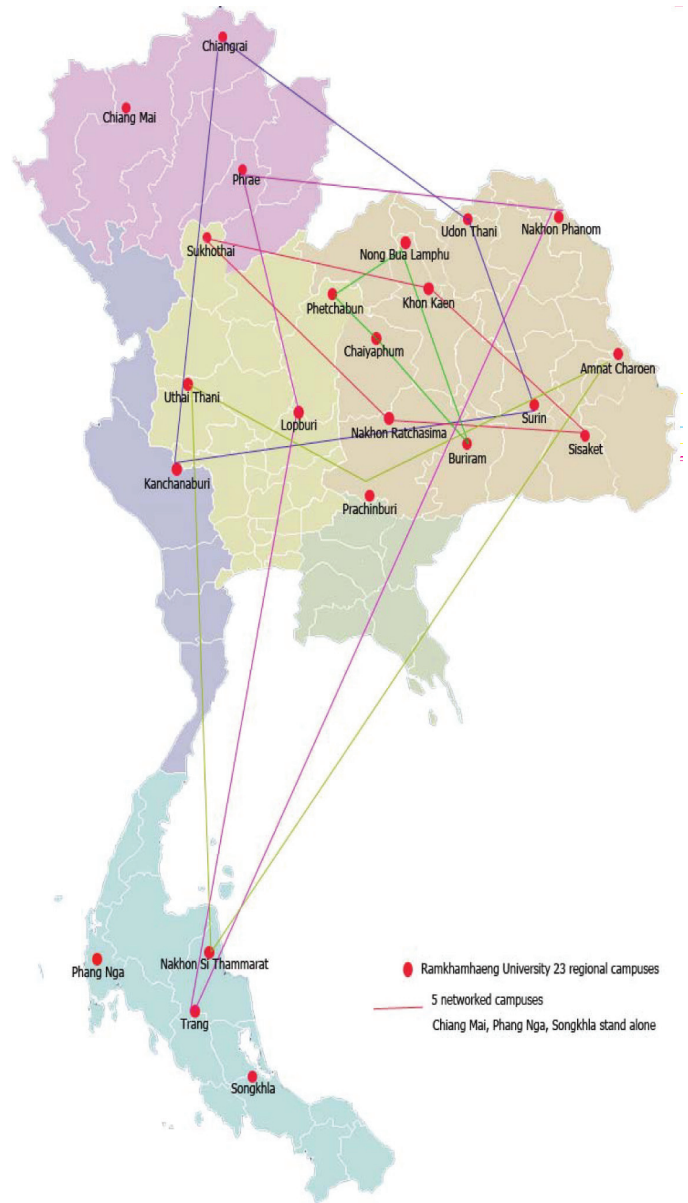


Figure 1 Network regional campuses



VI. METHODOLOGY

The objective of this research project was to examine the students' opinions and preferences regarding the distance learning process of the university. Focus group interviews were performed at meeting rooms in 4 campuses belonging to the same node. 8-10 graduate students taking the same subject in these campuses were recruited for focus group interviews. The participation was voluntary. Questions related to the perceptions and opinions regarding the organization of the distance learning were asked. Students were allowed to freely comments and discuss their opinions. The interviews were recorded and transcribed verbatim.

VII. RESULTS

6 themes emerged from the analysis of the interviewed data. Most students in all campuses agreed in the same direction. There were very few conflicting opinions. The themes are as follows.

VIII. SOCIAL EQUALIZATION

The most evident theme was that students like distance learning because of the accessibility to education. If the programs were opened only in Bangkok as before, they would face difficulty traveling or moving to study in Bangkok while maintaining their jobs in the provinces. Some respondents said they would have to quit their secure job if they want to further their study. With the establishment of the regional campuses to provide distance learning, they gain access to higher education with less sacrificing. Even though they have to attend the classes which make it a partially distance learning, the campuses were in the vicinity of their hometown. Some respondents also mentioned the regional campuses offer opportunity for undergraduate studies in the provinces as well. This provides social equalization regarding access to education to students in all level in the provinces. The upgrading of education would lead to economic and social development in the long run.

IV. INTERACTIVITY

Many students reported they felt the teachers and colleagues were within their reach. They could contact the teachers at all time through either synchronous or asynchronous modes such as email or chat program which would not intrude the other party's privacy. If the others were "on," they could chat right away. If not, their query would be seen later when the teachers log into the system and the teachers could reply at their convenience. Sometimes they would contact the teachers through telephone. Moreover, students like to communicate with their colleagues to discuss and share knowledge, lecture, or summaries on the class's facebook account. They could ask for assistance from friends and teachers at any time. The interactivity provided students with supports in learning. They could talk to each other and learn as the whole team, thus created team learning.

X. FLEXIBILITY

Students found it easy to review their lessons at the time of their convenience. Sometimes they did not understand while studying in classes. Sometimes they felt they were not ready in class such as when they felt fatigue or stress from work and could not pay attention to the teachers. They knew they had the chance to come back to the parts they did not understand later. This could lessen their stress and create more confidence in their study. Student knew they

would not miss the materials. Moreover, different students might be unclear or need assistance in different parts of the courses and the teachers could provide different additional materials to different students.

XI. DYNAMIC MATERIALS

Students mentioned the teachers could update teaching materials or include hyperlinks to additional or complementary materials to provide better understanding. They reported that the materials were more up-to-date and relevant to them. Moreover, they had hand-on experience in using IT to retrieve and share knowledge with others. They commented that searching for information was less difficult than expected. If they were not enrolled in distance learning, they would be remote from using the internet as a source of learning and sharing with others. This enabled students to be engaged in life-long learning. They could continue learning from classmates and other people in other sphere of the internet even after they graduated from the university.

XII. INTERESTING PRESENTATION OF MATERIALS

The blended media exposed students to a large array of information in various presentation formats. Electronic media have the capability to deliver rich content. Video, pictures, audio, simulation, activities, and others could be organized to assist students' learning and understanding. In addition, class information was based on real practices rather than from texts alone. This made the teaching and learning to be attractive and enjoyable experience.

XIII. MOTIVATION TO LEARN AND SHARE KNOWLEDGE

The blended system enabled students the convenience to participate in class discussion through their computers without being spotlighted in class. The sharing of knowledge could be performed easily. Many options were available for students to share ideas and opinions. They could join activities or follow discussions on the internet without being identified. Questions could be posed to facebook page or webboard without the identification of the recipients. Hence, questions were addressed to all colleagues. Those who were willing to answers would do so. Everybody had the chance to contribute ideas on everybody else's query. Through the IT system, the sharing of knowledge was not limited to only students in the same class but also students in other provinces and in other batches as well as outsiders. The barriers to learning and sharing of knowledge were reduced.

XIV. DISCUSSION AND RECOMMENDATIONS

The Thai culture is a high context and collectivistic culture Komolsevin et. al., (2012). Many students found learning through IT a distance, and hence, alienated approach. They need to familiarize themselves with the teachers and colleagues. In doing so, the characteristics including face and gestures of the others in various setting should be observed. Knowing each other through the internet make it difficult for this process. Hence, students need to see each other in real person in order to about learn each other before engaging in any activity. This is different from students in the West. Students in the US might start discussing about a group project right away and learn about each other later but Asian students need to know another person before they could cooperate with others. The result was that they prefer face-to-face communication with others. Only after they come to know each other, the convenience of the IT interaction could be utilized.

In the distance learning context, learners' mindset should be prepared from being passive to be more constructive. Students should be more active in seeking and selecting knowledge relevant to them. We could not assume students know how to learn from the first place especially when we are talking about using relatively new technology. Distance learning system needs students to be actively engaged in the class activities else they could fade down and remain silent. The teaching and learning would be unsuccessful.

While it is necessary for students to be active, teachers should realize their changing roles from feeding students with their information toward being a facilitator to facilitate students' quest for knowledge. Teachers should be well prepared for the unexpected and respond to unconventional questions from students. They should inspire students from within. This is much harder than teaching in the conventional mode. It is necessary that teachers should open their minds and accumulate a wide range of information rather than information in the texts alone. Class materials should be kept updated with the inclusion of real life practices. Students' activities through the internet should be planned properly to induce cooperation and learning.

Teachers should be excelled in using and application of IT. There are various advantages and disadvantages of IT. Teachers must know and be keen in selecting and incorporating appropriate tools in classes in order to expose students to various applications and excitement of the IT so that students would be motivated and able to apply the IT technology further. The potentials usage of IT network should be utilized to their utmost benefits. Linkages to both internal and external resources should be included. In addition, group works might be planned so that students would use IT to produce and deliver their assignments. Teachers also should be active in providing feedback on the internet.

Teachers should learn about students beforehand in order to plan the approach properly. For example, if students were technology illiterate, teachers might spend one or two sessions to familiarize students with the application of IT. Types of IT students usually used should also be studied. Teachers could rely on those tools and add other tools so that students would be exposed to other IT tools. The content of the class should also be prepared properly to make them suitable to learn through blended teaching and learning system.

The blended learning system should be designed in order to provide convenience to students in the modern era. Students prefer convenience. If the system is complex or difficult to follow, they would lose their interest. The materials should be coordinated rather than dispersed. Linkages among the materials should be evident. The system should allow students to jump back and forth without losing track of the class. In this regards, hypertext is a great tool in link websites together. There is no need to put everything in limited number of pages which make it complicated and difficult to follow and take time to load the pages.

XV. CONCLUSION

Blended learning is becoming more popular through the development of the infrastructure that supports the internet system in Thailand. Several advantages and disadvantages of the internet are evident and thus teachers must be selective in choosing the right combinations. The main objective should be to offer convenience and learning opportunity to students regarding the content of the course and also the IT literacy or practices. From the results, blended learning of face-to-face and online distance learning was supported by Thai students. However, the process needs careful consideration and planning in order to attain successful implementation. The tools are continuously developed. Teachers should keep up with such development and be selective in using the modern tools in order to facilitate the teaching and learning process.

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College Students' Use of Facebook for Developing Writing Skills and Enhancing Attitudes towards English Learning

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Abstract

Facebook, like other social networking tools, has been recognized as a potential channel for student learning, specifically for developing writing skills and improve attitudes towards English Learning. Aside from being used as a communication tool among students as well as their families, Facebook has provided students with the opportunity to enhance their communication skills. This paper thus looked into the college students' use of Facebook in the development of their writing skills as well as a way of helping them improve positive attitude towards English learning. To answer the objectives of this inquiry, a "Questionnaire on the College Students' Use of Facebook for Developing Writing Skills and Enhancing Attitudes towards English Learning," was utilized to gather the necessary data. Two hundred college students (200) both from John B. Lacson Foundation Maritime University and the University of San Agustin were utilized as respondents of this study. They were purposively chosen. How the social media, Facebook, has been instrumental in their writing skills and their attitude towards English learning was finally ascertained as a result of this study.

I. INTRODUCTION

Social networking sites like Facebook and other online vehicles could help improve children's writing skills, according to research. As students drive the growth of social media like Facebook, Twitter, etc., educators have begun to align their efforts with the media students know best. Norman (2009) in, Facebook can Help to Improve Writing Skills, asserts that in a study conducted by the National Literacy Trust, it was found out that children's confidence in their writing abilities were boosted by writing blogs and using social networking sites. In another survey, she adds that more than 3,000 youngsters aged between nine and 16, found more than half of all respondents thought writing was "boring" but that youngsters who spent time blogging enjoyed writing more than their peers who did not keep a

blog. It found that 57% of youngsters who kept blogs said they liked writing compared to 40% of children who did not do so. This paper thus validates other researchers' assertion on the use of Facebook for the developing the writing skills and enhancing the attitudes of college students towards English learning. It addressed the following questions:

- 1) Has Facebook enhanced the college students' writing skills?
- 2) Has the college students' use of Facebook developed their attitude towards writing?
- 3) What are the language skills that the college students get in their use of Facebook?

II. WHAT IS FACEBOOK?

Facebook is a social networking service launched in 2004, owned and operated by Facebook Incorporated (Eldon, 2008). As of 2012, it has over 900 million active users, with more than half of them accessing through mobile devices (Sengupta, 2012). In order to subscribe to the service, one needs to register first after which, he/s will be prompted to create his/er personal profile. If he/s wants to add his/er network, he/s has to add friends. Once, the account is active, the user has full control of what he/s wants like communicating with friends, chatting with them, and a lot more. He/s can also get to know what is/are happening to his/er circle by clicking the notifications. Facebook also allows the users to declare that they have to be more than 13 years old to be legitimate users of the site.

As a backgrounder, Facebook was founded by Mark Zuckerberg with his college roommates and fellow students Eduardo Saverin, Dustin Moskovitz, and Chris Hughes (Carlson, 2010). It was originally for Harvard students, but later expanded to other colleges, and definitely to the world. It gradually added support for students at various other universities before opening to high school students, and eventually to anyone aged 13 and over. However, according to a May 2011 Consumer Reports survey, there are 7.5 million children under 13 with accounts and 5 million under 10, violating the site's terms of service. In fact, in January of 2009, Kazeniac (2009), revealed in a study

conducted by Compete.com stating that Facebook ranked as the most used social networking service by worldwide monthly active users. Entertainment Weekly included the site on its end-of-the-decade “best-of” list, saying, “How on earth did we stalk our exes, remember our co-workers’ birthdays, bug our friends, and play a rousing game of Scrabulous before Facebook?” (Geier, Jensen, Jordan, Lyons, Markovitz, Adam et al., 2009. According to Social Media Today, in April of 2010, an estimated 41.6% of the U.S. population had a Facebook account (Wells, 2010). Nevertheless, Facebook’s market growth started to stall in some regions, with the site losing 7 million active users in the United States and Canada in May 2011 (CNN, 2011).

Figure 1 shows the statistical data of Facebook users by age.

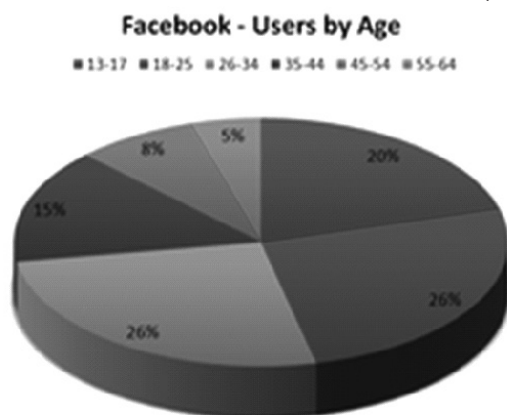


Figure 1. Registered Facebook users by age as of 2010

III. THEORETICAL UNDERPINNING

Greg Kearsley & Ben Shneiderman (1999) in, *Engagement Theory: A framework for technology-based teaching and learning*, emphasize the use of the theory in a meaningful collaboration bringing about learning. The authors stress that engagement theory has emerged from their experiences of teaching in electronic and distance education environments. They posit that the fundamental idea underlying engagement theory is that students must be meaningfully engaged in learning activities through interaction with others and worthwhile tasks. While in principle, such engagement could occur without the use of technology. They likewise believe that technology can facilitate engagement in ways which are difficult to achieve otherwise. So engagement theory is intended to be a conceptual framework for technology-based learning and teaching.

By utilizing engagement theory, students are involved into a kind of learning experience where they make use of their cognitive processes in their interaction, problem solving, etc. This theory is also based upon the idea of creating successful collaborative teams that work on projects that are meaningful to someone outside the classroom. These three components, summarized by Relate-Create-Donate, imply that learning activities:

1. occur in a group context (i.e., collaborative teams)
2. are project-based
3. have an outside (authentic) focus

This theory is also described by its proponent in these terms. The first

principle (the “Relate” component) emphasizes team efforts that involve communication, planning, management and social skills. The modern workplace demands proficiency in these skills, yet historically students have been taught to work and learn on their own. Research on collaborative learning suggests that in the process of collaboration, students are forced to clarify and verbalize their problems, thereby facilitating solutions. Collaboration also increases the motivation of students to learn, a significant consideration in settings with high drop-out rates (e.g., teen-agers, distance learners). Furthermore, when students work in teams, they often have the opportunity to work with others from quite different backgrounds and this facilitates an understanding of diversity and multiple perspectives.

Secondly, the second principle (the “Create” component), the authors add makes learning a creative, purposeful activity. Students have to define the project (problem domain) and focus their efforts on application of ideas to a specific context. Conducting their own projects is much more interesting to students that answering sterile textbook problems. And because they get to define the nature of the project (even if they don’t choose the topic), they have a sense of control over their learning which is absent in traditional classroom instruction. Project orientation is the essence of Problem-Based Learning (PBL) approaches which are often used in medical and others types of professional education (e.g., Barrows & Tamblyn, 1980).

Thirdly, the third principle (the “Donate” component) stresses the value of making a useful contribution while learning. Ideally each project has an outside “customer” that the project is being conducted for. The customer could be a campus group, community organization, school, church, library, museum, government agency, local business, or needy individual. In many cases, the projects can be work-related, i.e., an activity that fits into a team’s occupational or career interests. The authentic learning context of the project increases student motivation and satisfaction. This principle is consistent with the emphasis on school-to-work programs in many schools systems and colleges, as well as the “service” philosophy of contemporary corporate training efforts (e.g., Jacoby & Associates, 1996).

IV. CONCEPTUAL FRAMEWORK

This study titled, “College Students’ Use of Facebook for Developing Writing Skills and Enhancing Attitudes towards English Learning” determined whether Facebook has helped in the development of college students’ writing skills and enhanced their attitudes towards English learning.

Figure 2 shows the conceptual framework of the study.

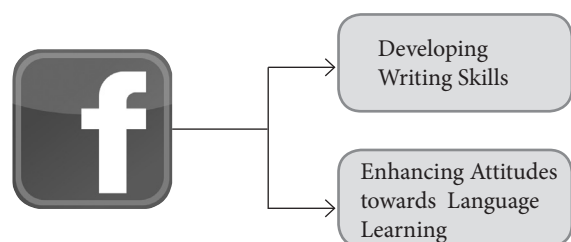


Figure 2. The Conceptual Framework

V. RESEARCH METHODOLOGY

This descriptive research utilized the forty (200) college students of John B. Lacson Foundation Maritime University Molo and the University of San Agustin, Iloilo City. They were made to answer the questionnaire, "College Students' Use of Facebook for Developing Writing Skills and Enhancing Attitudes towards English Learning." The questionnaire contained three (3) sections.

Section A: Facebook Use and How My Writing is Enhanced

Section B: Facebook Use and their attitudes towards learning writing

Section C: Things that they found positive about using Facebook.

Section A is a Likert Type consisting eight (8) items. Each item in the questionnaire was answerable with any of the following response: Strongly Agree, Agree, Uncertain, Disagree, and Strongly Disagree.

Strongly Agree means that the respondent strongly believes to the idea stipulated by the item.

Agree means that the respondent believes to the idea stipulated by the item.

Uncertain means that the respondent is not sure of the idea stipulated by the item.

Disagree means that the respondent does not believe to the idea stipulated by the item.

Strongly Disagree means that the respondent does not believe to the idea stipulated by the item.

For the purpose of statistical computations, numerical weight was used.

Response	Weight
Strongly Agree	5
Agree	4
Uncertain	3
Disagree	2
Strongly Disagree	1

For statistical purposes, the following scales with their respective description were used to establish the college students' use of Facebook and how their writing was enhanced, as well as their attitude towards writing. The following descriptive levels based on arbitrary scaling were employed.

Scale	Description
4.21 – 5.00	Very High
3.41 – 4.20	High
2.61 – 3.40	Average
1.81 – 2.60	Low
1.00 - 1.80	Very Low

VI. DATA GATHERING PROCEDURE

Permission to conduct the study was obtained from the Deans of the College of Engineering in both universities where the students belonged. As soon as permit was granted, the researcher administered the questionnaires to the selected college students

who were given ample time to accomplish them.

DATA ANALYSIS

The data collected were and tabulated by means of the Software Program Statistical Package for the Social Sciences (SPSS). The means, standard deviation, frequency count, and percentage were utilized for descriptive statistics.

No inferential statistics was utilized in this study.

VII. RESULTS

"Has Facebook enhanced the college students' writing skills?"

The first question was "Has Facebook enhanced the college students' writing skills?" The college students had responded "high" in terms of whether Facebook has enhanced their writing skills. The average mean of the responses was 3.47.

The rest of the responses also got "high" with means ranging from 3.26-3.87 except only for item number 5, the respondents indicated only "moderate" as to whether Facebook has enhanced

Table 1 has the data.

Table 1. Facebook and CollegeStudents' Writing Skills

Items	Mean	Description
1) Writing on the Facebook wall makes me think about and interact with the reader(s) of my texts	3.87	High
2) Writing on the Facebook wall makes me adapt my texts to the potential reader.	3.57	High
3) Writing on the Facebook wall makes me use more formal register.	3.43	High
4) Writing on the Facebook wall makes me use academic writing style, register, and vocabulary.	3.48	High
5) Writing on the Facebook wall makes me more careful about sentence and paragraph structure.	3.35	Moderate
6) Writing on the blogs makes me check word choice and word spelling more carefully.	3.48	High
7) Writing on the Facebook wall makes me check my grammar more carefully.	3.52	High
8) Writing on the Facebook wall makes me carefully revise the way I present my arguments or put forward my descriptions in essay writing.	3.26	Moderate
Total	3.47	High

Scale	Description
4.21 – 5.00	Very High
3.41 – 4.20	High
2.61 – 3.40	Moderate
1.81 – 2.60	Low
1.00 - 1.80	Very Low

their writing skills.

Has the college students' use of Facebook developed their attitude towards writing?

The second question was "Has college students' use of Facebook developed their attitude towards writing?" The college students had responded "moderate" in terms of whether Facebook has developed their attitude towards writing. The average mean of the responses was 2.99. The rest of the responses also got "moderate" with means ranging from 2.60-3.35 except only for item number 5, the respondents indicated only "low" as to whether

Table 2 has the data.

Table 2. College Students' Facebook Use and their Attitude towards Writing

Items	Mean	Description
1) I enjoy writing on my Facebook wall for developing my writing skills.	3.35	Moderate
2) I feel comfortable writing on the Facebook wall and in any part of my Facebook site.	3.26	Moderate
3) I think that my writing for argumentation and description can be improved by my Facebook use.	3.04	Moderate
4) Facebooking is an effective way of teaching writing in English.	2.69	Moderate
5) Facebooking can improve the quality of academic writing.	2.60	Low
6) Writing in my Facebook can motivate me into more active, interactive writing.	3.00	Moderate
Total	2.99	Moderate

Scale	Description
4.21 – 5.00	Very High
3.41 – 4.20	High
2.61 – 3.40	Moderate
1.81 – 2.60	Low
1.00 – 1.80	Very Low

Facebook has improved the quality of their academic writing. **What are the language skills that the college students get in their use of Facebook?**

The third question was, what are the language skills that college students get in their use of Facebook. By using rank, the top three choices were: Finding an outlet and access to my writing in rank 1, Writing in English on the Internet in rank 2, and

Figure 2 shows the data.

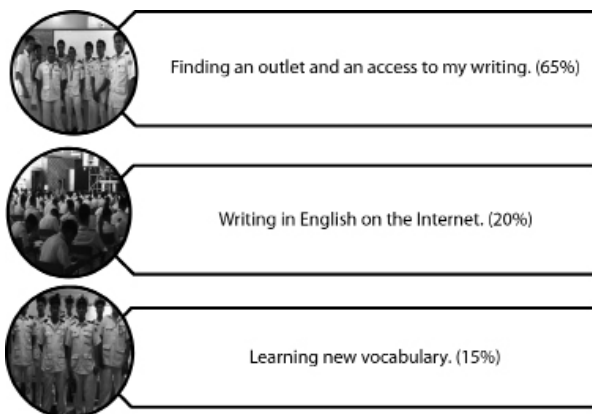


Figure 3. Language Skills College Students Learn through the Facebook

The other skills that college students ranked below four were:

- Developing academic writing in English. (___6___)
- Learning new vocabulary. (___3___)
- Interaction with readers. (___4___)
- Developing writing topics in more detail in adequate time. (___5___)
- Writing in English on the Internet. (___2___)
- Finding an outlet and an access to my writing. (___1___)
- Other (Specify) (___7___)

learning new vocabulary in rank 3.

Only one student wrote under column “others.” Interestingly, he said, “to let my beauty be seen on the internet, I use Facebook as a vehicle.” In this context, the words of Jonathan Douglas, director of the National Literacy Trust, illustrates some if not all, the benefits of the digital age. He said: “The digital age often gets a bad press but the findings of some reports demonstrate that social networking sites and blogs are linked to young people’s more positive attitudes to writing.” He adds that “Confidence and enjoyment are closely linked to the development of skills. Therefore, in order to improve standards students need to be encouraged to write more and to enjoy writing, which could be supported by celebrating forms of writing they enjoy. Researches indicate that such can only be achieved through technology-based forms.”

VIII. FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

THE FOLLOWING ARE THE FINDINGS:

The college students had responded “high” in terms of whether Facebook has enhanced their writing skills.

The college students had responded “moderate” in terms of whether Facebook has developed their attitude towards writing. The top three language skills college students get from Facebook were: Finding an outlet and access to writing, Writing in English on the Internet, and learning new vocabulary.

IX. THE CONCLUSIONS ARE:

College students remained to be more focused in their studies rather than engaging themselves in the Facebook.

Facebook is believed not be the highest source of attitude formator in terms of writing among the college students.

For those who are still actively engaged in Facebook, developing some language skills can still be achieved through Facebook activities. Other reasons might be elicited from the students on why they do or engage in Facebook and its related applications.

X. RECOMMENDATIONS

The following are recommended:

The study should have considered other students like those of other schools. The results might have been different.

Further reasons can be delved into to substantiate the data generated.

More studies on the utilization of Facebook in the context of learning in other subjects must be conducted.

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Start-Stop-Continue - Continuous Teaching And Learning Improvement Through Student Feedbacks

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Abstract

In Engineering, Continual Quality Improvement (CQI) is an important element in ensuring the programme continues to provide quality education. While focusing on the CQI of an engineering programme, one should also maintain the personal teaching CQI to achieve effective teaching and learning. This improvement in teaching depends on one key factor – change. Here two questions for personal teaching CQI are to be addressed: what does it take to change, and how can the educator change himself/herself to meet the goal of teaching effectively? The Start-Stop-Continue (SSC) strategy have been adopted by the author since 2008, and this paper addresses the action research conducted in putting personal teaching CQI process in place to improve personal teaching quality. Analysis of feedback from students and the approaches used to change the teaching practices will also be discussed. Finally implications will be drawn for research and practice.

Keywords: Action Research, Start-Stop-Continue, Change, Formative Feedback

I. INTRODUCTION

In terms of classroom teaching, feedback is said to be a mechanism to drive the improvement among students, leading to better and more effective learning experience. In other words, this is an important element in promoting formative learning among students, Yusoff, M. et al. (2008). The feedback, as described by Ramaprasad (1983):

“Feedback is information about the gap between the actual level and the reference level of a system parameter which is used to alter the gap in some way”,

provides a clear picture on the idea of feedback, and the outcomes of providing the feedback, which is to close the gap between the actual level and reference level.

In addition to providing feedback to students to help them improve themselves, the educator should also humbly receives

the feedback from students, and improve his/her teaching from the feedback. In various institutions for higher learning, various formal methods have been adopted to help providing feedback to lecturers, such as Student Evaluation of Courses (SEC) to Student Feedback on Courses (SFC), which are put in place in the author's institution. There are also other feedback mechanisms, including peer observation of teaching, or student forum to collect information on teaching quality of a lecturer.

Feedbacks collected from these mechanisms are important, once analysed, it provides suggestions for the lecturer to close some of the gaps of their teaching and improve the teaching methods. Here, a very important factor of teaching and learning experience improvement is to be highlighted: change. In this regard, one should observe the response to students' need and observe how the change made by the educator will help students to improve their learning. As mentioned by Hubbard & Power (1999),

“Observing students closely, analysing their needs, and adjusting the curriculum to fit the needs of all students have always been important skills demonstrated by fine teachers”

To address the change of one's teaching method as to improve the students' learning experiences, the idea of action research is adopted. Action research is referred to as a non-traditional research that is community based and performed by a practitioner in the field, Stringer (1996). The name “Action Research” in fact reflected the nature of the research, which involves the testing out of the ideas in practice as means of improvement in social conditions and increasing knowledge, Kemmis and McTaggart (1998). The action research process depicted by Kemmis and McTaggart (1998) is shown in Figure 1. The action research is a continuous motion, which consists of four major areas, namely Plan, Action, Observe and Reflect. The researcher needs to have a plan for their ideas for improvement. Here the plans are said to be flexible and there is a room for the adaption for the unforeseen effects and constraints. Once the plans are made and revised, the researcher will act according to the plan and observe the necessary changes in the action, and collect evidence for the evaluation. This is then followed by the

reflection of the action by the researcher. The critical, systematic and rigorous reflection will then lead to the planning of the next round of the cycle. The process will continue in several cycles until the satisfactory results are obtained.

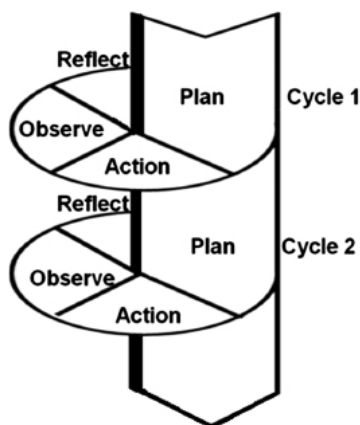


Figure 1: Kemmis and McTaggart (1998) Model of Action Research

Together with Action Research model, the Ripple on the Pond Model, proposed by Race (2001) is also adopted as the guideline to receive the feedbacks from students. Illustrated in Figure 2, the model address four main concepts, namely

- **Wanting / Needing**
 - o Something that arises from the inner part of the mind, as a motivation to move
- **Doing**
 - o Act of carrying out the idea
- **Digesting**
 - o Process of think back of the plan and reflection
- **Feedback**
 - o External response obtained

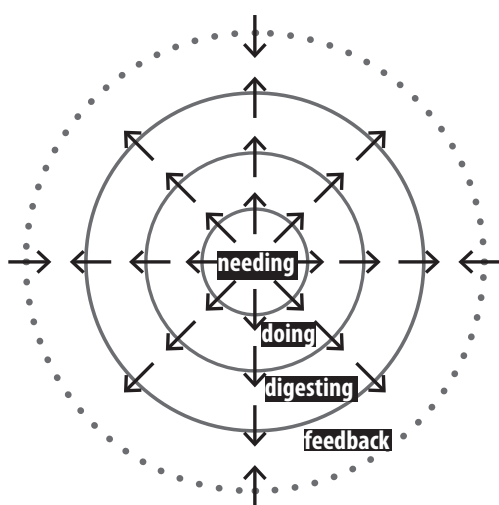


Figure 2: The Ripple on the Pond Model, proposed by Race (2001).

In the context of teaching and learning, the action research can also be adopted to improve one's teaching and learning practices. The action research process for the classroom teaching is illustrated in Figure 3. Firstly a classroom problem or a classroom observation is to be identified by the researcher. Based on the identification, the researcher will then develop an action research plan to study the problem and to solve or improve the situation. The plan is then put into action, and the researcher collects the data on filed, that is, classroom. With the raw data or observation collected, the researcher processes the data and analyse the data with prepare a propositional statement that may address the solution to the problem, or the suggestions for the improvement. The solutions or the suggestions that are proposed will be put into the consideration of the planning of the next cycle of the action research and the cycle continues until the satisfactory results are obtained, or the identified problem is solved successfully. Addressed by Race (2001), a number of ways

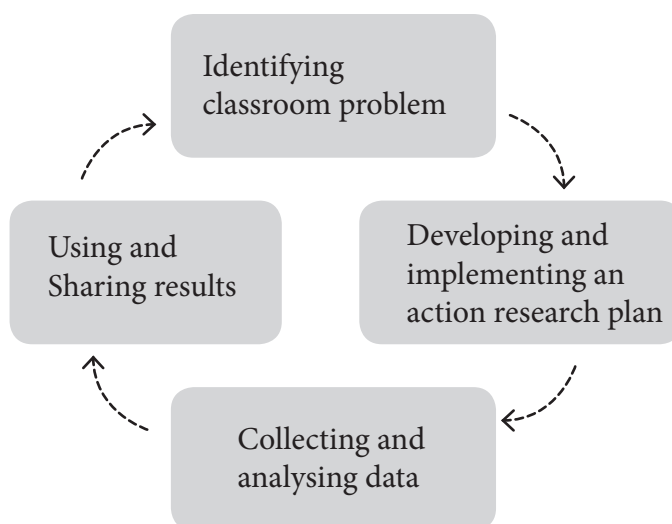


Figure 3: The process of Action Research

of feedbacks are obtainable from students to drive the change of the lecturer, namely reading body language, coursework, informal comments, peer feedbacks, self reflection, structured questionnaires, open-ended questions and stop, start, continue method. In this paper, the last method of feedback collection is adopted and is termed by the author as the Start-Stop-Continue (SSC) strategy. This SSC strategy has been chosen based on the simplicity and effectiveness of the strategy in obtaining the feedback from the students. In addition, due to the nature and the design of the feedback format, students are also able to freely comment on anything on about the lecturer in a relax mood, leading to better lecturer-student interaction.

This paper presents continues the research by Koh (2008) on the first results for the SSC strategy, and to report on how the SSC strategy helps one to achieve the Continual Quality Improvement (CQI) in teaching.

II. METHODOLOGY

The target group for this SSC strategy research is the level 2 students in the Mechanical Engineering programme. The responses collected are analysed from 2008 to 2013 and the nature of comments are analysed.

The survey is conducted at the end of semester, and the feedbacks collected are used as reference for improvement for the coming semester. In the SSC strategy, instead of asking the questionnaire-type feedback, students are required to fill in the SSC form, as shown in Figure 4.

START	STOP	CONTINUE	COMMENTS/ ACTION PLANS

Figure 4: The example of an SSC form

The form is divided into four columns, namely “Start”, “Stop”, “Continue” and “Comments/Action Plans”, which are explained as follow:

“Start” – This is the column for students to fill in the feedback on anything that they feel that the lecturer has not done in this course, but he should **START** doing this to improve the their learning.

“Stop” – Throughout the first half of the course, if students feel that the lecturer is doing something that does not help in their learning, and they feel that the lecturer should **STOP** doing that to improve their learning, they will comment on this column.

“Continue” – The column is provided to students to comment on anything that the lecturer has been doing in the class, and they feel that the lecturer should **CONTINUE** doing this to enhance their learning experience of the subject.

“Comments/Action Plans” – This is an extra column that is created to provide lecturer with some information on students’ action plan so that he can make necessary adjustments in his teaching to help them in making learning possible. Here students will propose their action plan to the lecturer and make the lecturer aware on their plan. Hence, the lecturer will be able to provide necessary assistance to the students when they need help with the basic understanding on their study plan. On the other hand, students are also free to comment on anything they feel about the lecturer and the course, and from here the lecturer will be able to improve himself from the comments.

III. RESULTS AND DISCUSSION

The responses collected from the students are analysed and presented. The results are collected and compared to that presented by Koh (2011), where the initial results that obtained in the first stage of the research were analysed. In addition to this, the results collected on 2010, 2011 and 2012 are presented, in comparison to the results presented by Koh (2011) to observe the adjustments that have been made to improve the results, and the relation on the changes made in accordance to the responses. In this paper, few popular responses are selected and discussed.

Responses on the “Start”

Shown in Table 1 is the response collected on the “start” column. Here students have filled in the items that they feel that the lecturer needs to start in the lecture in order to make learning more effective. The first four rows show the repetition of the suggestions by students on the teaching. It can be seen that students from 2008 to 2011 are hoping that the outdoor lectures / site visits are to be arranged. Only a few of class site visits were organised, for example, visits to Tan Chong Motor in Rawang, and MegaSteel at Banting, Malaysia were organised. Since 2011, frequent site visits are organised by the Faculty, and hence students were benefited from the visits.

One improvement that can be seen from this exercise is the increase of demand among students in the quality of works, which is shown in Table 1. Initially students hoped the lecturer “Giving more exercise”. This has then improved to be “More Critical examples”, and finally “Give more difficult questions in tutorials”. Comments like this shows an improvement of academic quality provided to the students, where they would like to have a better understanding of the subject.

The results also shows one thing that the lecturer is not doing well enough is to reduce the speed of lecturing. From the feedback it can be seen that this comment is mentioned every year when the SSC feedback exercise is conducted.

Table 1: Students’ SSC responses on the “Start” items for 2008 / 2009, as reported in Koh (2011), 2010, 2011 and 2012

2008 / 2009 (Koh, 2011)	2010	2011	2012
“Outdoor class”		“Outdoor learning”	
“Factory visit”		“Site visit”	
“Start going on slightly slower pace (sometimes)”		(Stop) “Lecturing too fast”	“Speak slowly”
“Giving more exercise”	“More tutorial questions”	“More Critical examples”	“Give more difficult questions in tutorials”

Table 1: Students' SSC responses on the "Start" items for 2008 / 2009, as reported in Koh (2011), 2010, 2011 and 2012

2008 / 2009 (Koh, 2011)	2010	2011	2012
"Have break during lesson, need time to "digest" the lesson"	"Be more kind and accept certain reasonable excuses for late submission of assignment"	"Coming up with new ideas like mechanical project competition and come up with more new ideas on studies like relating them with practical knowledge"	"to have more jokes in the class"
"Summarise a topic when finish taught"	"Asking individuals if they really understood what was just taught after each section / topic / lecture"		"relating to students progress and hearing their issues on how to cope with studies"
"Giving more life examples which related to our subject"	"If can, finish the syllabus as soon as possible so that we can do revision"		"making step-by-step progress when it comes to giving assignment, by then, students are able to give an excellent report"
"Extra class before final examination"			"Upload Past year questions topic by topic"
			"Group works"
			"Uploading slides before lectures"

2008 / 2009 (Koh, 2011)	2010	2011	2012
"The over estimation"	"Saying (Yan Wong)"	"too many reports as if there are a lot of them, there would be less time to study"	"Jumping back and forth between chapters"
"Giving questions with illogical answer"	"Expecting all students to absorb at the same rate of understanding"	"stressing yourself"	"Lecturing too fast"
"Setting very tough questions for final"	"Changing lecture slides too fast"		"Giving quizzes early in the class. Holding quiz to the last thing in the class would be a good suggestion"
"Shouting in the examination hall"	"Pass up lab report before 8 am. We have other works from other subjects. If we concentrate on this subject on this report only, we might not be able to do revision for other subjects"		
"Over-pitch when lecture"			
"Reducing assignment marks due to late submission"			
"Stop giving hard questions for tests"			
"Using wetpaint since not many people will actually learn from there"			

Reponses on "Stop"

The "stop" column in the SSC notation sheet reflects the items that students feel the lecture should stop doing in the lecture to enhance the learning experience in the lecture. Hence, the lecture may need to look into the items carefully and then to reflect his teaching in order to make the necessary changes that will benefit the students. The responses across the three semesters are shown in Table 2.

One notable phenomenon here is that, there is no repetition of the items to stop, as recommended by students. One important objective of the investigation here is that, there should not be comments on the "stop" repeated by students over the semesters. Any repeated comment here would bring the meaning that the lecturer did not take the comment into consideration, and repeated something that will not help students to improve their learning experiences.

From the feedback of students, it can also be realised that the load given by the lecturer to students is on the high side, where, each, year, comments concerning strict submission of works, number of assignments, or even overestimation of students are observed. This has provided a good idea on the effective course planning to ensure that students are able to complete the course at the reasonable load.

Responses on “Continue”

This is the responses where the lecturer would like to see the most, where he can realise what is good, and students enjoy the most. This is also the confirmation of the lecturer’s teaching that would help the students to master the subjects.

Table 3: Students’ SSC responses on the “Continue” items for 2008 / 2009, as reported in Koh (2011), 2010, 2011 and 2012

2008 / 2009 (Koh, 2011)	2010	2011	2012
“Punctual”		“being punctual”	“punctuality and give tutorial after every class”
“Being cheerful”	“Keep smiling face”		“cheering up in the class”
“Encourage student interaction”		“Interacting with students”	“spend time with students”
“Teaching style”		“The teaching way”	“the way you teach the subject, make student understands the subjects easier”
“Blended learning”	“Online textbook (Google docs is awesome thing)”	“Showing the working skills you have like the Google docs usage”	
“Café lectures (enjoyed it!)”	“Help student face problem”	“Strict and fair marking method”	“Repetition of formulae (so students would remember)”
“Giving “relax” lecture”	“Assignments with reasonable due dates”	“Being available to students”	“Deliver the outlines for each topic”
“Being patient in teaching”	“Design Project”	“As usual - minus the shouts”	“Being formal and emphasise in dressing”
“Giving solution for assignment and test after it has been done”	“Pop quizzes as we have improvements”	“Continue e-learning system”	“Active teaching”
“Assignments for every week”		“Project-based learning styles - really beneficial”	“Motivating students to do their very best”

Table 3 shows the results obtained from the students’ responses across the three semesters.

Again, the main objective on this part would be to achieve as many consistent comments on “continue” as possible, to show that something that is being practiced and continued in the lecture benefit students and enhance their learning experiences. As shown in Table 3, the author fulfils this objective, where up to 5 consistent comments are received during the period of investigation.

From the comments, it is observed that students, regardless of cohort, are looking for an instructor who is approachable, interactive, and able to make use of technology to enhance students’ learning experience. Hence, it is important that one should consistently looking into how he/she can adapt himself/herself into the technology or innovative teaching to ensure maximum learning experiences.

IV. PROPOSITIONAL STATEMENT

Feedbacks are important in promoting learning, helping the educator to find right path towards enhancing the performance and providing room for improvements. Through the SSC strategy, instant and true feedback is obtained from students, and improvements may be made to make sure that the lecturer provides better learning experiences to the student in the coming teaching cycle.

The observation cycle continues, and plans are made to ensure that the lecturer “start” something innovative to make student learn better, “stop” something that might reduce the interest among students in the subject, and “continue” to practice the techniques that help students to learn the subject at their best.

Being the educators, they have to face the feedback as a room for improvement, take chance to improve the part that students feel that they need to start or stop to do, and keep improving on the parts that students feel that they need to continue to do.

V. CKNOWLEDGEMENT

The author wishes to acknowledge INTI International University for the provision of research environment, which contribute greatly to the successful completion of this paper.

NOTE

¹“Yan Wong” is a Cantonese slang that resembles “Oh my God”

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Solving Equations Using Microsoft Math

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Abstract

This study ascertained the effectiveness of solving equations using computer assisted instruction through learning tools of Microsoft Math program. It utilized the pretest posttest comparison group design. The subjects of the study involved one intact class with 30 students enrolled in College Algebra who were randomly assigned in to two comparable groups based on the pretest results and previous math grades. Both groups underwent the same learning conditions except on the procedural steps that would vary. The experimental group was taught of solving equations using the software Microsoft Math tool in the computer laboratory while the control group underwent the conventional lecture-analytical method of solving equations in the classroom. A 40 item test with KR20 reliability coefficient of 0.84 and covering the topics: linear, quadratic, radical and systems of equations was used to gather data before and after the instructional process. The gathered data were treated using mean, gain ratio, item analysis and t-tests. The findings showed that the experimental group and control group had no significant difference in the pretest. On the other hand, both groups significantly improved their level of performance in all the areas of solving equations in the posttest which implies that the two methods employed in solving equations are effective in improving the mathematics performance of the students. However, solving equations using Microsoft Math was proven to be more effective than the conventional method.

I. INTRODUCTION

The importance of mathematics is recognized worldwide. It is an essential discipline that needs to be augmented in education to equip students with skills necessary in higher education, career aspiration, and personal fulfillment. In the field of mathematics, solving equations is a major topic in college Algebra. However it is perceived by many students as one of the most troublesome and sometimes terrifying course.

According to an independent survey commissioned by Microsoft Corp. as reported by (Wash, 2007), 77 percent of teachers and 73 percent of parents claim math and science are the most difficult homework subjects for students, yet only 36 percent of parents feel capable to help their children. While parents and teachers struggle to find time or knowledge to provide their

kids with adequate assistance in math and science, students can grow frustrated by the lack of resources and the amount of time it may take to find relevant guidance in these difficult subjects.

The researcher had been teaching Mathematics for several years, oftentimes the author observed that students find difficulty in learning college Algebra. Whenever students are given problems to solve, most of them are like stranded individuals, as if they are mentally blocked, not knowing how to manage and to go about the solution specially when it requires algebraic operations. Hence, it is a great challenge on the part of the educator to address such demeanor of students. In relation to the above scenario, the researcher believed that introducing Microsoft Math tools in solving equations would lessen the burden of students in learning the course. With Microsoft Math, students can learn to solve equations step-by-step, while gaining a better understanding of fundamental concepts in pre-algebra, algebra, trigonometry, physics, chemistry and calculus. Microsoft Math provides a set of mathematical tools that helps students get school work done quickly and easily. Moreover, the use of appropriate technology may enhance the teaching learning process and eventually improve students' performance in mathematics, particularly solving equations in college Algebra.

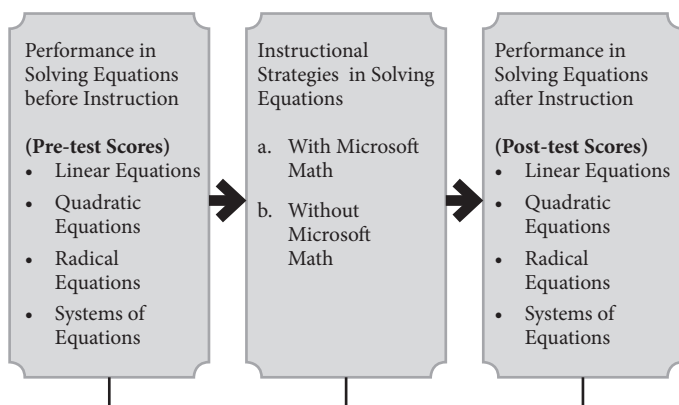
According to Saskatoon Public Schools (2009), Computer-assisted instruction (CAI) refers to instruction or remediation presented on a computer for the purpose to allow students to progress at their own pace and work individually or problem solve in a group. Computers provide immediate feedback, letting students know whether their answer is correct. If the answer is not correct, the program shows students how to correctly answer the question. Computers offer a different type of activity and a change of pace from teacher-led or group instruction. Also, computer-assisted instruction moves at the students' pace and usually does not move ahead until they have mastered the skill. CAI can be used either in isolation, bearing the whole responsibility for conveying instruction to students, or in combination with conventional, i.e., face-to-face, teaching methods. Research has shown that the combination of conventional and CAI instruction has been most effective in raising student achievement scores. (<http://www.wisegeek.org/what-is-computer-assisted-instruction.htm>)

It is hoped that results of this study may inspire and encourage teachers to play an active role in helping students to learn to use

computer technology and they must become an integral part of a plan with the view of improving mathematics education in the collegiate level.

II. CONCEPTUAL FRAMEWORK

In the conduct of this study, the researcher was guided by the following paradigm.



The paradigm above shows that the use of Microsoft Math affects the performance of students in solving equations. The paradigm also shows that both experimental and control groups took the pretest before they were subjected to the different instructional strategies then posttest after receiving instruction.

III. OBJECTIVES

- To determine the level of performance of the students in solving equations under the experimental group (with Microsoft Math) and the control group (without Microsoft Math) before and after the experimentation.
- To determine the content area(s) of solving equations where the students are relatively strong or weak.
- To determine significant differences between the pretest and posttest mean scores of the students exposed to:
 - solving equations with Microsoft Math, and
 - solving equations without Microsoft Math.
- To determine significant differences in the pretest and posttest mean scores between the experimental and control groups.

IV. METHODOLOGY

This study utilized the experimental method of investigation, specifically the pretest-posttest comparison group design. In the development of the gathering instrument in this experiment, the researcher prepared a test composed of 50 items covering the following topics: solving linear equations, quadratic equations, radical equations and systems of equations. It was then subjected to a pretest to establish validity and reliability. Through item analysis, 40 acceptable items were retained and the result was further subjected to reliability test using Kuder Richardson

formula 20. The computed reliability index of the instrument is 0.84 which is an acceptable kind of test. The subjects of this study were composed of one intact class from the three class sections of freshmen students taking College Algebra in the Bachelor of Science in Information Technology during the second semester of school year 2010-2011. The researcher divided the class in two groups using simple random sampling in assigning the students in the experimental group and control group composed of 15 students each group. The students in the experimental group were taught of solving equations using Microsoft Math program at the computer laboratory room. The students in the control group were taught of solving equations without using Microsoft Math, so they were exposed to the conventional-analytical method of solving equations. It is very important to mention that both the experimental and control groups were exposed to the same condition concerning instruction, except for the instructional strategies that would vary. The gathered data were treated using mean, gain ratio, item analysis, and t-tests.

V. FINDINGS

Level of Performance in Solving Equations in Terms of Pretest and Posttest Scores of the Students in the Experimental and Control Groups.

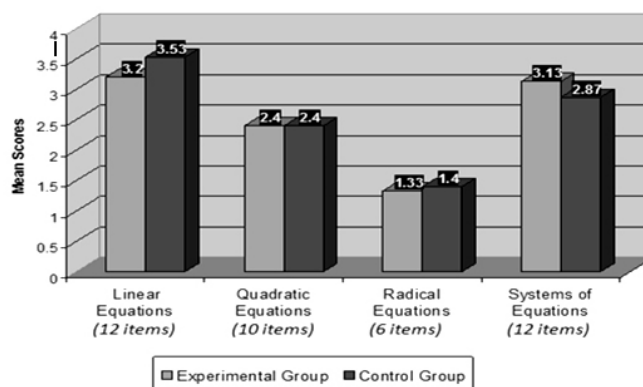


Figure 1. Level of Performance of the Students in Solving Equations by Content Areas in the Pretest

As shown in figure 1, the students in the experimental and control groups obtained similar pretest mean scores in all the content areas which can be described as "Fair" level of performance in solving equations. This finding implies that both the students in the experimental and control groups are initially comparable at the start of the experiment. Furthermore, the poor performance indicates that the students could hardly remember the basic skills needed in solving equations even though these topics were already introduced in the basic education curriculum. This finding would only show that learning Algebra is a difficult subject for many college students.

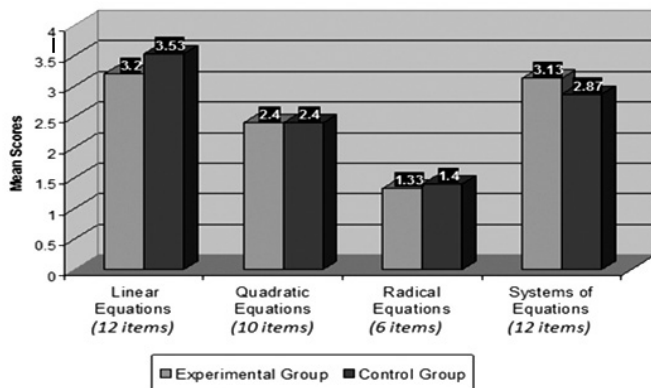


Figure 2. Level of Performance of the Students in Solving Equations by Content Area in the Posttest

In terms of the posttest scores, the experimental group exposed to solving equations got higher mean scores in all the content areas described as “Excellent” level of performance in solving equations. On the other hand, the control group who were taught the conventional method of solving equations obtained mean scores with “Satisfactory” level of performance in all the content areas except on linear equations with “Very Satisfactory” rating. From this result it can be said that there is an improvement on the performance of the students after the instructional process. The Computer-based instruction enhanced more the learning of solving equations on the basis that finding solutions of equations could be easily done using Microsoft Math tools.

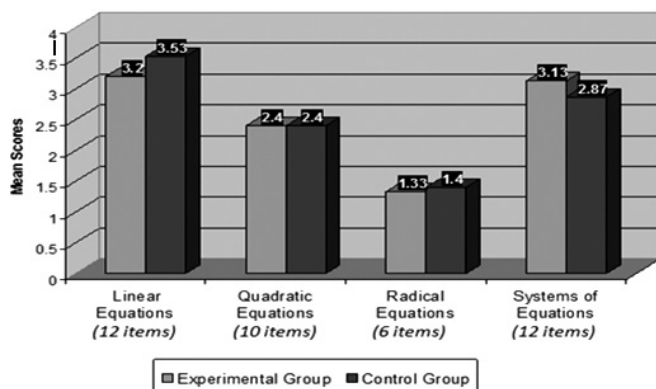


Figure 3. Overall Level of Performance of the Students in Solving Equations

Figure 3, shows the overall performance in solving equations by the students in the experimental and control groups. The experimental group and control group obtained a pretest mean score of 10.07 and 11.20 respectively which can be described as “Fair” level of performance in solving equations. The slight mean difference of 0.13 suggests that both groups are initially comparable before the start of the instructional process. In terms of the posttest mean scores, apparently the experimental group

obtained a higher mean of 37.47 which falls within “Excellent” level of performance. This finding shows a favorable effect on the level on the use of Microsoft Math tools in improving the Mathematical performance of the students particularly solving equations in Algebra. This further indicates that Microsoft Math served as a helpful tool for the students specially the low achievers to excel in Math. On the other hand, the control group had a “Satisfactory” level of performance with a mean of 19.33. This implies that the students in control group still had a long way to go to achieve excellence.

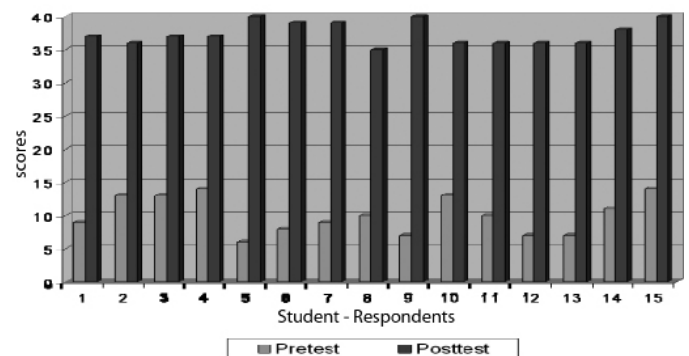


Figure 4. Pretest Posttest Scores of the Students in the Experimental Group

The computed gain ratio of 1.6 indicates that the students in the experimental group had improved their level of performance by 160%. This is attributed to the fact that the students really find Microsoft Math very useful in solving different Math equations and they regarded solving equations no longer a problem for them with its awesome Equation Solver. This finding conformed the research studies in education that the use of computer technology can help improve students’ scores on standardized tests (Ross, 1999). On the other hand, the students in the control group had doubled their pretest scores in the posttest as illustrated in figure 5. The gain ratio of 0.53 indicates that the students had improved their level of performance by only 53% in solving equations.

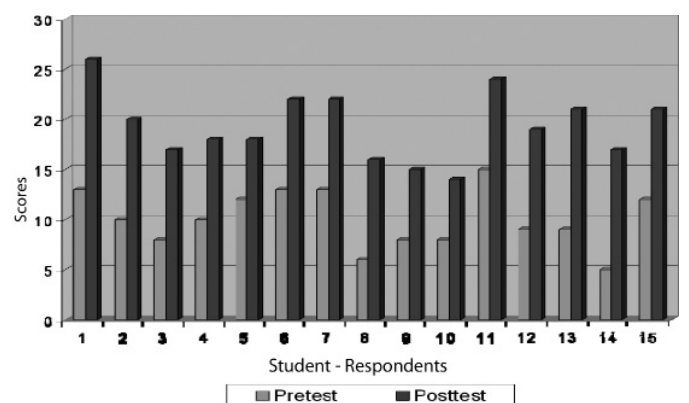


Figure 5. Pretest Posttest Scores of the Students in the Control Group

VI. STRENGTHS AND WEAKNESSES OF THE STUDENTS

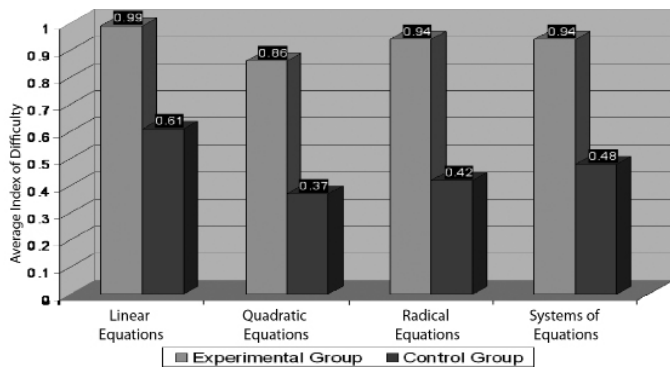


Figure 6. Average Difficulty Indices of Solving Equations by Content Area

The performance of the students in a particular topic is considered strong if, as indicated by their responses, the average index of difficulty of all the items belonging to that topic is least 0.50. As shown in figure 6, the students in the experimental class who received the treatment, solving equations using Microsoft Math were found to be strong in all the topics undertaken namely: linear equations, quadratic equations, radical equations, and systems of equations, whereas the students in the control class taught under the conventional method were found weak in all the topics except on linear equations. Therefore, it can be said that the group of students subjected to computer-based instruction with the use of Microsoft Math in solving equations performed better than those taught the traditional method.

VII. COMPARISON OF THE MEAN SCORES BETWEEN PRETEST AND POSTTEST OF EACH GROUP OF STUDENTS

Table 1. t-test of Significant Differences Between the Pretest and Posttest Mean Scores of each Group of Student-Respondents

Content Areas	Group	Mean		Mean Gain	t-value	t - prob
		Pretest	Posttest			
Linear Equations	Exp'l	3.20	11.87	8.67	22.44	0.00
	Control	3.53	7.27	3.74	9.73	0.00
Quadratic Equations	Exp'l	2.40	8.60	6.20	13.19	0.00
	Control	2.40	3.73	1.33	4.93	0.00
Radical Equations	Exp'l	1.33	5.67	4.34	15.08	0.00
	Control	1.40	2.53	1.13	8.50	0.00
Systems of Equations	Exp'l	3.13	11.33	8.20	22.30	0.00
	Control	2.87	5.80	2.93	6.64	0.00
As a Whole	Exp'l	10.07	37.47	27.40	29.63	0.00
	Control	10.20	19.33	9.13	17.13	0.00

0.05 level of Significance

There were significant differences ($p < .05$) between the mean scores in the pretest and posttest of each group of students in all the content areas of solving equations. This finding indicates that teaching solving equation using Microsoft Math is an effective strategy in improving the capabilities of students in solving different equations. The same finding is also observed from the students in the control group who were exposed to the traditional way of solving equations which is the conventional method. It is also an effective strategy in improving the level of performance of students in mathematics.

VIII. COMPARISON ON THE PERFORMANCE IN SOLVING EQUATIONS BETWEEN THE TWO GROUPS OF STUDENTS

Table 2. t-test of Significant Differences in the Pretest and Posttest Mean Scores Between Experimental Group and Control

Content Areas	Group	Mean		Mean Diff	t-value	t - prob
		Exp'l	Control			
Linear Equations	Pre	3.20	3.53	0.33	0.60	0.55
	Post	11.87	7.27	4.60	9.76	0.00
Quadratic Equations	Pre	2.40	2.40	0.00	0.00	1.00
	Post	8.60	3.73	4.47	11.36	0.00
Radical Equations	Pre	1.33	1.40	0.07	0.22	0.83
	Post	5.67	2.53	3.13	17.08	0.00
Systems of Equations	Pre	3.13	2.87	0.26	0.57	0.57
	Post	11.33	5.80	5.53	11.86	0.00
As a Whole	Pre	10.07	10.20	0.13	0.13	0.90
	Post	37.47	19.33	18.13	18.53	0.00

0.05 level of Significance

Group

It can be seen from table 2 that the pretest of the experimental and control groups obtained a slight mean difference of 0.13. The computed t-value of 0.13 with t-probability value of 0.90 indicates that there was no significant difference between the pretest scores of the two groups at 0.05 level of significance. Hence, the performance of the students in solving equations is the same at the start of the experiment. With regards to the posttest, there were significant differences between the mean scores of the two groups in favor of the experimental group. Thus, it can be said that the difference in the posttest was credited to the treatment, solving equations using Microsoft Math which produced a favorable effect on the students' learning process in college Algebra. The above findings corroborate the observations of Bloom (1985) and Hornby (1995) that computer based technology would enhance the teaching and learning process since it provides hands on activities, supports cooperative learning and constructive learning experiences and produces greater peer interaction. Likewise with that of Basturk (2005) and Lucido (2000) Ornstein (1992) wherein using computer based in-

struction include emphasis on active learning, enrichment of collaborative learning and encouragement of greater students independence and could effectively replace regular instruction at the collegiate level. Computer based technologies could be an integral support to higher thinking skills and creativity. Moreover, this finding contributed to the realization of Microsoft advocacy to access education that is to help students meet their full potential by giving them the tools and training they need to succeed in the 21st century economy.

IX. CONCLUSIONS

Based on the findings, the following conclusions were drawn:

1. Experimental and control groups have the same level of performance in the pretest. However the experimental group performed better in the posttest.
2. Experimental group was strong in all the content areas of solving equations while the control group was weak.
3. Solving equations with Microsoft Math and solving equations without Microsoft Math are both effective instructional strategies in improving the performance of students in College Algebra.
4. Solving equations using Microsoft Math was proven more effective in improving students' performance in College Algebra.

X. RECOMMENDATIONS

Based on the conclusions drawn, the following recommendations are hereby suggested for considerations:

1. Teaching using Microsoft Math Tools should be a part of the teachers' repertoire to improve the performance of the students in Solving Equations.
2. Microsoft Math Tools could be used as tutorial software suited to enhance individualized instruction.
3. Mathematics teachers should give their students opportunities to use computer to enhance their learning experiences.
4. A similar study should be undertaken to verify the results of this investigation. Studies to determine the effectiveness of the strategy in other areas of College Mathematics are in order.

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Stress and Self Esteem among Undergraduate Students in Higher Education

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Abstract

The purpose of this study was to investigate the stress and self esteem of undergraduate students in a local university. This research was done to determine the stress levels of the students based on four aspects: academic, interpersonal, intrapersonal and environmental. This study also aimed to identify the difference of stress and self esteem levels between male students and female students. This study as well investigated the relationship between stress and self esteem of the undergraduate students. It was hypothesized that there is a negative relationship between students' stress and self esteem. A total of 376 undergraduate students were selected to participate in the research through cluster sampling. The instrument, College Undergraduate Stress Scale (CUSS) was used to evaluate students' stress level and another instrument, Rosenberg Self Esteem Scale (RSES) was used to assess students' self esteem level. The data was analyzed using Statistical Packages for Social Sciences (SPSS) version 16. Descriptive analysis shows that the undergraduate students are undergoing moderate levels of stress. There is no significance difference found between male and female students. Most sources of stress were from students' academic. Besides, the

undergraduate students were found to be in moderate levels of self esteem. No significant difference was found between male and female students' self esteem. Pearson correlation test shows that overall stress was correlated to all four aspects of stress. It was also found that there is a significant weak negative relationship between undergraduate students' stress level and self esteem. However, gender is not correlated to stress or self esteem. More and further research should be done in Malaysia to ensure that local universities produce new generation who's their cognitive and psychology are well developed.

Keywords: stress, self esteem, academic, interpersonal, intrapersonal, environmental

I. INTRODUCTION

University provides students opportunities for further study and psychosocial development (Tao et al., 2000). However, university life has been reported to be harsher than students expected (Compas et al., 1986). Studies show that entering university may bring strain or stress (Gall, Evans and Bellerose, 2000). Franken (1994) viewed stress as the body's reaction, both

neurologically and physiologically, to adapt to a new condition. Basowitz and his colleagues (1955) define stress as a certain type of stimuli that induces anxiety. In this study, stress is defined as happenings and experiences that provoke anxiety.

University or college students, especially first-year students, are observed to be particularly prone to stress (Towbes & Cohen, 1996; Pancer et al., 2000; Wintre and Yaffe, 2000) due to the college life transition (Towbes and Cohen, 1996; Hudd et. al., 2000). High level of social support predicts better adjustment to university (Cutrona et. al., 1994). However, the process of creating new systems of social support can be stressful (Thoits, 1995) and social activities can actually increase one's stress (Dill & Henley, 1998). There was study show that the stress from reconstructing personal relations in a new environment during the transition stage will lead to mental and physical disorders. With the increase of the demand for academic performance and the need to establish new social relations (Tao et. al., 2000), students often doubt in own ability to reach these demands.

Generally, most students in tertiary education are highly stressed (Hamill, 1995; Thyer and Bazeley, 1993). Studies by Mental Health America states that at colleges nationwide, there is a large number of college students feeling overwhelmed, sad, hopeless and so depressed that they are unable to function. Daughtry and Kunkel (1993) found 20 percent of undergraduate students undergo depression in their undergraduate education. In the year 2004, a research done in Universiti Putra Malaysia reported that 41.9 percent of the medical students were found to have psychological stress, which was significantly associated with depression (Sherina, Rampal & Kaneson).

Several studies found that stress is negatively correlated with self esteem (Kaplan and Saddock, 2000; Bressler & Bressler, 2007). Redundant stress reduces one's self esteem (Bressler & Bressler, 2007). Rosenberg defines self esteem as a global evaluative attitude toward the self (1965) while Coopersmith views it as a behavioral demonstration of one's perceived self-value (1967). In the recent study, self esteem is taken as the emotional evaluation of one's own worth. Self esteem is important during transition to university (Hickman et. al., 2000) and it predicts better adjustment to university (Bettencourt et. al., 1999). Harper and Marshall (1991) claimed that high self esteem helps a person in handling his/her behavioral problems and interpersonal relationships.

The finding which stated that entering university may bring stress to the students (Gall et al., 2000) worries the society as stress affects an individual's psychological well-being (Hudd et al., 2000; Sun and Zhang, 2002) and lead to low self esteem (Hudd et. al., 2000). University is a place for further study and psychosocial development (Tao et al., 2000), and not a place to interfere students' development as a healthy individuals. Thus, the main objective of this research is to investigate stress and self esteem of undergraduate students in a local university.

II. AIM AND HYPOTHESIS

This research was done to determine the stress levels of the students based on four aspects: academic, interpersonal, intrapersonal and environmental. This study also aimed to identify the difference of stress and self esteem levels between male students and female students. This study as well investigated the relationship between stress and self esteem of the undergraduate students. It was hypothesized that there is a negative relationship between students' stress and self esteem.

III. RESEARCH METHODOLOGY

This is a quantitative as well as a descriptive correlational research. Besides, this research used cross-sectional design with undergraduate students from each year and each faculty taken as the sample. The sample was 376 undergraduate students randomly selected from a population of approximately 18,000 undergraduate students in Universiti Putra Malaysia (UPM), Serdang campus.

Table 1. Distribution of Respondents by Degree Programme

Degree Programme/Faculty	Gender		
	Male	Female	
Agriculture	12	14	26
Educational Studies	4	22	26
Food Science and Technology	11	15	26
Medicine and Health Sciences	10	16	26
Veterinary Medicine	11	15	26
Computer Science and Information Technology	6	19	25
Design and Architecture	13	12	25
Economics and Management	10	15	25
Engineering	12	13	25
Modern Language and Communication	11	14	25
Biotechnology and Biomolecular Sciences	10	15	25
Environmental Studies	6	18	24
Forestry	10	14	24
Human Ecology	11	13	24
Science	7	17	24
Total	151	225	376

Data was collected through questionnaires. College Undergraduate Stress Scale (CUSS), developed by Renner and Mackin in the year 1998, was used to evaluate students' stress level. Basically, the items assess students from four aspects: academic, intrapersonal, interpersonal and environmental. A pilot study was done on a sample of 30 undergraduates and the instrument was modified to increase its reliability for this study with Cronbach Alpha of 0.728. The total score for the modified instrument was 2707 with total scores of 968 for academic stress, 516 for interpersonal stress, 1209 for intrapersonal stress and 134 for environmental stress. The

lower the score, the lower one's vulnerability to stressors and the higher the score, the higher one's vulnerability to stressors.

To assess sample's self esteem, Rosenberg Self Esteem Scale (RSES) was used (Rosenberg, 1965). The instrument consisted of ten four-point Likert scale items, from strongly agree (three points) to strongly disagree (no point). The total score for this instrument was 30. High scores indicate the possession of high self esteem while low scores indicate the possession of low self esteem. The instrument was reliable to be used for this study with Cronbach Alpha of 0.676.

Findings and Discussion

IV. STRESS OF UNDERGRADUATE STUDENTS

Students' stress level was assessed from four aspects: academic, interpersonal, intrapersonal and environmental as shown in Table 2. The overall mean stress score of the respondents (n=376) was 951.6 and the standard deviation was 280.7. The mean stress score of the undergraduate students fell in the level of moderate levels of stress. This means that the students were moderately vulnerable to stress. It was also found that students were facing moderate levels of academic stress (M=472.82, SD=143.27) and low levels of interpersonal (M=132.18, SD=85.72), intrapersonal (M=305.11, SD=149.13) and environmental stress (M=41.49, SD=38.32).

Table 2. Respondents' Stress Score

Stress	n	Mean deviation	Standard	Level
Academic	376	472.82	143.27	Moderate
Interpersonal	376	132.18	85.72	Low
Intrapersonal	376	305.11	149.13	Low
Environmental	376	41.49	38.32	Low
Overall	376	951.60	280.70	Moderate

The finding from this present study indicated that overall, the undergraduate students were moderately vulnerable to stress. This finding is in line with some past studies (Abouserie, 1994; Pierceall, 2007) which stated that university and college students are experiencing moderate levels of stress. However, this finding is contrary with some other past researches (Bush et al., 1985; Brown & Ralph, 1999) which claimed that most students in tertiary education are highly stressed. This might be due to the other stressors which are not included in this research, such as health factors that include amount of exercise (Trockel et al., 2000; Field, Diego et al., 2003; Ryan, 2004), and nutritional routines (Trockel et al., 2000; Ryan, 2004; Rafidah et al., 2007).

The finding also shows that the main source of undergraduate students' stress was academic stress. It was found

that the students were moderate levels of academic stress and low levels of interpersonal, intrapersonal and environmental stress. All students reported of experiencing academic stress when a new semester started and during registration. When a new semester starts, students need to register the courses they are going to take for that particular semester. However, there is a range of subjects offered in the university (Longson, 2003). Thus students often face difficulties in selecting the courses that are related to their majors and the time of the classes should not clash with each other. Students need to plan their class schedules and free time (Nist-Olejnik, & HolsChuh, 2007) within the registration period.

In addition, most students reported experiencing academic stress when they have to face two exams in a day. Sitting for examinations is a source of stress for students (Fan & Wang, 2001; Li & Lin, 2003). Hence sitting for two exams within a day means higher levels of stress because the students have to prepare for two different subjects within a limited period of time as well as experiencing pre-examination stress, twice. In Abouserie's study (1994), he discovered that greatest sources of academic stress were sitting and preparing for examinations, grade competition, and having to master abundant amount of content in a limited time.

Table 3. Respondents' Stress by Gender

Stress	Male (n=151)		Female (n=225)		Mean difference	t	Sig
	Mean	Standard deviation	Mean	Standard deviation			
Academic	470.95	141.00	474.07	145.08	-3.12	-.207	.665
Interpersonal	136.12	84.94	129.53	86.33	6.59	.730	.930
Intrapersonal	306.98	146.95	303.86	150.89	3.12	.198	.572
Environmental	41.85	38.61	41.24	38.21	.61	.152	.937
Overall	955.91	281.85	948.71	280.52	7.20	.244	0.847

*p<.05

V. GENDER DIFFERENCES IN STRESS OF UNDERGRADUATE STUDENTS

Based on the Table 3, the male students scored 955.91 (SD=281.85) whereas the female students scored 948.71 (SD=280.52) for the stress assessment. Comparing the students based on gender for each aspect, female students experienced higher academic stress (MD=3.12) while male students scored higher in interpersonal (MD=6.59), intrapersonal (MD=3.12) and environmental stress (MD=0.61). However, these differences were insignificant. For the overall stress, the male students reported higher stress score compared to the female students (MD=7.2). The difference was as well insignificant (Sig=0.847>0.05). This finding is line with Ranjita and Michelle's (2000) study which found no significant gender difference in academic stress. Thus, the first hypothesis of this research which stated that there is no significance gender difference in undergraduate students' stress level was accepted.

Stress	Male (n=151)		Female (n=225)		Mean difference	t	Sig
	Mean	Standard deviation	Mean	Standard deviation			
Score	18.03	3.93	17.89	3.68	.18	.346	.580

*p<.05

VI. GENDER DIFFERENCES IN SELF ESTEEM OF UNDERGRADUATE STUDENTS

Table 4 below shows the gender differences in self esteem among the respondents.

Table 4. Respondents' Self Esteem by Gender

	Academic stress	Interpersonal stress	Intrapersonal stress	Environmental stress	Stress (Overall)	Gender	Self esteem
Academic stress	1						
Interpersonal stress	.235**	1					
Intrapersonal stress	.320**	.706**	1				
Environmental stress	-.094	.348**	.310**	1			
Stress (Overall)	.708**	.753**	.851**	.338**	1		
Gender	.007	-.055	-.033	-.002	-.026	1	
Self esteem	-.162**	-.180**	-.212**	-.047	-.234**	-.018	1

*p<.05

The table above shows that the male students scored 18.03 (SD=3.93) whereas the female students scored 17.89 (SD=3.68) for the self esteem assessment. It was found that there is no significant difference in both male and female students in their self esteem (Sig=.58>.05). Both male and female undergraduate students were in moderate levels of self esteem. Generally, the students were neither looking down on themselves nor being arrogant. This finding is similar to Naderi and her colleagues' finding in the year 2009. This also indicates that the second hypothesis of this research is accepted.

VII. RELATIONSHIP BETWEEN STRESS, GENDER AND SELF ESTEEM

Referring to Table 5, the overall stress is found to be strongly correlated to intrapersonal stress (r=0.851), followed by interpersonal stress (r=0.753) and academic stress (r=0.708) but weakly correlated to environmental stress (r=0.338). There is also a strong correlation found between intrapersonal stress and interpersonal stress (r=0.706). Meanwhile, academic stress has low correlation with both interpersonal stress (r=0.235) and intrapersonal stress (r=0.32). Environmental stress also has

weak correlation with both interpersonal stress (r=0.348) and intrapersonal stress (r=0.31). Overall stress is weakly correlated to self esteem (r=-0.234). This finding is in line with the past researches (Kaplan and Saddock, 2000; Bressler & Bressler, 2007) which stated that stress has negative relationship with self esteem. Thus, the hypothesis which stated that there is no relationship between stress level and self esteem is rejected.

There are very weak and negative correlations between self esteem and academic stress (r=-.162) as well as self esteem and interpersonal stress (r=-.18). At the mean time, self esteem has a weak and negative correlation with intrapersonal stress (r=-.212). further, there is no relationship found between gender and stress as well as self esteem. However, a study by Kristjánsson and his colleagues (2010) in Iceland showed that gender is correlated to self esteem. This might because students in different countries with different cultures show different levels of self esteem.

VIII. CONCLUDING REMARKS

Stress among the undergraduate students has always been an issue and it has been studied since a few decades ago. Stress is found to be correlated with self esteem. From the present research, it was found that the undergraduate students were moderately vulnerable to stress.

Further, the present study found that the undergraduate students had moderate self esteem. The level of students' self esteem should be increased as previous studies mentioned that individuals with higher self esteem are less vulnerable to stress. Besides, this research also revealed that stress correlated negatively with students' self esteem. This finding was consistent with the previous studies.

This research contributes to education field in psychology area. The study provides recent information about stress and self esteem conditions of local university undergraduate students. It shows the importance of understanding the psychological development of the recent generation of university students. This is to ensure that the university produces new generation who is well developed both cognitively and psychologically.

As for Malaysia university students' self esteem, there should be more researches to be done as well. Further research to identify the factors that influence students' self esteem can be done. After that, education institutions programmes can consider whether or not to organize some programmes to boost students' self esteem so that they are more confident about themselves, hence perform better in their academy.

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Structural Analysis of Higher Education Institutions' Research Introductions

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Abstract

In writing a research article, the introduction seems to be the hardest part to write. In fact, many research articles are found to have insufficient introduction, lacking some important elements of a quality introduction. Hence, this study was conducted to assess through content analysis the quality of the introduction of published articles authored by researchers in Mindanao. Fifty samples were analysed based on the widely accepted standards for writing the introduction. Descriptive statistics was used in the analysis of the data. Findings reveal that most of the introduction samples had missing elements of a quality introduction.

The most missed out element was a statement establishing a gap to indicate academic importance, followed by a statement of the practical importance of the study and general statement of the problem of the study. As to the structure of the introduction, most of the samples followed the standard structure, proceeding from general to specific statements. The findings imply that many published research articles by researchers in Mindanao have introductions that do not meet the standards for writing quality introduction, hence the need to reorient researchers to the basics of writing a good introduction.

Keywords: Research writing, introduction, writing research introduction, elements of the introduction, content analysis, Philippines

I. INTRODUCTION

Effective writing of a research article (RA) is essential for journal publication. Hence, any writer must pay serious attention to the writing of each section of a research article. One of the reasons identified by Summers (2001) for the rejection of a submitted paper for publication is that the author's writing style is disorganized, and the article is not structured properly. A research article may be well conceptualized and properly designed, but if it is not well written, not in conformity to the standard structuring for journal publication, such research article may either be rejected outright or published pending revisions,

which a researcher may find tedious and time consuming. Thus, researchers who aspire to have their work published should familiarize themselves with the writing requirements of leading international journals.

While the research article format may vary from journal to journal, there are sections common to all. These sections are the title, abstract, introduction, methods, results, and discussion. Of these sections, the introduction is considered in this study for it is a part of the article that many researchers find the most difficult to write (Feldman, 2004), yet of particular importance for it is a part of the article that the reading audience may probably read first. It is the introduction that sells the article to the readers (Summers, 2001) and gives the readers a glimpse of what is to come (Perry et al., 2003); hence, the drafting of the introduction must be carefully done so as to interest the readers and engage them to read.

In the writing of the introduction, five main elements are identified by applied linguistics researchers (Cargill and O'Connor, 2009). As earlier stated, though there are variations of article structuring across different disciplines, these five stages are broad enough to be applicable in most contexts. Hence, this study anchors its analysis of the introduction samples on the five-element pattern (Cargill and O'Connor, 2009) as follows: (1) general statements about the field of research to provide the readers with a setting or context for the problem under investigation and to claim its importance; (2) more specific statements about the aspects of the problem already studied by other researchers, laying a foundation of already known information; (3) statements indicating the need for more investigation, creating a gap or research niche for the present study to fill; (4) statements giving the purpose or objectives of the present study; and (5) optional statements that give a positive value or practical significance of the present study. The succeeding discussions elaborate these five elements.

- ▼ **Element 1** of the introduction gives the broad theme or topic of the study, making the readers understand exactly what the study is all about. The writing of this stage can be achieved by briefly defining the core constructs of the study in non-technical terms and by providing examples that situate these constructs.
- ▼ **Element 2** of the introduction informs the readers of what

has already been known or what has already been done about the topic under investigation. That is, a summary and synthesis of available literature is provided. Summers (2001) suggested that the literature should be limited to the most recent studies that are directly relevant to the present research.

- ▼ **Element 3** of the introduction presents the gap that the study seeks to fill or address. It can be the inconsistencies in the findings, controversies in the research design or method, or inadequacy of evidence that accentuate the gap. The gap is usually highlighted by using signal words (e.g. however, remains a major challenge, rarely, not well understood, and presently unclear). By explicitly stating the gap in literature, the writer leads the readers to the contribution of the present study to the body of knowledge.
- ▼ **Element 4** of the introduction presents the main problem of the present study. This stage should clearly indicate the following elements: (1) the research problem or question, (2) the specific research objectives, (3) the context, and (4) the units of analysis of the study (Kotze, 2007). Generally, the last two elements are already embedded in the first element.
- ▼ **Element 5** of the introduction is optional. In this stage, the writer may include statements that indicate the practical importance of the study aside from its academic importance, which is already established in the Stage 3. Practical importance is accentuated by referring to management problem (Kotze, 2007) that the study hopes to address – that is, how the findings of the study relate significantly to practice in a particular discipline.

Excluding the last stage since it is optional, the identified elements indicate the writing structure of the introduction, that of a funnel. The top part of a funnel has a broad opening while its bottom part has a very narrow opening. Likewise, the writing of the introduction proceeds from broad statements (Stage 1) to very specific statements (Stage 4). As prescribed by Cargill and O'Connor (2006), "authors should seek to move their readers smoothly from broad or general statements towards one sub-area of the field, and then to the authors' own particular topic."

The preceding discussions form the conceptual basis of this study and the framework upon which the analyses proceeded. Specifically, this study analysed the content and structure of the introductions of published research articles authored by faculty researchers of higher education institutions in Mindanao. The significance of this study primarily lies in its intention to advance quality writing of a research article for journal publication.

II. METHODS

This study used the mixed methods of research (quantitative and qualitative). The quantitative part involved the frequency of occurrence of the elements of introduction, while the qualitative part involved the analysis of the introduction samples.

Analysed were introduction samples extracted from articles published in two multi-disciplinary refereed journals

external to the authors' respective schools. The selection of articles was delimited to social sciences articles authored by faculty researchers in Mindanao published within the past three years. A total of 50 articles in social sciences authored by faculty researchers from Mindanao were published. The introduction section of each of the 50 articles was extracted for analysis.

The analysis of the introduction samples was limited to the content. Used as criteria for the analysis were the elements generally found in the introduction section of journal articles across disciplines. These elements are discussed earlier in the introduction section of this paper. The samples were also analysed for its structure or flow. As advanced by experts in research writing cited in the introduction of this paper, the introduction should flow from general to specific. The writing style of the authors was not considered in the analysis of the introduction.

The analysis of introduction samples involved the following steps: (1) identifying parts of each analysed introduction according to their contextual functions, (2) tabulating the identified parts according to the five-stage pattern, (3) determining the flow of the identified parts, and (4) juxtaposing the analysed introduction's pattern and the anchored five-stage pattern of this study. The analysis of the data was based on descriptive statistics such as frequency count and percentage.

III. FINDINGS AND DISCUSSION

Findings of this study are presented in tables and discussed herein.

Table 1. Statistics on the occurrence of the elements of introduction among the samples

Elements	Frequency of Samples			
	With		Without	
	N=50	%	N=50	%
General Statements	48	96	2	4
Literature Review	46	92	4	8
Gap	16	32	34	68
Problem	33	66	17	34
Practical Importance	30	60	20	40

Table 2. Number of citations in the introduction samples

No. of Citations	Frequency	Percentage
1-5	33	66
6-10	7	14
11 above	5	10
0	5	10

The first element an introduction should have is a general statement about the topic under investigation. This element is best accentuated by telling the readers about the existing phenomenon in a broad perspective. As shown in Table 1, among the fifty introduction samples, 96% (48) or almost all samples had statements that give the readers a general view of the topic

under investigation. Further analysis of the samples indicates that this element was achieved by explaining in brief the core constructs of the study and by giving existing facts (statistics and conditions) about the topic under investigation. On the other hand, only 4% (2) had no general statements concerning the topic. These samples directly introduced the topic specifically.

The second element is specific statements accentuated by a review of literature, telling the readers of what has been done and known about the topic under investigation. This element directly links the past studies to the present study. The literature, however, is summarized and synthesized. Findings of this study reveal that 92% (46) or almost all introduction samples had a review of literature to point out concepts and findings of previous studies that had a bearing on the topic under investigation. However, there were articles which introduction did not have a review of literature at all, accounting to 8% (4) of the samples.

Further analysis of the samples indicates that most of the articles had concepts surveyed the most while related studies surveyed the least. Also revealed in the analysis was the very limited number of literatures cited as shown in Table 2.. Majority of the samples had only between 1-5 citations (68%, 34). Only very few had 6-10 (14%, 7) and above 10 (10%, 5) citations. Four (8%) of the samples had none.

The third element is the identification of the gap that motivates the conduct of the study. This gap explicitly informs the readers of the academic importance of the study or its contribution to the body of knowledge. The gap, as discussed in the introduction, can be accentuated by pointing out inconsistencies, or controversies in the academic literature or by referring to the lack of literature that warrants the conduct of the study. As revealed in this study, however, majority of the samples (68%, 34) failed to point out any gap in the existing literatures. Only 32% (16) of the samples had the gap made explicit. As earlier found, majority of the samples had very limited number of surveyed literatures, more so for studies, which clearly explains the failure of many researchers to identify any existing gap.

The fourth element is the introduction of the research problem of a researcher. While some journals have the statement of the problem as a separate section, the problem has to be introduced generally earlier on, that is, in the introduction section of the article. All the samples were taken from journals which have the statement of the problem as a separate section. Nonetheless, majority of the samples (66%, 33) had briefly introduced what the study intended to do. The rest of the samples (34%, 17) did not have a sentence or so that would inform the readers of the objective at the outset.

The fifth element, which is optional, is a statement of the practical importance of the study as opposed to the academic importance of the study, which is the third element. Among the samples of introduction, 60% (30) had stated the study's practical importance, while 40% (20) had not. While optional, this element helps to establish the need to conduct the study.

Considering the presence of all elements in the individual samples of introduction, this study reveals that only 6 out of 50 or 12% of the total samples had all the elements while most of the

introduction samples (88%, 8) had missing elements. Of the five elements, the most missed out was the third element (gap, 68%), followed by the fifth element (statement of importance, 40%) and the fourth element (statement of the problem, 34%). These findings indicate that most of the published articles written by faculty researchers in Mindanao lack substance considering the absence of the important elements of introduction. It can then be inferred that there remains a good number of researchers who lack knowledge on the basics of writing quality introduction. Moreover, the publication of these articles with introduction having insufficient substance implies the journals' lack of clear guidelines as to the writing of the different sections of the article, particularly the introduction section. To guide researchers in the writing of their articles, journals should specifically state in their editorial policy the elements that must be covered in the writing of the different sections of the article, especially that of the introduction.

Table 3. Statistics on the structure of introduction samples

Structure	Frequency	Percentage
G-S	38	76
G-S-G	5	10
G-S-G-S	5	10
S	1	2
G	1	2

Legend: G = General, S = Specific

Also analysed in this study was the structure or flow of the introduction, which standard structure is that of a shape of a funnel – proceeding from general to specific. As found out in this study, most of the samples (76%, 38) proceeded from general (G) to specific (S) while only very few shifted from G to S and then back to G (10%, 10) or from G to S to G and then to S (10%, 10). One each, however, had only general statements (G) and specific statements (S).

In all cases, the introduction should be written in such a manner that the readers are prepared to the main problem of the study. Readers should not be plunged into the problem immediately. Instead, they should first be made to understand of the core constructs of the study and what motivates the study. As Bem (2003) suggested, a writer should not directly introduce the problem to the unprepared reader, but instead should take time to lead the reader to the formal statement of the problem step by step, that is, proceeding from general to specific statements.

IV. CONCLUSION

Findings of this study indicate that most of the published articles had introductions with missing elements of a quality introduction - the gap being missed the most - and with very limited review of literature of only between 1 to 5 citations and others having none at all. Based on the prescribed elements for a quality introduction of a research article for publication, the sampled articles lacked the substance required of a quality introduction. To write a substantial introduction, any

researcher should make certain that all the basic elements of a quality introduction are embedded in his or her introduction writing. Therefore, It is recommended that in any research writing seminar, the writing of introductions should not be overemphasized nor underemphasized considering its importance in giving the readers an enticing glimpse of what a paper holds for them. Any writer, for that matter, should be taught how to write an introduction that effectively “sells.” It is also recommended that research journals include in its editorial policy/note to the contributor section a guideline that specifically outlines the different elements that should be found in a particular section of an article, particularly that of the introduction. Such guideline will ensure the writing of a quality introduction of a research article.

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The Application of Problem-Based Learning Method on the Subject Export As Delivered in Ciputra University

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Abstract

Learning is essentially an interactive process of the circumstances surrounding an individual. It can be viewed as a purpose-driven and experience-based process. Changing our perception of students from objects to subjects can serve as an important point in innovative learning approaches. Problem-based learning is an innovation in student learning which optimizes thinking ability through a systematic process of group work in order to empower, hone, test and develop the capacity to think on an ongoing basis. The objectives of the research are: (1) to explain how to implement the Problem-Based Learning Model on the subject Export. (2) to find out the level of effectiveness of the Problem-Based Learning model from the students' perception.

The approach used in this paper is qualitative research, which is based on descriptive method. The analysis unit is the individual. Data is collected through observation, interviews and questionnaires. This study is conducted in the University of Ciputra. As an institution that aims to create world-class entrepreneurs, Ciputra University puts a high emphasis on the subject Export, because it supports the university's goals and gives students from various disciplines the opportunity to learn and work together. Samples of this study include 35 students from batch 2010 who are taking the subject Export.

Result shows that the application of Problem-Based Learning Model supports the achievement of class objective despite the fact that the students come from different backgrounds. Hence, it can be concluded that the application of Problem-Based Learning Model can help students from different disciplines to equally absorb entrepreneurial knowledge, especially on the subject Export, while staying motivated in achieving their learning objective.

Keywords: Problem-based learning, entrepreneur, innovation

I. INTRODUCTION

In the field of education, the roles of a teacher include educating, guiding, training, and developing curriculum that create a conducive learning environment which is not only fun and interesting, but encourages students to think actively, creatively, and innovatively in exploring their abilities.

Essentially, learning is an interactive process of the circumstances surrounding an individual. It can be seen as a process that is aimed towards a purpose and acting through experience. According to Sudjana (2003), learning is a process of watching, observing, and understanding something. Jackson (1991) added that learning is also a process of gathering knowledge through transforming experiences. It can also be described as a systematic attempt of creating a conducive learning environment and developing the students.

The learning process itself is individual and contextual. This means that the process happens within an individual according to his or her development and environment. An educator must always remember the four components in determining a learning model which are; objective, material, method, and evaluation. According to Joyce and Well (1996), learning model is a plan or a pattern that can be used to make a curriculum, design learning materials, and manage the learning process, both inside and outside the classroom.

Changing our perception of students, from objects to subjects, can be a way to discover innovative or student-centered learning approaches. One of the methods that can be used is Problem-Based Learning. According to Tan (2003), Problem-Based Learning is an learning innovation that enables students to optimize their thinking ability through systematical group work or discussions. This will hopefully empower, hone, test and develop their capacity to think on an ongoing basis

Boud dan Feletti (1997) stated that Problem-Based Learning is the most significant innovation in education while Margetson

(1994) suggested that it facilitates problem solving, communication, teamwork, and better inter-personal relationships.

The five characteristics of Problem-Based Learning according to Ibrahim and Nur (2005) are: (1) understanding the problem, (2) focusing on inter-disciplinary relationship, (3) conducting authentic investigation, (4) creating a product for display, and (5) applying teamwork.

From the pedagogical aspect, Problem-Based Learning is based on several theories (Rusman, 2011), including Schmidt's constructive learning theory which suggests that comprehension is achieved through a learning interaction using problem scenario whereas knowledge happens from a social negotiation collaboration. In addition to that, a meaningful learning theory from David Ausubel (Suparno, 1997) stated that new information can always be linked back to a person's knowledge structure. Vigotsky's theory of learning also believes that social interactions with friends lead to new ideas and enhance a student's intellectual development. Meanwhile, a theory from Jerome S. Brunner (Dahar, 1989) utilized the concept of scaffolding, which is a method of helping students solve problems that are beyond their capacity using the help of teachers, friends, or people with higher knowledge. Problem-Based Learning is closely related to the application of individual intelligence in a group in order to solve relevant and contextual issues.

The objectives of the research are: (1) to explain how to implement the Problem-Based Learning Model on the subject Export. (2) to find out the level of effectiveness of the Problem-Based Learning model from the students' perception.

II. METHODOLOGY

This research uses qualitative approach which describes students' perception on their roles in Problem-Based Learning as seen from the indicators mentioned by Paris and Winogard (2001). With the slogan of "Creating World-Class Entrepreneurs", Ciputra University set Entrepreneurship materials for Semester 1 to 6 with different competence for every semester. Fifth semester students are expected to have the competence to conduct international business or export. Hence, students from semester 5 of Batch 2010 who take the subjects of International Business/Export are used as samples in this study.

III. RESEARCH FINDING

This research uses 35 students from various study programs as research samples, in accordance with Vigotsky's theory. By selecting these samples, it is hoped that the social interaction which takes place will result in new ideas and enhance students' intellectual development.

Table 1 – Research Sample

Faculty	Program	Sample
Management	International Business Management	15
	Tourism Hotel Management	4
Technology and Creative Industry	Information Technology	4
	Visual Communication Design	5
	Interior Design	2
Psychology	Psychology	5
Total		35

The effectiveness of Problem-Based Learning from students' perception is measured by the six indicators (see Table 2) described by Paris and Winogard, which are: (1) Improving motivation and involvement in learning, (2) Finding personal issues, (3) Applying new information in formulating problems to achieve objectives, (4) Solving problems creatively by gathering facts, (5) Thinking reflectively and asking questions, and (6) Participating and evaluating own progress.

Table 2 – Student Perception

Indicator	Agree	%	Strongly Agree	%	Total	%
Improving motivation and learning involvement	15	43	20	57	35	100
Finding personal issues	18	51	17	49	35	100
Applying new information in formulating problems to achieve objectives	17	49	18	51	35	100
Solving problems creatively by gathering facts	22	63	13	37	35	100
Thinking reflectively and asking questions	15	43	20	57	35	100
Participating and evaluating own progress	14	40	21	60	35	100

Entrepreneurship (Timmons and Stevens, 1985) is a lifetime learning process and a good way to learn it is to combine first-hand experience and formal education. Direct practice is required to equip students with entrepreneurial skills in export subject. For this purpose, students are divided into teams of 5

of people from different programs and are asked to conduct international business/export. The variety in study backgrounds leads to a social interaction that will enrich students' knowledge and increase their motivation in learning with their group members.

In the early meetings, each group is asked to identify local products that have the capacity to compete in global market in terms of product supplier, product quality standard and product certification. Since problems are the starting points of this learning method, each group must deal with different issues according to the products they choose.

To identify their products, students gather information from various sources, including library research, related literature, and the internet. E-learning is an innovation in learning which gives great benefits when it comes to distance and time limitation. In order to interact with the facilitators, a Facebook group is created to simplify communication, send discussion results, and receive feedbacks from facilitators.

After deciding on the exported products (see Figure 1), which are coconut shell handicrafts in the form of tissue boxes, bags, and lamps, students must conduct a research on which country should be chosen as a target market. The research is closely related to several aspects; including political, economical, social, and technological aspects of the country. Next, a SWOT (Strength, Weakness, Opportunity, and Threat) analysis is performed upon entering the country. The facts obtained from the research will be applied in a marketing mix strategy that involves product strategy, price, distribution, and promotion.



Figure 1. Handycraft Products

During the learning process, two mentors are assigned for every class. These mentors consist of academicians and practitioners and will work together as facilitators. Academician will have an andragogical teaching role and practitioners will suggest solutions for field issues. The scaffolding concept used to solve problems beyond students' capacity through the help of mentors and experts is done by inviting experts in export procedures and regulations who will share about the opportunities and threats of exports. Communication materials in the form of correspondence,

presentation, and business ethics in global market are also given. An international fair is used as a means to meet potential buyers. Therefore, students are asked to be exhibitors who offer and introduce the products. The prospect of a direct meeting with potential buyers requires some preparation, including product licensing, brochures, catalogues, name cards, and websites used to sell products globally.

At the end of the semester, an integrated evaluation is conducted. This evaluation involves several things such as facilitators, peers, and also self-assessment. This is done to maintain the objectivity of the assessment. The role of facilitators is to evaluate the success rate of their students. Meanwhile, peer assessment is meant to encourage teamwork whereas self-assessment is used to rate the progress of each individual through self-reflection of what has been achieved throughout the semester.

IV. CONCLUSION

The application of Problem-Based Learning for the subject Export is supported by the students because it improves learning motivation by enriching knowledge through social interaction with students from other programs. Entrepreneurship can be learned from both first-hand experience and formal education.

Problem-Based Learning pedagogy uses several theoretical approaches such as constructivism theory that uses problem as a starting point and scaffolding concept which suggests problem solving through the help of teachers or other experts in the field of study.

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The Ever Challenging Environment of producing Knowledgeable and Skillful Graduates: Changing the Culture of Higher Education of Institutions in Teaching and Learning Approaches.

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Abstract

The education system of modern society can be understood as an institution whose functions include its capacity to reproduce its host society, both economically and culturally (Barnett, 1990). Higher institution of learning is no more seen as a place of mass production of graduates willingly believe that they are now ready to perform their duties. The newly developing higher education system has expanded to prepare a new workforce which can assist in the economic growth of the nation and thus the outputs that fulfill this must be able to perform to the needs of the industry. What the industry wants is students too show that they have entered and translated into what they have learned practically. Thus, today educators and academicians has to aggressively re-look and change the teaching and learning approaches and environment in order to make the teaching and learning process more effective and relevant. It is not sufficient by merely changing the content of the curriculum but it is more than that. This paper analyses the feedback of students on the current teaching and learning culture in comparison to the contemporary approach of teaching such as active learning, outcome-based learning and problem-based learning. The study will also explore the process of integrating these active learning strategies into traditional lecture-based courses and also intend to underscore the motivation and incentives required for bringing about changes and the support needed for sustaining and disseminating student centered learning approaches among the educators.

Keywords: Teaching, Learning, Students, Educators and Change

I. INTRODUCTION

Good teaching is about substance and treating students as consumers of knowledge. Knowledge refers to doing your

best to be well verse on your field, reading sources, inside and outside of your areas of expertise as well as being at the leading edge as often as possible (Leblanc, 1998). Our new world is all in favour of learners and learning but somewhat circumspects about teachers and teaching (Badley, 1999). There are still some questions on the debate of effective teaching need to be answered earnestly, as the matter has become interestingly discussed. One of the teaching methods that necessitates students' activities, problem-solving and cooperative learning that permit a degree of students' control over learning and can thus accommodate individual differences in their preferred ways of reaching understanding (Van Dijk & Jochems, 2003). Thus, institutions of higher learning are facing new challenges in their efforts to improve the quality of education. Teachers in higher education must focus on customers (i.e. students) needs in order to be successful. Qualified teachers must know how to organize and teach lessons in ways that assure students learn these subjects despite their diversity (Thompson et al., 2004).

The higher tuition fees are spurring interest in the study of quality assurance in higher education that motivates the need to focus on improving the quality of actions as well as interactions in teaching and learning process. This includes improvement in the areas of teaching methods, subject designs and objectives, course notes and books, resources, staff-student interactions, assessments and subject evaluations (Lee & Yeap, 2005). Learning is crucial in knowledge management as it provides an avenue for the organization to infuse new knowledge (Lee & Choi, 2003; Nonaka & Takeuchi, 1995; See, 2002 cited by Gan et al., 2000). The quintessential of quality teaching is the ability of lecturers or educators delivering lessons effectively and competently. A competent lecturer is the culmination of having the appropriate qualifications, commitment and passion for teaching. Brocato and Potocki (1996) defined teaching as a student's education meeting the student's expectations. The implication of this definition to teachers is they need to thoroughly understand the content of their teaching (Adediwura and Tayo, 2007). Teaching as a method of imparting knowledge and from research has

shown that traditional lecturers predominates university classrooms (Van Dijk & Jochems, 2003).

Given these observations the general objectives of the study is to identify student's view and perception of teaching whether the profound effectiveness of learning is based on teacher-centered or student-centered. Second to justify that there is a need to change the approach of learning which is student-centered such as problem-based learning or active learning. The outcomes of the findings will induce the university learning to be student centered vis a vis transforming the learning culture and approach, hoping learning will be focused on activity, discovery and independence (Carlile, et.al. 2005). Questionnaires will be distributed to students in a local university which comprises of various disciplines. The questionnaire consists of statements representing agreement or disagreement to gauge the teaching philosophical inventory of the respondents which will be significant to this study.

II. LITERATURE REVIEW

Higher institution of learning has continued to play an important role in the economy as a producer of human capital and as a center for research and development. However, in thriving to reach this role is not an easy path, the bottom line there are issues to be addressed whether it has met the necessary accreditation and quality assurance to produce quality human capital and excellent center for development. In current competitive business environment, it is imperative that education should be beneficial to both students and their future employers. Since students are potential executives with prospect to have a successful career in their respective appointment, universities are accountable to offer effective learning experience to accommodate these needs.

Traditional educational practices centres on "inputs" (McNeir, 1993). Generally the system exposed students to a segment of curriculum over a time frame. At the end of the module, an examination is usually given, and grades are assigned regardless of whether all students have achieved mastery of the material learned. This perspective needs to be changed where the "outputs" is not just getting good results but it is important they can meet the needs of the potential employers in demonstrating their competencies. New role for educators today is to meet the challenges of the new educational approach, lecturer's roles have been reconceptualised (Steinberg, 2006). Lecturers need to be supported to make the paradigm shift that is required to understand new approach in teaching and to understand the necessary competences that are essential for fulfilling the expanded roles of the educator.

One of the most important findings of educational research is that the meaning of orientation to learning is positively associated with students' perception of the learning environment. Mayya, et.al (2004) reported that there is

a positive relationship between teaching characteristics, meaning orientation to learning and positive attitude to studying. Most Higher Education Institutions (HEIs) agree that lecturers have the greatest impact on students' changes in their aspirations, values, attitudes, beliefs and actions (Chepchieng, et.al. 2006). However, the interaction in class today is more on one-way communication, where teacher is doing all the active talking, while students are listening to the lecture. Students are afraid or reluctant to voice out their opinion. As a result, students are being passive, thus lacking of some skills such as communicative skills, critical thinking, and decision making.

Dr Parmjit Singh of Asia Pacific Institute of Information Technology (APIIT) in 2004 showed that three main complaints received regarding the local graduates include lack of creativity, lack of initiatives, and poor communication skills(Hii,2007). Due to these problems, graduates are unable to perform well in their job and hard to get the desired jobs. As a result this leads to the increment of number of unemployed graduates. With more demanding potential employers, educators are moving one step ahead by changing their way of teaching. Therefore, the near future education is facing the challenge of preparing students especially undergraduate students with the necessary knowledge, skills, and disposition to meet increasingly complex needs of the environment. However, in order to achieve degree with quality which is consistent with practical requirement, universities are required to have an increase interest in developing an effective teaching. In addition with the establishment of Ministry of Higher education (MOHE) in 2004, initiated by the government is to make Malaysia a centre of educational excellence in producing skilled human workforce (Rassiah, et.al. 2008). Such initiative and interest shows that the government's effort on quality need to be improved in Malaysian education system is to stir the Malaysian education industry inclusive of government, academicians and students

The most important and essential initiative that should be done aggressively today is the adopting of student-centered learning at the institutions of higher learning. Student-Centered Learning represents both a mind-set and a culture within a given higher education institution and is a learning approach which is broadly related to, and supported by, constructivist theories of learning (Attard, A., et.al. 2010). It is characterized by innovative methods of teaching which aim to promote learning in communication with teachers and other learners and which take students seriously as active participants in their own learning, fostering transferable skills such as problem-solving, critical thinking and reflective thinking. This learning model places the student (learner) in the center of the learning process. The instructor provides students with opportunities to learn independently and from one another and coaches those in the skills they need to do so effectively (Froyd & Simpson, 2008). The approach includes such techniques as substituting active learning experiences

for lectures, assigning open-ended problems and problems requiring critical or creative thinking that cannot be solved by following text examples, involving students in simulations and role plays, and using self-paced and/or cooperative (team-based) learning.

III. RESEARCH METHODOLOGY

A set of statements consisting four sections with each section comprises of five statements are adopted with modification (Hussain Othman., 2011). These statements represent teaching philosophical perspective inventory on students learning references whether they are more towards teacher-centered or student-centered. The statements are divided into four parts A,B,C and D. Part A and B divulging how is the learning teacher centered is while B and C deals with the need to experience learning through students needs and desire i.e. student centered. This questionnaire is distributed to 200 students in a renowned private higher education institution in Selangor, Malaysia. A total of 200 questionnaires are distributed and all of them are returned. The students are divided into nine focus groups which represent several disciplines representing management, accounting, finance and marketing.

IV. FINDINGS

Generally the students' views that the role of teachers input in teaching is still important and relevant especially concerning the early part of their learning. The total mean score of 35/50 for both Part A and B illustrated that teacher centered learning is still needed for the following fundamentals as shown in table A and B. For example theories and general topics should be taught before going into the application parts. In addition, common basic subject should be thoroughly taught which includes general academic disciplines. However, the role of teachers is also to train the mind and promote reasoning as to build critical thinking and experience.

On the contrary the students should equally play their role in the learning process. The statement analysis demonstrates the score of 39/50 or 78% that learning now is no more a one way traffic where the teachers determines and dictate the learning. Students want to play an active role in their learning as indicated by the degree of agreement towards the statement on student-centered learning. They want actual learning through hands-on assignment, be creative in problem solving, learning in group which include cooperation and coordination. Action learning should be adopted and they also want to be involved in assessment and evaluation. For the curriculum it should be culturally reflected on the society globally and discussing controversial issues that affect them. Learning is not just academically focused but should be applicable and can bring changes to the society both the present and the future. Instead of students

been bombarded with theories or concept, the learning must involve active participation from the students.

V. DISCUSSION

Briefly from the findings it can be deduced that teachers still play an important catalyst in teaching and creating learning among students. However, as the new generation Y so called, student as the main stakeholder demand more than that. They want to be heard and participate in inculcating better understanding in their learning. Better yet, they consider of more ways in engaging them even if only for brief periods of time—in talking or writing about the ideas presented in the lecture. CTL (1993) while lecturing is an important aspect of university instruction; it is not necessarily the only or best way of engaging students in the ideas and information we're presenting. Learning now has gone through many changes with more interactive approach and induces more two ways communication. Active learning, action learning, experiential learning, problem-based learning, blended learning or flip learning or whatever name been called on these new learning approaches which have been introduced with the learner as the main focusses. This entire active learning environment, teachers facilitate rather than dictate the students' learning (TA Consultants., 2008).

All this new concept of learning is simply having students engaged in activities that force them to think about and comment on the information presented. So they won't simply be listening, but will be developing skills in handling concepts in related disciplines. They will analyze, synthesize, and evaluate information in discussion with other students, through asking questions, or through writing. In short, students will be engaged in activities that force them to reflect upon ideas and upon how they are using those ideas. In Malaysia a number of higher institutions have considered innovations in their approaches to teaching. Transition of approaches from traditional to new innovative approaches is being implemented in many higher institutions. In addition to the advancement of technology, computers and LCD are taking place and the settings of classes are also changing. With these changes, educators are moving one step ahead by changing their way of teaching.

VI. CONCLUSION

Basave argued that to impose certain education system without taking into account the diversity and the aspirations of those for whom it is designed, is to go against the nucleus of human beings, and their intellectual and cultural aspects (Bridger, 2007). Thus from the findings it is clearly defined by the students that they need a new paradigm and culture in the way they want to learn. The role of a teacher as the finding shows is still needed in departing the fundamentals of the subject they learned. However, the learning culture that was

in place all these years was almost exclusively teacher led, there was passivity among the students, a practice of routine learning was rampant, with little reliance on creativity, initiative and independency. Looking at Malaysia and the world at large, it has undergone rapid socio-political and economic change. This has direct implications for education.

To meet these new needs, there is an urgent need to improve the curriculum in both teaching and learning in the higher institutions of learning so that it will become more responsive and action oriented vis vis students centered. This approach if properly implemented can lead to the increase in motivation to learn, greater retention of knowledge, deeper understanding, and more positive attitudes towards the subject being taught (Froyd & Simpson, 2008). Furthermore, the changing demographics of the students population and the more consumer/client-centred culture in today's society have provided a climate where the use of student-centered learning is thriving (O'Neill, & McMohan, 2005).

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The Dilemmas of Non-Native ESL Teacher Trainees: A Case Study of Malay ESL Teacher Trainee in Institute of Teacher Education in Sarawak.

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Abstract

It is undeniable that teachers are the vital players of any education system. The education system can be efficiently and systematically designed, but without dedicated and committed teachers, it will lead to a futile effort (Sünbül, 2001, p. 224). The majority of ESL teachers in the world are non-native speakers compared to native speakers (Canagarajah, 1999). However, how are the non-native speakers overcome the challenges as qualified ESL teachers? The purpose of this study is to explore and investigate the dilemma faced among the non-native ESL teacher trainees who are Malay ESL teacher trainees in Institutes of Teacher Education (ITE) in Sarawak. This is a qualitative study which utilizes a case study approach that explores the specific knowledge of previously experienced, concrete problem situations and solutions enacted by the trainee teachers concerning their teaching endeavours. The respondents of the study comprises of full time Malay teacher trainee of Teaching English as A Second Language (TESL) in Malaysia Teacher Education Institutes in Sarawak. Purposeful sampling was carried out as the samples are “information rich” (Patton, 1990, p.169). The data were collected using classroom observation and unstructured interviews. A three-step coding approach, which includes the open, axial and selective coding stages (Sarantakos, 2005), are used to organize the collection of data. The “within-case-analysis” was used to compare the data for overlap and redundancy (Bogdan and Biklen, 1998). Then, using “cross-case-analysis” (Miles and Huberman, 1994) to identify the dilemma they are facing in their quest as ESL teachers in Primary schools in Malaysia. It was found that the Malay ESL teacher trainee in ITE in Sarawak faced dilemmas of interference of L1 (mother tongue), negative attitude as ESL teacher trainee, motivation as ESL teacher trainee, and the conflicts which are culture and social conflict. Therefore, the inculcation of positive teachers’ attitudes and behaviours of future teachers in Institute of Teacher Education (ITE) especially their preparations and the challenges that await them in their preparation as English language teacher and how they will face the dilemmas to face the challenges they will eventually face in their future career.

Keywords: dilemma, Malay ESL teacher trainee, Institute of Teacher Education (ITE), Teaching English as Second Language (TESL)

I. INTRODUCTION

There were major concerns of English language literacy in Malaysia especially on the Malaysians students who were unable to attain the reasonable English literacy after spending eleven years of English language learning in schools (Naginder, 2006; Nor Hashimah Jalaludin, Norsimah Mat Awal & Kesumawati Abu Bakar, 2008). As future TESL teachers, the Malay ESL teacher trainees should possess suitable criterias and qualification in order to meet the demand of competent TESL teacher. A statement states that “[a]ll English language educators should be proficient in English regardless of their native languages...[t]eaching skills, teaching experience, and professional preparation should be given as much weight as language proficiency.” Therefore, “[a]ll educators should be evaluated within the same criteria” (TESOL, 2006). It is important for TESL teachers to be proficient in the language and assessment is needed to specify to as what language teachers should know and be able to do (Burns and Richards, 2009). In addition, future TESL teachers should not just be proficient in the language but they should have the quality of a teacher as outlined by the Malaysian Teacher Standard (MTS). Malaysian Teacher Standard (2009) outlined three main content standards, which outlined the overall good quality of a teacher. All these standards are divided into three to eight competencies which can be used by the future ESL teacher trainees to be more innovative in their teaching, assess students at a much higher level of thinking such as problem solving, decision making and being able to continually learn, think, do and create (Zakaria, 2000; Abd Rashid, 2002).

There have not been many studies, which investigate the dilemmas faced by the Malay ESL teacher trainees in Institute of Teacher Education (ITE) in Sarawak especially from the Malay Sarawak ethnic. Thus, it triggered my curiosity to know the challenges they are facing in their preparation as future TESL teacher in ITE in Sarawak. Therefore, this study

aims at looking at the dilemmas faced by the Malay ESL teacher trainees in ITE in Sarawak. This study would shed some lights on what are the dilemmas or challenges faced by these non-native ESL teacher trainees in their preparation to become TESL teachers in primary schools.

II. BACKGROUND

Sarawak is a unique state in Malaysia where it was once ruled by the Brooke family from 1841 to 1946 and then by the East India Company from 1946 to 1963. During these periods from 1841 to 1963, English language was used as the language of administration in Sarawak. However, when Sarawak joined Federation of Malaya to form Malaysia in 1963, Sarawak had to accept Bahasa Malaysia as the National language and official language for 'official purposes of communication'. The Federal Constitution of Malaysia (1997; 187-188) defined 'official purposes of communication' as 'any purpose of the Government', whether Federal or State, and includes any purpose of a public authority.

Eventhough the people of Sarawak realized that Bahasa Malaysia was appropriate to be made as national language to unite all ethnics in Malaysia through mean of communication, but there was a strong dissatisfaction to using Bahasa Malaysia as an official language in Sarawak due to these circumstances: 1) Sarawak has the highest overall English literacy compared to Malay language; 2) the majority ethnic group which is the indigenous group did not want to be excluded to enjoy the benefits of English-medium education which they just beginning to enjoy such as overseas scholarships and career advancement; and 3) the Sarawak leaders felt that their elite status, which was based in part on their mastery of English, would be threatened once English lost its status as the official language of Sarawak (Leigh, 1974).

Legally, Sarawak had the option to delay the implementation of Bahasa Malaysia as the official language as long as they wish. Leigh (1974) noted that according to the Constitution of the state of Sarawak, 'there was no requirement for the Borneo states to act in 1973' (89). However, after the '13th May' riot in Peninsula Malaysia, it had triggered the urge to have a common language to foster ethnic differences in Malaysia. Therefore, the Sarawak legislature agreed to change the medium of instruction from English to Bahasa Malaysia for government schools in 1973 (Bruton, 1993). The change started in 1976, which involved Primary One and was completed in 1989 for the Upper Sixth Form. It was an essential step for Sarawak in the introduction of Malay-medium education as it had increased the Bahasa Malaysia proficiency of Sarawak ethnic (Omar, 1994). Sarawak State Legislature had accepted Bahasa Malaysia as the official language in 1985 and the use of Bahasa Malaysia in Sarawak courts was enforced in 1989.

There were eventually strong resistance on the implementation of the Language Policy but the series of events had

finally led Sarawak to accept Bahasa Malaysia as the official language in the state. However, from a state which used English as the medium of communication and resorted to change the medium of communication to Bahasa Malaysia due to the National Language Policy, it is important to look at how the people in Sarawak especially the Malays are affected by the change of language policy. Studies conducted in Peninsula Malaysia on the Malays investigating their level of English language literacy had shown a worrying result. Studies by Omar (1987), Adnan (2001) Azizan and Kaur (2001), Clammer (1996), Rajadurai (2010) cannot be generalized to the Sarawak situation especially Malays in Sarawak due to different sociocultural context of Sarawak. Thus, this study explored the dilemmas faced by the Malay Sarawak ESL teacher trainees in ITE in Sarawak. The dilemmas the Malay Sarawak ESL teacher trainees are actually facing in their preparation as future TESL Primary teachers in ITE.

III. PAST STUDIES

It is relevant for me to bridge the gap of the previous studies by other researchers to give the actual disposition of the issue at hand. The research made on English language learning in the schools and institutes of higher education in Malaysia found that when Malaysian students joined Universities or other higher learning institutions after completing their secondary education, they do not have the ability to meet the demand of academic literacy and critical literacy abilities as outlined by the Universities. Research conducted in Malaysian schools revealed that there was a strong influence of the national language or Bahasa Malaysia in the students' English learning (Normazidah Che Musa, Koo Yew Lie, and Hazita Azman, 2012). The interference of Bahasa Malaysia was found as an important inhibiting factor among the Form one students in rural schools in Pahang, Selangor and Melaka. The findings showed that the students faced difficulties with the wrong use of articles, subject-verb agreement, and copula 'be'. It was found that all the errors are not only due to mother tongue interference but also interference of the Malay grammar. (Marlyna Maros, Tan Kim Hua, and Khazriyati, 2007).

A study by Nor Hashimah Jalaludin et al (2008) found that the lack of grammar in the aspects of morphology and syntax had affected the students because there were no affixes and plural inflections in the Malay language. The confusion of the grammatical structure had caused the students to use wrong copula 'be', subject-verb agreement and relative pronouns. However, the findings were not just on the lack of grammar and confusion of the grammatical structure, it was also found that the social surroundings such as unenthusiastic attitude, lack of interest towards learning the language and the environment that do not encourage the students to use English language.

In another relevant study by Noor Hashimah Abdul Aziz (2007) who conducted a study to look at the language learners

anxiety in higher education. It was found that the learners in institutes of higher learning education felt nervous speaking English due to their problems in expressing themselves in English language. The respondents in the study also stated that they were only able to use English in limited situations because they prefer to use more Bahasa Malaysia. This finding had revealed that more students who are culturally confine with their own culture tend to use their mother tongue especially among Malays who are comfortable to use Bahasa Malaysia to communicate rather than be labeled as 'show off' or 'kafir' or infidel Rajadurai (2010).

VI. RESEARCH METHODOLOGY

Research design

This study investigates and explores the dilemmas faced by the Malay ESL teacher trainees in their quest to be TESL teachers in Malaysia Primary Schools as they struggle between their culture and language learning. A case study approach was employed to gain in-depth and holistic understanding of learners' lived experiences and perspectives. It is also possible to understand different phenomenon through information gathered from interviews and observations of the participants (Yin, 1994). By using unstructured interviews, the Malay ESL teacher trainees are able to express their feelings and dilemmas in more in-depth. Case studies allow 'an investigation to retain the holistic and meaningful characteristics of real-life events' in context (Yin, 1994: 3). This study was based on a single case of Malay ESL teacher trainee in ITE in Sarawak.

Participants

One Malay ESL teacher trainee from TESL program was selected for the study. The participant chose to be called as 'Wak'. Wak is a Malay ESL teacher trainee from Kuching, Sarawak. He speaks Malay Sarawak with his family in Kuching and never speaks English with his family. In this study, the criteria for the selection of participants are first, participants had to be Malay teacher trainees in Institute of Teacher Education (ITE) in Sarawak; and second, they had to be a TESL teacher trainee in ITE. I had to be careful with the selection of the participant, as the participant should be willing to provide the actual information and not making up stories.

Data collection

The data collections used in this study were two months classroom observation in January and February 2013, two audiotaped interviews with one Malay ESL teacher trainee and ethnographic field notes. The interviews were unstructured and focused on the participant's dilemmas especially in the

classroom events, and how such events meant to him. The classroom observations took place three times in a week from 0715 a.m. to 1245 p.m. The Malay teacher trainees' experiences in language learning and their attitude were observed. Finally, ethnographic field notes consisted mainly of information about the institutional context of the study and notes taken during classroom observation.

Data analysis

The written data from the classroom observations were essentially ready for analysis. Therefore, I focus on the audio from the interviews, transcribed and coded for potentially relevant issues. The potential data would be to identify the dilemmas faced by the Malay ESL teacher trainees. The "within-case-analysis" was used to compare the data for overlap and redundancy (Bogdan and Biklen, 1998). Then, using "cross-case-analysis" (Miles and Huberman, 1994) it lead to major themes which I coded and focused on the most relevant which were interference of L1 (mother tongue), negative attitude as ESL teacher trainee, motivation as ESL teacher trainee, and the conflicts which are culture and social conflict. I then select suitable excerpts that best exemplified each of the central themes to allow for a textual representation of the participant's voice.

V. RESULTS

Interference of L1 (mother tongue)

Wak faced a lot of problems in speaking and writing in English due to the interference of his L1. He faced problems in the structure of English language with his mother tongue language especially when he tried to communicate in English among his ESL friends in the classroom.

...the differences between the languages err...when my mother tongue...Malay Sarawak and to learn the English language...the structure is confusing...not in order...(int. 1: 1-3)

Wak faced difficulty in writing when he has to spend a lot of time re-thinking, re-arranging and re-structuring the words and sentences to follow the correct English language structure.

Negative Attitude as a TESL teacher trainee

Attitude plays a psychological factor in reflecting ESL teacher trainee 'true' behavior towards their willingness to be future TESL teacher. In this study, Wak reflected his true attitude towards his attitude in becoming future TESL teacher.

Attitude...but, yes...sometimes whatever I do, laziness will still occur...Ermmm...I don't really care about people's perception. They can think what they want to think. Let them be...(int. 1: 64 - 65)

...when I entered the classroom at 0700 this morning, I could only see ten out of twenty teacher trainees in the class. I thought

they don't have any class this morning but, I was wrong. I can see Mr. Y walking to class carrying his laptop and reference books to the class. Where are the other teacher trainees? I looked outside the window of the third floor and saw them walking slowly from their hostel. Most of them are Malay teacher trainees. Why are they late? They came in at 0740 and were warned by Mr. Y. However, they just smile and sit without showing any remorse of their attitude. (Observation 1)

Wak admitted that his attitude towards the learning to be as TESL teacher could sometimes be mediocre. He felt lazy to complete all the work given by the lecturers. He did not care if the lecturers are not happy with his attitude.

Motivation as TESL teacher trainee

Motivation is the driving force for people to be successful in whatever things people do. In the case of Wak, he felt in 'love' with the language before he decided to join the TESL program in ITE.

Err...I feel I tell back why I choose TESL. Why I choose TESL is firstly because I love the language, I love the language. I love speaking English la, love in English la, asal suka la sebab asal memang asal bila kita buat apa memang boleh la...(int 1: 56-58)

The cultural conflicts

Being a Malay, Wak is very much attached to the Malay language he speaks everyday. He would interact with his Malay friends using Bahasa Malaysia or Malay Sarawak language even with his Malay friends in the same TESL group. Wak believed that he had to ensure that he do not forget his mother tongue.

For me lah...we have to use more of our mother tongue (Bahasa Malaysia or Malay Sarawak). The language that we use since we were born that is Malay language...(int 1: 11-12)

The identity conflict

Wak also faced conflict among his friends and Malay friends. He had to be careful when speaking English in front of his Malay friends as not to be labeled as 'poyo' or tried to 'show off' in front of his friends.

...commonly they think I am 'showing off'. They thought... like 'show off'...poyo...why do I need to speak English when I am talking among my Malay friends...(int 1: 24-25)

When Wak spoke English with his classmates in the cafeteria, his friends from other programs would make fun of his English. He had to limit his usage of English outside class because he was warned by his 'seniors' to not 'show off' their speaking skills in front of the 'seniors'. Wak is always careful every time he communicates in English. He would ensure that he only speak English in the classroom only. He does

not want to be 'labeled' by his 'seniors' and lost the respect of the 'seniors'.

VI. DISCUSSION

The issue of learners who have to use Bahasa Malaysia or Malay Sarawak among the same ethnic community should be seen as something, which could badly affect the ESL teacher trainees in their preparation as ESL teachers. As a future TESL teacher, they should be eager to practice using the language especially with their course mates and lecturers. They should also continue practicing English even after class so that it could improve their speaking fluency and proficiency. The data showed that they have been accused and isolated when they speak English with their friends. Wak also faced the situation where he had to take the risks as being misunderstood, made fun off, judged, and given the silent treatment.

The notions of identity evolved in the interviews and observations where Wak had to struggle with dilemma of his Malay identity and English language. Learning English is something which others percept as 'high standards' or 'being a mat salleh' (changing to a native speaker). Wak faced many thought provoking questions in terms of his ethnicity or religion. As Malay, he is 'expected to speak Malay' (Rajadurai, 2010). The act of speaking English in front of other Malay ethnic friends would cause him to face the anger of his friends and risk of being mock. The struggle to speak English caused him to juggle to find his own identity. Babha (1994) coined the term "splitting" identities. The split can create anxiety, angst-ridden self, in the struggle to use the language and be accepted in the English spoken community. However, it is a positive sign as the struggle for identity could help open possibilities to success. They should built within themselves the positive attitude of Malay ethnic community who would like to excel in their future profession to use English in their academic and non-academic settings. Therefore, they could reject the notion of "Malay" who speaks English language as foreign, pagan, and, even, evil and its speakers as rude, snobbish, arrogant, un-Malay, and un-Islamic (Ratnawati, 2005).

It is a big challenge especially for the non-native speakers of English to become TESL teachers. With this in mind, the ITEs should understand the challenges which would turn into dilemmas if the Malay ESL teacher trainees are accused, judged, scorned, and blamed for not having the 'perfect' and 'ideal' stigma of excellent ESL teacher trainees. As teacher trainees who are still in the process of learning and adapting to the institute of higher education's 'environment', ITEs can help empower the Malay teacher trainees' proficiency by exposing them with programs that can provide them with exploration of using the language in context. Due to the nature of this study, which focuses on the Malay Sarawak ethnicity, the findings could not be generalized to other Malay ethnics in Malaysia. Therefore, I am not making a sweeping generalization on Malay Sarawak

ESL teacher trainees, which could trigger dissatisfaction among Malay Sarawak ethnic community. I believe that many ESL teacher trainees from other ethnics in Sarawak could relate to *Wak's* dilemmas in their preparation as TESL teacher in primary schools and take solace in the fact that they are not alone.

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The Quality of Teaching and Learning: An Evaluation Geared Towards Institutional Excellence

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Abstract

Quality is as an institutional development term which is defined in several ways. It is often referred to as effectiveness of the system, consistency of implementation, reliability, conformance with the standard and meeting customer satisfaction. Quality in education is the foundation of the having excellent workforce. Teaching is the primary role of the instructors or lecturers who are tasked to develop students' competence that encompasses the skills, knowledge and attitude. Quality educational institutions nowadays no longer aim to educate the students but to empower the students to face the challenges of the labor force in the 21st century.

Institutional Sustainability Assessment (ISA) was established by the Commission on Higher Education (CHED) thru CHED Memo no. 46 series of 2012 to assess the sustainability of the higher educational institutions. The ISA replaced the Institutional Quality Assurance Monitoring and Evaluation (IQuAME). The Research and Development Office of St. Therese-MTC Colleges conducted a study focused on Key results Area 2 which is Quality of Teaching and Learning specifically in core indicator no. 1 – Setting and Achieving Program Standards. This study was conducted in order to evaluate the activities and mechanisms of the college specifically on setting and achieving program standards. The criteria evaluated were on: program approval, program monitoring and review and actions to strengthen the program. Findings revealed that the college has a rating of very good on the three criteria but fall short on some specific items per criteria. The research findings served as strong bases in instituting various developmental programs geared towards continuous instructional improvement to enhance students' learning. The findings and best practices identified of the college can also serve as a model to other educational institutions.

Keywords: Quality Assurance, Quality Monitoring, Educational Quality Assurance, Educational Quality Monitoring, Quality of Teaching, Academic Programs, Quality of Research

I. INTRODUCTION

Quality teaching and learning are two of the important factors in higher education where universities, colleges and other institutions aimed towards its excellence and it is very essential to everyone involved in education that the quality of teaching and learning is being practiced. Higher education is becoming a major driver of economic competitiveness in an increasingly knowledge-driven global economy. The imperative for countries to improve employment skills calls for quality teaching within educational institutions (Hénard, 2010). The economic progress is often attributed to the quality of education.

In addition according to Evans and Lindsay (2012), education represents one of the most interesting and challenging areas for quality improvement. Most of the educational institutions are aiming for quality certifications in order to improve their internal operation which will be reflected in their students' quality.

Institutional Sustainability Assessment (ISA) was established to assess the sustainability of the higher educational institutions. With this, monitoring every department will help institution to identify things to improve their program to meet standards that will help achieve its goal and plans towards institutional excellence.

In the Philippines, the Commission on Higher Education (CHED) has come up with the Institutional Quality Assurance Monitoring Evaluation (IQuAME) that aims to evaluate the five major areas of educational institutions namely Governance and Management, Quality of Teaching and Research, Support for Students, Relations with the Community and Management of Resources (www.ched.gov.ph).

Recently, Institutional Sustainability Assessment (ISA) was established by the Commission on Higher Education (CHED) thru Memo no. 46 series of 2012 to assess the sustainability of the higher educational institutions. The ISA key results area are governance and management, quality of teaching and learning, quality of professional

exposure, research and creative work, support for students and relations with the community (Memo No.46, ched.gov.ph).

St. Therese-MTC Colleges (ST-MTCC) provides quality education to develop responsible and morally upright workforce in the local, national and international communities imbued with technical and professional competencies and Filipino cultural values by providing outcomes-based education, training and assessment through instruction, research and community involvement.

II. METHODOLOGY

The Research and Development Office of St. Therese-MTC Colleges conducted a study focused on Key Results Area 2 which is Quality of Teaching and Learning specifically in core indicator no. 1 – Setting and Achieving Program Standards. The three (3) evaluation criteria include: Criterion 1: **Program Approval** which aims to evaluate if the Institution sets the objectives and learning outcomes of its programs at appropriate levels and has effective mechanisms to ensure that its programs achieve those objectives and enable students to achieve the intended outcomes. Criterion 2: **Program Monitoring and Review** evaluates if the institution has effective arrangements for monitoring and reviewing the effectiveness of its programs. Criterion 3: **Action to Strengthen Programs** check if the institution takes effective action to address weakness, build on strengths, and to enhance performance by the dissemination of good practice.

The ISA replaced the IQuAME but the instrument used in this study was still based on IQuAME since the said instrument was already drafted before the CHED memo for ISA was released. Besides, there is no major difference between ISA and IQuAME especially on Key Results Area 2 which is Quality of Teaching and Learning specifically in core indicator no. 1 – Setting and Achieving Program Standards. This study utilized the descriptive research design. The survey involved thirty-two (32) purposively selected respondents chosen from the following sectors: Faculty of Professional Courses, Faculty of General Education Courses, Administrative Staff, and Students. Before answering the questionnaire, the respondents were informed that their identity will be kept confidential. Frequency, percentage, mean, standard deviation, chi-square were used in presenting the result.

Score Interpretation INterpretaiton

4	The criterion is met in all respects, at a level of excellence that provides a model for others.
3	The criterion is met in all respects, at a level that demonstrates good practice.
2	The criterion is met in most respects, but improvement is needed to overcome weakness in some elements.
1	The criterion is met in some respects, but much improvement is needed to overcome weaknesses.
0	The criterion is not met.

For the interpretation of results, the scale is slightly modified to indicate the following graduated ranges of values for the interpretation of results: (a) 3.21– 4.0 - Excellent; (b) 2.41 – 3.20 – Very Good; (c) 1.61 – 2.40 – Good (d) 0.81 – 1.60 - Fair and (e) 0.00 -- 0.80 - Poor

In presenting the respondents' rating scores statistically, the following symbols are used:

\bar{x} -- mean, % -- percentage points, σ -- standard deviation, χ^2 -- chi square and p -- probability value

For the interpretation of the respondents' rating scores for each measure, the interpretation of p-values is as follows: < 0.000 --- 0.001 very highly significant; < 0.0011 --- 0.01 highly significant; < 0.011 --- 0.05 significant and > 0.05 --- not significant

III. RESULTS AND DISCUSSION

The thirty-two (32) respondents were asked to assess the college in terms quality of teaching and learning

A. Problem 1: What is the respondents' rating on institution's quality of teaching and learning specifically on Program Approval and what are the justifications of their rating?

Table 1. Summary of Respondents' Rating Scores on Criterion 1: Program Approval

Indicators	F	%		σ	χ^2	p
There are effective systems of periodic self-evaluation of individual programs.	32	80.00	3.22	0.75	3.063	0.216
Degree programs meet the subject-specific standards promulgated by CHED.	32	80.00	3.19	0.78	1.938	0.380
There is a system for approving academic programs.	31	77.50	3.10	0.91	9.903	0.019
Indicators are used to see if goals are met.	31	77.50	3.10	0.87	9.645	0.022
Degree and other programs have clearly defined objectives and learning outcomes.	32	80.00	3.06	0.88	9.250	0.026
The institution establishes and maintains comparability of standards with other providers of equivalent level programs.	31	77.50	3.06	0.77	15.839	0.001
These processes ensure that programs remain current and valid in the light of developments in the relevant field of study and related employment.	32	80.00	3.03	0.86	20.250	0.000

Table 1. Summary of Respondents' Rating Scores on Criterion 1: Program Approval

Indicators	F	%		σ	χ^2	p
These processes ensure that the coherence of programs with multiple elements or alternative modes of delivery is secured and maintained.	31	77.50	3.00	0.89	8.871	0.031
These processes provide an effective link between academic planning and resource allocation.	31	77.50	2.37	0.80	12.742	0.005
Stakeholders participate in defining the objectives and learning outcomes of a program and aligning them with the VMGO.	32	80.00	2.87	0.75	2.313	0.315
Licensure passing rates and/or employment rates are according to the institution's targets.	30	75.00	2.27	0.82	10.267	0.016
Overall Rating Mean			2.93			

The **overall rating mean** of the Institution on the bases of criteria-set for **Program Approval** is **2.93**, interpreted as *very good* practices in most aspects of its systems and mechanisms for the approval of its different academic programs. Given the respondents' rating scores of each criterion under Program Approval, the test statistics signifies that the Institution attain success, at a *very highly significant level of probability* in complying with the following standards: having processes for ensuring that programs remain current and valid in the light of developments in the relevant field of study and related employment; and, having established and maintained the comparability of standards with other providers of equivalent-level programs.

Consistent with the actual practice, the respondents mentioned that the institution has a system for the approval of academic programs. The system is based on the Quality Procedures Manual (QPRM) of the college which includes the Educational Program and Design Development. The pertinent minutes of the Board of Trustees (BOT) meeting show the approval of academic programs. Application to offer a new program requires the conduct of a feasibility study to ensure its viability and sustainability. The Institution sees to it that every program to be offered conforms with the CHED and Technical Education and Skills Development Authority (TESDA) standards. On the other hand, one of the respondents mentioned that the approval system should be reviewed carefully, and improvements might be introduced in the present system, if necessary.

The definition of program objectives and learning outcomes are shown in the minutes of Academic Departmental

meetings and in the minutes of the Executive Committee (EXCOM) or the Management Advisory Committee (MAC) meetings where pertinent matters are carefully dissected and scrutinized to warrant their approval.

More importantly, every degree and other programs set their own Vision, Mission Goals and Objectives (VMGO). Such degree programs have their own curriculum consisting of courses or subjects with their own objectives, scope, and sequence. However, some respondents mentioned that the definition and description of every degree and other programs should be clear to constituents, especially the students and their parents. A well-planned orientation program highlighting learning objectives and corresponding outcomes should be undertaken to improve its understanding, acceptance, and implementation.

The Institution ensures that stakeholders participate in defining objectives and learning outcomes of a program and aligning them with the VMGO. The Philippine Association of Colleges and Universities Commission on Accreditation (PACU-COA) granted Level 2 Accreditation status for the institution's Bachelor of Science in Hotel and Restaurant Management shows that the Institution's programs conform with quality standards. In addition, the institution is International Organization for Standardization (ISO) certified by the Det Norske Veritas (DNV) Management System Certification which places it at par with other providers of equivalent level programs. The Institution crafts academic arrangements for achieving objectives and intended outcomes of academic programs. Pertinent thereto, the Institution installs effective systems of periodic self-evaluation of individual programs. The Dean, faculty, and students periodically conduct course evaluation with positive results. Minutes of Academic Committee meeting and Consultation with industry partners also attest to the Institution's effective system of periodic self-evaluation of individual programs.

The Institution conducts follow-ups to ensure that its students' employment rates are according to the Institution's targets. The Institution tries to increase the students' employment rate among its graduates through partnership with industries whose employment demands are consistent with its course offering. In this regard, it keeps an Alumni Employment Records and Tracer Studies. Some of the respondents mentioned that they do not have idea of the employment rate of the graduates.

The Institution avers that processes ensure that the coherence of programs with multiple elements or alternative modes of delivery be secured and maintained, on a commendable level of performance. The Institution conducts a program review of the approved curricula, with good results. The faculty prepares course plans including the different techniques or methods of teaching. Alternative modes of delivery are undertaken by the faculty, especially in major courses.

The Institution also crafts processes that provide an effective link between academic planning and resource allocation as evidenced by departmental budgets which prove the linkage between academic planning and resource allocation to support all programs.

B. Problem 2: What is the respondents' rating on institution's quality of teaching and learning specifically on Program Monitoring and Review and what are the justifications of their rating?

Table 2. Summary of Respondents' Rating Scores on Criterion 2: Program Monitoring and Review

	F	%		σ	χ^2	P
The delivery of programs is continuously improved.	30	75.00	3.37	0.72	6.200	0.045
Academic support and counseling are made available to students to enable them to progress within their programs of study.	31	77.50	3.26	0.68	6.258	0.044
There are processes for evaluating the extent to which intended learning outcomes are being implemented by faculty.	32	80.00	3.13	0.71	4.750	0.093
The effectiveness of teaching and learning is monitored in relation to curriculum content and learning outcomes of programs.	32	80.00	3.13	0.83	11.750	0.008
There are processes for evaluating the extent to which intended learning outcomes are being achieved by students.	2	80.00	3.06	0.84	15.00	0.002
Student assessments are valid, reliable, secure and externally verified.	31	77.50	3.00	0.63	10.903	0.004
Students are able to access the learning resources easily.	32	80.00	2.91	0.96	5.750	0.124
Adequate learning resources are available to support each program.	32	80.00	2.28	0.91	9.750	0.021
Students receive timely and effective feedback on their progress.	30	75.00	2.87	0.82	10.00	0.019
The institution ensures the effective matching of the abilities and aptitudes of students to the demands of the programs to which they are recruited.	32	80.00	2.81	0.93	6.250	0.100
Overall Rating Mean			2.98			

In **Program Monitoring and Review**, the test statistics reveals that the institution achieve success, at a **highly significant level** (< 0.01) in complying with the following criteria: having processes for evaluating the extent to which intended learning outcomes are being achieved by students; student assessments being valid, reliable, secure, and externally verified. The **overall rating mean** of the institution with regard to **Program Monitoring and Review** is **2.98**, interpreted as **very good**. Considering the different criteria, the mechanisms required for program review and monitoring are properly set up to ensure the achievement of the program objectives and learning outcomes. The necessary arrangements for effective program monitoring and review are implemented in most aspects, consistent with the Institution's VMGO.

The Institution crafts adequate academic arrangements for program monitoring and review. As practiced, the effectiveness of teaching and learning is monitored based on curriculum content and the learning outcomes of programs to an extent that demonstrates commendable performance. Given the approved curricula of the College, the faculty prepares adequate course plans that include substantial course content and intended learning outcomes of programs for students to accomplish. In addition, Curriculum mapping is done regularly.

The Institution adequately crafts a system for ensuring the matching of students' abilities with their aptitudes. In doing so, the Institution ensures the effective matching of the students' abilities and aptitudes to the program demands to which they are recruited, showing a commendable performance level. As provided clearly in the Student Handbook, appropriate provisions pertain to Admission Policy, Retention Standards/Policies, Enrolment Requirements.

The Institution complies with the performance measure specifying that academic support and counseling be made available to students, to enable them to progress within their programs of study, to an extent that demonstrates a commendable practice. The Library provides academic support through library holdings and AVR facilities, with corresponding report of actual utilization by faculty and students. The laboratory support includes the Chemistry Laboratory, HRM Laboratory, and Computer Laboratory. The Guidance Office provides counseling interview with students who are referred to the Office by instructors.

The Institution complies with the performance criterion specifying that students receive timely and effective feedback on their program at a commendable level of practice. The faculty is required to come up with the students' grade after a reasonable time. The use of software for the computation of grades is also in place as well as students' grades are available online.

The Institution complies with the performance measure specifying that there be processes for evaluating the extent to which intended learning outcomes are being implemented by the faculty, at a level demonstrating satisfactory performance.

The Institution has instruments to assess the extent of student learning and competence, and faculty expertise and skills in program delivery. The periodic or regular evaluation is done to ensure that the faculty members implement the expected outcomes of every course they teach. While the instructors evaluate the level of student achievement, the students are also required to assess the level at which the faculty implement the desired outcomes of the program.

C. Problem 3: What is the respondents' rating on institution's quality of teaching and learning specifically on Action to Strengthen the Program and what are the justifications of their rating?

The delivery of pro	F	%		σ	χ^2	P
The institution responds to matters that are raised through self-evaluation, formal internal monitoring, or external review.	31	77.50	3.13	0.85	15.323	0.002
There are mechanisms for disseminating good practice throughout the institution.	32	80.00	3.09	0.86	13.750	0.003
Weaknesses in student performance are identified and acted upon.	29	72.50	2.97	0.91	7.552	0.056
The feedback from faculty, students, employers, and other HEIs (to which students' progress is secured) is evaluated and acted upon.	32	80.00	2.94	0.88	9.250	0.026
Overall Rating Mean			3.03			

Table 3. Summary of Respondents' Rating Scores on Criterion 3: Action to Strengthen Programs

Pertinent test statistics on respondents' rating scores shows that the Institution achieve success with **highly significant level of probability** (< 0.01) in the following criteria: having responded to matters raised through self-evaluation, and having mechanisms for disseminating good practices throughout the Institution. The **overall rating mean** for the Institution based on **Action to Strengthen Programs** is 3.03 interpreted as **very good**, demonstrating that its performance in formulating and implementing decisions to strengthen its different programs achieve a commendable quality. All the required mechanisms for having appropriate actions to strengthen academic programs are properly set up, to ensure the adequate achievement of program objectives and learning outcomes. In addition, the Institution performs, at a commendable level in responding to matters taken up in self-evaluation, monitoring, and review; act on stakeholders' feedback, disseminate good practices, and

properly recognize and act upon the students' areas of growth.

The Institution responds to matters raised through self-evaluation, formal internal monitoring, or external review, since it is open to feedback and responds to comments and suggestions received through proper evaluation.

As practiced, every constituent is encouraged by the governing body to cooperate in taking appropriate actions. The Institution also receives positive monitoring results from PACUCOA, CHED, and DNV, indicating that the Institution complies with quality standards. The Institution's responses are shown in the minutes of department meetings, and consultation meetings by the industry partners. Based on results of self-evaluation, formal internal monitoring, and external review, the top administration issues relevant memos pertinent to improvements in the academic programs offered in the College. Feedback is always noted, analyzed, and acted upon, when necessary.

The Institution satisfies the criterion indicating that there be mechanisms for disseminating good practices throughout the Institution, by means of complying with pertinent provisions of the QPM and QPRM, particularly in information dissemination.

The Institution crafts the necessary academic arrangements whereby weaknesses in student performance are identified and promptly acted upon through the SPS and the Dean's Office which ensure that low performing students are given appropriate guidance and counseling.

III. CONCLUSIONS

The college ensures that programs are relevant to the needs of the community and the country. Initially, these needs are determined first to ensure the relevance of programs offered. The objectives of these programs are formulated in a manner that students can achieve their intended outcomes. The college crafts necessary mechanisms for program monitoring and review. The strength of such mechanism is based on curricular contents which are consistent with CHED standards. The Institution shows commendable performance in its learning resources to support program needs and program delivery.

The college strongly complies with the requirements necessary for strengthening programs. There are instruments used to evaluate the faculty performance by students, and by the Deans of various programs. The external review is undertaken by DNV for ISO Certification and by PACUCOA for Accreditation, with positive results. Lastly, there is industry partnership for the college to be abreast with the current trends.

IV. IMPLICATIONS AND RECOMMENDATIONS

There were respondents who made comments on the program which is not clear to the students. The college continues to conduct students' orientation and re-orientation every

opening of the school year. For the past two years, the college had conducted the parents' orientation wherein the parents of the new students were required to attend. The activity aims to give information to the parents on the school policies and procedures as well as to make the parents aware of the program expectation. The activity aims also to gather feedback from the parents which are very important considerations for institutional development. These activities should be continuously conducted regularly and an evaluation on its effectiveness should be done to identify the areas for improvement.

There were respondents who made comments on the unavailability of data on the employment rate of the graduates. This observation was affirmed by the insufficiency of employment report. With this, the school administration decided to hire a placement officer under the Office of Student Services whose main responsibility is to facilitate the employment of the graduates. The placement officer must be a regular employee for the continuity of her function whose main responsibility is to establish strong linkage with the industry for graduates' placement.

Lastly, since there were comments on the lacking resources, the college procured several audio-visual materials as well as licensed softwares. The culinary laboratory was improved in accordance with the hotel, restaurant and shipping industry standards. Though there are improvements on the facilities, it should be continuous. In addition, proper inventory with quality check should be done on these equipment for the students' full utilization. Regular benchmarking and industry exposure among the heads and faculty members should be undertaken for them to be equipped with the current trends in the industry.

As a whole, the study served as a basis for several improvements instituted by the college, all intended for students' over-all development.

V. ACKNOWLEDGEMENT

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The Quest for Entrepreneurship Teaching Method Management Department- Maranatha Christian University Experience

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Abstract

Entrepreneurship education is considered important since entrepreneurship takes a big portion in economic development of a country including Indonesia. Educated entrepreneurs are considered to possess better skills, knowledge and performance. Management Department of Maranatha Christian University has placed a greater concern on the education by having entrepreneurship not only as a core subject but also as one of the majors since 2009. As a core subject, entrepreneurship is designed to motivate students to become an entrepreneur and therefore to encourage students to take entrepreneurship as their major. To further develop the subject, in 2011 a new teaching method was introduced and delivered to fifth semester students who will take a major course in the following semester. During the first half of the semester, students are taught entrepreneurs' concepts and skills while in the second half, students are to design a business plan on a small project and implement it. The result is then to be presented at the end of the semester.

Research objectives are to measure the success of the teaching method and to find areas of skills which have improved. Pre and post tests of McClelland's motivation theory were used and at the end of the semester impact assesment of entrepreneurship skills was given to 87 students of entrepreneurship subject. Descriptive statistics and compare means for paired sample t-test were used to process the data. Result of the study shows significant differences before and after the course on every aspect of needs in McClelland's motivation theory and students feel improvement on some entrepreneurship skills.

Keywords: Entrepreneurship teaching method, McClelland's motivation theory, impact assesment of entrepreneurship skills, compare means for paired sample t-test.

I. INTRODUCTION

Entrepreneurship education is becoming urgent since entrepreneurship is arguably the most potent economic force in the world in the last decades (Kuratko, 2005). According to Kuratko and Hodgetts (2004), entrepreneurship is a dynamic process of vision, change, and creation. It implies that entrepreneurship is a process of visioning to recognize opportunities in a state of situations (crisis, stability, or booming) through managing resources, skills, and capabilities of the teams to create new ideas and creative/innovative solutions for business and social problems. Recent economic problems need such characteristics of entrepreneurship. Hence, entrepreneurship education is very important to be a research agenda. One of interesting arguments in entrepreneurship education research is the view that entrepreneurship can be taught not just inherited (Dana, 2001; Henry et. al, 2005).

Jones and English see entrepreneurship education (2004; in Mwasalwiba, 2010) as a process of providing individuals with the ability to recognize commercial opportunities and the insight, self-esteem, knowledge and skills to act on them. It implies that the education aims to equip someone with entrepreneurial abilities, both hardskills and softskills, in order to do a business venture and also with awareness, motivation, attitude, values and behaviour as an entrepreneur (Mwasalwiba, 2010). Many universities have put a serious effort to provide their students with comprehensive curriculum and teaching methods. Some with entrepreneurship major offer courses in business plan, business life cycle, and business functions (Hills, 1998). In his research, Hills (1998) also mentions some important teaching methods from leading educators: development of a new-venture through business plan, guest speakers, case analysis, traditional lecturing and reading assignment. One of the most important is development of a new-venture through business plan.

Management Department of Maranatha Christian University (MCU) realize the significance of entrepreneurship education in order to facilitate their students to become entrepreneurs, especially since more than 50% of their students are from entrepreneur family background. Since 2009, Management Department of Maranatha Christian University have had entrepreneurship as a major. Although entrepreneurship is a new major, Entrepreneurship and Business Plan subject is compulsory for students of the fifth semester. With this subject, the teaching staff of entrepreneurship have tried to promote entrepreneurship major through a particular teaching method. The objective of the subject and the teaching method is to equip students with entrepreneurial skills and to build awareness of and motivate students on entrepreneurship attitude and spirit.

The goal of this study is to measure the success of the teaching method used in Entrepreneurship and Business Plan course at Management Department of Maranatha Christian University in the light of the Entrepreneurship and Business Plan objectives. McClelland's motivation theory will be used to measure entrepreneurship awareness since motivation is one of the measurements for teaching objective success rate. While hardskills and softskills metrics will be used to measure success of the other objectives of the teaching.

II. LITERATURE REVIEW

McClelland's motivation theory

David McClelland, an American psychologist theorist, implements and tests an entrepreneurship training system based on increasing individual achievement motivation (Ondracek et.al. 2011). McClelland (1961) theorizes that humans are motivated by three of needs, the Need for Achievement (n-ach), the Need for Power (n-pow), and the Need for Affiliation (n-affil): (1) Need for achievement is the drive to excel, to achieve in relation to a set of standard, to strive to succeed. The n-ach person is 'achievement motivated' and therefore seeks achievement, attainment of realistic but challenging goals, and advancement in the job. There is a strong need for feedback as to achievement and progress, and a need for a sense of accomplishment. (2) Need for power is the need to make other behave in a way that they would not have behave otherwise. The n-pow person is 'authority motivated'. This driver produces a need to be influential, effective and to make an impact. There is a strong need to lead and for their ideas to prevail. There is also motivation and need towards increasing personal status and prestige. (3) Need for affiliation is the desire for friendly and close interpersonal relationships. The n-affil person is 'affiliation motivated', and has a need for friendly relationships and is motivated towards interaction with other people. The affiliation driver produces motivation and need to be liked and held in popular regard. These people are team players. McClelland's research on purposes of entrepreneurship and

economics, furthermore, reveals that the most critical activity is the Need for Achievement which is correlated with productivity.

McClelland et.al (1953) argue that the achievement motive begins when a child tries to master independently in doing something more difficult for the first time or tries to be better than before. Motive is an achievement in itself and demands to take place naturally in the child, then it becomes a powerful motive with encouragement and nurturing, especially from older people as a representative of the cultural environment that emphasizes competition in achieving a standard of excellence or demanding over the child to be independent in the sense capable of doing themselves his duties well. If parents do not apply high standards of excellence or not allow children to compete in meeting the demands, children cannot be expected to have an affective experience in relation to achieving motive which is rooted in the experience of children in the early years of his life in the connection with family environment.

Furthermore, McClelland (1987) states three factors that influence the development of achievement motivation in adolescents: (1) Family environment, such as harmonious and warm family atmosphere, will give a sense of security to express freely. With this setting a person is given the opportunity to express themselves and will feel challenged to be able to achieve better performance even when they meet failure. (2) School environment, such as lecture, can foster a warm relationship with students and provide opportunities for students to express their ability. This condition will push further improvement of their performance. Peer relationships and good atmosphere of healthy competition among peers can also encourage adolescents to achieve higher performance. (3) Social environment around the home, such as providing an opportunity for a person to express their ability, will make them more confident.

Entrepreneurship education and teaching method

University, as one of influential factors for entrepreneurship development for adult such as university students, has a role to increase entrepreneurial motivation and skills. Henry and Leitch (2005)'s research shows the relationship between entrepreneur motivation and the effort of entrepreneurship education to increase the motivation. When students have entrepreneurial need (motive), they will search for ways to increase their entrepreneurial skills/abilities. Students will usually be excited when university present some entrepreneurial skills through certain subjects. When they find new skills, they become more motivated until a certain level. Increasing the motivation will naturally demand more entrepreneurial skills. When students feel that effort and activities provided by university do not meet their need then they will give feedback to improve the effort. On the other hand, when the need is fulfilled, the feedback will consequently decrease which means negative feedback for university. University then have to search how to accommodate feedback from students through good feedback mechanism

such as survey, facilitating students with information, and providing a supportive environment. As motivation/need of students changes from time to time, university need to provide a dynamic and comprehensive curriculum through an entrepreneurship major and teaching method to fulfill students' need and entrepreneurial skills.

In his research, Hills (1998) finds that there is a lack of consensus on having an entrepreneurship major in universities in order to provide motivation/needs of students. However, most universities with entrepreneurship major agree on the need for conceptual view combined with real practice in the course. Conceptual base for entrepreneurship must include business plan as an introductory, business life cycle such as planning a business venture and its growth and transitions and sometime may include renewal of mature firms, and business functions such as innovation, finance, marketing, team building and characteristics of entrepreneurs. Mwasalwiba (2010) finds the same result from his research on some universities. Important course for entrepreneurship program curriculum includes resources management and finance, marketing and salesmanship, idea generation and opportunity discovery, business planning, managing growth, organisation and team building, new venture creation, SME management, and risk and rationality. Other subjects considered the least important are: legal issue, franchising, family business, management innovation and technology, negotiation and communication skills, and problem solving.

Teaching method is another important aspect in entrepreneurial education development to increase entrepreneur motivation. Mwasalwiba (2010) categorizes two types of teaching method, those are passive and active teaching methods. Passive method focuses on lecture-based teaching such as lecturing, case study, and discussion, guest speaker, reading assignment. While active method focuses on student's self discovery and instructor/lecturer role is more on facilitator than lecturer. Active method includes business project works, presentation, games and simulation, workshop, study visit, setting a real small business venture. Bennet (2006, in Mwasalwiba, 2010) notes that active teaching method is more effective to raise entrepreneurial attributes and motivation. The same finding is also shown in Hills' research (1998), that the development of a new-venture business plan is the most important method to strengthen students' entrepreneurship behavioral intention.

Measurement success of entrepreneurship education according to Mwasalwiba (2010) is based on the evaluation and impact of education and teaching method used. There are two measurements, those are measure the general progress in entrepreneurship education as a field of study and measure a change in some pre-determined variables among students as a result of attending a course in entrepreneurship. Mwasalwiba (2010) resume some impacts indicators such as start-up a business by graduates, better exam scores, attitude and intentions to act as entrepreneur,

and general awareness in entrepreneurship, confidence in level of entrepreneurial skills, and higher need of achievement.

III. RESEARCH METHOD

Research was conducted in Entrepreneurship and Business Plan course, which is a compulsory subject for management students in Management Department – Maranatha Christian University. 87 students consist of 44 men and 43 women were given pre-test (in the first meeting) and post-test (in the last meeting) of McClelland's motivation questions in achievement, affiliation and power which had 7 questions for every need/motivation. Students had to fill the score of 0 to 4 for every question then summed up all score on every need. Compare means for paired t-sample test were used to test the significance of teaching method's impact on the students. In the post test, a set of questionnaire was distributed to collect data of entrepreneurial skills that had been strengthened. Variables of the skills were divided between hard skills comprising conceptual skills (3 questions: entrepreneur concept, picture/character of entrepreneur, values and behavior of entrepreneur) and analytical skills (4 questions: increase analytical skills, sensitivity to opportunity, start-up a business knowledge, find business ideas), and soft skills which were application skills (5 questions: confidence, team work, being socialized, readiness in start-up business, creating a networking). Descriptive statistics were used to present the data.

IV. FINDINGS

Entrepreneurship curriculum and teaching practice in Management Department

Management Department of Maranatha Christian University develop entrepreneurship major to accommodate students with entrepreneurial awareness, motivation, knowledge and skills. Starting from curriculum 2009, Management Department provide entrepreneurship major or concentration that equip students with hard skills and soft skills. These are first presented in a core subject, Entrepreneurship and Business Plan. After completing this subject, students are presented with comprehensive subjects: (1) The Ultimate Entrepreneurial Challenge, whose objectives are to give understanding of entrepreneurial challenges of both internal and external environments and to solve the challenges of managerial and leadership skills through self-employed business. (2) Business Development, whose objectives are to give understanding of the business planning process through strategic analysis and to enhance insight and knowledge through an in-depth research on successful companies or entrepreneurs, why and how they become great. Furthermore, this course enables students to

explain how to develop creative and innovative businesses. (3) Integrated Business Experience I, whose objectives are to give experience of and understanding on the process of planning a real business, build a real business plan, present the business plan and fund the plan. (4) Integrated Business Experience II, whose objectives are to give practical experience in group through consulting a business (small and medium size), solving the business' problems and presenting it to business owners as well as writing a report of the problem solving. (5) Family Business Management provides students with knowledge of the development of family business and family business leadership and managerial skills. (6) Seminar on Entrepreneurship, whose objectives are to give deep understanding of the concepts of entrepreneurship, innovation, family business, managerial functions for business ventures, and recent development of entrepreneurship.

Since entrepreneurship major was introduced for the first time in 2009, teaching staff of entrepreneurship have tried to promote entrepreneurship major. Entrepreneurship and Business Plan subject as a compulsory subject in semester 5 is treated as a vehicle to promote entrepreneurship major. A particular teaching method is used to motivate students to be aware of entrepreneur character inside the students and to equip them with some skills in entrepreneurship.

In Entrepreneurship and Business Plan subject students learn about the insight through lecturing and guest speakers (one per semester) on entrepreneurship during the first half of semester (7 to 8 meetings). The insight includes the quality of business life and the ability to see business opportunities and conduct feasibility study and business plan. In this subject students are obliged to design a business plan in a team of 6 to 7 members and implement the business plan in second half of the semester. After the implementation, the team have to present their business plan and the implementation and analyze the gap between the plan and the implementation and also describe their experience during the process.

Data and discussion

After conducting the pre-test and post-test of McClelland's motivational questions about achievement, affiliation, and power to 87 students, result of compare means for paired t-test is shown in table.1 below:

Table 1. Compare means for paired test for McClelland's motivational score

	Achievement		Affiliation		Power	
	Before	After	Before	After	Before	After
Mean	21,5862	27,8506	24,2299	29,7931	20,8851	26,3793
Standard Deviation	4,53296	4,01893	4,73409	3,02754	4,28742	3,37309
Sig (2 tailed)	0.0000		0.0000		0.0000	

Note: significant at the 5% level

Compare means test shows that there was a significant effect for every motivation/need after students took the Entrepreneur and Business Plan subject, this can be seen from p value of 0. Need for achievement (n-ach) had a greater increase in mean score than other needs, but there was no significant composition before and after the treatment. There was no significant effect of the treatment that changed other needs from students to need for achievement.

Another interesting finding is that standard deviation of every need became smaller after the treatment. This shows that the treatment made students' variance smaller, meaning they have the same tendency/perception on the needs. Needs for affiliation had a greater decrease in variance, meaning the treatment has a greater effect on students tendency on affiliation.

From the test, it is clear that implementation of teaching method/treatment has a significant effect for students' awareness on entrepreneurship as shown in significant changes on need for achievement after the treatment. However, the method cannot change students (in general) to shift from their characteristics; that is need for affiliation is still the most important and common for students. Only a few students have shifted from other needs to need for achievement. Teaching method/treatment also drives students to have a better understanding regarding socialization, and team work instead of power and performance.

After the treatment, teaching method has also equipped students with better skills. Table 2 shows skills area to be strengthened after students take the Entrepreneurship and Business Plan subject.

Table 2. Improved skills area

Skills	Specific skills	Mean	Standard deviation
Conceptual	Better understanding on Entrepreneurship concept	4.20	0.59
	Better understanding on Entrepreneur traits	4.21	0.64
	Better understanding on Entrepreneur values/behaviour	4.15	0.68
Analytical	Increasing of analytical skills	4.08	0.56
	Increasing of sensitivity to opportunities	4.08	0.74
	Increasing of start-up business knowledge	4.27	0.61
	Increasing of sensitivity in finding business ideas	4.08	0.73
Application	Increasing confidence	4.09	0.81
	Increasing team work	4.27	0.70
	Socializing	4.21	0.83
	Increasing readiness to start-up business	4.18	0.64
	Increasing networking skills	4.05	0.79

Table 2 shows that in general all skills had improved and conceptual skills were the most improved followed by application while analytical skills were the last. For the specific skills, increasing knowledge of start-up business and team work were the first to improve followed by understanding of entrepreneurs' traits and socializing. Networking skills, finding business ideas, sensitivity to opportunities, increasing analytical skills, and increasing confidence were the least areas that improved.

The teaching method has strengthened hardskills and softskills through conceptual, application and analytical skills. Both hardskills and softskills have the same means, however, softskills have bigger variance than hardskills. Since hardskills are delivered through lecturing, students will have a better understanding/perception on the skills instead of the softskills which come from the implementation of students' business plan project.

V. CONCLUSIONS

The teaching method used in Management Department has a significant impact on awareness of students on entrepreneurs although it cannot shift students' traits to having more achievement needs which McClelland argues as the most important aspect in entrepreneurship. The teaching method still has to be improved and developed with more innovative mix of active and passive methods in order to strengthen hardskills and softskills. Although hardskills have better perception than softskills, overall, recent method has already strengthened hardskills and softskills. Further research, however, should be conducted on the effectiveness of the teaching method.

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The Influence of the 1986 People Power Revolution On the Basic Education Curriculum: A Case Study of Two Private Secondary Schools in Metro Manila

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Abstract

This study argues that the 1986 People Power Revolution provided the impetus for government to take specific measures to ensure that the hard fought victory won in the name of democracy would not only be safeguarded but strengthened through institutional reforms specifically in the basic education curriculum. This study examines the vital role that schools have played in instilling among the youth democratic values and beliefs and in developing civic skills that are essential to the project of nation-building. Through a curriculum that is invested with democratic values and beliefs and designed to develop civic skills students are being prepared to play their role as responsible and responsive citizens who are actively engaged in the work of building the Filipino nation. Such a curriculum can develop the predisposition towards democratic processes and a preference for the democratic way of life. Students would be equipped to make informed judgments as they participate actively in various civic activities both in school and in their communities. Through documentary analysis and focused group discussions, the philosophy, vision-mission of the two participating schools, the various projects and activities that students engage in, the democratic values that are embedded in their respective curricula are identified and classified using a Democratic Values Audit Chart.

I. INTRODUCTION

The restoration of democratic principles and institutions after the 1986 People Power Revolution is a landmark achievement that must not be taken for granted. It was a testament to the people's faith in democracy and its institutions. It was a declaration of the people's preference for a democratic way of life. It was the first step towards strengthening their resolve to sustain and nurture democratic values and beliefs as a safeguard against the return of tyranny. This would require hard work and dedication. It is important to remember that "the habits of the mind, as well as 'habits of the heart', the dispositions that inform

the democratic ethos, are not inherited." The lifeblood of democracy is its citizenry. It is never enough to simply establish institutions and structures that are democratic in form. What breathes life into these structures and institutions are the citizens, their substance, knowledge, habits, skills and their dispositions. It is therefore important for the success of democracy to invest in the citizenry. This study argues that the 1986 People Power Revolution provided the impetus for government to take specific measures to ensure that the hard fought victory won in the name of democracy would not only be safeguarded but strengthened through institutional reforms specifically in the basic education curriculum. This study examines the vital role that schools have played in instilling among the youth democratic values and beliefs and in developing civic skills that are essential to the project of nation-building. Through a curriculum that is invested with democratic values and beliefs and designed to develop civic skills students are being prepared to play their role as responsible and responsive citizens who are actively engaged in the work of building the Filipino nation. Such a curriculum can develop the predisposition towards democratic processes and a preference for the democratic way of life. Students would be equipped to make informed judgments as they participate actively in various civic activities both in school and in their communities.

II. RESEACH PROBLEM

This study examined the democratic values and civic skills that have been embedded in the secondary basic education curriculum as a manifestation of the influence of the People Power Revolution on policy makers and the priority given to maintaining and nurturing the democratic legacy of this historic event. A case study of two private secondary schools in Las Pinas namely, the Elizabeth Seton School and the University of Perpetual Help System-DALTA was undertaken for this purpose. Given the distance of the two schools from the epicenter of the People Power Revolution at EDSA when it happened and the time that has lapsed since then, this study attempted to determine the extent to which the democratic values reaffirmed by the People Power Revolution are still

evident in their respective philosophy, vision-mission (PVM), instructional curriculum, and structures and also in the work of their student governments and student organizations as well.

This paper sought to answer the following questions:

1. What were the democratic values embedded in the secondary basic education curriculum after the People Power Revolution?
2. Are these values still reflected in the curriculum of the schools included in the study? Are they manifested in their vision, mission and philosophy? Are they reflected in the projects and activities that students engage in?

This study was undertaken for the following objectives:

1. In identifying democratic values and beliefs embedded in the post-People Power Revolution basic education curriculum, it hopes to be able to contribute to the discourse on the role that schools play in the nurturing of democratic knowledge, skills and dispositions among the youth that are essential to the workings of democratic institutions in the country.
2. By illustrating how schools can actively engage in the cultivation and development of democratic values and beliefs through a curriculum that is aligned with the vision of the nation as expressed in the 1987 Constitution, it hopes to challenge not only the government but civil society and various communities to provide greater opportunities for the youth to be able to actively engage in political and public affairs for better governance through creative means and varied platforms.

III. THEORETICAL FRAMEWORK

Education plays a central role in the promotion of democracy. John Dewey's theory on the reciprocal relation between democracy and education was used as a theoretical framework for this study. According to Dewey, "the school is the essential distributing agency for whatever values and purposes any social group cherishes. It is not the only means but it is the first means, the primary means, the most deliberate means by which the values that any social group cherishes, the purposes that it wishes to realize, are distributed and brought home to the thought, the observation, judgment and choice of the individual." As such the school plays a central role in the development of democracy as a preferred way of life. For John Dewey "education is a means to develop free men and women. . . [its aim is] to enable the mind to examine critically socio-political matters and act freely in given situations. With proper guidance every child should be given the opportunity to develop, as fully as possible, his powers of volition given him by nature. Only then can he meet the social responsibility of man; for only free choices are responsible choices." His theory of self-activity as the basis of all learning provides a basis for the examination of the school's means to achieve its set goals in terms of the kind of students it would want to develop. According to this theory,

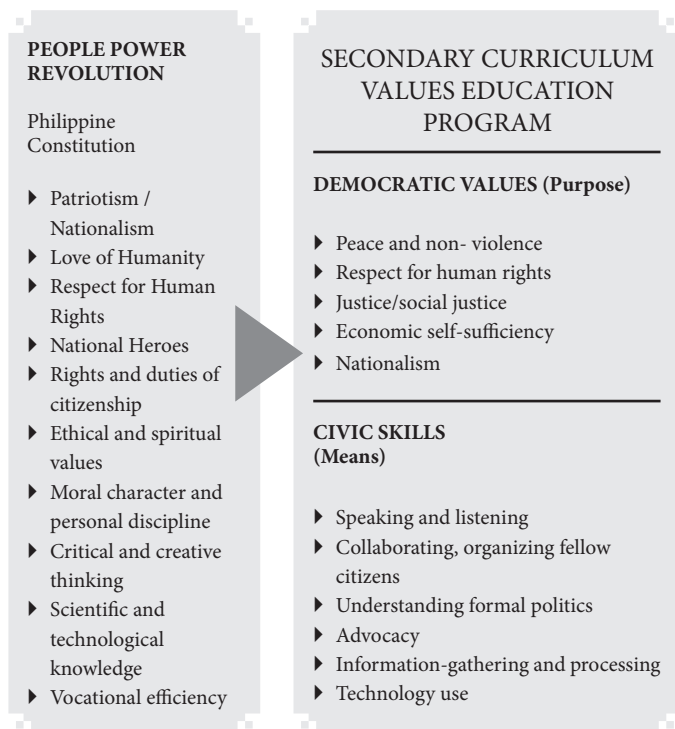
"the student learns by doing, experiencing and experimenting through activity programs and projects . . . school activities are correlated or integrated with real life outside the school." Dewey explains that "education is not simply instruction in various subjects but a coherent, unified effort to foster the development of citizens capable of promoting the further growth of society by employing intelligence fruitfully in a social context." In this sense the child is at the center of educative process. Bauzon points out that Dewey's theory suggests an informal control in the classroom where ". . . democratic and informal procedures and techniques in the class [are employed] such as interesting activities, group planning, class discussion and group decision varieties . . . Socialized teaching and learning or group process or shared activity is utilized." Dewey favors the problem method of inquiry where teachers and students work together to accomplish specific tasks or objectives. It is apparent, therefore, that Dewey's theory is anchored on the development of thinking and reasoning rather than memorization or repetition. Dewey contends that "education in a democracy is a social process whereby the individual is introduced into participation in social life." By allowing students to learn by doing, experiencing and experimenting they become empowered. This educative process encourages originality of thought, creativity and innovation. It also teaches independence and personal accountability.

Values cannot simply be taught. For democratic values to be imbibed, certain skills must be developed among the students. Specifically civic skills necessary to enable them to become responsible citizens who will actively participate in the work of nation building must be developed through a variety of means. One such means is to afford students opportunities to experience collaborative work, community service, collegial dialogues, open and accepting school climate. As Dewey asserted education is not about the acquisition of knowledge per se but teaching students to think and to reason to enable them to become active participants to the work of nation building.

Curriculum as defined by Palma is the sum of all learning content, experiences and resources that are purposely selected, organized and implemented by the school in pursuit of its peculiar mandate as a distinct institution of learning and human development. According to Palma the school curriculum has three fundamental elements: Purpose which indicates the goals and directions the school should take; Means which suggest the learning experiences and resources that are to be selected, organized and implemented in pursuit of the purpose; and Assessment of Outcomes which measures the degree to which purposes have been met. Each school defines for itself its purpose for being. Through the formulation of its philosophy, vision-mission it declares its identity, its goals and objectives as an institution. By examining the philosophy, vision-mission of the two schools under study in terms of democratic values that may still be gleaned from them, it could be said that the legacy of the People Power Revolution is still evident. While the People Power Revolution may be considered by many as a distant past, the traces that it leaves in the curriculum are still a telling factor of its influence regardless of how indirect these may be. In looking into the philosophy, vision-mission of the

schools democratic values would be inferred from the values embedded therein.

It is equally important to note that knowledge and action per se are not enough to ensure that the school is able to turn out individuals ready to take on the responsibilities of a proactive and participative citizen that is needed for nation building. Since values cannot simply be taught, it is the role of the school to provide the means by which to equip their students with the necessary skills to enable them to become critical thinkers, independent doers and socially responsible members of society. The means by which the schools pursue their goals can be manifold. Based on their philosophy, vision-mission, the schools formulate programs designed to achieve their set goals. These programs are supported by projects and activities that are meant to provide students opportunities to develop specific lifelong skills that are essential to their development as responsible individuals and citizens of the country. There are a myriad of skills that are targeted by a school curriculum. There are academic, job and civic skills. In truth, most civic skills are also academic and job skills. The assessment of outcomes in terms of civic engagement of students is for another study.



IV. REVIEW OF RELATED LITERATURE

According to Harber, “there has long been an interest in the relationship between education and democracy based on the view that a democratic political culture is needed to support democratic political systems and that democratic values that to make up that culture should be developed through the agency of mass schooling.” This view is echoed by other scholars in the field. Lipset (1959) argues that “education presumably broadens men’s outlooks, enables them to understand the need for

norms of tolerance, restrains them from adhering to extremist and monistic doctrines and increases their capacity to make rational electoral choices.” Glaeser, et al (2004) goes further and argue that “differences in schooling are a major causal factor explaining not only differences in democracy, but more generally in political institutions and they provide evidence consistent with this view.” Some of the pioneers of public education such as Thomas Jefferson, Horace Mann and John Dewey also made the case for the importance of the schools in promoting democracy. They argued that “schools were, in fact, essential to the health and well-being of the republic. This is because relevant, problem-posing, multifaceted education --- democratic education --- is central to democratic life; it is necessary for enfranchised citizenship, and for teaching students how to play an active role in the economic, cultural and political life of the nation.” According to Starratt, “within a democracy, learning is viewed as essential to a self-governing community, which is called upon to make wise decisions about its relationship to the natural, cultural and political worlds of human beings.”

Dewey takes the idea of education being essential to the success of democracy a step further by arguing that democracy is an educational process in itself. He asserts that democracy “is itself an educational principle, an educational measure and policy.” He claims that . . .

Even in the classroom we are beginning to learn that every individual becomes educated only as he has an opportunity to contribute something from his own experience, no matter how meager or slender that background of experience may be at a given time; and . . . that enlightenment comes from the give and take, from the exchange of experiences and ideas.”

Dewey believed that democratic learning processes were essential in increasing the chances for more democracy. For Dewey, education is a process of reconstructing experience. According to him, “we repeatedly need to reconstruct meanings, values, habits, beliefs, practices and institutions in response to changing contexts of life and emerging new conditions of living. [He] believed that this is a crucial task of social intelligence that can best be accomplished under democratic conditions.”

Central to the premium given to the role of education in promoting democracy is the growth of the individual. According to Mill, the individual could be “enlightened to pursue higher objectives crucial to [his] intellectual and moral development. . . Enlightened self-interest is not inherent in human nature; it is a result of education and training.” This view is shared by other scholars. Neubert noted that “belief in the potential of education is an indispensable component in the democratic faith because democracy can only flourish and be further developed through being realized and appreciated in the growth of individuals in communities.” Since democracy is anchored on the belief that people govern themselves, then the development of each individual becomes crucial to the success of democracy. While the growth of the individual is considered vital to democracy, it is also argued that individuals must learn to interact with others for only then will they be able to practice democratic living. According to Dewey the achievement of democracy

is a matter of building relationships with others in particular environments; one becomes a democratic person with others and not through the personal acquisition of knowledge, skills and attributes possessed by the individual citizen.” Thus, for Dewey the democratic process of education is paramount not the content or the skills per se.

It is said that “. . . every generation has to accomplish democracy over again for itself; that its very nature, its essence, is something that cannot be handed on from one person or one generation to another, but has to be worked out in terms of needs, problems and conditions of the [changing] social life of which . . . we are a part.” This is where schools come in. While it is true that the essence, the vision, the different shades of meanings of democracy is something that each generation needs to negotiate through the labyrinth of their own peculiar political, economic, social and cultural contexts, there are democratic principles and core values that are generally believed essential for democracy to thrive. Thus, many have argued that “schools should both inculcate a fundamental commitment to these values and use them as fundamental standards for the analysis of social issues. These educators assume that the survival of a democratic culture requires a consensus among citizens regarding central values.”

According to Apple and Beave, democratic societies depend on a variety of important foundations:

We create the conditions for a free exchange of ideas, even when these ideas are unpopular, thus allowing us to make fully informed decisions; we have faith in our fellow citizens and in our ability to work collaboratively with them to solve problems and to imagine more enriching possibilities for living together; we employ habits of critical thinking, reflection and analysis to assess ideas and options, instead of relying on narrow prejudices, uninformed opinions, and personal biases; we are all concerned with the rights of individuals, the treatment of minorities, the welfare of both intimate and distant others and ultimately the advancement of the common good.

For Nef and Reiter, a real democracy requires “social, economic and cultural foundations for democratic practices and institutions to be resilient and sustainable.” They argue that “the practice of democracy goes beyond the institutions of government, the rule of law or the electoral franchise.” They claim that “the democratic phenomenon is not a purely formal ritual. Constitution, suffrage, elections, separation of powers, checks and balances and responsible government can be seen as a necessary but by no means sufficient condition of democracy.” Perlin asserts that there are essential conditions for a stable, self-sustaining, functioning democracy. These are “political engagement of citizens, a democratic political culture and a well-developed network of autonomous, private associations as understood in the concept of civil society.” At the heart of all this are the individuals that make up the community. It is these individuals that will create, define and make functional the various institutions and conditions necessary for democracy to work and grow. It is in this context that education comes to the fore of the discourse on democracy. It has been asserted that the habits of heart and mind essential to the functioning of

democracy have to be inculcated through education. Some of these habits of the heart and mind include “informed skepticism, a willing suspension of prior belief, informed empathy, an interest in and ability to utilize imagination, envisioning how things could be different and better.”

V. RESEARCH METHODOLOGY

This study used qualitative methods of data collection. The narrative of the People Power Revolution was studied in terms of the different meanings that it invoked and its significance to various sectors and more importantly its influence in the creation of the 1987 Philippine Constitution that embodied the democratic ideals and aspirations of the nation. In turn, the Philippine Constitution born out of the struggle for the restoration of democracy during the People Power Revolution provided the inspiration and guidance for the revision of the basic education curriculum. Particular attention was given to the incorporation of the Values Education Program into the basic education curriculum as a major response to the perceived need to ensure that the democratic principles and institutions restored after the People Power Revolution would be safeguarded and allowed to flourish.

A case study was conducted on two private secondary schools in Metro Manila namely the Elizabeth Seton School (ESS) and the University of Perpetual Help System-DALTA (UPHSD). In order to locate democratic values in the secondary curriculum of the two schools under study, their syllabi, learning plans were examined as well as their philosophy, vision-mission that are found in various documents such as their Student Handbook and Operations Manuals. The different program offerings were also examined such as the Outreach Program and Student Organizations. Interviews and Focused Group Discussions were conducted with students and key school administrators and Coordinators to gather ideas and insights into their experiences, projects and activities that could clarify or verify some information found in the documents reviewed.

Article XIV, Section 3 (2) of the Constitution identifies the fundamental democratic values that are considered essential for curriculum integration and were used as the core values for the Values Education Framework. In crafting the Values Education Framework, the DECS (Department of Education, Culture and Sports) considered the values of peace and nonviolence; social justice; economic self-sufficiency, self-reliance and entrepreneurship; nationalism, bayanihan, solidarity; and sense of nationhood to be included. For the purpose of this study, this is the set of values that was used to examine the spectrum of values that the schools’ were covering as reflected in the syllabi and learning plans. It is to be noted that this set of values are eventually expanded to include related values by the schools according to their respective purposes and goals.

The values that are reflected in the syllabi and the learning plans in each school and the subject areas where they are taught were plotted using a Democratic Values Audit Chart. The learning plans and syllabi of the five core subjects namely: Araling Panlipunan, Filipino, English, Mathematics

and Science plus the Values Education of both schools were examined. Specific values identified in these documents were then classified according to the DECS list of values.

Since values need to be acted upon, they would require specific skills. The focus of this study being democratic values embedded in secondary basic curriculum, civic skills were identified using the list of civic skills culled from the Civic Skills and Federal Policy document. These civic skills include speaking and listening; collaborating, organizing fellow citizens; understanding formal politics; advocacy; information-gathering and processing; and technology use. The list of civic skills was used to classify projects and activities that develop the said skills in the different core subjects offered using a Civic Skills Audit Chart.

VI. FINDINGS AND CONCLUSION

The present generation of students did not experience the People Power Revolution. Much of what they know about it is second-hand information from books, newspapers, magazines, their parents, their teachers. The need to provide them the opportunity to learn about the significance of the People Power Revolution in the context of its democratic legacy is essential to ensure that they grow up as responsible Filipino citizens ready to take on the role in creating the kind of society that they deserve.

This present study set out to examine the influence of the People Power Revolution on the basic education curriculum in terms of what democratic values have been embedded in it. It has been established that the People Power Revolution provided the impetus for the crafting of the 1987 Philippine Constitution that embodied the vision and aspirations of the Filipino people towards the creation of a just and humane society that is anchored on democratic principles and ideals. In reviewing the actions undertaken by the government to ensure that the democratic legacy of the People Power Revolution is not lost, it was determined that the Department of Education was tasked to develop a curriculum that would go beyond the acquisition of knowledge and work towards the inculcation of fundamental values among the youth to enable them to contribute positively towards the transformation of Filipino society into one that is a genuine democracy. The Values Education Program of the Department of Education became the primary thrust towards this end. Significantly, the framework for this program drew its inspiration and guidance from the 1987 Philippine Constitution. The persons responsible for this acted on the conviction that the Constitution represented the will of the people. Hence, they agreed that the values of peace and nonviolence; social justice; economic self-sufficiency, self-reliance and entrepreneurship; nationalism and bayanihan and solidarity; and sense of nationhood ought to be included. While the original framework included but five basic values, note that these are basic values from which related values can be extracted and extrapolated.

The second question that this study endeavored to answer is whether these democratic values are still reflected in the curriculum of the University of Perpetual Help System-DALTA

(UPHSD) and the Elizabeth Seton School (ESS). Examining the philosophy, vision-mission of the two schools it became apparent that both schools put a premium on empowering their students to become active participants in nation building. The UPHSD anchors its education on the value of character building for nation building while the ESS strives to educate their students to become socially responsible lifelong learners who are proud of their Filipino identity and cultural heritage. Both schools teach the Catholic doctrines and this is a central element in their instruction. The democratic values of respect for all life, freedom, tolerance, respect for the rule of law, equality, respect for human rights and others are also taught in both schools as reflected in their curriculum. (The tables for the Democratic Values Audit are available upon request.)

Both schools also provide structures that enhance student involvement and engagement in various activities. The clubs or organization are varied enough to afford students the choice based on their interests and preferences. Both schools have student governments that hold regular elections and that provide the mechanism for students to communicate with one another and to articulate their concerns and issues with the school authorities. The student government also provides the students the experience of exercising authority with responsibility and the meaning of personal accountability for decisions made and actions taken.

The programs, projects and activities in both schools provide their students the opportunity to develop civic skills necessary for the students to be able to develop democratic values and translate these into a way of life. The programs and projects often entail collaborative work among the students. News casting, debates, stage plays, interviewing, community immersion, outreach activities and many others provide their students the opportunity to exercise civic skills such as listening and speaking; organizing and negotiating; identifying various levers of power; critical thinking and distilling information. (The tables for the Civic Skills Audit are available upon request.)

The strength of the democratic institutions that were restored as a result of the People Power Revolution rests squarely on the kind of citizens that people create. The schools play a pivotal role in this. This study was able to show that the values that the UPHSD and the ESS target that are reflected in their philosophy, vision-mission, their syllabi and learning plans are aligned with fundamental democratic values. It is clear that these schools continue the work of molding students who will become responsible, informed and proud citizens of this country and who will work toward the creation of the just and humane society that the Constitution envisions. Through the daily grind of constantly challenging students using a variety of means to become critical thinkers and life-long learners, innovative and collaborative players in the task of contributing to the betterment of their community, these schools are doing the hard work that they have committed to do as educational institutions. And the work continues.

It has been a little over a quarter of a century since the People Power Revolution happened. Some have relegated it to the dustbin of history only to be discussed in the context of a

lesson in Social Studies. Its relevance, its significance to their present lives and the future of the nation pushed to the sidelines until and unless prodded to remember those four historic days in February 1986 by the anniversary celebration that usually happens every year. Given the many problems that continue to beset the country today that are not very different from the problems that the people faced before the People Power Revolution, some may think that it did not make any significant difference hence the seeming disinterest in its legacy. Frustration and disillusionment over age-old practices of election fraud, vote buying, bullying, unabashed power struggles, plunder and many more seem to douse the interest and regard for what the People Power Revolution stood for. But all these ironically should fuel renewed vigor to return to the original idealism that made the People Power Revolution possible. This is the challenge that education continues to grapple with.

For as long as Filipinos choose democracy and the democratic way of life, the need to educate the citizens should be a priority. Since democracy is the rule of the people, the people wield the power. An empowered citizenry must also be an educated citizenry. For power without knowledge, power without reason, power without purpose is dangerous. How can we safeguard against the tyranny of a majority that may not possess the proper skills, the proper motivation and the proper disposition to responsibly exercise their right of suffrage? How can we end the practice of people selling their votes, selling the future for a piece of bread? How can we move forward towards the goal of building a just and humane society if citizens are ignorant of their responsibilities to themselves and to the nation? Democracy can be a bane or a blessing. It works best if the people are educated in the rudiments and processes of democracy. As pointed out by Tocqueville, "the habits of mind, as well as the habits of the heart, the dispositions that inform the democratic ethos are not inherited. Each new generation is a new people that must acquire the knowledge, learn the skills and develop the disposition or traits of private and public character that undergird a constitutional democracy. Those dispositions must be fostered and nurtured by word and study and by the power of example. . . " At the end of day education holds the key.

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The Impact Of Social Media Towards Education In Indonesia

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Abstract

Recent study states that social networking eats up 3+ hours per day for the average American users. American social networking users aged 18-64 averagely spend around 3.2 hours daily on Facebook. However, this surprising study result does not stop here; Indonesian is the longest time spender on social networking. Those users usually spend around 5.1 hours on social networking daily.

Back to early 90's many higher education in developed countries have already started to implement information system as a mean to improve their student's study. However in Indonesia, we still find it exclusive and limited to those with sufficient facilities. The era of online social networking in Indonesia started around early 2000's with the growth of Friendster user. Since that, the numbers of users have been rapidly growing.

In the global world 21st century, social networking or some may say social media, has very deep impact among the users in Indonesia. One of the most famous social media, which bloomed in mid 2006, is Facebook. As well as a social communication tool, it can be used for education purpose. The simplicity of the interface, packed with tons of facilities turns out to be appealing for educating students. Therefore, some other web-based applications were born, for example is Edmodo. Filled with capabilities and features specially designed for education means, it is indeed a very effective way of collaborating information technology and higher education. Using personal observation, writer is try to find out how students percieve Edmodo.

Keywords: socialmedia, social networking, edmodo, education

I. INTRODUCTION

There are many changes that happen around us every day, every minute, every second. Some are noticeable, some are not. The one of the greatest changes that we can see nowadays is the improvement of technology, how technology involves and changes everyone's life. Social media is just one of the greatest technologies that were firstly introduced to the public on 1994 by Beverly Hills Internet (BHI) which started Geocities; allowing users to create their own websites, there were up to 38 million users before it was shut down in United States in 2009.

Trusov, Bucklin and Pauwels (2009) reviewed that the phenomena of social network is quite simple to understand, it is a web based facility which allows individuals to build a profile identity and generate subjective associations and connections among themselves and communicate them at a central location. According to Cain (2009) social network websites provide ease of connecting people to one another; free of cost and after connecting one can post news, informative material and other things including videos and pictures etc. This free of cost factor fascinate students for communication and data sharing. Social Networking Sites can be defined as web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system (Boyd & Ellyson, 2007). Social media generally refer to media used to enable social interaction. The term social media technology (SMT) refers to web-based and mobile applications that allow individuals and organizations to create, engage, and share new user generated or existing content, in digital environments through multi-way communication.

One of the most popular and recognized platforms used on the Internet are Social Networking Sites (SNS) such as MySpace and Facebook. Facebook which was firstly introduced in 2004 grows unpredictably fast. In 2010, 6 years after being introduced, Hitwise reported that Facebook received 25 percent of all page views in the US. That's 5 times the page views that Google received. Hitwise also logged Facebook as receiving 3 percent more web visits than the search giant.

If Facebook were a country, it would have 16 times the population of UK. This data clearly speaks that the active number of Facebook users keeps increasing. It is undeniable that the Facebook has changed the way everyone thinks, sells, and lives their life. In 2012, it is reported that Facebook is used by each and every users around the world. In it is amazing to underline that Facebook has 64 million users in Indonesia itself. It is also rumored that Facebook will open an office in Indonesia to maintain its users. Meanwhile, among all Facebook active users, based of marketing charts site, it is Indonesian and Arab Saudian users that spend most of their time on Facebook, equivalent to 5.1 hours/day.

II. DISCUSSION

Previous Study

Focus of this paper is the idea on how social media can be used beneficially not only for social interaction but also in education area, especially in Indonesia. Previous papers with similar topic have already been researched, for example paper from Christine Redecker, Kirsti Ala-Mutka and Yves Punien in 2010. With the title *The Impact of Social Media on Learning in Europe*, this paper indicate the learning strategies that make use of social media can contribute to innovation in education and training in Europe by facilitating technological, pedagogical and organisational innovation. These learning strategies can also help address the four strategic challenges of European Education and Training policies in the years leading up to 2020, thus contributing to the modernisation of Education and Training in Europe.

Another authors that share the same passion in this topic are Charles H.F. Davis et al (2012). Within the paper titled *Social Media in Higher Education*, they study the use of social media among collage students. They believe that we should also be thinking more broadly about incorporating social media dynamics into our understandings of social relationships within our societies, communities, and institutions. This will likely be a critical component of our future understandings of social realities generally. Researchers, scholars, and educational practitioners alike need to seriously consider how research agendas about students and institutional practice will be both driven and shaped by social media in the near future.

The last resource used for broadening the writer perspective in finishing this research is a paper by Shahzad Khan (2012), *Impact of Social Networking Websites on Students*. The purpose of this research is to explore the impact of social networking websites on students. This research was designed to determine the factors of social networking websites that have impact on students. The study concluded that students whose age range from 15 to 25 mostly use social networking websites for entertainment.

Social Media and Education

Since education has always been about exposing people to new ideas, it's not surprising that the impact of social media is being felt in the education sector. At a very early age, and all over the world, many children are now being introduced to the concepts of social media. It's a common things that children nowadays are gadgeted with tablet instead of toys or dolls. They are exposed to the use electronic devices, some featured with internet connection as well. Children are growing up with the concept of using applications to play educational games and they're being taught how to connect with people and information. In other words, even though middle schoolers are not necessarily taking part in social media sites themselves, they are learning the skill sets required for successful social networking. Children are also being taught new concepts like online privacy at the same time they're learning how to read and write. This means that social media is influencing education at its very foundation.

Beside regular users; teachers, professors and academics routinely use blogsto write about the world of education and invite comments from colleagues all over the world. They can expand the conversation to social media outpostto engage a global audience in real time. Even admissions departments of some comapnies are leveraging the power of social media. Many colleges and universities now research applicants on platforms like Facebook to verify credentials and screen for criteria that supports or hinders a student's application. A growing number of organizations are using social media to promote their products, services and activities to consumers. They are also using social media sites for online recruitment. Those are some facts that social media function is not for personal and socialization purpose only, but already go beyond that area and it's happen all around the world.

In late 1990's social network born, introducing features of blogging and posting with the website named sixdegrees.com (1997) which allows user to create profiles and make friends. Latter in 2003 a new face of social networks linkedin.com and myspace.com introduced, but when facebook.com arrived, it changed the total concept of social networks. Social networks were very much advance with new features, user even can

change the whole front and appearance of the website on his profile which is a step towards evolution.

Social media use has increased in recent years across all age levels. The Pew Internet and American Life Project found that although 73% of teens between the ages of 12 and 17 use social media, the rates of social media use are even higher (83%) for young adults between the ages of 18 and 29 (Lenhart, Purcell, Smith, & Zickuhr, 2010). In addition to the number of teens and young adults using social media, two-thirds of adult Internet users are also using social media (Madden & Zickuhr, 2011). Social media has also been implemented in academic settings to motivate students to participate, share, and learn with other collaborators and also use information technology regularly in both their academic and personal lives. Charlene Li et al., (2007) estimated that students are more likely to use social networking websites; nearly 47% of teenagers (12 to 17 year olds) and 69% of young adults (18 to 21 year olds) and 20% of adults (18+) use social networking sites, and only 20% use them to contact other people.

As the social network bloomed across the students and teenagers, a new program has been developed to counterbalance the education process. Established in 2008, Edmodo is a social learning platform for teachers, students, and parents. The simplicity of the interface, packed with tons of facilities and real-time update turns it appealing for educating students. It is commonly thought of as the Facebook of schools. It has been giving solution to help connecting students, teachers and maintains it. Edmodo has successfully attracted users to join, with 10 million of users world wide in 2012. This is a big different compared to Facebook that has 64 million of users only in Indonesia. According to expandedramblings sites, at the first quartal in 2013 Facebook user already reached 1.15 billion numbers while at the same period Edmodo only 18 millions users. Numbers does speak that popularity of Facebook is far beyond Edmodo. In the list of popular social networking sites, Edmodo also left behind other sites such as Instagram, Youtube and Twitter.

The use of Edmodo is similar to Facebook and one of the most distinguishing aspect that Edmodo has is a group code. Unlike any other social media applications, Edmodo let the community (teachers and students) to create their very own virtual classroom, and do some activity there, such as task and assignment information, interactive news sharing, assignment collection, grading system, and things that are specially empowered to meet community needs. Edmodo can be incorporated into classrooms through a variety of applications including Reading, Assignments, and Paper-studying. Current uses include posting assignments, creating polls for student responses, embedding video clips, create learning groups, post a quiz for students to take, and create a calendar of events and assignments. Students can also turn in assignments or upload assignments for their teachers to view

and grade. Teachers can annotate the assignments directly in Edmodo to provide instant feedback.

Edmodo in Indonesia seems to get various reaction among schools and universities. Based on appapeal sites, Edmodo is the 3591st most popular site in Indonesia based on a combination of average daily visitors and pageviews. In Surabaya, the second biggest city in Indonesia, Edmodo penetrates to high schools and universities, as the education tool in creating a technology based learning for the students. But, this only happens to school that has been recently or never been implement the technology means frequently. In technology based school that already implemented the information system, the response is quite negative. The reason is that students are less willing or even deny the use of new 'another' application that bothers their activity that is already full of applications and programs. Let's say at Universitas Ciputra, as IT means, students have quite a lot of tools to conduct their study, such as share, UC email, CIS, Web database, Web project report, online forum, and some other newborn online facilitation that consume a significant amount of time. Moreover, sometimes the students face trouble when using the features because of the technical errors or human errors. Students will question about why should they bother to register, login, find class, upload, and so on if they can just email their assignment in less than 10 seconds. This kind of environment makes the Edmodo less desirable in such circumstances.

III. CONCLUSION

The internet and social media continue to grow rapidly and endlessly until today. Social networking communities are here to stay. Facebook has over 1.15 billion users, while Twitter has over 500 million. That's not even counting blogs or YouTube video blogs. There's no doubt that students are actively engaged in online communities.

Many people believe that the main purpose of the Social Web is only for personal use – that is for socializing with friends and family and for fun – but it is apparent that it is now being used for many other purposes. A growing number of organizations are using social media to promote their products, services and activities to consumers. They are also using social media sites for online recruitment. Social media is also being used by many people for professional use; to connect with colleagues outside their organizations and even being used within organizations for both individual and team productivity and collaboration purposes.

With the keep increasing number of users, Edmodo came out in September 2008 becoming an educational social network. Edmodo offers a unique opportunity to connect with students and help them create norms and reflect on how different online actions will be interpreted. It also

offers educators a chance to begin a dialogue that meets students with their experiences to critically examine the use of social networks and ethical use of media and online formats. However, since the target market of this educational social marketing are students who are not allowed to sign up to popular social networks such as Facebook and Twitter, Edmodo is more accepted for teens and high school students.

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An Evaluation Of The Training Management Of De La Salle University-Dasmariñas For The K To 12 Basic Education Program

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Abstract

Since 2012, De La Salle University-Dasmariñas (DLSU-D) through its College of Education (COEd) has been tapped by the Department of Education (DepEd) to facilitate the mass training of teachers on the content and methodology of the K to 12 Basic Education Program. However, it is only in 2013 that DepEd came up with a standardized instrument that measures the management of the training.

This study evaluated how effectively DLSU-D managed the mass training in 2013 in the following areas: Program Planning, Management and Preparation, Attainment of Objectives, Delivery of Program Content, Trainees' Learning, Trainers' Conduct of Sessions, Provision of Support Materials, Program Management Team, and Venue and Accommodation. A total of 1,617 evaluated the training, representing the three groups of respondents for the two batches – trainees, trainers and program managers. Although the training management was evaluated as very good with an average weighted mean of 3.68, the respondents commented on the schedule of the training, time allotment and phasing of activities, learning materials and modules, catering and dorm services, and equipment and facilities. The DLSU-D administrators should then look into these areas to improve next year's mass training to maintain the institution's effectiveness in managing similar programs in the future.

Keywords: basic education program, training management, program evaluation, mass training of teachers

I. INTRODUCTION

The passage of Republic Act (RA) No. 10533 enabled the Philippines to enhance its basic education system by strengthening its curriculum and increasing the number of years for basic education. The basic education program now encompasses at least one (1) year of kindergarten education, six (6) years of elementary education, and six (6) years of secondary education. Secondary education includes four (4) years of junior high school and two (2) years of senior high school education. Uy (2013) mentioned that the K to 12 Program aims to provide sufficient time for mastery of concepts and skills, to develop lifelong learners, and to prepare graduates for tertiary education, middle-level skills development, employment, and entrepreneurship.

Prior to the enactment of this Act, the Philippines was the only country in Asia and one of the only three countries worldwide with a ten-year pre-university cycle (Burgonio, 2013; Velasco, 2012). This ten-year program in the Philippines' basic education resulted in consistent low levels of performance in the Trends in International Mathematics and Science Survey (TIMSS) and the National Achievement Test (NAT). The Philippines has consistently ranked the lowest in the TIMSS as compared to other countries over the years. Aside from the TIMSS result, the NAT administered in SY2009-2010 showed only a rate of 69.21% for elementary level and 46.38% for secondary level (Velasco, 2012; Magno, 2011). These are way below the accepted passing rate of 75%.

With these situations, the Philippine government embarked on the enhancement of its Basic Education Curriculum. The national government believes that a 12-year program is the adequate period for learning under basic education. It is also a standard for recognition of students and/or professionals abroad based on the Bologna Process for the European Union and the Washington Accord for the United States (Uy, 2013).

The implementation of this new curriculum entails the retooling of the teachers who are at the forefront of the basic education program. Included in RA 10533 is the provision on Teacher Education and Training (Section 7) to ensure that the enhanced basic education program meets the demand for quality teachers. According to the Department of Education (DepEd), teachers will be given sufficient in-service training on content and pedagogy to implement this program. Current DepEd teachers shall be re-trained to meet the content and performance standards of the enhanced K to 12 curriculum. The training of teachers will follow the phased-in introduction of the enhanced curriculum.

In 2012, the College of Education (COEd) of De La Salle University-Dasmariñas (DLSU-D) was tapped by the DepEd to facilitate the mass training of teachers for the K to 12 Basic Education Program. The COEd as a Center of Excellence in Teacher Education and a Center of Training Institution has been an instrument of the DepEd in ensuring that the public school teachers in Cavite and the nearby provinces are trained on the content and methodology of the new curriculum. However, it was only in 2013 that DepEd came up with a standardized instrument that measures the management of the training.

The researchers, then, decided to document the said evaluation so that DLSU-D can see the strengths and weaknesses of its training management for the K to 12 Basic Education Program, thereby maintaining the institution's effectiveness in handling similar programs in the future.

II. FRAMEWORK OF THE STUDY

Human resources, according to Tennant, Boonkrong, and Roberts (2002), are without doubt one of the most important assets of any organization. In relation, Al-Khayyat (1998) emphasized that the development of human resources continues to be of great importance to the well-being of contemporary organizations. The more organizations seek excellence, the more employees' training and education becomes imminent.

The training management, therefore, of any organization needs to be evaluated so that necessary changes can be done for the enhancement of the said training. Tennant, Mahithorn, and Roberts (2002) enumerated the following literature which emphasized the importance of training evaluation: Campbell (1998) placed great importance on training evaluation as a principal means of setting objectives for the training. Evaluation allows training to be appraised in financial terms, and can provide data to justify increased training

(Reid and Barrington, 1997). This is further supported by Phillips and Chagalis (1990) who stated that the purpose of evaluation is to determine the cost-benefit ratio of human resource development programs, to provide feedback on the effectiveness of the training, and determine how much the trainees have benefited. Consideration of the evaluation process, when planning a training program, is essential to enable the setting of appropriate training objectives and learning outcomes. This can help improve the quality of future training programs, thus preventing training efforts being wasted.

Corollary to this, Patwardhan (retrieved on July 24, 2013, citing Deshpande, 1997) mentioned that the necessity of evaluation of the training programs becomes evident when the following purposes of evaluation are considered: (1) to determine whether the training programme is accomplishing its assigned objectives and if the objectives were right; (2) to determine the strengths and weaknesses of training activities; (3) to determine the cost/benefit ratio of the training programme; (4) to establish a data base which organization leaders can use to demonstrate the productivity and efficiency of their operational procedures; and (5) to establish a data base which can assist organization managers in making decisions.

Further, Patwardhan cited Virmani and Seth (1985) as they enumerated the seven aspects of management training evaluation: (1) Pre-training Factors: (a) Preparation, (b) Learning, Motivation and (c) Expectations; (2) Training Inputs: (a) Curriculum, Strategy, (b) Specific events, (c) Specific Sessions; (3) Training Management; (4) Training Process; (5) Participants' Development; (6) Organizational Development; and (7) Post Training Factors.

From these concepts, Patwardhan then developed a three-dimensional model for training evaluation: (1) Pre Training Factors: Development of Training Programme, Motivation of the participants; (2) Inputs: Schedule, Faculty, Training Method, Participants' Involvement, General Administration; and (3) Post Training Factors: Immediate Feedback, Participants' Job Performance, Effect at Organizational Level, and Data-based Analysis.

Aside from the model developed by Patwardhan, two of the established training models that can be considered for measuring the effectiveness of training programs are the Kirkpatrick and CIRO models (Tennant, Mahithorn, and Roberts, 2002). The Kirkpatrick model is a widely accepted model, which can be used for evaluating the effectiveness of training in the manufacturing industry sector. It is mainly concerned with measuring the change in skill levels achieved as a result of the training. There are four main elements within the model: reactions, learning, behavior, and results. However, the model does not consider the measurement of other critical areas before training, such as objectives, contents, and equipment needed for training. The CIRO model, on the other hand, is a measurement model widely used in current business. The four main elements are: context, inputs, reactions, and outcomes. It focuses on measurements both before and after the training has been carried out. Although it measures the objectives (context) and the training equipment (inputs), it does not measure behavioral

change, which is a critical point.

From the three models presented, the researchers deemed it appropriate to use the one developed by Patwardhan as the basis for the evaluation of the training management of DLSU-D for the K to 12 Basic Education Program. The areas included in the evaluation instrument prepared by DepEd can be incorporated in the three dimensions developed by Patwardhan, as shown in the following:

- Pre Training Factors → Program Planning, management and preparation
- Inputs → Objectives, Delivery of program content, Trainees' learning, Trainers' conduct of Session, Provision of support materials, Venue and accommodation
- Post Training Factors → Improvement of the succeeding mass training

III. STATEMENT OF THE PROBLEM

The following questions were answered in this study:

1. What is the evaluation of the respondents on the training management of DLSU-D for the K to 12 Basic Education Program on the following areas: (a) Program planning, management and preparation; (b) Attainment of objectives; (c) Delivery of program content; (d) Trainees' learning; (e) Trainers' conduct of session; (f) Provision of support materials; (g) Program management team; and (h) Venue and accommodation?
2. Are there significant differences in the evaluation made when the respondents are grouped according to the following: (a) Type of respondents; (b) Batch; and (c) Learning areas?
3. What are the comments given by the respondents on the training management of DLSU-D for the K to 12 Basic Education Program?

4. From these comments, what changes should be done by DLSU-D to improve the succeeding mass training of teachers?

IV. METHODOLOGY

This study made use of the descriptive method of research as it evaluated the training management of DLSU-D for the K to 12 Basic Education Program using the standardized instrument prepared by DepEd. Composed of 30 items, the evaluation instrument assessed the following areas: (a) Program Planning, Management and Preparation (3 items), (b) Attainment of Objectives (3 items), (c) Delivery of Program Content (6 items), (d) Trainees' Learning (3 items), (e) Trainers' Conduct of Sessions (4 items), (f) Provision of Support Materials (3 items), (g) Program Management Team (3 items), and (h) Venue and Accommodation (5 items). The respondents answered the instrument using the following scale: 4 – very good, 3 – good, 2 – fair, and 1 – poor. For the verbal interpretation (VI) of results, the following range of scale was used: 3.26 to 4.00 – very good, 2.51 to 3.25 – good, 1.76 to 2.50 – fair, and 1.00 to 1.75 – poor. A total of 1,617 (673 trainees, 30 trainers and 7 program managers for the first batch and 872 trainees, 27 trainers and 8 program managers for the second batch) answered the evaluation instrument which represented 86.70% of the total number of participants for the two batches. The data were statistically treated using weighted mean and ANOVA.

V. RESULT AND DISCUSSION

From the data gathered, the following were the results of the study:

1. *Evaluation of the respondents on the training management of DLSU-D for the K to 12 Basic Education Program on the following areas: (a) Program planning, management and preparation; (b) Attainment of objectives; (c) Delivery of program content; (d) Trainees' learning; (e) Trainers' conduct of session; (f) Provision of support materials; (g) Program management team; and (h) Venue and accommodation*

Table 1: Evaluation of the Respondents on the Training Management of DLSU-D

After the conduct of the program, I believe that:	WM	VI	Rank
A. Program Planning/ Management/Preparation			
1. the training program was delivered as planned	3.68	VG	16
2. the training program was managed efficiently	3.67	VG	18
3. the training program was well-structured	3.63	VG	24.5
Area Weighted Mean	3.66	VG	
B. Attainment of Objectives			
4. the program objectives were clearly presented	3.67	VG	18
5. the session objectives were logically arranged	3.66	VG	21
6. the program and session objectives were attained	3.66	VG	21
Area Weighted Mean	3.67	VG	

After the conduct of the program, I believe that:	WM	VI	Rank
C. Delivery of Program Content			
7. program content was appropriate to trainees' roles and responsibilities	3.66	VG	21
8. content delivered was based on authoritative and reliable sources	3.63	VG	24.5
9. new learning was clearly presented	3.67	VG	18
10. the session activities were effective in generating learning	3.70	VG	14
11. adult learning methodologies were used effectively	3.65	VG	23
12. management of learning was effectively structured e.g. portfolio, synthesis of previous learning, etc.	3.60	VG	28
Area Weighted Mean	3.65	VG	
D. Trainees Learning			
13. trainees were encouraged to consider how ideas and skills gained during the training could be incorporated into their own practices	3.72	VG	9.5
14. contribution of all trainees, both male and female, were encouraged	3.70	VG	14
15. trainees demonstrated a clear understanding of the content delivered	3.60	VG	28
Area Weighted Mean	3.67	VG	
E. Trainers' Conduct of Sessions			
16. the trainers' competencies were evident in the conduct of the sessions	3.73	VG	6.5
17. teamwork among the trainers and staff was manifested	3.71	VG	11.5
18. trainers established a positive learning environment	3.75	VG	4
19. training activities moved quickly enough to maintain trainees' interest	3.70	VG	14
Area Weighted Mean	3.72	VG	
After the conduct of the program, I believe that:			
F. Provision of Support Materials			
20. training materials were clear and useful	3.60	VG	28
21. powerpoint presentations supported the flow of the sessions	3.73	VG	6.5
22. the resources provided were appropriate to trainees' needs	3.61	VG	26
Area Weighted Mean	3.65	VG	
G. Program Management Team			
23. Program Management Team members were courteous	3.73	VG	6.5
24. Program Management Team was efficient	3.72	VG	9.5
25. Program Management Team was responsive to the needs of trainees	3.73	VG	6.5
Area Weighted Mean	3.73	VG	
H. Venue and Accommodation			
26. the venue was well lighted and ventilated	3.79	VG	1
27. the venue was comfortable with sufficient space for program activities	3.77	VG	3
28. the venue had sanitary and hygienic conditions	3.78	VG	2
29. meals were nutritious and sufficient in quantity and quality	3.33	VG	30
30. the accommodation was comfortable with sanitary and hygienic conditions	3.71	VG	11.5
Area Weighted Mean	3.67	VG	
Average Weighted Mean for the 8 Areas	3.68	VG	

Table 1. shows that the respondents evaluated the training management of DLSU-D for the K to 12 Basic Education Program as Very Good with an average weighted mean of 3.68. All the 30 items were given a rating of Very Good. Of the eight (8) areas evaluated, the highest area mean of 3.73 was noted on the Program Management Team followed by the Trainers' Conduct of Sessions with a mean of 3.72. These data imply that the respondents, majority of whom were trainees, were very satisfied with the way the DLSU-D administration and the trainers managed and conducted the training.

Looking further at the table, item no. 26, the venue was well lighted and ventilated, got the highest mean of 3.79 followed

by item no. 28, the venue had sanitary and hygienic conditions, with a mean of 3.78 and item no. 27, the venue was comfortable with sufficient space for program activities, with a mean of 3.77. All these high ranking items belonged to the area Venue and Accommodation. This means that the session halls provided by DLSU-D were conducive to the activities planned for the training of teachers. However, it has to be noted, too, that the lowest rank was also given to this area for item no. 29, meals were nutritious and sufficient in quantity and quality, with a mean of 3.33. Although this item is still evaluated as very good, it has the lowest mean and has the most number of verbal comments. This surely is an area for improvement in the next training.

2. Significant differences in the evaluation made when the respondents are grouped according to the following: (a) type of respondents; (b) Batch; and (c) Learning areas

Table 2. ANOVA Results for Type of Respondents

SUMMARY				
Groups	Count	Sum	Average	Variance
Trainees	8	30.10	3.76	0.00
Trainers	8	31.32	3.91	0.00
Program Manager	8	30.69	3.84	0.00

ANOVA						
Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	0.09	2	0.05	33.73	0.00	3.47
Within Groups	0.03	21	0.00			
Total	0.12	23				

0.00 < 0.05 reject Ho

Hypothesis: There are no significant differences in the evaluation made when the respondents are grouped according to the following: (a) type of respondents; (b) Batch; and (c) Learning areas.

It can be seen from Table 2. that at 2, 21 degrees of freedom, the p-value of 0.00 is less than the 5% level of significance. The null hypothesis of no significant difference in the evaluation made when the respondents are grouped according to type is rejected. Therefore, there is a significant difference in the evaluation made by the trainees, trainers and the program managers. A perusal of the means of scores revealed that the trainees gave the lowest rating to the areas evaluated while the trainers gave the highest rating. Their level of evaluation of the areas also differed. They did not give the same level of importance to the same items.

Table 3. ANOVA Results for Batch of Respondents

SUMMARY				
Batch	Count	Sum	Average	Variance
First	8	29.19	3.65	0.00
Second	8	30.91	3.86	0.00

ANOVA						
Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	0.18	1	0.18	122.33	0.00	4.60
Within Groups	0.02	14	0.00			
Total	0.21	15				

0.00 < 0.05 reject Ho

Table 3 shows that at 1, 14 degrees of freedom, the p-value of 0.00 is less than the 5% level of significance. The null hypothesis of no significant difference in the evaluation made when the respondents are grouped according to batch is rejected. Therefore, there is a significant difference in the evaluation of the batch 1 of respondents from that of batch 2. The rating given by batch 2 was considerably higher than the rating given by batch 1.

Table 4. ANOVA Results for Learning Areas of Respondents

SUMMARY				
Learning Areas	Count	Sum	Average	Variance
Araling Panlipunan (Social Studies)	2	7.49	3.74	0.00
Edukasyon sa Pagpapakatao (Values Education)	2	7.61	3.81	0.00
English	2	7.11	3.56	0.01
Filipino	2	7.29	3.64	0.01
MAPEH	2	7.34	3.67	0.01
Mathematics	2	7.34	3.67	0.01
Science	2	7.27	3.64	0.01
Technology and Livelihood Education	2	7.30	3.65	0.01

ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	0.08	7	0.01	1.99	0.18	3.50
Within Groups	0.05	8	0.01			
Total	0.12	15				

0.18 > 0.05 accept Ho

It can be gleaned from Table 4 that at 7, 8 degrees of freedom, the p-value of 0.18 is greater than the 5% level of significance. The null hypothesis of no significant difference in the evaluation made when the respondents are grouped according to learning areas is accepted. Therefore, the respondents gave the same evaluation regardless of the learning areas where they belonged.

3. Comments given by the respondents on the training management of DLSU-D for the K to 12 Basic Education Program

The comments given by the respondents were tallied and were put together under the following themes: (a) Schedule and duration of training, (b) Training Preparation, (c) Training Delivery, (d) Policy, (e) Adequacy and availability of materials, (f) Quality of materials, (g) Dorm facilities, (h) Session halls, (i) Quantity and quality of food, (j) Caterer, and (k) Others.

A. Schedule and duration of training

There were 78 comments pertaining to the schedule and duration of training. The trainees were one in saying that the training should be scheduled earlier, at least a month and not a week before the opening of classes. This would give the teachers more time to prepare for their lessons and would make them more confident in facing their classes.

There were conflicting comments on the duration of the training. There were some who said that it should be shortened while some said that it should be extended. The training can be shortened by minimizing group activities and removing those that can be discussed in the school level. Those who said that it should be extended to at least two weeks reasoned that it would give them longer time in discussing the new concepts that are included in the new curriculum.

B. Training Preparation

Eleven respondents commented on the preparation of the training, specifically on the list of participants per learning area and room assignment. These problems were brought about by the wrong information given to DLSU-D as the service provider of the training. The list of participants originally came from the school level and brought to the division then to the regional levels before it was given to the service provider.

C. Training Delivery

There were 135 comments pertaining to training delivery. The respondents' comments focused on the kind of activities that should be done during the training. They said that emphasis should be placed on the discussion of new principles and theories, examples and applications. More time should be allotted for lesson planning, demonstration teaching, and cooperative learning. More explanations should be given on assessments and evaluation of learning. The trainers should also highlight the new strategies and techniques that can be used in teaching the subjects under the new curriculum. Time should also be given to the trainees to do the necessary teaching materials with proper guidance from the trainers.

D. Policy

The 13 comments of the respondents in terms of policy focused on the live-in arrangement prescribed by DepEd. They said that the participants should be given an option whether they would like to avail of the live-in arrangement. There were certain family conditions (e.g. sick spouse, little children, lactating mothers, and the like) that prevented a big number of participants to stay overnight in the training venue.

E. Adequacy and availability of materials

There were 114 comments on the adequacy and availability of materials. The respondents believed that the materials given to them were incomplete. A complete set of the teacher's guide (first to fourth grading period) should be given to them during the training, as well as the learner's guide, so that they would be better equipped to teach in their respective subject areas. They were also asking for a copy of the powerpoint presentations made by the trainers and some other hand-outs and references that can they can use in their teaching. They also commented on the number and availability of Manila paper, tape, pentel pen and other materials provided to them during their activities. They also said that the materials and modules should be given to them ahead of time so that they could study the content before the training starts.

F. Quality of materials

There were 24 comments given on the quality of materials used in the training. Foremost among these is the need for the materials and modules to be well edited in terms of grammar and content. They also commented that the font size should be made bigger. The materials should also be well sorted so that

there will be no duplicate or missing pages. The respondents also asked for soft copies of the curriculum guide, teacher's guide, and other hand-outs.

G. Dorm facilities

Only 3 comments were given to the dorm facilities. The trainees commented that all living quarters should be air-conditioned and that the dorm matron should be on standby to address the needs of the lived-in participants in terms of non-functioning facilities in the dorm.

H. Session halls

There were only 8 comments on the session halls. In spite of the very good evaluation of the respondents on the venue of the training, they also commented on the need to have bigger venues to accommodate the big number of trainees in some subject areas.

I. Quantity and quality of food

Although there were only 48 comments on the food, this item got the lowest rating in the evaluation instrument. The major comments of the trainees were on the amount and variety of food served. They reasoned that bigger amount of food should be served because they need the extra energy for the many activities that they were asked to do during the training. There were comments on the variety of food served because of the special dietary requirements of some participants.

J. Caterer

There were 21 comments on the personnel who managed the food service. The respondents said that the personnel should be polite, courteous, and patient in serving the participants. There should also be a system in the collection of meal stubs so that order can be maintained in the distribution of food, especially the snacks.

K. Others

The other 19 comments were positive ones pertaining to the satisfaction and contentment of the participants on the way the training was handled. The respondents said that the training was well organized and well delivered. They extended their appreciation to DepEd and to DLSU-D for such a worthwhile program.

4. Changes that should be done by DLSU-D to improve the succeeding mass training of teachers

- a. DLSU-D should do the following to improve the succeeding training of teachers:
- b. Coordinate with DepEd for the schedule of training in early April to give enough time for the teachers to prepare for the opening of classes.
- c. Evaluate the existing training matrix followed in the sessions. The duration may be shortened or extended but longer time should be allotted for the discussion of content,

methodology and assessment for each learning area.

- d. Suggest to DepEd to prepare the materials ahead of time so that they can be given to the service providers earlier. This would provide DLSU-D, as the service provider, with ample time for the checking and reproduction of the needed materials.
- e. Discuss with DepEd the possibility of giving choices to the participants if they want to stay overnight in the venue or not. This would somehow lessen the expenses of DepEd on the accommodation of participants. The money to be saved can be used for the provision of other training materials that the participants need and for the increase in the quantity and variety of food to be served.
- f. Strictly implement the checking of attendance to ensure that participants arrive on time even if they go home after each day's session.
- g. Recommend to DepEd that newly hired teachers should attend the mass training and not those who are about to retire. Policy on who else will attend the mass training should be crafted to exclude those who are pregnant, lactating, with high blood pressure, and with other medical conditions that require special attention.
- h. Suggest to DepEd that the list to be submitted to the regional office and forwarded to the service provider should have the information on gender for proper room assignment.
- i. Advise DepEd that no swapping of slots and no alternate participants should be allowed to maintain a smooth flow of registration of participants.
- j. Provide help to DepEd for a school-based orientation on the K to 12 curriculum and other related matters so that these may be omitted in the list of topics to be discussed during the training proper.
- k. Coordinate closely with the trainers in terms of their specific needs on training venues and other materials, equipment and facilities.

VI. SUMMARY

The COEd is a partner of DepEd in the mass training of its teachers so that they will be trained on the content and methodology of the K to 12 Basic Education Program. With the evaluation instrument prepared by DepEd, the training management of DLSU-D was assessed by 1,617 respondents as very good with a mean of 3.68. However, the written comments of the respondents on the schedule of the training, time allotment and phasing of activities, learning materials and modules, catering and dorm services, and equipment and facilities were considered by DLSU-D so that the next training can be improved. Foremost among the improvements to be done by DLSU-D is the closer coordination with DepEd

in terms of the list of participants, schedule and coverage of training, and preparation of materials.

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Counselors And Their Use Of Ict Tools In Maximizing Services To Institutions

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Abstract

The guidance and counseling program and its strategies have evolved from one that is heavily influenced by western orientation to one that is best suited for Filipinos. In the advent of technological advances that usher in the information age with its new type of economy and culture, the Filipino counselors find themselves in the crossroad where technology and practice collide with each other. A total of 53 counselors from 17 schools (4 from Luzon, 6 from Visayas, 4 from Mindanao and 3 from NCR) participated in a survey. Counselors used a variety of ICT tools (tablets, office tools, desktop publishing, database, FB, MySpace, instant messaging, text messaging and mobile phone) to augment their one-on-one encounter with clients. Counselors' age, licensure status and Internet resources at home and at work are factors that affect their technology self-efficacy. Gender and type of institution are not sources of counselors' technology self-efficacy.

Keywords: ICT Tools, technology, counseling, self-efficacy

I. INTRODUCTION

Information and communication technology (ICT) are generic terms that include any communication device or application used to create, design, store, transmit, interpret, and manipulate information in its different formats (Tapscott & Williams, 2010; Castells, 2001). Its contribution to social and economic progress (UNCTAD, 2011) and education (Mastascusa et al., 2011; Selwyn, 2011) gave rise to the importance of understanding and the evaluation of technological self efficacy.

With the emergence of next generation smart phones, computers, and internet services, the effect of these ICT tools has become more significant in the academe and its student services. As one of most crucial element of the academic service, guidance and counseling professionals need to ascertain the possible effect and influence of technology tools to their craft.

The guidance program in the Philippines can be juxtaposed with its economic and political history. Its first psychological clinic was established in 1932 by Dr. Sinforoso Padilla which was concerned mostly with cases of student discipline, as well as emotional, academic, and vocational problems (Kapunan, 1974 p. 22; Villar, 2007 p. 11). Since then, the counseling strategies that were used have evolved from ones that are heavily influenced by western orientation (Gines, p. 76; Kapunan, p. 22; Villar, p. 12) to programs that are best suited for the Filipino culture (Gines, 1999 p. 79; Villar, 2007 p. 13; Salazar-Clemeña, 2002 p. 254). Economic, social and cultural conditions necessitate changes in the guidance programs in the Philippines (Villar, 2007) and the world (Paredes et al, 2008; Greenhaus & Callanan, 2006, p. 797; Tapscott & Williams, 2010, p. 634-365).

In the global arena where technology and the prevalence of information systems encourage a new type economy and culture, changes in education, labor market, individual and family orientation are in the offing. For example, the creation or passage of the Guidance and Counseling Act of 2004 or Republic Act 9258 tasks the guidance and counseling profession to use an integrated approach in development of a well-functioning individual (Villar, 2007). This development has a significant effect in the counseling profession and is met with mixed results as the law requires guidance and counseling professionals to be certified or licensed and to use

methods that are new to them (Garcia, 2012) among which is the information and communication technology and the array of tools it brings aboard.

Despite Philippine's self-proclaimed status as the world's center for social media, only 13%-25% Filipinos are connected to the internet in 2008 (Zook, 2011). Even with the highest concentration of ICT-related resources, Manila has only 0.3 per 100 people broadband subscriber with a computer penetration rate estimated to be 7.2 per 100 people (Montecillo, 2013; Vinluan, 2011). In the absence of clear-cut guidelines and standards that address the quality, effective and proper use of these technologies, the guidance and counseling profession needs to understand the capabilities, benefits, and shortcomings of such systems in actual use (Bobek et al., 2005 p. 364).

The pervasiveness of information and communication technology in society is also another facet to consider. For example, the Internet with the potential for remote delivery of test selection, orientation, administration, scoring, profiling, interpretive report writing, and multimedia functions, as well as adding potential cost-effective capability in communication and links to related information, could be a great tool for counselors with numerous clients (Harris-Bowlsbey & Sampson, 2005; McCarthy et al., 2003; Heinlen et al., 2003; Oravec, 2000; Sampson, 2000). The increased accessibility and the exponential amount of information available through the Internet have made the services of counselors more important (McCarthy et al., 2003). The Internet also provides unique opportunity for counselors to learn about much resources and their relative use for clients (McCarthy et al., 2003; Oravec, 2000).

A number of studies advocates further improvement of the counseling services with the utilization of tools like SMS, email, blogs, and social networking sites to supplement counseling especially in situations where distance and availability are a concern (Vinluan, 2011 p. 33; Martin, 2011 p. 34) while others caution that online public disclosure of private information can yield negative consequences for users and that the use of online social networks raises issues bordering on ethical and personal conduct (Heinlen et al., 2003; Oravec, 2000). Nevertheless, the use of ICT tools enhances the counselors' belief in their capability to deliver what are expected of them.

Albert Bandura (2001) explained that self-efficacy refers to one's beliefs in one's capabilities to organize and execute the courses of action required to produce a given outcome and is founded on the social cognitive theory which he developed. He saw four general sources of self-efficacy: performance accomplishments, vicarious experiences, verbal persuasion, and physiological states (Bandura, 1997). While these sources are helpful in influencing self-efficacy, identifying specific factors related to these general sources in a particular context is also

valuable. Thus, technology self-efficacy (TSE) as a belief in one's ability to successfully perform a technologically sophisticated new task is a specific application of a more general and encompassing construct of self-efficacy (McDonald & Siegall, 1992). According to Brown et al. (2010), TSE plays a crucial role in the preparation and implementation of programs for educators who will use educational technology to enhance student learning. In measuring self-efficacy, there are two main ways of scoring self-efficacy items: self-efficacy *magnitude* where items are worded and participants respond if they could accomplish certain tasks and self-efficacy *strength* where participants rate how confident they are in completing tasks using a numerical scale.

Extant literature on technology-related self-efficacy found that prior experience is influential with studies stating that opportunity to interact and master new technologies will hold more positive beliefs for future performance (Compeau & Higgins, 1995; Murphy, et al. 1989). Active participation in technological training (through hands-on activities) is a significant predictor of positive self-efficacy belief (Brinkerhoff, 2006; Torkzadeh & Van Dyke, 2002). Social persuasion and organizational support are important contributors to technology self-efficacy as encouragement and assistance alter the perception of their likelihood for a successful acceptance of technology (Compeau & Higgins, 1995). Factors that act as support and barrier in TSE also include the physical resources which are the main reason of not adapting technology (Butler & Sellboom, 2002; Burkhardt & Brass, 1990). Gender is another hotly discussed factor in technology use with numerous studies stating that males have a higher level of technology-related self-efficacy than women (Kumar, 2011; Milek et al., 2011; Miliszewska & Moore, 2010). Another factor is age which posits that younger individuals tend to have higher levels of technology-related self-efficacy beliefs than their senior counterparts (Reed et al., 2005; Burkhardt & Brass, 1990; Suls & Mullen, 1982).

II. OBJECTIVES OF THE STUDY

The main objective of this study is to determine the level of awareness and usage of ICT tools by guidance counselors in maximizing counseling services. The study utilized the technology self-efficacy construct of social cognitive theory which posits that antecedent factors influence technology self-efficacy. As such, factors like age, gender, participation, experience, encouragement, and resources were examined in the context of Filipino counselors. Figure 1 summarizes the framework of the study and is guided with this hypothesis: technology self-efficacy of guidance counselors vary significantly when they are grouped according to their age, gender, type of institution, licensure, and availability of internet at home and in work.

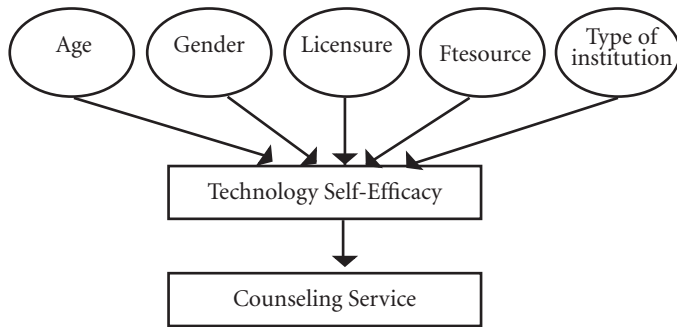


Figure 1. Conceptual Framework

III. METHODOLOGY

The Research Approach. A sequential mixed method approach was utilized to answer the research questions that guide this study. According to Cohen et al. (2011) and Creswell (2009), the use of mixed method approach was deliberately chosen as it recognizes and works with the fact that the world is not exclusively quantitative or qualitative, but is mixed.

The Research Participants and Instrument. A total of 53 counselors from 17 schools (4 from Luzon, 6 from Visayas, 4 from Mindanao and 3 from NCR) participated in a survey. The research participants were all attendees of the annual conference of the Philippine Guidance and Counseling Association in May 15-17, 2013. To gain multiple perspectives and deeper understanding of the mechanism/factors that have bearing on the participants' technology self-efficacy, a two-page questionnaire survey was fielded before the start and during breaks of each session. Demographic, institutional and habitual data were elicited from the participants through a combination of dichotomous, multiple choice, and open-ended type of questions.

After analyzing the quantitative data, the researchers then proceeded with the qualitative portion of the study. Participants with the highest and lowest TSE scores were identified as the group which could provide a richer understanding of the quantitative data. Counselors who were available online (and connected with one of the researchers) were invited to a discussion using Facebook's group chat using a predefined set of questions designed to elicit personal views on their use of technology and technology tools. Those who have no Facebook account (and not in the so called 'friends' list) were given the same set of open-ended questions via e-mail and were requested to send their answers via the same method. They were also requested to forward the instrument to other counselors. Their responses were then positioned in the list of themes that surfaced with the group discussion on Facebook.

IV. RESULTS AND DISCUSSION

Quantitative Results.

The table shows that male and female counselors do not significantly vary in their technological self-efficacy. As seen by the

P values, the counselors in this study were more or less comparable in how they view their technological self-efficacy. This finding somehow does not support the findings of several studies (Kumar, 2011; Milek et al., 2011; Miliszewska & Moore, 2010).

Table 1
Mean and T-Value of the Variations in the Guidance Counselor-Respondents' Assessment of their Technological Self-Efficacy According to Their Gender & Age

Technological Self-Efficacy	Gender		T-Value	Sig. Level (P-value)	Age		T-Value	Sig. Level (P-value)
	Female (n=45)	Male (n=8)			26 to 44 yrs (n=27)	≤ 4 5 yrs (n=26)		
Technology self-description	2.64	2.88	-.89	.377	2.78	2.58	1.088	.282
Proficiency in: tablets/phablets	3.24	3.25	-.02	.987	3.63	2.85	3.738	.000
office tools	3.29	3.13	.508	.614	3.56	2.96	2.745	.008
desktop publishing	2.39	2.13	.68	.497	2.41	2.28	.461	.647
database	1.98	1.63	1.08	.284	1.81	2.04	-.981	.331
fb,myspace	2.49	3.13	-1.48	.145	2.67	2.50	.531	.598
instant messaging	2.29	2.29	.007	.994	2.38	2.19	.654	.516
text messaging	3.42	3.63	-.51	.613	3.37	3.54	-.590	.558
mobile phone	3.47	3.25	.54	.595	3.26	3.62	-1.244	.219

It can be noted that age can be a source of variance in the technological self-efficacy of the counselors, considering the P values that are less than .05. In this particular table, it appears that the younger counselors are more inclined in the use of tablets and the office tools. In general, the younger individuals tend to have significantly higher levels of technology related self-efficacy beliefs than their senior counterparts (Reed et al., 2005; Burkhardt & Brass, 1990).

Table 2
Mean and T-Value of the Variations in the Guidance Counselor-Respondents' Assessment of their Technological Self-Efficacy According to Their Type of Institution and Licensure

Technological Self-Efficacy	Gender		T-Value	Sig. Level (P-value)	Age		T-Value	Sig. Level (P-value)
	Female (n=45)	Male (n=8)			26 to 44 yrs (n=27)	≤ 4 5 yrs (n=26)		
Technology self-description	2.66	2.71	-.304	.762	2.63	2.83	-.932	.356
Proficiency in: tablets/phablets	3.09	3.48	-1.622	.111	3.15	3.42	-.982	.331
office tools	3.28	3.24	.182	.856	3.18	3.50	-1.184	.242
desktop publishing	2.31	2.40	-.308	.759	2.18	2.83	-2.057	.045
database	1.91	1.95	-.166	.869	1.92	2.00	-.280	.781
fb,myspace	2.66	2.48	.562	.577	2.58	2.58	-.022	.983
instant messaging	2.39	2.14	.817	.418	2.28	2.36	-.242	.809
text messaging	3.53	3.33	.681	.499	3.40	3.58	-.533	.596
mobile phone	3.50	3.33	.563	.576	3.43	3.42	.024	.981

Table 2 further reveals that counselors from both private and public institutions have no significant variations in their technology self-efficacy. In the Philippines, the public sector tends to have lesser resources but the study reveals that counselors in both private and public institution were observed to have comparable ratings in their technological self-efficacy. The table also reveals that counselors who are still working for their license have higher technology self-efficacy, especially in using desktop publishing, as compared with counselors who are already licensed.

Perhaps the absence of formal training in the use of technology in the graduate counselors' curriculum and the emergence of ICT can explain the difference (Vinluan, 2011). Most of the licensed counselors are older compared to those who are still working on their license. This insight can complement the higher TSE rating of the younger counselors (Suls & Mullen, 1982). In Table 1, the younger counselors significantly have higher assessment of their TSE as compared with their older counterparts in the use tablets/ phablets and office tools.

Table 3
Mean and F-Value of the Variations in the Guidance Counselor-Respondents' Assessment of their Technological Self-Efficacy According to their Resources at Home

Technological Self-Efficacy	Access of Internet At Home					F-Value	Sig. Level (P-value)
	Dial Up Band (n=3)	Broad Speed Wireless (n=25)	High Speed Wired (n=7)	High (n=13)	None (n=5)		
Technology self-description	2.67	2.52	2.86	2.77	3.00	.802	.530
Proficiency in:							
tablets/phablets	3.00	3.24	3.00	3.15	4.00	1.247	.304
office tools	3.33	3.44	2.71	2.92	4.00	2.930	.030
desktop publishing	2.67	2.44	1.83	2.23	2.60	.648	.631
database	3.00	1.84	1.60	2.00	1.80	1.586	.194
fb,myspace	2.67	2.52	2.43	2.92	2.20	.471	.757
instant messaging	2.67	2.00	2.29	2.85	2.00	1.625	.184
text messaging	4.33	3.36	3.71	3.46	3.00	.950	.443
mobile phone	4.33	3.24	3.71	3.62	3.00	1.226	.312

Table 3 shows that counselors who have no internet connection at home (proficient) bears the highest level of technology self-efficacy as seen in their mean scores, especially in technology self-description, proficiency in tablets and phablets and very significantly in office tools. This is followed by counselors with internet access at home (competent). Their perception on how well they can use the office tools need not necessarily be dependent on the presence of internet connection.

Table 4
Mean and F-Value of the Variations in the Guidance Counselor-Respondents' Assessment of their Technological Self-Efficacy According to their Access of Internet at Work

Technological Self-Efficacy	Access of Internet At Home				F-Value	Sig. Level (P-value)
	Broad Speed Wireless (n=25)	High Speed Wired (n=7)	High (n=13)	None (n=5)		
Technology self-description	2.50	3.08	2.57	2.50	2.175	.103
Proficiency in:						
tablets/phablets	3.13	3.85	2.96	3.50	3.894	.014
office tools	3.38	3.69	3.11	2.75	2.154	.051
desktop publishing	2.13	3.00	2.14	2.00	2.824	.049
database	1.75	2.33	1.86	1.33	1.663	.188
fb,myspace	3.13	3.15	2.14	2.75	3.617	.019
instant messaging	2.50	2.67	2.11	2.00	.998	.402
text messaging	3.75	3.85	3.25	3.00	1.519	.221
mobile phone	3.50	4.08	3.18	3.00	2.661	.050

Table 4 details that the counselors with high speed wireless internet connection at work are more proficient in the use of tablets/phablets, office tools, desktop publishing, data base, Facebook, MySpace, instant messaging and mobile phone compared to their other counterparts (those with broad band, wired high speed and those who have no connection). The presence of Internet connection clearly supports higher technological self-efficacy of the counselors (Butler & Sellboom, 2002; Burkhardt & Brass, 1990).

Qualitative Summary.

According to the discussion, majority of the counselors who bring work at home typically use portable data storage devices which can synchronize data and serve as backup. The work that is brought home usually includes writing of reports and organization of data needed for work. Although some of them would use FB and instant messaging to connect and observe their clients' online activity, they would only do so on special cases that merits such. While some counselors would also call students through cell phone or Skype, this was done only as a last recourse when all possible means are exhausted during office hours.

Their access to information (shout-outs, wall post, tweets, news, blogs, and announcements) and on-line transactions (email, private message, video conference, Skype conversations) helped the counselors augment their skills. When the counselors were asked if their outputs were affected by the presence of internet access at work, they unanimously agreed that internet has positively affected their efficiency as counselors. A few remarked that internet access also brings distraction which can also be detrimental citing instances of craving to play a particular online game.

Majority expound that their counseling session with client remains to be in person and in *situ* while a few remarked that counseling online or via phone feels weird. Their use of Internet-based resources and tools has dramatically increased recently as smart phones and tablets became more affordable but this doesn't mean these were primarily used in counseling. The availability of high speed and wireless connection at work and the availability of prepaid internet access gave them reason to be connected to the internet at most times.

The counselors used a variety of ICT tools (tablets, office tools, desktop publishing, database, FB, MySpace, instant messaging, text messaging and mobile phone) to augment their one-on-one encounter with clients. Generally, their age, licensure status, internet availability at home and work are factors that affect their technology self-efficacy. Whereas, gender and type of institution are not sources of differences in the counselors' technology self-efficacy.

V. CONCLUSIONS AND IMPLICATIONS

From a theoretical standpoint, this study validates age, licensure, and availability of resource as factors of major contributors in TSE and the realization that gender and the type of institution have no relevant significance in determining TSE in the context of the counseling profession in the Philippines. The counselors' perception of their TSE goes beyond their gender and the type of institution where they are employed as evidenced by their personal belief that the use of technology and technology tools can augment and enrich their craft for a more meaningful, purposeful and relevant counseling services.

While the respondent size is small, this study reveals the counselors' readiness to embrace technology as it permeates their professional and personal lives. They are unwilling participants in an environment that is being redefined by the push of technology and the apparent pull of their profession. The counselors in this study have been responsive to technological advances but they would only do so when they perceive that a particular technology has become stable and is widely used in the mainstream.

By going beyond the usual and traditional one-on-one encounter in the counseling cubicles by using different ICT tools such as phones and online social media, they *have opened more options and avenues available for themselves and their clients making the counseling process richer and more accessible to those in need.* The only drawback with such move is that it reveals ethical concern such as confidentiality and integrity which their mandate has not considered yet. Similar studies in the future may consider a larger sample for greater generalizability of results and may consider developing guidelines in the use of technology tools in counseling.

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Corrections And Workaround To Manage Classic Bias In Student Evaluation of Instructors

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Abstract

Student evaluation of instructors aims to give a feedback to the instructor for merit assessment and quality improvement. Several works have been done on identifying correlation with some variables like instructor enthusiasm, instructor rank, student expected grade ... The Goal of this study was to propose corrections and workaround to manage three bias detected in my University: a mirror bias of correlation between the expected grade and the Instructor evaluation, a favorable bias done by students who answer the questionnaire without reading it, and an apparent negative bias inducted by the length of the questionnaire on the last questions. The first part of the article describes a common statistical way to determine those three bias. The second part of the article discusses the different corrections and workaround at three levels: in the design of the questionnaire, in the instruction given to the students, and on the statistical corrections for a better interpretation. The last part presents the results of the performance of those corrections and workaround.

I. INTRODUCTION

Student evaluation of instructors (SEI) aims to give a feedback to the instructor for merit assessment and quality improvement. Several works have been done on identifying correlation with some variables like instructor enthusiasm, instructor rank, student expected grade ...

At Notre Dame University (NDU) student evaluation of instructors (SEI) is calculated as a composite score of 23 equally weighted questions covering Teaching Effectiveness, Course Evaluation and Learning Outcomes. The composite score (SEI Score or Score) is based on a mapping from 1 to 5 of a Likert Scale with the following qualitative attributes (strongly disagree, disagree, neutral, agree, and strongly agree). The distance between each attribute is assumed equal intervals and therefore the quantitative measures assigned to the qualitative attributes

will be used in parametric tests. Analyses were conducted at NDU from fall 2012, spring 2013 and summer 2013 on the SEI. The reliability of the scale was measured with Cronbach's alpha; Cronbach's alpha was in the acceptable range of .9, across the main dimensions of the study (Faculty, and Course level).

Each University has its own characteristics and our findings are generally consistent with existing research:

- Full-Timers have better score than Part-timers,
- Class size and score are inversely related
- Score after finals are higher or equal to score before finals consistent with the publication of the Teaching and Learning Services of McGill University (2012)

Nevertheless, we couldn't identify an inflation in the historical Grade Point Average (GPA) abundantly studied by previous works (Nelson 1984, Holloway 2011). There is abundant academic literature on the quality of SEI. But there are few works dealing with corrections and improvement in the design of SEI surveys using the advantage of the dynamic of on-line survey compared to paper-based surveys.

This article aims to give an overview of three bias that may affect the quality of the SEI score and possible methods, corrections and workaround to prevent and remedy, and thus improve the quality of the SEI score. The three biases detected in my University are the following:

- A mirror bias of correlation between the expected grade and the Instructor evaluation,
- A favorable bias done by **mono-answer students**, and
- A negative bias inducted by the length of the questionnaire on the last questions.

As a hypothesis, the bias inducted by a deliberated and conscious intent to alter the response is excluded from the analysis. The first part of the article describes a statistical way to determine those three bias. The second part of the article

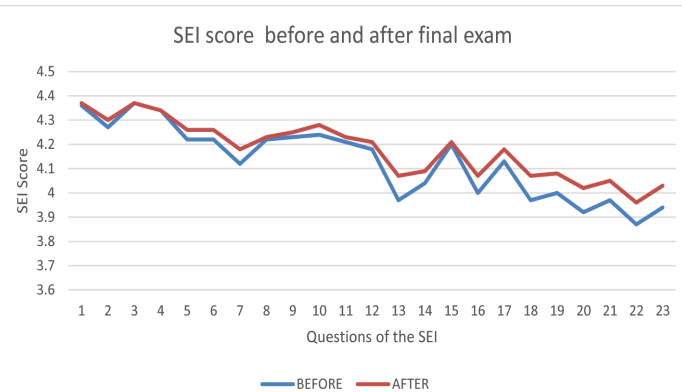
discusses the different corrections and workaround in the design of the questionnaire, in the instruction given to the students, and on the statistical corrections for a better interpretation. The last part presents the results of the performance of those corrections and workaround.

II. SECTION 1: IDENTIFICATION OF BIAS

Identifying a mirror bias of correlation between the expected grade and the Instructor evaluation.

We explore this data for evidence of a correlation between the SEI scores and the student grades. The first question of the SEI asks students their expected grade. Expected grades are positively correlated with the SEI score. We explore the correlation between the SEI Score and the difference between the Expected Grade and the historical GPA as per the findings of Isley and Singh (2005) and McPherson (2006) who noted that as a student's expected grade increases relative to their historical GPA, they further reward their instructors with a higher SEI score.

We also explored the impact of date to fill in the questionnaire to measure the impact of the final exam on the expected grade. Our results are consistent with the results of the Teaching and Learning Services of McGill University (2012), the SEI scores after the final exams are similar or higher than the ones before the final exams. In our data set of 15000 questionnaire 78% was answered before the final exam and 22% after the final exam.

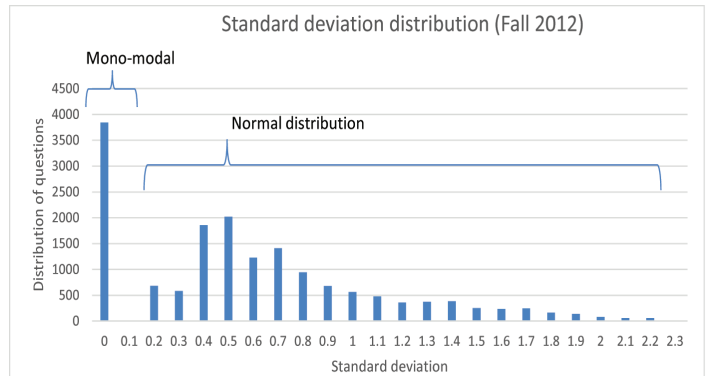


Identifying a favorable bias done by mono-answer students

Analyzing the distribution of the answers of St John's University, the median of all questions is always "Strongly agree" consistently over several semesters for its SEI. In NDU we analyzed the variation in response distribution across the 23 questions of the SEI, we found that the survey is a superposition of two types of distribution:

A normal distribution of the standard deviation of the answers across the questions centered in 0.5. (77% and 65% respectively in Fall 2012 and Spring 2013 of the answers)

A mono-modal distribution of the answers (standard deviation is 0): same answer for all 23 questions. (23% and 35% respectively in Fall 2012 and Spring 2013 of the answers)

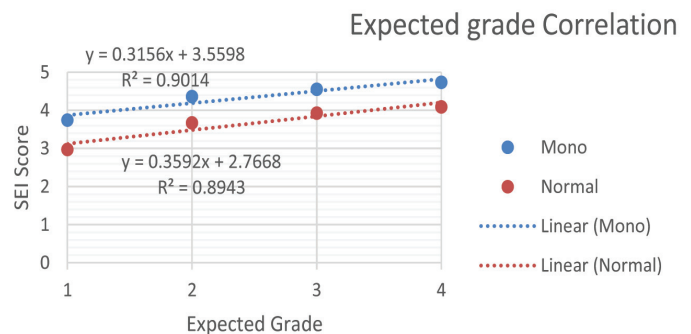


The mono-modal distribution seems pathologic on two aspects. Even a mono-modal answer could be one form of answer of the normal distribution, the number of those mono-modal answers is statistically too high to fit in the normal distribution. Second, a "strongly disagree" on 23 questions covering all aspects of a course cannot reflect reality.

The behavior of mono-nodal answers can be a mix of several psychological explanations that needs a further analysis.

- Students don't want to seriously answer the questionnaire and answer with an average of their perception of the course on all questions. It is an expression of the personal refusal to participate opposed to the social pressure to answer the survey.
- Another widespread perception is that students complete the SEI when they have extreme views and they want to penalize or award the instructor.
- A prestige reaction can also be another explanation: the student answers are stereotyped (Strongly agree) as a desirable social answer with the fear to be reciprocally judged.

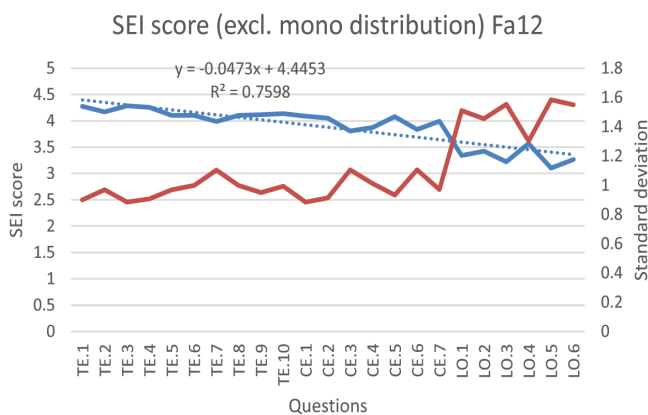
This mono-modal distribution has two characteristics. The correlation between Expected Grade and SEI score of both distributions have a high R2 and similar regression lines.



The average SEI score is slightly higher for mono nodal rather than normal distribution (0.8 on a 1 to 5 scale) due to high level of Strongly agree.

Identifying a negative bias inducted by the length of the questionnaire

This analysis is only for the set of answers normally distributed, the mono-modal distribution is by definition steady along the questionnaire. The SEI score is falling along the questions by .02 per question in both semesters when the standard deviation is increasing. The last questions are negatively impacted by the length of the questionnaire.



Mucchielli (1965) has worked on a typology for the biases in the design of surveys that may affect the answers of the respondents at an unconscious level. The fatigue or default of attention increases with the length of the questionnaire. The involuntary deformation in the responses are the consequences of psychosocial mechanisms that need specific analysis.

III. SECTION 2: CORRECTIONS AND WORKAROUND AT THREE LEVELS

The three levels to improve the performance of the questionnaire are in the design of the questionnaire, in the instruction given to the students, and on the statistical corrections for a better interpretation. As a general improvement the instructions given to students could be convey with an online FAQ, and a follow up by the instructors of the evolution of the response rate.

Testing a mirror bias of correlation between the expected grade and the Instructor evaluation,

A statistic way to cancel the bias is to officially apply a grade distribution curve in each course. Indeed each course will have a similar percentage of A, B, C, D grades distributed along an official curve; and students expected grades will be similarly distributed in each course. The SEI score will have the same bias for all courses with a significant number of students and response rate to be representative of the grade distribution in a course.

The correction is based on a three-step method:

- First we found the set of courses with an expected grade distribution following the Grade distribution with an acceptable chi-2 at 95%. As hypothesis, the SEI score is accurate for this set of courses.
- Second we regress on the selected set (considered as one data set) the SEI score on the Expected grade.
- Third, for the others courses, we apply the linear correction on the SEI Score to match the average of the Expected grade of the selected set of courses.

Indeed the percentage of courses with an expected grade following the Grade distribution could be a KPI (Key Performance Indicator) for a Faculty.

Testing a favorable bias done by mono-answer students,

To ensure the steadiness of the answers, we impose that all extreme mono-answer has to be followed by a compulsory comment to explain the strong impression about the course. Strong feelings are more likely to support strong comments.

Testing a negative bias inducted by the length of the questionnaire

The order of questions in the questionnaire has an influence on the answers, by the conjunction of an y halo effect (same scale for several questions) and a contamination effect when strong feeling about a question are affecting the answers to the following questions. To test that the length of the questionnaire is the cause of the degradation of the score, we have prepare several questionnaires based on the following rules:

- Increasing the length of the questionnaire: the questionnaire includes an additional section with 2 to 10 questions covering course specific learning outcomes on top of the current questionnaire.
- Swapping the different categories of questions: the order of the question blocks about the Teaching Effectiveness, the Learning Outcomes and the Course Performance were randomly presented to the students, but the questions were in the same order in each block.

IV. SECTION 3: PERFORMANCE OF CORRECTIONS AND WORKAROUND

Correcting the mirror bias of correlation between the expected grade and the Instructor evaluation.

Some Faculties are applying officially a Grade distribution curve. Students take into consideration the grade distribution to evaluation their expected grade. The set of courses with an expected grade distribution following the Grade distribution with an acceptable chi-2 at 95% for the whole University is 68% (262 courses out of 382); in a Faculty applying officially a grade

distribution curve the set of courses is composed by 55 courses out of 77 courses (i.e. 74%). This set in this faculty shows a trend of 0.2 pts in SEI score per grade. On the 26% of the others courses, we apply a linear correction on the SEI Score to match the average of the Expected grade of the selected set of courses.

Altering the bias done by mono-answer students

Imposing a compulsory Comment in case of extreme mono-answer (Strongly disagree or strongly agree) had a major effect. Roughly half of the mono-students (18% of the total of completed questionnaires) answered the compulsory comment, the other half stopped completing the survey (15% of the total of completed questionnaires).

Maintaining a compulsory comment might create in the future a workaround student behavior by adding a different answer not to be catch again in the compulsory comment.

We propose to identify those mono-answer in a specific rubric called Overall in the SEI report and to exclude them from the individual SEI Results.

No negative bias inducted by the length of the questionnaire

The Summer SEI was altered by switching randomly the order of appearance of the rubrics of Teaching Effectiveness, Learning Outcomes and Course Evaluation. A chi2 test confirmed a steady independence of the answers irrespectively of the order of the rubrics.

The second test consisted in adding from 1 up to 10 extra Learning-Outcome questions. The chi2 test results showed a strong independence of the responses vis-à-vis the length of the questionnaire up to adding 6 Learning Outcomes (29 questions in total).

An additional test shows that the type of answers (mono-nodal or normal) is independent from the length of the questionnaire. In our study, there isn't any strong negative bias inducted by the length of the questionnaire or in the respective order of appearance of the rubrics.

V. CONCLUSION

A theoretical framework of a survey supposes that each individual who agree to complete the survey, agree to read the questions and gives the real answer. In practice the theoretical framework is challenged. This article assess and improve the quality of the survey results, by identifying some sources of error in order to know how to prevent and to reduce the impact on the results. First, the high correlation between expected grade and SEI score can be confined by ensuring that the Expected grade distribution of the class follows the average distribution of the Faculty. Second, a high percentage of students (around 30%),

who are mono-answering with extreme views without reading the questions, needs to be educated and monitored to improve their collaboration. Third, the length of the questionnaire and the order of the questions doesn't affect the answers. Finally, any corrective adjustment proposed in the article should be transparently implemented and explained to the Instructors in order to ensure a fair treatment.

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Internationalization Through Investing In Faculty At Maritime University In The Philippines Towards Asean Competitiveness In Maritime Education

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Abstract

The present study aimed to present the internationalization of the faculty members of the JBLFMU-Molo through research involvement in national and international organizations and accrediting bodies, in order to maintain maritime quality education and sustain its international prestige in terms of maritime education and training in the ASEAN region. The study attempted to underscore the research outputs of the JBLFMU-Molo for the last three (3) school years, 2008-2009, 2009-2010, and 2010-2011. It furthermore discussed the linkages and different collaborations in research invested by JBLFMU-Molo. This paper provides how the faculty is engaged in research through a review of the research outputs of the faculty members of the faculty members in the last academic years 2008-2010. Internationalization by investing in faculty showed differential investment as an organizational practice that encouraged faculty to participate in research. This practice stimulated faculty engagement in internationalization by providing incentives and communication mechanisms to support faculty in integrating international dimensions into their teaching, research, and service. This study likewise shed light on how the university invested in the faculty by giving them budget or funding in research pursuits and endeavors in the Philippines and particularly in ASEAN region.

Keywords : accrediting bodies, quality education, international linkages, and research involvement

I. INTRODUCTION

For so long a time, academic institutions agree to the fact that a lot of thinking is needed to be able to get the best out of the investments they were able to make. Some universities undergo much training to get the best out of their teachers to be

able to attract the best clients also in their universities.

Some universities also make sure that they attract the very best faculty members to join their ranks. They get those professors who are also belonged to the top ranks of their classes and those who have records of dedication and efficiency in teaching and scholarship.

JBLFMU-Molo believes in the power of its faculty. This maritime academic institution not only makes it a point to hire professors initially with masters degrees in their areas of specialization. More so, hires professors with doctorate degrees to complete its roster of qualified teachers.

Yet, it has been a challenge for the university to retain its outstanding teachers. Many of them also undeniably weigh better offers from other better institutions or abroad. The University is thus left with what can be the best option to make as regards this phenomenon. One of the strategies that has been done to ensure competitiveness in the academic marketplace and to appeal to top professors, the University has decided to invest aggressively in faculty in forms of competitive salary and exposure in international research for a through active participation.

One educator noted that the caliber of an academic institution rests upon the quality of its faculty, who are the lifeblood of the university. He wrote:

Like students, faculty are attracted to those institutions best equipped to help them reach their professional goals and where they are most likely to be associated with the most exciting colleagues and peers. Endowed professorships, as well as gifts that provide support for faculty to conduct research or implement a program, honor the best minds and make the roster of faculty even stronger.

Investing in faculty is one of the ways the University has thought of in order to reshape many of its current practices. In this context, faculty involvement in international research conferences has been one strategy of restructuring the university's thrust of gaining faculty productivity. Other ways are leaders of professional associations, access to scholarship grants, publications, and an improved communication protocol.

II. RESEARCH PROBLEM

The need to involve the faculty members in internationalization through their research involvement has been echoed in the many organizations like the Association of American Colleges as early as 1985. This means that the faculty should be encouraged to make sure that their curricula are designed to advance students' understanding of what are happening around them, both local and international. This goes on to say that the measure of faculty responsibility is embedded in their academic practice. This is translated in both engagement in academics and research.

It is in this line that many institutional leaders have expressed their intentions to develop internationalization plans to include exposure and research involvement among others. Green and Schoenberg (2006) noted that "it would be difficult to find a college or university today that is not making some effort to internationalize" (p. 1). By investing in faculty, such an effort of internationalization is achieved.

With this, the paper wishes to address the following questions:

- 1) What is the percentage of the research outputs of JBLFMU-Molo in the last three school years, 2008-2009, 2009-2010, and 2010-2011?
- 2) What are the linkages established by JBLFMU-Molo in terms of research?
- 3) What are the different collaborations in research invested by JBLFMU-Molo?

III. CONCEPTUAL FRAMEWORK

In the faculty's research involvement, research indicates that lack of financial resources prevents the development of faculty to engage in international activities, in general, and internationalization presentations, in particular (Backman, 1984; Bond, 2003; Ellingboe, 1998; Green & Olson, 2003; Steers & Ungsen, 1992; Woolston, 1983). Engberg and Green (2002) noted that "the most frequently cited reason for inaction in higher education is lack of funding" (p. 16).

In the pursuit of academic endeavors as internationalization, scholars and practitioners recommend that in order for an academic institution to realize such plan, the institution needs a sustainable budget. For instance, in JBLFMU-Molo, ample budget is in place for faculty who wants to join local and international research conferences. Based on

experts, internationalization plans, internationalization scholars and practitioners recommend that such plans require dedicated resources, such as budgets for academic exchanges, faculty development workshops, international curricular development grants, and international research grants (Olson et al., 2006; Paige, 2005; Siaya & Hayward, 2003).

This study looked into the research involvement of the faculty as part of the internationalization effort of the JBLFMU-Molo as well as to reinforce investment in faculty through research presentations.

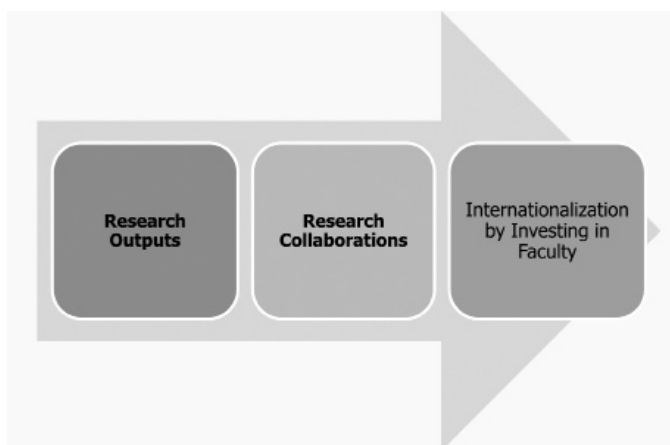


Figure 1. The Schematic Diagram of the Research

Figure 1 shows the schematic diagram of the study.

IV. METHODOLOGY

In order to address the questions advanced in this study, document analysis was done. Document analysis is the systematic examination of instructional documents such as syllabi, assignments, lecture notes, and course evaluation results in order to identify instructional needs and challenges and describe an instructional activity. Experts show that the focus of the analysis should be a critical examination, rather than a mere description, of the documents. In this context, document analysis was done to gain insight and examine trends and patterns on the frequency of research outputs. Frequently, it is used to evaluate a course such as evaluating the pattern in the faculty involvement in internationalization through research engagement.

V. DATA COLLECTION

Since JBLFMU-Molo was accredited and certified by various certifying and accrediting agencies like Bureau of Veritas and International Maritime Organization (IMO) both based at Europe, data collection method done in this paper was through document analysis. While document analysis was done, the researchers reviewed the international research presentations and other related areas of accreditation.

VI. DATA ANALYSIS

The constant comparative method served as the primary analytical method used to systematically and continually categorize, compare, synthesize, and interpret the data collected (McMillan & Schumacher, 1997; Merriam, 2002; Strauss & Corbin, 1998).

The constant comparative method is a process in which any newly collected data is compared with previous data that was collected in one or more earlier studies. This is a continuous ongoing procedure, because theories are formed, enhanced, confirmed, or even discounted as a result of any new data that emerges from the study.

Research Outputs of JBLFMU-Molo in the Last Three School Years, 2008-2009, 2009-2010, and 2010-2011

The Research Outputs of JBLFMU-Molo in the last three (3) years are the following: (a) the previous SY 2008-2009 had 37 studies, (b) SY 2009-2010 had 47 studies, and (c) the present SY 2010-2011 has 49 studies.

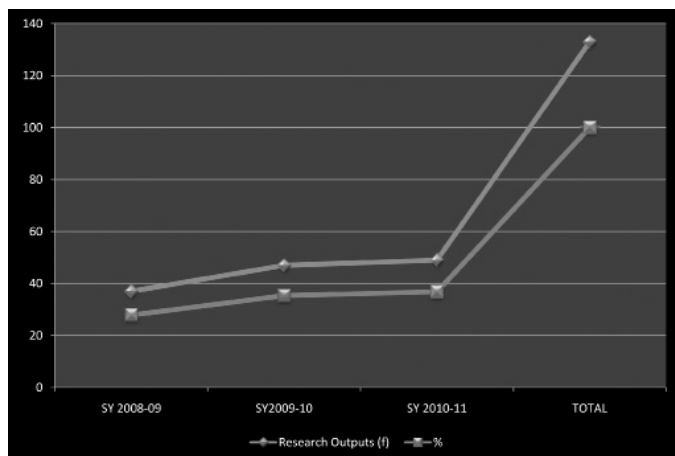


Figure 2. Research Outputs of JBLFMU-Molo in the last three school years

Data are shown in Figure 2

With these research output, JBLFMU-Molo garnered awards by the research organizations where these papers were presented.

For SY 2008-2009, not any of the faculty members received an award in research. Two (2) awards for SY 2009-2010 were given to the faculty members of JBLFMU-Molo such as; (1) “Third Place Best Oral Research Presentation” and (2) “One of the Ten Outstanding Filipino Researchers” given by Philippine Association of Institutions for Research (PAIR) at Boracay Island last December 2009.

For SY 2010-2011, five (5) awards were received by the faculty members of JBLFMU-Molo in Research. These awards are the following: (1) Global On-Line Journal Award, (2) Platinum Award in Oral Research Presentation, (3) Silver Award in Oral Research Presentation, (4) National Research Leadership Award

2010, (5) Third Best Paper Award in Disaster Preparedness. The awards were given by Philippine Association of Institutions for Research (PAIR) at Cagayan de Oro last August 2010 and Environmental Educators Network in the Philippines (EENP) last February 2011.

International Linkages in International Conferences

As for SY 2008- 2009, ten (10) faculty members presented studies in the International Conferences. For SY 2009-2010, thirteen (13) faculty members presented at International Conferences. For SY 2010-2011, twenty four (24) faculty members presented their studies at International Conferences.

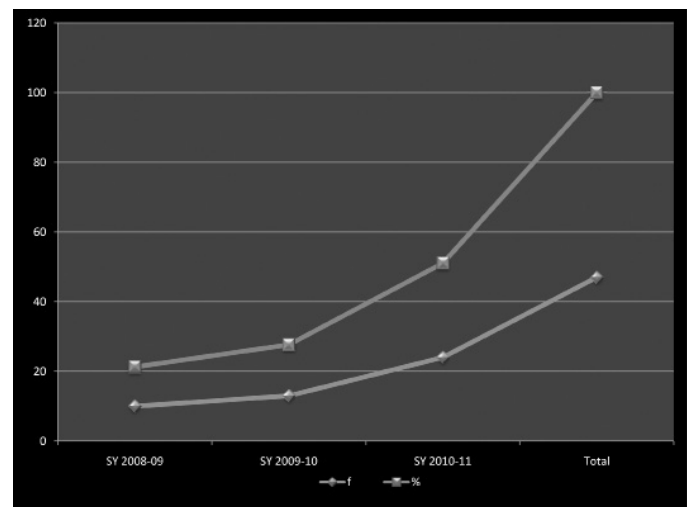


Figure 3. International Linkages of JBLFMU-Molo in the Research Conferences

Data are shown in Figure 3.

Investing in Faculty: Collaborations in Research by JBLFMU-Molo

The collaborations done by JBLFMU-Molo in Table 1 shows the different research-output presentations of the faculty members. Seventeen (49 percent) of the papers were presented at the Philippine Association of Institutions for Research (PAIR); Four (11 percent) of the research papers were presented in the Asian Congress for Media and Communication (ACMC); six (17 percent) of the papers were presented in the Environmental Educators Network in the Philippines (EENP); three (9 percent) at the Association of Teacher Educators at Texas USA; three (9 percent) were presented in the Transportation and Navigation at Poland; and two (5 percent) were in the International Conference in Finland.

Obviously, JBLFMU’s collaborations are international and national in nature as shown in the evidences of the research

Table 1. Collaborations (Local & International)
Done by JBLFMU-Molo

Name of Association	Type of Conference	Frequency	Percentage
ACMC (Asian Congress for Media & Communication)	International Conference at Ateneo de Davao, Davao City	1	3
ACMC (Asian Congress for Media & Communication)	International Conference at Sarabia Manor Hotel, Iloilo City	3	9
Philippine Association of Institutions for Research (PAIR)	International Conference at Vigan, Ilocos Norte	10	29
Philippine Association of Institutions for Research (PAIR)	National Conferences at Cebu & Boracay Island	7	20
Environmental Educators Network in the Philippines (EENP)	International Conference at Ateneo de Davao, Davao City	2	5
Environmental Educators Network in the Philippines (EENP)	International Conference at Silliman University, Dumaguete	4	11
Association of Teacher Educators, International Conference at Texas, USA	Hyatt Hotel, Dallas, Texas, USA	3	9
International Seminar in Transportation & Navigation TRANS-NAV 2009 at Poland	Gdynia Maritime University, Poland	3	9
International Conference at Finland	Finland, Europe	2	5
TOTAL		35	100

outputs. Investing in Faculty: Collaborative Studies

The Research Department of JBLFMU has also established collaborations with the different colleges and universities here in the Philippines and abroad. The following are the collaborative finished studies:

(a) For SY 2008-2009, one (1) collaborative study was conducted. This study was "Performance in Physics, Attitudes, and Study Habits among Engineering Students as Influenced by Certain Related Factors" JBLFMU-Molo&University of San Agustin.

(b) For SY 2009-2010, one (1) collaborative study was conducted. This study entitled "Seagrass Diversity in the Western and Eastern Sites of Igang Bay, Guimaras, Philippines" by JBLFMU-Molo&the University of the Philippines.

(c) For SY 2010-2011, three (3) collaborative studies are conducted. The titles of the studies are the following: (1) Sexting as Socio-Cultural Practice and its Influence among Filipino Youth: A Journey to Explore, (2) Facebook as Social Capital and Its Role in Transforming Filipino Teenagers: A Reflective Analysis JBLFMU-Molo, & Occidental Mindoro State

University, and (3) Status of Fish Catch among Fisher folks at the Municipality of Oton leading to Coastal Zone Management by JBLFMU-Molo, & Marine Institute Memorial University of Newfoundland, Canada.

Investing in Faculty: Other Collaborations

The JBLFMU-Molo as maritime university and the Members of Research Committee are active members of different organizations. These organizations, associations, and societies are the following:

(1) Philippines Society for Educational Research and Evaluation (PSERE), (2) Philippine Association of Institutions for Research (PAIR), (3) Asian Congress for Media and Communication (ACMC), (4) Environmental Education Network of the Philippines, Inc. (EENP), (5) Western Visayas Association of Physics Instructors (WVAPI), (6) Philippine Association for Graduate Education (PAGE), (7) Association of Teacher Educators (ATE) International, (8) Commission on Higher Education- Regional Research Center (CHED), (9) Commission on Higher Education- Zonal Regional Center (CHED), (10) Philippine Association of Maritime Researchers (PAMR), (11) International Association of Maritime Universities (IAMU), (12) Philippine Society of Mechanical Engineers (PSME), (13) Society of St. Vincent de Paul (SSVP) International, (14) Philippine Society of Physics (PSP), (15) Provincial Environment of National Resources Office (PENRO), (16) City Environment National Resources Office (CENRO), (17) Regional Environment Educators Network (REEN Region 6), (18) Sea grass Network International (SEAGRASS Net)

Table 2. Different Collaborations of JBLFMU as maritime university in Asia

Accreditation & Certification of the University (JBLFMU-Molo)	Type of Accreditation
1 Philippine Quality Award –Quest for Excellence	Philippine-Based Certification
2 Bureau Veritas Certification ISO 9001	International Certification
3 CHED University Status ETEEAP Provider (former Autonomous)	Philippine-Based Certification
4 TESDA Accredited Assessment Center	Philippine-Based Certification
5 PACU-COA Accredited Level 4	Philippine-Based Certification
6 Microsoft Certified Academy	International Certification
7 Maritime Training Center (MTC) Accredited	Philippine-Based Certification
8 International Association of Maritime Universities (IAMU) Member	International Certification
9 Environmental Educators Network In the Philippines (EENP) Member	Philippine-Based Certification
10 Philippine Society of Educational Research and Evaluation (PSERE) Member	Philippine-Based Certification
11 Philippine Association of Institutions for Research (PAIR) Member	Philippine & International Certification
12 Asian Congress for Media and Communication (ACMC) Member	ASEAN-Based Certification

To attain different collaborations/accreditations/certifications of JBLFMU-Molo returned good development to the faculty members, students, and staff. Through these organizations and agencies, many activities in research were drawn just to satisfy the level of accreditation and certification. Thus, ushered internationalization and forming strategic alliances not only in research but also in other functions of the maritime university in Asia.

VII. CONCLUSIONS

Internationalization by investing in faculty showed differential investment as an organizational practice that encouraged faculty to participate in research. This practice stimulated faculty engagement in internationalization by providing incentives and communication mechanisms to support faculty in integrating international dimensions into their teaching, research, and service. This study likewise shed light on how the university invested in the faculty by giving them support budget or funding in research pursuits and endeavors.

VIII. RECOMMENDATIONS

Based on the findings of the present study, the following recommendations are advanced by the researcher:

- 1) The administration of JBLFMU-Molo should sustain the skills, enthusiasm, and drive of the instructors towards sustaining the research to achieve the global competence in maritime education. This can be done through in-house training and seminars, reviews, colloquia, research presentation in national and international conferences.
- 2) Continuous training and exposure of these faculty members and marine engineers in research and related activities here in the country and abroad in order to prepare them to become competent contributors to the realization of the research goals of the University.
- 3) JBLFMU-Molo has to be cognizant of the drive of internationalization through sustaining investments in faculty to attract more to engage in research.

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Measures of Quality Assurance: The DLSU-Dasmariñas Experience

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Abstract

This paper discusses the experiences of De La Salle University-Dasmariñas with its various quality assurance undertakings and the status of its quality assurance initiatives so far. It also presents the perceptions of the university administrators on the reasons for undergoing quality assurance measures, the benefits obtained from such activities and the problems encountered due to accreditation/quality assurance measures. Documents and accreditation reports available at the university's Quality Assurance Office were studied in writing the details of the accreditation experiences of the university (1997-2013). To determine perceptions of the administrator respondents, the researcher used a questionnaire which has been validated by five evaluators and later tested on sample respondents. Frequency count was done to determine the top five answers on reasons why the university subjects itself to accreditation, benefits of accreditation, and problems brought about by the quality assurance process. Focus group discussions were also conducted to substantiate data from the questionnaire.

Results reveal that the main reason for undergoing quality assurance measures is to initiate a step towards quality improvement, the topmost benefit is improved quality and efficiency while the major problem encountered is the bulk of paperwork/documentation. Data hope to streamline ongoing and future quality assurance activities of the university.

Keywords: quality assurance, accreditation, quality measurement

I. INTRODUCTION

As the Philippines gears up for economic recovery albeit its gradual pace, the nation also takes a serious look at the capabilities of its human resource as an important factor in national development. This has brought attention to higher education institutions that serve as training ground for students who are getting ready to join the workforce. A close look would reveal issues of unemployment after graduation and the apparent mismatch between university training and workplace requirements. Recent reports from the Commission on Higher Education (CHED) says that "higher education institutions continue to proliferate, and many are not able to provide quality programs... Research capacity remains weak even in better performing universities" (<http://newsinfo.inquirer.net>).

The quality of higher education in the country is indeed a serious concern. In fact, this interest in quality assurance in the education sector specifically in the tertiary level is the core reason for the existence of accrediting agencies in the Philippines. Apart from the regulation and monitoring being done by CHED, these agencies carry out quality assurance activities to look into performance of higher education institutions that voluntarily submit themselves to the accreditation process. At present, there are five agencies that evaluate colleges and universities in the Philippines. These agencies fall into two federation/network of accrediting agencies. The Federation of Accrediting Agencies of the Philippines (FAAP) has been authorized by CHED to "certify the quality levels of accredited programs in the tertiary level, for the purpose of granting progressive deregulation and other benefits." Under FAAP are the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU), the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA), and the Association of Christian Schools, Colleges and Universities – Accrediting Agency Inc. (ACSU-AAI). The other umbrella organization is the National Network of Quality Assurance Agencies, Inc. (NNQAA), responsible for the accreditation of government schools, colleges and universities. Operating under NNQAA are the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP) and the Association of Local Colleges and Universities Commission on Accreditation (ALCUCOA).

Of all these accrediting agencies, PAASCU is the oldest and most established. It is a private, voluntary, non-profit and non-stock corporation which was registered with the Securities and Exchange Commission of the Philippines on November 5, 1957. "It is a service organization that accredits academic programs which meet standards of quality education. PAASCU is also one of the three founding members of FAAP, which was established in 1977 and is authorized by CHED to certify the levels of accredited programs for the purpose of granting progressive deregulation and other benefits."

PAASCU is a founding member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) which was established in 1991. INQAAHE is a world-wide association of over 200 organizations active in the theory and practice of quality assurance in higher education. PAASCU is also a founding member of the Asia-Pacific Quality Network (APQN). PAASCU's accreditation

of medical schools has also been certified by the National Committee on Foreign Medical Education and Accreditation (NCFMEA) which is based in Washington, D.C.” (PAASCU Primer, 2006; paascu.org.ph)

As the umbrella organization, FAAP has been authorized to develop four levels of accreditation with the corresponding four levels of incentives and deregulations, according to which accredited programs would be exempt from various aspects of bureaucratic requirements, depending on the levels of accredited status earned. This includes rules on increases in tuition fees. If accredited, an HEI has more leeway in setting its own rates and be exempt from requirements (CHED Primer, 2013).

Very recently, CHED released Memorandum Order No. 46 Outcomes-Based and Typology-Based Quality Assessment in order to promote quality tertiary education in the Philippines. Orientation programs and workshops are being conducted all over the country to help institutions establish quality assurance mechanisms which largely involves self-assessment and checking capabilities to translate goals into quality programs and services (CHED Primer, 2013).

At present, more and more colleges and universities seek accreditation recognizing that this quality assurance undertaking is the most effective way to undertake improvements in order to achieve and eventually sustain the quality of their academic programs and their institutions as a whole.

II. OBJECTIVES OF THE STUDY

This paper aims to document the accreditation experiences of De La Salle University-Dasmaringas, a Catholic higher education institution in Cavite Province, Philippines, from 1997 to 2013. This undertaking hopes to put on paper the overall experience of the university in putting quality assurance mechanisms in place from which future administrators may learn from. In this paper, accreditation is used interchangeably with quality assurance which is defined as “the process of assessing and upgrading the quality of higher education institutions and programs through self-evaluation and peer judgment. It leads to the grant of accredited status by an accrediting agency and provides public recognition and information on educational quality” (PAASCU Primer, 2006). This paper further looks into the perceptions of the university administrators on three aspects: (1) reasons why the university subjects to the accreditation process, (2) benefits of accreditation, and (3) problems encountered and how these problems were addressed.

III. RESPONDENTS

This paper really intended to include faculty members, support staff, alumni and students as respondents of

the study. However, due to time constraint, the initial 40 administrator respondents provided the preliminary data. These 40 administrators have been directly involved with the accreditation activities of the university. Of these 40, 25 or 62.5 percent are female and 15 or 37.5 percent are male. Looking into years of service, 8 or 20 percent have served the university for more than 20 years, 15 or 37.5 percent for 16-20 years, 12 or 30 percent for 11-15 years, and 5 or 12.5 percent for 6-10 years. No one registered service of less than six years. When it comes to age, the respondents showed the following profile: 3 or 7.5 percent are within the 56-60 years old bracket, 9 or 22.5 percent are 51-55 years old, 8 or 20 percent are 46-50 years old, 3 or 7.5 percent are 41-45 years old, 8 or 20 percent are 36-40 years old, 8 or 20 percent are 31-35, and one respondent falls within the 25-30 years old bracket.

IV. ASSESSMENT AND DATA COLLECTION METHODS

To gather data on the accreditation history of the university, reports and documents available at the university’s Quality Assurance Office were examined and administrators who were involved in the accreditation activities from 1997 to present were interviewed. To get the perceptions of the administrators regarding reasons for undergoing accreditation, benefits of accreditation and problems encountered, a questionnaire was formulated. The items in the questionnaire were outcomes of an initial focus group discussion with select administrators. The questionnaire design of Brown et. al. in their study *Smaller Enterprises’ Experiences with ISO 9000* was also used as a model. This questionnaire was validated and then tested on sample respondents to get feedback. Revisions were then made before this was finally administered to the target respondents. In order to determine the top five answers per category, frequency count and percentages were done.

V. LIMITATIONS OF THE PAPER

The respondents of this study were limited to administrators. The study could have benefitted better and derived more accurate information by involving faculty members, support staff, alumni and students as respondents.

VI. RESULTS AND DISCUSSION

A) The DLSU-Dasmaringas accreditation experience

The start of leadership of Dr. Herminia D. Torres as executive vice president of De La Salle University-Dasmaringas in 1995 ushered in serious accreditation undertakings. In one document, she explained to all administrators that the university needed external experts to confirm the direction it was taking. Since she is a topnotch PAASCU accreditor who has been chairing PAASCU accreditation teams for quite some time already, she was able to lead the university into the whole gamut

of self-assessment and quality assurance details that time.

Accreditation was set as one of the major goals of the institution. As PAASCU was chosen to be the accrediting agency of the university, the PAASCU standards articulated in its forms outlined nine areas of evaluation: purposes and objectives, faculty, instruction, community involvement, student services, library, administration, laboratories, and physical plant. Preparations started with a massive information campaign to explain to the whole academic community the accreditation process, the concept of self-evaluation and validation by peers, the benefits to be gained by the university and the preparation of documents. This started in council meetings that involved all administrators. Then middle managers, faculty members, support staff, alumni and students were likewise convened to relay to them information about accreditation and their roles in the whole accreditation process. The idea was to involve all sectors in the self-assessment to get an accurate picture of the status of the university and the things that have yet to be done to ensure quality education for students. Afterwards, college and institutional committees were formed to carry out self-assessment using the PAASCU survey forms. Meetings and discussions were done to come up with ratings, determine best features and recommendations, and prepare documents for appendices and exhibits. It was made clear to all that every claim made in the self-survey should be supported by documents and that honesty was to be observed strictly since validation was to be done by PAASCU accreditors who would visit the university to interview students, faculty and administrators, observe classes, and check physical facilities and laboratories. Exhaustive exhibit documents which support the reports would also be examined by the accreditors.

It was decided by the Academic Council that four colleges and their 23 programs, that comprised 53.5 per cent of the total programs offered by the university, would be subjected to accreditation. These are the College of Liberal Arts (CLA), College of Science (COS), College of Education (COE) and College of Business Administration CBA). The programs are CBA's BS Accountancy, BS Office Administration, and BS Administration (with 11 majors); COS's BS Biology majors in Applied Biology, Human Biology, and Environmental Science, and BS Computer Science; COE's BS Elementary Education and BS Secondary Education; and CLA's AB programs in Communication, Philosophy, Political Science and Psychology.

The birthing process proved to be challenging as people initially groped to find the right direction in crafting the reports and in coming up with self-survey ratings. To oversee the preparation process, a steering committee headed by no less than the executive vice president was established. She was assisted by the vice president for academics, the assistant vice president for academics and the director of the Institutional Communication Office who all went hands-on in preparing the reports and the supporting documents. Also chosen were

institutional area chairs for each area of evaluation.

All the hard work and tedious documentation paid off eventually. Initial accreditation for three years was earned for the programs in 1998 which qualified these programs for the grant of level 1 status from FAAP. After taking concrete actions to address the recommendations of the PAASCU team and a revisit, reaccreditation was granted in 2002 with level II reaccreditation status. Due to the university's clean status of accreditation, level III status for the programs was granted in 2003, a record time of only six years from the time of the first visit in 1997. In 2009, the four colleges were granted level III reaccreditation for a period of five years. The Computer Science program was also accredited in 1999 and was given level II reaccreditation status in 2002 and then in 2009, valid for five years.

In 2003, the graduate programs of the College of Education, College of Liberal Arts and College of Science were granted initial accreditation for a period of five years. These programs include Master of Arts in Education, Filipino, Mathematics, Teaching English, Teaching Social Sciences, and Master of Science in Biology. All these programs were again reaccredited in 2007 for a period of three years. Then the revisit of PAASCU in 2011 granted the graduate programs a level II reaccreditation until 2016.

The Master in Business Administration and Doctor of Philosophy in Business Administration programs of the CBA and the COE's Doctor of Philosophy programs had a successful preliminary visit in January 2011 and was revisited for a formal survey in August 2013. On the other hand, the College of Tourism and Hospitality Management, College of Criminal Justice Education and the College of Engineering, Architecture and Technology achieved considerable success in the preliminary visit of their programs in 2012 that eventually qualified for a formal survey visit after a year based on the PAASCU report received by the university in June 2013.

At present, the accreditation profile of the university shows 23 programs with level IV accreditation status (highest accreditation level that could be granted by FAAP), 12 programs with level II reaccredited status, 11 programs that had undergone preliminary survey and are due for formal survey in early 2014, while all the programs which have not been accredited will be submitted for application this school year. It should also be mentioned that owing to its quality assurance initiatives, DLSU-Dasmariñas has a university, autonomous and deregulated status which it intends to maintain in the coming years.

B) Reasons for undergoing accreditation/quality assurance initiatives, benefits and problems encountered

The main reason behind the university's accreditation undertaking was indicated in the executive summary of the PAASCU report submitted by the university in 1997. It explained that the "university would like to get approval from peers and to obtain affirmation on the direction it is

taking...” As years went by though, some members of the academic community begin questioning the rationale of going through a very tedious process of documentation that eats eat considerable working hours of so many personnel to meet the accreditation requirements.

The survey showed that ranked number one reason is “initiate a step towards quality improvement” with 24 or 60 percent of the respondents putting it as number 1, 13 ranked it 2nd while 3 ranked it fourth. “Establish image of excellence” turned out in rank 2 with 14 or 35 percent of the respondents ranking it first, 6 put it in rank 2, while 6 respondents considered it #3. Rank 3 goes to “improve services” with 2 respondents putting it rank 1, 16 considered it 2nd while 8 put it in rank 3. Top 4 is “gain marketing benefits” with 2 respondents putting it in #2, 6 considered it 3rd, while 11 respondents put it in rank 5. Top 5 is “improve management approach” with 2 respondents putting it in rank 2, 7 respondents considered it #3 while 7 put it in rank 4.

With regard to perceived benefits of accreditation/quality assurance measures, “improved quality and efficiency” was rated top 1 with 23 or 57.5 percent of the administrators indicating that it is top 1, 7 put it in rank 2, 3 considered it #3 while 2 put it in #4. Top 2 is “improved services” with 3 respondents ranking it 1, 11 ranked it top 2, while 4 respondents put it in rank 4. Top 3 benefit is “improved image and brand” with 8 administrators ranking it #2, 3 ranked it 4th, while 10 put it in rank 5. Top 4 benefit is “improved management approach” that got 10 points for rank 3, 10 points for rank 4 and 3 respondents considered it 5th. Finally, top 5 benefit is “improved awareness of problems” with 4 respondents putting it rank 2, 7 ranked it 3rd while 8 ranked it 4th.

As for the problems encountered during accreditation/quality assurance initiatives, top 1 is “paperwork/documentation” with 12 respondents putting it 1st, 10 ranked it 2nd, and 4 ranked it 3rd. Top 2 problem is “employee commitment” with 9 respondents ranking it 1st, 4 ranked it 2nd, and 4 ranked it 3rd. Top 3 problem is “continuity of efforts” with 6 respondents putting it 2nd, 10 ranked it 3rd, and 7 ranked it 4th. Top 4 problem is “time constraint in preparations” with 7 respondents ranking it 1st, 2 ranked it 2nd and 4 ranked it 3rd. Finally, top 5 problem is “costs involved” that 4 respondents putting it 1st, 6 ranked it 2nd, while 5 ranked it 3rd.

Based on discussions with administrators, improved quality and efficiency was a programmed outcome of accreditation since the recommendations given by the accreditors after a visit had to be fully implemented if the accreditation status had to be maintained. The actions taken by the university to address the recommendations were again documented in order to be examined during the succeeding visit. Updates on the nine areas of evaluation were again checked whether considerable progress has taken place, quality of services have improved or policies and control mechanisms have been put in place.

Deficiencies in programs, policies and practices were likewise pointed out during accreditation activities which facilitated improved awareness of problems. All these were detailed in the chair’s report sent to the institution approximately a month or two after the visit and after the recommendations of the accrediting team had been confirmed by the PAASCU Board of Directors. These eventually resulted to administrative actions and implementations which apparently manifested as an improved management approach.

In the Philippines, universities with accredited programs maximize this achievement by highlighting this in recruitment programs and in branding the institution. DLSU-Dasmariñas has done the same thing by capitalizing on its level IV accreditation in positioning the university as reflected in information collateral and marketing campaigns. This establishes the quality of education it offers that has supposedly lived up to commendable standards.

C) Addressing the problems encountered

More than the benefits, identifying the problems encountered during an accreditation activity proved to be a learning experience for everyone involved. Perceived as top one problem was paperwork/documentation. Depending on the kind of accreditation activity, reports to be submitted to the accrediting agency at least one month before the visit included survey forms with ratings that had to be supported by appendices and another set of reports explaining in rigid details the actions taken on the recommendations during the previous visit with sufficient documents to support every claim of implementation. In addition to this, an exhibit hall containing mountains of supporting documents was put in place for the accreditors to examine during the visit itself. Considering that accreditation paperwork was over and above regular tasks done in the offices, it is understandable that people considered this quite taxing which eventually impacted on employee commitment. To solve these problems, planning, setting timetable, and monitoring of progress were strengthened. Some faculty members were also deloaded so they could focus on writing reports and checking documents. Tasks of committee members and area chairs were spelled out clearly to streamline expected outputs.

With the turnover of administrators every year and with people retiring and transferring posts, continuity of efforts has become a deterrent to the ideal management of accreditation activities. New people in charge had to be trained once again on how to deal with documents and how to lead and encourage subordinates to embrace this quality assurance mechanism. Since accreditation is a continuing undertaking that has to be sustained by continuous self-assessment, implementation of recommendations and revisits, time constraint in preparations has also become a major concern. The accreditation process seemed to expand every time while the regular tasks of administrators continued to pile up at the same time. Though the university has a Quality Assurance Office headed by a

director, the legwork and grassroots consultation were also done by the committees composed of faculty, support staff, students, alumni, department chairs and college deans. The bulk of documents as justification of claims also came from the departments/units and colleges. To ensure continuity and to engage the cooperation of everyone, regular orientation programs were held, accreditation was made a regular part of discourse in meetings and information materials were produced to disseminate information on the university's quality assurance achievements and continuing initiatives. The creation of the Quality Assurance Office in 1998 also contributed to this overall scheme.

All in all, an accreditation activity requires considerable budget for logistics of the accreditors' visit, for supplies and materials needed for reports and documentation, and especially for implementing recommendations which sometimes means putting up structures and purchasing equipment. To sustain its quality assurance activities, the university allots a certain percentage of its income for these initiatives. Likewise, an annual budget is allocated for faculty development, research, community involvement, and physical facilities improvement.

VII. CONCLUSION AND RECOMMENDATIONS

The accreditation/quality assurance activities of De La Salle University-Dasmariñas have indeed brought about concrete developments in the areas of faculty development, research, instruction, community involvement, administration, student services, laboratories, and physical facilities. With only 13 years of accreditation experience in its 25 years of existence as a university, the institution has achieved so much owing to the inputs/recommendations of the accreditors who are experts in their fields of discipline and who set ceiling standards in terms of quality assurance in higher education. This also became possible due to the involvement of all sectors of the academic community. Everyone was made to understand what accreditation is all about, why the university has to undergo quality assurance activities and how everyone can contribute to self-assessment in order to determine the strengths and weaknesses of programs, policies and services.

Including quality assurance initiatives in the short-term and long-term plans of the university also proved strategic since this has somehow embedded accreditation in the culture of the whole academic community. The seriousness of the university in maintaining the quality of its standards was also shown in budget allocations to implement programs and to improve services. Moreover, experience has also taught everyone that a committed administration team is paramount to the success of quality assurance undertakings.

In the end, accreditation and other quality measures undoubtedly contribute to institutional effectiveness as higher education institutions like De La Salle University-Dasmariñas learn to assess their capabilities in actually translating their

goals into quality programs and quality services for their clients. This assessment should be a regular activity which is given confirmation and provided clearer direction with the evaluation inputs of external accrediting bodies. With the incentives and deregulation provided by CHED for accredited programs, tertiary schools should really be motivated to engage in these activities.

To augment the results of this study, students, faculty members, alumni and support staff should be involved as respondents to provide a more meaningful perspective of the accreditation experiences of the university. A regular monitoring of the accreditation activities of the colleges should also be carried out so that even with the turnover of personnel, no one goes off track. It is also best if more faculty members and administrators could be trained to become PAASCU accreditors so that more people could ensure that quality assurance mechanisms which have been painstakingly put in place remain steadfast through the years. This is to say that quality assurance is a continuous undertaking that never stops and never allows any institution to rest on its laurels.

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Problems and Obstructions in the Organization of Distance Learning in Thailand

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Abstract

Online learning is popular throughout the world however the organization of online distance learning in Thailand does not reach the star. This research project aimed to investigate the situation in the management of online distance learning in Thailand with the focus on international programs which use English as the medium of teaching. Face-to-face interviews were performed with personnel involved in the management of international online distance learning program at Assumption University which is one of the two universities in Thailand that offer international online distance learning programs. The informants included the founder, administrators, teachers and staff of the Graduate School of e-Learning at Assumption University. The themes elicited were quality, acceptance and recognition, and teaching and learning styles. There were some difficulties regarding the three themes which obstruct the development of international online distance learning programs in Thailand.

Keywords: online distance learning, Thailand, Southeast Asia, teaching and learning, management of programs

I. INTRODUCTION

Online learning is popular throughout the world. However, in Thailand, the success rate is still low. Although many universities in Thailand offer some sorts of online learning programs, there are only two universities that offer international programs online, Ramkhamhaeng and Assumption Universities. There are success stories and failure stories of online programs in Thailand. This study aimed to investigate the perceptions of the administrators and personnel regarding the problems and obstructions in the organization of international online distance learning programs in Thailand.

The Institute of Education Sciences reported a large number of students were taking distance education courses (Institute of Education Sciences, 2011). About one-third of students in higher education in the US are taking online courses and 65% of higher

education institutions reported that online learning is a critical part of their long-term strategy (Allen & Seaman, 2011). Online distance learning is popular in the US as reflected by the growing numbers of enrollments and programs offered by tertiary education institutions in the US. The US is leading the world regarding online courses and systems (ICEF Monitor, 2012). However, while online distance learning is popular, its effectiveness was still remained questionable. It was found that 70% of students in on-line courses did not finish the courses (Lee, 2012).

Thailand has been taking the trend in technology development and developing the ICT infrastructure. Higher education institutions take the advantage of ICT infrastructure to promote accessibility to tertiary education for people throughout the country (Welch, 2011). Unfortunately, several attempts of international universities to offer international online distance learning programs in Thailand did not work out as expected. The context is likely to have an important influence on the success of international online distance learning in Thailand. Anakwe, Kessler, & Christensen (1999) reported that culture affected students' attitude towards online education and hence their motivation to study. The context of online distance learning in the Southeast Asia is rather different from the US. People in the developed countries are generally more proactive, IT literate, and individualistic while people in Southeast Asia, except Singapore, are generally more passive and collectivistic (Hofstede & Hofstede, 2005). It is very likely that cultural difference plays an important part for the success or failure of online distance learning programs. Furthermore, Boeren & Maltha (2005) and Lee & Healy (2006) suggested that higher education systems in Southeast Asia have various limitations such as budget, quality and standards of education, faculty satisfaction and social demands.

The traditional teaching pedagogy in Thailand was teacher-centered (Cheewakaroon, 2011). Students prefer teachers to transmit information or knowledge to them. Students were accustomed to be passive learners. On the contrary, the online distance learning is structure on the student-centered premise. Students are responsible for their own learning (Jonassen & Reeves, 1996). Teachers act as facilitators or mentors in the online distance learning environment (Oliver, 2000). The perspec-

tive towards teaching and learning might hinder the organization of distance learning programs in Thailand.

II. THE INTERNATIONAL HIGHER EDUCATION ONLINE LEARNING PROGRAMS IN THAILAND

As of 2012, there were 79 public and 71 private higher education institutions and 19 community colleges in Thailand (Directory of Thai Higher Education Institutions, 2012). Most of them have established some sorts of online learning system and have policies to develop their systems further (Muangkeow, 2007). The first university in Thailand that offered formal distance learning program was Ramkhamhaeng University (RU) in 1971 (Ramkhamhaeng University, 2008a). Sukhothai Thammathirat Open University (STOU) was established in 1978 as the first distance learning university in Southeast Asia that offers only distance learning programs (Sukhothai Thammathirat Open University, 2013) while Ramkhamhaeng University offers both distance and classroom-based learning (Ramkhamhaeng University, 2008b). All except two universities offer distance learning only in Thai. The Office of the Higher Education Commission (OHEC) approved international online programs of only two universities in Thailand. In these universities, there are 6 programs accredited by the Office of the National Education Standards and Quality Assessment (ONESQA) (International Council for Open and Distance Education, 2013). All of them are graduate programs.

At the time of this study, Ramkhamhaeng and Assumption Universities were the two universities that offer online international programs (in English). Ramkhamhaeng University (a public university) offered one online program which is the online MBA program. Assumption University's (a private university) offered 5 accredited programs. These programs were Master of Science in ICT - M.Sc. (ICT); Master of Science in Management - M.Sc. (Management); Master of Education - M.Ed. (Teaching & Technology), Ph.D. (Teaching & Technology) and Ph.D. in e Learning Methodology (eLM) (Werner, 2013). The programs have students from various countries including Asians and westerners.

III. METHODOLOGY

This study examined the perceptions of the administrators and personnel regarding the organization of international program online distance learning in Thailand. The personnel involved in online distance learning programs in Ramkhamhaeng University and Assumption University were approached. Unfortunately, personnel at Ramkhamhaeng University were busy organizing the commencement ceremony where students from all over the countries showed up. They declined the requests for data collection. Hence, this research study included only personnel of Assumption University. The informants included the person who established the online distance learning school, the five directors of the five programs, instructors teaching for the programs as well

as some selected staff who handle the learning supports. Face-to-face interviews were performed with all informants in order to elicit their opinions regarding the problems and obstructions in the execution of their programs as well as the teaching and learning process. Each interview lasted approximately 20 minutes. The information was compiled and themes were drawn.

IV. RESULTS AND DISCUSSION

Several issues emerged from the interviews. Most personnel agreed in the same direction regarding these issues. Some comments on students other than Thais also were derived, hence, at some points the researcher used the term Asian rather than Thai students especially when compared with students in the west. These issues are as follow.

V. QUALITY

The key issues were in the responsibilities and accountabilities in offering a quality program of study. Courses were normally compressed into a few weeks which might compromise the quality of the programs. Furthermore, some instructors prefer only asymmetrical communication while, in some cases, instantaneous communication would provide better results. In addition, online learning at home lacked learning and support facilities for research or infrastructures of a good educational environment. Group works could hardly be performed. The interactions, learning, sharing and reflections were minimal. There were also the organizational issues of the negligent of the management from a long distance. There should be clear standards ratings in all aspects such as the curriculum, teachers, materials used for teaching, courseware, the quality of examinations with feedback provided to the institutions offering such programs. There were little trainings of key personnel to handle the systems.

VI. ACCEPTANCE AND RECOGNITION

The Thai government's policy and standards are designed towards classroom-based programs. The government is using the criteria for classroom-based with online system. Some of the policies are not compatible with distance learning. For example, there is a requirement for program of study to have certain facilities such as library, study rooms and etc. in order to be accredited. Students in other country such as Dubai might find it difficult to come to the main campus' library or they might be disadvantaged in this regard. The management of the online programs found many requirements make little sense and unpractical for the online programs. For example, the government insisted that students must be present individually and there must be proctors for final examination. Take home exams shall not be accredited. This has been creating problems for both the school and the students. Some students chose online programs, from the first place, because of their difficulty in travelling to school, for some reasons, but now they have to come for the examinations. On the school

side, examination facilities and proctors must be recruited in other countries which incur costs and other formalities. In short, the government lacks the understanding regarding online programs and views online program with the mindset of traditional educators. This mindset obstructs the management of online learning programs in Thailand.

While in countries such as Malaysia and Singapore, online programs are accredited and accepted by the public, in Thailand the public views online programs skeptically. The lack of knowledge and understanding about the online learning causes the majority of the policy makers and employers to view the online degree program in a negative direction. There are problems of prejudice toward the online learning and students who graduated from the online program. Parents prefer their children to attend classes rather than studying at home. Employers do not view students graduated from online learning programs well.

VII. TEACHING AND LEARNING STYLES

The online learning in Southeast Asian countries should be delivered in the similar fashion as in other countries around the world because online learning is accessible to all. The online learning in Southeast Asian countries should be developed in a way that it is accessible to others as well. However, the nature of distance learning is different from the traditional approach. Asian students were mostly not constructivists. While the distance learning program students should construct knowledge facilitated by instructors, students in Thailand were more traditional, i.e. rather passive. The teaching style might not correspond to the preferred learning styles. In general, their learning preference at tertiary level could be predicated on the way they had been learning earlier in the past (primary and secondary schools and even colleges).

Rote learning had been ingrained in them and indeed their teachers and lecturers that the whole system was predominantly rote-learning. So logically, students doing distance learning would also expect to have rote learning as their primary learning or delivery style. Rote learning is difficult to organize in distance learning programs. In the west, generally, the teaching even at primary school level, is already espousing independence of thoughts. Thus, by the time the students get to the university level, they are already "trained" to be thinking critically. These students are therefore able to be left alone and carry out the learning critically and independently. That would be ideal in the distance learning setting. In distance learning Thai students' independence could create problems for them as they would not know what to do. It is important that the students are self-motivated and have the persistence to stick it out in case of difficulties, rather than giving up.

While the students in the West are used to reading, their Asian counterparts hardly spent anytime reading. Whether the delivery system of learning is on-line or through the post, students who are not already competent in reading and English will flounder.

The mode of study, the way the lecture presented, the way students are working on the activities should be a freedom of the instructor. The Southeast Asian countries could benefit from the diversity of classes and nature of the online learning instead of having everything standardized and controlled in such a way that there is no uniqueness of institutions or countries that offered the course.

An understanding of the students (as a class and as individuals) by the lecturer or module writer is mandatory. This would include finding out the students' demography, generation, reasons for doing distance learning, their previous learning methods, exposure to more modern learning methods, independent learning, reading skills, writing and expressions skills, English language competency (practical not just theoretical) and last but certainly not least critical thinking skills. An important question to address is how distance learning could incorporate the collectivistic nature of Asian students.

Accessibility to local assistance should be provided so that the learning is not going to be interrupted by difficulties in understanding the material, the problems they have to solve so that the interactive mode is practically achieved. An effective communication system should be established for students to interact with each other instantly.

VIII. CONCLUSION

In order for online learning to be successful, the education paradigm should be shifted. There should really be no difference between the West and Asia in respect of distance learning organization but their implementations would need a very good and careful look. There are many newer learning and delivery methods that lecturers and program developers must take into account. Unless the distance learning program developers and executors are aware of the various investigations into generational gaps and novel teaching and learning methods, the distance learning program will not be successful.

In Thailand, a blended version as opposed to a full fledged online is preferred. Asian students needs more rapports and communications (face to face) to learn and share, and especially that Thai students are not independent or self-motivated or has much self initiatives as opposed to Western students who are more independent and responsible in managing their own work with more self-responsibility. As such, Thai distance learning should be a more blended, have more face-to-face rapport and communications with more group works than individual work. Though students might claim to prefer long distance, most of them worked better with a blended version with direct contact and sharing with lecturers and friends. Students prefer to control their own learning pace as well as having the instructor or facilitator to interact with them either asynchronous (discussion board or e-mail) or synchronously (skype or video conference). Students in the on-line learning environment where the instructors actively engaged with them were more engaged with class activities.

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The Evaluation of E-learning System of Faculty of Business Administration, Chiang Mai University

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Abstract

The study aimed to evaluate e-learning system at Faculty of Business Administration, Chiangmai University. The results should provide information for Faculty management to have a better use of e-learning to support student learning. The research included data from 300 student surveys and 22 instructor interviews. Results from factor analysis revealed that student's evaluation of e-learning consisted of 6 dimensions, namely: learner attitudes, system tools, course content, online content, system quality and technical quality respectively. We also found that course content was the most influent factor towards user satisfaction, followed by learner attitudes and system quality respective. In addition, the results from instructor interviews showed that most instructors agreed that e-learning was useful in teaching/learning as the supplementary since it allows instructors to conveniently communicate with students. However, instructors also suggested that the system should be more efficient and easier to use, for instance, by integrating e-learning system with Faculty's email system to closely track student usage. Enhancing system performance by creating exam database, on-line quiz, student usage tracking, and validating enrolled student in each course was also recommended.

Keywords: e-learning, evaluation, Chiang Mai, Thailand.

I. INTRODUCTION

In the information era, where information and communication systems (ICT) have been generally used in many sectors, e-learning is also widely implemented in education institutions, particularly at the university levels in many countries. The development of e-learning systems both from freeware and software vendors mostly are in the form of course ware management systems (CMS). The program Dokeos (e-learning freeware) version 1.6.1 was used at Faculty of Business Administration, Chiangmai University since 2002.

Updated version 2.1.1 was just implemented last year due to the positive feedback from most instructors about the ease of use of the system. However, from the exploratory interviews with some students and instructors, most of them did not use it frequently for several reasons. Therefore, this research aimed to evaluate the e-learning system at Faculty of Business Administration, Chiangmai University in order to provide information for management to have a better understanding of the use of the e-learning system to support student learning. However, according to previous researches in information system success and acceptance, there are many dimensions and categories, used in prior research, to measure different aspects of e-learning (Davis, 1989; DeLone & McLean, 1992; Siritongthaworn & Kairit, 2006; Lee, Tseng & Liu, 2007; Ozkan, Koseler & Baykal, 2009; Macgregor & Turner, 2009; Freeze et al. 2010; Waheed & Jam, 2010). This research then attempted to find an appropriate measurement dimensions for CMS e-learning system as a contribution to academic area as well as to e-learning developers and users.

II. LITERATURE REVIEW

Rosenberg (2001 cited in Macgregor & Turner, 2009, p. 157) defined e-learning as "the use of internet technologies to deliver a broad array of solutions that enhance knowledge and performance". Even though e-learning has been implemented by many institutes around the world for more than 10 years and many prior researches indicated that the system was at least as effective as traditional teaching method, many debates are still going on over methods and measurement variables of e-learning system effectiveness. For instance, Siritongthaworn & Kraitit (2006) had studied e-learning satisfaction by measuring four dimensions which are delivery method, communication facilitation, system operation and content. Their results confirmed the reliability and validity of the four dimensions. However, their study did not include other dimensions that related to human aspects such as instructor's personal and interpersonal skills, teacher's attitude and behavior, and

learning outcomes since the main focus of their research was on the systems itself.

From other previous researches, not only teacher's attitudes, skill and behavior had been studied for e-learning effectiveness or satisfaction, learner's attitudes, skill and behavior were also included in research model as the important factors that influence e-learning usage. Lee, Tseng & Liu (2007) studied antecedents of learner satisfaction towards e-learning. They found seven factors influencing learner satisfaction towards e-learning. Organization and clarity of digital content had most effect on e-learning satisfaction, followed by breadth of digital content's coverage, learning control, instructor rapport, enthusiasm, perceived learning value and group interaction. Macgregor & Turner (2009) proposed a conceptual model to evaluate e-learning effectiveness by focusing on two nodes. Node A focused on external variables influencing student and the efficacy of the student learning experience within e-learning environment, for example, student learning style or ICT literacy. Node B focused on the internal forces affecting e-learning efficacy such as system design and usability or interactivity. The study by Ozkan, Koseler & Baykal (2009) regarding evaluation of learning management systems also included both technical and social issues. They used hexagonal e-learning assessment model consisted of six factors, which were system quality, service quality, content quality, learner perspective, instructor attitudes, and supporting issues. The results indicated that learner attitudes towards computers is positively influence perceived e-learning satisfaction. The quality and manipulation of e-learning system is positively related to users' perceived enjoyment towards e-learning system. Learner's perceived satisfaction towards e-learning is positively related to instructor's rapid response to learner's needs. Moreover, system quality, information quality and service quality will positively influence perceived e-learner satisfaction with e-learning. Information quality and system quality were cited in the paper by DeLone & McLean (1992) as the popular information system success variables. In the study of IS success model in e-learning context based on students' perceptions by Freeze et al. (2010), information quality and system quality also affected system usage and user satisfaction, resulting in system success. Waheed & Jam (2010), however, adopted TAM model by Davis (1989) to study teacher's intention to accept online education. They found that all four factors, namely teacher's perceived usefulness, teacher's perceived ease of use, teacher's computer efficacy, and facilitating conditions, had a strong support for the prediction of teachers' intention to use e-learning system, which consequently resulted in the success of the system.

From the above literature review, we conclude that there are several factors or dimensions adopted in prior researches as the measurement for e-learning success and acceptance. This research then tried to find an appropriate measurement items to evaluate e-learning systems at the Faculty of Business Administration, Chiangmai University. The finding can also provide more insight for the faculty management to improve e-learning usefulness to better support student's learning.

III. THEORETICAL FRAMEWORK

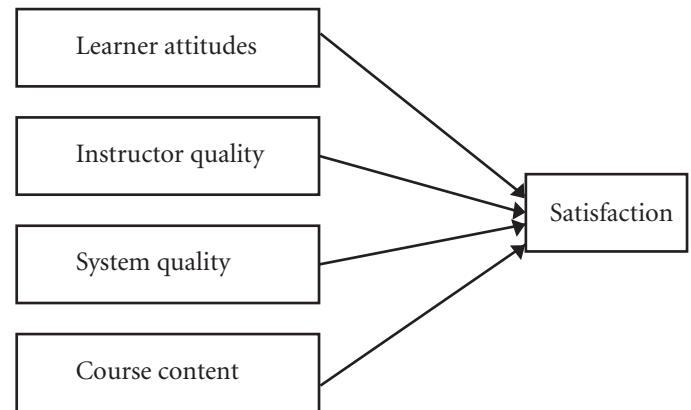


Figure 1: Theoretical framework

From Figure1, to make the evaluation suitable for Thai education context, e-learning evaluation dimensions and measurement items were adapted from the studies of Siritongthawon & Kairit (2006) and Ozkan, Koseler & Baykal (2009).

1. Learner attitudes: adapted from dimension Learner attitude (Ozkan, Koseler & Baykal, 2009), consisting of 8 measurement items to measure student's perception towards benefits of e-learning usage.
2. Instructor quality: adapted from dimension Instructor perspectives (Ozkan, Koseler & Baykal, 2009), consisting of 6 measurement items to measure student's perception towards roles and interaction of instructor/professor in e-learning environment.
3. System quality: adapted from dimension System quality (Ozkan, Koseler & Baykal, 2009), dimension System, and dimension Delivery method (Siritongthawon & Kairit, 2006), consisting of 21 measurement items to measure student's perception towards technical quality of e-learning system.
4. Course content: adapted from dimension Content quality and dimension Instructor quality (Ozkan, Koseler & Baykal, 2009) and dimension Content and dimension Delivery method (Siritongthawon & Kairit, 2006), consisting of 14 measurement items to measure student's perception towards quality of online course content.
5. Satisfaction: adapted from dimension Learner attitude (Ozkan, Koseler & Baykal, 2009) and dimension Satisfaction (Siritongthawon & Kairit, 2006), consisting of 2 measurement items to measure student's perception towards overall satisfaction of e-learning.

IV. RESEARCH METHODOLOGY

Questionnaire was tested for content validity by two e-commerce consultants. Then, the questionnaires were distributed to three hundred students in Year 2-4 to evaluate current e-learning system in the form of course management systems provided by the Faculty as supplementary to traditional (face-to-face) teaching method. Twenty-two instructors were also interviewed about their e-learning usage, system evaluation and suggestions.

Factor analysis was used to examine validity of measurement instrument. Regression analysis was then conducted to investigate the effect of those four dimensions on satisfaction. The analysis of variance (ANOVA) was also performed to identify differences in student perception towards e-learning evaluation dimensions among various academic year and GPA ranges. In addition, data from instructors' interview was used in discussion and implication to provide recommendation to improve the operation of the current e-learning system.

V. RESULTS

From demographic data as shown in Table 1, most of the respondents were male (65%). The highest proportion of the respondents was studying in Year 3 (39.67%). Their GPA was in the range of 3.00-3.49 (35.32%).

Table 1: Profile of the respondents

Variable	Category	Percentage
Gender	Male	35.00%
	Female	65.00%
Academic year	Year 2	31.50%
	Year 3	39.67%
	Year 4	39.33%
GPA	Lower than 2.00	1.67%
	2.00-2.49	21.67%
	2.50-2.99	32.67%
	3.00-3.49	35.32%
	Higher than 3.49	8.67%

Most of their family possessed notebooks and desktop computers. The respondents mostly used computers at home or dormitory. Their main purposes of using were to watch movies and listen to the music, followed by to do the assignment, search for information, communicate and follow the news. v

From four original dimensions in theoretical framework, we found six dimensions extracted from factor analysis, namely, learner attitudes, system tools, course content, online content, system quality, and technical quality, as shown in Table 2. The Cronbach's alpha of those six factors exceeded 0.5 (Hair et al., 2010).

Table 2: Result from factor analysis

Dimension	Measurement items	Cronbach's alpha	% of variance
Learner attitudes	7	0.886	14.7938
System tools	7	0.886	13.2229
Course content	5	0.747	10.7632
On-line content	4	0.817	9.6217
System quality	3	0.720	7.1207
technical quality	2	0.682	5.758
Total	28		61.2803

When comparing new dimensions from factor analysis in this study to the original dimensions, we found that 21 measurement items from the original 49 items were excluded, resulting in only 28 measurement items as seen in Table 3. Based on the remaining measurement items, three dimensions were labeled the same, which were Learner attitudes, Course content, and System quality. However, three new dimensions existed, namely, System tools, Online content, and Technical quality.

Table 3: Comparison of e-learning evaluation dimensions

Starting Dimensions	No. of Measurement Items	New Dimensions	No. of Measurement Items
Learner attitudes	8	Learner attitudes	7
Instructor quality	6	System tools	7
System quality	21	Course content	5
Course content	14	Online content	4
		System quality	3
		Technical quality	2
Total	49		28

Using ANOVA to analyze the difference in perception towards E-learning system of Faculty of Business Administration, among students in various years and GPA group, the results indicated that the respondents in year 2, 3, and 4 did not have different perceptions towards course content and technical quality. On the contrary, the respondents in different year of study had different perceptions towards learner attitudes, system tools, online content, and system quality. In addition, the study found that the respondents in different years did not have different satisfaction level towards e-learning. When classified the respondents into 5 groups based on their GPA, the study also found that student with their GPA below 2.00, between 2.00-2.49, between 2.50-2.99, between 3.00-3.49, and higher than 3.49 did not have different perceptions towards learner attitude, course content, online content, system quality, and technical quality. However, their perceptions towards system tools differed. In addition, the respondents in various GPA groups did not have different satisfaction level towards e-learning.

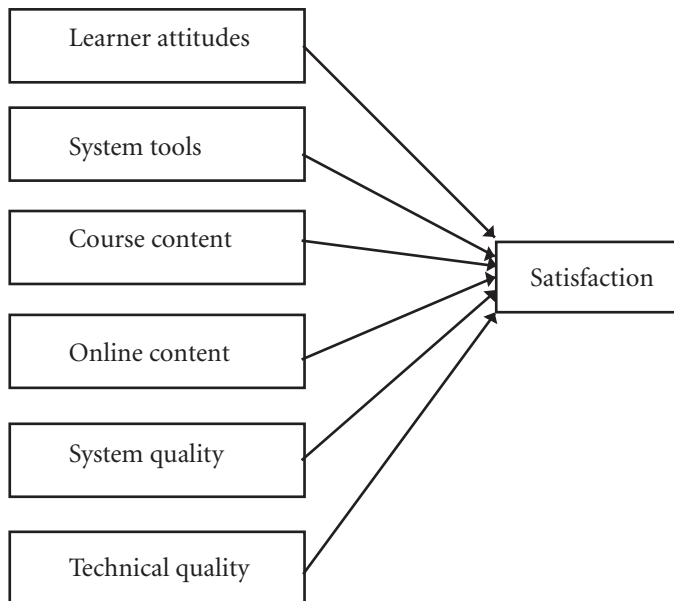


Figure 2: Relationship of new 6 e-learning dimensions and satisfaction

From Figure 2, to investigate the effect of 6 dimensions, namely, learner attitudes, system tools, course content, online content, system quality, and technical quality on satisfactions towards e-learning system of Faculty of Business Administration, using regression analysis, we found that course content was the most influent factor towards user satisfaction, followed by learner attitudes and system quality respectively. Result also showed that system tools, on-line content, and technical quality did not have significant impact on satisfaction as displayed in Table 4.

Table 4: Regression coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	sigma
	B	Std. Error	Beta		
1 (Constant)	-0.057	0.232		-0.247	0.805
Learner attitudes	0.214	0.071	0.169	3.01	0.003*
System tools	-0.095	0.069	-0.085	-1.389	0.166
Course content	0.663	0.075	0.509	8.878	0.000*
On-line content	0.062	0.069	0.052	0.888	0.375
System quality	0.135	0.058	0.122	2.328	0.021*
Technical quality	0.054	0.046	0.059	1.159	0.247

a. Dependent Variable: Satisfaction

From Table 4, with Student satisfaction as a dependent variable, regression equation could be written as follow;

$$\text{Satisfaction} = 0.214 \text{ Learner attitude} + 0.663 \text{ System tool} + 0.135 \text{ System quality}$$

Adjusted R-square equals to 0.468, indicating that those 3 independent variables could explain 46.8% change in satisfaction.

Lastly, the results from instructor's interviews revealed that most instructors used e-learning to upload course materials and distribute information to students. Most of them agreed that e-learning was useful in teaching/learning as the supplementary allowing the instructor to easily communicate with students. However, the students must be trained and motivated for more usage. They also indicated that the e-learning system should be modified to make it easier to use and more efficient such as integrating with the Faculty's email system. Enhancing system performance with exam database, test/quiz scoring, student usage tracking, and validating enrolled student in each course were also recommended.

VI. DISCUSSION & RECOMMENDATION

Adapted from HELAM (Ozkan, Koseler & Bayka, 2009) and the e-learning satisfaction model (Sirtongthaworn & Kairit, 2006) to evaluate e-learning courseware at the Faculty of Business Administration, Chiangmai University, using factor analysis, the results indicated different dimensions as described in Table 3.

The remaining measurement items were considered well suited for six new dimensions to evaluate e-learning system at Faculty of Business Administration, Chiangmai University. Measurement items eliminated in this study might be due to the fact that e-learning system at Chiangmai University did not included some certain services or the instructors at Faculty of Business Administration had never used some functions provided by the system to support student learning. For instance, the e-learning did not support multimedia or student web-board. Therefore, the evaluation dimensions and measurement items proposed in this study might not be appropriate for other future research. As stated by Macgregor & Turner (2009), when proposing their conceptual model for e-learning effectiveness, that many variables might have to be added for future study and some variables might have to be controlled.

In addition, the results showed that students' perceived satisfaction was positively related to course content, online content and learner attitudes. These findings were aligned with the results from Ozkan et.al. (2009), Lee et al. (2007), and Freeze et al. (2010). Although this study might not include all factors proposed by previous researches, the results were still useful for faculty management to gain insight information regarding the use of e-learning systems to support student learning. For instance, to improve e-learning usage, instructors might have to upload more course or online contents to e-learning system in addition to lecture notes as indicated in instructors' interviews. Instructors should also seriously promote the use of e-learning such as adding assignment explanation or exercises to the system.

Since learner attitudes also affected user satisfaction, more functions should be added to e-learning system to make the system more useful and fun for students, such as social network or multimedia. In addition, all instructors believed that e-learning is

useful for communicating with students but the system should be modified to make it easier to use. This finding is similar to the study of Waheed & Jam (2010), which indicated that ease of use is the most important factors for e-learning usage. Therefore, training for new students might be necessary at the beginning of each semester. Nevertheless, all instructors believed that e-learning should be used as supplementary to regular classes since many subjects at the faculty are suitable for traditional face-to-face teaching method, particularly accounting and statistic courses. However, most instructors suggested in the interview that despite the latest e-learning technology, the success of e-learning should heavily rely on role of instructor to encourage the usage of e-learning among students.

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The Reliability and Validity of Student Assessment of Teacher Performance (SATP) Scale: a Confirmatory factor Analysis

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Abstract

Establishing the standards by which effective teaching can be assessed is a vibrant step in the teaching learning process and students' ratings of teacher performance is an important component. Students' assessment is universally used to provide information that could be used by teacher to improve teaching and by administrators to make personnel decisions. The present study is an attempt to empirically validate an instrument further using a bigger sample after it has gone through the exploratory factor analysis during the designing of the evaluation scheme. This investigation further evaluated the psychometric and assessment feature of the Scale for the Student Assessment of Teacher Performance (SATP).

This SATP scale instrument is part of the Liceo de Cagayan University's Project on Redesigning the Faculty Evaluation Scheme that started in October 2011 and piloted in 2012 and set for implementation this school year. It was originally a 54-item questionnaire floated to 500 students and was reduced to a 24-item scale after the data reduction. For further psychometric assessment, a total of one thousand three hundred and fifty (1,350) university students were random sampled with stratification from 11 colleges. Confirmatory Factor Analysis (CFA) was conducted and the result from the samples shows an acceptable fit of a six-factor oblique model yielded coefficient alpha excess of 0.927. Thus, it can be said that the items indicating the standards of the factors on personal attributes, instructional delivery, and student engagement, learning environment, communication and assessment are considered suitable and have proved to be a valid tool for assessing the teacher performance.

Keywords: teaching standards, confirmatory factor analysis, teaching effectiveness, structural equation modeling, teacher performance, Philippines

I. INTRODUCTION

A strong faculty is the cornerstone of a university's academic and reputational quality. To build and retain such faculty calls for an environment where professional development and high standards of teaching, scholarship, and service are assigned top priority (LDCU Five-Year Strategic Plan, 2010-2015). Given that faculty evaluation fosters teacher quality, it is just proper that management tools associated with university quality vis-a-vis teacher quality be appropriately reviewed and tailored to the standards of the university as dictated by its core values.

In October 2011, a study group was created by the University administration to review the institutional faculty evaluation scheme owing to the tremendous changes of the work environment that has greatly transformed. This is characterized not only in terms of human dynamics but also through the nonlinear growth and widespread presence of information and communication technologies that have impacted practically all aspects of human lives to include very specifically the academe (O'Mahony & Vecchi, 2005; Condie & Munri, 2007). Termed as *Redesigning the Faculty Evaluation Scheme Project*, the planned change process devised and recommended the piloting of an alternative faculty evaluation scheme after seven months. The project mapped the Philosophy and Principles of Faculty Evaluation as well as the Standards of Faculty Performance

and measurement tools. Teacher evaluation systems based on professional standards are gaining high acceptance as an evidence on enhanced interest in ensuring that teachers are evaluated in accordance with professional standards or domains of teaching effectiveness that are relevant and meaningful to their professional growth and development (Kimball, 2002; Milanowski & Heneman, 2001; Conley, Muncey & You, 2005; National Board resource Center, Stanford University, 2010).

The Standards of Faculty Performance that cascaded from the Philosophy and Principles of Faculty Evaluation were formulated within the context of the University core values and requirements of good teaching born from research and literature as well as good practices in the university. Among the measurement tools, the Student Assessment of Teacher Performance (SATP) scale was designed using only six of the eight standards, namely, *personal attributes, instructional delivery, student engagement, learning environment, assessment, and communication skills*, were included for the SATP scale believing that these other two standards: *professionalism and community service* could not be not objectively captured by the students in the classroom.

Many still believe that the use of student evaluations of teaching performance has been an important but controversial tool in the improvement of teaching quality during the past few decades. Although student evaluations of teaching are implemented in many faculties, not everyone is convinced of the desirability and utility of these ratings (Spooren & Mortelmans, 2006; Feldman, 2007). Jezequel (2008) cited Clayson & Sheffet (2006) and McKeachie (1987) that some instructors continue to doubt the functionality of student evaluations of teachers; disagreeing, that students are an invalid and unreliable source of information. The current study's goal to strengthen the psychometric value of the SATP instrument is an attempt to minimize these misconceptions.

Theoretical Grounding for Student Assessment of Teacher Performance (SATP) Scale

In her study *Inquiring into Filipino Teachers' Conceptions of Good Teaching: A Qualitative Research Study*, Bustos-Orosa (2008) concluded that good teaching is the "confluence of several critical factors: personality-based dispositions, teaching competence, content mastery and expertise, and pedagogical knowledge." Good teaching combines the value of good classroom management, organization, effective planning, and the teacher's personal characteristics. This justifies the inclusion of *personal attributes* as part of the Standards. Stronge, Tucker & Hindman (2008) assert that a teacher's personality is one of the first sets of characteristics to look for in an effective teacher because a large part of the teacher's influence on student lies more on the person than his/her instructional competence.

While knowledge of subject matter is essential, teachers accomplish more by the force of their personality and example, than by their lesson plans and assignments.

Research on teaching capability reveal that for teachers to have effective *instructional planning & delivery*, they plan and make sound instructional decisions that demonstrate deep understanding of the content, pedagogy and curriculum implementation that promote engagement and persistence (McEwan, 2002; Zwart, 2009; Darling-Hammond, 2010; Dean, 2010). It is important that planned instruction should be logically related to the actual instruction and the assessments should relate to the plans and instruction (Cantor 2001; Egan, Welch, Page, & Sebastian, J., 1992). Making sound instructional decisions is a function of planning. Effective teachers do not only show mastery of the lesson but also prepare timely and relevant teaching plan/syllabus aligned with the program of studies of their specific area of discipline to be organized for systematic presentation of the concepts utilizing appropriate instructional strategies (Covino & Iwanicki, 1996). Effective teachers likewise employ available technology to enhance communication and learning and apply contemporary principles of learning theory and teaching methodology (Dean, 2010; Lanouette, 2012).

The above cited activities encourage students to engage and to actively participate in the learning process. *Student engagement* is the key factor in student learning and other desirable outcomes in higher education (Darling-Hammond, 2007; Kuh, Kinzie, Buckley, Bridges & Hayek, 2007; Pascarella & Terenzini, 1991, 2005; Finn & Zimmer (2012). Student engagement is generally considered to be among the better predictors of learning and personal development. Carini, Kuh & Klein (2006) said that the premise is self-evident which means that the more students study or practice a subject, the more they tend to learn about it. The primary task of the teacher is to design engaging tasks and activities for students that call upon students to learn what the school has determined they should learn, and then leading students to success in the completion of these tasks.

To engage students, effective teachers need to be adept at organizing and maintaining appropriate learning environment. Crucial to the learning environment is the teachers' capability to establish good discipline, effective routines, smooth transitions, and ownership of the environment as components of establishing a supportive and collaborative climate (Shellard & Protheroe, 2000). Having generated this learning climate, effective teachers stimulate and sustain students' interests in the lesson (Auster, E. & Wylie, K., 2006; Freed, J, 2005). Interests in lesson resulting in meaningful task behavior occur when lessons are clearly discussed and constructively supportive to real life experiences.

Discussions that offer clear explanations and directions are requisites of strong communications skills. Teachers need

to ask the right questions and handle the students' response effectively. They need to manifest active listening skills that contribute to wholesome interpersonal relationship. Frymier & Houser (2000) acknowledged the existence of interpersonal variables that are positively related to learning and asserted that the nature of student-teacher relationship is important to effective learning outcome.

To promote wholesome working interpersonal relationship with students, feed backing is necessary to improve their performance. Extensive studies around the globe shows that in consistently applying the principles of *assessment* of student learning, impressive gains in student achievement especially for struggling learners can be attained according to Black & William (1998) in Stiggins (2007). Assessment for student learning begins when teachers share their achievement goals and objectives and when they continuously assess progress, analyzes the results and adapts instruction to improve student performance. Capability to use varied techniques for evaluating student's performance and to develop performance based assessment tools for more objective evaluation of student achievement are manifestations of the teachers skills for assessment (James & Fleming, 2004). Assessment of student learning matters more than ever in the changing world of higher education and with changing expectations society has of its university graduates (Stefani, 2004).

The current study therefore revolved around the teachers' personal attributes, instructional delivery, student engagement, learning environment, and assessment as well as communication skills for the factors as main point of reference for student assessment of teachers' performance. Student evaluation of teacher performance are considered an accepted practice for decades and are found to be the most frequent form of assessment of faculty teaching performance (Becker and Watts 1999; Davis 2009; Onwuegbuzie et al. 2007; Parayitam, Desai, and Phelps 2007).

Interest in evaluating teaching performance has increased over time and acceptance of the need to evaluate teaching has continued to grow (Salsali, 2005). This new approach emphasizes not what one believes to be good teaching, but the emphasis is on characteristics and teacher behavior that are conducive to expected learning outcomes for students (Papandreou, 1995). An overview of recent literature on teaching effectiveness reveals no standard or commonly agreed upon definition or list of effective teaching qualities (factors). Most studies tend to emphasize instructors' qualities such as knowledge and organization of the subject matter, skills in instruction and personal qualities and attitude that are useful when working with students (Cashin, 1995).

Over 20 years, there continues to be research that demonstrates the "...validity of the instrument used by

students in evaluating ...teacher effectiveness" according to Parayitam, S., et al. (2007). Bustos-Orosa (2008) in her study, says that the pursuit for what constitutes effective teaching continues to fuel interest in the academe because of the prevalent assumption that good teaching makes good students.

Establishing the Psychometric Value of SATP and Drafting the Final Instrument: First Stage

The formulation of the questionnaires was based in a rigorous methodological process, including expert judgment, content validity and reliability assessment. The SATP underwent factor analysis considering it as the most appropriate reduction tool.

This paper recognizes Williams, Onsman & Brown (2010) in their position on exploratory factor analysis as an effective reduction tool, meaning it reduces a large number of variables into a smaller set of variables (also referred to as factors). In this current study, this refers to the different item indicators assigned to each of the Teaching Standards.

This statistical process also provides construct validity evidence of self-reporting scales (Williams et al). The SATP scale with six (6) standards was finally decided upon to become the bar for students to assess the teaching performance, namely: *personal attributes, instructional planning and delivery, student engagement, learning environment, assessment, and communication skills*.

Data were gathered from 500 students across the different colleges and programs of the University who completed the SATP questionnaire with a total of 54 items to address the following questions: (i) how reliable is SATP scale? (ii) are the items of SATP scale significant in measuring teaching performance? The first approach to the reliability of the instrument was carried out by computing the coefficient *Cronbach's Alpha*, that gave a moderately *reliable* value ($\text{Alpha} = 0.827$). A second estimation of reliability used after the data reduction yielded $\text{Alpha} = 0.918$ which is a reasonably high coefficient. An analysis of the structure of responses to the questionnaire was done and compared with the assumed structure. Assumed structure refers to the item indicators that were originally identified under each set of teaching standard. From the process, the SATP instrument was crafted.

The Student Assessment of Teacher Performance. The SATP is a 24-item (scored on a 5-point, Likert-type scale) questionnaire designed for pilot implementation last academic year. Responses are within the score ranging from 1 *Strong Disagree* (SD) to 5 *Strongly Agree* (SA). The six SATP Scale factors are *Personal Attributes* (5 items), *Assessment* (6 items), *Student Engagement* (4 items), *Instructional Planning & Delivery* (3 items), *Communication* (3 items), and *Learning Environment*

Table 1. Rational item distribution within the SATP Scale

Scale Factors of Teacher Performance	Items in the instrument
Personal Attributes	20, 21, 22, 23, 24
Assessment	7, 8, 9, 10, 11, 12
Student Engagement	13, 14, 15, 16
Instructional Delivery	17, 18, 19
Communication	1, 2, 3
Learning Environment	4, 5, 6

(3 items) as shown in Table 1.

Confirming the Factor Structure of SATP: Second Stage

Since Exploratory Factor Analysis (EFA) is only a preliminary and exploratory step in dimensionality analysis, a confirmatory analysis is often desired. In confirmatory factor analysis (CFA), different from EFA in which observed variables are not assigned (items in this study) to any particular factor, we define specifically which item is explained by which factor, based on our hypothesis or theory. Therefore we have a much clearer hypothesis compared to EFA and this hypothesis can be tested in a confirmatory way. The major question asked by SEM is "Does the model produce an estimated population covariance matrix that is consistent with the sample (observed) covariance matrix? If the model is good the parameter estimated will produce an estimated structure population covariance matrix that is close to the sample covariance matrix." Closeness" is evaluated primarily with the chi-square test statistic and fit indexes. In the present study the SATP final draft was piloted and it is just appropriate that the factor structure used in the trial instrument be confirmed. Confirmatory Factor Analysis (CFA) is the next step after EFA to determine the factor structure of the data set.

The population for this current study consisted of undergraduate students of Liceo de Cagayan University, Cagayan de Oro City, Philippines and one hundred (135) faculty members were selected by simple random sampling. The sample for this study comprised of 1,350 undergraduate students that were selected by systematic sampling. Courses were selected within each faculty through random sampling technique. The number of student participants that were randomly selected from each course within the faculty was equal to the proportion in the population that was present for the class at the period of the administration of this instrument. These Scales were administered and completed anonymously during class time by university students belonging to different class programs of the university, at the end of four month period during second semester in the same academic year.

First, internal consistency was calculated using the standard means of Cronbach's Alpha; Second, either the internal or external instrument validity was studied. Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's test

of sphericity were conducted (Field, 2005) as well as reliability coefficient (Cronbach alpha) were computed. Kaiser-Meyer-Olkin measure of sampling adequacy and Bartlett's test of sphericity indicated that factor analysis is a good measure for the data for each of the scales and multicollinearity and singularity were found not to be a problem. The standard factorial or exploratory analysis was carried out by means of Principal Component extraction method. Using the classical statistical package SPSS.

Moreover, to obtain a clear factorial solution, Orthotrans/Varimax rotation were implemented. Assessment of internal validity was based on confirmatory factor analysis (CFA), which is part of a more general class of approaches called structural equation modeling (SEM). Structural equation modeling is a technique that has been widely used for instrument validation and model testing (Bentler, 1995).

AMOS 20.0 computer software (Arbuckle, 2008) was used to test modeling fitting. In order to evaluate model fit, several fit indices were computed: the CMIN/DF index or chi-square to its degrees of freedom ratio (X^2/DF), the comparative fit index (CFI), and the root mean-square error of approximation (RMSEA). These were calculated using the maximum likelihood estimation method, a robust techniques that has proven powerful against possible biases caused by violation of the multivariate normality and other statistical assumptions (Bentler, 1995; Bentler & Dijkstra, 2000).

II. RESULTS AND DISCUSSION

This paper discusses the concerns in the reliability and validity of the SATP scale. The results obtained provided many insights on the concerns as well as implications to assist in future efforts of implementing in a university wide in assessing the performance of teachers.

III. CONFIRMATORY FACTOR ANALYSIS OF SATP

Reliability refers to the consistency, stability, and generalizability of measurement data. With respect to student ratings, reliability most often concerns consistency or interrater agreement (that is, within a given class whether students tend to give similar ratings on a given item). Reliability coefficients typically range from .00 to 1.00 with higher values indicating greater consistency. A Principal Axis Factor (PAF) with a Varimax (orthogonal) rotation of 24 items Likert scale questions from this SATP questionnaire was conducted on data gathered from 1,350 participants. The study of this dimension of the teacher performance and efficiency of teaching process was by Principal Component with Varimax rotation (rotation with no factor limit and ignoring saturation less than .40. An examination of the Kaiser-Meyer Olkin measure of sampling adequacy suggested

Table 3. KMO and Barlett's Test of SATP scale

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.962
Bartlett's Test of Sphericity	Approx. Chi-Square	14580.722
	df	276
	Sig.	.000

that the sample was factorable ($KMO=.962$). These results are shown in Table 3 and 4.

In the sample we obtained from the university undergraduate students: *Cronbach Alpha* = .927 (complete scale) Thus, reliability rates of the SATP scale can be considered acceptable. The analysis suggested six factors that explained

Table 4. Obliquely rotated component loading for 24-items SATP scale*

COMPONENT	1	2	3	4	5	6
Gives test that are representative of the coverage of our lessons.	.680	.278				
Uses a clear and understandable language in teaching.	.659	.334	.144	.274		
Uses appropriate teaching strategies.	.614	.300	.179	.292	.175	.133
Explains lesson clearly.	.600	.278	.215	.395	.137	
Gives instructions clearly.	.592	.318	.231	.165	.257	
Speaks with a well-modulated voice.	.566	.430	.116	.211		
Shows fairness in rating students.	.459	.259	.285		.437	.178
Maintains a student-friendly atmosphere that encourages learning.	.234	.740	.235	.197		
Praises our positive behavior.	.145	.709	.106	.207	.264	
Listens attentively to students' concerns.	.356	.642	.213	.105	.125	
Interacts with students professionally and courteously.	.321	.618	.217		.262	.118
Come to class regularly.	.163	.178	.738		.114	
Is well-groomed in coming to class. Starts and ends our class on time.	.188	.215	.728			
Maintains a wholesome relationship with students.	.130		.671	.257	.182	
	.253	.366	.520	.294		

Uses appropriate words and actions.	.370	.201	.428	.330		.194
Relates lessons to real-life experiences.	.248	.105		.738	.137	
COMPONENT	1	2	3	4	5	6
Sustain our interest in class.	.338	.280	.191	.637	.188	.119
Adopts available technology to enhance communication and learning.		.187	.180	.547	.480	
Cites current information to supplement the lesson.	.300	.229	.203	.528	.258	.184
Returns checked test papers on time.	.181	.111	.196	.140	.731	
Explains the bases for computing grades	.242	.184		.244	.719	
Provides us with a regular feedback on our performance.	.273	.420	.151	.213	.473	
Show mastery of the lessons.	.115	.100		.122		.947
Cronbach Alpha = .927						
Eigenvalues	3.546	3.149	2.644	2.434	2.244	1.093
Percentage of Total Variance	14.744	13.120	11.015	10.141	9.349	4.555 *

Loadings =>.10

62.953% of the variance. Results from the CFA of main component offer information regarding the six (6) subscales.

IV. THE SIX TOPIC FACTORS

Six items loaded onto *Factor 1*. It is clear from Table 4 that these seven items all relate to teaching standard of communication, assessment and instructional delivery. This factor loads onto reported assessing teacher with the delivery of teaching strategies, fairness in rating the students and understandable language used in teaching. Orongan (2012) clearly emphasized in his lecture that selecting items or scales to be included in a measure in factor analysis may be conducted to determine what items or scales should be included and excluded from a measure. Results of the analysis should not be used alone in making decisions of inclusions or exclusions. Decisions should be taken in conjunction with the theory-framework and what is known about the construct(s) that the items or scales assessed. He also stressed that in the construct of teaching effectiveness, several variables are used to allow the measurement of such concept (usually several scale items are used) considering the inclusion of several dimensions. In "pedagogical content knowledge", this implies "teachers' understanding of content and how to teach it including typical student misconceptions and strategies for helping

students overcome them.” Ellet & Teddlie (2003) expanded this concept into four components: knowledge of purposes for teaching subject matter in way of communication, knowledge of students’ understanding is manifest by teachers’ delivery of knowledge curricula, instructional materials, and knowledge of instructional strategies. It is not surprising that the first factor clustered into items that indicated *instructional delivery and planning* and *communication skills*.

Four items load onto a *second factor* related to learning environment that teacher maintains a student-friendly atmosphere that encourages learning, praises positive behavior of students and interacts with students professionally and courteously. This factor was labeled, “learning environment.” It is important that teachers are skilled at organizing and maintaining appropriate *learning environment* so that they are able to sustain the students’ interest and engage them. Crucial to the learning environment is the teachers’ capability to establish good discipline, effective routines, smooth transitions, and ownership of the environment as components of establishing a supportive and collaborative climate (Shellard & Protheroe, 2000).

The five items that load onto *Factor 3* relate to the personal characteristics of a teacher in coming to class regularly, start and end the class on time, and maintain a wholesome relationship with students. This factor was labelled, “Personal Attributes.” Stronge, Tucker & Hindman (2008) assert that a The teacher’s personality is one of the first sets of characteristics to look for in an effective teacher because a large part of the teacher’s influence on student lies more on the person than his/her instructional competence. While knowledge of subject matter is essential, teachers accomplish more by the force of their personality and example, than by their lesson plans and assignments.

Four items load onto a *four factor* related to instructional delivery that the teacher relates lessons to real-life experiences, sustain the interest of the class, adopt appropriate technology to enhance communication and learning and cites current information to supplement the learning. This factor was labeled, “*Instructional Planning & Delivery*”. This factor confirms (McEwan, 2002; Zwart, 2009; Darling-Hammond, 2010; Dean, 2010) that effective teacher strategically and make sound instructional decisions that demonstrate deep understanding of the content, pedagogy and curriculum implementation that promote engagement and persistence, making sound instructional decisions is a function of planning. The three items that load onto *Factor 5* relate to teachers’ assessment of students by giving feed backed with regards to their performance, explaining the bases for computing grades and returning the test paper on time. This factor was labeled, “*Assessment*.” Stefani (2004) ratifies that assessment of student learning matters and with changing expectations to the pedagogical knowledge has of its university graduates. It also demonstrates that assessment for student learning begins when teachers share their achievement

goals and objectives and when they continuously assess progress, analyzes the results and adapts instruction to improve student performance.

One item that load onto *Factor 6* relate to teachers’ evident mastery of the lessons. This factor was labeled, “*Instructional planning & delivery*”. The instructional process comprises three basic steps. The first is planning instruction, which includes identifying specific expectations or learning outcomes, selecting materials to foster these expectations or outcomes, and organizing learning experiences into a coherent, reinforcing sequence. The second step involves delivering the planned instruction to students, which is, teaching them. The third step involves assessing how well students learn or achieve the expectations or outcomes. Notice that to carry out the instructional process the three steps should be aligned with one another. That is, the planned instruction should be logically related to the actual instruction and the assessments should relate to the plans and instruction (Cantor 2001; Egan, Welch, Page, & Sebastian, J.1992).

V. INTERNAL VALIDITY CRITERIA: RESULTS FROM SEM

In educational measurement, the basic question related to validity of student evaluation is: To what extent do student rating items measure some aspect of teaching effectiveness? Unfortunately there is no agreed upon definition of “effective teaching” or any single, all-embracing criterion (Cashin, 2003). The best one can do is to try various approaches, collecting data that either support or contest the conclusion that student ratings reflect effective teaching. In the sample, results from exploratory factor analysis principal components show that the instrument has a six-factor structured. The Bartlett test, a prerequisite to factor analysis, shows a chi-square value ($276 = 14580.722$; $p = 000$), demonstrating that the data structure is valid for the factor analysis. The KMO rate $= .962$ also demonstrates data suitability for factor analysis.

Structural equation models provide a natural language for analyzing path-specific effects and, indeed, considerable literature on direct, indirect, and total effects has been authored by SEM researchers (Bollen, 1989), for both recursive and nonrecursive models. This analysis usually involves sums of powers of coefficient matrices, where each matrix represents the path coefficients associated with the structural equations.

CFA implies a confirmatory technique. In most cases, the researchers have robust ideas about the number of factors, the relations among the factors, and the relationship between the factors and measured variables. The goal of the analysis is to test the hypothesized structure and perhaps test competing theoretical models about the structure. CFA is a special case of the structural equation model (SEM), also known as the covariance structure (McDonald, 1993). SEM consists of two components: a measurement model linking a set of observed variables to a usually smaller set of latent variables and a structural model

linking the latent variables through a series of recursive and non-recursive relationships. This study considered estimating confirmatory factor models using Amos 7.0 (Arbuckle, 2005).

Table 4. Results for Confirmatory Factor Analysis of SATP

Model	N	CFI	GFI	TLI	RMSEA	Chi-square	DF	CMIN/DF
SATP	1350	.925	.920	.913	.058	1314.030	237	5.544

Fit statistics for the factors are presented in Table 4. Chi-square ratios indicated a poor absolute fit, most likely due to the large sample size. Inspection of the TLI, and CFI, PCFI, which are relatively insensitive to sample size (Bentler, 1990; McDonald & Marsh, 1990), indicated that the six-factor oblique model fit the data best. As shown in Table 4 the fit of the six-factor oblique model was adequate as both TLI and CFI (.913 and .925, respectively) met or exceeded the recommended criterion of .90 (Bentler & Bonett, 1980) and with the RMSEA of .058. Post hoc modifications were not conducted because of the sample data had a good fit to the hypothesized model.

The SEM model presented as Figure 3 shows the six standards of SATP discussed earlier in the working framework/literature with their corresponding item loadings. In the figure, the directional arrows indicated the hypothesized causal direction. The variables to which arrows are pointing are commonly termed endogenous variables (or dependent variables) and the variables having no arrows pointing to them are called exogenous variables (or independent variables). Unexplained covariances among variables are indicated by curved arrows. Observed variables also called the item indicators are commonly enclosed in rectangular boxes and latent constructs which are represented by the teaching standards to be assessed by the students such as *communication*, *learning environment*, *assessment*, *student engagement*, *instructional delivery* and *personal attributes* are enclosed in circular or elliptical shapes. The 24 items of the SATP scale were set as the input of the confirmatory factor analysis.

The figure further shows that the six dimensions represented as the *standards* as latent variables with corresponding item loadings and or indicators in each construct manifested acceptable values for measurement of item. The path diagram also displays the standardized regression weights (factor loadings) for each standard with their corresponding indicators. For example, in the factor labeled *communication*, three (3) observed item loadings are observed to be strongly related to communication. The COMM3 and COMM2 variables appear to be the best indicators of *communication*.

Their standardized regression weights are, respectively, 0.76 and 0.73. Additionally *communication* explains about 57% of the variance in COMM1 and 53% of the variance in COMM2. COMM3 is the poorest among the indicators of *communication*, with an R^2 of 0.50 and a standardized regression weight of 0.71, and a 50% of the variance in COMM3 is explained. The covariances of each factor overbearing the values above the criteria in acceptability of measurement. For *instructional delivery*, it can be noticed that

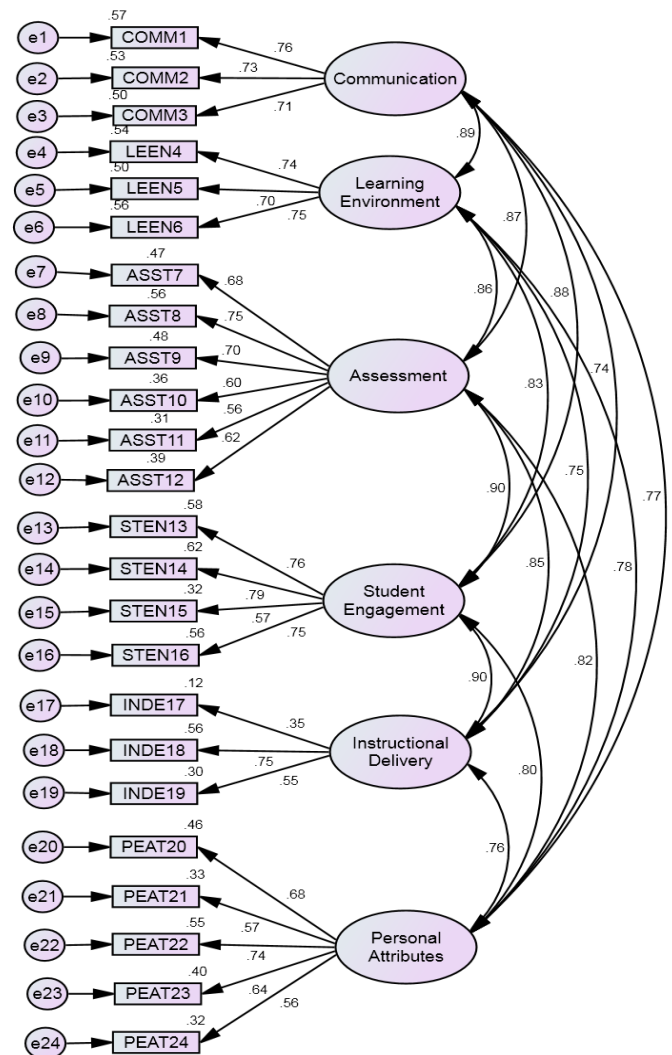


Figure 3. Factor Loadings of all 24 items SATP

Note. Communication = COMM, Learning Environment = LEEN, Assessment = ASST, Student Engagement = STEN, Instructional Planning & Delivery = INDE, Personal Attributes = PEAT

INDE 17 has the least regression weight of 0.36, vis-a-vis the least reliable. The rest of the factors loading as shown in the table have higher regression indices implying reliability of the constructs.

VI. CONCLUSION

Student assessments of teacher performance though only one source of data about teaching can become source of misapprehension if not used in combination with multiple sources of information. Thus, establishing the validity and reliability of student assessment tool give the institution the confidence that it measures what it is supposed to measure and that it consistently approximates the standards as the reference point of assessing the teachers' performance in the classroom.

More than 95% of the items indicating the standards of the factors on *personal attributes, communication, instructional delivery, student engagement and learning environment* are considered adequate and SATP is proven to be a valid and reliable tool for assessing the teacher performance. A clear understanding of validity and reliability in the psychometric assessment of an evaluation tool gives evaluators the confidence that the tool is reliable enough as a basis for deans and chairpersons, in mentoring and or journeying with their faculty further in toward professional effectiveness.

Eventually the new faculty system will be reviewed periodically considering that the faculty evaluation system where SATP is an integrative part has always been regarded as organic and dynamic. Cashin (1997) commented that the system “need to grow and change, if only because circumstances change, but more importantly to become better.” During the review process, it is recommended that the team shall seriously take into consideration the result of this study such as the renaming or the relabeling of the standards as well as remove and or replace some items found to have lesser psychometric values. It is further suggested that the classroom observation tools currently used as part of this new faculty evaluation system undergo the same process of strengthening its psychometric values.

The new faculty evaluation system is substantially moving on smoothly after its pilot implementation because it is highly supported by the administration. Aware that the massive modifications in the new faculty evaluation system entail changing of attitudes, values and traditions as well as attendant emotions, significant involvement from the deans, faculty and the chairpersons are seriously pursued to promote acceptance. Extensive and open communication on the new evaluation scheme is also fostered to widen ownership of this planned change.

VII. ACKNOWLEDGEMENT

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Action Research Practices in Classroom Teaching Management Transformation.

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Abstract

This aim of this paper is to determine the transformation of teaching management through action research in school practices. The transformation of teaching in school management depends very much on teachers' readiness to change existing practice, even though each individual have difficulty in changing their habits. The culture of inquiry through action research practices by teachers in schools is necessary to improve the management in classroom teaching. There are three key elements that dominate action research practices in the classroom, teacher reflection, experience and engagement. This study uses a case study design using qualitative interview techniques, observation and document analysis as data collection methods. The determination of the sample was based on purposive sampling design. The preliminary study was conducted on two experienced teachers from one of the secondary school. The results showed, there was a change in teaching management practices in the classroom. Action research practice can build critical thinking among teachers with the ability to question their own teaching practices in the classroom. The teachers were also able to produce new ideas in teaching management and subsequently applied the changes to classroom teaching practices in line with the current wave of globalization.

Keywords: Action Research, Transformation of Teaching Management, Reflection, experience, involvement, critical thinking.

I. INTRODUCTION

Transformation of teachers' practice will bring new dimension in the culture of teaching and learning at school. Each individual lives are controlled by various possibilities in

social system, however each individual have their own ability to learn and build up new action strategy based on the thought of making decision regarding their practice. This means that teachers are empowered to make their own decisions about practice in the classroom. Teachers play an important role in the management of teaching in the classroom. Without the active involvement of teachers, the curriculum goals are difficult to achieve.

Realizing transformation requires changes in social practices in the classroom, with changes in the mechanism of control in making top-down decisions and the attitude of conformity to team learning and collaborative problem solving and reflective thinking, critically and productively. This will encourage teachers to be more flexible and responsive of their teaching practices.

II. TRANSFORMING TEACHING MANAGEMENT

Transformation or change in teacher practices will be able to bring a new dimension in the culture of teaching and learning in schools, to provide more dynamic learning opportunities, and to improve the interest of science relevant and beneficial to students. No matter how great a teacher is, they will face difficulties in educational practices in schools. Hence it demands the teachers to constantly upgrade their knowledge and skills from time to time, especially in the aspects of teaching in the classroom.

Transformation in teaching practices that can be carried out to challenge the teaching profession still bound by traditional methods, rigid and lacking experience with modernization and innovation. These transformations have a positive impact on students and contribute to the increase in the professional development of teachers in

schools. However, this kind of transformation depends on teachers' readiness to change the existing practices, while each individual will have difficulty in changing their habits.

Such a phenomenon needs a form of organized solutions through specific action research. Action research is applicable to teachers, as they are the individuals who are closest to students in school. A teacher knows and understands more about the current problems faced by the students in the school, particularly in the classroom.

Action research practices among teachers give them the ability to identify and solve problems related to teaching and learning in schools. Teachers have the freedom to express their views and ideas to improve their own practice in line with the concept of practical democratic aims for social justice in classroom. As stated by Somekh and Zeinchner (2008) action research as a school reform strategy produces a reflective teacher and the development of teacher partnerships within the school. Reflection leads to self-control, excellent practice and the ability to meet current needs.

III. PURPOSE OF THE STUDY

The aim of this study is to understand about the transformation of teaching in the classroom management through action research in school. Teachers not only teach in the classroom but they also try to find new ideas in teaching and learning through research, thus helping to find the best way to resolve the weaknesses within pupils (Syed Ismail & Ahmad Subki, 2010).

According to Feldman (2002) that existentialism perspective emphasizes the transformation should be held in a way that can be understood by every individual, because the changes required have to be born of self-awareness (Feldman & Weiss, 2010). Improvement in teaching and learning certainly depends a lot on the teacher. It is undeniable that research activities carried out by teachers can enhance their knowledge and skills over time (Othman Lebar, 2012) and this can be achieved through action research practices.

IV. OBJECTIVES OF THE STUDY

The aim of this study is to understand and learn about the transformation of classroom teaching management through action research practices. There are three key elements that dominate the practice of action research, teacher reflection, experience and engagement.

V. RESEARCH QUESTIONS

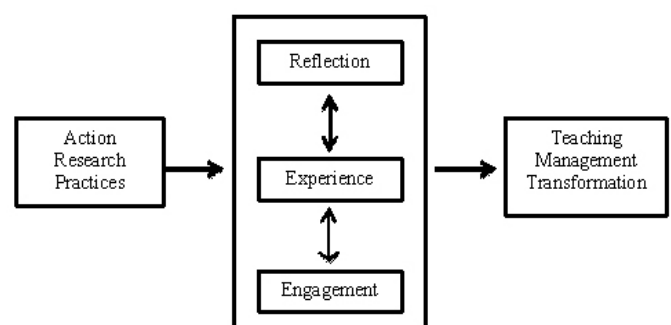
This study is to answer the question of how the practice of action research by teacher's schools is able to realize the transformation of teaching management in the classroom.

VI. THE CONCEPTUAL FRAMEWORK OF RESEARCH

The conceptual framework of this study has two main phases of the action research component and the transformation of teaching practice in classroom management. Each of the elements contained in this study are based on several theories that dominate the study.

The first stage, describes the action research practices used by teachers to improve their own practice and release themselves from the traditional barriers of a classroom social system. The practice of action research has three key elements which enable the transformation of teaching management in the classroom through reflective practice, experience and engagement. The second stage, describes the transformation process of the teaching management in the classroom. In the context of this study the intended transformation was to improve the changes in teaching management of classroom through action research in school.

Transforming classroom teaching management requires a series of actions that can be understood by the teachers in changing their teaching practices in the classroom. The social system in the context of education has a very wide scope (Fromm, 1959). Therefore every decision made should take into account social factors, and be economic and political in scope, especially in school education. According to Fromm (1959) each individual has a trait that wants instant gratification with the environment. Each individual who participated in the transformation process will go through these processes allowing each individual to change existing habits.



Conceptual Framework

VII. RESEARCH METHODOLOGY

This study used a qualitative case study method. The appropriate choice of this method of the study conducted by researchers was find suitable depth and breath of meaning and understanding of the phenomena. The context of this study was to understand the classroom transformation of teaching management process carried out through action research in school. The case studies also help researchers to understand and strengthen the situation or phenomenon,

programs, processes or social groups in depth (Merriam, 2002; Yin, 2003).

The determination of the sample was based on purposive sampling design and which are above the sample selection criteria specified. Participants were the teachers who have served for more than 10 years and carried out action research at least once in school. Furthermore the selection of participants in the study was also based on their agreement and willingness to participate in this research. The study was conducted on two experienced teachers, in one secondary school in Kota Kinabalu, Sabah. Selection of this school as a research site was based on the frequency this school had carried out action research.

This study used interviews, observation and document analysis as a procedure for data collection. Triangulation methods were used to allow comparison and consolidation of data. Data was analyzed using Thematic Analysis method for identifying, analyzing and reporting themes within the data (Stenner, 1993, Ussher and Moony-Somers, 2000).

VIII. FINDINGS

How does the practice of action research by teachers in the school enable the transformation of teaching management in the classroom?

IX. QUESTIONING THEIR OWN PRACTICES

Based on the interviews conducted, P1 stated that the early stages of observation sessions were carried out to identify or investigate if the teaching management practices were 'naturalistic' in the classroom. He recorded the data obtained for further action. The data was analyzed to plan appropriate strategies and techniques to improve previous practice. He made his own decisions based on data obtained

My first experience in practising action research, when I was completing my first degree. So this was the starting point to further research

That means the participants were able to make their own decisions on the purpose of the believed transformation.

When I offered to undertake action research, I studied my school because I know what the conditions of my school were, So I looked around, and finally I decided to add some changes, It was my own decision and I want to make my own research

He stated the reflection was done by him after making observations and recording of all data obtained either from his own experience or opinion of the feedback from peers or other teachers about their teaching.

Basically to help me make a choice on the survey, I then sought in the idea with other ideas, and they agreed to help me achieve my research.

X. CRITICAL THINKING

During the interviews with the participant of the first study (P1), he noted that the impact of action research conducted in schools, have enable him to create a more critical understanding of himself. He was able to build new knowledge as a result of the interaction or transaction through the meaning of existing new experiences. He also stated that the experience gained was the starting point for the implementation of further studies in school and it was done in more detail.

He also noted the action research practices also enabled him to trigger a clearer vision and broaden his vision in management strategies and teaching techniques.

P1 said he became more critical of classroom practice. Where he has been working to transform teaching practices based on evidences obtained either from his own reflection or feedback of results from other teachers. He was also able to strengthen the skills, techniques and teaching strategies based on the results obtained after the improvements that have been made.

When we talk about it, we have to look at the capacity of the school, For example, school A is not the same as B and that kind of thing, so it has all the facilities we can easily go through, but the school has less facilities we have to take action step by step to move forward. Still with the committee, that is why we want to see where the most fundamental problems. According to the layout of our Gantt chart program, we can see from month to month, the level of progress and further action required, we understand, we will eventually get the results.

XI. GENERATE NEW IDEAS

Based on the interviews conducted, P1 expressed flexibility in his practice which was the result of knowledge and experience he gained. He always gets the latest information to make the best decision for his teaching practice in classroom. That means, he can determine his development based on the experience gained. A part from that P1 also noted the collaborative spirit in which they are acquired, to provide the opportunity for teachers to interact and share ideas, insights, knowledge and skills respectively.

Based on interviews conducted with P2, he also stated that there was an increase in terms of knowledge and skills to manage their teaching in the classroom. He tried to practice the theory in accordance with the improvement of the education that he wishes to do. He was also able to make this own decisions based on the actual condition of schools and backgrounds of students in the classroom.

Indeed, I see this study provides an opportunity for me to identify a problem and how I can overcome it. Through the last

action research earlier study could develop my ideas,

P2 also received cooperation from teachers at the school, whether as an idea or opinion. The teachers helped to provide ideas and insights about teaching management strategies and activities in the classroom. Apart from that he also received cooperation from teachers and committee members of the Parent and Teacher Association at the school. Overall the school community plays a role, not only the teachers and employees.

XII. STABILIZATION THEORY

P1 stated that through action research practices, he had to understand and internalize the concepts of theory in education. He was able to apply the theory according to the needs and suitability of the environment in classroom. He also stated that he could indirectly enhance the knowledge of theories, concepts and principles in teaching.

... There are many theories that we can adopt as a guide. However, we have to see things precisely, this is the theory of human design, inventions based on studies, but I think some places they are not in other places, different places have different cultures, so this theory, we must know how to adjust the theory with the actual situation.

P2 stated that through action research practices, it gave him the ability to build a hypothesis or theory in teaching through experience.

Many other theories are used in study, because it is the basis of study, a lecturer wanted to see what the theory is

XIII. APPLY CHANGES

Based on interviews conducted with the second participant (P2), it was found that he obtained his freedom in determining classroom practice based on evidences and data obtained from the reflection.

LINUS, LINUS our students....abilities vary. These children were given a corner to play, they were able to play a game there using the tools provided,e.g; provide 'ting-ting' and traditional games.My previous school I used a large room that I could let these children to carry out their activities in.

P1 added that he regularly monitor progress and modifies teaching approaches when the circumstances change, either in terms of techniques, strategies and approaches. He was able to develop professional skills for identifying new approaches, methods, and techniques in teaching practices in the classroom.

In this way they can learn while playing..... this will apply to their interests, not too stressed or with a focus on the purely academic They can make their brains grow through the game and get the knowledge.

XIV. DISCUSSION OF FINDINGS

Transforming classroom teaching management in school depends a lot on the willingness of teachers to accept and implement it with enthusiasm. Improvement in teaching and learning is certainly depending on teacher's himself. The goal of action research was to improve and enhance knowledge through social change in schools so that teachers are more aware and conscious about their own practice and ready to make improvements. Therefore every decision make should take into account social factors, and be economic and political in scope, especially in school.

Based on the interviews, there were some important aspects shared in increasing teachers' professional development, learning process and personal development. It was based on the experience of participants to reflect on the ability to develop new ideas about the classroom teaching management. Apart from the study, participants also have the initiative to develop themselves to have more critical thinking to improve their previous practice in classroom. Elliot (1991) asserted, that emphasizes on the development of conceptual actions of teachers through action and cooperation in building a repertoire of knowledge and theories that can be understood.

The study also found that the participants could enhance the knowledge of theories, concepts and principles in accordance with the teaching environment. This means that they were more competent in managing the approaches, strategies and teaching techniques in the classroom.

This finding was supported by Kemmis and McTaggart (1988:25) stated who stated that action research was able to expand the existing scientific theories, and practitioners are able to make an appropriate justification of evidence obtained through critical reflection that helps in forming rational tested, inspected and examined the practices of practitioners.

The participants were also able and capable of making their own decisions about their teaching practices in the classroom for improvement. The decision taken on evidences and data obtained through reflection and the sharing of ideas and experiences with their colleagues. These findings are supported by a Copper (1990) stated the role of teachers through action research was to expand the role of the teacher as an investigator in relation to teaching and learning through systematic classroom research.

XV. RECOMMENDATION

The goal of teachers to be professional problem solvers who are committed to improving both their own practice and student outcomes provides a powerful reason to practice action research (Mills, 2003). Quality teachers are therefore continually working to improve their teaching and their students' learning.

The aim of action research in schools is to improve and enhance teaching practices through the professional development of teachers by their actions in creating a conducive environment for teaching and learning. Thus the idea of teachers as a researcher needs to be developed with the involvement of professional researchers or lecturers from tertiary institutions such as universities in guiding teachers to do research in the school. Action research practices of each individual whether in school or in higher education institutions are able to give an opportunity to increase the professional development of each individual to organize all the appropriate teaching strategies to be used in accordance with their respective work environment.

XVI. CONCLUSION

This study used a qualitative approach through case studies, which combined techniques of data collection interviews, observation and document analysis. Data were analyzed inductively where the researcher collected data to build a comprehensive picture of the study. This study was exploratory in nature where researchers wanted to find out about the experiences of the participants and how they interpret their experiences. Data triangulation seeks to obtain in-depth data about the transformation of classroom teaching management through action research in the school. The case study approach maintains in its originality the real environment in data collection. This method able to demonstrate the real situation of what happened, and experience in the environment being studied (Yin, 1994).

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Correlates of Instructional Quality and Employment Readiness Skills

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Abstract

Higher educational institutions continue to attempt to improve the quality of instruction delivered to students. This is to satisfy the demands of industry for better quality of graduates upon employment. This study determined the students' perceived instructional quality and employment readiness skills and Practicum employers' perceived employment readiness skills of the same students. Relationships among perceptions were tested using Chi Square Test and Spearman Rho Correlation Analysis among 87 senior Financial Management students enrolled in Practicum. Results revealed that gender was not significantly correlated to instructional quality, age was significantly related to Integration but not to overall instructional quality, general point average was positively related to instructional quality but such relationship was not significant. In addition, it was found that overall satisfaction of students on instructional quality was significantly correlated to employment readiness skills. Employers represented by OJT hosts perceived employment readiness skills of students to be high. Significant positive correlation exists between perception of students on instructional quality and employers' perception of students' general task requirements.

Keywords: Instructional Quality, Employment Readiness Skills

I. INTRODUCTION

Higher education institutions are becoming more concerned about the quality of graduates they produce. While many of their students pass their standards and graduate every year, employers complain about graduates not having the skills and competencies they require to match the jobs they offer (Daud et al., 2011). As a consequence, a huge number of students graduate every year but not all of them find employment (Castro, et.al, 2011). This mismatch between the skills possessed by graduates and those required by the industry has become the focus of attempts from higher educational

institutions to improve the quality of instruction delivered to students. This condition puts higher education institutions (HEIs) at a discomfort as employers blame them for not being able to produce graduates with the appropriate skills or competencies (Jackson, 2008). This concern on the lack of employment readiness skills among graduates was highlighted in the 2007 report titled "Graduate Employability Skills" which was prepared for the Business, Industry and Higher Education Collaboration Council (Freudenberg et al, 2009).

The concern over the quality of graduates may be taken from two perspectives. First, higher education institutions intend to validate whether students receive proper instruction for them to develop the right attributes and make them qualified for work. This lends to the evaluation of academic programs as well as the teachers who deliver them. Stakeholders such as students, parents, alumni, teachers and industry partners are sought to answer surveys that would provide feedback on the quality of instruction or the quality of graduates produced. Such surveys are then used to improve curricular offerings and programs. Secondly, both higher educational institutions and the industry seek to confirm that, on the assumption that students do receive proper instruction; students actually developed these attributes before they go to work. Employers demand that HEIs ensure that the programs and services offered to students would develop the skills and competencies they require.

The Business Administration Department of De La Salle Lipa recognizes the need to produce graduates who are highly employable, both globally and locally. It consistently collaborates with industry partners to improve the quality of instruction as well as the curricular content in the hope of upgrading the quality of its graduates with exemplary academic records and competitive employment readiness skills.

Currently, the department addresses the need to match industry requirements by sending senior students to an internship or practicum program that exposes the students to work settings and experiences that enhance their skills and competencies. Students are required to complete 400 working hours within the premises of the companies willing to offer

them job assignments that closely resemble the actual work to be done after graduation. While students are evaluated on their performance in the program, the results have not been compared with an assessment on the quality of instruction they received from the institution to validate the consistency between the acquired skills and the quality of learning received.

This paper is written to determine the perception of students on the instructional quality they received from De La Salle Lipa as well as their assessment of the employment readiness skills they possessed before they are sent off to work. It also sought to get feedback about the employment readiness skills of the same students from the perspective of their practicum employers. In addition, it purported to establish whether a significant relationship exists among profile variables of respondents, perceptions on instructional quality and perceptions on employment readiness skills.

A review of the literature revealed the following:

Frick et al (2011) and Richardson (2005) found that gender was not significantly related to overall course rating. Thus, the hypothesis gender is not significantly related to instructional quality.

According to Wilson et al (1997), grade point average was positively correlated with perceptions on instructional quality. Marsh (1987) pointed out, however, that more positive student ratings could have resulted from students' satisfaction at receiving higher grades. Thus, respondents with higher cumulative grade point averages have higher ratings on perceived instructional quality.

Richardson (2005) reported that students' age in the Open University was not related to their perceptions on academic quality of their courses. Based on this finding, the hypothesis that age is not significantly related to instructional quality is postulated.

According to Lowe and Marshall (2004) the relationship between graduate attributes and teaching and learning is widely recognized. Lizzo et al (2002) as cited by Richardson (2005) supports this claim in their study of student perceptions on instructional quality and generic skills. They found that students' overall satisfaction level on instructional delivery was positively correlated with generic skills as team work, analytical skills, problem solving skills, written communication skills and planning skills. Consequently, this study assumes that a high level of instructional quality means better employment readiness skills.

II. FRAMEWORK

The study is founded on the Human Capital Theory which suggests that education or training raises the productivity of workers by imparting useful knowledge and skills (Becker, 1964

and Olaniyan et.al., 2008). The provision of formal education is viewed as a productive investment in human capital. This theory may be viewed from the institutional or the individual standpoints. At the institutional level, education is a form of investment in human capital. The education of a part of the community leads to benefits to the entire community. It is considered a critical input for innovations, research and development activities (Olaniyan et.al, 2008). It is likewise seen as an input to the intentional and entrepreneurial efforts to create new technology and new products. From the individual standpoint, education increases a person's knowledge and skills that may enable him to acquire better jobs and higher pay.

Two constructs were used to support the theoretical framework. These are Instructional Quality and Employment Readiness. Instructional Quality was based on the Teaching and Learning Quality Scales developed by Frick et.al. (2009). The Teaching and Learning Quality Scales (TALQ) for course evaluation measure, through student perceptions, their academic learning time, instructor use of First Principles of Instruction (Merrill, 2002), overall instructor and course quality, satisfaction with the course (Kirkpatrick, 1994) and students' perceptions of personal learning progress.

Academic Learning Time pertains to the frequency of successful student engagement in learning activities relevant to curriculum goals (Chadha et.al, 2011). First Principles of Instruction (Merrill, 2002) include authentic problem or task authentic problem, activation, demonstration, application and integration. Authentic problems or task-centered principle means students solve a series of increasingly complex real-world problems, or complete authentic whole tasks. Activation promotes learning by allowing students to build upon previous experience and link these to new tasks. Demonstration includes guiding learners through different representations of the same phenomena through extensive use of media, pointing out variations and providing key information. Application requires students to use previous knowledge in solving problems. This phase should be accompanied by feedback from instructors or peers. Integration takes place when students are able to incorporate learning into personal circumstances. Student Satisfaction is measured through the integration of Donald Kirkpatrick's (1994) Four Levels of Evaluating the effectiveness of training. Frick et al (2009) only used the first and second levels of Kirkpatrick's model in the TALQ. The first level, satisfaction with the training, refers to end-of-term course evaluations. The second level, learning achievement, occurs when teachers assign course examinations or course assignments that would enable the teachers to provide grades for the student learning achievement. A modification made to this instrument was the inclusion of Lasallian Formation which is an institutional requirement in all Lasalle schools that the virtues and teachings of St. John Baptist de La Salle be integrated in the curriculum. Lasallian Formation was included in the First Principles of Instruction.

Employment Readiness, on the other hand, means having the appropriate knowledge and practical skills for a particular job, as well as the possession of the right attributes for that job (Stokes-Thompson et.al, 2011). Five sets of graduate attributes or competencies were considered. These are graduate level task requirements, higher level task requirements, threshold competencies, distinguishing competencies and disciplinary expertise. Task requirements, at the higher level, deal more with managerial competencies needed for supervisory responsibilities and planning deemed to be more applicable to a graduate's later career. These include project management, meeting management and coaching. Graduate level task requirements, include generic competencies required for operational processes consisting of application and use of technology, problem solving, decision making, multi-tasking and operating in organizational environment. Threshold competencies are the key or core competencies considered to be the minimum required for graduates to perform their job satisfactorily. These are generic task behaviors which include ethics and responsibility, intellectual ability, and written communications and professionalism/work ethic. On the other hand, distinguishing competencies are specific competencies inherent to the individual which include oral communication, interpersonal skills, initiative, self-efficacy, creativity, critical thinking and team working. Disciplinary expertise is defined as the technical skills or competence which includes but not limited to technical knowledge, product knowledge and an understanding of the broad conceptual and theoretical elements of his or her field of specialization. These competencies are a list of business and generic competencies which are required from graduates and which are expected to enhance graduate employability (Jackson, 2008). To operationalize these constructs, the following schematic diagram in Figure 1 was adopted:

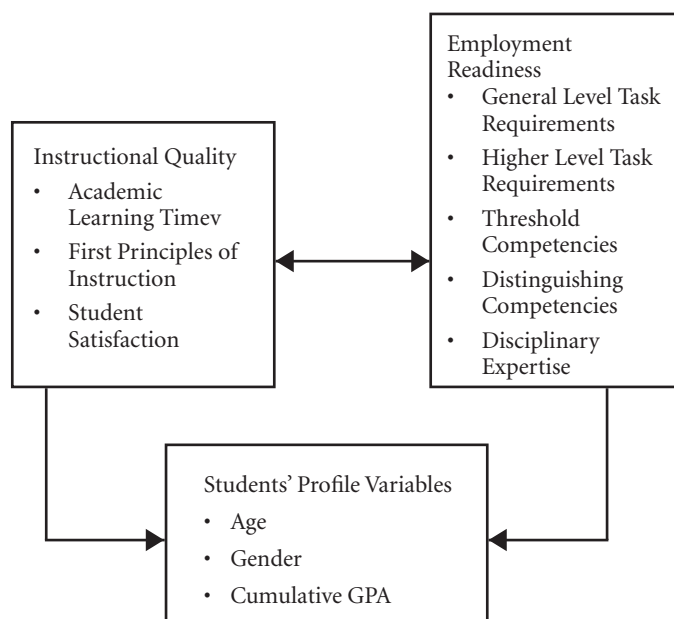


Figure 1. Operational Framework of the Correlates of Instructional Quality and Employment Readiness Skills

III. METHODOLOGY

The study was conducted during the second semester of Academic Year 2012-2013 among 87 BSBA major in Financial Management senior students of De La Salle Lipa enrolled in Practicum and their respective OJT hosts or employers. Students were asked to respond to two questionnaires: the first one being the TALQ (Frick, Chadha and Watson, 2007) to measure their perceptions on instructional quality received from the institution; and the second, the Employment Readiness Skills Self-Assessment Survey (Castro et.al., 2011). These were sent through individual electronic mail accounts and submitted to respective practicum teachers-in-charge. Employers were then asked to answer the Employment Readiness Skills Survey for each of their trainees.

The TALQ survey is composed of ten scales with four to five items intended to measure each respective construct. Responses for the items were placed on a 6-point semantic differential scale with responses ranging from never to always. The original survey instrument was tested for reliability by the proponents and results showed Cronbach α ranging from 0.81 to 0.94. The Employment Readiness Skills survey which was developed from the research initially conducted by Jackson (2008) consists of forty items categorized into five types of graduate attributes labeled as graduate level task requirements, higher level task requirements, threshold competencies, distinguishing competencies, and disciplinary expertise. A five-point Likert scale was used with responses ranging from Poor to Excellent. A response stating that the trainee was not given the opportunity to practice the skill is also included. The reliability test for the instrument resulted to a Cronbach α of 0.92.

Chi Square Test was employed to determine relationships between gender and perceptions on instructional quality and employment readiness skills. Spearman Rho Correlation Analysis was used to establish the relationship between age and General Point Average and perceptions on instructional quality and employment readiness skills. The same test was utilized to determine relationships between instructional quality and employment readiness skills. All tests were run using SPSS.

IV. RESULTS AND DISCUSSIONS

Profile of Respondents

Student respondents were all in the senior level and their ages ranged between 19 to 23 years. Majority (69%) were 20 years of age. The youngest at 19 made up 5.7% of the total. The eldest among the group at 23 was at one percent. As to gender, 76 or 87.4% were female and the remaining 11 or 12.6% were male. Cumulative grade point averages ranged between 2.75 to 1.50 or 78 to 94 percent. Distribution revealed that majority of the respondents (49%) had GPAs between 1.76 to 2.00 (86 to 89 percent). Close to this range are those who had 2.00 – 2.25 or 83 to 85 percent with a frequency of 24 or 27.6%.

Table 1 Students' Perception on Instructional Quality

Instructional Quality	M	Response Category	Subcomponents of Instructional Quality	M	Response Category
Academic Learning Time	4.12	Almost Always			
First Principles of Instruction	4.19	Almost Always	Authentic Problem Scale	4.01	Almost Always
			Activation Scale	4.11	Almost Always
			Application Scale	4.07	Almost Always
			Integration Scale	4.22	Almost Always
			Demonstration Scale	4.22	Almost Always
			Lasallian Formation	4.49	Almost Always
Student Satisfaction	4.35	Almost Always	Learning Progress Scale	4.23	Almost Always
			Student Satisfaction Scale	4.32	Almost Always
			Best Scale	4.50	Always
OVERALL MEAN	4.22	Almost Always			

Perceptions on Instructional Quality

Table 1 shows that students perceive the quality of instruction they received from De La Salle Lipa to be generally high with all areas rated as Almost Always. This means that they view that most of the time they have successful engagement in activities directed at curriculum goals as shown by the 4.12 rating for Academic Learning Time. For the First Principles of Instruction, results revealed that almost always instruction they received allowed them to develop authentic problem solving skills, to recall and relate past learning with new ones, to apply, integrate and demonstrate learning to real life situations such as the Practicum program and to infuse Lasallian values in their undertakings. Student satisfaction received the highest rating at 4.35 which reveals that they are pleased with the quality of instruction. Given the highest rating among all sub components is the Best Scale which means they considered instruction from the institution to be outstanding and worthy of recommendation.

Table 2 Students Perceptions on Employment Readiness Skills

Employment Readiness Skills	Mean	Response Category
General Task Requirements	4.20	Very Satisfactory
Higher Level Task Requirements	3.70	Very Satisfactory
Threshold Competencies	4.14	Very Satisfactory
Disciplinary Expertise	3.86	Very Satisfactory
Distinguishing Competencies	4.17	Very Satisfactory
OVERALL MEAN	4.01	Very Satisfactory

Students' Perceptions on Employment Readiness Skills

Students perceive their employment readiness skills to be very satisfactory at all levels of competencies as shown in Table 2. This means they consider themselves as possessing these skills which make them ready for employment as they leave the institution. Among the five competencies, they consider General Task Requirements to be the highest indicating that they possess sufficient abilities to use technology, solve work-related problems, make decisions, operate in a working environment and multi-task. The lowest rating was given to Higher Level Task Requirements which may be understood among them since these are normally required from supervisory and managerial employees. Also given a low rating is Disciplinary Expertise

where technical expertise and organizational knowledge appeared to be limited among them as going through Practicum is the first time students are actually exposed to work situations.

Table 3. Practicum Employers' Perceptions on Employment Readiness Skills

Employment Readiness Skills	Mean	Response Category
General Task Requirements	4.51	Excellent
Higher Level Task Requirements	4.35	Very Satisfactory
Threshold Competencies	4.53	Excellent
Disciplinary Expertise	4.29	Very Satisfactory
Distinguishing Competencies	4.47	Very Satisfactory
OVERALL MEAN	4.43	Very Satisfactory

Employers' Perceptions on Employment Readiness Skills

Employers provide a positive perception on the employment readiness skills of their student trainees as shown by a Very Satisfactory rating (4.43). Table 3 presents considerably high values as employers rated General Task Requirements (4.51) and Threshold Competencies (4.53) of trainees to be excellent. This implies that employers view their trainees to possess not only job-entry level competencies but also exemplary intellectual ability, oral communication skills, ethics and responsibility as well as professionalism.

Relationship between Profile Variables and Perceptions on Instructional Quality

Table 4 shows that Gender is positively correlated with perceptions on components of instructional quality but none of them are significantly correlated with it. Age is negatively correlated with instructional quality and its components of academic learning time and first principles of instruction. Academic performance or GPA is positively correlated with all components but is not significantly correlated with any of them. Notably, only age is significantly negatively correlated with one of the subcomponents which is Integration scale. This means that as the students get older, the less ability they have to integrate new learning with previous ones or to integrate learning with real life situations. However, age is not significantly correlated with overall instructional quality. Therefore, the first to third hypotheses are supported.

Table 4 Relationship between Profile Variables on Students' Perception on Instructional Quality

Instructional Quality and Components	Gender		Age		GPA	
	x2-value	p-value Interpretation	r-value	p-value Interpretation	r-value	p-value Interpretation
Academic Learning Time	21.67	0.198 Not Significant	-0.173	0.155 Not Significant	0.053	0.663 Not Significant
First Principles of Instruction	62.45	0.111 Not Significant	-0.016	0.895 Not Significant	0.038	0.755 Not Significant
Authentic Problem Scale	30.52	0.205 Not Significant	-0.050	0.683 Not Significant	0.146	0.229 Not Significant
Activation Scale	24.70	0.479 Not Significant	-0.005	0.967 Not Significant	-0.009	0.939 Not Significant
Application Scale	14.39	0.915 Not Significant	-0.045	0.709 Not Significant	-0.017	0.892 Not Significant
Integration Scale	20.92	0.525 Not Significant	-0.243	0.043 Significant	0.045	0.713 Not Significant
Demonstration Scale	10.74	0.151 Not Significant	0.103	0.210 Not Significant	0.012	0.868 Not Significant
Lasallian Formation	20.49	0.154 Not Significant	-0.056	0.646 Not Significant	0.006	0.921 Not Significant
Student Satisfaction	43.58	0.490 Not Significant	0.089	0.464 Not Significant	-0.011	0.961 Not Significant
Learning Progress Scale	27.49	0.384 Not Significant	0.049	0.685 Not Significant	0.018	0.927 Not Significant
Student Satisfaction Scale	24.36	0.154 Not Significant	-0.071	0.557 Not Significant	0.103	0.557 Not Significant
Best Scale Instructional Quality	9.89	0.195 Not Significant	0.105	0.394 Not Significant	0.065	0.402 Not Significant
Quality	57.63	0.186 Not Significant	-0.051	0.675 Not Significant		0.588 Not Significant

Relationship between Profile Variables and Student Perception on Employment Readiness Skills

Table 5 presents the relationship between profile variables and student perception on employment readiness skills. Notably, there exists a significant relationship between gender and student perception on employment readiness skills. However, other relationships were found to be insignificant. Overall, there exist no significant relationship between profile variables and student perception on employment readiness skills ($p\text{-value} > 0.05$).

Relationship between students' perception on instructional quality and employers' perceptions on employment readiness skills

Table 6 presents the relationship between students' perception on instructional quality and employers' perceptions on employment readiness skills. Results revealed significant relationship exist between the following: a) General Task

Table 5. Relationship between Profile Variables and Student Perception on Employment Readiness Skills

Instructional Quality and Components	Gender		Age		GPA	
	x2-value	p-value Interpretation	r-value	p-value Interpretation	r-value	p-value Interpretation
General Task Requirements	45.46	0.010 Significant	-0.054	0.654 Not Significant	-0.071	0.561 Not Significant
Higher Level Task Requirements	21.04	0.690 Not Significant	-0.046	0.704 Not Significant	-0.028	0.815 Not Significant
Threshold Competencies	27.84	0.677 Not Significant	0.035	0.776 Not Significant	-0.179	0.138 Not Significant
Disciplinary Expertise	3.81	0.873 Not Significant	0.001	0.992 Not Significant	-0.110	0.366 Not Significant
Distinguishing Competencies	43.32	0.458 Not Significant	0.021	0.861 Not Significant	0.044	0.719 Not Significant
OVERALL MEAN	70.00	0.345 Not Significant	0.004	0.973 Not Significant	-0.087	0.476 Not Significant

Requirements and instructional quality ($r\text{-value} = 0.245$, $p\text{-value} < 0.05$); b) higher level task and Student Satisfaction ($r\text{-value} = 0.241$, $p\text{-value} \leq 0.05$); c) higher level task and instructional quality ($r\text{-value} = 0.268$, $p\text{-value} < 0.05$); and d) Distinguishing Competencies and instructional quality ($r\text{-value} = 0.236$, $p\text{-value} < 0.05$). Overall, students' perception on instructional quality and employers' perceptions on employment readiness skills is found to be insignificant ($p\text{-value} < 0.05$). The significant positive relationship between instructional quality and general task requirements could be interpreted as a higher level of instructional quality may mean possession of better or more general task requirements. The significant positive relationship between student satisfaction and higher level task requirements means the more students are satisfied with instructional quality, the more superior their higher level task requirements are. The positive and significant relationship between distinguishing competencies and instructional quality reveals that higher perceptions on instructional quality mean more enhanced distinguishing competencies. (tabel 6)

Relationship between students' perception on instructional quality and employment readiness skills

Table 7 presents the relationship between students' perception on instructional quality and employment readiness skills. Results revealed significant relationship exist between the following: a) General Task Requirements and Academic Learning Time ($r\text{-value} = 0.272$, $p\text{-value} < 0.05$); b) Threshold Competencies and Academic Learning Time ($r\text{-value} = 0.244$, $p\text{-value} < 0.05$); c) Threshold Competencies and First Principles of Instruction ($r\text{-value} = 0.236$, $p\text{-value} < 0.05$); d) Distinguishing Competencies and Academic Learning Time ($r\text{-value} = 0.412$, $p\text{-value} < 0.01$); e) Distinguishing Competencies and Instructional Quality ($r\text{-value} = 0.362$, $p\text{-value}$

Table 6. Relationship between students' perception on instructional quality and employers' perceptions on employment readiness skills

	Academic Learning Time		First Principles of Instruction		Student Satisfaction		Instructional Quality	
	r-value	p-value	r-value	p-value	r-value	p-value	r-value	p-value
Employers' perception on employment readiness skills								
General Task Requirements	0.128	0.294	Not Significant	0.125	0.304	Not Significant	0.222	0.065
Higher Level Task Requirements			Not Significant	0.245	0.039	Significant		
Threshold Competencies	0.235	0.058	Not Significant	0.175	0.156	Not Significant	0.241	0.050
Disciplinary Expertise	0.044	0.718	Significant	0.268	0.027	Significant		
Distinguishing Competencies	0.103	0.458	Not Significant	0.003	0.980	Not Significant	0.111	0.359
Not Significant	0.225	0.063	Not Significant	0.083	0.492	Not Significant		
Employment Readiness Skills	0.236	0.047	Not Significant	0.091	0.513	Not Significant	-0.004	0.976
	0.206	0.089	Not Significant	0.085	0.535	Not Significant		
			Not Significant	0.122	0.315	Not Significant	0.106	0.382
			Significant					
			Not Significant	0.110	0.366	Not Significant	0.161	0.183
			Not Significant	0.231	0.052	Not Significant		

Table 7. Relationship between students' perception on instructional quality and employment readiness skills

	Students' Perception on Instructional Quality							
	Academic Learning Time		First Principles of Instruction		Student Satisfaction		Instructional Quality	
	r-value	p-value	r-value	p-value	r-value	p-value	r-value	p-value
Employers' perception on employment readiness skills								
Students' perception on employment readiness skills								
General Task Requirements	0.272*	0.024	0.213	0.077	0.088	0.473	0.243*	0.043
Higher Level Task Requirements	0.211	0.082	0.146	0.229	0.036	0.768	0.182	0.131
Threshold Competencies	0.244*	0.043	0.236*	0.049	0.038	0.758	0.214	0.075
Disciplinary Expertise	0.204	0.092	0.083	0.497	0.170	0.163	0.201	0.095
Distinguishing Competencies	0.412**	0.000	0.258	0.031	0.162	0.184	0.362**	0.002
Employment Readiness Skills	0.367**	0.002	0.229	0.057	0.106	0.387	0.301*	0.011

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

<0.01). Overall significant positive relationship exists between students' perception on instructional quality and employment readiness skills ($r\text{-value} = 0.301$, $p\text{-value} < 0.05$). These positive relationships mean that as perceptions on instructional quality rises, perceptions on employment readiness skill components also increase. Given that overall perceptions on instructional quality is positively correlated with employment readiness skills, the fourth hypothesis is also supported. (tabel 7)

V. IMPLICATIONS AND RECOMMENDATIONS

The findings of the research reveal that efforts of the Business Administration Department of De La Salle Lipa in providing satisfactory instructional quality were affirmed by both the students and the Practicum employers. Students rated instructional quality to be high in the same way that they viewed they possess the right skills required by their employers. These were also confirmed by the employers as they gave student trainees a very satisfactory rating as well. However, in the light of continuous improvement, the department should still find ways to improve skills in the area of high level task requirements as well as disciplinary expertise. Specifically, the Department may consider the following recommendations: 1) a more detailed assessment of instructional quality may be made by dissecting

the parts of the survey to determine the strengths and weaknesses of students in subject areas as general education courses, core business courses or professional courses. This is to determine where specific improvements could be effected; 2) Teachers-in-Charge may also spend time in the practicum site during deployment of students to observe actual work performance of students, so immediate feedback could be provided to the students while practicum work is ongoing. This is to ensure that improvements in work performance could also be effected during the practicum program; 3) areas for improvement as found in the study should be addressed and incorporated in the curriculum to ensure that future graduates may possess better skills and attributes as required by employers.

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Global Competitiveness In Maritime Education (Me) Through Outcome-Based Teaching Learning (Obtl): A Journey

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Abstract

The study was conducted to establish the global competitiveness in Maritime Education and Training (MET) through Outcome-Based Teaching Learning (OBTL) at the maritime university in the Philippines. The researchers of this investigation employed quantitative-qualitative research design or the mixed-method research. This is a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems that either approach alone (Creswell & Plano Clark, 2011). Quantitative statistical tools were appropriately used in this study. Qualitative information and narrative expressions of the respondents were anchored on data analysis of Macmillan & Schumacker (1986), Feagin, Orum & Sjoberg (1990) as cited by Alimen & Pador (2010). Respondents of the study were the thirty (30) faculty members and department heads of maritime university in the Philippines. The study showcases the significant imprints of OBTL in the pursuit of sustaining quality in maritime education and training, particularly in the Marine Engineering Program of John B. Lacson Foundation Maritime University-Molo, Iloilo City as Level IV accredited program. This becomes a journey towards excellence in maritime education (ME) in the Philippines and in the South East Asian region.

Keywords: maritime education and training, outcome-based teaching-learning, global competitiveness, and excellence in maritime education

I. INTRODUCTION

Recently, many administrators, academicians, teachers, and researchers pay greater attention to evaluate the outcomes of education to account for the returns of investments made in education. These increasing calls for accountability were a major reason for the rapid spread of various forms of outcome-based education (OBE) in countries such as USA, UK and Australia during 1980 and 1990s (Acharya, 2003) as cited by Alimen & Alimen (2012). In the same way, in Asian countries like Singapore, the authors stressed that the recent development in the educational reforms towards knowledge economy and higher order economic efficiency call for quality and accountability in education.

Using OBE leads to creating a learning environment that challenges, stimulates, motivates, supports, guides, and promotes a culture of lifelong learning (Vanderhorst & McDonald, 1997; Shaari & Jusoh, 2012). Peters (2000, cited by Shaari & Jusoh, 2012) underscored that OBE includes the responsibility on the facilitators to create an environment that is conducive for students to construct their own knowledge, skills, and values through interaction. Nieburhr (1996, in Shaari & Jusoh, 2012) stressed that OBE anchored on shifting from 'transmission' models to constructivist, learner-centered models that put emphasis on learning as an active process.

The main challenge in OBE curriculum regarding its implementation is how to ensure its effective implementation as it not only involves the education systems and cultures but also beliefs and practices in teaching learning process (Shaari & Jusoh, 2012). Adoption of OBE could become complex and riddled with problems, particularly the teaching and learning activities, in achieving the intended learning outcomes (ILOs) and during assessment tasks. The OBE leads to curriculum outcomes and effectiveness, bearing in mind that it involves the education systems and cultures of any educational institutions

(McDonald, 1997; Shaari & Jusoh, 2012). With this, the adoption of OBE was initiated by John B. Lacson Foundation Maritime University-Molo, Iloilo City, Philippines last first semester of school year 2012-2013.

II. STATEMENT OF THE PROBLEM

The study was conducted to determine the outcome-based teaching-learning (OBTL) towards global competitiveness as a journey towards excellence in maritime education in the Philippines. To understand the study further, the following specific questions were advanced:

- (1) What is the profile of the respondents of this study?
- (2) What are the elements in preparation of the subject matter using the OBTL among faculty members?
- (2) What are the teaching situations manifested using OBTL among faculty members at the maritime university in the Philippines?
- (3) What are the factors to be considered in the evaluation and assessment of OBTL framework among faculty members at the maritime university in the Philippines?
- (4) What are the comments, observations, and remarks of the respondents using OBTL framework?
- (5) What are the suggestions/recommendations to further enhance the implementation of OBTL towards Global excellence in maritime education?
- (6) What are the reasons of the respondents in selecting the type of grouping for the classification of the students under OBTL?

III. THEORETICAL FRAMEWORK

The present study was anchored on “Total Quality Management (TQM)” theory by E. W. Deming cited in the study of Alimen (2004). The theory was used among the administrators of maritime institutions as a guiding principle to have continuous improvement in the organization and most especially to address problems and issues pertaining to the quality seafarers demanded by the shipping companies. This was connected with the theory advocated by Acharya (2003), which entitled “Outcome-Based Education (OBE). This framework on OBE states “A New Paradigm for Learning.” Thus, such an instructional planning process is a reverse of that associated with traditional educational planning. The desired outcome is selected first and the curriculum, instructional materials and assessments are created to support the intended outcome (Spady 1988; 1993). All curriculum and teaching decisions are made based on how best to facilitate the desired final outcome.

Acharya further cited Towers (1996) and elaborated more on the system and how it works. Tower listed four points to the OBE system (OBTL, in this context) that are necessary to make it work: (a) What the student is to learn must be clearly identified, (b) The student’s progress is based on demonstrated achievement, (c) Multiple instructional and assessment strategies need to be available to meet the needs of each student, and (d) Adequate time and assistance need to be provided so

that each student can reach the maximum potential.

IV. CONCEPTUAL FRAMEWORK

The core of this investigation is the Outcome-based Teaching-Learning (OBTL) framework as the university’s response to globalization of maritime education in the Philippines. As such it utilizes an evaluation framework to explain whether or not the activity was able to achieve its purpose based on the perception of the faculty members who were utilized as respondents.

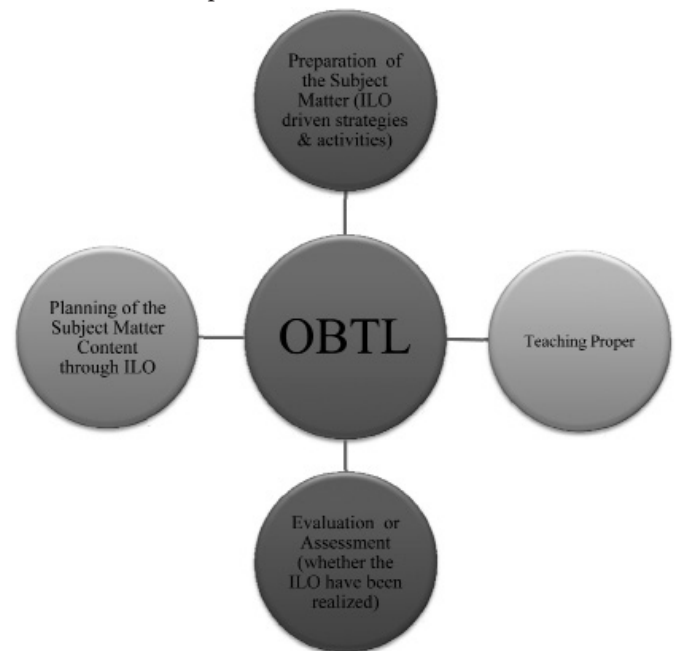


Figure 1 shows the conceptual framework of this study.

Figure 1. OBTL Framework of the Maritime University of the Philippines

V. METHOD

The researchers employed quantitative-qualitative research design. Descriptive method was adopted for quantitative research design. Descriptive research according to Evans (2009) is concerned with the description of the existing distribution of variables, as opposed to theory building. Or, in plain language, descriptive studies focus on answering the basic W questions: Who, what, when, where. The fifth W, “why” falls outside of the scope of descriptive research, that by definition must not concern itself with the effect that one variable has on another. According to Good and Scates (2000), descriptive research involves collecting of data in order to test hypothesis or answer questions pertaining to the investigation.

The qualitative research design was also utilized in this study. Qualitative data is extremely varied in nature. It includes virtually any information that can be captured that is not numerical in nature. In this investigation, open-ended items were utilized to generate the qualitative information and narrations.

The qualitative data were gathered through the individual narrations, explanations, write-ups, and descriptions of the respondents about the OBTL. The qualitative information and descriptions of OBTL were categorized and processed using “thematic frame” of reference. The study was conducted May 2013 of School Year (SY) 2012-2013 for the purpose of pursuing the journey towards excellence in maritime education at JBLFMU-Molo, Iloilo City, Philippines using OBTL framework.

VI. DATA-GATHERING INSTRUMENT AND STATISTICAL TOOLS

The data-gathering instrument was submitted to the experts for the validity, content evaluation, and refinement. Experts and jurors who are experts from various disciplines and specializations were the members of Research Committee of JBLFMU-Molo, Iloilo City. After series of revision of the instrument, the final administration was conducted by the researchers themselves. Data-gathering instrument consisted of two (2) parts. The first part was divided into three (3) areas of concern such as: (a) preparation of the subject matter, (b) teaching proper of the OBTL, and (c) evaluation or assessment of OBTL. The second part was the qualitative section of the data-gathering instrument. This contained three (3) open-ended items, which were used to address issues regarding the use of OBTL in the maritime university at the Philippines.

The quantitative data were collected, tabulated, and analyzed using appropriate statistics. Quantitative statistical tools used in this study were frequency count and percentage.

VII. RESPONDENTS OF THE STUDY

The researchers requested thirty (30) faculty members of the maritime university in the Philippines to answer the data-gathering instrument on OBTL in order to achieve the objectives of the present study. Moreover, the researchers categorized the respondents according to the different categories as shown in Table 1.

Distribution of the respondents is shown in Table 1.

Table 1. Distribution of Participants

Category	Frequency	Percentage
A. Entire Group	30	100
B. Specialization		
English/Language & Literature	9	30.00
Math	7	23.33
Marine Engineering Professional Subject	3	10.00
Mechanical Engineering	2	6.67
Civil Engineering	1	3.33
Physics	2	6.67
Research	3	10.00
Chemistry	2	6.67
Computer	1	3.33

Category	Frequency	Percentage
C. Gender		
Male	17	56.67
Female	13	43.33
D. Educational Attainment		
Ph.D.	10	33.33
Master's Degree	20	66.67
E. Employment Status		
Permanent	19	63.33
Probationary/Contractual	11	36.67
F. Number of Years in Teaching		
36-40 years	2	6.67
31-35	1	3.33
26-30	1	3.33
21-25	8	26.67
16-20	2	6.67
11-15	3	10.00
6-10	6	20.00
1-5	7	23.33

VIII. RESULTS AND DISCUSSION

There are thirty (30) faculty members who were the respondents in this investigation. In terms of specialization, nine (9 or 30 %) of the respondents specialize in English language and literature; 7 (23 %) specialize in Math; 3 (10 %) are professional or officers; 2 (6.67 %) are Mechanical Engineers; 1 (3.33 %) Civil Engineer, 2 (6.67%) specialize in Physics; 3 (10 %) are Research professors, 2 (6.67%) are Chemistry teachers; and 1 (3.33%) is a computer teacher. As to gender, 17 (56.67%) are males and 13 (33.3%) are females. As to educational attainment, 10 (33.33%) have their PhDs while 20 (66.67%) have their masters degrees. As to employment status, 19 (63.33%) are permanent, while 11 (36.67%) are probationary/contractual. As to years of teaching in the university, 2 (6.67%) have 36-40 years, 1 (3.33%) has 31-35 years, 1 (3.33%) has 26-30 years, 8 (26.67%) have 21-25 years, 2(6.67%) have 16-20 years, 3 (10%) have 11-15, 6 (20%) have 6-10 years, and 7 (23%) have 1-5 years.

In the preparation of OBTL, the data revealed that when it comes to preparation of the subject using OBTL the first thing to be considered was “students’ needs to learn in relation to the Intended Learning Objectives (ILOS),” followed by “scope and sequence,” “students’ preparation for life in the community/workplace,” “students’ preparation for next higher level,” and the last was “students’ interest in school and outside school.”

When it comes to Intended Learning Objectives (ILOs), this area is consisted of six (6) items such as the following: (a) students are allowed to ask the teachers the questions about ILOs, (b) topics discussed most often by the teachers with other teachers teaching other subjects in OBTL, (c) teachers discussed Teaching Learning Activities (TLAs), (d) teachers have informal discussions on ILOs and TLAs with other teachers in the same subject area, (e) right persons who will determine the ILOs to be taught, the (f) best climate for learning. In this contexts, the

data revealed that the students are allowed to be asked “always” and “often” regarding ILOs, followed by “sometimes”, followed by “very often”, and “no.” In terms of the teachers discussed “sometimes” and “often” the Teaching Learning Activities (TLAs), followed by “seldom,” it means that TLAs are seldom discussed by the teachers in their respective subject or program area. Teachers “often” discussed ILOs and TLAs with other teachers in the same subject area, regardless of year or program. The next is that teachers “sometimes” discussed ILOs and TLAs, followed by “very often” and then “seldom.” Another is on the area the right person/persons who are going to determine the ILOs to be taught are “teachers after consulting the subject area heads”, followed by teachers and students, followed by subject area heads/program heads. The respondents never said that “teachers” are the only ones to determine the ILOs. As to the best climate for learning, the students raise questions related to their lesson got the highest, followed by students readily suggest new explanation and new ways of doing things, followed by students readily understand and followed the instructions of the teachers and students ask further explanations to the lesson.

In constructing the Assessment Tasks (ATs) in the OBTL, majority of the teachers considered primarily the Intended Learning Outcomes (ILOs) in the IGs/Syllabus, followed by objectives of the subject matter in given year level” and objectives of international standards. The last they considered is objectives according to the subject area heads/program heads. Objectives in the textbooks are not considered by the respondents in constructing ATs. In order to achieve the Intended Learning Objectives (ILOs) of the OBTL, the best person/persons to inspect and evaluate the teachers’ performance, teaching strategies, and development is subject area heads/program heads” with majority of the responses followed by academic coordinator is the next person to evaluate the teachers’ performance based on ILOs, followed by academic director” and “nobody, teachers are competent and responsible people.” The Dean is the last person to evaluate teachers’ performance in relation to ILOs. Moreover, the respondents said that they often conducted consultations with the students after giving the Assessment Tasks (ATs) with majority of the responses. Some indicated sometimes doing consultations with their students after ATs. Few seldom conducted consultation. Only one said that very often he/she conducted consultation after giving ATs. Finally, in terms of delivery of topics and opportunities in OBTL, the evaluation of OBTL was very good with majority of the responses followed by good and fair. Worthy to be noted are the two respondents who evaluated excellent.

When the respondents were asked about their comments, observations, and remarks in their use of OBTL, majority of the respondents stated that OBTL made teaching and learning easier especially for special groups or higher sections and a little difficult for the lower sections with majority of the responses, followed by it provides varied ways of delivering the lessons and assessing it, it is helpful to develop a desired competence to our learners. With the OBTL the students are given the chance to learn on their own and discover their own potential. The interactive activities inside the classroom made the students

more participative” followed by OBTL is very useful and effective, give students the chance to be independent. Next was, students need to learn about the intended objectives of the subject matter for their preparation to the next higher sequence of the subject matter. OBTL is considered as output-based strategy. Students should exhibit particular knowledge and skills intended for certain subjects and finally, lesson staggers, but quality instruction is assured.

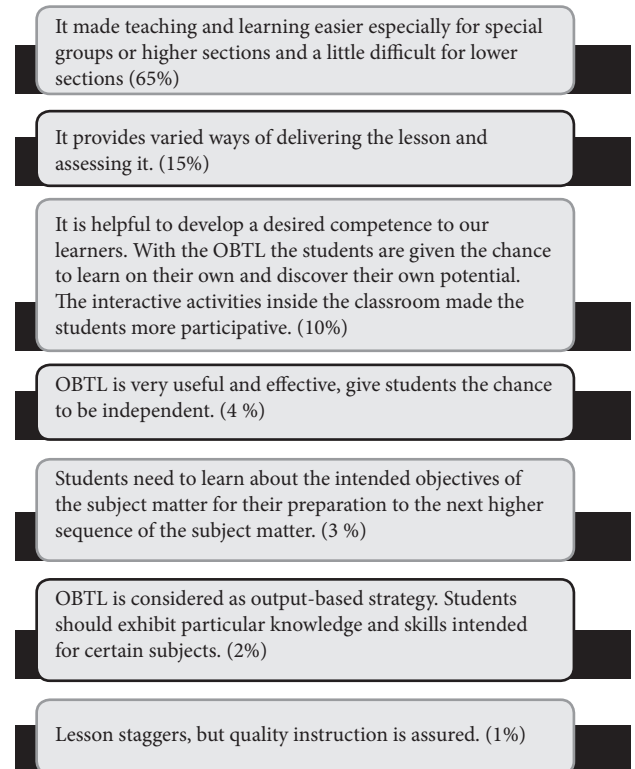


Figure 2. Comments, Observations, Remarks in the Use of OBTL

The respondents’ suggestions/recommendations to further enhance the implementation of OBTL towards Global excellence in maritime education are as follows: give more seminars on the mechanics of OBTL” with the highest percentage of the responses followed by the teachers further explained that learning is dynamic and the application of the lessons utilizing OBTL can be limitless. More practice and exposure are needed on the part of the teachers. To further validate its worth, the implementation needs to have a follow-up so as to assure the effectivity of the strategy.

Suggestions/Recommendations to further Enhance the Implementation of OBTL towards Global Excellence in Maritime Education

When the respondents were asked about their suggestions and/or recommendations for further enhance the implementation of OBTL towards global excellence in Maritime Education, their responses were analyzed as shown in Figure 3.

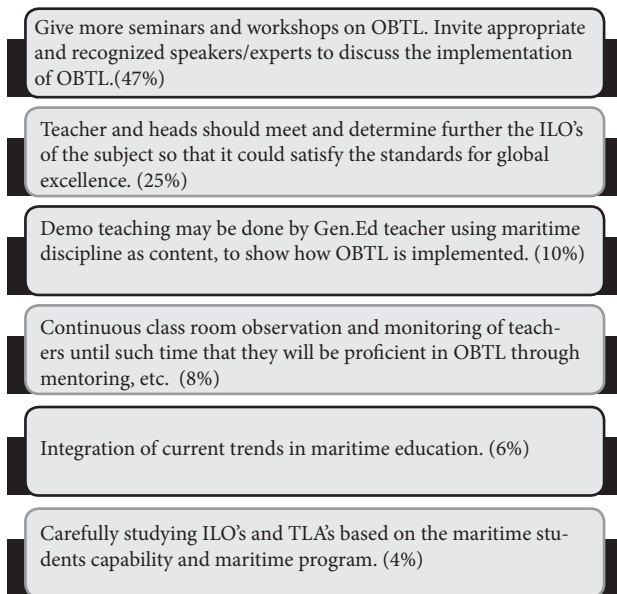


Figure 3. Suggestions/Recommendations to further Enhance the Implementation of OBTL towards Global Excellence in Maritime Education

The responses generated were focused on the different themes shown above. With regard to the item, “give more seminars on the mechanics of OBTL” with the highest percentage of the responses. The teachers further explained that learning is dynamic and the application of the lessons utilizing OBTL can be limitless. More practice and exposure are needed on the part of the teachers. To further validate its worth, the implementation needs to have a follow-up so as to assure the effectivity of the strategy. One teacher commented that “when implementing such kind of strategies, we should first develop all the things needed i.e. textbooks, equipment needed and the proper training and materials.” This way, teachers will be fully equipped.

Majority of the respondents preferred homogenous grouping of students in their classes compared to heterogeneous. Reasons for homogenous groupings are students can work based on their own pace so that teachers give one instruction at the same time; Easier for the teachers to handle same ability groupings; and will allow us to use activities that suit the level of the students and cater to their actual needs. Reasons for the heterogeneous grouping include: Most of the activities in OBTL require cooperative learning so there should always be somebody to lead the group, Interaction between students and teacher can be possible and a combination of fast and slow learner is an appropriate grouping so that they can peer teach each other.

When the respondents were asked about the type of grouping they prefer students in the classroom, sixty three percent (63 %) preferred homogenous grouping of students in their classes. Thirty five percent (35%) preferred heterogeneous grouping while 2 percent said that student groupings do not matter. Figure 4 shows the data.

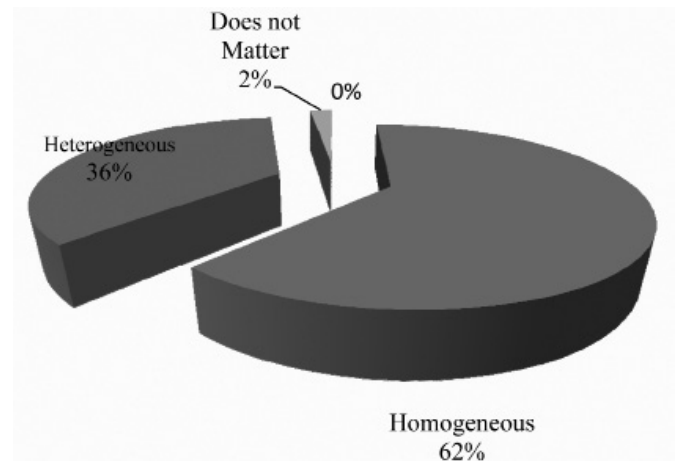


Figure 4. Type of Grouping for the Classification of Maritime Students

While studies point to the diversity of the students in the classroom as a better way to group students, this group of respondents advanced that the homogeneous grouping can be advantageous in a variety of ways as indicated in Figure 5.

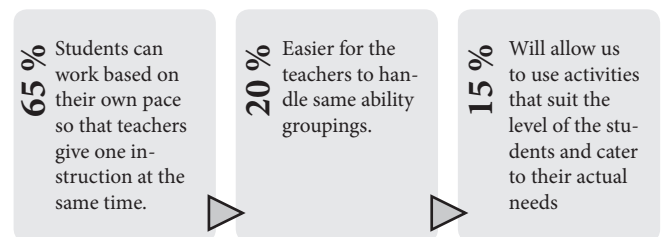


Figure 5. Respondents' Reasons for the Homogeneous Grouping

In the opposite manner, some teachers preferred heterogeneous grouping. Their reasons are reflected in Figure 6.

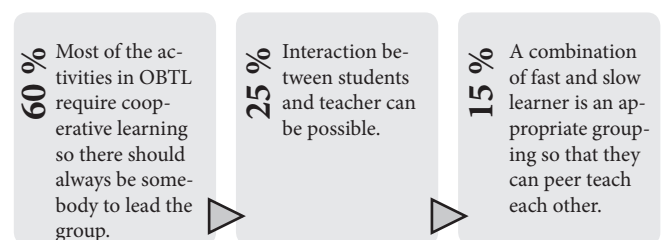


Figure 6. Respondents' Reasons for the Heterogeneous Grouping

Burnette (1999) asserted that ability grouping, long a standard practice in instruction, has been criticized for lowering self-esteem and motivation among students especially those with reading problems, and it often widens the gap between high and low achievers. Teachers who favored the heterogeneous grouping have the same idea in mind.

IX. CONCLUSIONS

The conclusions are the following:

Each are in the maritime university was represented based on the profile of the respondents.

Each of the respondents varies in their OBTL practices in relation to the realization of the goals and intended learning outcomes stipulated in the instructional materials in the university.

The implementation of the OBTL in the maritime university leaves so much room for improvement. Its implementation remains to be the most essential part of the strategic planning.

JBLFMU-Molo has to sustain its institutional practice of setting its ILOs against international and national standards.

OBTL is not a cure-all to address the needs of the slow learners nor promote excellence among the fast learners. It is still a philosophy of teaching with its strengths and flaws.

A little learning is a dangerous thing. OBTL can gain its success among practitioners who are open and willing to learn its dynamics.

Groupings in learning remain to be debated upon up to this time. What matters most is how each teacher delivers his/her lessons and students' responses.

X. RECOMMENDATIONS

Based on the results and conclusions of the present study, the following recommendations were advanced:

Results of the study must be shared to the University administrator, academic coordinator and department heads and to all those concerned so as to further reinforce the institution and implementation of the program as mandated by CHED and the international standards.

Periodic evaluation of classroom instruction and other academic related activities must be done to assure that both the students and the teachers are aware of the OBTL mechanics and that they will be able to use it to benefit instruction and at the same time assure quality in instruction.

Parallel studies must be conducted to further validate the results of this investigation and discover other strategies that will usher quality and efficient delivery of instruction in the maritime university.

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Outcomes Of Accreditation Process On Maritime Education In Western Visayas At The Philippines: Response To Globalization In South East Asia Region

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Abstract

The assessment of the condition among selected maritime institutions in Region VI was a significant effort in order to inspire them on getting accreditation. This descriptive study determined the outcomes of accreditation process on maritime education in Western Visayas during the Academic Year 2012-2013. There were 260 randomly selected teaching staff as respondents of the study. The descriptive statistics utilized were the frequency count, percentage, and mean. For inferential statistics, t-test for independent samples and One Way Analysis of Variance (ANOVA) were used with significance level set at .05 alpha for two-tailed test. The study found out that majority of the respondents came from the private maritime institutions, offering Bachelor of Science in Marine Engineering (BSMar-E), with PACU-COA as accrediting agency and had attained Level IV accreditation status. Significant differences existed on the outcomes of accreditation process of the maritime institutions when classified according to the type of school, maritime program offered, accrediting agency, and level of accreditation.

Keywords: assessment, maritime institutions, maritime education, and accreditation

I. INTRODUCTION

The outcomes of accreditation process on maritime education in Western Visayas, Philippines as perceived by the respondents will evaluate the institutional program quality in congruence to the mission-vision of the institutions. In this premise, the researcher is positively taking hold by how many colleges are engaged in measuring what the students learn and using such information to improve the learning goals, strategic

planning, and resources allocation for them. Right now, the foremost and mere point of evaluating the performance maritime education in Western Visayas is the result as manifested by the board examination performance of the graduates, scholarships grants attained by the students, faculty profile, and the school facilities.

The term quality when used with reference to higher education refers to the facilities provided to students, teachers on the teaching-learning process, on management and the impact of grades achieved by students to their parents (Gnanam, et al., 2003).

Today, accreditation is encouraged to improve the quality of education, to raise the standard of institutions and to improve performance among maritime institutions in the country.

This research study is a comprehensive evaluation that was made up of twelve areas that would be resolved, what the schools should do, how well the educative process be conveyed to students, and what needs to be done. It is an approach to manage change and should result through better regular assessment, planning, implementing, monitoring, and reassessment.

II. STATEMENT OF THE PROBLEM

This study determined the outcomes of accreditation process on maritime education in Western Visayas. Specifically, the study answered the following questions:

1. What is the institutional profile of the respondents in maritime institutions when classified according to the (a) type of school, (b) length of existence of the maritime program, (c) maritime program offered, (d) accrediting agency, and (e) level of accreditation?

2. What are the outcomes of accreditation process of maritime institutions as a whole group and in terms of (a) philosophy & objectives, (b) faculty, (c) instruction, (d) library, (e) laboratories, (f) physical plant & facilities, (g) student personnel services, (h) social orientation & community involvement, (i) organization & administration, (j) board examination performance, (k) students awards & honors, and (l) employability of graduates?
3. What is the profile of the respondents when classified according to (a) educational attainment, (b) position, (c) professional rank, (d) length of service in the maritime program, (e) job status, and (f) working hours in school?
4. What are the outcomes of accreditation process of maritime institutions when classified according to (a) type of school, (b) length of existence of the maritime program, (c) maritime program offered, (d) accrediting agency, and (e) level of accreditation?
5. Are there significant differences in the outcomes of accreditation process of the maritime institutions when classified according to (a) type of school, (b) length of existence of the maritime program, (c) maritime program offered, (d) accrediting agency, and (e) level of accreditation?
6. What are the outcomes of accreditation process of the maritime institutions when classified according to respondents' (a) educational attainment, (b) position, (c) professional rank, (d) length of service in the maritime program, (e) job status, and (f) working hours in school?
7. Are there significant differences in the outcomes of accreditation process of the maritime institutions when classified according to respondents' (a) educational attainment, (b) position, (c) professional rank, (d) length of service in the maritime program, (e) job status, and working hours in school?

III. THE HYPOTHESES

Based on the aforementioned problems, these hypotheses were answered:

1. There are significant differences in the outcomes of accreditation process of the maritime institutions when classified according to (a) type of school, (b) length of existence of the maritime program, (c) maritime program offered, (d) accrediting agency, and (e) level of accreditation.
2. There are significant differences in the outcomes of accreditation process of the maritime institutions when classified according to respondents' (a) educational attainment, (b) position, (c) professional rank, (d) length of service in the maritime program, (e) job status, and (f) working hours in school.

IV. CONCEPTUAL FRAMEWORK OF THE STUDY

The conceptual framework of the present study was illustrated below showing different variables of the study. The

independent variables were institutional profile and respondents' profile. Dependent Variables were the accreditation outcomes. Inter-relationships of the different variables were illustrated in Figure 1.

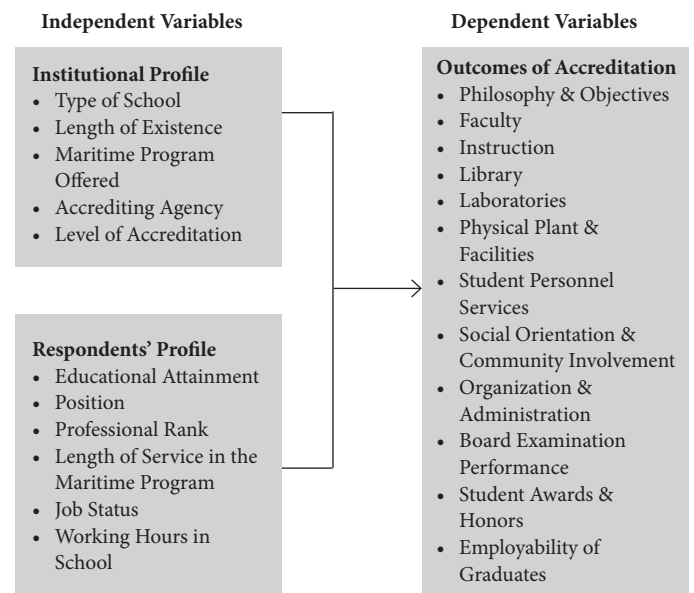


Figure 1. The Schematic diagram of the different variables in the study.

V. METHOD

This study used the survey type of descriptive research. A research design provided the link that held the research scheme together. It was used to organize the research, to show how all of the major parts of the research project like the samples or groups, measures, treatments or programs, and methods of assignment that work together to address the central research questions. It structured researchers' methods for answering their questions and conducting studies (Hittleman and Simon, 2002).

VI. FINDINGS

The following findings of the research study were drawn: There were ten (10) maritime institutions as respondents of the study comprising of 260 teaching staff. The institutional profile of the respondents of the maritime institutions revealed that majority of the respondents came from the private schools (with a frequency of 210 or 77.3%); as to the length of existence of the maritime program, majority of the maritime institutions had shorter length of existence (with a frequency of 161 or 61.9%); as to the maritime program offered, most maritime schools in the region only offered the BSMar-E course (with a frequency of 94 or 36.2%). Majority of the maritime institutions were accredited by PACU-COA (with a frequency of 142 or 54.6%). For the level of accreditation, most schools had attained

Level IV accreditation status (with a frequency of 94 or 36.2%).

The outcomes of accreditation process of the maritime institutions in Western Visayas was "Beneficial" as a whole group with a mean of 4.20 and standard deviation equal to .52. The "Highly Beneficial" outcomes of accreditation process were reflected in the following areas: philosophy and objectives, faculty, student personnel and services, social orientation and community involvement, organization and administration, students awards and honors, and employability of graduates. The "Beneficial" outcomes of accreditation process were reflected in the areas of: instruction, library, laboratory, physical plant and facilities, and board examination performance.

Based on the 260 randomly selected respondents utilized in the study, the profile of the respondents revealed that the educational attainment were mostly Bachelor's degree holder (with a frequency of 125 or

48.1%). Majority of the respondents were faculty (with a frequency of 245 or 94.23%). For professional rank, most of the instructors belong to the General Education (with a frequency of 99 or 38.1%). For the length of service in the maritime program, majority of the respondents had shorter length of service (with a frequency of 191 or 73.5%). In terms of job status, majority of the respondents were classified as permanent (with a frequency of 145 or 55.8%). Majority of the respondents were rendering 30 hours and above as working hours in school per week (with a frequency of 198 or 76.2%).

The outcomes of accreditation process of the maritime institutions in Western Visayas was "Beneficial" as a whole group with a mean of 4.20 and standard deviation of .52.

The outcome of accreditation process was only "Beneficial" to private maritime institutions with shorter length of existence of the maritime program, offered both BSMT and BSMar-E courses, and had Level I accreditation status. While in the public schools, those that had shorter length of existence, offering BSMT and BSMar-E and BSCSM had "Highly Beneficial" outcome.

Significant differences were noted in the outcomes of accreditation process of the maritime institutions when classified according to type of school, maritime program offered, accrediting agency, and level of accreditation.

The outcomes of accreditation process of the maritime institutions in Western Visayas when the respondents were grouped according to educational attainment, position, professional rank, length of service in the maritime program, job status and working hours in school was "Highly Beneficial". On the other hand, there was a "Beneficial" outcome for the teaching staff with Bachelor's degree, with professional ranks as Captain, Third Mate (3/M), Chief Engineer (C/E), Third Engineer (3/E), Second Engineer (2/E), and Fourth Engineer (4/E), and Professional Engineer. Likewise, those with shorter length of service in the maritime program, probationary job status, and those who were working 18 hours and 24 hours in school per week had "Beneficial" outcome.

Significant differences existed in the outcomes of accreditation process of the maritime institutions when the respondents were classified according to educational attainment,

professional rank, length of service in the maritime program, job status, and working hours in school per week. There existed no significant difference on the position category as administrator/dean or faculty.

VII. CONCLUSIONS

Based on the findings, the following conclusions were drawn:

Majority of the maritime institutions in Western Visayas were private schools that mostly offered BSMar-E course and have been accredited by PACU-COA. These schools were receptive that accreditation could further improve quality education in the delivery of institutional programs.

The maritime institutions believed in the idea that accreditation can bring a lot of benefits to students and clientele. The administration should prioritize the improvement on instruction, library, laboratory, physical plant and facilities, and board examination performance of graduates which can greatly influence the scholastic performance of students.

The result of the study is in congruence with the study conducted by Alenzuela (2007) that the institutional performance in HEIs generally reflected a "very satisfactory" performance. For the area on faculty, the HEIs showed "excellent" performance.

Most of the teachers in the selected maritime institutions were bachelor's degree holders and general education instructors, and majority of them were permanent employees who render 30 hours and above as working hours in school per week. Much effort has to be done by the administration in encouraging them to professionally upgrade their qualification as mandated in CHED CMO No.13 Series 2005, Section 20.

Accreditation has brought a lot of benefits to the selected maritime institutions, and looks into the welfare of the students and the promotion of their total well-being. Students are attracted to enroll in private maritime institutions that have been accredited by different accrediting agencies for their prestige and are looking for the different facilities that serve the academe.

The result of the study is in parallel with the study of Ronzales (2012) when faculty were classified according to type of school, position or rank, educational attainment and accreditation level, certifying agency and maritime programs offered. They perceived that the level of compliance to Quality Standard System was "fully complied".

Accreditation has evolved as one of the main issues in employment in the maritime industry, particularly in the global market. Being an accredited college or university, it proves that the facilities and educational standards adhere to national standards. The students are also benefited in terms of the achievements of the graduates, tuition fees, facilities, equipment, and academic standards and policies. (http://en.wikipedia.org/wiki/Higher_education_in_the_Philippines#Accreditation_of_Private_institutions. Retrieved November 11, 2011.)

The result of the study is in contrast with the study conducted by Alenzuela (2007) that the schools which had

existed for so long and had greater number of accredited programs are in better position to submit themselves to government monitoring and evaluation. Schools that have undergone accreditation visits and attained certain levels of accreditation status are better prepared or ready for CHED monitoring and evaluation.

The accreditation process has to be reinforced to further validate its efficacy in all categories. Those with Bachelor's degree as well as those with professional ranks as Captain, Third Mate (3/M), Chief Engineer (C/E), Third Engineer (3/E), Second Engineer (2/E), Fourth Engineer (4/E), and Professional Engineer need to look into the effects of accreditation to be convinced of its effect on the quality of teaching and learning perspective as a whole.

In contrast with the study conducted by Hisanan (2009), she found out that no significant difference existed in the level of managerial effect of private HEI's administrators as viewed by the teaching personnel when grouped according to civil status, gender, highest educational attainment and length of teaching experience.

The "position" of the respondents in the maritime institution be it an administrator/dean or faculty did not significantly differ in their perception of the outcomes of accreditation process while the rest of the categories showed significant differences in the outcomes of accreditation process of the maritime institutions. Hence accreditation had benefitted the maritime institutions in one way or the other from instruction to professional growth.

Pragados (2006) made emphasis on the Quality Management in higher education that has been found both a philosophy and a set of guiding principles designed to continuously improve the entire institution. As part of the standard, the accredited maritime institution is obliged to be positive in seeking feedback for the satisfaction of its clientele.

The result of the study is in contrast with a study conducted by Ronzales (2012) that when faculty were classified into educational attainment and maritime program offered, there were no significant differences in their perception as to the level of compliance to Quality Standard System, whereas significant difference existed in their perception to compliance to QSS when they were grouped according to type of school, position or rank, accreditation level and certifying agency.

VIII. RECOMMENDATIONS

Based on the findings and conclusions of the present study, the following recommendations are presented.

Results of the study must be shared to the concerned maritime institutions so as to give them information on the outcomes of accreditation on the maritime programs offered and on the institutional status. They can further reinforce their accreditation programs to foster quality instruction and delivery of other services.

The maritime education should put emphasis on course offerings in order to improve students' performance in the board examinations. The quality of instruction, and the school

plant and facilities should be given attention as to support the teaching-learning process to have significance in the students' future careers. The accreditors should include the board examination as another area in accreditation programs of educational institutions.

To improve the professional qualification of instructors in the maritime institutions, the administration has to allocate funds for faculty development programs, offer scholarship and encourage them to pursue their graduate studies, attend seminars and workshops, and follow up with short courses trainings pertinent to maritime studies.

The outcomes of accreditation process in maritime institutions will enable the school administrators to use these feedbacks to improve the implemented programs and to meet/satisfy stakeholders' expectations.

Strategic planning is the main goal of this assessment wherein the accreditors should pay attention to the institution's regular cooperative activity which guides every unit of the school in attaining the institutional mission, vision, and program educational objectives (PEO) of the different academic units.

The accreditation process has the policy on the teachers upgrading as one of the basic considerations in the accreditation. With most of the teachers only in the bachelor's level, more encouragements need to be done. As emphasized by accrediting bodies, teachers need to upgrade themselves to be professionally equipped.

Accreditation has revealed the strengths and weaknesses of the maritime programs. This provided information for school administrators to make decisions in organizational self-examination of the implemented programs and should result in better planning, implementation, and further evaluation of all processes.

Utilization of this research output must be encouraged among maritime institutions concerned to make an impact on how the accreditation process has left a mark in the respective institutions.

Parallel studies shall be conducted to further validate the results of this investigation and try other variables that may pose an effect on how maritime institutions' performance can be sustained and maintained.

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Power Point Presentation-Assisted Instruction and Grammar Proficiency

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Abstract

This quasi-experimental study attempted to determine the effectiveness of power point presentation-assisted instruction as a technique in improving the students' grammar proficiency. The participants of this action research were twenty (20) second year Bachelor of Secondary Education students, major in English, enrolled on the first semester, AY 2012-2013 at Southern Iloilo Polytechnic College- Western Visayas College of Science and Technology. They were taught using the power point presentation-assisted instruction as an intervention technique in their difficulty in subject-verb agreement rules. Lectures on subject-verb agreement were conducted among the participants with the support of power point presentations. The rules in subject-verb agreement and examples of sentences were presented in the slides using color coding, bolding, font manipulation, arrowing, and underlining of important terms as nouns, verbs, and other parts of speech which relate to the discussion. The study was conducted for six weeks with students meeting twice per week. A researcher-made instrument was used to obtain the students' pre-intervention and post-intervention grammar proficiency level. The 90-item test includes sentences and paragraphs where students would make the verb agree with the subject. To describe the pre- and post-intervention proficiency level of the students in subject-verb agreement, means and standard deviations were computed. The significance of the difference in this investigation was determined using the t-test for dependent samples. Results showed that the respondents had the average level of proficiency in subject-verb agreement prior to and after the intervention; however, t-test results showed that a significant difference was noted between the pre- and post intervention proficiency level of the respondents in subject-verb agreement. This result proved that using power point presentation as assisted- instruction technique can help improve proficiency in applying the rules in subject-verb agreement.

Keywords: power point presentation, assisted- instruction, grammar, proficiency

I. INTRODUCTION

The most powerful learning takes place when students

are allowed to become immersed in the wealth of information that is available to them. Students gain valuable insights by using different methods of learning in the classroom. Many instructors around the world are seeking ways to enhance their language instruction through activities and experiences made available through technology. Many have integrated a variety of technologies in the teaching of grammar in the second language learning environments, emphasizing grammar concepts and accurate sentence structure (Schnackenberg, 1997).

The use of multimedia helps students move away from "chalk and talk" which encourages higher order thinking skills in the classroom. Teachers can have access to seemingly unlimited resources through the Internet, CD ROMS, videos and power point presentations. The integration of technology in education is no longer a "new" idea. Because technology has become such an integral part of society, it is necessary to integrate its use in education in a variety of ways. The use of computer technology has moved beyond computer assisted instruction in the form of tutorials or drill and practice. Today's technology provides teachers and students with opportunities for teaching and learning that were impossible in the past. Computers can be used as devices for communicating with people literally a world apart. They are used as tools in creating instructional materials or as presentation devices to provide information in ways never before possible (Welsh & Null, 1991).

In this age of computers, the highlighting of forms can be effectively achieved by the use of relatively easy-to-use technologies. For instance, language teachers increasingly use PowerPoint presentations (PPTs) for teaching grammar. Color coding, bolding, font manipulation, underlining, animation schemes, and custom animation all serve to make grammatical rules more salient. On the other hand, some teachers are not readily convinced of the superiority of these technological applications over the use of the traditional blackboard.

This study is anchored on the Cognitive Learning Theory by William James which is also the Theory of Working Memory which suggests that the mind has limited attention resources in processing parallel streams of information, and can succumb to overload when subjected to too much information. James claims the fact that in comparison with long term memory,

working memory is very limited (Miyake and Shah, 1999).

In this context, it has historically been assumed that Power Point - assisted instruction would probably interfere with cognitive processing. This is supported by Paivio's Dual-Code Theory (DCT) which claims that there are two cognitive subsystems. One, specializes in the representations of verbal intake, such as language, while the other, specializes in non-verbal intake, such as objects (Paivio, 1986). According to this construct, DCT is the result of both the auditory and visual nature of the processing capabilities of the human brain. In DCT one is to understand that mental representations are associated with two symbolic modes. DCT is grounded in research that found human memory is much better if one can develop mental images for verbal material (Mayer, 2001).

Previous studies have generated varied results on the effect of technology and learning, thus, the purpose of this study is to uncover the significant effect of power point on the grammar proficiency of the students.

II. THE PROBLEM

This action research aimed to determine the effect of power point presentation - assisted instruction on the grammar proficiency of the second year BSED students of SIPC – WVCST Miagao Campus for Academic Year 2012- 2013.

The study sought answers to the following questions:

What is the students' level of proficiency in subject-verb agreement prior to power point presentation - assisted instruction?

What is the students' level of proficiency in subject-verb agreement using the power point presentation - assisted instruction as intervention?

Is there a significant difference between the students' pre-and-post intervention subject-verb agreement proficiency level using power point - assisted instruction?

The hypothesis stated that there was no significant difference between students' pre-and-post intervention subject- verb agreement proficiency level using power point presentation-assisted instruction.

III. RESEARCH DESIGN

This quasi-experimental study utilized power point presentation assisted instruction

as a strategy in improving the grammar proficiency of the Education students. Specifically, a comparison group pre-test/post-test design (O1 X O2 O1 O2) was used where the level of proficiency in subject-verb agreement of the same group, before and after the intervention, was determined and compared.

In this study, power point presentation assisted instruction

was used as an intervention technique in improving the students' proficiency in applying the rules in subject-verb agreement, a skill which is a common difficulty in English grammar.

IV. THE PARTICIPANTS

The participants of the study were the twenty (20) students taking up Bachelor of Secondary Education major in English of SIPC-WVCST Miagao Campus for academic year 2012-2013. There were four (4) male and sixteen (16) female participants who were involved in the study. The participants answered the pre-and post-intervention test on subject-verb agreement. The skill in applying the rules in agreeing the verb with the subject is one of the common difficulties of the students that affect their written and spoken language.

V. DATA GATHERING INSTRUMENT

A validated researcher-made instrument, composed of 90 items, was used in obtaining the pre-intervention and post-intervention test proficiency level of students in subject-verb agreement.

VI. DATA COLLECTIONS PROCEDURES

A class of 20 students were given the pretest to find out their proficiency level in subject-verb agreement. Using the same instrument, the participants were given the posttest to find out their proficiency level in subject-verb agreement after six-week sessions of lecture and discussion using power point presentation assisted instruction. The scores of the twenty participants were tallied and subjected to appropriate statistical analysis and interpretation.

VII. THE INTERVENTION

Series of lecture on subject-verb agreement rules using power point presentation assisted instruction were conducted. The rules were presented using slides with examples. In the presentations, the rules were highlighted by arrows which connect the verb to the subject. Color coding and underlines were also used to identify the nouns from the verbs. All subjects in the sentences were highlighted with red color while verbs were in blue color. The subjects were underlined once, while verbs were underlined twice. The subject and verb in each sentence were in bold fonts for the students to identify clearly the correct agreement as explained by the rules.

Two meetings were allotted each week following the schedule of the class. The students were made to explain the given rules presented in the slides with specific examples of sentences. A writing activity followed as check up and assignments were also given to see student improvement in the rules discussed. Forty minutes was allotted each meeting which was completed

in six consecutive sessions. After the intervention, a post test was given to the participants to compare the results as to how effective the power point - assisted instruction is in improving the level of proficiency in subject-verb agreement. It was then proven effective as significant difference resulted between the students' pretest and posttest intervention test proficiency level.

VIII. DATA ANALYSIS PROCEDURE

The data gathered for this study were subjected to appropriate computer-processed statistics.

The obtained mean score was utilized to describe the participants' pre-and-post intervention proficiency level in subject-verb agreement categorized as high, average, or low. In order to determine the students' homogeneity or heterogeneity in terms of proficiency level in subject-verb agreement, the standard deviation was used. To determine the significance of the difference between the pre- and post-intervention proficiency level in subject-verb agreement of the students, the t-test for dependent sample set at .05 alpha level was utilized.

IX. PRESENTATION, ANALYSIS, AND INTERPRETATION OF RESULT

Table 2 revealed that the participants had the average level of proficiency in subject-verb agreement, with the mean score of 53.8 and with the standard deviation of 12.06. After the intervention, the participants maintained an average proficiency level in subject-verb agreement with the mean score of 69.7 and with the standard deviation of 8.38.

Table 1. Participants' Pre- and Post-Intervention S-V Proficiency Level Using Power Point Presentation

Grammar Proficiency Level	N	Mean	SD	Description
Pre-Intervention	20	53.8	12.06	Average
Post-Intervention	20	69.7	8.38	Average

The table shows the t-test results for the participants' pre- and post-intervention subject-verb proficiency level using power point presentation - assisted instruction.

The t-test result in Table 2 revealed that a significant difference existed between the pre-intervention (M=53.8) and the post-intervention (M=69.5) on the participants' level of proficiency in subject-verb agreement, $t(19) = -7.83, p = .00, p < .05$.

Table 2. t-test Results for the S-V Proficiency Level of the Participants using Power Point Presentation

	N	Mean	Mean Difference	t-value	df	P value
Grammar Proficiency Level						
Pre-intervention	20	53.8	15.90	-7.83	19	.00*

Post-intervention 20 69.7

*p < .05

X. SUMMARY OF THE FINDINGS

The participants had the average level of proficiency in subject-verb agreement prior to and after the intervention using power point presentation assisted instruction. However, a significant difference was noted between the pre - and post-intervention proficiency level in subject-verb agreement of the participants using power point assisted instruction.

XI. CONCLUDING OBSERVATIONS

Several insights were drawn from the study which the students and English teachers may find useful in improving the grammar proficiency level. Using a variety of teaching techniques that suit the need of the students must be employed in the classroom. The use of educational medium like computers to support learning may be effective as proven in some results of studies conducted. Computer-assisted instruction has been known to have contributed to teaching not just to make the process easy for the teachers but meaningful to the learners during the interaction.

In this research, the participants had the average level of proficiency in subject-verb agreement which means, their skill in applying the rules in subject-verb agreement is neither excellent nor poor. Although after the intervention, the proficiency level is maintained, results revealed that a significant difference existed between the pre and post intervention proficiency level of the participants. It means that using power point presentation as assisted instruction technique can help improve proficiency in applying the rules in subject-verb agreement. According to Wade (n.d.), computer- assisted instruction can be an effective vehicle for student motivation and learning which has improved attitude-toward-instruction scores. In his meta-analysis, it was indicated that student learning rate is faster they retain the information longer (Kulik, et al, 1985 and Wade, n.d.).

Computer is a powerful research tool that facilitates students' work and makes the work faster and easier for them. The students can use the computer in the classroom in many ways and can integrate the computer-supported instruction to the units they are learning (Acikalin, 2010).

To understand the relationship between media and learning, there is a need to consider the interaction between the attributes of the medium and the cognitive processes of the students (Kozma, 1994). According to Cognitive theory, learning is optimized when learners' preferred representation styles are congruent with the attributes of educational technology. In this study, the use of color coding and underlines helped students recall the grammatical rules.

Color coding, bolding, font manipulation, underlining, animation schemes, and custom animation all serve to make grammatical rules more salient (Garrett, 1991; Ervin, 1993; Chapelle, 1997, in Corbeil, 2007). Researches within the field of computer assisted-language learning into the effectiveness

of new technologies in promoting language acquisition are still very much needed. The use of power point presentation especially in teaching grammar rules must be considered for some students learn and recall well from visually presented information than from verbally presented information.

XII. IMPLICATIONS

The use of computers as aid in classroom teaching is a familiar sight in the twenty-first century. This technology has been used to improve many educational tasks. Its effectiveness as technology assisted instruction has been widely explored and tried. Computers enhance classroom interaction for they illustrate concepts through attractive animation, sound, and demonstration. Computers offer a different type of activity and a change of pace from teacher-led or group instruction. The use of computers has been the teachers' partner in teaching for the convenience it gives and the impact on students in the classroom.

In language teaching, English teachers turn to computer technology as an effective tool in the classroom. The use of multimedia as video, slides, and power point presentation has been common, especially to teachers who are adept at computers. PowerPoint presentations hold concentration and guarantees effective learning for they are attractive. It has been tried to improve students' various English skills, including grammar which is counted as important. The use of computers and multimedia serves the purpose of making the classroom more attractive and meaningful to the students.

The findings of the study find support in literature which claims that the use of power point presentation is an effective classroom teaching technique that enhances learning. This computer- assisted educational medium impacts learning especially when it comes to grammar acquisition.

Cognitive theory suggests that learning is optimized when learners' preferred representation styles are congruent with the attributes of educational technology (Nouri & Shahid, 2005). Cognitive Learning Theory by William James suggests that the mind has limited attention resources in processing parallel streams of information, and can succumb to overload when subjected to too much information. Therefore, there is a need to employ certain techniques that can help develop the mental processes of the students.

XIII. REKOMENDATIONS

Based on the findings and conclusions, the following recommendations were advanced:

As part of classroom instruction, especially in Grammar teaching, teachers may use power point presentation as a technique to enhance interaction and improve their proficiency in English.

Teachers teaching other subject areas may try using this instructional medium to vary their teaching technique which

makes learning more interesting and challenging.

A follow up study must also be undertaken to see the improvement on the

students' English performance especially in other important areas as writing, speaking, or vocabulary.

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Perceived Service Quality Of Academic Advising Program Of De La Salle Lipa: It's Effect On Student Retention

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Abstract

The need to restructure the existing academic advising program is based from the assumption that academic advising matters to students and its quality will affect their residency. This paper evaluates the perceived Service Quality of Academic Advising Program of De La Salle Lipa and its' effect on students' retention. Using the Enlarged Service Quality Scale by Carmen María Salvador-Ferrer, the proponent used six dimensions such as tangibility, reliability, responsiveness, assurance, empathy and satisfaction as measures for quality.

The proponent draws data from student's perception on the quality of academic advising program of DLSL and their actual experience. Results show that there is a gap between the perception of the students on academic advising program of DLSL and their actual experience while availing the program which connotes unacceptable Service Quality.

Keywords: Enlarged Service Quality Scale, , SERVQUAL, Academic Advising Program, retention

I. INTRODUCTION

The search for quality has become an important consumer trend and a major field of concern in the literature of marketing. Numerous definitions of quality arose which aim to emphasize the relationship between quality and customer need and satisfaction. (Zafiroopoulos, C. et al). Measuring service quality is a challenge because customer satisfaction is determined by many intangible factors unlike a product with physical features that can be objectively measured. (Gonzales et.al 2006)

Great beginnings start here is now De La Salle Lipa's newest tagline which according to its President and Chancellor, Br. Joaquin S. Martinez, FSC, D.Min. aims to share changes and improvements that are taking place in the institutions. It also aims to gradually show the effect of the present and future of the

DLSL community. ([www.http://dls.edu.ph](http://dls.edu.ph)) The continuous constructions of buildings and facilities such as

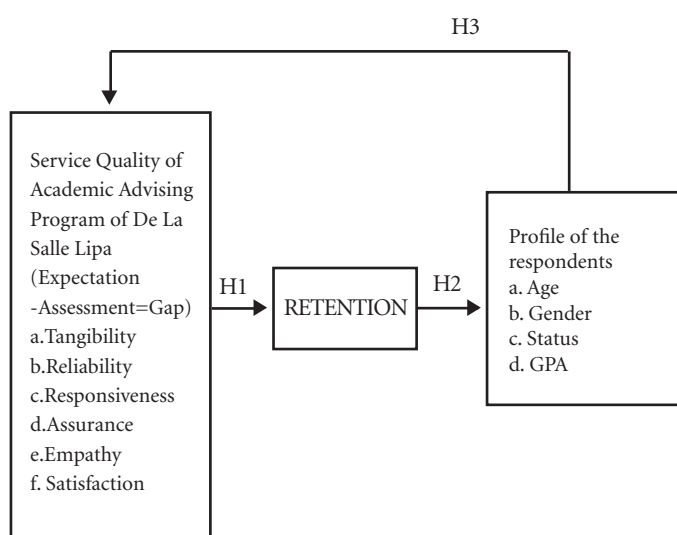
classrooms and laboratories are some of the very obvious improvements that the institution carries out. It does not only hope to accommodate the increasing number of students from pre-school to college but to provide them with all the necessary medium that will facilitate their learning. (Gonzales et. Al 2006). Aside from the physical improvements, the institution is dedicated to provide quality education to its clientele- the students. The quality education () becomes the Education Service Quality product or the service which De La Salle Lipa offers to its clients –the students. Part of the so called Education Service Quality is the inclusion of Academic Advising program which will be the focus of this study. This paper would like to address the issue that academic advising matters to students and its quality affects their residency not only in the college but in their chosen program.

The study also tackles the perceived quality of academic program of De La Salle Lipa and its effects on students retention focusing on the six quality service dimensions such as reliability, responsiveness, accessibility, assurance, empathy and satisfaction as measures for service quality (Parasuraman et al)- Academic Advising Program. The term Service Quality would be based on the gap between the respondents expectations on the quality of the Academic Advising Program and their self-assessment or experience in availing the program.

There are several organizational models for advising. The most common is the "faculty model" in which faculty members deliver advising services to students. These interactions will benefit both students and faculty in terms of developing relationships and low cost on the part of the school. However, there can also be problems which are related to low faculty commitment and inconsistent advising quality. (Information Systems Magazine, 2007) The study is limited to how students perceived quality of academic advising program of DLSL and their actual experience with the service. However, this paper

did not intend to evaluate the academic advisers and did not include the process of academic advising.

The operational framework of this paper is composed of variables which are the Quality of Academic advising program of DLSL showing the six dimensions as patterned from SERVQUAL by Parasuraman et. al with modifications on areas suited for academic institutions as presented by Carmen María Salvador-Ferrer –the Enlarged Servqual Scale (ESQS) . The variables remain to be on its original 6-dimensions. Other variables such as the profile of the respondents in terms of age, gender, status and GPA; and Retention are presented. Their correlations are very vital in the attainment of the objectives of the study.



II. HYPOTHESIS

- H1- The Service Quality of Academic Advising Program of DLSL has significant relationship to students Retention
- H2- The profile of the respondents has significant relationships on students' retention
- H3- The profile of the respondents has significant relationship on the Service Quality of Academic Advising Program of DLSL

III. METHODOLOGY

Research Design

This study made use of the descriptive design approach in presenting the data obtained which focused on the profile of the respondents, their perceptions on the quality of academic advising program of DLSL and their actual experience when availing the program.

Subject of the Study

The respondents of the study were De Lasalle Lipa's 3rd year college students enrolled during AY2013-2014 under different programs of the College of Business, Economics, Accountancy and Management such as BS Accountancy, BS Accounting Technology, BS Business Administration major in Financial Management, BS BA major in Marketing Management, BS BA major in Economics, BS Entrepreneurship, BS Management Technology and BS Legal Management. These respondents are potential entrepreneurs in the future.

Instrumentation

The primary data were obtained using the survey questionnaire composed of three (3) parts. Part I refers to the profile of Respondents; Part II refers to as the Enlarged Servqual Scale (ESQS) by Carmen Maria Salvador-Ferrer and Part III refers with a questionnaire for retention which covers ten (10) items taken. (Matthews et al 2002) GPA was obtained from the Office of the Registrar and Office of the Academic Advising.

Statistical treatment

Basic statistical tools such as frequencies and proportions for the presentation of profile of the respondents, weighted mean were used to measure central tendencies, and standard deviations and Pearson's r for correlations of data.

Time and Place of the Study

The study was conducted at De La Salle Lipa – College of Business, Economics, Accountancy and Management (CBEAM).

IV. RESULTS AND DISCUSSIONS

There were 300 questionnaires that were distributed among the target respondents, only 200 were considered for treatment because some respondents did not provide the complete data being asked.

Profile of the Respondents

Following are tables showing how the respondents were distributed according to age, gender and status. Majority of the respondents were aged 18-20 which comprised of 88% of the total respondents. With regards to gender, 72% were female and only 28% were male. 80% of the respondents were considered regular students and the remaining 20% were irregular.

Table 1. Distribution of the Respondents by Age

Age	Frequency	Percentage
15-17	16	8%
18-20	177	88%
21-23	7	4%
24-26	1	0.50%
Total	200	100%

Table 2. Distribution of the Respondents by Gender

Gender	Frequency	Percentage
Female	144	72%
Male	57	28%
Total	200	100%

Table 3. Distribution of the Respondents by Status

Status	Frequency	Percentage
Regular	59	80%
Irregular	41	20%
Total	200	100%

Figure 1 presents the distribution of the GPA of the respondents which shows that majority of them have good grades ranging from 1.75 (89%-90%) to 2.25 (83% to 85%).

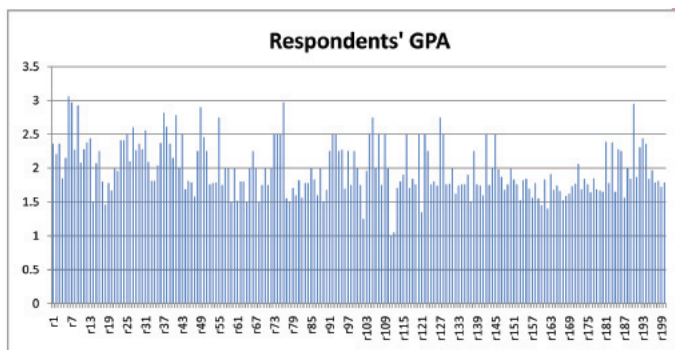


Figure 1. Distribution of Respondents' GPA

The table below shows the gap between Expected Quality of Academic Advising and the

Self-Assessment or Actual Experience of the Respondents while Availing the program. Parasuraman used measurements in judging the service quality followed by a graphical presentation. If the customers' expected service is less than the actual experience, it is considered a surprise quality, (ES<PS); if the customers' expected service is equal to the perceived service or experience, it is satisfactory quality, (ES=PS); and if the customers' expected service is greater than the actual experience, then it is unacceptable quality, (ES>PS). (Balbuena et. al 2004). This study shows unacceptable quality meaning that the respondents self-assessment or actual experience is lower than the expected service. It means that what they get is not something they expected.

Table 4. Gap between Expected and Self-Assessment of the Six Dimensions of Service Quality.

	Expected	Self-Assessment	Gap
Tangibility	4.165833333	3.695833333	0.47
Reliability	4.306666667	3.868333333	0.438333
Responsiveness	4.426666667	4.073333333	0.353333
Assurance	4.455	3.861666667	0.593333
Empathy	4.35	3.861666667	0.488333
Satisfaction	4.358333333	3.916666667	0.441667

Table 5 shows the relationship between the profile of the respondents in terms of GPA, Age, Gender and Status with the Gap in Expected Service Quality and Self Assessment for Tangibility. It shows that GPA and Status present a significant relationship. Research about advising is just as conflicting as it is for attrition. While several studies indicate that it is not significant in improving retention and grade point average (GPA) (Aitken, 1982; Bean, 1980), others report it to be critical for both (Crockett, 1978a; Habley, 1981; Pascarella & Terenzini, 1978; Tinto, 2000; Wilder, 1981)

Table 5. Relationship between Profile and Gap 1 (Expectations for Tangibility – Self Assessment for Tangibility)

PROFILE	r-Coeff	Interpretation	p-VALUE	Interpretation
GPA	-0.16	Inverse, negligible	0.03	Significant
Age	0.03	no correlation	0.67	Not Significant
Gender	-0.12	Inverse, negligible	0.08	Not Significant
Status	-0.23	Inverse, negligible	0	Significant

Table 6 shows the relationship between the profile of the respondents with the Gap in Expected Service Quality and Self Assessment for Reliability. It shows that from among the profile Status of the respondents presents a significant relationship with the Service Quality of Academic Advising.

Table 6. Relationship between Profile and Gap 2 (Expectations for Reliability-Self Assessment for Reliability)

PROFILE	r-Coeff	Interpretation	p-VALUE	Interpretation
GPA	-0.17	inverse, negligible	0.16	Not Significant
Age	-0.05	no correlation	0.48	Not Significant
Gender	-0.08	no correlation	0.27	Not Significant
Status	-0.17	inverse, negligible	0.02	Significant

For table 7, Status presents a significant relationship with the Gap in Expected Service Quality and Self Assessment for Responsiveness. Advising problems appear to be attributed to a student failing to meet with an advisor for plan review leading to poor decisions regarding scheduling. Some students would also hear comments and problems regarding the responsiveness and attentiveness of their faculty advisor. (Lao2003).

Table 7. Relationship between Profile and Gap 3 (Expectations for Responsiveness – Self Assessment for Responsiveness)

PROFILE	r-Coeff	Interpretation	p-VALUE	Interpretation
GPA	-0.13	inverse, negligible	0.07	Not Significant
Age	-0.04	no correlation	0.55	Not Significant
Gender	-0.08	no correlation	0.21	Not Significant
Status	-0.17	inverse, negligible	0.4	Significant

The relationship between the profile and the Gap in Expectations and Self Assessment for Assurance presents Gender as having a significant relationship.

Table 8. Relationship between Profile and Gap 4 (Expectations for Assurance – Self Assessment for Assurance)

PROFILE	r-Coeff	Interpretation	p-VALUE	Interpretation
GPA	-0.14	inverse, negligible	0.06	Not Significant
Age	-0.05	no correlation	0.45	Not Significant
Gender	-0.17	inverse, negligible	0.01	Significant
Status	-0.14	inverse, negligible	0.05	Not Significant

For table 9, it shows that respondents GPA has significant relationship with the Perceived Service Quality of Academic Advising particularly on Empathy.

Table 9. Relationship between Profile and Gap 5 (Expectations for Empathy – Self Assessment for Empathy)

PROFILE	r-Coeff	Interpretation	p-VALUE	Interpretation
GPA	-0.17	inverse, negligible	0.02	Significant
Age	0.01	no correlation	0.88	Not Significant
Gender	-0.11	inverse, negligible	0.12	Not Significant
Status	-0.14	inverse, negligible	0.05	Not Significant

Table 10 shows a significant relationship among the profile of the respondents such as GPA, Gender and Status with the Service Quality on Satisfaction dimension. Only Gender shows a no significant relationship. In addition to academic performance, student attitudes and satisfaction also have an effect on retention and were prevalent themes within the retention literature. (Umi 2011)

Table 10. Relationship between Profile and Gap 6 (Expectations for Satisfaction- Self Assessment for Satisfaction)

PROFILE	r-Coeff	Interpretation	p-VALUE	Interpretation
GPA	-0.19	inverse, negligible	0.01	Significant
Age	0.02	no correlation	0.74	Not Significant
Gender	-0.16	inverse, negligible	0.03	Significant
Status	-0.17	inverse, negligible	0.02	Significant

Table 11 shows a relationship between the Gap in Expected Service Quality and Self Assessment of all the six dimensions

of quality. Among the six dimensions, only Assurance and Empathy show a significant relationship.

For a university, the quality of academic advising services can have important implications for students, including student retention and graduation rates. (Tyran C. 2006). Lau 2003 noted that Academic Advising plays an important role in student retention.

Table 11. Relationship between Gap 1- Gap 6 and Retention

Expected – Self Assessment	r-Coeff	Interpretation	p-VALUE	Interpretation
Gap 1- Tangibility	-0.09	inverse, no correlation	0.21	Not Significant
Gap 2- Reliability	-0.06	inverse, no correlation	0.43	Not Significant
Gap 3 - Responsiveness	-0.1	inverse, no correlation	0.15	Not Significant
Gap 4- Assurance	-0.16	inverse, negligible	0.03	Significant
Gap 5-Empathy	-0.14	inverse, negligible	0.04	Significant
Gap 6-Satisfaction	-0.11	inverse, negligible	0.13	Not Significant

Table 12 shows a not significant relationship between profile and retention .

Profile	r-Coeff	Interpretation	p-VALUE	Interpretation
GPA	0.01	No correlation	0.91	Not Significant
Age	0.01	No correlation	0.9	Not Significant
Gender	-0.16	Inverse, negligible	0.82	Not Significant
Status	0.08	No correlation	0.27	Not Significant

V. CONCLUSIONS

The following can be drawn as a result of the findings and analysis of the study:

- Majority of the respondents have good academic records having a GPA ranging from 1.75 (89%-91%) to 2.25 (83%-85%)
- Based from Parasuraman's judgement of quality, the Service Quality of Academic Advising Program of DLSL is unacceptable as perceived by the respondents.
- Status of the students, either regular or irregular shows a significant relationship with the perceived Service Quality for dimensions of Tangibility, Reliability, Responsiveness and Satisfaction.
- Gender also shows a significant relationship with the perceived Service Quality for dimension of Assurance and Satisfaction
- Having a p-value of .03 and .04 respectively, dimensions such as Assurance and Empathy show a significant relationship with retention.
- Lastly, the profile of the respondents show a no significant relationship with retention.

VI. RECOMMENDATIONS

In the light of the foregoing findings and conclusions and with due considerations to the limitations of the study, the proponent would like to recommend the following:

- a. to increase the sample size to minimize the limitations for sampling
- b. conduct similar study in other college and come up with comparative analysis
- c. consider the effect of academic advising to students' attrition particularly those who shifted and dropped from their program

VII. ACKNOWLEDGEMENT

The proponent would like to acknowledge the following individuals and groups who served as the proponent's source of strength and inspiration: Faculty of De La Salle Lipa College of Business, Economics, Accountancy and Management for their support in obtaining data from their respective business students; Dr. Alice Valerio for the opportunity of engaging in this kind of endeavor, Saturday Fat Club for the encouragement, Super Friends, Doc. Alice, Doc. Nooky, Ms. Nerie and Ms. Agnes for the friendship, Mr. Mario Sarmiento, Shagne and Hughen for the love and inspiration, Ms. Lani Santos and Mr. Leonardo B. Magaling, for statistical treatment and for De La Salle Lipa CBEAM students for the cooperation in answering the questionnaire; to Mendoza and Sarmiento family, and lastly for the Loving Father, for the guidance and good health.

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Teaching Competence Of The Beed And Bsed Pre-Service Teachers Of Asist

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Abstract

This study was undertaken to describe and determine the relationship between the profile and teaching competence of ASIST pre-service teachers. The respondents involved total enumeration of 53 BEEd and 15 BSEd pre-service teachers. The researchers made use of questionnaire to seek information on the profile of the respondents and an evaluation sheet was accomplished by a team of evaluators to gauge the teaching competence of the respondents.

The gathered data was analyzed through frequency, percentage, weighted means; t-test and linear regression. Findings revealed that pre-service teachers were predominantly females, single and taught English subject. Most of them are regular students having no scholarship and assigned to experienced critic teachers with MA units. There was a close supervision of their critic teachers in the checking of lesson plans, instructional materials preparation and post conference was conducted after every lesson. The pre-service teaching competence is "very good". This manifestation of the pre-service teacher's high performance is an implication of the efficiency of the critic teacher's mentoring skills towards the development of a well rounded pre-service teachers. The teaching competence of the BSEd and BEEd pre-service teachers is significantly different in their knowledge of subject matter and classroom management in favour of the latter. However, no significant difference on their level of teaching competence in general. Regression analysis showed that there is a significant relationship between pre-service teaching competence and frequency of supervision of critic teachers in checking lesson plans. Hence, a well prepared lesson plan is a good predictor of high teaching competence.

Keywords: assessment, maritime institutions, maritime education, and accreditation

I. INTRODUCTION

The making of a teacher is a developmental process. The pre-service teachers undergo practice teaching in order to know the areas where further growth could be applied. These teachers need to keep pace with the changes in society and the accompanying challenges of the technological world in order to bridge the growing gap between the needs and expectations of the learners and the knowledge and skill levels of both new and existing teachers. The teachers must appreciate the complex set of behaviours, attitudes and skills they must possess in order to carry out a satisfactory performance of their roles and responsibilities to achieve quality education. This is independent on the service of teachers who are properly prepared to undertake their various important roles and functions. Thus pre-service training of these teachers must be geared towards the mastery of the different teaching competencies.

The pre-service preparation of teachers for the elementary and secondary educational sectors is very important function and responsibility that has been assigned to higher education institutions. All efforts to improve the quality of education in the Philippines are dependent on the service of teachers who are properly prepared to undertake the various important roles and functions of teachers. As such, it is of utmost importance that the highest standards are set in defining the objectives, components and processes of the pre-service teacher education curriculum.

During practice teaching, the pre-service teachers experience the rudiments of teaching in a cyclical process of planning, actual teaching and evaluating learning. The pre-service teacher walks the whole process of teaching with a mentor, who is also called the cooperating teacher or critic teacher. Here, the pre-service teacher puts into actual practice all that were learned in the content and theory courses, strategies or methods of teaching as well as put into test the pedagogical content knowledge acquired in related courses prior to Practice Teaching.

The degree programs herein shall be called Bachelor of Elementary Education (BEEd) or the Bachelor of Secondary Education (BSEd). The BEEd is structured to meet the needs of professional teachers for elementary schools and special education programs in the Philippines. It aims to develop elementary school teachers who are either generalist who can teach the different learning areas in grade school, special education teachers or pre-school teachers. The BSEd is structured for the needs of professional teachers for secondary schools which aims to develop high school teachers who can teach in one of the different learning areas in high school like Mathematics, Physical Sciences, Biological Sciences, English, Filipino among others.

In selecting a school for practice teaching, it should be an above average performing school in academics as evidenced by its performance in division, regional, and national examinations/competitions, performance of graduates in admission tests in prestigious schools and with good image in the community. A school should also have master teachers/effective teachers who can provide the best mentoring to the student teachers and it should be managed by a full-time and competent administrator. In the selection of cooperating teachers or critic teachers, the following must be taken into consideration: Has at least 3 years of teaching experience, performs satisfactorily in accordance with the National Competency-Based Teacher Standards (NCBTS), is a major of the learning area the student teachers will practice in (for secondary level), has been a demonstration teacher at least, on the school level, and is a regular teacher, not a substitute teacher. It is then the duty of the Teacher Education Institution (TEI) Dean to coordinate with the Schools Division Superintendent (SDS), prepare a formal communication to the school principal relative to the deployment of Student Teachers. Before the deployment of the pre-service teachers, the Supervising Instructor (SI) should orient them of their off-campus work. The SI should conduct regular observation and evaluation of the practice teaching performance of the student teachers and coordinate regularly with the cooperating school principal/head teacher, and cooperating teacher regarding performance of the student teachers.

The pre-service teacher should be given all the opportunities to bring out the best of every prospective teacher. This is necessary in the mastery of the competencies needed as clearly spelled out in the National Competency-Based Teacher Standards (NCBTS) and CMO 30, series 2004 and its regional adaptation.

To achieve this goal, Practice Teaching should be a collaborative effort of the Teacher Training Institutions where the content and strategy courses are first learned and Cooperating Schools of the Department of Education where much of the Practice Teaching Experiences take place.

The entire process of the practice teaching included class observations, preparation of the lesson plan, actual implementation of the lesson plan or actual classroom teaching, conference with the critic teacher and documentation of the

teaching experience. The critic teacher observed the pre-service teacher on the following areas: teacher's personality, lesson planning, content or subject matter taught, teaching method classroom management and questioning skills which make up the teaching competence of pre-service teachers.

According to Hobby et. al (2004) competency is a pattern of thinking, feeling, acting or speaking that causes a person to be successful in a specific job or role. He further stated that previous demonstration of competence to achieve success is one of the best predictors of future performance in a related role. Competencies may be developed, but they are most powerful when used to select people who are already a good fit for the job. Nevertheless, as can be seen from Raven and Stephenson (2001) there have been important developments in research relating to the nature, development, and assessment of high-level competencies in homes, schools, and workplaces.

As to the context of education, teaching competence is a combination of knowledge, skills and behavior used to improve teaching performance. Hence, the success of pre-service teachers in doing specific role during their practicum is a collaborative effort by themselves in applying the concepts and theories learned into actual practice and by their cooperating teachers in providing best mentoring skills.

Figure 1 shows the interrelation of the independent variables and the dependent variables considered in the study. The level of teaching competence of the pre-service teachers in terms of the following teaching dimensions namely teacher's

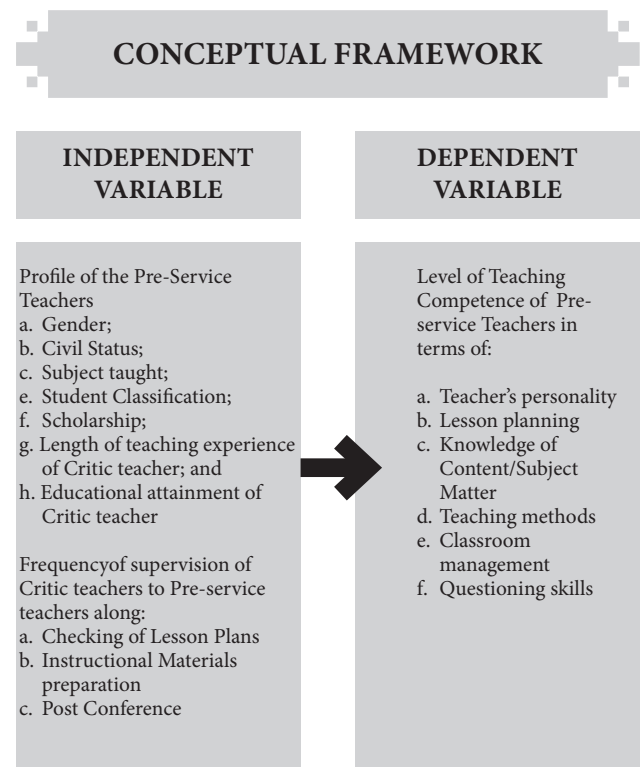


Figure 1. Research Paradigm

personality, lesson planning, knowledge of content/subject matter, teaching methods, classroom management, and questioning skills could be influenced by their profile and the frequency of supervision of their Critic teachers in checking lesson plans, preparing instructional materials, and the conduct of post conference.

II. STATEMENT OF THE PROBLEM

This study aimed to investigate the teaching competence of pre-service teachers of the Abra State Institute of Science and Technology, Lagangilang, Abra, Philippines during the school year 2012-2013. Specifically, it sought answers to the following questions:

1. What is the profile of the BEd and BSEd pre-service teachers of the Abra State Institute of Science and Technology, Lagangilang, Abra in terms of the following: Gender; Civil Status; Subject taught; Student Classification; Scholar hip; Length of teaching experience of Critic teacher; and Educational attainment of Critic teacher?
2. What is the frequency of supervision of Critic teachers to their Pre-service teachers along: Checking of Lesson Plans; Instructional Materials preparation, and Post Conference?
3. What is the level of teaching competence of the pre-service teachers of the BEd and BSEd in terms of the following dimensions:
 - 3.1. Teacher's personality;
 - 3.2. Lesson planning;
 - 3.3. Knowledge of content/subject matter;
 - 3.4. Teaching methods;
 - 3.5. Classroom management; and
 - 3.6. Questioning skills?
4. Is there a significant difference on the level of teaching competence between the BEd and BSEd pre-service teachers?
5. Is there a significant relationship between the profile of the pre-service teachers and their teaching competencies?

III. METHODOLOGY

This study employed the descriptive-correlative method of research both, correlational and comparative. The respondents involved 53 Bachelor of Elementary Education and 15 Bachelor of Secondary Education pre-service teachers of the Abra State Institute of Sciences and Technology. A questionnaire was designed to elicit information on the profile of the respondents and an evaluation sheet was accomplished by a team of evaluators composed of the critic teachers, supervising instructors and

observers. The data gathered were organized and summarized through descriptive statistics such as frequency, percentage, and weighted mean; and inferential statistics such as t-test and linear regression processed using the software, Statistical Package for Social Science (SPSS).

IV. FINDINGS

PROFILE OF THE PRE-SERVICE TEACHERS OF THE ABRA STATE INSTITUTE OF SCIENCE AND TECHNOLOGY, LAGANGILANG, ABRA

Majority of the pre-service teachers of the BEd (70%) and BSEd (80%) were females. This goes with the statement of former Education Secretary Jeslie A. Lapus in the column of Esplanada (2009) in the Philippine Daily Inquirer that male teachers were a vanishing breed. Women-powered DepEd records furnished to the Philippine Daily Inquirer showed that 423,549 or 86.3% of 491,338 teachers in public elementary and high schools all over the country were women. And as shown in the article of Philippine Commission on Women, as of July 2010, women dominated the teaching profession. Most of respondents are single represented by 85% for the BEED and 93 % for the BSED and most of them taught English, and Mathematics and Science respectively. With regard to student classification, the respondents (94%) are regular students having no scholarship grant enjoyed. Their critic teachers have been teaching from 9 to 15 years in the teaching profession and have just started taking MAs. This finding implies that critic teachers have met the qualification as mentors in providing the necessary skills and trainings and worthwhile experiences to pre-service teachers.

It is reflected in the table that the pre-service teachers were fully supervised most of the time by their critic teachers specially in checking lesson plans, they were also guided in the preparation of Instructional Materials. Both the critic and pre-service teachers have practiced post conference after the execution of the lesson plan. The manifestation of the close supervision of the critic teachers to the pre-service teachers is an implication of the critic teachers' good mentoring skills towards the development of a well rounded pre-service teachers. It is reflected in the table that the pre-service teachers were fully supervised most of the time by their critic teachers specially in checking lesson plans, they were also guided in the preparation of Instructional Materials. Both the critic and pre-service

Table 1. Frequency of Supervision of Critic Teachers to the Pre-Service Teachers

Frequency of Supervision by the Critic Teacher in the:	BEd		BSEd		Over-all	
	\bar{x}	DR	\bar{x}	DR	\bar{x}	DR
Checking of Lesson Plans	1.89	Always	1.80	Always	1.87	Always
Instructional Materials Preparation	1.60	Always	1.93	Always	1.67	Always
Post Conference	1.60	Always	1.73	Always	1.63	Always
0.00 – 0.49 - Never			0.50 – 1.49 - Seldom		1.50 – 2.00 - Always	

teachers have practiced post conference after the execution of the lesson plan. The manifestation of the close supervision of the critic teachers to the pre-service teachers is an implication of the critic teachers' good mentoring skills towards the development of a well rounded pre-service teachers.

In terms of Teacher's personality, both the BEEd and BSEd respondents obtained an "excellent" rating. This implies that the pre-service teachers have developed confidence, strong and pleasing personality of becoming a teacher. Moreover, they

Table 2. The Level of Teaching Competence of the ASIST Pre-Service Teachers

Teaching Competencies	BEEd		BSEd		Over-all	
	\bar{x}	DR	\bar{x}	DR	\bar{x}	DR
a. Teacher's Personality	4.29	E	4.35	E	4.30	E
b. Lesson Planning	4.30	E	4.04	VG	4.24	E
c. Knowledge of Content/ Subject Matter	4.20	VG	3.87	VG	4.13	VG
d. Teaching Methods	4.22	E	4.09	VG	4.19	VG
e. Classroom Management	4.24	E	4.00	VG	4.19	VG
f. Questioning Skills	4.09	VG	3.81	VG	4.03	VG
As a Whole	4.22	E	4.02	VG	4.18	VG

1.00-1.80 - Poor (P) 1.81-2.60 - Fair (F) 2.61-3.40 - Good (G)
 3.41-4.20 - Very Good (VG) 4.21-5.00 - Excellent (E)

were able to put into practice the theories and principles they have learned in the classroom towards personality development essentials for a wholesome teacher. In lesson planning, the BEEd respondents were consistently rated "excellent" in all the skills indicator of lesson planning while the BSEd respondents posted only a "very good" level. Apparently the BEEd respondents is more competent than their counterpart. However, both groups have exerted more effort in preparing lesson plans as they formed appropriate objectives congruent to the subject matter, and observing appropriate assessment methods.

This finding implies that the pre-service teachers have acquired the necessary knowledge and skills essential for a competent teacher during their practicum. It was perceived that the pre-service teachers of both BEEd and BSEd exhibited a "very good" level in all the skills under knowledge of content or subject matter except on the indicator "Keeps abreast of new ideas and understanding in the field" with "Excellent" rating for the BEEd respondents. This implies that pre-service teachers need to strive more to master their subject matter before the delivery of the lessons. It was noted that both pre-service teachers of the BEEd and BSEd displayed "excellent" in the skills of preparing visual aids and other examples used to illustrate the lesson. However they vary in the over all competence along teaching methods as supported by "excellent" rating for the BEEd in contrast to "very good" level of teaching competence for the BSEd. This implies that BEEd respondents had better teaching competence than the BSEd respondents in applying their knowledge and skills on the different methods of teaching. The teaching competence in classroom management of the pre-

service teachers of the BEEd is "excellent" level which is better as compared to "very good" level of competence of the BSEd pre-service teachers. This means that BEEd pre-service teachers were trained to be more systematic in all the learning activities which makes learning more meaningful. This finding goes with the Kounin's model of classroom management and discipline that is, good discipline is a prerequisite for good teaching. On the other hand, both the BEEd and BSEd pre-service teachers were consistently rated "very good" level of competence in all the indicators of questioning skills. This finding implies that the pre-service teachers should strive more to develop the art of questioning necessary for better student-teacher engagement in the teaching-learning process. Moreover, Bruner (1966) and Newsam (2004) indicated that teaching requires skillful questioning that leads higher modes of learning. Hence, teachers should develop systematic questioning skills for better classroom instruction. As a whole, the BEEd pre-service teachers are "excellent" in their teaching competence, while the BSEd are "very good".

This manifestation of the high teaching competence of the pre-service teachers could be attributed to the commitment, dedication and efficiency of the critic teachers and supervising instructors in molding the pre-service teachers of becoming a well rounded person. The difference between the level of teaching competence of the BEEd and BSEd pre-service teachers were ascertained through the t-test for independent samples. Results showed that significant difference ($p < 0.05$) existed on their knowledge of content or subject matter and classroom management. This implies that the BEEd pre-service teachers

Table 3. Comparison in the Level of Teaching Performance Between the BEEd and BSEd

Teaching Competencies	BEEd \bar{x}	BSEd \bar{x}	Mean Difference	t-value	Probability Value
a. Teacher's Personality	4.29	4.35	0.06	-0.485	0.629
b. Lesson Planning	4.30	4.04	0.26	1.795	0.077
c. Knowledge of Content/ Subject Matter	4.20	3.87	0.33	2.165*	0.034
d. Teaching Methods	4.22	4.09	0.13	1.003	0.320
e. Classroom Management	4.24	4.00	0.24	2.051*	0.044
f. Questioning Skills	4.09	3.81	0.28	1.880	0.064
As a Whole	4.22	4.02	0.20	1.674	0.099

have better teaching competence along these two teaching dimensions. However, there was no significant difference on their level of teaching competence in general. There existed significant relationship between the teaching competence of pre-service teachers along teacher's personality; lesson planning; classroom management; and questioning skills and frequency of supervision of critic teachers. Significant relationship lies also

Table 4. Correlation Matrix Showing the Relationship between the Profile of the Pre-service Teachers and their Teaching Competencies

Profile \ Teaching Competencies	Teacher's Personality	Lesson Planning	Content/ Subject Matter	Teaching Methods	Classroom Management	Questioning Skills	Overall
Gender	.019	.040	-.121	-.001	-.005	.041	.001
Civil Status	.032	-.026	.150	.084	.059	.065	.064
Subject Taught	-.002	-.093	-.027	-.065	.019	.068	-.007
Student Classification	-.040	-.105	-.221	-.091	-.011	-.082	-.094
Scholarship	.205	.194	.108	.216	.196	.212	.214
Length of Teaching Experience of Critic Teacher	.052	.010	.042	-.025	-.019	-.100	-.018
Educational attainment of Critic Teacher	-.087	-.111	-.072	-.005	-.131	-.077	-.096
Frequency of Supervision by Critic Teacher: Checking of Lesson Plans	.321**	.411**	.178	.205	.336**	.246*	.322**
IM Preparation	.248*	.183	.080	.141	.178	.061	.160
Post Conference	-.011	-.123	-.130	-.082	-.082	-.161	-.115

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

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

between teacher's personality and the frequency of supervision of critic teachers in preparation of instructional materials. This means that pre-service teachers who were closely supervised by their critic teachers well tend to have better teaching competence. This implies further that critic teachers had done their roles in the development of a competent pre-service teachers.

Of the ten identified independent variables, only the frequency of supervision of Critic teachers in checking lesson plans is significantly related to teaching competence ($p < 0.05$) of the pre-service teachers. This finding implies that pre-service

teachers who are closely supervised by the Critic teachers in preparing lesson plans are likely to perform well in practice teaching. On the other hand, the adjusted R square value of 0.08 indicates that the combined effects of the independent variables contributed about 8% to the teaching competence of the pre-service teachers. The remaining 92% could be due to unnamed factors that are not considered in this study.

V. CONCLUSIONS

1. Majority of the pre-service teachers are female, single, taught English subject, regular student having no scholarship and assigned to experienced critic teachers with MA units.
2. The pre-service teachers were closely supervised by their critic teachers in lesson planning and IMs preparation, and most often conducted post conference.
3. The teaching competence of the BEEd and BSEd vary on their knowledge of subject matter and on classroom management, however both of them have the same acceptable teaching competence in general.
4. Teaching competence of pre-service teachers is greatly influence by the frequency of critic teachers in checking their lesson plans before the execution.

VI. RECOMMENDATIONS

1. The high teaching competence of the pre-service teachers can be a strong predictors of work performance and can be

Table 5. Regression Analysis on the Teaching Competence of the Pre-service Teachers and their Profile

Independent Variables	Regression Coefficient (β)	t-value	Probability value
Gender	.005	.041	.967
Civil Status	.164	1.114	.270
Subject Taught	.097	.765	.447
Student Classification	-.070	-.506	.615
Scholarship	.207	1.555	.125
Length of teaching experience of Critic teachers	-.057	-.454	.652
Educational attainment of Critic teachers	-.145	-1.179	.243
Frequency of supervision of critic in: Checking of Lesson Plans	.318	2.467*	.017
Instructional Materials Preparation	.117	.896	.374
Post Conference	-.164	-1.256	.214

Adjusted R square = 0.08

* Significant at the 0.05 level

very effective guidepost in the selection and recruitment of future teachers.

2. The College may continue to offer the existing curricular programs for the BEd and BSEd and likewise deploy pre-service teachers to the same cooperating teachers, since most of them can provide effective best mentoring to student teachers.
3. For further study of this research, on the spot lesson planning skills competition be conducted to gauge actual competence of the pre-service teachers in lesson preparation.

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The Caring Preparedness of Student Nurses

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Abstract

Purpose: The study measured the caring preparedness of B.S. Nursing students who were officially enrolled at University X School of Nursing for the SY 2010-2011. Their age ranges from 16-21 years old. The Family Caring Inventory (FCI) developed by Anne Marie Goff was utilized to measure their caring preparedness since the family is a major influence in developing the caring behavior of a person. The study further investigated the significant difference in the FCI score of student nurses when grouped according to Parental Set-up, Birth Order and Ethnicity.

Method: Quantitative descriptive method was used. Stratified random sampling was done in the selection of participants wherein 368 of the total 3,125 population of student nurses participated in the study. F-test was used to determine the significant difference in the FCI when grouped according to Parental Set-up and Birth Order, while t-test was used to determine the significant difference in the FCI when grouped according to Ethnicity.

Results: Findings revealed that University X student nurses were very well prepared in caring with a mean FCI score of 141.01. There was no significant difference in the FCI scores of the student nurses when grouped according to Parental Set-up ($F = 0.089$; $p > 0.05$) and Birth Order ($F = 1.311$; $p > 0.05$). However, there was a significant difference in the FCI scores of student nurses when grouped according to Ethnicity ($t = 2.022$; $p < 0.05$); the Non-Cordilleran student nurses have a higher FCI

score of 142.27 compared to Cordilleran student nurses with FCI score of 138.33. **Conclusion:** Considering the results of the study and the perception that University X student nurses are uncaring toward their patients, it is inferred that other factors may be preventing the student nurses in the manifestation of their very well prepared caring behavior.

I. INTRODUCTION

Student nurses are the future of quality health provision. The student nurses' education and preparedness must be given attention because what they learn in the clinical areas and inside their classrooms bear significance to what they will practice as nurses in the future. Student nurses acquire the right attitude, scientific knowledge, and clinical skills during their academic years.

The knowledge and skills for Nursing practice are readily taught in Colleges and Schools of Nursing but the attitude depends on the environment of the nurse. While caring is the life-blood of the Nursing profession, caring itself and its subsequent values such as empathy and concern are dependent of the student nurses' surroundings, upbringing, personality type, family background and conditions, ethnicity, birth order and other intra and extra personal conditions.

The development of personality, characteristics and attitude of a person begins at home. What one observes and

grows up into can be directly associated with one's family beliefs, culture and traditions. The care one receives and observes in the family affects the individual. According to Swick and Freeman (2004), parents and other significant family members are the architects of much of children's early learning, especially in relation to their emotional and social growth.

There is still a difference in the caring received by the child as to whether he/she grew up with either his/her mother or father. As Hossain et. al. (2007) mentioned in their study "Fathers lag behind mothers in their levels of involvement in caring for children across most societies studied to date." Furthermore, there is a good deal of variability in men's levels of time involvement and in their care interactions directed toward young children across cultural and ethnic groups.

Janet Surrey (1991) explored in the self-in-relation theory, the gendered understanding of caregiving. This theory describes women's development in relation to others, beginning primarily in the mother-daughter relationship, and continuing throughout the realm of caregiving. While Sesan (1991) argue that self-in-relation theory suggests that women forfeit self-care for 'other-care'. As head and protector of the family, the father bears chief economic and social responsibility for individual family members. Because they work outside of the home for extended periods, fathers find limited time to be involved with their children. Thus, mothers play a greater role in the day-to-day care and socialization of young children and in nurturing strong familial bonds than fathers do.

Caring is one of the innate qualities human beings have. It is showing compassion and concern beyond people's appearance or race. In the Nursing profession, caring is the main function of nurses. It is the guiding principle of every independent clinical intervention carried out for the betterment of patients.

Julie McGarry (2009) in her study entitled "*Nursing Students' Experiences of Care*," concluded that positive learning environments should be developed to enable the students to retain clear caring values and to realize the potential of caring practice while reconciling its demands. The result of the study is evidence that pre-exposure of caring to student nurses can affect the way they care for their patients. Even though the student nurse had received adequate preparation to care from the family, the environment can be a contributing factor in his/her caring behavior. The environment can decrease or enhance the caring behavior of the student nurse.

The school setting has a role influencing the caring preparedness of the student nurse. In the study conducted by Tracey Garrett, Jason Barr, and Terri Rothman (2008), represents a shift in thinking from traditional behavioral models focused on teacher control to models that promote strong interpersonal relationships. This study uses the view that the building of a community is the foundation of a teacher's

classroom management plan. These approaches are consistent with research on student's perceptions of "good teachers," which clearly demonstrate that one of the most important aspects of being a "good teacher" is the ability to develop caring relationships.

Teacher practices that stimulate active student participation and teachers who model positive interpersonal behavior are critical to building a sense of community among school students (Battistich, Solomon, Kim, Watson, and Schaps, 1995).

However, schools like University X – School of Nursing (UX-SoN), the setting is rather different from the environment suggested by McGarry.

Although caring in practice is given much importance in the school setting, the environment for the development of the student nurses' carative behavior is not entirely conducive. Student nurses of UX-SoN were even identified as "The lowest personnel in the medical jungle" (Agpasa, 2009). They were stereotyped as students who do not have a choice. They were branded as "robots" (Tattao, 2008). From these accounts, the student nurses of the said school of Nursing are given the impression that they do not have the ability to offer genuine care as they cannot give what they do not have.

According to Jean Harman Watson (1994), a strong liberal arts background is essential to the process of holistic care for clients. She identified that humanistic and altruistic values are greatly influenced early in life but can be greatly influenced by nurse educators. The development of caring behavior of an individual starts within the family. Strong family caring background can influence a nurse's patient interaction ability. Parental set-up, birth order and ethnicity affect the formation of holistic and altruistic system of values which molds the person and effectively deliver Nursing care. The caring environment offers the development of potentials while allowing the person to choose the best action for him or her at a given time.

This study relays the importance of family guidance in the formation of a child's character, attitude and behavior. The researchers explored the relationship of the family background in relation to student nurses caring preparedness in the clinical area; the study used the Family Caring Inventory (FCI) by Anne Marie Goff as a tool in measuring the caring preparedness of UX student nurses.

With these, the researchers measured the caring preparedness of UX student nurses for SY 2010-2011. They utilized the FCI tool and assessed if there is a significant difference in the FCI when these students are grouped according to parental set-up, birth order and ethnicity. Specifically, the study sought to answer the following: (1) What is the FCI score of SLU student nurses? (2) Is there

a significant difference in the FCI scores when students are grouped according to: a. Parental Set-up?

b. Birth order? c. Ethnicity?

II. METHODS

This study made use of the quantitative descriptive design. It was done between October to December 2010. There were 3125 student nurses who were officially enrolled at the UX-SoN for the 2nd semester SY 2010-2011. The respondents' age ranged from 16 to 21 years old. They are academically excellent as evidenced by passing the college entrance examination of UX and are continuously screened every year before entering the next year level.

The sample population was computed using the sampling formula:

$$n = \frac{N}{1 + Ne^2}$$

Thus, out of 3125 total population, the sample population should be composed of at least 355 participants. The researchers selected the participants using the stratified random sampling.

The actual number of participants is 368 (100%). The profile of the respondents according to variables is presented as follows: Under the variable Parental Set-up, students living with both parents have a frequency of 215 (58.42%), those who are living with either father or mother have a frequency of 65 (17.66%), and those who are living with relatives have a frequency of 88 (23.91%). Under the variable Ethnicity, students who are Cordillerans have a frequency of 118 (35.6%), and those who are Non-Cordillerans have a frequency of 250 (64.4%). Under the variable Birth Order, first child have a frequency of 189 (48.91%), middle child have a frequency of 70 (27.17%), and last child have frequency of 109 (23.91%).

The study was limited to the caring preparedness of students when grouped according to parental set-up, birth order and ethnicity. Parental set-up is divided in three categories, namely, living with both parents, living with either mother or father and living with relatives (i.e., grandparents, uncle, cousins, etc.). Ethnicity is divided into two categories, namely Cordillerans and Non-cordillerans. Birth order depends on the identified rank of the student nurse among the total number of sibling he has. For example, 1st child out of 3 siblings, second child out of 3 siblings and so on. The result of the FCI of each individual is categorized as follows: Poorly prepared= 36-64.7, Fairly prepared=64.8-93.5, Satisfactorily/well prepared= 93.6-122.3, Very well prepared= 122.4-151.1 and excellently prepared= 151.2-180.

III. RESULTS AND DISCUSSION

Table 1 shows that the UX student nurses were very well prepared in caring with a mean FCI of 141.01. The caring preparedness must have been decreased due to the influence of the environment, when in fact, the environment should have enhanced their attitudes.

Table 1
Respondents' mean Family Caring Index (FCI)
n = 368

Year Level	Frequency	Percentage	Mean Fci	Interpretation
1st year	105	28.53 %	141.83	Very Well Prepared
2nd year	90	24.46 %	136.95	Very Well Prepared
3rd year	85	23.10 %	140.84	Very Well Prepared
4th year	88	23.91 %	144.32	Very Well Prepared
TOTAL	368	100 %	141.01	Very Well Prepared

Table 2 shows that there is no significant difference in the family caring inventory of SLU student nurses when grouped according to parental set-up.

Table 2
The Family Caring Inventory of UX Student Nurses
when grouped according to parental set-up

Parental Set-Up	Frequency	Mean Fci	Interpretation
Living with both parents	215	140.85	Very Well Prepared
Living with either father or mother	65	140.61	Very Well Prepared
Living with relatives	88	141.68	Very Well Prepared
TOTAL	368	141.01	Very Well Prepared
Computed F value= 0.089 Tabular Value= 3.02			
Accept Ho - There is no significant difference (p > 0.05)			

In the Philippine setting, it is known that most of Filipinos leave their families to work abroad. Some leave their children to their relatives. The responsibility of developing the child, including his caring ability, is then transferred to the substitute parents.

Filipinos have strong family ties and their customs and traditions are passed on to the next generation. Their caring attitude is also transferred to the next generations. Citing the Philippine Constitution Article 15 Section1, Senator Miriam Defensor Santiago (2005) stressed that in the Philippines, close family ties have always been recognized as one of the core values of families. There exists a strong mutual relationship bonded by love, understanding, and respect towards each family member. According to Cacho, et. al. (2005), Filipinos possess a genuine and deep love for family which includes not simply spouse and children, parents, and siblings, but also grandparents, aunts, uncles, cousins, godparents, and other ceremonial relatives.

Living with relatives is the highest when it comes to parental set-up since in a study which is entitled, "Traditional kinship foster care in northern Ghana" revealed that kinship foster care is a reliable and durable alternative to non-kinship care and some children have reported positive experiences in kinship care, including feeling loved and safe, although they resented the restriction on their freedoms and the prevailing financial difficulties. It was also reported that young people in kinship care enjoyed close relationships, emotional support and consistency in being attached to family. This study also states that fostering, which is the transfer of care responsibility for a child to person(s) other than the child's biological parents, is a common practice among many societies around the world (Kuyini, et. al, 2009). Furthermore, Swick and Freeman (2004), parents and other significant family members are the architects of much of children's early learning, especially in relation to their emotional and social growth. There is no emphasis that parents are the primary architects of much of children's early learning but also other family members. The least prepared are those who live with either mother or father only. According to J. Walker, et. al. (2008), extended family and friends are significantly important in supporting many children, especially where the single parent is juggling work and care. Some single parent children spend a considerable amount of time in the care of adults other than their single parent, especially grandparents. Not only do extended families frequently provide the childcare that enables some single parents to work, they may also help alleviate some of the impacts of poverty on single-parent children. These statements revealed that the presence of other family members affects one's behavior, and mostly they are the ones who are usually present to guide the children whose parents are not present. Living with relatives is acceptable to be a factor in children's early learning together with their emotional and social growth even there is no significance when the students have different parental set-up.

Filipino families are remarkably close. They are so close that their children, and grandchildren and even great grandchildren stay with them even after getting married (Barlongo 2008). As they live in one house, it is expected that their attitudes, beliefs regarding care affect all the members living in the house.

Table 3 shows that there is a significant difference in the family caring inventory of UX student nurses when grouped according to ethnicity.

Table 3
The Family Caring Inventory of UX Student Nurses when grouped according to Ethnicity

ETHNICITY	FREQUENCY	MEAN FCI	INTERPRETATION
Cordilleran	118	138.33	Very Well Prepared
Non – Cordilleran	250	142.27	Very Well Prepared
TOTAL	368	141.01	Very Well Prepared
Computed T value= 2.022 Tabular value= 1.960			
Reject Ho - There is a significant difference (p < 0.05)			

The Philippines is a melting pot of culture and tradition, however each ethnicity as its own distinct characteristics that define their own individuality. In UX-SoN, students are from different cultures, particularly the Cordillerans and Non-Cordillerans.

Cordillerans are known to be less expressive of their care to other people and to their family as well. For them, showing care, such as expression of feelings through words or in action, is not commonly practiced. The results of the study show that Cordillerans have less FCI. However, according to Jenks (2004) Cordillerans nourish their children more with love and care but when they deal with other people; they do not usually express their caring behavior.

Table 4 shows that there is no significant difference in the family caring inventory when students are grouped according to birth order.

Table 4
The Family Caring Inventory of UX Student Nurses when grouped according to Birth Order

BIRTH ORDER	FREQUENCY	MEAN FCI	INTERPRETATION
First	189	142.35	Very Well Prepared
Middle	70	138.68	Very Well Prepared
Last	109	140.16	Very Well Prepared
TOTAL	368	141.01	Very Well Prepared
Computed F value= 1.311 Tabular Value= 3.02			
Accept Ho - There is no significant difference (p > 0.05)			

This opposes the claim of Phillips et.al. (1988) that first born scored higher in the dominance measure in the California Psychological Inventory and also scored higher than later born on the measure of type A behavior, which includes competitiveness and striving for success (1990). Thus, it might be expected that first born would exhibit greater interpersonal powers than later born. According to Argys, et. al., (2006), older siblings might also act as caregivers or authority figures, especially when one of the parents is absent in the family.

According to Simmonds (2007), the world of the first born child is very different from that of the second born. First borns are either academically excellent, have good leadership, are organized, dependable, accommodating and caring; or pessimistic, hard driven, ruthless and easily devastated by failure.

In conclusion, the student nurses of UX-SoN for the SY 2010-2011 are very well prepared for caring. Yet despite the results, student nurses are perceived to be uncaring towards their patients. Therefore, there might be other factors in the school setting which could have prevented the student nurses in manifesting their very well prepared caring behavior.

It is then recommended that the school administration should look into the manner of supervision of student nurses in the school environment. Likewise, it is also recommended that another study be conducted with regards to other factors, like school requirements, that

are hampering the student nurses' expression of their caring behavior; Moreover, it is also worth looking into other variables such as gender, year level, socioeconomic status and religion.

The researchers also recommend that several self-awareness activities should be given to student nurses. Furthermore, families should be encouraged to treat equally their children and foster caring relationship inside their home as adduced by giving time to their children, provide their needs and guidance. Ethnicity has only two broad and generalized subgroups which are Cordillerans and Non-Cordillerans. It is recommended that specific ethnic groups will be considered and further studied about their caring preparedness. Given that the outcome of the study revealed that Cordillerans has the least FCI score, researchers propose that they should be encouraged to join Benguet-Ifugao-Baguio-Abra-Kalinga (BIBAK) Organization, which was formed to improve the relationship among all the said ethnic groups. In that certain organization, their programs are composed of activities such as team-building that will enhance one's social skills. Researchers also recommend that a school outreach program should be conducted. In the school setting, clinical instructors serve as the second parent of student nurses. They should be the one to guide and care for their students. They would serve as good role models who are therapeutic, and approachable. Moreover, the relationship between the student and the CI be enhanced in such a way that the CI serves as role model of genuine caring. Another is to provide an activity involving awareness of one's caring behavior such as film viewing and engaging in and joining organizations which have a good advocacy in caring (e.g. CrIMSoN Club and Palliative Mission).

The researchers also recommend a comparative study on the caring preparedness of student nurses from other universities.

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Bootstrapping and Financing Pattern of Small Firms on Surabaya Madura (Suramadu) Bridge

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Abstract

The purpose of this research is to investigate the relationship between financing pattern and the use of Bootstrapping in the small firms located in Surabaya Madura (Suramadu) bridge. The methodology of this paper is a qualitative descriptive. Six informants (owner-managers) were carefully selected from small firms business on Suramadu bridge. Surveys were sent to each of these owner-managers and six of them returned usable surveys. The results indicate that certain bootstrapping techniques utilized by small firms; customer related and owner-related financing & resources. The bootstrapping implementation influence financing pattern of small firms on Suramadu bridge in several manner as follows: Owner-manager's education level influence financing pattern on searching internal sources of equity financing. All the owner-managers' debt come from their family (parents) in term of start-ups. Small firms' age influence financing pattern in customer preferences. They highly depend on "revenues" gain from customers either it's a down payment or cash in hand.

Keywords: Entrepreneurialism, Small Firms, Financial Bootstrapping

I. INTRODUCTION

Madura Island is located on East side of East Java Province. It has four (4) regions; Bangkalan, Sampang, Pamekasan and Sumenep. Geographical Madura Island has disadvantage climate which makes infertile agricultural. The Government has constantly improving Madura's economic, thus it will deliver significant contribution for East Java Province. One of the Government's real action built Surabaya Madura (Suramadu) Bridge on August 2003. The bridge was operated on 10 June 2009.

The positive implication of Suramadu bridge is the rise of new small firms surround its area. These small firms are definitely need financial strength to run their daily activity business. For new small firms are often deal with several

difficulties, one of them is raising capital from external parties. The main investor requirement is to declare business financial statement. However, this task is very challenging to be fulfilled by small firms. Because the owner of small firms are less knowledge about it. Moreover, financial gap between external finance and the owner has also contribute to the difficulty. The financial gap means there is an asymmetry information deliver by owner-small firms and the external parties needed (Storey, 1994). The owner-small firms have superior information about their core business where sometimes they disclose them as a business secrecy. Meanwhile, the external parties demand specific information about their prospective business. With these two limitations, so that small firms are inadequate to grow national economic.

With limited capital, it forces small firms behaviour to maintain their business with a some technique called Bootstrapping. (Ebben, 2009) says Bootstrapping is representing a decision making technique to decrease seek of capital financial outside the company. Some of small firms are not even aware that they do Bootstrapping technique, instead they do it just for survival matter in business. When Bootstrapping is implementing well in business, it can improve efficiency and sales oriented. Furthermore, Bootstrapping strategy leads the organizational hierarchy to be lean. Since every penny they have is worth for business.

Against this background, the purpose of this paper is to investigate the relationship between Bootstrapping and financing pattern of small firms on Surabaya Madura (Suramadu) bridge. In specific terms, the purpose is to help small business around Suramadu bridge in order to be survive in their business conjunction with Bootstrapping technique implementation. The purpose can be specified by formulating the following research questions :

- Does financial condition of small firms around Suramadu bridge has affect to perform Bootstrapping technique?
- Which Bootstrapping method that highly used by small firms around Suramadu bridge?
- How is Bootstrapping implementation influence financing pattern of small firms on Suramadu bridge?

The paper contributes to academics and entrepreneurs. For academics, this paper is providing knowledge about the

financial bootstrapping technique use in small firms. Especially the small firms located on Suramadu bridge. Furthermore, the entrepreneurs can gain conceptual knowledge of financial business decision.

II. LITERATURE REVIEW

BOOTSTRAPPING

Bootstrapping has well known on many definitions in the literature, however the current consensus is to minimize obtaining debt and equity financing method from outside resources (Winborg and Landstrom, 2001). As referred by (Harrison et al, 2004) bootstrapping can be seen as a range of highly creative ways in order to obtain the internal resources without borrowing money or equity financing from traditional sources. So that bootstrapping represents a well opportunity for the firm to develop and grow without necessarily incurring any additional debts. While (Sherman, 2005) sees bootstrapping is an art. This leads to answer the most important question, that to achieve a successful business, small firms have to manage their cash in an efficiently manner. It explains more about this definition that bootstrapping includes a number of combination methods that decrease overall capital requirements, improve cash flow, and take some advantages of personal sources of financing.

BOOTSTRAPPING AND SMALL FIRMS

Type of financial management in small firms in highly concerned with how owner-managers use its financial management information to plan and control their operations (Collis and Jarvis, 2000). Furthermore, it is obvious that financial management is significant for start-ups in terms of survival and grow. Moreover, for small firms the outside debt and equity financing is difficult to obtain, costly, and occasionally undesirable for personal reasons (Cassar, 2004). To deal with this capital constraints, small business owners contrive some methods to obtain essential resources that minimize outside debt and equity financing needed come from banks and investors (Dobbs and Hamilton, 2007). Thus, it is needed a combination technique that allow owner-managers to manage their internal sources. These common "bootstrapping" technique range from withholding the owner's salary to bartering for goods and services and to sharring office space with another firm (Winborg and Landstrom, 2001).

The most comprehensive study on bootstrapping conducted by (Winborg and Landstrom, 2001) that gathered qualitative and quantitative data from small Swedish firms to identify the 25 most- commonly-used bootstrapping techniques. The 25 techniques were cluster into six types of bootstrapping methods:

- 1) Owner-provided financing and resources.
- 2) Accounts receivable management methods.
- 3) Sharing or borrowing of resources from other firms.
- 4) Delaying payments
- 5) Minimization of resources invested in stock through formal routines

- 6) Use of government subsidies Further, (Ebben and Johnson, 2006) findings similar types of bootstrapping methods used by US retail and service firms:
 - 1) Customer-related methods
 - 2) Delaying payments
 - 3) Owner-related financing and resources
 - 4) Joint-utilization of resources with other firms

Customer-related bootstrapping includes methods that improve cash flow from customers, for instance obtaining advance payments, charging interest on overdue invoices, or ceasing relations with late-paying customers. This method is well implemented when owner-managers have good relationship with customers.

Delaying payments includes methods that improve cash flow by making payments at a later date, such as negotiating longer terms with suppliers or leasing equipment rather than purchasing. This technique is usefull since it can reduce short term expenses.

Owner-related financing and resources bootstrapping includes methods for example money supplid from the owner's savings, personal loans taken by the owner, or loans from the owner's family and friends. This method can beneficial particularly for small firms that have limited funds.

Joint-utilization of resources involves such as actions as sharing employees, assets or business space with other firms. The advantage of this method is could reduce fixed costs significantly.

RELATIONSHIP BETWEEN BOOTSTRAPPING AND FINANCING PATTERN OF SMALL FIRMS

The purpose of this paper is to investigate the relationship between bootstrapping and financing pattern of small firms on Surabaya Madura (Suramadu) bridge. Whether relationship exists between the bootstrapping technique they ulitize and financial condition of small firms. The presence of the relationship will contribute to useful manner whether small firms on Suramadu bridge are generally proactive or reactive in their use of bootstrapping and how bootstrapping use impacts small firms financially.

Moreover, the studies conducted by (Ebben and Johnson, 2006; Winborg and Landstrom, 2001) reveal that small firms do bootstrapping in reactive way rather than proactively. In fact, small firm owners suggest that they do not realize that their actions are referred to as bootstrapping. Many of them sense it as simply doing whatever it takes to get by.

Bootstrapping has resulting a debate in which direction. The traditional view would expect that bootstrapping lead to lack access financial that resulting in significantly constrain survival, growth, and financial performance (Binks and Ennew, 1996). This is consistent with the resource-based view that lack of strategic resources deliver the firm to competitive disadvantages (Barney, 1991).

In contrast with traditional view, it has been suggested that bootstrapping may help small firms to succeed (Timmons, 1999). It also supported by (Baker et al, 2000) that due to

overconfidence and general inexperience of entrepreneurs, financial capital obtain from outside resources is generally not utilized wisely when it is available. Therefore, it putting small firms at a significant disadvantages with additional costs for capital that is not generating adequate returns. Instead of obtaining outside debt, it is suggested to convert fixed cost to variable costs. The main reason is to cope with unpredictability in sales.

III. METHODS

In this section the research approach, the data collection, and the data analysis is described.

RESEARCH APPROACH

The research approach is a qualitative descriptive that is describing the data. The data is obtained from in-depth interview with informants (owner-managers). According to (Nasir, 1983), the qualitative descriptive research is looking for a fact with an appropriate interpretation. Moreover, the qualitative descriptive research is going into society problems and norms.

DATA COLLECTION

Data collection is collected by doing in-depth interview to all informants (owner-managers). The interview result was the primary data that will be reduced, and eventually presented and verified. The in-depth interview conducted in order to detect the issues openly.

DATA ANALYSIS

The qualitative data collected in the study varied in level

relevance to central questions in the research. A short description about the basic information of each owner-managers. Then all the bootstrapping methods used by the owner-managers were filled into a table containing 20 bootstrapping methods grouped in 4 factors or clusters. After the classification, the table was further used to calculate how many bootstrapping method each owner-managers uses and an analysis of which part, the mentioned motives were graded by the interviewees from 5 point (totally agree) to 1 point (totally disagree).

IV. RESULTS AND DISCUSSION

PRESENTATION OF DATA

The data collected is presented in one table. Table 1 illustrates bootstrapping methods used by owner-managers 1 until owner-managers 6.

From the table 1, it can be summarized that six owner-managers applied all of customer related and joint-utilization methods. From the customer related methods, 6 of owner-managers agreed to utilize require down payments from customer and offer discounts for cash. Meanwhile for the owner-related financing and resources, all of the owner-managers use loans from relatives or friends. For delaying payment and joint-utilization methods, all the owner-managers totally disagree to use them.

ANALYSIS OF THE DATA

• Customer Related

It can be concluded that customer related is widely used by all owner-managers. However, only two methods were used; require down payments from customer and offer discounts for

Table 1. Bootstrapping Methods Used

Factors	Bootstrapping Methods	Owner-Manager 1	Owner-Manager 2	Owner-Manager 3	Owner-Manager 4	Owner-Manager 5	Owner-Manager 6
Customer Related	Require down payments from customer	√	√	√	√	√	√
	Charge interest on overdue accounts	-	-	-	-	-	-
	Invoice customers promptly	-	-	-	-	-	-
	Offer discounts for cash	√	√	√	√	√	√
	Be included in customers promotional materials	-	-	-	-	-	-
Delaying payments	Delaying payment to vendors	-	-	-	-	-	-
	Delay pay day to employees	-	-	-	-	-	-
	Delay pay day to owner-managers	-	-	-	-	-	-
Owner-related Financing & Resources	Using personal home loan	-	-	-	-	-	-
	Using personal credit cards	-	-	-	-	-	-
	Loans from relatives, friends, or family	√	√	√	√	√	√
	Use a salary from another (second) job	-	-	-	-	-	-
	Acquire government grants	-	-	-	-	-	-
	Give-up personal salary	-	-	-	-	-	-
Joint-utilization	Relatives working for non-market salary	-	-	-	-	-	-
	Borrow equipments from others	-	-	-	-	-	-
	Share spaces with other companies	-	-	-	-	-	-
	Share employees with others	-	-	-	-	-	-
	Lease equipment instead of buying	-	-	-	-	-	-
Practice barter instead of buying/selling	-	-	-	-	-	-	

cash. The rest were less useful to all owner-managers. Charge interest on overdue accounts was less useful to all owner-managers because all of them were afraid of losing customers (resellers). Therefore, when the customers were run away, it will affect the sales. For invoicing customers promptly methods is missed because this action is rarely needed to small firms. While being included in customers promotional materials is less advantage for all owner-managers because it could add expenses for them. Require down payments from customer and offer discounts for cash methods were suitable to characteristic new small firms (start-ups). Since they need a lot of equity financing in terms of grow and survive.

- **Delaying payments**

All of the owner-managers agreed that delaying payments were less favorite. Because they have no bargaining power to do so. Thus it is almost impossible for owner-managers delaying all payment to either vendors or suppliers.

- **Owner-related Financing & Resources**

The interesting point from Owner-related Financing and Resources methods that all of owner-managers start-up their business borrow from their relatives and friends. They were less confidence in obtaining debt from banks and investors. The main reason of contributing this is because they were inadequate to meet the external financing's requirement.

- **Joint-utilization**

None of this methods in this factor were used by all owner-managers. They argued that sharing either space or employees were less effective for the business. Moreover, they persevered that sharing and leasing good or services were contradictive with their culture. The culture emphasized that owning goods, space and employees were showing their prestige in society. Therefore, they will not consider this methods in their business.

Form the above analysis, it can be concluded that the bootstrapping implementation influence financing pattern of small firms on Suramadu bridge as follows:

- Owner-manager's education level influence financing pattern on searching internal sources of equity financing. All the owner-managers debt come from their family (parents) in term of start-ups.
- Small firms' age influence financing pattern in customer preferences. They highly depend on "revenues" gain from customers either it's a down payment or cash in hand.

V. CONCLUSION

The study provides an improvement in understanding of bootstrapping in small firms and financing pattern for small firms. It is one of the first studies that links bootstrapping techniques to financing pattern and does so using informants of small firms located on Suramadu bridge. The findings are likely to utilize only customer related and owner-related financing and resources. In order to place small firms for success thus small firms owners have to apply every factors on bootstrapping

methods. Future research should build on these findings to further develop larger sample of small firms. So it may give better perception about financing bootstrapping to determine appropriate financing pattern.

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Cost Efficiency Analysis of Air Conditioning System Design in Classrooms of De La Salle University – Dasmariñas

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Abstract

This study aims to analyze the cost efficiency of the air conditioning system in the classrooms of the Julian Felipe Hall at De La Salle University – Dasmariñas. The participants in the study were 240 students enrolled for the summer term of the Academic Year 2012-2013. Thermal comfort level of the participants was measured through the use of questionnaires while the power consumption of air conditioning units was measured with the use of a watt-hour meter. Both indoor and outdoor air temperature, relative humidity and dew point were measured as well with the use of additional tools. Results showed that the current thermostat setting of the air conditioning units has a power consumption of 4.228kWh (approx. US\$0.95 per hour) per classroom. Results also showed that there is no significant relationship between power consumption of the air conditioning units and thermal comfort level of the students. Further analysis of data showed that indoor and outdoor dew points were approximately equal which indicates poor air conditioning design in the classrooms. Because of the absence of significant relationship between power consumption and thermal comfort, setting the thermostat to 21°C will result to a 47.02% decrease in power consumption resulting to US\$0.45 in hourly savings per classroom. Based on the generated data, it is well advised to consider the importance of proper air conditioning design in current and future buildings of the university. An efficient air conditioning system would not only result to reduced energy costs but also a decrease in the university's carbon footprint.

I. INTRODUCTION

Air conditioning systems provide a thermally comfortable environment for the occupants by cooling and dehumidifying the surrounding air (Arora, 2009). In spite of its benefit, the increase in its power consumption due to a higher thermostat setting is often neglected. It is a practice among the people in the university to set the thermostat to its highest setting (16°C) as stated by both the Buildings and Facilities Office (BFO) and the

Environmental Resource Management Center (ERMaC).

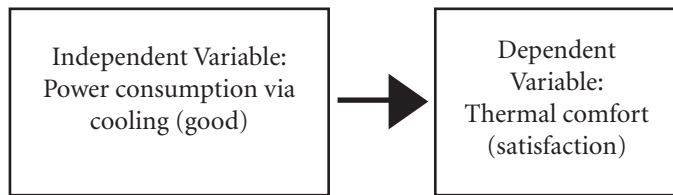
Thermal comfort or the subjective sensation of satisfaction with the thermal environment as defined by the American Society of Heating, Refrigerating and Air Conditioning Engineers (ASHRAE, 2010) is determined by four environmental factors: air temperature, mean radiant temperature, humidity, and air speed. On a summer period, a thermally comfortable air temperature is 23-26°C for a clothing level of 0.5Clo, while the recommended relative humidity level is 30-60%. Based on this information, the thermostat setting of the air conditioning units in the university is beyond the recommended temperature range for a thermally comfortable environment.

According to the American Council for an Energy-Efficient Economy (ACEEE, 2010), power consumption of air conditioning units increases by 3-5% for each °C decrease in its thermostat setting. Data from the Accounting Office and ERMaC of De La Salle University – Dasmariñas shows that air conditioning account for 53% (approx. US\$20,600) of the annual power consumption in the Julian Felipe Hall and 51% (approx. US\$30,500) of the university's monthly power consumption. This is due to the high thermostat setting of air conditioning units in the university.

This research aims to contribute to the “Black Out! Green In! - Project Carbon Neutral” (Black Out Green In, n.d.) of the university by suggesting a more efficient way of cooling classrooms, without sacrificing the reason for having air conditioners installed for comfort. This research will also determine whether the university has kept up with its standards with regard to its Dark Green status. In 2009, De La Salle University – Dasmariñas was awarded the Dark Green status by the Environmental Education Network of the Philippines, the highest status offered to schools signifying “effective integration of environmental concerns in its academic programs and its continuing efforts to improve the environmental situation within its community” (DLSU-D reaps awards, 2009).

The law of diminishing marginal utility states that as

Theoretical Framework



Paradigm of the Study: Law of Diminishing Marginal Utility

more of a good or service is consumed during any given time period, its marginal utility declines, holding the consumption of everything else constant. In this study, the marginal utility of energy consumption via cooling was correlated to the satisfaction or the comfort level of the students.

II. STATEMENT OF THE PROBLEM

The study aimed to answer the following questions:

1. What are the hourly power consumption and the cost equivalent of the air conditioning units set at the following temperatures: 16°C, 17°C, 18°C, 19°C, 20°C, 21°C, 22°C, and 23°C?
2. What is the thermal comfort level of the students at the following thermostat temperatures: 16°C, 17°C, 18°C, 19°C, 20°C, 21°C, 22°C, and 23°C?
3. Is there a significant relationship between power consumption of the air conditioning units and the thermal comfort level of the students?
4. Which thermostat setting is the most cost efficient and provides relatively significant thermal comfort level to the students?

III. SCOPE AND LIMITATIONS

The focus of this study was limited to the thermal comfort level of the students from 16-23°C in the classrooms 401-405 of the Julian Felipe Hall between 10:00 and 14:00 on April 2013 (summer period). The air conditioning system design was limited to that of the classrooms 401-405. The measurement of the thermal comfort of the participants and the air conditioning power consumption was conducted on separate instances due to time constraints.

IV. METHODOLOGY

The study was quasi-experimental in nature. The researchers employed a correlational design in determining the relationship between the power consumption of air conditioning units and the thermal comfort level of the students.

The study was conducted in classrooms 401-405 of the Julian Felipe Hall between 10:00 and 14:00 on April 2013. The classrooms 401-405 are of the same dimensions with the same 4 year old air conditioning units installed. Cleaning and checking

of the air conditioning units were performed by the Buildings and Facilities Office technicians, ensuring proper condition. The classrooms were also checked for any damages that may affect the result of the study. The study was conducted in the summer period during which the average temperature reaches its peak (29°C). Weather conditions are mostly sunny, reducing the possibility of abrupt changes in temperature and humidity.

The participants in the study were 240 students enrolled for the summer term of the Academic Year 2012-2013. The participants were distributed equally among eight groups (30 persons per group). Each group was subjected to randomly selected thermostat setting from 16°C to 23°C for 23.5 minutes. The participants were unaware of the thermostat setting of the air conditioning units. The thermal comfort level of the participants was measured with a use of a Likert scale questionnaire (very uncomfortable[-3], uncomfortable[-2], slightly uncomfortable[-1], neutral[0], slightly comfortable[1], comfortable[2], very comfortable[3]). During the 23.5 minute observation period, air temperature and relative humidity in three key points inside the classrooms were measured as well as the outside temperature and relative humidity.

The power consumption of the air conditioning units was observed on a separate instance. The hourly power consumption of the air conditioning units was measured with the use of a watt-hour meter. In order to maintain accuracy, the measurement was conducted in the same classrooms (401-405) with the same number of occupants (30 persons) and the same type of weather (sunny). Spearman's rank correlation coefficient and paired sample t-test were used for statistical analysis of the data gathered.

VI. RESULTS AND DISCUSSION

This section presents the findings, analysis and interpretation of the data.

Problem 1

What are the hourly power consumption and its cost equivalent of the air conditioning units set at the following temperatures: 16°C, 17°C, 18°C, 19°C, 20°C, 21°C, 22°C, and 23°C?

Table 1 shows the hourly power consumption and the

Table 1. Hourly Power Consumption and the Cost Equivalent per Thermostat Setting

Thermostat Temperature (°C)	Power consumption (kWh)	Electricity Cost Difference (US\$/h)	Percent
16	4.228	0.95	0.00%
17	4.144	0.93	-1.99%
18	4.072	0.91	-3.69%
19	4.056	0.91	-4.07%
20	3.096	0.69	-26.77%
21	2.240	0.50	-47.02%
22	2.096	0.47	-50.43%
23	1.472	0.33	-65.18%

Table 2. Thermal Comfort Level per Thermostat Setting

Thermostat Temperature (°C)	Thermal Comfort	
	Mean	Verbal Interpretation
16	1.1667	Slightly Comfortable
17	1.4667	Slightly Comfortable
18	1.1667	Slightly Comfortable
19	1.3000	Slightly Comfortable
20	1.5667	Comfortable
21	1.7333	Comfortable
22	1.3667	Slightly Comfortable
23	1.0000	Slightly Comfortable

cost equivalent at US\$0.22/kWh of each thermostat setting. The table reveals that the current thermostat setting consumes 4.228kWh per classroom. Power consumption decreased as the thermostat temperature increased as stated by the ACEEE although dramatically as opposed to the 3-5% change per degree.

Problem 2

What is the thermal comfort level of the students at the following thermostat temperatures: 16°C, 17°C, 18°C, 19°C, 20°C, 21°C, 22°C, and 23°C?

Power Mean Consumption	Thermal Comfort Mean	Correlation Coefficient
3.1755	1.3458	-0.049ns

^{ns} – Not significant at $\alpha = 0.05$

Table 2 presents the thermal comfort level of the respondents per thermostat setting. The respondents were comfortable at the 20°C and 21°C thermostat setting, while slightly comfortable at the other thermostat temperatures from 16-23°C.

Problem 3

Is there a significant relationship between power consumption of the air conditioning units and the thermal comfort level of the students?

Table 4. Indoor and Outdoor Air Temperature, Relative Humidity and Dew Point

Thermostat Temperature (°C)	Indoor			Outdoor		
	Air Temperature	Relative Humidity	Dew Point	Air Temperature	Relative Humidity	Dew Point
16	23.60	76.67%	19.26	29.7	55%	19.70
17	23.83	73.33%	18.77	30.1	55%	20.07
18	24.63	76.67%	20.26	30.0	55%	19.98
19	24.77	70.00%	18.93	29.8	55%	19.79
20	24.87	70.00%	19.03	29.5	50%	17.99
21	24.83	71.67%	19.37	30.0	55%	19.98
22	25.07	70.00%	19.22	30.5	50%	18.90
23	25.87	71.67%	20.36	30.2	55%	20.16

Table 3 shows the result of the correlation test between power consumption and thermal comfort using Spearman's rank correlation coefficient. The result indicates that there is no significant relationship between the power consumption of the air conditioning units and the thermal comfort level of the students. This means that the thermal comfort level decreases as the power consumption increases. although the change is minute or non-significant. Analysis of the indoor and outdoor air temperature, relative humidity, and dew point explains the absence of correlation between the two factors.

Table 4 shows that the indoor air temperature did not attain the intended thermostat temperature. The indoor relative humidity was beyond the acceptable range for a thermally comfortable environment. According to Arundel et al (1986), a relative humidity of 60% or higher promotes the growth of mites, fungi, and other airborne viruses and bacteria. This shows that the environment was not suitably healthy for the respondents.

A paired sample t-test on the indoor and outdoor dew points rendered a non-significant t-value of 0.55^{ns} at $\alpha=0.05$, indicating poor air conditioning design (Jones, 2001).

Problem 4

Which thermostat setting is the most cost efficient and provides relatively significant thermal comfort level to the students?

Taking into account the optimum level of comfort of the students, the 21°C thermostat setting was the most cost efficient since it has the highest thermal comfort mean and it consumes 47.02% less power than the current thermostat setting. Although ASHRAE has no recommendation on the ideal air temperature for environments with high relative humidity, the heat index or the perceived temperature of the 21°C thermostat setting (25.76°C heat index at AT:24.83°C/RH:71.67%) falls within the converted heat index temperature of the ASHRAE recommendation. According to Hecker and Smith (2002), Stedman's Heat Index is a common index of comfort.

While the 22°C and 23°C thermostat setting consume even less power, their mean thermal comfort levels are lower than those of the 16°C and 17°C thermostat settings.

VII. CONCLUSIONS AND RECOMMENDATIONS

In conclusion, the current thermostat setting of 16°C is inefficient in providing a thermally comfortable environment due to poor air conditioning design in the classrooms of the Julian Felipe Hall at De La Salle University – Dasmariñas. Poor air conditioning design results to a dramatic increase in the power consumption of the air conditioning units.

It is recommended to consider the importance of proper air conditioning design in creating an energy efficient and thermally comfortable environment for the students of the

university. Solutions for improving the air conditioning design of current buildings in the university can be provided by Heating, Ventilation and Air Conditioning (HVAC) engineers. It is important to consider the implications of proper air conditioning design in future buildings of the university.

Meanwhile, it is recommended to temporarily change the current thermostat setting of the air conditioning units in the Julian Felipe Hall to 21°C, while the air conditioning system design is being improved. By doing so, the power consumption of air conditioning units would decrease by 47.02% which is equivalent to US\$9,660 in annual electricity savings. If implemented university wide, the university would save US\$14,400 on monthly electricity costs. The funds can be allocated to improving the air conditioning design in the university. The funds can later be allocated to other academic projects that will benefit both the university and the students.

Once the air conditioning design in the classrooms has been improved, another study should be done to accurately determine the most cost efficient thermostat setting for the classrooms. Other variables affecting thermal comfort should be considered in the new study.

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Correlates of Organizational Effectiveness of De La Salle Lipa – College of Business Economics Accountancy and Management (DLSL-CBEAM)

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Abstract

This paper determined the relationship of the presence and practice of educational management dimensions to the factors that influence the organizational effectiveness of DLSL-CBEAM as perceived by the 4 administrators, 27 professors and 288 students. The five-factor theory advanced by Edmonds (1979) was used which includes clear focus on instruction; student acquisition of basic skills, and frequent monitoring of student progress; a safe and orderly school atmosphere; correlation between expectation and achievement; and educational leadership were determined to be correlates of effectiveness in terms of adaptability, goal attainment, integration, and values formation and internalization. The theory was used for the reasons: 1) this is a pilot research to assess the effectiveness of the College; the unexpanded five-factor formula is a defined starting point; 2) the theory is having a major impact on U.S. educational improvement efforts, from the early 2000s' No Child Left Behind Act to the Obama administration's Department of Education priorities (Miller, 2010). The results are significant for the College's educational management as basis for administrative identification of policies and decisions for enhancement and sustained practice. The study found the presence of the factors and identified as practiced Very Often. DLSL-CBEAM is a Very Effective organization in terms of the correlates of organizational effectiveness. The relationship between the two variables, using Spearman's Rank-order Correlation, is positive and significant in the perceptions of the three respondent groups. ANOVA determined that there are significant differences in the perceptions of the respondents.

I. INTRODUCTION

For an organization to be effective it must be organized according to task or the reason why it is organized (Drucker, 1995). Simply stated, effective schools achieve their goals and objectives of developing knowledge, skills and values in learners. However,

research has led to the comprehensive meaning of effective school as learning institutions that simply achieve organizational goals and objectives seem incomplete. This study will identify the correlates of effectiveness of De La Salle Lipa-College of Business Economics Accountancy and Management (DLSL-CBEAM) or referred to as the College in the forgoing discussion.

The College over the years that it is offering business education among other courses through different departments, no formal study was done to assess the College organizational effectiveness vis-à-vis the five-factor formula as advanced by Edmonds (1979).

There may be serious doubts; however, as to the use of this 34-year old (to date) theory and its relevance are put to serious questioning. Richard H. Miller (2010) in his article affirmed that Edmonds is virtually unknown outside of the fields of school effectiveness and school reform, theory and practice since he barely registers on a Google search. He continued "But three and four decades after his period of active contributions his work on school effectiveness is having a major impact on U.S. educational improvement efforts, from the early 2000s' No Child Left Behind Act to the Obama administration's Department of Education priorities under Secretary Arne Duncan, previously the successful reform head of the Chicago Public Schools".

In a dissertation done by Rodney L. Peterson (2011) entitled Teacher Perceptions of the Importance of Effective Schools Correlates to Improving Student Achievement, Edmonds' (1979) review of effective schools used the same theory. He also observed that other researchers (Lezotte, 1991; Marzano, 2003; Meier, 2002; Reyes et. al., 1999; Scheurich & Skrla, 2003; Schlechty, (2002); Waggstaff & Fusarelli, 1999) reaffirmed Edmonds' (1979) conclusions and identified an additional correlate which is successful parent and community involvement programs were present in effective schools as well.

The researcher believes since this study is a pilot research to assess the effectiveness of the College, the five-factor formula

was the best starting point. Subsequent studies to validate the results and determine its sustainability for “according to some academics it is highly questionable that the effectiveness of specific schools could be sustained” (Bezirtzoglou, 2004) and may be the ideal time to use the expanded factors..

The researcher is a part-time professor in the College and has a degree in Master in Management Technology (MMT) from the same school undertakes this research to look into the effectiveness of the College and aims to share in its delivery to the primary clients . . . the students and parents.

The main concern of the study is determining the relationship of the presence and practice of educational management dimensions or factors based on Edmonds (1979) model to the correlates that influence the organizational effectiveness of the College.

To achieve the purpose of the study, answers to the following problems based on the perceptions of the three stakeholders of the College: students, administrators, and professors, were sought: 1) how do the respondents perceive and assess the presence and practice of educational management dimensions based on the five-factor model in DLSL-CBEAM?; 2) how do the respondents rate the effectiveness in terms of adaptability, goal attainment, integration, and values formation and internalization of DLSL-CBEAM?; 3) is there a significant relationship between the presence and practice of school management dimensions and school effectiveness?; 4) in which management components do DLSL-CBEAM need improvement or adjustment in effectiveness?; and 5) are there significant differences in the perceptions of effectiveness among the respondents?. The hypotheses for acceptance or rejection of the study are: H_{01} – There is no positive influence of educational management dimensions to organizational effectiveness of DLSL-CBEAM; and H_{02} – There is no significant difference in the level of organizational effectiveness as perceived by the students, faculty members, and administrators.

This study is very significant as it helps improve the management of the College and to a number of concerned individuals like professors and parents. It is also significant to the administrators for through this study they would know the areas of concern which need adjustment or improvement to make the College an effective organization. In the light of the major changes that it has undergone these past years in terms of the number of students and curricula, the implementation of the school policies and strategies and the organizational effectiveness must be evaluated to determine if adjustments or enhancements in some management dimensions or components should be undertaken.

II . SYNTHESIS OF REVIEWED LITERATURES

Much has been said, researched, and a lot of findings come out from different studies all in an effort to clearly determine

the factors that truly and directly contribute to school effectiveness. The components of these factors vary in terms of comprehensiveness and focus. Theories are formed by different researchers and yet they all agree that effective schools are those that accomplish their goals and objectives they set to achieve for the organization and the learners. Too, the assessment of the organizational effectiveness of the school must be done periodically as it is not sustainable for some period of time.

III. METHODOLOGY

The study mainly focused on the educational management components or dimensions and their influence to the organizational effectiveness of DLSL-CBEAM. The study focused on the Academic year 2012 – 2013. It involved three respondent-groups: four administrators, 28 full-time faculty professors, and 288 students from different courses and different levels which comprised a cross section data. Data gathering activities were done starting the second week of February 2013.

The process of establishing the significant relationship between the organizational effectiveness and the educational dimensions of the College is a two-tiered study. The first phase determines the presence and practice of the five-factors by Edmonds (1979). The second phase determines the organizational effectiveness of the College in terms of its 1) adaptability (the ability of the College to effectively receive, process, and act on information to achieve performance), 2) goal attainment (refers to the accomplishment of the objectives set out by the individuals through rules, planning leadership in the accomplishment of the College tasks), 3) integration (the process of achieving unity of efforts among the College units and management to achieve for the College), and 4) values formation and internalization (affective desires or wants of the College that guide the behavior of all persons involved and connected to the College). This is illustrated in the foregoing conceptual/operational framework (Figure 1).

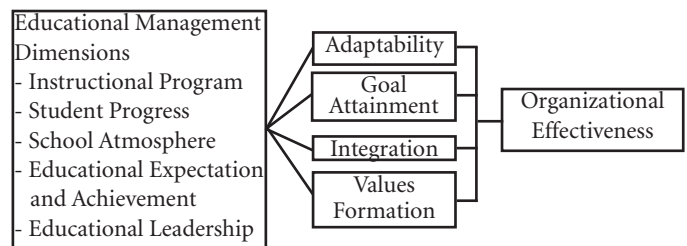


Figure 1. Conceptual/operational framework of the correlates of effective schools

Survey questionnaires in gathering data was employed where the respondents were asked to choose answers and the obtained means have the following values and adjectival rating

assigned as to the degree of presence and practice of educational management components in Part I:

Rating	Adjectival Rating
1.00 – 1.75	Never
1.76 – 2.50	Sometimes
2.51 – 3.25	Often
3.26 – 4.00	Very Often

The values assigned as to the degree of organizational effectiveness in Part II and their adjectival interpretations are:

Rating	Adjectival Rating
1.00 – 1.75	Not Effective
1.76 – 2.50	Fairly Effective
2.51 – 3.25	Effective
3.26 – 4.00	Very Effective

Analyzing the data gathered, the study used frequency, weighted mean, Spearman rank-order correlation analysis, and ANOVA as the statistical tools.

IV. RESULTS AND DISCUSSIONS

Table 1 presents the overall mean of the educational dimensions of the College. The study found the presence and practice as *Very Often* as indicated by the 3.38 weighted mean. Students' progress has the highest mean posted at 3.50 followed by instructional program at 3.40.

This is contrary to the findings of Edmonds study which is the educational leadership as the most dominant factor. Both the two factors which are educational expectancies and achievement, and educational leadership were rated with 3.31 weighted mean, although the lowest is still interpreted as very often. The overall mean of 3.38 for the five factors is interpreted as *Very Often*.

Table 1 Educational management dimensions practiced in DLSL-CBEAM

Educational Dimensions	Overall Mean	Verbal Interpretation
Safe and Orderly School Atmosphere	3.37	Very Often
Educational Expectancies and Achievement	3.31	Very Often
Educational Leadership	3.31	Very Often
Instructional Program	3.40	Very Often
Students' Progress	3.50	Very Often
Mean	3.38	Very Often

Table 2 presents the correlates of school effectiveness. The study found *Adaptability* as the highest correlates with a mean of 3.47 among the four factors. Most of them are rated *Very Effective*. Only *Integration* with a mean of 3.21 was rated as effective. The mean for the correlates of school effectiveness is 3.32 which was interpreted as *Very Effective*.

Table 2 Correlates of school effectiveness of DLSL-CBEAM

Correlates of Effectiveness	Overall Mean	Verbal Interpretation
Adaptability	3.47	Very Effective
Goal Attainment	3.33	Very Effective
Integration	3.21	Effective
Values Internalization	3.28	Very Effective
Mean	3.32	Very Effective

Table 3 presents the relationship of Education Dimensions and Organizational Effectiveness as perceived by the 4 administrators. At 0.01 level, results revealed that there exist perfect significant relationship (*r-value 1.000*) between the following: a) Expectancies and Achievement and Values Internalization; b) Expectancies and Achievement and Organizational Effectiveness; and Education dimension and Values Internalization. Summarily, for administrators, there exist a perfect significant relationship between Education Dimensions and Organizational Effectiveness (*r-value 1.000*, *p-value < 0.01*).

Table 3 Correlation of education dimensions and organizational effectiveness: Administrators

Variables	Adaptability	Goal Attainment	Integration	Value Internalization	Organizational Effectiveness
School Atmosphere	0.943	0.889	0.632	0.949	0.949
Expectancies and Achievement	0.894	0.949	0.800	1.000**	1.000**
Educational Leadership	0.707	0.833	0.949	0.949	0.949
Instructional Program	0.707	0.833	0.949	0.949	0.949
Students' Progress	0.236	0.056	0.316	0.316	0.316
Education dimension	0.894	0.949	0.800	1.000**	1.000**

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

Table 4 shows the relationship of Education Dimensions and Organizational Effectiveness as perceived by the 27 regular professors. Results revealed that all relationships between Education Dimensions and Organizational Effectiveness as perceived by professors are significant. Overall, relationship between Education Dimensions and Organizational Effectiveness is significant (*r-value 0.813*, *p-value < 0.01*).

Table 4 Correlation of education dimensions and organizational effectiveness: Professors

Variables	Adaptability	Goal Attainment	Integration	Value Internalization	Organizational Effectiveness
School	0.523**	0.532**	0.540**	0.528**	0.578**

Atmosphere					
Expectancies and Achievement	0.674**	0.593**	0.628**	0.676**	0.689**
Educational Leadership	0.458*	0.444*	0.631**	0.550**	0.590**
Instructional Program	0.601**	0.545**	0.683**	0.549**	0.681**
Students' Progress	0.682**	0.428*	0.597**	0.574**	0.674**
Education dimension	0.751**	0.617**	0.777**	0.717**	0.813**

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

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

Table 5 presents the relationship of Education Dimensions and Organizational Effectiveness as perceived by the students. Results revealed that all relationships between Education Dimensions and Organizational Effectiveness as perceived by students are significant. Overall, relationship between Education Dimensions and Organizational Effectiveness is significant (r -value 0.835, p -value < 0.01).

Table 5 Correlation of education dimensions and organizational effectiveness: Students

Variables	Adaptability	Goal Attainment	Integration	Value Internalization	Organizational Effectiveness
School	0.625**	0.648**	0.597**	0.651**	0.711**
Atmosphere					
Expectancies and Achievement	0.627**	0.614**	0.572**	0.631**	0.690**
Educational Leadership	0.664**	0.650**	0.637**	0.652**	0.738**
Instructional Program	0.650**	0.638**	0.685**	0.692**	0.753**
Students' Progress	0.651**	0.682**	0.602**	0.680**	0.743**
Education dimension	0.738**	0.738**	0.709**	0.758**	0.835**

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

Table 6 shows the differences on the perception of respondents on educational dimensions. Results revealed that significant difference exist in Educational Leadership (f -value 8.66, p -value 0.000) and Students' Progress (f -value 3.03, p -value 0.050). On one hand, Educational Leadership was perceived highest by the administrators ($M=3.71$) and lowest by professors ($M=2.90$). Same is true with the case of Students' Progress. Other differences are insignificant. Overall, educational dimensions are perceived significantly different by the administrators, professors, and students.

Table 6 Differences on the perception of respondents on educational dimensions

Educational Dimensions	Group	M	F-value	p-value	Interpretation
School Atmosphere	Administrators	3.63	2.57	0.078	Not Significant
	Professors	3.16			
	Students	3.31			
Expectancies and Achievement	Administrators	3.45	0.39	0.677	Not Significant
	Professors	3.23			
	Students	3.27			
Educational Leadership	Administrators	3.71	8.66	0.000	Significant
	Professors	2.90			
	Students	3.30			
Instructional Program	Administrators	3.71	1.87	0.156	Not Significant
	Professors	3.19			
	Students	3.29			
Students' Progress	Administrators	3.84	3.03	0.050	Significant
	Professors	3.26			
	Students	3.56			
Education dimension	Administrators	3.67	3.73	0.025	Significant
	Professors	3.15			
	Students	3.32			

Table 7 shows the differences on the perception of respondents on organizational effectiveness. Results revealed that it is perceived significantly different by the three groups of respondents. All differences in the perceptions of the 3 groups are significant.

Table 7 Differences on the perception of respondents on organizational effectiveness

Organizational Effectiveness	Group	M	F-value	p-value	Interpretation
Adaptability	Administrators	3.90	3.57	0.029	Significant
	Professors	3.21			
	Students	3.30			
Goal Attainment	Administrators	3.65	8.32	0.000	Significant
	Professors	2.98			
	Students	3.35			
Integration	Administrators	3.60	9.22	0.000	Significant
	Professors	2.81			
	Students	3.22			
Values Internalization	Administrators	3.54	6.26	0.002	Significant
	Professors	2.97			
	Students	3.32			
Organizational Effectiveness	Administrators	3.67	7.55	0.001	Significant
	Professors	2.99			
	Students	3.30			

The five-factor model (Edmonds, 1979) has had a significant impact on educational practice and resulted in interventions such as leadership training and regular periodic assessment of students' progress. It was also the start for research to validate the five factors and/or to find other factors of school effectiveness (Rutter et al., 1979). This is affirmed to be present and practiced in DLSL-CBEAM by this study. Its organizational effectiveness as well is rated as very effective in terms of adaptability, goal attainment, and values internalization and

integration, although integration was rated effective. Further, the results of the study revealed that the education dimensions were present and practiced very often, the College should improve, however, on the two factors: Educational Expectancies and Achievement, and Educational Leadership as both got the lowest rating. Integration which is referred to as the process of achieving unity of efforts among the College units and management to achieve for the College must be given much attention as it was rated the lowest correlates of organizational effectiveness.

The result of the Spearman rank order correlation coefficient further affirmed that the two variables have significant positive relationship. There are significant differences in the perceptions of the three respondent groups especially the administrators. This is probably due to the relatively small number of population which was only four. Thus, it is imperative for the future studies to include all the administrators of other Colleges of the De La Salle Lipa.

It is however noteworthy to highlight the relatively higher and visible rating of all the factors of educational dimensions and correlates of organizational effectiveness by the administrators. This could be because most of them are with the College long enough to really know the presence and practice of these factors. Too, since they are members of the committee that does the planning and implementation, they are actually aware of them. This attitude and behavior can be attributed to as Dennis W. Organ (1988) puts it his study "Although any one instance of OCB (Organizational Citizenship Behavior) may not appear to be of significance, in the aggregate this discretionary behavior has a major beneficial impact on organizational operations and effectiveness".

It is also necessary that a regular periodic assessment of the College effectiveness should be undertaken as its sustainability is highly questionable (Bezirtzoglou, 2004) that which should include not only the five factors by Edmonds (1979) but also the expanded correlates advanced by other researchers.

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Entrepreneurial Attitudes and Intentions among Business Students of

De La Salle Lipa
Nora M. Sarmiento

De La Salle Lipa

Abstract

With the growing number of students enrolling at the College of Business at

De La Salle Lipa, it is presumed that the local economy will soon be run by LaSallepreneurs- DLSL alumni. This study investigated the entrepreneurial attitudes and intentions of the business students enrolled in the Business courses to determine if the students possess qualities significant to entrepreneur's success.

Guided by Icek Ajzen's Theory of Planned Behavior, the respondents were made to answer the self-administered questions which covered eight components such as: specific qualities critical to entrepreneurship success; respondents' attitudes towards entrepreneurs and entrepreneurship; perceived importance of select benefits and values; perceived benefits and implications of starting own business; perceived prerequisites in starting a business; extent to which prerequisites act as barriers; degree of influence of identified influencers and profile attributes. The study reveals that DLSL business students possess the entrepreneurial qualities, attitudes and intentions of running their own business someday. Interesting findings also reveal that entrepreneurial intentions have significant relationships with the perceived importance of select benefits and values, perceived benefits and implications of starting their own business and perceived prerequisites in starting their own business.

Keywords: LaSallepreneurs, Theory of Planned Behavior, attitudes, intentions

I. INTRODUCTION

De La Salle Lipa College was institutionalized in 1985 starting with few enrollees who were basically came from Lipa City. The program offering started with a Commerce program majoring in Agribusiness and Business Management. The

institution at that time found itself a good feeder of either the banking institutions or Feedmilling Corporations. Indeed, it started to have known to be a school of business in the province. The Agribusiness program, with its good standing did not last that long due to top management decisions. While the Business Management pursued along with other Business offerings such as BS Entrepreneurship, BS Financial Management, BS Marketing Management and BS Economics, the college continued to establish a name in providing good employment opportunities for its graduates. However, providing good job opportunities is not the only thrust of the college for it believes that the school can be a better source in helping the economy by producing potential owners of business enterprises. It is for this reason that BS Entrepreneurship program is being pursued regardless of its number of enrollees. Based from the record of the alumni office, graduates of De La Salle College used to find themselves a good employment but there are already some who eventually realized the opportunity of starting their own business.

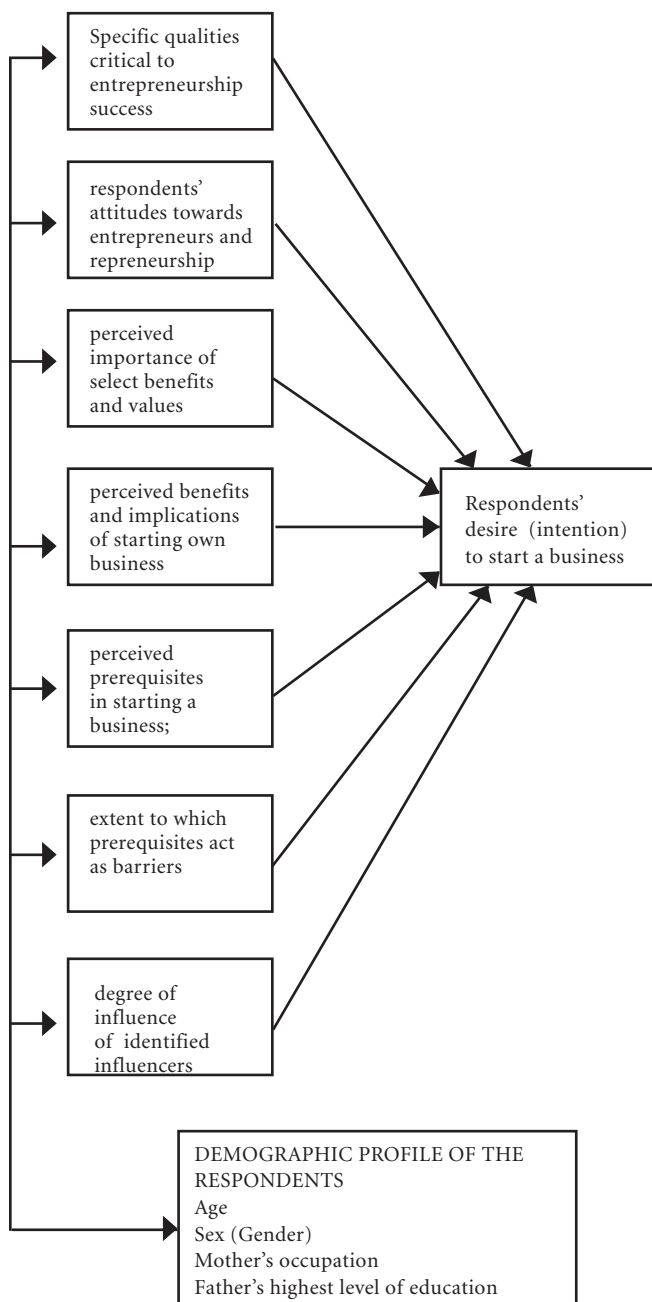
Having a good number of business students that we have in the college is a good manifestation that someday the economy will be filled of by Lasallepreneurs - De La Salle Lipa College graduates who own their respective business enterprise. This study hopes to provide useful implications not only for DLSL but for other educational institutions as well who are within the field of business and management. It can enhance the understanding of whether prior exposure exposure to entrepreneurship education affects students' attitudes and intentions.

It also examines how age, sex, mother's occupation and father's highest level of education could contribute to the attitudes and intentions among the concerned business students. Entrepreneurial intentions may be relevant in the managerial literature (Sutton 1998), therefore, this study may be of interest for both managers and entrepreneurs (Tubbs & Ekeberg, 1991) specially when it comes to individual behaviors (Aizen 1991), organizational outcomes (Mitchel 1981).

Guided by Aizen's 2006 Theory of Planned Behavior (TPB) which states that human behavior is guided by three

kinds of considerations such as behavioral beliefs, normative beliefs, and control beliefs, this paper would like to discover the entrepreneurial attitudes and intentions among business students of De La Salle Lipa. Furthermore, it would like to find out whether they are aware of their competencies and the qualities strongly associated with entrepreneurial success; and whether there is a significant relationship among the given statements that correspond to their level of agreements to their attitudes and intentions of pursuing a business someday.

II. OPERATIONAL FRAMEWORK:



III. METHODOLOGY

Research Design

This study made use of the descriptive design approach in presenting the data obtained which aimed to analyze the entrepreneurial intentions among business students of De La Salle Lipa

Subject of the Study

The respondents of the study were 185 De La Salle Lipa's business students from second year to fourth year college for SY 2011-2012. These respondents are potential entrepreneurs in the future.

Instrumentation

The primary data were obtained using an instrument adapted from Resurreccion's 2010 study which involved the three additional entrepreneurial qualities from the Personal Entrepreneurial Competencies.

(Resurreccion et al 1998)

Statistical treatment

Basic statistical tools such as frequencies and proportions for the presentation of profile of the respondents, weighted mean were used to measure central tendencies, and standard deviations; and Pearson's r for correlations of data.

IV. RESULTS OF THE STUDY

There were 200 questionnaires that were distributed among the business students of De La Salle Lipa, however, only 185 were retrieved due to their unavailability during retrieval.

Demographic Profile of the Respondents

Majority of the respondents were aged 19-20 which comprised 58.38% followed by 17-18, 37.30% and only 8 or 4.32% covered the age group of 21-22. This implies that majority of the respondents who responded well in the study came from 2nd year-3rd year business students. In terms of gender, majority of the business students who participated in the study were female consisting of 71% with only 29% male.

Profile of the Respondents in terms of their desire to start a business in the future

The result shows that 72% of the respondents' have the desire to start a business in the future, 28% are undecided and 0% have no intention. It means that majority of the De La Salle Lipa business students have the desire to start their own business someday and they will become future entrepreneurs (LaSallepreneurs).

Perceived Importance and Self - Assessment on specific qualities critical to Entrepreneurship Success (Section 1)

Below is the graphical presentation of the perceived importance and self assessment of students when asked about specific qualities that are critical to entrepreneurship success. It shows a minimal gap between the two except for

determination, perseverance and confidence, creativity and ability and willingness to take risks where the students assessed themselves as having a low rating compared with their perceived importance of those qualities. Being good with people and honesty are the qualities which have a very closed rating in terms of perceived importance (very important) and in terms of how students assessed themselves (very high).

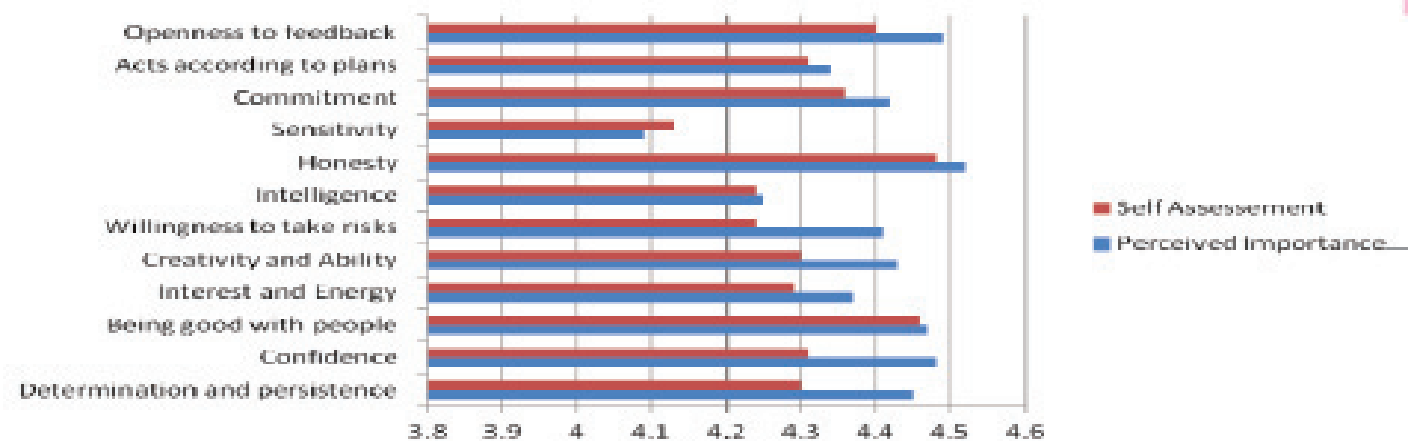


Figure 1. Perceived Importance and Self Assessment on specific qualities critical to entrepreneurship success

Respondents' attitudes towards entrepreneurs and entrepreneurship (Section 2)

From among the attitudes towards entrepreneurs and entrepreneurship, business students strongly agree that

entrepreneurs and entrepreneurship create jobs as seen on the graph while they disagree on items which state that they do more than harm than good; they are selfish people and they destroy more jobs than they create.

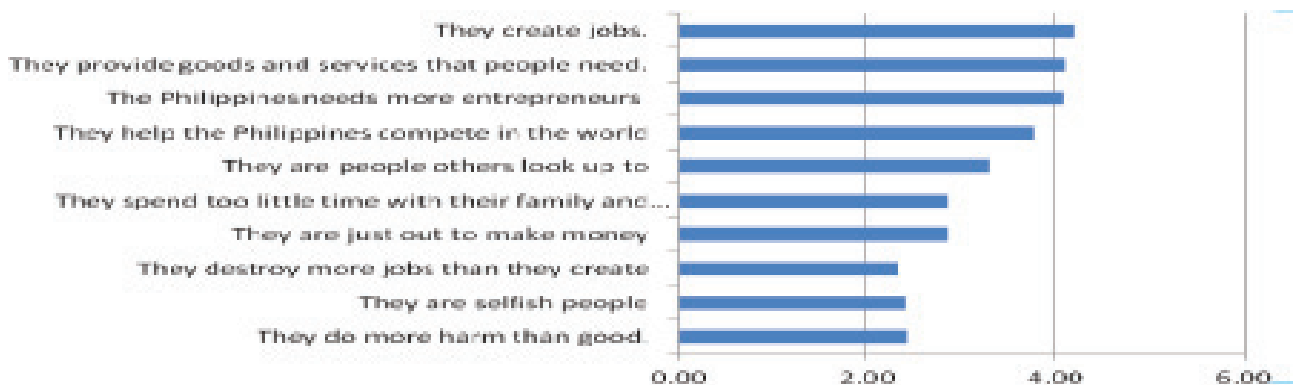


Figure 2. Respondents' attitudes towards entrepreneurs and entrepreneurship

Perceived Importance of select benefits and values (Section 3)

The students showed a very high rating on their perceived importance of select benefits and values in entrepreneurship particularly on items that show how important for them to have a career that uses their skills and abilities fully, to put their ideas into practice and to earn a living and doing something they enjoy other than those items that include the idea of being able to work on the hours they

want, importance of money and the importance of having control as being a boss. It should be noted that as early as now, business students of De La Salle Lipa are already aware of the benefits and values of being an entrepreneur more than earning money and being self centered as of being a boss and of being able to control other people. Having a composite mean of 4.22, it means that students strongly agree on its perceived importance and benefits.

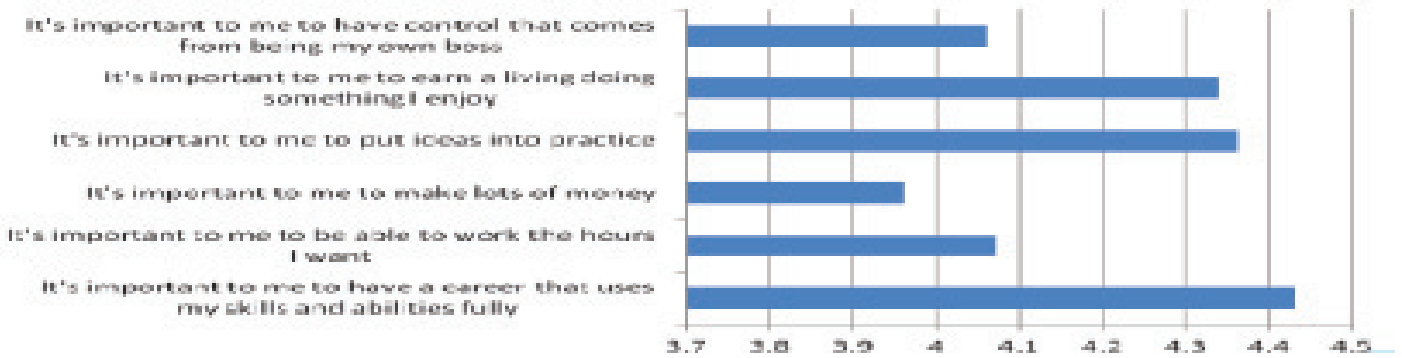


Figure 3. Perceived importance of select benefits and values

Perceived benefits and implications of starting own business (Section 4)

This part shows the perception of the respondents on the benefits and implications of starting their own business. The

result shows that in starting a business, the students strongly agree that it involves taking risks, provides a career that can use abilities fully, able to put ideas into practice and means earning a living by doing something they enjoy.



Figure 4. Perceived benefits and implications of starting own business

Perceived prerequisites in starting a business (Section 5)

The graph below shows that students strongly agree that prerequisites in starting a business are: having a need of management skills, proper knowledge about money and

good communication skills as priority compared with the needs of having a lot of money and finishing a business degree course to start a business which they only agree that they are needed in doing so.



Figure 5. Perceived prerequisites in starting a business

Extent to which prerequisites act as barriers (Section 6)

Graph below shows the extent to which the respondents perceived prerequisites as barriers or doubts

in terms of their ability. It shows that they are reluctant to work long hours and to take risks when they start their own business.

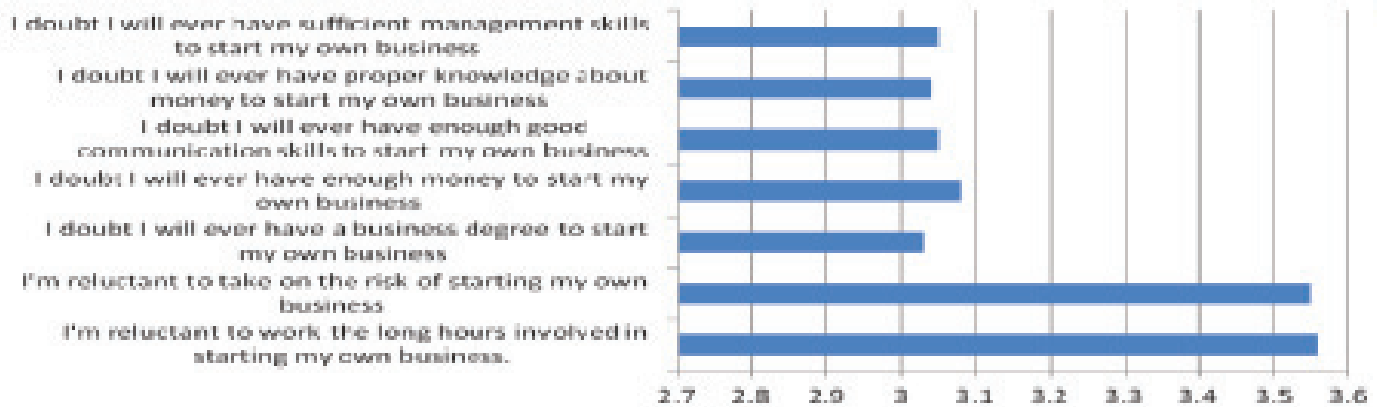


Figure 6. Extent to which prerequisites act as barriers

Degree of influence of identified influencers (Section 7)

Figure 7 shows that all the identified influencers given

proved to be very influential to business students especially their parents having the highest mean of 2.7.



Figure 7. Degree of influence of identified influencers

The table below shows the correlation between each variable under Section 2 to Section 6 and intent. For Section 2, there is no significant relationship between the students' attitudes towards entrepreneurs and entrepreneurship and the intention or desire of the students to start a business someday. The same case with Sections 6 and 7, showing a no significant relationship with the intention of the students. It is noticeable that Section 3 which refers to perceived importance of select benefits and values has a significant relationship with behavioral intent. Sections 4 and 5 show weak correlations with intent.

Table 1. Relationships between each component with entrepreneurial intention or desire

Components	r-Value	Interpretation	p-Value	Interpretation
respondents' attitudes towards entrepreneurs and entrepreneurship (Section 2)	0.09	pretation	0.29	Not Significant

Table 1. Relationships between each component with entrepreneurial intention or desire

Components	r-Value	Inter	p-Value	Interpretation
perceived importance of select benefits and values (Section 3)	0.03	no correlation	0.75	Not Significant
Perceived benefits and implications of starting own business (Section 4)	0.02	no correlation	0.82	Not Significant
perceived prerequisites in starting a business (Sec5)	0.05	no correlation	0.54	Not Significant
Extent to which prerequisites act as barriers (Sec 6)	0.01	no correlation	0.83	Not Significant
degree of influence of identified influencers (Sec 7)	-0.13	no correlation inverse, negligible	0.15	Not Significant

The table below shows that there is no significant relationship between the profile of the respondents with their desire or intention to put up their own business someday.

Table 2. Relationships between the profile of the respondents with their desire to put up their own business someday.

Profile	r-value	Interpretation	P-value	Interpretation
Age	-0.12	Inverse, negligible	0.19	Not Significant
Gender	0.02	No correlation	0.81	Not Significant
Occupation	0.04	No correlation	0.7	Not Significant
Education	0.09	No correlation	0.29	Not Significant

Table 3 presents the relationship between age and the respondents' entrepreneurial attitude which shows that only section 6 covering the extent to which prerequisites act as barriers shows a significant relationship. It means that as young as they are, the students are aware of the barriers of starting their own business particularly the extent to which they would involved themselves in long hours of working as well as taking risks of starting their own business.

Table 3. Relationship between age and components

Components	r-Value	Interpretation	p-Value	Interpretation
respondents' attitudes towards entrepreneurs and entrepreneurship	0.02	no correlation	0.85	Not Significant
perceived importance of select benefits and values	0.05	no correlation	0.59	Not Significant
perceived benefits and implications of starting own business	0.03	no correlation	0.8	Not Significant
perceived prerequisites in starting a business	0.01	no correlation	0.86	Not Significant
extent to which prerequisites act as barriers	-0.2	weak, inverse	0.02	Significant
degree of influence of identified influencers	0.14	Negligible	0.12	Not Significant

The next table shows that there is no significant relationship between gender and components.

Table 4. Correlations between gender and components

Components	r-Value	Interpretation	p-Value	Interpretation
respondents' attitudes towards entrepreneurs and entrepreneurship	0.09	no correlation	0.29	Not Significant
perceived importance of select benefits and values	0.03	no correlation	0.75	Not Significant
perceived benefits and implications of starting own business	0.02	no correlation	0.82	Not Significant

Table 4. Correlations between gender and components

Components	r-Value	Interpretation	p-Value	Interpretation
perceived prerequisites in starting a business	0.05	no correlation	0.54	Not Significant
extent to which prerequisites act as barriers	0.01	no correlation	0.83	Not Significant
degree of influence of identified influencers	-0.13	inverse, negligible	0.15	Not Significant

Table 5. on the other hand, shows that only the component that refers to perceived importance of select benefits and values has significant relationship with the mothers' occupation. It means that their mothers' occupation affect their belief of the importance of having a career that would use their skills and abilities fully and the importance of working for hours they wanted, having considered the importance of making lots of money, putting their own ideas into practice, earning while enjoying and having control as being their own boss.

Table 5. Correlations between respondents' mother occupation and components

Components	r-Value	Interpretation	p-Value	Interpretation
respondents' attitudes towards entrepreneurs and entrepreneurship	0.01	no correlation	0.89	Not Significant
perceived importance of select benefits and values	-0.22	inverse, weak	0.03	Significant
perceived benefits and implications of starting own business	-0.19	inverse, negligible	0.06	Not Significant
perceived prerequisites in starting a business	0.02	no correlation	0.81	Not Significant
extent to which prerequisites act as barriers	-0.1	no correlation	0.33	Not Significant
degree of influence of identified influencers	-0.14	negligible, inverse	0.19	Not Significant

Table below shows that only Section 6 of the component shows a significant relationship with the fathers' highest level of education. It means that business students are aware of the extent to which prerequisites act as barriers.

Table 6. Correlations between respondents' father highest level of education and the component

Components	r-Value	Interpretation	p-Value	Interpretation
respondents' attitudes towards entrepreneurs and entrepreneurship	0.01	no correlation	0.25	Not Significant
perceived importance of select benefits and values	-0.22	inverse, weak	0.6	Not Significant
perceived benefits and implications of starting own business	-0.19	inverse, negligible	0.4	Not Significant
perceived prerequisites in starting a business	0.02	no correlation	0.6	Not Significant
extent to which prerequisites act as barriers	-0.1	no correlation	0	Significant
degree of influence of identified influencers	-0.14	inverse, negligible	0.62	Not Significant

V. CONCLUSIONS

The following can be drawn as a result of the findings and analysis of the study:

- Majority of the business students who responded in the study were aged 19-20 which mostly came from 2nd to 3rd year level with female consisting of 71% and male consisting of only 29% ; 72% of them would like to start a business in the future and thus, they will become part of the future entrepreneurs.
- There is a minimal gap between the expectations of the students and their self assessment on the specific qualities that are critical to entrepreneurship success except for determination, persistence and confidence which students assessed themselves with low rating.
- Having a good attitude, the business students give a good impression that they will engage themselves in entrepreneurial activities someday. Though aware of the prerequisites of starting their own business, they are also aware of the barriers or doubts in terms of their ability in putting up their own business someday such as being reluctant to work long hours and taking risks when they start their own business.
- There is also a significant relationship between age and the business students' entrepreneurial attitude which covers the extent to which prerequisites act as barriers. On the other hand, mother's occupation and entrepreneurial attitude also showed a significant relationship as well as between fathers' highest level of education and attitude specifically on the extent to which prerequisites in starting a business act as barriers.

- Interesting results showed significant relationship between entrepreneurial intentions with the perceived importance of select benefits (Section 3); with the perceived benefits and implications of starting their own business (Section 4) and with the perceived prerequisites in starting a business (Section 5)

VI. RECOMMENDATIONS:

The proponent would like to recommend the following:

- to increase the sample size to minimize the limitations for sampling
- conduct similar study and come up with a comparative study between De La Salle Lipa business students and other business students of other institutions (local and international)
- further investigation and review on the quality of business program curriculum offered by DLSL particularly BS Entrepreneurship program.

Acknowledgement

The proponent acknowledges the following: Faculty of De La Salle Lipa College of Business, Economics, Accountancy and Management for their support in obtaining data from their respective business students; Dr. Nugrohu of Widjatama University for possible partnership; Mr. Mario Sarmiento, Shagne and Hughen for the love and inspiration, Mr. Leonardo B. Magaling, for statistical treatment and for De La Salle Lipa CBEAM students for the cooperation in answering the questionnaire and lastly for the Loving Father, for the guidance and good health.

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Entrepreneur In Higher Education: Exploring The Students Perspectives

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Abstract

Rapid increase in population in Indonesia has caused the scarcity of jobs opportunities. In the long run, as the number of labor force flooded the market, it will raise the rate of unemployment. To overcome this problem, people are encouraged to be more independent by not depending themselves to work as employees, but they can be self-employed by opening their own businesses. As a result, this will greatly benefit the economy of Indonesia by encouraging the creation of new jobs, as well as increasing real sector growth to support the national economy. The term "Entrepreneur" is often used for people who have their own businesses. However, entrepreneur has broader meaning than just having business. This paper aims to examine students' perspectives on entrepreneur in higher education, related to characters, competencies, roles, risk and opportunities, using in-depth interview. This research is a case study at the Ciputra University, leader in entrepreneurship higher education in Indonesia. The analysis is taken from the viewpoint of students who take International Business Management study program. Samples are taken from active students of Ciputra University, majoring International Business Management. In conclusion, this paper will give the institution a better comprehension of students' understanding on entrepreneurship as well as evaluation of the students learning. Suggestions and new ideas from the students can also be used for future improvement of Ciputra University.

Keywords: entrepreneur, entrepreneurship education, higher education

I. INTRODUCTION

Many definitions of entrepreneurship allow different understandings acquired by people and academics. Some definitions associate entrepreneurship to business and businessmen, but other definitions associate entrepreneurship to its characteristics. Entrepreneurship is an innovative creative

process with high risk in taking action to generate a value added product or services that benefit the community and can bring huge financial benefits (Siswoyo, BB (2009). Entrepreneurship can also be defined as the ability to see opportunities and utilize existing resources to be used as income and better job opportunities (Bygrave, 1994:2). An entrepreneur can be anyone who creates an innovation, not limited to business owner, yet an employee or manager of a firm can be entrepreneur in the organization. Moreover, the range of innovations created by entrepreneurs is virtually unlimited, including the development of a new product or service, a new channel of distribution, or the reorganization of an entire industry (Hult, Snow, & Kandemir, 2003).

Entrepreneurship plays an important role in supporting Indonesia economy. Therefore, young generation need to be given education about entrepreneurship. Moreover, entrepreneurship education is planned to immediately be included in the curriculum of higher education by the Ministry of Education. This policy will improve the younger generation to be more creative, innovative and able to open new job opportunities, thus will result in reducing level of unemployment in Indonesia. Entrepreneurship education is very important because the world's economy is becoming more competitive and entrepreneurship education is believed may become solution in creating innovation and competitive advantages (Sentoso, E. (2012).

In order to accommodate the needs of entrepreneurship in the future, higher educations in Indonesia have started to emphasize entrepreneurship education. In general, universities and colleges that teaches entrepreneurship, stressed more on the concept and theory of Entrepreneurship. On the contrary, Ciputra University has different concept that really focus on entrepreneurship. The learning methods used emphasize entrepreneurship in all integrated courses consist of 60% practice of Entrepreneurship and 40% conceptual comprehension. It is expected that graduates will have excellent entrepreneurial spirit to create businesses or pursue career as professionals in organizations. In addition, entrepreneurship at Ciputra University is not only focused on the learning for students, but also applied in all elements of the University, from

management, academics, students and staffs are expected to apply the principles and entrepreneurial character.

Related to various definition of entrepreneurship, possible there are differences in people understanding at divisions of Ciputra University. As a result, there will be differences in the implementation of entrepreneurship in the organization, for example, the staffs or lectures own business, staffs do not own businesses but implementspirits of entrepreneurship. Based on this background, this study intends to explore the perspective of students that are studying entrepreneurship in university about the concept of Entrepreneurship in Higher Education. Variable to be examined are, who can be referred as entrepreneur in higher education, the role of entrepreneurs in higher education that are perceived as well as expected by students. As a result, the university will be able evaluate the role of the entrepreneur in college to optimize entrepreneurship education. This research is important for institutions to develop entrepreneurial role for all faculty members, staffs and leaders who work in the institution. In addition, advancing an entrepreneurial institution might not possible only by recruitingentrepreneurs as employees, but it is very important that the institution is be managed by people who have entrepreneurial way of thinking, working and behavior. The charactersand roles of entrepreneur need to be duplicated to all faculty members, staffs and all managements who work for the institution. This study is important to providedescription of entrepreneur character and roles from the students as the customers of Ciputra University.

II. LITERATURE

In education in Indonesia, particularly in higher education, entrepreneurship course become more important as entrepreneurship plays significant role in economy. The meaning of entrepreneur is someone having great responsibility in making decisions, required to have particular character to run business, always be prepared of risks and calculating circumstances and opportunities for action (Hébert, R. F., & Link, A. N. (1989). Entrepreneurship consist of three important aspects, human, missions, and organization. All three aspects adapt to the dynamic of the environment, such as government, social and education. There are values of entrepreneurship, which are the pursuit of opportunities, doing improvements, taking risks, dare to bedifferent and growth-oriented, that are important to be incorporated in learning process in higher education. This will enable students of being logical, creative,assertive, having future-oriented as well as result-oriented perspective (Ulwiyah, N. (2012). Moreover, entrepreneurs have distinct personalities that formed by experiences and learning, as follows:(Siswoyo, B. B. (2009)

- a. Having high responsibility for business that has been run. Entrepreneurrole as leader must be accountable for all action.
- b. Entrepreneurconsider all risk before making actions and decisions. Entrepreneurshould be aware of the positive/negative impact that could minimize loss.

- c. Entrepreneurs have a high self-confidence, thus can get maximum results.
- d. Entrepreneurs have a lot of energy or passion in all the action taken.
- e. Entrepreneurs could see the opportunities keenly.
- f. Entrepreneurs are able to look for a suitable partner and able to put the person in the right position.

Some of the competencies that are necessarily owned by the entrepreneur are as follows: (Nassif et al., 2012)

- a. Innovation, to resolve the problem, and develop of the company. Innovation is at the main element of entrepreneurship.
- b. Identifies opportunities now and in the future.
- c. Organisational competencies, to control, monitor, and develop its resources and capacity, skills of leadership, administration and human resources management.
- d. Strategic, tocreate vision mission and strategies of the firm.
- e. Social, to get supporting partnership, communication, persuasion.
- f. Commitment, continueslyimprove product and operation.
- g. Conceptual, analytical thinking, learning, decision-making, problem solving, encounter uncertainties, risks, pressures, intuition and quick response.
- h. Relationships and networking.
- i. Continuous learning from experiences and new knowledges.
- j. Balancing personal life with good self-management.

Meanwhile, the role of entrepreneurship in organization related to entrepreneurship competencies. The roles of entrepreneurship include:

1. Build a competitive culture in the organization (Hult et al., 2003).
2. Createinnovation, which is creating beneficial resources by intepreting opportunities combined with existing resources (Yamada, 2004).
3. Proactive, by taking better actionsthan competitors (Yamada, 2004) and seize new opportunities (Nassif et al., 2012).
4. Create business network expansion to support the business continuity (Yamada, 2004)

Entrepreneurs who work in organization or corporation as employees, taking responsibilities of new ventures are defined as Intrapreneur. Intrapreneurs took advantage of opportunities and create economic value in a company that does not belong to their own (Pinchot 1985). Intrepeneurs develop existing businesses and creating new innovations to advance company performance. While entrepreneurhas different meaningfrom intrapreneur, that is developing new business outside existing organizations, in other words creating new business and pioneering efforts from the start. There is evidence that intrapreneurship helps managers (CEO, acting as Entrepreneurship) to update and revitalize their business, to innovate, and to improve their overall business performance (Kuratko et. al., 1990; Antoncic and Hisrich 1990).

Learning entrepreneurship is very interesting, as many economic experts look at opportunities for Entrepreneurship learning method in higher education (Peneder, m. (2009). Entrepreneurship education programs are implemented by integrating character education, creative economy, business and management in the curriculum. Student entrepreneurship competition can also become media in enhancing college students' entrepreneurial interest. Entrepreneurial education aims to improve students' entrepreneurial knowledge through new innovations, attitudes, knowledge, and skills in order to cope with the challenges in real business practice (Kurnianto, b. s., & amp; A son, s. i. (2012). Entrepreneurship education is expected to create graduates who are ready for professional work as well as create new business (Sentoso, e. (2012).

III. METHODS

To achieve the research objectives, which are to obtain the broad overview of Entrepreneur in Higher Education, the method used is qualitative methods, which means that the data collected from the exploration of respondent thinking. Data collection technique is in-depth interviews using open questions. Interviews are begun with structured questions, followed by more questions based on respondents' answers. Samples are Ciputra University student, majored in International Business Management. Sampling technique used is purposive random sample, with the following criteria: student has attended course for at least 6 months, students is currently active as well. These consider the students have adequate knowledge of business and management, have experiences in practice of creating and running businesses and also considering Ciputra University focus on entrepreneurship education. However, there are possibilities of different opinions from the respondents based on different academic year. Finally, it is important for interviewee not to explain the definition of Entrepreneur to respondents prior to interview process in order to avoid bias by directing respondents to define certain the concept of entrepreneur.

Validity and reliability are obtained by triangulation. Data triangulation used involving different sources of information, students from different academic year. Thus, in-depth interviews could result in different perspectives of entrepreneur in higher education from each group. Furthermore, methodological triangulation was used, by doing individual interview and focus groups. The results were compared to see if similar results are being found.

IV. RESULTS AND ANALYSIS

In this section, researchers will discuss the results of the study in accordance with the outline of a research problem is an Entrepreneur in College as seen from the viewpoint of Ciputra University student majoring in International Business Management. The result shows many opinions and views that emerged from respondents. The opinions and views of students

about who can be referred as Entrepreneurship are students who create successful business project who start a business from scratch and till now the business is still running with good performance. In addition, lecturers teaching entrepreneurship as well as having business but rather because having passion in terms of teaching, then want to be lecturer and experience-sharing in a struggle start businesses which are very sinuous. So the students are also more able to understand more clearly how to run a successful business. Certainly many of the risks and challenges faced, however by the presence of an experienced lecturer then it can be more helpful in terms of implementation and guidance business venture run. External lecturers who have a business it gives an overview and motivation for doing business that can survive in the current business competition. The students are also motivated by business forces over which it is very likely and indeed unthinkable by the community, so that the market feels attracted by the business. Combined also with intention, persistence, and the will of the force upon which success in business, it makes the students think and start a business with creative and innovative ideas. So the students contracted the spirit of Entrepreneurship of the lecturer and the top effort. The students regarded lecturer and student is referred to as an Entrepreneur because it already has an established business and can teach you how to do business in accordance with experience. Because by knowing the experience, then it can minimize the risk of error and start a business. The soul, the will to continue learning and spirit of entrepreneurship that looked in teaching can be followed by students so that it can be used as the basis for being an entrepreneur, as an example in teaching is usually applied discipline, because the discipline is a major factor to be successful. The lecturer also usually give motivation and feedback to business run by students will run according to be desired. And may also be given example and inspiring in starting business by not forget the high of ethical standard in running effort. Lecturer is the figure of the easiest used as a role model and instance to be an entrepreneur, because had has experience in business so as to bring up creativity in themselves to bring up innovative. With the Entrepreneur learning from an experienced lecturer then as students can learn to be more independent, critical thinking, and advanced. Because the students will think about how to process the result of skill or learning outcomes that has been done to make a work that can be sold, whether it's food, clothing, services, or other items.

From the results of interviews with 6 University students majoring in International Business Management Ciputra there are many opinions and views that emerged from respondents. The opinions and views of students about Entrepreneurship in College is much to say that the business project of the force could be called as a successful Entrepreneur who is successful because they can successfully start a business from scratch and till now the business is still afloat and got a pretty good thing. And also lecturers from outside university ciputra that usually taught college course entrepreneur, usually lecturer already have business established but rather because having passion in terms of teaching, then want to be lecturer and experience-

sharing in a struggle start businesses which are very sinuous. So the students are also more able to understand more clearly how to run a successful business. Certainly many of the risks and challenges faced, however by the presence of an experienced lecturer then it can be more helpful in terms of implementation and guidance business venture run. External lecturers who have a business it is gives an overview and motivation for doing business that can survive in the current business competition. The students are also motivated by business forces over which it is very likely and indeed unthinkable by the community, so that the market feels attracted by the business. Combined also with intention, persistence, and the will of the force upon which success in business, it makes the students think and start a business with creative and innovative ideas. So the students contracted the spirit of Entrepreneurship of the lecturer and the top effort. The students regarded lecturer and student is referred to as an Entrepreneur because it already has an established business and can teach you how to do business in accordance with experience. Because by knowing the experience, then it can minimize the risk of error and start a business. The soul, the will to continue learning and spirit of entrepreneurship that looked in teaching can be followed by students so that it can be used as the basis for being an entrepreneur, as an example in teaching is usually applied discipline, because the discipline is a major factor to be successful. The lecturer also usually give motivation and feedback to business run by students will run according to be desired. And may also be given example and inspiring in starting business by not forget the high of ethical standard in running effort. Lecturer is the figure of the easiest used as a role model and instance to be an entrepreneur, because had has experience in business so as to bring up creativity in themselves to bring up innovative. With the Entrepreneur learning from an experienced lecturer then as students can learn to be more independent, critical thinking, and advanced. Because the students will think about how to process the result of skill or learning outcomes that has been done to make a work that can be sold, whether it's food, clothing, services, or other items.

Entrepreneur in College as an example of a lecturer is usually has outstanding competence. These competencies are persistent in working. When persistent and want to work then the passion will appear. An entrepreneur is more the spirit of doing things and not too think of the risks occur, the important action first. Another entrepreneur Skill is to know everything that has to do with business or business will be done, doing business with designing creative and innovative, and a hard worker. If you only think of ideas and unwilling to attempt or unwilling to work hard then it will not yield maximum results. To get the maximum results in the process of learning Entrepreneurship in College takes the role of Entrepreneur. The role can give you an idea of life after graduation courses, guided to see competition for the business world. A Young Entrepreneur in college students ' supervising lecturers that when setting up businesses ranging from design ideas, insight, and granting consultation is usually done when the lecture very guide students in initial development effort. With suggestions from lecturers who are

already experienced and already had his own business, it can open your mind to better students ' critical thinking and can provide enlightenment on their business ideas. Lecturers also teach you to start a business from scratch by trying to raise the business and are not geared to mental as employees. The risk of entrepreneurship in College was a lecturer was to divide the time between teach with business dealings outside of the lecture. As a college lecturer should be able to make the rules of the time so that everything is balanced. There is an extensive networking gets, because in College always meet and get to know a variety of people and comes from anywhere so it could add to the connection. Opinion on the Entrepreneur must have a business or not is an Entrepreneur must have its own rebuilding efforts start at zero, so it can be used as tangible evidence that the person is successful and successful being an Entrepreneurship. An Entrepreneur usually has ideas and innovative plans so that it could make useless ideas into the ideas that can be sold on the market. Therefore one can be said to be an Entrepreneur if you have a business which he incubated alone start early with these efforts have proven that they have managed to become a successful entrepreneurship.

Students expect their role model as a lecturer in running a business by providing learning and sharing. They need the right solutions to build their business in order to be accepted by the business community. To be more optimal in the study of entrepreneurship, a lecturer should be able to motivate students by improving the learning method to students in following the spirit of all who have been conceived and planned in the development of their knowledge about business and Entrepreneurship. Suggestions for Universities to more advanced Ciputra is making a higher target for business students so that students are more motivated to create a business that would indeed be sustainable and profitable.

V. CONCLUSION

Entrepreneur is someone who is capable of innovate something new that usually rarely comes to mind of others. They must have spirits and characters of an entrepreneur. To be called as entrepreneurs, the students explained one must create business that can compete in the business community. In students opinions, entrepreneurs in higher education are business owner, alumnis and fellow students who are successful creating and running their businesses. Entrepreneurs play significant role in higher education, motivate the students to bring up of innovation and a new idea to their business. By being mentored by lecturers who already have an established business, the students can learn real experience in business. According to students, entrepreneurs must have the spirit of persistent, high motivation to keep learning, not being easily satisfied with the result and innovation to create new product and market. Moreover, competences that supposed to be possessed by an entrepreneur is persistence, because in running or initiates an effort must be there were moments where we fail. Moreover,

Hence toughness not to desperate very important in terms of business. Ciputra University must be more renew a method of entrepreneurship as improve the quality of learning and facilities to help teachers business project business students are potential. Furthermore, Students will be more motivated and produced graduates as a successful entrepreneurship.

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Entrepreneurship and Institutional Goals: The Bohol Island State University Experience

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Abstract

This study investigated into how the Main Campus of Bohol Island State University in Central Philippines effectively achieves institutional goals through entrepreneurship practices. Through descriptive-documentary analysis and key informant interview, it looked into the nature of entrepreneurship activities, their organization and management, sharing scheme, income generated per year, utilization and how they specifically enabled the university to effectively achieve its institutional goals. Findings showed that the university entrepreneurship activities were primarily used as vehicles of instruction. As such, they were generally operated by the students with the professors as supervisors. The administration, from the president down to the watchman, was also involved in the activity management. The sharing mechanism was 25% labor (60% for students and 40% for teachers) and 10% light and water. There was also a 30% Administrative Incentives and Contingency and a 70% University Share. From 2011 to 2013, the entrepreneurship activities generated gross income of 1.8 million pesos, a portion of which was revolved while the rest was intended for purchase of tools and equipment for shops and laboratories. Through the entrepreneurship activities in Bohol Island State University, the students learn and earn, the teachers and administrative staff acquire more skills and additional incentives and the whole university self-sustains its maintenance and operation. The institutional goals of Bohol Island State University are therefore achieved through its entrepreneurial activities.

Keywords : Entrepreneurship Activities, Bohol Island State University, Sharing Scheme, Institutional Goals

I. INTRODUCTION

Entrepreneurship is defined as “the capacity for innovation, investment and expansion in new markets, products and techniques” (Fajardo, 1994). The concept’s humble beginning dates back as far as Marco Polo’s time (Hisrich and Peters, 2004) but its economic relevance hitherto has not wavered.

In the Philippines, a landmark legislation that declares support for and further development of entrepreneurial initiatives specified as Micro, Small and Medium Enterprises (MSMEs) was signed into law in 1991. Therefrom, Republic Act 6977, otherwise known as the “Magna Carta for Small Enterprises” has been amended twice to strengthen the relevance of entrepreneurship in addressing pressing economic concerns (RA No. 9501, 2009).

In 2012, the Philippine Department of Labor and Employment (DOLE), through Secretary Baldoz, encouraged high school students to enroll in entrepreneurial courses emphasizing that “entrepreneurs are the backbone of the economy” (Official GazettePH, 2012). The call was amidst the unchanged poverty incidence at 22.3% during the first semester of 2012 and the unemployment rate at 7.2% covering the same period (NSCB, 2012). And as unemployment rate persist in 2013 which is estimated at 7.1%, the campaign to resort to entrepreneurial activities should be intensified, let alone be sustained.

This study intended to show how the Main Campus of Bohol Island State University (BISU) in Central Philippines attested to the beneficial effects of entrepreneurship. Specifically, it looked into the nature of its entrepreneurship activities,

their organization and management, sharing scheme, income generated per year, utilization and how they have enabled the university to achieve its academic goals and reap economic benefits for self-sustainability to showcase best practices in entrepreneurship.

II. METHODOLOGY

This is a descriptive-qualitative study that specifically used key informant interview and documentary analysis as techniques for gathering data. In order to describe the university's entrepreneurship activities, their organization and management, sharing scheme, income generated per year and utilization, secondary data were obtained from offices that had direct operational involvement such as the office of the business affairs director, office of the university accountant and office of the university budget officer. Primary data that enhanced validity of the documentary data were gathered through interview of respondents who were purposively chosen. The key informants included the university president, accountant, budget officer, business director, the dean of the college where the courses with entrepreneurship practices belong, and the instructors and professors who acted as supervisors of students. Likewise, randomly selected students enrolled in courses with entrepreneurship activities were also interviewed to further strengthen validity of data.

Interpretation of both secondary and primary data was verified with the key informants in order to come up with a valid analysis on how entrepreneurship activities helped the university achieve its institutional goals.

III. OPERATIONAL DEFINITION OF TERMS

Except as specifically indicated, the following terms are defined operationally to ensure correct understanding:

Entrepreneurship activities refer to those activities that result from the projects generally referred to as Income Generating Project (IGP) of the university. IGPs are specified as Instructional Work Orders (IWOs) covering work orders in Refrigeration and Air Conditioning (RAC), Welding and Fabrication (WAF) Electronics and practically in all shop-based courses. Other IGP specifications include the Bachelor of Science in Education-Entrepreneurship (BSED-Entrep), Cafeteria, Homotel Canteen, Bakery and Audio-Visual (AV) Hall and other facility rentals.

Institutional goals are those that Bohol Island State University established for itself to achieve from the umbrella mandate that it has received upon its conversion from a state college into a university. Stipulated in its Strategic Plan, BISU institutional goals include the (1) pursuit of faculty and education excellence and the strengthening of the current

viable and curricular programs as well as the development of curricular programs that are responsive to the demands of the times both in the industry and the environment; (2) generation of quality research outputs that respond to the needs of local and national communities; (3) development of communities through responsive extension programs; (4) adoption of efficient and profitable income generating Projects/Enterprise for self-sustainability; and (5) provision of adequate state-of-the-art and accessible infrastructure support facilities for quality education.

IV. DISCUSSION OF FINDINGS AND IMPLICATIONS

Bohol Island State University (BISU) was born a university in October 14, 2009 per Republic Act 9722. As a system, BISU is composed of six campuses each with modicum autonomy. The Main Campus is the Tagbilaran Campus which metamorphosis extends back to the 1970s when it was still the Bohol School of Arts and Trades (BSAT) and in 1998 when it was one of those campuses that comprised the Central Visayas State College of Agriculture, Forestry and Technology (CVSCAFT). Hitherto, the Main Campus has established reputation as an institution of learning that produces professionals in technology whose expertise was honed from practical and industry-based learning experiences.

In an effort to strengthen student learning experiences in the technology courses that the then BSAT was offering, the BSAT Model for School Entrepreneurship Program was conceived and put into effect. Today, does the BISU Main Campus still uphold the primary aim for which the BSAT Entrep Model was intended through its IGP/Entrepreneurship activities?

Entrepreneurship as a vehicle of instruction

Entrepreneurship had already been a part of the curriculum of the Bachelor of Science in Industrial Technology (BSIT), in the Certificate of Technology (CT) course and in the Technology and Home Economics subject in BSAT. To actualize theories taught in the classroom, the school organized entrepreneurial projects to "orient the students on the correct procedure of business management," "let them realize that there is money in the particular course they are enrolling," and "help them earn while they learn" (Barillo and Gabia, 1992). In short, BSAT entrepreneurship was primarily a vehicle of instruction and secondarily a source of additional income.

Barillo and Gabia (1992) projected that re-organization of BSAT Entrepreneurship Program is inevitable in the changing circumstances of time. They emphasized however that the Philosophy that govern the program as "exclusively for the training of students" and "for the augmentation of the salaries

of the teaching and non-teaching personnel of the school” should remain.

With a newly conferred status, additional facilities and an approximated average population of 8000 students from 2010-2013, BISU-MC’s circumstances have indeed changed in the course of time. And as projected, the need to reorganize the Entrepreneurship Program was called for.

Entrepreneurship activities in BISU-MC are activities that result from the IWOs and from the management and operation of BSED-Entrep Program, Cafeteria, Hometel Canteen, Bakery, Audio-Visual Hall and other facilities. The university generally classifies them as IGP/E. IWOs could be taken as one category source of entrepreneurship activities while the management and operation of the other programs could also constitute another category source.

During the interview conducted, it was found out that majority of the instructors and professors who were handling the subjects with entrepreneurship activities emphasized the significance of such activities for students to acquire skills in their field of specialization and to have an actual feel of being an entrepreneur. A few of the instructors and professors said that entrep activities were primarily intended to augment the income of the university, very few said that those activities were for the students to both acquire skills and earn additional income while few did not comment.

The answers of the respondents and the parallel objective of entrepreneurial activities either as class component activity or OJT program in either of the two IGP/E categories that have technical and operational differences imply that the BISU Main Campus had continued to live through the original intent for which entrepreneurship activities of BSAT was conceived – that they are vehicles of instruction.

BISU entrep organization and management

Bohol Island State University followed a unified organizational structure to efficiently carry out all its entrepreneurship/IGP activities. The topmost position, the overall administrator of the University Business Affairs Program (UBAP), belongs to the University President. Assisting him or her in terms of formulating plans and policies for proper business management and operations and in terms of reviewing and recommending for BOR approval project proposals is the University Administrative Council. The Vice President for Business Affairs likewise assists him or her in terms of initiating the formulation of plans and policies relative to business affairs of the university.

Directly under the Vice President for Business Affairs is the Director of Production and Business Affairs. He or she serves as the link between top level management and campus

level business affairs personnel. For his or her part, the Campus Director is directly under the UBAP Administrator. He or she is tasked to ensure that the overall business affair in his or her campus runs smoothly and efficiently.

The Campus Business Affairs and Auxiliary Services Coordinator coordinates with the top level management the plans programs and policies to be implemented in the campus level while the Campus Business Affairs and Auxiliary Services Director serves as the confidant of the Campus Director in business related activities of the campus.

The support staffs of the organization are in each of the campuses which would include the bookkeeper, the cashier, the procurement officer, the auditor, clerks and the guards/watchmen.

The Business Affairs Chairman exercises direct supervision and management of business affairs in the campus. He or she checks project proposals and prepares and submits reports required by the higher management.

In the UBAP organizational structure, the Project Manager is in-charge of the operation and management of a specific project assigned. He or she works closely with the workers as he or she hires them and exercises direct control and supervision over them.

Though a unified organizational structure is adopted for all campuses of Bohol Island State University, the main campus effects operational variation of its IGP/Entrepreneurship activities. IWOs earlier classified as one category are generally operated by the instructors and students who act as supervisors and technical workers respectively. Income is directly generated from the labor used in the production of goods or services. The other category to which other entrepreneurship projects/IGP belong such as the BSED-Entrep, Cafeteria, Hometel Canteen, Bakery and others operate with a start-up capital which is provided by the university through the business affairs office. The instructors and students could avail of this through petty cash or cash advance on condition that it shall be liquidated immediately.

The continued involvement of the university officials in the structural set-up and the provision of funds for start-up capital imply that the organization and management of entrepreneurship activities in BISU are strengthened by the university administration.

BISU entrep sharing scheme

Inherent upon theoretical conceptualization of entrepreneurship activities was the intention to compensate monetarily the involvement of students, teachers and non-

teaching personnel. The BSAT Entrepreneurship Model had emphasized this through a device scheme of income sharing that took effect even during the earlier stage of the conversion of CVSCAFT to BISU. Considering changes of circumstances, the university has adopted a sharing scheme which was duly approved by the University Board of Regents.

From the gross income/sales, the cost of sales is deducted from those entrepreneurship/IGP activities that operate with start-up capital. No deduction of sales cost is done to the income/sales of IWOs. The gross income is then deducted with the 35% operating expenses broken down into 25% for labor cost and 10% for light and water. The labor cost is further broken down into 60% for students and 40% for teachers. The remaining amount finally deducted with 70% for school share, 15% for contingency and 15% for administrative incentive.

Table 1. Incentive Scheme of Various Income Generating Projects

School Share	70%
Contingency	15%
Administrative Incentive	15%
TOTAL	100%

Table 2. Breakdown of Administrative Incentives

1	University President	10%
2	VP Administration	9%
3	Campus Director	9%
4	Director of Production	8%
5	Business Affairs Coordinator	8%
6	Director, Admin., Business and Finance	8%
7	Auxiliary Services In-charge	7%
8	Dean of Instruction	5%
9	Accountant	7%
10	Budget Officer	5%
11	Bookkeeper	5%
12	Disbursing Officer	5%
13	Cashier	4%
14	Supply Officer	4%
15	Collector	2%
16	Withholding Tax Agent	2%
17	Watchman	2%
	TOTAL	100%

The prevailing sharing scheme implies that involvement in any entrepreneurship activity in Bohol Island State University does not only beget work and responsibility but also additional income.

BISU funds, entrep funds generated and their utilization

As a state agency, Bohol Island State University receives the amount necessary to carry out its operations from the national

government of the Philippines. The provision to guarantee its fiscal allocation is stipulated in RA No. 9722, the law that converted the then CVSCAFT into BISU.

From 2011, BISU's 2012 allocation from the General Appropriations Act had a slight decrease of 2.8%. This was due to unfilled positions of retired faculty. However, the allocation in 2013 shows an increase of 32% and 36% from 2011 and 2012 allocations respectively. The difference is made significant by the addition of 3.5 million pesos capital outlay which was not part of the allocations of the two immediately preceding years. Capital outlay is intended for infrastructure construction, such as buildings, of the university.

In separate interviews, the university president and the budget officer both espoused sufficiency of budget allocation. They have emphasized that the process—university budgeting and budget hearing in the Senate of the Philippines - ensured inclusion of necessary items for coverage. Slash to budget that would pose significant adjustment, is however, an intervening measure that is beyond the control of the university.

Table 3. National Budget Allocation/National Funds of Bohol Island State University

	2011	2012	2013
Personnel Services	109,186,000.00	104,466,000.00	127,491,000.00
MOOE	23,668,000.00	24,606,000.00	44,918,000.00
Capital Outlay			3,500,000.00
TOTAL	132,854,000.0	129,072,000.00	175,909,000.00

While the General Appropriations Act ensures budgetary allocation of BISU, three legal documents however, mandate for the establishment of additional funds that the university should accomplish. One circular is NBC No. 331-A (The National Budget Circular) dated December 23, 1982 which is an amendment of NBC No. 331. It mandates to establish a revolving fund for manufacturing operations in SUCs and authorizes to pay cost of labor, supervision, and honoraria of teachers taken from its income derived. Another is DBM Circular Letter No. 92-8 (Department of Budget and Management) dated November 19, 1992 which mandates for the creation of revolving funds of SUCs for the operation of auxiliary services. And finally, RA 8292 (Republic Act), also known as the Higher Education Modernization Act of 1987 which provides for the retention of income generated by the university/college to be used for its programs and projects. These circulars and law have become the legal bases for Income Generating Projects or Entrepreneurship (IGP/E) of BISU Main Campus and the rest of the campuses.

With the intention to strictly spend the national funds based on specification, BISU Main Campus sustained and strengthened operation of its IGP/E or entrepreneurship

activities to finance other programs and projects. The following table presents the summary of income and its specification of BISU-MCs IGP/E from 2011-2013:

Table 4. Three-Year IGP/E Income and Specifications of BISU-Maim Campus

	2011	2012	2013	Total
BISU Entrep/IG Projects: BSED Entrep, Bakery, Cafeteria, Hometel Canteen, IWO, AV Hall				
Gross Income	724,258.10	734,602.1	370,090.86	1,828,951.06
Operating Expenses:				
Labor Cost				
Student	108,638.72	107,730.91	53,291.67	269,661.3
Teacher In-Charge	72,425.82	71,820.6	35,527.79	179,774.21
Light and Water	72,425.82	73,460.21	37,009.1	182,895.13
Admin Personnel	54,539.60	70,025.09	34,639.58	159,204.27
Incentive				
Contingency	54,539.60	72,238.57	36,639.35	163,417.52
University Share/				
Income	254,515.11	339,326.72	172,983.37	766,825.2

Based on the specifications of the table, BISU Main Campus acquired a gross income of 1,828,951.06 pesos from 2011-2013. Within this three-year period, 269,661.3 pesos was given to the students who were the technical workers of the entrep program which could either be a class activity component or an OJT program while 179,774.21 pesos went to the instructors or professors who handled the students in such entrepreneurship activity. This income that the teachers received was without prejudice to their salary which was covered in the national funds under personnel services.

While production of goods and services were going on, the university didn't worry about consumption of light and water identified under MOOE in the national funds specification. This is because a portion of the gross income also went to light and water amounting to 182,895.13 pesos.

University officials and administrative personnel who were involved in the IGP/E program/project as identified in the approved organizational and management structure also received their share based on the approved sharing scheme. Within the same three-year period, a total of 159,204.27 pesos was proportionately distributed to the university president down to the watchman/guard. Moreover, a total of 163,417.52 pesos went to contingency which was mainly revolved or utilized as start-up capital for entrep activities previously classified as another category source and for purchase of additional shop tools and equipment. Lastly, BISU-MC IGP/E or entrepreneurship activities from 2011-213 enabled the university to acquire the sum of 766,825.2 pesos for itself. During the interview, the university accountant revealed that the BISU MC administration plans to spend its IGP/E income should it already accrue to substantial amount for bigger projects and programs.

The IGP/E income from 2011-2013 and its specification

based on approved guidelines imply that entrepreneurship activities in BISU Main Campus are self-liquidating, financially rewarding to students, instructors, professors and administrative staff, as well as self-sustaining.

V. CONCLUSION

The benefits of entrepreneurship, its practices and activities could not be overstated amidst economic challenges. It was the objective of this study to investigate how entrepreneurship activities enabled Bohol Island State University Main Campus to achieve institutional goals and reap economic benefits to showcase best practices in entrepreneurship.

The findings of the study revealed that entrepreneurship activities in BISU Main Campus were primarily used as a vehicle of instruction. Their organization and management were strengthened by the administration and their sharing scheme ensured those who were involved additional income. The income derived from them from 2011-2013 revealed that they were generally self-liquidating, financially rewarding to students, teachers and administrative personnel and self-sustaining.

Based on the findings, BISU Main Campus was therefore able to achieve the institutional goals that it has set for itself. Through its entrepreneurship activities, BISU-MC was able to specifically achieve the goal of instruction on the pursuit of excellence in education that is responsive to the industry. Entrepreneurship as a vehicle of instruction strengthens the curriculum in its responsiveness to industry providing the students an advantage especially in skills acquisition. This makes the students ready for employment in the industry. Moreover, entrepreneurship activities also enabled BISU-MC to achieve the goal of adopting efficient and profitable IGP/E for self-sustainability. While presently acquired net income may stand meager against the national subsidy, it has in fact helped the administration address expenditures not covered in the national funds but which were incurred by the university.

Through the entrepreneurship activities of Bohol Island State University Main Campus, the students learn and earn, the teachers and administrative staff acquire more skills and additional incentives and the whole university self-sustains its maintenance and operation. Institutional goals of Bohol Island State University, especially in the Main Campus, are therefore achieved through its entrepreneurship activities.

VI. ACKNOWLEDGMENT

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Factors Influencing the Pursuit of Entrepreneurial Ventures Among DLSUD BSBA Major in Entrepreneurial Management Graduates

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Abstract

This research was conducted to determine the factors that influence the pursuit of entrepreneurial ventures among DLSUD BSBA Major in Entrepreneurial Management graduates. This study also traced the occupational status of the graduates and compared the presence of selected behavioral characteristics among occupational status. This study traced the graduates from 2000 to 2010 and determined the number of students who pursued entrepreneurial ventures. A questionnaire was developed and pretested to be able to gather relevant information. With 359 graduates, the researcher tried to have a 100 percent response rate but due to the unreachability of some graduates only 150 have responded. Descriptive statistics were used to evaluate the sociodemographic profile of the respondents while Pearson correlation was used to determine significant relationship between behavioral characteristics and occupational status of the graduates. Analysis of variance was used to determine the significant differences between variables.

The presence of the different behavioral characteristics were tested among graduates who were employed, with business enterprises, and part-time entrepreneurs (simultaneously employed and with business). The very high presence of need for achievement, information seeking, demand for efficiency and quality, commitment and determination, persistence, systematic planning and monitoring, persuasion and networking, opportunity seeking, entrepreneurial intention and self confidence are evident among those who pursued entrepreneurial ventures. Those who are part-time entrepreneurs resulted to low presence on behavioral characteristics such as locus of control and problem solving styles and in general got the lowest value on all the behavioral characteristics. As existing family business is not a factor to pursue entrepreneurial venture it is more important to give the students the appropriate training and education that will enhance their entrepreneurial spirit.

With this knowledge, further studies on the success and sustainability of the business ventures set up by the graduates who pursued entrepreneurial ventures are important because this might present a different set of factors.

I. INTRODUCTION

The theory of entrepreneurship has roots in economics, economic development/growth, and the creation of wealth. It is instinctive to conclude that entrepreneurship and economic growth are interconnected because the growth of an economy is founded on consumers and firms decisions on supply, distribution and consumption of goods and services. History also conveys that entrepreneurial activity is most active during periods of instability in relation to economy, social or politics (Morrison, 2000).

The recognition of entrepreneurship in the Philippines as a venue for economic growth and development was possibly due to the country's high unemployment rate and poverty. The Philippine government recognizes that entrepreneurial efforts help ignite economic growth, to a certain extent improve living standards and develop a global market for Philippine products (Scheper, 2007). It is in this light that academe could be a training ground to further entrepreneurial activities in the country by producing more potential entrepreneurs and thus contribute to its economic growth. The Global Entrepreneurship Monitor Philippine report stated that 4 out of 10 Filipinos between the ages 18 to 64 are engaged in business (Madarang & Habito, 2007). It was also expressed in the same report the need to improve formal and informal education and training on entrepreneurship.

Even with the numerous researches on entrepreneurship, efforts that focus on the relationship between entrepreneurial activities of the graduates and the factors that ignited these entrepreneurial activities are very limited particularly in the Philippines. There is a need to determine the degree by which educational institutions have provided these graduates with the necessary knowledge and skills to establish and run their own entrepreneurial ventures. The recognition of entrepreneurship in the improvement of one's life was the reason why the United Nations is providing training for young Filipinos to become entrepreneurs as a means to reduce poverty and probably discourage the labor force from migrating to other countries (Interaksyon.com, 2012). Indeed, the Philippines need many

entrepreneurs, yet only a few can be entrepreneurs (SERDEF, 2007). This is because there are many factors contributing or deterring the development of entrepreneurs.

One of the identified factors contributing to the development of entrepreneurial intention is exposure to entrepreneurship education (Basu & Virick, n.d.). Education in entrepreneurship can improve the possibility of setting up entrepreneurial business because of the students' increased knowledge and confidence (Krueger & Brazeal, 1994). Ahmed et al., (2010) concluded that the level of education matters while intending to become an entrepreneur. Nevertheless, entrepreneurs are the product of many personality traits, as well as sociological and educational backgrounds.

Given that education is recognized as an important driver of entrepreneurial intentions and DLSUD as a premier university in the fast growing province of Cavite, it is an appropriate time to determine the results of the entrepreneurship education efforts provided by the university to its BSBA Entrepreneurial Management graduates. Continuous improvement in the curriculum as deemed necessary is important because as the university produces more entrepreneurs the more the university contributes to the nation's economic growth.

II. BACKGROUND OF THE STUDY

In year 2000, De La Salle University – Dasmariñas conferred for the first time the degree of Bachelor of Science in Business Administration Major in Entrepreneurial Management to 16 graduates. As of 2010, DLSU-D has produced 359 Entrepreneurial Management graduates. Yet, there is no existing document that examines the entrepreneurial involvement of these graduates after leaving the university.

The Entrepreneurial Management program of the Allied Business Department provides the students with theories and concepts in their first year while their minds are trained to spot business opportunities in their second year. In their third year, the students are required to develop their own product and launch it in their final year. In 2008, DLSU-D inked a Memorandum of Agreement with Robinsons Land Corporation to allow DLSU-D Entrepreneurial Management students to sell their products at Robinsons Malls.

The Bachelor of Science in Business Administration Major in Entrepreneurial Management program has also evolved to become a Bachelor of Science in Entrepreneurship starting school year 2010. The changes in the curriculum were made with hope that it will give the students the drive to establish businesses after graduation. In a wider scale, this study can also be the basis of curriculum development for Entrepreneurship programs in other schools within the region and probably in the country. With this, the academe can be

a partner of local and national government in the promotion of entrepreneurship in the country. Given that entrepreneurial activities drives economic growth in a country, more graduates pursuing entrepreneurial activities may propel the country towards its desired economic progress. Studies made by the Global Entrepreneurship Monitor show that in middle income countries, individuals with higher educational attainment have a higher tendency to engage in business activity than those individuals with lower educational attainment. In the Philippines, however the general profile of business owners have only finished or obtained any level of secondary education (Madarang & Habito, 2007).

III. REVIEW OF RELATED LITERATURE

The Philippines is cited to be a highly entrepreneurial country. The largest share of entrepreneurs comes from small-and medium-sized enterprises (SME) which account for 99 percent of all business establishments in the country. The government, in its recognition of the contribution of entrepreneurial activity in the economic growth of the country, has released a total of PhP187.3 billion in loans to 166, 355 small and medium enterprises (SMEs). This effort of the government resulted in maintaining 2.8 million jobs since 2004 (Small Business Corporation, 2009).

Through the Philippine Center for Entrepreneurship (PCE), the Philippines have participated for the first time in the Global Entrepreneurship Monitor (GEM) Research Consortium. It was noted in the report that despite the high prevalence of entrepreneurial activities in the Philippines, many businesses remain small in scale and most were motivated because of necessity. Financial limitation was also cited as a constraint in the growth of business enterprises while improvements in the areas of formal and informal training as well as technological infrastructure, research and development were mentioned as the foremost need of Filipino entrepreneurs.

In other countries, investigation of the graduates' opinion on the relationship between education and entrepreneurship is an important issue because it may be a concrete source of feedback for the improvement of the educational curriculum on entrepreneurship (Vadiliadis & Poullos, 2007).

Entrepreneurial activity is a direct outcome of individual intentions and subsequent actions over a significant period of time (Carter, et al., 2001). It is suggested that researches should be able to fully understand the factors that might influence the intentions of new entrepreneurs and is influenced personal attributes, traits, background, experience, and disposition. (McGee & et al., 2009). The study further suggested that an individual's entrepreneurial self efficacy may be increased through training and education. This will in turn improve the rate of entrepreneurial activities.

IV. OPERATIONAL FRAMEWORK

McClelland (1961) suggested that entrepreneurial behavior is influenced by the achievement motivation of an individual. Entrepreneurs are known to be achievement oriented thus they set clear and well-defined goals. An individual starting his/her own business is most likely to possess a certain level of *risk taking propensity* (Hunter, 2012), thus, entrepreneurs are believed to take more risks than managers do (Stewart, Jr. & Carland, 2004).

More recent studies have focused on the relationship between *the locus of control* and entrepreneur's level of self efficacy (Chen et al., 1998; Utsch & Rauch., 2000). *Information seeking*, on the other hand, is a method wherein an individual looks for information (Odongo & Ocholla, 2004) about the industry, the market, competitors, and other information needed in the operations of the business. Management Systems International (MSI) which is a consulting firm has identified *demand for efficiency and quality* as an important entrepreneurial quality (SERDEF, 2007). *Innovativeness* is considered to be one of the primary traits of entrepreneurs (Ahmed et al., 2010) while *commitment and determination* is the passion with which entrepreneurs pursue an opportunity (Neneh & Vanzyl, 2012).

Entrepreneurs are decisive, tenacious, willing to undertake personal sacrifice and very *persistent* on problem solving (Longenercker et al., 2006). *Good planning* does not only give entrepreneurs to reflect on their performance but also provides a general direction of their business (Pilart et

al., 2008). *Problem solving* happens when one tries to remove obstacles blocking a path that one wants to take or when one tries to close the gap between what exists and what one wants to happen. Entrepreneurs have a systematic approach to *network building* which changes depending on the phase of the business life (Greve & Salaff, 2003) while *persuading* the market to patronize one's product has become an important concern in business growth and sustainability. *Opportunity seeking* is a quality that enables the entrepreneur to spot and act on new business opportunities in their environment. With the various factors deemed to be contributory to the entrepreneurial pursuit of individuals, the framework of this study is presented in *Figure 1*.

V. METHODOLOGY

This study adopted the descriptive design to explain the demographic characteristics of the respondents. Descriptive statistics such as arithmetic mean, standard deviation, frequency and percentage were used to describe what prevented the employed graduates to start their own businesses, what subjects and personality characteristics are deemed to be most useful in the pursuit of entrepreneurial ventures among those who started their own business or those who are part-time entrepreneurs. It was also used to identify the subjects in the curriculum that were most useful to the respondents who pursued entrepreneurial activity.

Causal or explanatory design was to explain the reasons why respondents pursued entrepreneurial ventures immediately after graduation or pursued employment instead. This design was also used to explain the effects of socio demographic, values and attitudes, and education in the pursuit of entrepreneurial activities of the respondents. A five point Likert scale was used in the survey questionnaire to measure the behavioral factors instrumental to the respondents' pursuit of entrepreneurial ventures. An adjectival description was used to determine the values and attitudes common to graduates who pursued entrepreneurial ventures. ANOVA, *T*-test, cross tabulation was also used as statistical measures to test the significant differences between the means, to compare the respondents who pursued and did not pursue entrepreneurial activities and to present the demographic characteristics and its relationship to the pursuit of entrepreneurial activities. Pearson *R*, was used to determine the degree of relationship between variables.

VI. RESULTS AND DISCUSSION

The profile of the respondents was described through their demographic characteristics. These were taken from 150 respondents who graduated from 2000 to 2010.

Demographic characteristics. Most of the respondents in this study were batches of 2008 and 2009 accounting for 18 percent of the total respondents. Very close are the graduates

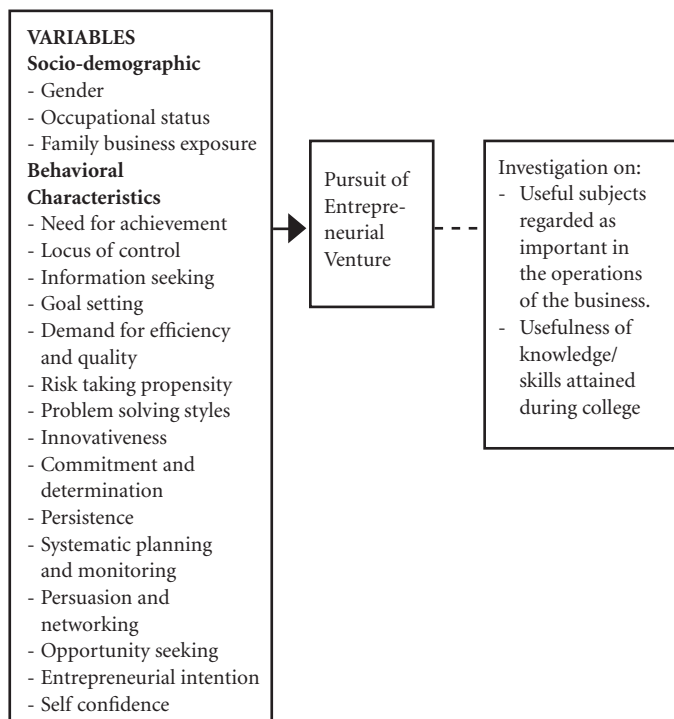


Figure 1. Operational framework on the factors influencing the pursuit of entrepreneurial ventures among DLSUD Entrepreneurial Management graduates.

of batch 2010 accounting for 17.3 percent while the least respondents came from the graduates of batch 2000. The later batches were more cooperative probably because the students

Table 2. Adjectival Rating for the Presence of Behavioral Characteristics of Respondents

Point		Rating	
5.00	-	10.00	Very low presence
11.00	-	15.00	Low presence
16.00	-	20.00	High presence
20.00	-	25.00	Very high presence

know the researcher and were their professor in their major subjects. Batches 2002 accounted for 6.7 percent while batches 2005, 2006, and 2007 accounted for 11 percent each. On the other hand, batches 2001 and 2003 accounted for 3.3 percent and 5.3 percent, respectively.

There are more employed Entrepreneurial Management graduates accounting for 54.7 percent. Graduates who are with business are slightly of less percentage accounting for 22 percent compared to those who are part-time entrepreneurs which accounted for 22.7 percent. Unemployed graduates accounted for .7 percent. Male respondents accounted for 42.7 percent while female respondents accounted for 57.3 percent.

Most of the businesses that were started by graduates

Behavioral Characteristics	Employed		With Business			
	Mean	Rating	Mean	Rating	Mean	Rating
Need for achievement	22.38	VH	22.76	VH	22.06	VH
Locus of control	17.89	H	19.55	H	15.68	L
Information seeking	22.54	VH	23.18	VH	21.65	VH
Goal setting	20.72	H	19.67	H	18.82	H
Demand for efficiency and quality	21.34	VH	22.94	VH	20.56	H
Risk taking propensity	16.4	H	19.00	H	18.00	H
Problem solving style	19.76	VH	18.61	H	15.82	L
Innovativeness	20.07	H	20.70	H	17.88	H
Commitment and determination	22.54	VH	23.82	VH	21.68	VH
Persistence	20.24	H	22.15	VH	19.94	H
Systematic planning and monitoring	21.59	VH	23.24	VH	20.59	H
Persuasion and networking	20.85	H	22.15	VH	18.68	H
Opportunity seeking	22.21	VH	23.64	VH	21.21	VH
Entrepreneurial intention	22.29	VH	24.76	VH	22.44	VH
Self confidence	17.38	H	21.42	VH	19.68	H
VH – Very high	H – High		L – Low			

Table 3. Summary results of chi-square tests on behavioral characteristics

Behavioral Characteristics	Value	df	p-Value
Need for achievement	83.802a	27	.000
Locus of control	165.001a	30	.000
Information seeking	91.101a	18	.000
Goal setting	120.415a	27	.000
Demand for efficiency and quality	86.043a	21	.000
Risk taking propensity	141.036a	42	.000
Problem solving style	122.919a	27	.000
Innovativeness	102.350a	24	.000
Persistence	144.775a	27	.000
Systematic planning and monitoring	136.968a	24	.000
Persuasion and networking	164.220a	27	.000
Opportunity seeking	123.142a	18	.000
Entrepreneurial intention	78.478a	24	.000
Self confidence	127.814a	45	.000

were less than 5 years which indicates that most graduates did not pursue entrepreneurial ventures immediately after graduation. Furthermore, most of the graduates who pursued entrepreneurial ventures entered in the retail industry. Almost 78 percent of the graduates who pursued entrepreneurial ventures started their own businesses while the remaining 22% opted to continue with their existing family business. However, most graduates who continued their family's existing business would like to start their own.

Behavioral characteristics of graduates who pursued and did not pursue entrepreneurial ventures. A five point Likert scale was used in the survey questionnaire to measure the behavioral factors instrumental to the respondents' pursuit of entrepreneurial ventures. An adjectival description was

Table 3. Useful subjects in the pursuit of Entrepreneurial Ventures

Subject	Frequency	%
Sales	42	62.69
Accounting	29	43.28
Research	24	35.82
Marketing	23	34.33
Product Development	17	25.37
Business opportunities	15	22.39
Import/export	14	20.90
Project evaluation	14	20.90
Strama	14	20.90
Finance	11	16.42
Economics	6	8.96
Ethics	6	8.96
OJT	3	4.48
Taxation	2	2.99
Quantech	2	2.99
Law	2	2.99
English	2	2.99
Business Management	1	1.49
MGAC	1	1.49
Mathematics	1	1.49

developed as basis to determine the values and attitudes common to graduates who pursued entrepreneurial ventures (Table 1). The mean for each behavior characteristic was computed and the appropriate rating was determined.

As shown in Table 2, the known behavioral characteristics of entrepreneur are present among the graduates but are relatively higher among those graduates who pursued entrepreneurial ventures as compared to those who are employed and part time entrepreneurs. These behavioral characteristics may be deemed to have been an influence in the pursuit of their entrepreneurial activities. With this in mind, these characteristics can be instilled among present students, thereby, increasing the chance that they will immediately pursue entrepreneurial ventures. When the relationship between variables were tested, the results showed that all behavioral characteristics have positive ($p > .05$) relationship with the occupational status of the graduates as shown in Table 3.

Useful subjects in the pursuit of entrepreneurial ventures. With the objective of improving the curriculum, this study attempted to determine the subjects regarded as useful in the pursuit of entrepreneurial ventures. Sales subject is regarded as the most useful subject among those graduates who pursued entrepreneurial ventures which accounted for almost 70 percent. This is due to the fact that business activities involve selling. Additional marketing or selling subjects should be included in the curriculum to increase the confidence of the graduates in dealing with clients. Other useful subjects are Accounting (43.28%), Research (35.82%) and Marketing (34.33%). Accounting subjects should focus heavily on startup business accounting while research should be taught as a continuous process regardless of the developmental stage of the entrepreneurial venture.

Useful knowledge and skills in the pursuit of entrepreneurial ventures. Consequently, selling skill was regarded to be useful in the pursuit of entrepreneurial ventures followed by communication skills. Cash flow, accounting, production knowledge, business operations knowledge are also regarded as useful when operating a business venture. These skills can be the benchmark of competency requirements among Entrepreneurship graduates.

VII. CONCLUSIONS AND RECOMMENDATIONS

A little more than half of the respondents are employed while there are more graduates who are part-time entrepreneurs (employed with business) than those who are focused on their business alone. This suggests that most of the graduates did not really pursue an entrepreneurial venture right after college. Most of the businesses that the graduates set up are relatively established within the last five years with most of them engaged in the retailing business while a few involved themselves in either service or manufacturing industries. Remarkably, most of the graduates who pursued entrepreneurial ventures started their own businesses and only a few continued the businesses of

their families.

All of the behavioral characteristics proved to be significant among the respondents. However, most of these behavioral characteristics are highly present among those who pursued entrepreneurial ventures. Notably, the behavioral characteristics have the lowest presence in those graduates who are part-time entrepreneurs. This suggests that focus is an important aspect when pursuing entrepreneurial ventures. The subject most highly regarded as useful by the respondents in the pursuit of entrepreneurial venture is Sales primarily because all business venture will not survive and will not be sustained without sales. Consequently, they regard selling skills as an important skill in pursuing business ventures.

It is recommended that certain improvements be done in the curriculum to encourage immediate pursuit of entrepreneurial ventures among graduates and to enhance the behavioral characteristics influencing the graduates to pursue business ventures. The choice of subjects to be included in the curriculum should be able to enhance these characteristics and endow the students the skills needed to make them more confident to start their business ventures. Subjects in Selling, Research and Accounting should be given more emphasis. Syllabi should be designed to extensively prepare the Entrepreneurship students to the identified characteristics. As the results of the study suggests the importance of formal training to awaken the entrepreneurial spirit among individuals, it is equally important to match the training with the needed skills so graduates will have more courage to start their business ventures immediately or after a year or two.

As networking is a significant behavior in entrepreneurial ventures, the researcher suggest the build-up of Entrepreneurship alumni network to serve as a venue of support and business network among graduates. More so, relationship between the college and the graduates in terms of training and support should not end after the students graduate from the university. It is important that encouragement and consultation continues even after graduation. The researcher also suggests the further study of the profitability and sustainability of the entrepreneurial ventures that graduates was able to set up. This is to monitor the progress of the business ventures from start up to growth of the business. Further studies can also be done to examine if the employed graduates are able to set up their own business at a later time frame.

Armed with the knowledge of the factors influencing the pursuit of entrepreneurial ventures among graduates of Entrepreneurship Management, will in the end, help in the improvement of the training being provided to students and thus help in the increase of entrepreneurs in society. It is the hope of the researcher that Filipinos will no longer have to go outside the country to live better lives. May the entrepreneurs be the new heroes of this country.

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Involving the Entrepreneurial Role Model: A Possible Development for Entrepreneurship Education

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Abstract

This paper offers and discusses an alternative way to delivering entrepreneurship education to students in higher education institutions through the involvement of a role model(s) in entrepreneurship teaching and learning. A previous study with students in an Indonesian university showed that the role model is in position to give positive influence to their entrepreneurial motivation, and furthermore, the choice for a future career as an entrepreneur. As a further development, this paper outlines a model whereby the appropriate role of the dominant entrepreneurial role models (who are parents, entrepreneurs and teachers/lecturers) are integrated one with the other and can be used as a source of an entrepreneurial learning process.

The lecturer can take on the major task as the facilitator to encourage students to seek the appropriate knowledge about entrepreneurship in this integration whilst the other two constructs can take on their major tasks to act as sources of informal entrepreneurial learning (through social and active learning). Entrepreneurs in particular, can act as a 'business father or mother' to whom students can talk and with whom they can establish a longer informal relationship. This paper argues that whilst this model can be implemented successfully it is critical that a suitable and proper institutional setting -in terms of curriculum arrangement -alongside the availability of supporting facilities and infrastructures be arranged and addressed to support it.

Keywords: entrepreneurship education, entrepreneurial role models, institutional setting

I. INTRODUCTION

Entrepreneurship has become an economic panacea seen as both generating employment and economic prosperity in developed and developing countries (Kuratko, 2005; Matlay, 2006). The growing interest in entrepreneurship teaching and research (Jones and English, 2004) simultaneously increased the enthusiasm of students for taking part in an entrepreneurship course. They have become the most popular course in the USA for college and university students, followed by small business management and new venture creation (Solomon, 2007). Entrepreneurship is offered as a specific subject of education to be delivered as it is believed that education plays an important role in the process of entrepreneurial capacity (Hannon, 2006). This importance can be seen in the 2008 Global Entrepreneurship Monitor (GEM) which devoted their 2008 special topic to Entrepreneurship Education and Training.

Rae (2010) argued that universities and their provision of education and learning for entrepreneurship must respond to the new economic era and the subsequent global recession. To respond to this, entrepreneurship education should be prepared for all university students regardless of their majors in order to improve their competitive advantage, not only for themselves but also for the nations and societies in which they involved (Lee, Chang and Lim, 2005). Unfortunately, entrepreneurship is often delivered through a normative theory-based approach rather than the pragmatic approach that is more contextual, experiential and reflexive. So students are only equipped with knowledge *about* entrepreneurship to stand alongside their traditional business-management skills and knowledge (Taatila, 2010). Although scholars have developed and offered

some contemporary ways for entrepreneurship teaching and learning, they also have realized that several factors (such as teaching and learning facilities and infrastructures, social and cultural influences, and curriculum) matter equally much in entrepreneurship education (see the studies of Higgins and Mirza, 2012, Carver, et al., 1996, Souitaris et al., 2007, Aronsson, 2004, Fiet, 2000, Jones-Evans et al, 2000, Jack and Anderson, 1999, Gorman et al, 1997,). One thing in principle is that entrepreneurship education should be better schemed, and therefore, it needs a proper and suitable institutional setting to foster delivery.

This paper offers an alternative for delivering entrepreneurship as a part of the education for students in higher education institutions by arguing that the role model can be involved in entrepreneurship education – as it relates positively to students’ entrepreneurial motivation and the choice of a future career as an entrepreneur.

II. THEORETICAL OVERVIEW

Despite the problem of a lack of consensus over the definition of entrepreneurship which has resulted in a lack of a suitable pedagogical paradigm for entrepreneurship education, some scholars have tried to define what is entrepreneurship education, for example, Heinonen and Poikkijoki (2005): “*entrepreneurship education is the activities aimed at developing enterprising or entrepreneurial people and increasing their understanding and knowledge about entrepreneurship and enterprise*”.

Unfortunately, even this definition cannot resolve the question and debate about how entrepreneurship education should be carried out. In addition, Jones and Iredale (2010) also identified another problem that relates to entrepreneurship education. They identified the problem of terminology within the continuums of enterprise and entrepreneurship education by arguing that there should be a clear separation between ‘entrepreneurship’ education and ‘enterprise’ education as both of these display differences in their focus and objectives. In a research regarding the learning process in entrepreneurship education, Fayolle and

Gailly (2008) has mapped the key dimensions of learning processes in entrepreneurship education and the alternative teaching models that can be chosen which are summarized in Table One. Combining these two approaches we conclude on the distinction between the entrepreneurship education and enterprise education continuum in Figure One.

Although Figure One has clearly demonstrates the distinction, one thing the scholars have in common is the principle that the entrepreneurship education should rely on the adequacy regarding the objectives, characteristics of the audience and the existence of the institutional context that can influence contents and the constraints of entrepreneurship education.

The tension to be resolved should not be to find which terminology is the most suitable for use – but rather to explore and to focus on what are those suitable teaching and learning methods that will be effective in delivering the course(s), be it either entrepreneurship or enterprise education. Related to this, there does seem to be an informal understanding between scholars that the ‘learning’ approach which accommodates the formal and informal learning possibilities will be more successful in entrepreneurship education rather than the ‘teaching’ approach. Rae (2010) when considering a basic approach to entrepreneurship education and entrepreneurial learning for university students argued that the sources of entrepreneurial learning should be active, social and formal.

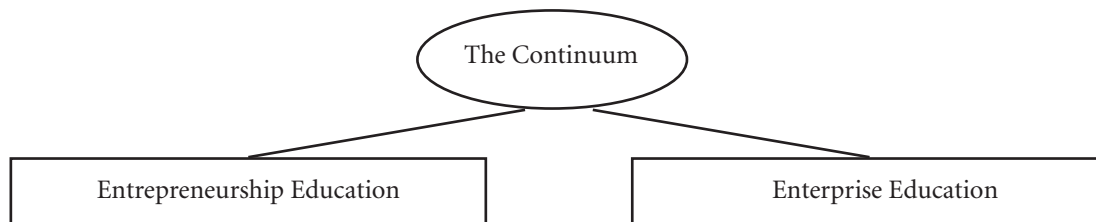
He further proposed that there should be changes to the content of the courses from ordinary business skills-knowledge and understanding to the development of the students’ entrepreneurial skills, attributes and behaviours. This is also supported by Gibb (1996) who said that the process of learning should also be shifted from the traditional learning processes into an “*entrepreneurial learning processes*”. Thus, the challenge for entrepreneurship education is to establish, develop and maintain a system of learning (and assessment) that can add to the traditional ways of learning and developing its students with the skills, personality attributes and behavioural characteristic of the enterprising, or entrepreneurial, individual (Kirby, 2002)

Table 1
Key Dimensions of the Learning Processes in Entrepreneurship Education (Adapted from Fayolle and Gailly, 2008)

Learning process	Key dimensions of the teaching model
Learning to become an enterprising individual	<ul style="list-style-type: none"> • Entrepreneurship as a broad concept • Focus on spiritual dimensions (know why and know when) • Expected changes in attitude, perceptions and intention toward entrepreneurship • Large diversity of audiences: students in business & non-business fields • High importance of entrepreneurs as role models in the classroom
Learning to become an entrepreneur	<ul style="list-style-type: none"> • Entrepreneurship as a specific concept and professional situation (independent entrepreneurship, corporate entrepreneurship) • Focus on professional/practical dimensions (know what, know how, know who).

Table 1
Key Dimensions of the Learning Processes in Entrepreneurship Education (Adapted from Fayolle and Gailly, 2008)

Learning process	Key dimensions of the teaching model
	<ul style="list-style-type: none"> • Learning by doing pedagogies. • Expected acquisition of skills, practical knowledge, techniques to act and succeed as an entrepreneur. • Expected development of entrepreneurial competencies • Main audiences: would-be entrepreneurs working or having a real and concrete entrepreneurial project
Learning to become an academic	<ul style="list-style-type: none"> • Academic conception of entrepreneurship • Focus on theoretical dimension • Didactical educational model • Discussion in the classroom of research issues • Main audiences: PhD students, teachers and researchers • Expected acquisition of theoretical and scientific knowledge



Orientation	New venture creation, growing and managing a business, self-employment acquisition of skills and knowledge to start and manage a business.	Development of skills & knowledge as an enterprising individual, the use of enterprising skills, behaviors and attributes in life and business
Focus	Starting, growing, managing business. Professional/practical dimensions in different contexts of life	Acquisition and development of personal skills, abilities and attributes to be used. Spiritual dimensions.
Learning process	Learning to become an entrepreneur.	Learning to become an enterprising individual
Key dimension of teaching models	Entrepreneurship as a specific concept and professional situation. Learning by doing pedagogies. Expected acquisition of skills, practical knowledge, techniques to act and succeed as an entrepreneur. Expected development of entrepreneurial competencies.	Entrepreneurship as a broad concept. Expected changes in attitude, perceptions and intentions towards entrepreneurship.

Figure 1
The Continuum of Entrepreneurship and Enterprise Education
(Adapted from; Jones and Iredale, 2010 and Fayolle and Gailly, 2008)

From the bundle of studies and research regarding entrepreneurship education amongst countries, Mwasalwiba (2010) summarised the general objectives of entrepreneurship education in various countries as comprising of: (a) increasing entrepreneurial spirit/culture/attitudes (34% amongst the recorded studies and research); (b) start-up and job creation (27%); (c) making a contribution to the society (24%); and, (d) stimulating entrepreneurial skills (15%). These objectives led to the possible choice of teaching methods, which can be

categorized into traditional methods (comprising normal lectures) and innovative methods which are more action-based (Arasti, Falavarjani and Imanipour, 2012), or in another terminology, passive and active methods (Mwasalwiba, 2010). To name some detail teaching and learning methods in entrepreneurship, Pittaway and Cope (2007) through a Systematic Literature Review identified: the use of the classic approach (Benson, 1992); action learning (Leitch and Harrison, 1999); new venture simulations (Clouse, 1990; Kelmar, 1992);

technology based simulations (Low, Venkataraman and Srivatsan, 1994; Hindle, 2002); the development of actual ventures (Haines, 1988); skill based courses (Ullijn, Duill and Robertson, 2004); video role plays (Robertson and Collins, 2003); experiential learning (Sexton and Upton, 1987; Daly, 2001); and mentoring (Stewart and Knowles, 2003). Lourenco and Jones (2006) further strengthen that mixture and collaboration of traditional approaches (lectures and seminars) by discussing transmissive methodologies (Sterling, 2001:36) associated with the transfer of information through more enterprising and interactive approaches (company visits, in-depth discussions with real entrepreneurs, activities) which use transformative methodologies – so engaging learners in constructing and owning their learning – and so possibly providing the best learning style for nascent entrepreneurs. Arasti, Falavarjani and Imanipour (2012) found that case study and projects, (either group or individual), problem solving and a project for establishing new venture creation are the most appropriate methods for engaging students in entrepreneurship. Furthermore, reflecting on interactive approaches which use transformative methodologies, Kuckertz (2013) emphasized two possible prominent learning methodologies that may raise the entrepreneurial attitudes of students. They are firstly: the exposure of students in class to specific role models such as successful entrepreneurs (Aronsson, 2004, Souitaris et. al., 2007 and Carver, et. al., 2010). Related to the choice of role model entrepreneurs for students, Kuckertz (2011) further suggested that they are better to be: (a) younger entrepreneurs who are two or three years ahead of the student, and (b) those to whom students can easily relate. Secondly, project based learning (Gorman, et al., 1997) and learning by doing (Fiet, 2000), for instance, the involvement of students in actual start-ups or student consulting to entrepreneurs. As a possible further development in entrepreneurship education, Higgins and Mirza (2012) for example, suggested that entrepreneurial education should consider a more reflexive practice-oriented education agenda and approach that involve self-conception of what does it mean to be an entrepreneur.

III. THE CONSTRUCT OF ROLE MODELS, ENTREPRENEURIAL MOTIVATION AND A FUTURE CAREER AS AN ENTREPRENEUR

The concept of the entrepreneurial role model introduced by Gibson (2004) defined the role model, identified the dimensional approach of the role model, discussed characteristics that differentiate a role model from a mentor model or a behavioural model; and the reason why an individual is appointed to become a role model by other individuals. The definition of the role model as suggested by Gibson (2004) is “*a cognitive construction based on the attributes of people in social roles an individual perceives to be similar to him or herself to some extent and desires to increase perceived similarity by emulating those attributes*”.

However, Gibson (2004) did not further clarify the impact and relationship between the existence of role models and individuals, especially to individuals’ entrepreneurial motivation and their possible future career to become an entrepreneur. The rationale and relationship between the construct of role model, entrepreneurial motivation (in particular students in higher education institutions) and possible future career as an entrepreneur was introduced by Rahman (2013). He identified several possible constructs of role model and found that some role models, indeed, have a positive relationship to entrepreneurial motivation and the future career choice to become an entrepreneur. This is shown in Table Two. In all matters, parents and entrepreneurs are the perfect people on whom the students can rely on for their future career and entrepreneurial motivation. The constructs of siblings, uncles/aunties and friends are in a moderate position to influence the future career of the student (meaning that siblings, uncles-aunties and friends can only give insights on entrepreneurial career but they have no ‘personality power’ to encourage the students to take any further actions into an entrepreneurial career). This circumstance has further led to the fact that these three constructs of the role model have no significant correlation to student entrepreneurial motivation. The ‘ambiguous’ position is shown by the teacher/lecturer as a construct of role model. On the one hand, the students think their teacher/lecturer is one of the people who can influence their future career but on the contrary, they think their teacher/lecturer have no correlation to their

Table 2
The Influence of the Construct of Role Models to Student Future Career Choice and Their Relationship to Student Entrepreneurial Motivation

no	Possible Degree of Influence for Future Career	Construct of role models according to their proximity to students						
		Very Close		Close			Not Known Personally	
		Parents	Siblings	Uncles / Aunties	Friends	Boyfriends / Girlfriends	Teachers / Lecturers	Successful Entrepreneurs
1	Positive	√						√
2	Moderate		√	√	√			
3	Negative					√		

no	Possible Degree of Influence for Future Career	Construct of role models according to their proximity to students						
		Very Close		Close			Not Known Personally	
		Parents	Siblings	Uncles / Aunties	Friends	Boyfriends / Girlfriends	Teachers / Lecturers	Successful Entrepreneurs
1	Positive	√						
2	No correlation		√	√	√	√	√	√

entrepreneurial motivation. This indicates one thing: reputation of the teachers/lecturers and their formal interrelationship with the students can only give insights to the future career of the students but not markedly influence their entrepreneurial motivation.

IV. THE INVOLVEMENT OF ROLE MODELS IN ENTREPRENEURSHIP EDUCATION

The previous study by Rahman and Day (2012) implied that there is a possibility to use the role model construct in the social environment of an individual. Strengthening entrepreneurial motivation will further lead to strengthening the traits and personality of aspirant entrepreneurs.

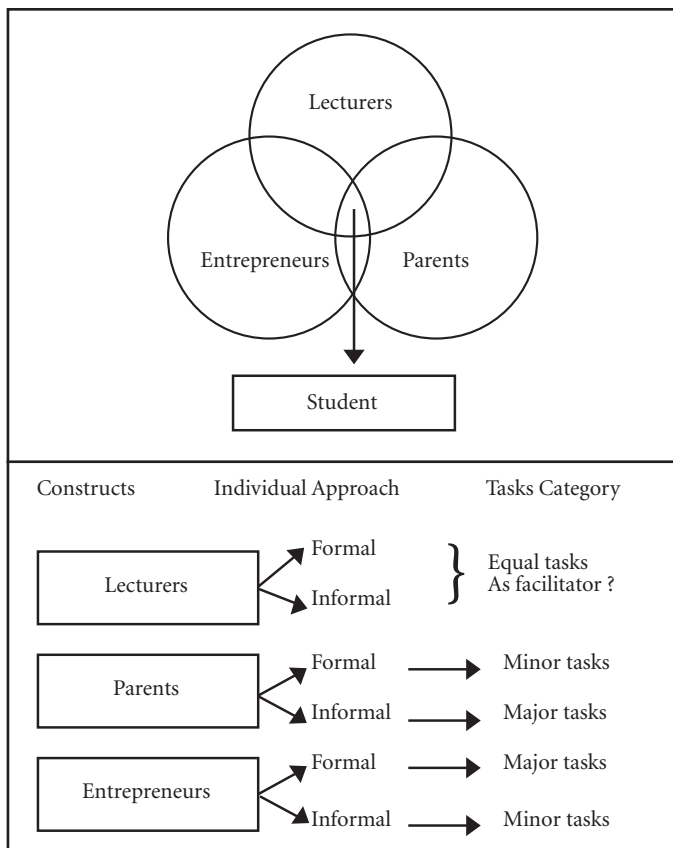


Figure 2
Role Integration of Dominant Entrepreneurial Role Models in Entrepreneurship Education

Consequently, the use of role model constructs in strengthening traits and personality of the aspirant entrepreneur should also be better *schemed* in suitable arrangements either in formal or informal ways. In a formal way, this will relate to the involvement of the role model construct in entrepreneurship education (teaching & learning, training, workshops and seminars), whilst in an informal way this relates to the consideration of the social culture in which norms, values and wisdoms are taking place. As argued by Kirby (2002), the challenge of entrepreneurship education is to develop a system of learning (and assessment) that complements the traditional ways of learning and developing students with the skills, attributes and behaviours characteristic of the enterprising or entrepreneurial individual. Edwards and Muir, (2004) further strengthened Kirby (2002). Therefore, an arrangement and possible scheme to involve and integrate roles of dominant entrepreneurial role models consisting of: (1) parents, (2) entrepreneurs, and (3) lecturers in entrepreneurship education can be identified. The roles can be seen as a possible *specific task* that can be carried out by each role model. Using *individual approaches* as the consideration, the integration of roles of the dominant role models with students can be viewed in the following figure.

Figure Two shows that students are positioned in the centre of integration between the three dominant role models and they can take benefits from this integration. Tasks that should be done by each of the dominant role model are categorized into two categories: (1) *major tasks* and (2) *minor tasks*. The lecturer in this integration is in an important position as a *facilitator* who can facilitate the involvement of the two other dominant role models (parents and entrepreneurs). They may have a major task to encourage students to seek the appropriate knowledge in entrepreneurship and to become aware of entrepreneurship as a possible choice for their future career, and further, identifying and appointing possible and suitable role models who can share their experience in the classroom and establish a longer informal communication and interaction with students. As Aronsson, (2004), the role of educators is to foster entrepreneurial attitudes of their students, and so is less about changing them directly, but rather increasing awareness of entrepreneurship as an alternative career choice and creating an environment that can foster entrepreneurial behaviour. As a general qualification, the lecturer is better being a person who engages in business and management practice, or at least, who is aware of it. Most importantly, the lecturer needs to show and

express a willingness to explore new frameworks of knowledge transfer and development. The major task of entrepreneurs is to expose the real world scenarios of becoming an entrepreneur, offer continuous practical assistance and advice and be ready to be a 'business' father or mother' with whom students can establish a longer and an informal relationship.

The entrepreneur is appointed by the students as their role model through their recognising and considering that they have a solid reputation as an entrepreneur and possibly, charisma. Therefore, it becomes important that this entrepreneur would be better to be an educationally empathetic person; still relatively young; has had the business since establishment; and has a strong commitment to give their time and share their experience to guide the student. It is hoped that parents who are entrepreneurs get involved in this model as they are the most influential role model for students. The major task of parents can be related to developing and improving student awareness regarding entrepreneurship as a possible future career, to give insights about other work and jobs (apart from just being an employee) and to support the choice of the future career by students. As students appointed parents as their role model based on the reason of charisma, it would be important for them to offer an informal approach (communication and interaction) and in a longer timeframe to raise student awareness. Parents should be wise in their counsel and communicate and interact with students with respect for their plans for their future life. Therefore, parents who can act as friends would be needed in this task.

Interesting issues are raised for managing role models within the classroom. We have to manage a complex selection of role models; some of them will exert a physical and contemporary influence, (the guest entrepreneur). Others will have played a role in an environment outside of the classroom and their influence may be both now and in the past, for example, parents. So the educator needs to not only draw upon contemporary and previous influences but also to manage a range of internal and external influences whilst taking into account their relative impact on the student. Of course, an entrepreneurship (education) orientation has already made common the bringing of entrepreneurs into the classroom, however this is usually only for a limited and contained period of time. This paper implies that there should be more frequent interaction between students and entrepreneurs in the classroom. Such will allow the creation of the *closure mechanism* between students and entrepreneurs, whereby students will adopt and appoint entrepreneurs as their role model. There should also be a tripartite and close interpersonal relationship between teachers/lecturers-parents-entrepreneurs in guiding those students who have entrepreneurial projects, interests and motivation. Close cooperation between universities and actors (role models) would be a sensible route to choose, including actors outside of the traditional classroom network both in reach and time. If parents are a large pre-university influence then should we reach out to them, and incorporate them, prior to their children attending university?

V. CONCLUSION

As our previous study, we found that students react positively towards the existence of role models for their entrepreneurial motivation and their future career to become an entrepreneur. We found that the constructs of parents, entrepreneur and teacher/lecturer are the most likely persons who can influence their entrepreneurial motivation and a future career in entrepreneurship. We believe that this could be used as an alternative way in entrepreneurship education and an associated entrepreneurial learning process by arguing that the involvement of role models will also be effective in entrepreneurship education. We offer a model where the role of dominant entrepreneurial role models is integrated in entrepreneurship education for students in higher education institutions – in which every role model has its own specific major and minor tasks. However, arrangements should be made for a proper, and suitable, institutional framework and setting to support its implementation, particularly in terms of curriculum arrangement alongside the availability of supporting facilities and infrastructures be arranged and addressed to support it.

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Modeling entrepreneurship value with Learning outcomes assessment

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Abstract

Entrepreneurship is a value in itself, and it can be controversial to plug it as a trendy marketing anthem if some basic steps have not been done. This article proposes for an Institutional Research Office an operational framework to measure how much entrepreneurship is embedded in the University and presents an example on how this framework applies in our University. The first step is to map entrepreneurship assessment with the Institution Learning outcomes. The mapping measures how entrepreneurship is carried by the values and mission of the University. The second step consists in computing the “entrepreneurship credit”, based on the mapping defined by the judges on the University Learning outcomes. The entrepreneurship credit is the effective contribution of each course of a potential entrepreneurship profile. The third step is to calculate an entrepreneurship score along cohorts and identify programs with stronger entrepreneurship value.

I. INTRODUCTION

Entrepreneurship is a value in itself, and it can be controversial to plug it as a trendy marketing anthem if some basic steps have not been done. There is definitely a growth in the idea to embed entrepreneurship in education (Kuratko, 2005). Globalization and innovation could be behind the “Entrepreneurship” phenomenon (Davidson, 2007). The survey Report of Entrepreneurship in Higher Education in Europe requested by the European Commission (NIRAS, 2008) has characterized the presence of entrepreneurship at six levels :

- **Strategy** : by supporting an entrepreneurial agenda
- **Outreach** : by involving the alumni in the University project
- **Institutional Infrastructure**: by allocating resources and staff to entrepreneurship
- **Teaching & Learning**: by developing entrepreneurial courses
- **Development**: by developing ways of evaluating the level of entrepreneurial learning outcomes.
- **Resources** : by allocating funds for entrepreneurial projects.

This article will only focus on the development level. Let's start with this preliminary question: is the value

“entrepreneurship” embedded in the mission statement of the University? If this value is embedded in the mission statement or in the program learning outcomes of a Faculty program, then the assessment of entrepreneurship is a part of the on-going assessment methodology. My focus will be for Universities which do not have the entrepreneurship value as part of their mission statement or their program learning outcomes. This article proposes a quick and fairly robust way to assess on an indirect method the relative level of involvement of different Faculties in teaching entrepreneurship across the University.

Part I presents a review of previous works on defining entrepreneurship. Part 2 proposes for an Institutional Research Office an operational framework to measure how much entrepreneurship is embedded in the University. Part 3 presents an example on how this framework can be applied in our University.

SECTION 1. DEFINING ENTREPRENEURSHIP

Let's review the debate if entrepreneurship is a universal value with different behavioral applications or culturally relative to social standard of a community. For Clarke and Aram (1997) behavioral ethics within the context of entrepreneurial dilemmas is strongly cultural and contextually dependent based on a comparative study on graduate students in Spain and the United States.

Several authors (Gorman et al. 1997, Toledano 2008) have supported that entrepreneurship educational programs could promote entrepreneurial mindsets and have the potential to build a favorable ground for entrepreneurship. Harmeling et al. (2009) have defended the fact that entrepreneurship value can be learned and entrepreneurship situations are not only about opportunities but also about constructing a mindset open to possibilities: “Luck is when preparation meets opportunity.” Seneca. This article considers Entrepreneurship as a virtue that can be taught as a learning outcome and the component values of entrepreneurship are cultural specific.

SECTION 2. OPERATIONAL FRAMEWORK TO MEASURE A VALUE AS ENTREPRENEURSHIP

This article considers the case that the value “entrepreneurship” is not embedded in the mission statement

of the University. The first step is to map entrepreneurship assessment with the program learning outcomes assessment. The mapping measures how entrepreneurship is carried by the values of Program Learning outcomes.

Using the current Learning outcomes assessment framework to assess Entrepreneurship

This paragraph summarizes the Learning Outcomes assessment framework used in our University and needed to do the study. This methodology is inspired from several works (Allen, 2009, UCF, 2005, Fink, 2003).

The Institutional Research and Assessment office (IRAO) has a preponderant role of coordination of the Learning Outcomes Assessment. The Office is in charge to coordinate Outcomes Assessment Committees (OACs) at the departmental levels to match the Mission Statement at University levels. At departmental level Outcomes Assessment Committees (OACs) are tasked assessing student learning performance, and how the university mission is met in each department. The assessment of student performance is through direct and indirect methods.

The data gathering is embedded in the Course Assessment administrated at instructor level administrated in each Faculty. Then the IRAO is in charge of administrating the statistic of the direct method. The direct method is bottom up. It starts at the course level; each instructor has to define the student learning outcomes (SLOs) included in the syllabi. Then the course instructors imbed questions in exams to assess how many students are scoring on the various SLOs. These embedded exam questions test for specific SLOs. The course instructors keep statistics on how many students answered these questions right and fill-in a database as per the grading system. The OACs have to map SLOs statistics to program learning outcomes (PLOs) and mission statement values to assess how they are met. It is better to have OACs at department levels rather than at Faculty level because Programs are defined, and administrated at Department levels. As an example:

1. The course instructor has to give points to a student in Astronomy answering right on a specific question on the impact of Newton law in the planet orbit
2. The OAC of the Astronomy Department has to map those points with a number of points attributed to the Program Learning outcomes of astrophysics and a number of points attributed to “enlightened citizenship” virtue of the University Mission Statement.

The IRAO is in charge of administrating the indirect method. The indirect method consists in conducting university-wide surveys such as course surveys, exit surveys for all graduating students and internship and alumni surveys for both employees and employers. Those surveys cover both the assessment of program learning outcomes (PLOs) and the assessment of University Mission

statement values. The content of the questionnaires is jointly defined by the OACs and the IRAO.

To assess an entrepreneurship value what is currently missing, is the feedback loop that takes statistics on a particular PLO and maps it to a specific part of the component value of entrepreneurship.

Mapping the values based on a Thurstone scale

To approximate a level of measurement the method of equal-appearing intervals developed by Robert Thurstone defines an attitude score based on a Likert scale.

The first step is to map the entrepreneurship value with the current embedded and measured values and virtues of the university mission or each program learning outcomes. Our work was to select two groups of judges (Thurstone terminology) that have enough exposure to entrepreneurship: academics instructors and entrepreneurs. They were asked to score from 1 to 11 the values of the University in order to compose an “entrepreneurship” score. As a constraint the set of virtues or PLO already measured in NDU was given, we were not sure that they cover all virtues needed for entrepreneurship. Within the virtue and PLO set some were not relevant for the judges to define “entrepreneurship, we discard them. Within the virtues and PLO set some were found by the judge redundant Critical Thinking/ Critical thinking and Solidarity/Team work, Respect for human dignity and rights/ respect.

Virtues of the University	Program Learning Outcomes
Mission statement	Dedication
Belief in God	Clarity
Diversity	Professionalism
Fairness and moral integrity	Communication
Enlightened citizenship	Team work
Solidarity	Creativity
Respect for human dignity and rights	Critical Thinking
Concerned for the common good	Respect
Critical Thinking	Critical Thinking

Thesecsecondstepconsistsincomputingthe“entrepreneurship credit”. The entrepreneurship credit is the effective contribution of each course of a potential entrepreneurship profile. The PLOs is calculated on 1 to 5 scale mapped from a Likert Scale with the following qualitative attributes (strongly disagree, disagree, neutral, agree, and strongly agree). The distance between each attribute is assumed equal intervals and therefore the quantitative measures assigned to the qualitative attributes will be used in parametric tests. Based on the mapping defined by the judges in step 1, the entrepreneurship credit of a semester is the average of the weighted PLO scores in this semester divided by 5 (for normalization) and multiplied by the number of credits of the course (3 most of the times).

$$\text{Entrepreneurship Credit (1-3 scale)} = \frac{1}{5} \frac{\sum \text{weight percentage} \times \text{PLO scores} \times \text{Course credit}}{\text{Number of student}}$$

The third step is to calculate an entrepreneurship score along cohorts and to identify programs with stronger entrepreneurship value. For each student the Entrepreneurship score is computed only on the mapped courses as :

$$\text{Entrepreneurship Score (1-4 scale)} = \frac{\sum \text{Entrepreneurship credit (1-5 scale)} \times \text{Course Grade (1-4 scale)}}{\text{Credit (1 to 3 percouse)}}$$

The Entrepreneurship score of a Program in a Department is the average of the Entrepreneurship score calculated for the students who have graduated in a cohort. The students who never finished the Program are excluded from the computation.

SECTION 3. APPLICATION OF THE METHODOLOGY

The application of the methodology does cover all the steps presented, but does not cover the whole extend of the assessments used in the University to map the entrepreneurship score. The article focuses on the indirect assessments of the Program Learning outcomes.

Step 1 : Mapping entrepreneurship values

As hypothesis of the Method of Equal-Appearing Intervals the concept of entrepreneurship is reasonably thought of as one-dimensional. The PLOs and the Mission Statement values compose the set of statements. The next step is to have judges (Instructors and entrepreneurs) rate each statement on a 1-to-11 scale in terms of how much each value statement indicates a value embedded in entrepreneurship.

According to Part 1, the component learning outcomes of entrepreneurship are cultural specific. By selecting the judges in our community the methodology ensure that the mapping includes cultural specificity. The entrepreneurs were selected on a voluntary basis within the alumni. The sample of 23 covers independent workers (architect, nurse, engineer, and artistic director), family businesses and small and medium company founders out of a list of ten thousand alumni of Notre-Dame University (NDU). The number of judges was not enough to split the results between faculty members and entrepreneurs.

The composition of an “entrepreneurship” value given by the judges under the constraint of the current available measures virtues are shown in the below table in the column weight.

Step 2: Calculate an entrepreneurship credit per Course

Sample Size for the evaluation of the value per Course

Analyses were conducted at NDU in fall 2012 and spring

2013 on around 1800 courses for 7000 students per semester with a response rate of 50% and in summer 2013 on around 900 courses for 3400 students. The reliability is based on the acceptable range of .89 for the Cronbach’s alpha.

Calculation of the entrepreneurship credit per Course

Virtue & PLO	Weight	FA12	SP13	SU13	Average	Weighted average
Dedication	19%	4.3	4.97	4.8	4.7	0.89
Clarity	18%	4.5	4.7	4.6	4.6	0.83
Fairness	10%	3.2	4.2	4.8	4.1	0.41
Professionalism	10%	3.2	4.6	3.8	3.9	0.39
Critical Thinking	10%	3.8	4.82	4.9	4.5	0.45
Communication	9%	3.9	4.4	4.9	4.4	0.40
Respect	9%	3	4.6	3.2	3.6	0.32
Team work	9%	3.2	4.6	4.7	4.2	0.38
Creativity	8%	3	4.5	4.5	4.0	0.32
Total						
Entrepreneurship credit (3/ 5)						4.38
						2.63

The survey evaluates the content of the course according to a PLO on a 1-5 scale. The contribution of each course is averaged over three semesters to define Entrepreneurship credit. For example, over the 3 semesters the course of MKT101 (3 credits) was scored 4.38 on a 1-5 scale as per the calculation below. The Entrepreneurship credit is $3 \times 4.38/5 = 2.63$.

Step 3: Calculate an entrepreneurship score

Sample Size for the cohort and Course mapping

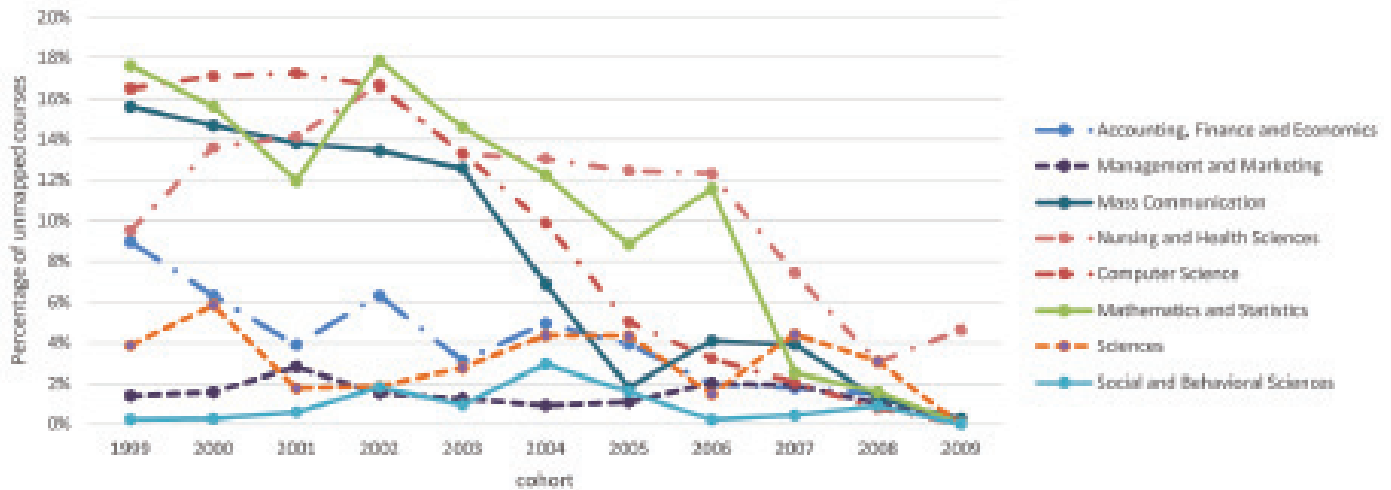
The data used is the undergraduate cohorts from 1999 to 2009 (around 13600 students), the sub selection of the departments of Accounting, Finance and Economics, Computer Science, Management and Marketing, Mass Communication, Mathematics and Statistics, Nursing and Health Sciences, Sciences, Social and Behavioral Sciences) covers around 8000 students.

On the selected departments we could map 87% of the courses (496,000 Credit over 570,000 credit). The below graph shows the percentage of the course that we could map with the existing courses: from 60% for the courses in 1997 up to 100% for the current courses. We have selected the Departments of Accounting, Finance and Economics, Computer Science, Management and Marketing, Mass Communication, Mathematics and Statistics, Nursing and Health Sciences, Sciences, Social and Behavioral Sciences with an acceptable coverage from 1999 until now.

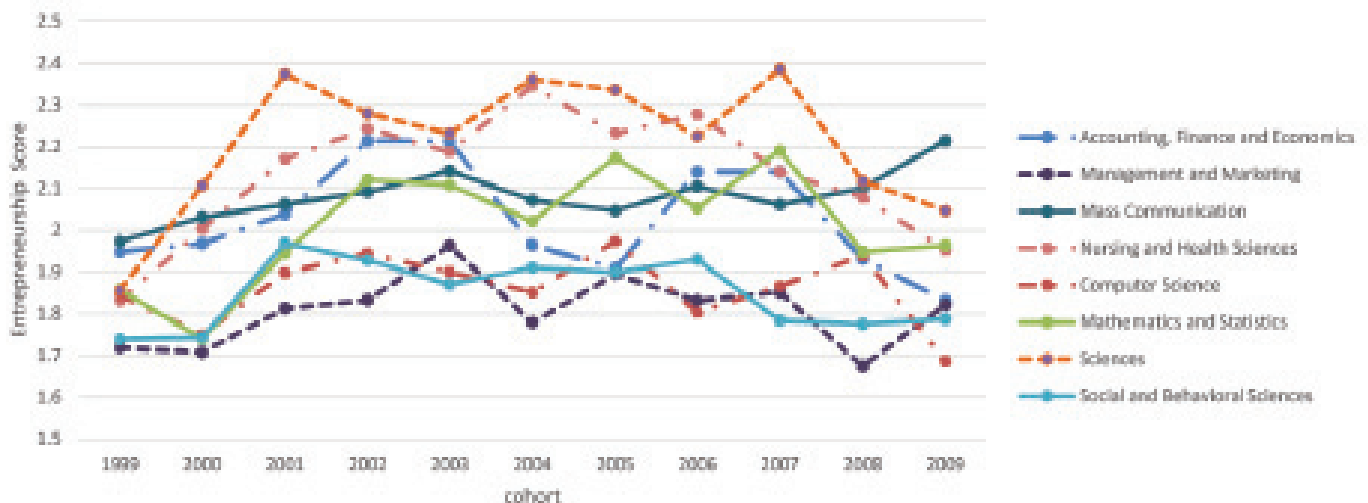
Calculating an entrepreneurship score

The Entrepreneurship score along cohorts for the Undergraduate programs of specific Departments is presented on a 1-4 scale. (Only graduating students are taken into account). The graph below shows the relative evolution of the Entrepreneurship

Percentage of unmapped courses



Evolution of entrepreneurship on selected Undergraduate Programs



score by cohort on selected undergraduate programs. A down trend means that the program composition evolves toward an instruction with less learning outcomes embedded in an entrepreneurship value and respectively an up-trend toward courses with higher learning outcomes embedded in an entrepreneurship value. Sciences and Nursing & Health sciences programs have the better entrepreneurship scores, and Social and behavioral Sciences, Computer Sciences and Management & Marketing have the lower scores.

Instructors and courses performance are comparable along the years. Assuming different cohorts results are comparable means underestimating effects of changes in students and faculty populations, student course-taking patterns. First we assume the comparability of the instruction even the number of instructors has tripled following the growth of the University between 1995 and 2012. Second we assume that the courses are comparable since 1997, even the curriculum has evolved during the last 6 years.

Limitations and constraints of step 3

The level of the students is comparable across successive cohorts because there is no grade inflation and the average GPA is stable in our University: the average undergraduate GPA wave around a GPA of 2.40 ± 0.10 during 1999-2012.

II. CONCLUSION

This study is a direct application of a Thurstone method to extract from predefined Learning Outcome measures the presence of the learning components of the entrepreneurship value. It gives a perfectible vision of the use of an indirect

method of assessment to rank different programs on their relative capacity to embed entrepreneurship values.

In further work we expect to ratify the model with the measures of the Exit Survey (graduating senior survey), the alumni database and the alumni survey. The back test can be done by comparing the number of entrepreneurs and the Program with higher potential entrepreneurs.

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Philosophies Of Indonesian And Philippine Business Schools In Educating Future Entrepreneurs

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Abstract

Poverty is a common problem that developing countries are faced with. Often rooting from unemployment, such concern is seen to be addressed by taking action with an entrepreneurial mind-set, to be able to survive in an uncertain economic situation. Given that the business school is one of the most influential institutions to aspiring businessmen, this paper aimed to compare business schools in two developing countries, in terms of their most dominant philosophies in molding future entrepreneurs. Data were taken from interviews with administrators of educational institutions offering business courses in Indonesia and the Philippines. The findings posit that the business schools in both countries play a significant role in addressing economic challenges by producing the kind of entrepreneurs each school will have out of their philosophies.

I. INTRODUCTION

Entrepreneurs are considered as the backbone of a country's economy. It is directly related to more business, more job opportunities and better quality of life. Most economists today concur that entrepreneurship is a necessary element for stirring economic growth and job opportunities in all societies. Many developing countries have come to the realization that entrepreneurship serves as the engine for economic growth and have consequently started to formulate series of policies to stimulate entrepreneurship development.

In an article in Forbes, Shawn O'Connor wrote about the responsibility of business schools in training ethical leaders. He stated: "Business schools alone certainly cannot prevent an economic crisis, but they are uniquely positioned to help the leaders of tomorrow prepare to manage risk and adhere to ethical business practices, both of which are essential safeguarding the global economy."

A report on the impact of business schools in the United Kingdom carried out for the Association of Business Schools by the Nottingham Economics Centre at Nottingham Business School, looked at the role of business schools as a focal point for teaching, research and consultancy. Business schools were found to be at the forefront of promoting entrepreneurship and were focal points of university and industry engagement. Head of Nottingham Economics and report author, Dr Andy Cooke, said: "Since the 1960s, business schools have continued to push forward their role in the economy as providers of enhanced business education. They have now evolved beyond their 'traditional' remit as providers of business-focused education. Nowadays, they are catalysts for entrepreneurship, provide focal points for discussion, research and consultancy activity, they contribute knowledge to private and public sector forums and organisations as well as enhancing the reputation and economic wellbeing of their universities."

According to Lingelback et al. (2005), entrepreneurship in developing countries is distinctive from that practiced in developed countries, and understanding these distinctions is critical to the development of entrepreneurs in developing countries.

During the 15th UNESCO-APEID International Conference (2011), Sandiaga Uno, said in his speech on Entrepreneurship in Indonesia: The Importance of Educational Institutions, "When we talk about entrepreneurship in Indonesia, the role or the importance of education institutions has often been ignored and set aside. It is often said that to become a successful entrepreneur, young people do not need to go to college. Some entrepreneurship mentors even suggest that going to college is a waste of time. They encourage college or university students to quit their school and start to build their own business immediately."

In the Philippines, a study entitled, Entrepreneurship Education in the Philippines by Aida L. Velasco (2013) found that entrepreneurship education in the Philippines is heavily focused on the development of entrepreneurs in terms of

encouraging start-ups. However, there is lack of focus in developing creativity and innovation as a mindset of the student in the formal education system. There is also minimal support from the academe and industry to aid nascent entrepreneurial undertaking to grow and sustain the business.

With entrepreneurship education being a work in progress in both countries, and considering that business schools indeed play a role in contributing to national economic situations, it is worthwhile to look into the philosophies guiding these institutions in educating their students. According to McGraw-Hill Higher Education (2003), "Behind every school and every teacher is a set of related beliefs – a philosophy of education – that influences what and how students are taught. A philosophy of education represents answers to questions about the purpose of schooling, a teacher's role, and what should be taught and by what methods."

This paper aimed to compare selected business schools from Indonesia and the Philippines, in terms of their most dominant philosophies in molding future entrepreneurs. Specifically, it sought answers to the following questions:

1. What are the philosophies that are relevant to education?
2. What are the most dominant philosophies of the administrators of the following institutions?
 - 2.1. Pamantasan ng Lungsod ng Maynila College of Management and Entrepreneurship
 - 2.2. Universitas Sebelas Maret Fakultas Ekonomi
3. What are the institutional philosophies of the participating institutions?
4. What aspects of their most dominant philosophies do the participating institutions share?

II. METHOD

A. Research Design

The research methodology of this study relied mainly on qualitative research, tending to be exploratory, flexible and gaining insights to provide a better understanding of a situation. In particular, a literature search was conducted by studying the published reports and researches in relation to entrepreneurship education. Relevant to business research projects, this popular method of exploratory research involves a desk study of available information in libraries, online resources, commercial data bases, and so on. Consequently, the researchers conducted depth interviews, where questions came from a relevant questionnaire adopted from the Oregon State University – College of Education. Depth interviews are used to tap the knowledge and experience of those with information relevant to the problem or opportunity at hand.

B. Subjects of the Study

The participants in the study are administrators representing

two schools offering business courses, namely, Pamantasan ng Lungsod ng Maynila (University of the City of Manila) College of Management and Entrepreneurship (Philippines) and Universitas Sebelas Maret Fakultas Ekonomi (Indonesia).

The College of Management and Entrepreneurship of Pamantasan ng Lungsod ng Maynila is a dynamic, needs-driven college committed to the development of outstanding practitioners in the fields of entrepreneurship, finance, management, marketing and public administration. With a passion for responding to the complex needs of society and enhancing change in the system, the College has established a wide network, particularly for its Bachelor of Science in Public Administration program, reaching out to help hundreds of undergraduates employed in local government offices and agencies. Its Bachelor in Business Administration program has expanded to include majors in entrepreneurship, financial, treasury management, marketing, and management.

Sebelas Maret University Fakultas Ekonomi is one of the best faculties in one of the best universities in Indonesia. It offers dynamic courses in diploma, undergraduate and postgraduates. Its motto is "knowledge for prosperity" where learning and teaching, research, and community service are conducted for enhancing human's welfare.

C. Instrument

Along with the literature search, depth interviews were conducted to determine the participants' institutional philosophy through a self-assessment questionnaire lifted from the Oregon State University – College of Education. It is comprised of 40 statements, to which the participants responded on a scale from 1, "Strongly Disagree," to 5, "Strongly Agree." Of the 40 items, the eight educational theories, namely, perennialism, essentialism, progressivism, reconstructionism/critical theory, information processing, behaviorism, cognitivism/constructivism and humanism, are represented by five statements which were randomly distributed throughout the questionnaire.

D. Procedure, Data Collection and Analysis

Upon approval of the participating administrators to conduct the research in their institutions, data were gathered with the use of a questionnaire on educational philosophies, an analysis of the participants' institutional philosophies through depth interviews.

The most dominant philosophies of education of the participants were taken from their numerical answers to the questionnaire, which were tallied and summarized according to the eight educational theories. The institutional philosophies of the participating schools were taken from publicized vision, mission and objectives. As a result of the depth interviews, supplementary comments of the participating administrators helped clarify and elucidate the data taken from the institutional philosophies.

III. RESULTS AND DISCUSSION

This section of the research explores the findings from each research question undertaken.

1. What are the philosophies that are relevant to education?

Table 1. A Summary of the Philosophy and Education Continuum Chart of Oregon State University - School of Education

Modernity					Post Modernity
Traditional and Conservative			Contemporary and Liberal		
Authoritarian (convergent)					Non-Authoritarian (divergent)
<hr/>					
General or World Theories	Idealism	Realism	Pragmatism	Existentialism	
Related Educational Philosophies	Perennialism	Essentialism	Progressivism	Reconstruction-ism/ Critical theory	
Related Theories of Learning	Information Processing	Behaviorism	Cognitivism/ Constructivism	Humanism	

Oregon State University - School of Education, makes use of a Philosophy and Education Continuum Chart as a learning material for the course, Philosophy of Education under Prof. Leonora M. Cohen. It presents theories from modernity to post modernity, from traditional and conservative to contemporary and liberal, and from authoritarian (convergent) to non-authoritarian (divergent). It shows the connection among related educational philosophies, related theories of learning, coming from the general or world philosophies.

Further, Cohen utilizes a questionnaire on Educational Philosophies Self-Assessment whose scoring guide summarizes the following educational philosophies and psychological orientations:

Perennialism

The acquisition of knowledge about the great ideas of western culture, including understanding reality, truth, value, and beauty, is the aim of education.

Essentialism

Essentialists believe that there is a core of basic knowledge and skills that needs to be transmitted to students in a systematic, disciplined way.

Progressivism

Progressivists believe that education should focus on the child rather than the subject matter. The students' interests are important, as is integration of thinking, feeling, and doing.

Reconstructionism/Critical Theory

Social reconstructionists advocate that schools should take the lead to reconstruct society in order to create a better world. Schools have more than a responsibility to transmit knowledge, they have the mission to transform society as well.

Information Processing

For information processing theorists, the focus is on how the mind of the individual works. The mind is considered to

be analogous a computer. It uses symbols to encode, process, remember, and retrieve information.

Behaviorism

Behaviorists believe that behavior is the result of external forces that cause humans to behave in predictable ways, rather than from free will. Observable behavior rather than internal thought processes is the focus; learning is manifested by a change in behavior.

Cognitivism/Constructivism

The learner actively constructs his or her own understandings of reality through acting upon and reflecting on experiences in the world. When a new object, event, or experience does not fit the learner's present knowing structures, a conflict is provoked that requires an active quest to restore a balance.

Humanism

Humanist educators consider learning from the perspective of the human potential for growth, becoming the best one can be. The shift is to the study of affective as well as cognitive dimensions of learning.

2. What are the most dominant philosophies of the administrators of the participating institutions?

Table 2. Most Dominant Philosophies of Administrators of Universitas Sebelas Maret Fakultas Ekonomi and of Pamantasan ng Lungsod ng Maynila College of Management and Entrepreneurship

Institution	PLM	UNS
Educational Philosophy	Progressivism	Progressivism
Psychological Orientation	Humanism	Information processing

As shown, both institutions' most dominant educational philosophy is progressivism. For progressivists, based on the Philosophy and Education Continuum Chart, ideas should be tested by active experimentation, and learning should be rooted in questions of learners in interaction with others. Furthermore, they are experience and student centered.

In terms of psychological orientation, on the other hand, the administrators differ. Based on the results, PLM is humanistic, while UNS leans more on information processing. Humanism focuses on personal freedom, choice and responsibility. It gives prime importance to achievement motivation towards highest levels, students' control of own destiny, and interaction with others. It is student-centered. In information processing, moreover, the mind makes meaning through symbol-processing structures of a fixed body of knowledge. This orientation describes how information is received, processed, stored, and retrieved from the mind.

3. What are the institutional philosophies of the participating institutions?

Table 3. Institutional Philosophies of Universitas Sebelas Maret and of Pamantasan ng Lungsod ng Maynila

Institution	PLM	UNS
Vision	A Caring People's University	To be an excellent undergraduate program in Management on national and international level.
Mission	Guided by this vision, we commit ourselves to provide quality education to the less privileged but deserving students and develop competent, productive, morally upright professionals, effective transformational leaders and socially responsible citizens.	Implementing excellent teaching and education in management that demands academic staff development and students self-reliance in obtaining knowledge, skill, attitude and the norms of living together in society; conducting scientific and applied research in management and business, and also disseminating research discovery; and organizing community services to support the implementation and development of management science that oriented to the society empowerment.
Objectives	Equip the stakeholders with the scientific and technological knowledge, skills, attitude, and values for effective and efficient delivery of quality education and services; conduct relevant and innovative researches for the enrichment of scholarships, advancement of the industry, and development of community both locally and internationally; promote extension services for community development and establish mutually beneficial linkages with industries and institutions at the local, national, and international levels; adhere to the values of excellence, integrity, nationalism, social responsibility and trustworthiness, creativity and analytical thinking; and enhance the goodwill and support of the stakeholders and benefactors for a sustainable caring people's University towards the transformation of the City of Manila and the nation.	Generate graduates with strong character, having managerial competence and highly competitive on national and international level; generate qualified scientific and applied research, and to disseminate research discovery on national and international level; and generate innovative community service that benefits the society.

4. *What aspects of their most dominant philosophies do the participating institutions share?*

As earlier mentioned, both participating institutions adhere to the philosophy of progressivism, focusing on the individuality, the learner 'experiencing the world.' In progressivism, learning is active and not passive. The learner is a problem solver and thinker who makes meaning through his or her individual experience in the physical and cultural context. On the other hand, the teacher plays as "Gardner tendering the child, assuming a high degree of authority while respecting the personality of the child."

Both institutions consider the participation of the student of paramount importance with recognition of the authority of the teacher as the facilitator to the learner. With the implementation of this tenet/aspect of the educational philosophy, progressivism, being employed by the participating institutions, the students are geared towards developing entrepreneurial mindset, skills, behavior and attitudes which in turn enable them to be more creative and confident in their career venture. An entrepreneurship education is required for all students that will not only provide theoretical knowledge but will also guarantee to develop among graduates an entrepreneurial mindset, armoring them with the beneficial key competencies.

This can only be achieved through student-centered teaching and learning that employs innovative, experiential learning methodologies in conjunction with assessment mechanisms that award credit for extra-curricular and practical activities delivered by a coordinated, student-focused institutional infrastructure.

IV. CONCLUSION

Entrepreneurship education has a positive impact on the entrepreneurial mindset of young people (learners), their intentions towards entrepreneurship, their employability and finally on their role in society and in the economy. This study explored the most dominant philosophies of two participating institutions. The examination of the educational philosophy of an institution is important because it is useful in guiding, critiquing and justifying teaching methodologies that help in shaping their graduates as potential stakeholders of the business world.

Based on the findings of this study, the use of experience-based teaching methods is critical to developing entrepreneurial skills and abilities among graduates. It is imperative that the educator impart to the learner a real-world or simulated experience in order to allow the students to have a grasp of operating their own business. It is therefore essential that educators are recognized and encouraged to act as "entrepreneurial proponents" and provided with the means to enhance their own teaching skills and to be entrepreneurial and innovative in developing new teaching methods and resources.

In considering the value of the educational philosophy, it is apparently helpful to the participating institutions, or any institution, for that matter, to consider the benefits of it offers to the particular field of education they put premium into. Further, it serves as a framework to justify educational practices and an avenue to develop evaluative and critical thinking to improve the quality of education. As this study was primarily exploratory in nature, further research with larger number of participants

from other business schools in both countries is required to gather more generalizable results.

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The Myth Of Entrepreneurship Among Students: A Case Study in Entrepreneurship Higher Education

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Abstract

The myth of entrepreneurship exists among business community and diffuses with business culture since a long time ago. Even though business people are considered to have logical mindset and accustomed to analyze empirical economy data, they hardly distinguish myth from proven entrepreneurship theories. This paper examined entrepreneurship myths and believes that exist among students in entrepreneurship Higher Education. Several subjects to be studied were the student response to some entrepreneurship myths, the influence of students' entrepreneurship knowledge against their belief in the myth. As a result, this study is able to determine in what way student perception is affected by the myth as well as the proven entrepreneurship theories. Furthermore, qualitative research method used to obtain complete, deep and meaningful description. This research is a case study at Ciputra University, a leading higher education in Indonesia focusing on entrepreneurship. In accordance with the study objectives, research was focused on students taking business course. Samples were active students of Ciputra University, majoring in International Business Management. Data were collected from in-depth interviews. Results indicated that almost all respondents recognized the entrepreneurship myths and some believed it is righteous. Furthermore, these beliefs result in negative influence towards respondents' entrepreneurship learning, as well as less determination to become entrepreneurs. However, after studying and experiencing entrepreneurship and business practice, respondents' beliefs of entrepreneurship myths diminished. At last, this study gives meaningful description that the entrepreneurship myths are bias opinion and not empirically grounded.

Keywords: entrepreneurship myth, entrepreneurship education, students' perception, entrepreneur

I. INTRODUCTION

Entrepreneurs need robust business environment to support the process of achieving success. In fact, business environment is full of challenges and risks, but if an entrepreneur can manage it properly, it will result in success. Opportunities, innovative, creative and value-added are the main factors to consider in setting up a business. If all of these factors owned by entrepreneurs, it is very possible to create a dynamic community, creative and productive (Abdinagoro, 2003). The characteristic of an entrepreneur is being able to see opportunities, continued by planning and executing the right action to create maximum benefits. The ever-changing business environments demand entrepreneurs to have persistence character, and not afraid to take risks. Many uncertainties between entrepreneurial ideas, resources and opportunities, therefore entrepreneurs are demanded to be persistence facing business challenges.

Facing challenging business environments, business people will evaluate the best options for their business and then make decision which result in positive impact on their businesses (March, 1994). Moreover, factors influencing decision-making process are personal desires and beliefs (Hastie, 2001), external factors such as environment, regulation, etc. This research discusses the myths adopted by entrepreneurs. Myths are created when curiosity is high yet cannot be satisfied by experience and objective learning. Thus, sometimes people draw conclusions based on their own thoughts.

Several popular myths of entrepreneurship exist in general. Many people still believe that entrepreneurs inherit good fortune, talents and intellectuality since they are born. However, literature reviews and empirical studies indicated that entrepreneurship can be taught, or at least encouraged, by education (Kuratko, 2005). Another public belief is that most entrepreneurs are high risk-takers or even gamblers. People see some famous successful entrepreneurs act differently than most people and dare to risk

everything they had. What people don't see is that entrepreneurs search for information, plan before taking action and calculate risks (Kuratko, 2012). In addition, people believe that to start a new business requires capital and in fact a number of business failed due to the lack of adequate funding. They believe that money is the ultimate power to obtain valuable resources to run business and become successful (Kuratko, 2012). These beliefs as well as other hadn't been mentioned exist and becoming myths of entrepreneurship due to lack of empirical studies and proves.

The myths of Entrepreneurship are known and believed by the public and even students studying entrepreneurship. This research will focus on exploring entrepreneurship myths in the perception of students studying entrepreneurship as a case study at Ciputra University. Regarding of limited time and other resources, the entrepreneurship myths that will be explored are limited to 1) Entrepreneurs are born, not made, 2) Entrepreneurs are extreme risk takers, 3) All entrepreneurs need is money. In addition, it is also important to explore the influence of students' entrepreneurship education against their belief in the myth, and explore how student perception is affected by the myths as well as the proven concepts of entrepreneurship.

Ultimately, this research is expected to give benefits for Ciputra University in identifying the effectiveness of the current learning method in nurturing entrepreneurship that result increasing competent graduates. In addition, this study is expected to give insight on myths of entrepreneurship, especially for young generation so that they less influenced by the myth. On the contrary, they will use more logic, common sense, objective analysis and become high quality generation contributing to Indonesia (Indarti & Rostiani, 2008).

II. LITERATURE REVIEW

The term entrepreneurship is derived from the word entrepreneur, which means a capability to think creatively and behave in an innovative way, and to use these as a basis in facing challenges (Wibowo, 2012). The essence of entrepreneurship is the ability to create something new and different through innovative and creative thinking. An entrepreneur needs working environment that support him in creating and managing business. Nowadays, business environment is full with threats and risks (Indrad Admaja, 2011). To get involved in the business world is not as easy as imagined by many people. As growing number of competitors enter the market resulting in very tight competition, technology and other business environment evolve creating opportunities as well as threats. Therefore, entrepreneur must be able to take advantage of every opportunity and be more sensitive to adapt every circumstance. As entrepreneurs face complex business environment, they have to choose the right choices through decision-making process (Giles & Rea, 1999). There are many prominent factors that can influence a decision making process, such as desires (utilities, personal values, goals, ends, etc) and beliefs (expectations, knowledge, means, etc) to choose a course of action. Good decisions consider choice of alternatives and means that are available to achieve the decision-maker's goals (Hastie, 2001).

THE MYTHS OF ENTREPRENEURSHIP

Myth is a system of beliefs from a group of people that is established from an anvil, which explains the stories that deal with the past (Donaldson, 2002). Many myths are not proven true, but ironically this myth is more trusted by the community rather than science and facts. However, the myth is highly possible affect entrepreneurs' mindset, decision-making and actions. Problem starts to occur when the myth has a potential to hinder their

entrepreneurship. In order to give a different perspective for entrepreneurs not to easily believe the myths that are not proven, hence the writer is interested to discuss further the myths of entrepreneurship, as follows: (Kuratko, 2012)

1.1. Entrepreneurs are born, not made

Traditional views believe that a person can become an entrepreneur because of having great character, intuition and remarkable talent since birth, genetically or destined. Therefore, not everyone can be an entrepreneur. Scientifically, everyone can be entrepreneur because entrepreneurship can be learned regardless genetic and other condition at birth. As long as one has the willingness to learn and can be open-minded, the opportunity to be an entrepreneur is always widely open. Based on theory, every activity can be learned, trained and mastered if someone has desire and intention to make it happen (Wibowo, 2012).

1.2. Entrepreneurs Are Extreme Risk Takers

People often think of entrepreneurs are willing to take great risk considering entrepreneurs' actions and decision-making seem recklessly risky, gambling also distinct from the existing pattern or common sense (Kuratko, D. F (2012). Actually, entrepreneurs are able to create an innovative business by taking advantage of all the uncertainties in order to achieve his objectives and be successful, as well as calculating all possibilities with logic (Irjianto, 2013). Action-oriented is one of the characteristics of a good entrepreneur because vision without action will never be realized (Ifham & Helmi, 2002). The ability to think in detail about things that can bring positive influence to the business will help in preventing risks that may occur. True entrepreneurs must bear all the risk that can happen, quickly solve the problems and improve them-selves, avoid making the same mistakes.

1.3. All Entrepreneurs Need is Money

There is a proverb that says, "money is not everything, but everything needs money". People know that money is very important in live, great business can only be built if it can acquire great resources and money is definitely needed to get these resources. People believe in the power of money to buy great technology, hire great people and to create great business all entrepreneurs' need is money. According to the theory, starting a new business requires capital and in fact a number of business failed due to the lack of adequate funding. However, money is not everything as there are some other factors that can support business viability (Kuratko, D. F. (2012). Source of funding can be derived from owned capital as well as loans (Budiwati). Capital is not the prominent thing but courage to start business is the most important factor (Abdinagoro, S. B. (2003). Example of cases that support the statement is the case Jeff Bezos, founder of Amazon.com. Bezos only used a small amount of loan from his parents, suppliers, and credit card to start his business. Eventually, Amazon grew to be the largest retail store in the world from only a small amount of capital. His courage to start a business made him succeed (Ryan Jr, 2008).

III. RESEARCH METHOD

This study uses qualitative method to obtain in-depth exploration. Though qualitative study enable researcher to understand a situation, further examinations are needed to improve the validity and reliability of research and its findings (Golafshani, 2003). In this research, investigator triangulation used to examines participants using the same interview method. The findings from each evaluator would be compared to build un-

Understanding of the issue. Moreover, methodological triangulation used by conducting in-depth interview and focus group, then the result would be compared to get the conclusions (Guion, Diehl, & McDonald, 2011). Data collection technique used is in-depth interviews as well as focus group discussion. Interviews were conducted individually and discussion was conducted in focus groups with maximum of 4 respondents to stay focused with the topics and respondents individual opinions. By using this technique, this research will obtain in-depth, detailed and thorough data. To avoid different understanding of the research questions, clear definitions of entrepreneurship, myth, and each entrepreneurship myth questioned are explained to respondent before the interview. Data collection process was stopped after considering no new data obtained from respondents.

This research object are students of Ciputra University, this consider that Ciputra University a vision of "Creating the World Class Entrepreneur". Moreover, Ciputra University has different methods of learning entrepreneurship compared to the other universities in Indonesia, which are its focus on entrepreneurship through the entire study period and application of business project learning. Purposive sample was used using selection criteria: students of the Department of International Business Management, active or currently studying, actively running a business project and had entrepreneurial achievement throughout their studies. These criteria were set to provide the validity and reliability of this study, considering focus on entrepreneurship education and business study programs as well as the importance of students understanding and experiences of entrepreneurship and its practice in small businesses.

2. Analysis and Discussion

This research shows interesting fact on entrepreneurship myth. The following table indicates the number of respondents who believe the truth of the entrepreneurship myths questioned:

Myth	Respondents									
	I	II	III	IV	V	VI	VII	VIII	IX	X
Entrepreneurs are Born, not Made	x	x	x	✓	x	x	x	x	x	x
Entrepreneurs are Extreme Risk Takers	✓	x	✓	✓	✓	✓	x	✓	✓	✓
All Entrepreneurs Need is Money	x	x	x	x	x	x	x	x	x	x

Note :
✓ = Believe
x = Disbelieve

The table above shows homogenous result regarding agree/disagreement with the given entrepreneurship myths. Students apparently do not believe the first and third entrepreneurship myths, on the contrary, students do believe the second myth given. Complete overview and analysis will be discussed for each entrepreneurship myth.

2.1. Entrepreneurs are Born, Not Made

The result shows only one student believe on this myth, while the others do not believe the truth of it. The students who

believe explained that all aspects of human personality and competences can be formed if there is desire, will, intention and motivation to learn and take action of improvements. There is nothing that cannot be learned and done by human, because it all depends on their willingness to take actions. Likewise, Entrepreneurship spirit can be formed through surrounding environment, for instance children can analyze and learn from their parents, who are entrepreneurs, how to act and behave like a true entrepreneur. On the other hand, students who agree with the myth that entrepreneur are born and not made, believes that there are some people who are born with an aptitude to be an entrepreneur. Overall, the influence of this myth to the students of Ciputra University is moderately minor, as most of them do not believe the myth. They believe that the nature and character of human being can be formed, for example students who enroll in entrepreneurship class in University of Ciputra can learn and shape their characters to be a good entrepreneur. However, this must be started with having a desire to do so. An effort to make someone to be a good entrepreneur can also be done through formal and non-formal institution. In this modern era, access to learn about entrepreneurship is no longer difficult as people can learn it not only from formal education and institution but also from training, visits to business objects, and even read books regarding success stories of entrepreneur role models.

2.2. Entrepreneurs are Extreme Risk Takers

The interview result shows that 8 from 10 respondents agree with the myth. Their perception is that the most important factor to achieve an objective is the courage to take actions. According to the students, extreme can be described as something that is beyond the limit of normal, dare to do something all out, and dare to sacrifice something in order to achieve success. This myth influences their mindset that anything will be done for the sake of their businesses to be successful. After pursuing their studies in the Ciputra University, they are becoming more convinced of the truth of this myth, however, they added smart calculation as consideration before doing action, take opportunities and extreme risks. According to the students, the fear to take a right decision quickly will cause loss of opportunities, stagnant business growth or even loss in competition. Therefore, entrepreneurs need an immediate response and fast decision-making ability, although there will be risks that must be borne. Students also implement one of the 7 Spirits of Entrepreneurship, which is a calculated risk taker. Risks can result in loss, but if the risks are treated with prior calculation, loss can be minimized or even avoided. Ciputra University teaches the student in designing new business in which it is commonly called as business plan. Making a business plan is considered as part of the "calculation" in managing the risks, so when faced with problems, students can make good decisions and do appropriate solution, as they become more prepared.

2.3. All Entrepreneurs Need is Money

Respondents explain that based on financial perspective, entrepreneurship does require money to start a business since

every investment involves some amounts of funds. However, funds is not all entrepreneurs needs since there are other factors that are also required as resources, such as good visions, good personality, human resources, management skills, etc. According to students, funding do not necessarily come from entrepreneurs owned money or capital, but can also come from loans and investors. Students also mentioned if anyone has any ideas or innovation, but do not have funds to support that particular idea; it cannot be realized and thus become useless. In fact, venture capital does not always in the form of money, because everything that can to support the business will be regarded as capital. According to respondents, other factors that can support the business are as follows:

a. Business Ideas

The whole effort begins with an idea that can be realized and have been formulated conceptually. For an entrepreneur, idea will be the guidance to take business action, expand the business to the better direction, and trigger the creativity for innovation. However, the idea that is not consistent with the goals certainly cannot bring success. Therefore, a clear purpose can lead entrepreneurs to success.

b. Entrepreneurship spirit

The most important spirit is persistence, never give up and always give improved maximum efforts.

c. Knowledge and Skills

Since dealing with business is power consuming and mind draining, extensive knowledge is needed to help entrepreneurs in thinking about the condition of their business. Ranging from how to start a business, get know the customers characteristic, make innovation, achieve customer satisfaction, etc.. Skills are also needed to support all activities which carried out, although failure is common, but as an entrepreneur they must ready to rise and make corrective action.

2.4. How Myths of Entrepreneurship Concepts Affect Students' Perception

Students argued that myths of entrepreneurship affect their believes through stories and public opinion that they heard from parents, friends and their surroundings. The level of trustworthiness and closeness of sources with students are considered to have positive impacts in forming strong beliefs, regardless unavailability of proves. These myths are easily affecting them since their lack of knowledge and experiences of business, management and entrepreneurship. However, after intensively studying entrepreneurship, students' beliefs of entrepreneurship myths gradually changed. Students become less affected by the myths during their study and practice of entrepreneurship. The experience of creating real business, managing and sustaining business in academic courses give them prove that entrepreneurship can be learned. Students learn from their own experiences as well as from lecturers, project mentors and entrepreneurs who become their business consultant during their study. Students found that their own experiences and entrepreneurs advices give stronger influence than lessons in classes.

IV. CONCLUSION

To become a successful entrepreneur, excellent decision-making skill are required to generate positive impact on business. But please note that there are myths and beliefs in the community that may affect decision-making process. Results of this study showed that most of students do not believe entrepreneurship myths. By using a personal thought, reasoning and experiences, students are able to analyze the truth behind entrepreneurship myths. After being part in entrepreneurship education at Ciputra University, students are expected to be able to evaluate positive and a negative aspects of their life by rationale and not fixated on myths that has not been proven true. At the end, future research is required to examine other myth entrepreneurship as well as explore the entrepreneurship myth from different point of view.

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The Influence Of Perception About Entrepreneurship Principles Implementation Toward Manager's Motivation And Their Organizational Commitment (A Study At Widyatama University)

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Abstract

The purpose of this research was to examine the influence of entrepreneurship principles on motivation and organizational commitment. This research was conducted at Widyatama University Bandung - Indonesia. The data for the study was collected through: self administered questionnaires of all level of managers at Widyatama University. The respondents of the survey were 48 managers of the university in academic affairs as well as administrative affairs. The results of this study show that implementation entrepreneurship principles in managerial activities influence their motivation and organizational commitment significantly. This study is expected to provide input in the development entrepreneurship principles in managerial processes that will increase manager's motivation, organizational commitment, and institutional effectiveness.

Keywords : entrepreneurship, motivation, organizational commitment

I. INTRODUCTION

Today, entrepreneurship has become an interesting issue to be discussed and talked about. Entrepreneurship is believed to be able to solve a variety of economic problems, especially related to economic growth, increase in per capita income, job availability. Entrepreneurship is the engine of economy (Edward and Muir, 2005).

This situation has encouraged the development of entrepreneurship, especially among the younger generation through education. In Indonesia, entrepreneurship development has been done in various level of education from elementary school to university. Entrepreneurship was not only related

on how to open a business, but entrepreneurship also involves managerial and social life. Education and entrepreneurship contribute significantly to economic development. Therefore, many entrepreneurs have similar characteristics and are generally associated with universities and professional education. In the increasingly competitive – and financially constrained sector, universities and colleges are placing a growing emphasis on professional managers from within their ranks to gain an advantage over rival institutions. The objective of this study is to investigate the implementation of the entrepreneurship principles of the university managers and its influence on motivation and commitment to the organization.

II. THEORETICAL FRAMEWORK AND HYPOTHESIS

Entrepreneur principles

Entrepreneurship involves the state of knowledge and the ability of economic agents to recognize economic opportunities that can only or best be realized through the creation of a new enterprise to appropriate the economic value of that knowledge. Entrepreneurship focuses on newness and novelty in form of new products, new process and new markets as the drivers of wealth creation (Tagraf & Akin, 2009). The person who involve in entrepreneurial activities is entrepreneurs. Entrepreneur is the one who always searches for change, respond to it and exploits it as an opportunity (Drucker, 1994). Entrepreneurs always take a place in front row while forming innovation and making the dreams come true, because entrepreneurship is about creating new realities, transforming ideas into new ventures, transposing old ideas into new situation (Nicholson & Anderson, 2005).

A successful entrepreneur has a certain qualities. Siropolis

(1997) suggested that an entrepreneur should have several special characteristics such as risk taker, innovative, self confident, goal setter, hard worker and accountable. Kuratko and Hodgetss (2001) argued that that are common characteristics that are often inherent in entrepreneur, such as commitment, determination and perseverance, need for achievement, opportunity orientation, initiative and responsibility, internal locus of control and tolerance. Zimmerer (2008) describes that an entrepreneur should among others, desire of responsibility, prefer medium risk, believe in his/her ability to succeed, desired to get immediate feedback, possess high level energy, be future oriented, have organizing skills, value achievement higher than money, display tolerance for ambiguity, flexibility and tenacity. Entrepreneurial management can be considered as being different to traditional ways of managing organizations. Many managers are looking to new ways of making their organization more entrepreneurial in many aspects, from a general strategic orientation to reward schemes (Brown, Davidson and Wiklund, 2001). Kasali (2010) menyebutkan tujuh karakter yang harus dimiliki oleh setiap calon wirausaha yaitu: action oriented, berfikir simpel, selalu mencari peluang baru, mengejar peluang dengan disiplin tinggi, hanya mengambil peluang yang terbaik, fokus pada eksekusi, serta memfokuskan energi setiap orang pada bisnis yang digeluti. Seorang wirausaha juga harus mempunyai kemampuan untuk bersahabat dengan ketidakpastian (Rhenald Kasali, 2010:12)

III. MOTIVATION

Motivation is the basic and important to push or stimulate human into actions with their attempt in order to obtain what they want. Romando (2008) claims that there are three specific aspects of motivation, which are the arousal of behavior, the direction of behavior, and persistence of behavior. He explained that "arousal of behavior involves what activates human behavior and direction of behavior is concerned with what directs behavior towards a specific goal. Persistence of behavior is concerned with how the behavior is sustained

Maslow's Hierarchy of Needs (1943) contributes highly to motivation literature (Robbins and Judge, 2011). Maslow divided human needs into two categories: physiological (such as the need to eat, to drink or to keep warm) and psychological (such as the need for status and respect). Maslow has classified these needs into the hierarchical structure. Maslow's theory suggests that the more basic (physiological) needs must be satisfied first before we can focus our attention the higher-level needs (or wants). Goal setting theory proposed that goals are major source of work motivation. Specific goals increase performance, that difficult goals when accepted, result in higher performance than do easy goals, and the feedback leads to higher performance does nonfeedback (Lock and Latham, 2006).

IV. COMMITMENT

Commitment to organization represents the attitude and management of organization which is related to the relationship among individual and organization. Christina (2009) explained that in the conceptual, organizational commitment has at least three characteristics, namely a strong belief and acceptance of the goals and values of the organization, a willingness to give a strong effort for the benefit of the organization, and a strong desire to remain a member of the organization.

Meyer and Allen (1991) classified three types of commitment: 1) Affective Commitment is based on how much individual 'want' to remain in the organization. 2) Continuance Commitment refers to an awareness of the costs associated with leaving the organization. Continuance commitment based on individual having to remain with the organization lost their previous investment before gone. 3) Normative Commitment reflects a feeling of obligation to continue employment. Employees with a high level of normative commitment feel that they ought to remain with the organization.

Employee commitment is important because high levels of commitment lead to several favorable organizational outcomes. It reflects the extent to which employee's identify with and organization and is committed to its goals. Trisnaningsih (2004) stated that the commitment of employees is an important issue because it may be used to predict employee's performance, absenteeism and other behaviors.

V. MANAGERIAL ROLES IN UNIVERSITY

Academic manager takes on a variety of managerial roles within the university, ranging from course leader to head of department and dean. Because professors (or associate professors) are 'responsible for managing budgets largely dictated by senior management', it is important they align themselves with the corporate enterprise and emphasizes their managerial identities (Lafferty & Fleming, 2000, p. 260). This emphasis requires the academic manager to converse in management-speak, a language couched in the principles of the rational enterprise culture (Deem, Hillyard & Reed, 2008). Administrative affair manager takes on a variety of managerial roles within the university, ranging from financial administration,

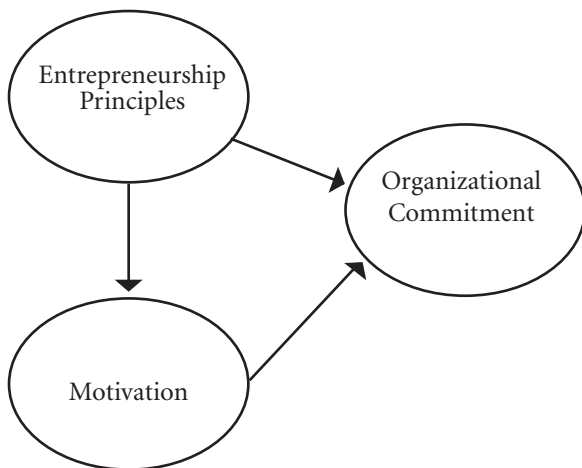
VI. HYPOTHESIS

Based on the literature review, the hypothesis of this study are:

1. H1: Entrepreneurship principles influence employee motivation

2. H2: Entrepreneurship principles influence employee organizational commitment
3. H3: motivation influence organizational commitment.

The Correlation among Entrepreneurship Principles , Motivation and Organizational Commitment



VII. RESEARCH METHODOLOGY

The research utilizes descriptive research. The purpose of this study is to clarify the interrelationships among the implementation of entrepreneurship principles, motivation, and organizational commitment. In order to accomplish this main objective, a set of hypotheses will be tested jointly.

VIII. MEASUREMENT

A self-administered questionnaire survey of entrepreneurship principles implementation and its influence on motivation and commitment was conducted to collect empirical data for this study. The questionnaire was designed based upon a review of the related literature. The questionnaire examined the entrepreneur principles, include the desire of responsibility, believe in his/her ability to succeed, desired to get immediate feedback, possess high level energy, be future oriented, have organizing skills, value achievement higher than money, display tolerance for ambiguity, flexibility and tenacity. Motivation is measured using goals theory of motivation, and commitment is measured by affective commitment, Normative commitment and Continuance commitment. Apart from respondents' demographic, which were measured by categorical scales, the items of all the other constructs are measured using a five-point Likert scale ranging from 'strongly disagree (1)' to 'strongly agree (5)'.

IX. RESPONDENT

The empirical study was carried out in Bandung, during July 2013. The respondents are all manager in Widyatama

university which consist of Top managers, middle managers and lower managers in academic and administrative affairs.

**Findings and Discussion
Respondent Profiles**

Based on 48 respondents, the percentage of male and female respondents are 56 percent and 44 percent respectively, which shows that the male dominance of managerial position. In the whole sample, 15 percent are at < 30 years old, 40 percent are at the range of 31 to 40 years old, and 27 percent are at the range of 41-50 years old, 15 percent at the range of 51-60 years old and 4 percent are more than 60 years old. In terms of their education, 17 percent are having graduate of vocational study, 54 percent have bachelor degree and 21 percent have master degree and 8 percent have doctoral degree. In terms of their length working at Widyatama University, 5 percent is having less than 5 years working experiences at Widyatama, 25 percent are working for 5 years to 10 years at Widyatama, 21 percent have worked for 10 years to 15 years, 10 percent are having 15 to 20 work experience at Widyatama and 23 percent have worked for more than 20 years at Widyatama. In terms of their managerial position, 25 percent are top managers, 27 percent middle managers and 48 percent lower managers.

X. VALIDITY

In this study, the validity of the construct was measured by checking the square root of the average variance for each construct (Nazir, 2009). The value of all constructs are above 0.3, those values indicated that the constructs are valid as suggested by Nazir (2009).

XI. RELIABILITY

Cronbach coefficient alpha is the most common accepted formula for assessing the reliability of measurement scale with multi point item (Nazir, 2009). The reliability of the construct is considered acceptable, as Cronbach's alpha and composite reliability coefficients offer values which, in all cases are appreciably higher than the recommended value of 0.7. The reliability of each construct is: Entrepreneurship principles is 0.885; motivation is 0.771; commitment is 0.916. Therefore, all constructs are valid.

The Correlation among Entrepreneurship Principles, Motivation and Organizational Commitment

H1: Entrepreneurship principles has significant relationship with motivation

The results of the study showed that implementation of entrepreneurship principles or values is significantly, positively correlated to motivation. The result shows a correlation coefficient of 0.553 which shows that the two constructs, entrepreneurship principles and motivation are positively related. Therefore,

the hypothesis that there is significant relationship between entrepreneurship principle and motivation should be supported. The study that suggest that manager quality such as determination and perseverance, need for achievement, opportunity orientation, initiative and responsibility, intenal locus of control and tolerance has a direct impact on work motivation. It can be concluded that when manager of the organizations enhance the implementation of entrepreneurship principles the motivation of employees are increased.

H2: Entrepreneurship principles influence employee commitment

Entrepreneurship principles is significantly, positively correlated to organizational commitment. The result shows a coefficient of 0.489 at $p = 0.01$ ($r = 0.489$, $p < 0.01$) which shows that the two constructs, entrepreneurship principles and organization commitment are positively related. The coefficient of determination (r^2) shows that there is a significant positive relationship of 23.9 %. This implied that entrepreneurship principles explained about 23.9 % of the variation in organizational commitment. This study established that organizational commitment was dependent on entrepreneurship principles. Therefore the hypothesis that there is significant relationship between entrepreneurship principles and organizational commitment should be supported.

The findings pointed out that determination, innovation, risk takers, tolerance which are the core values of entrepreneurship and leadership competence has strong relationship with organizational commitment. When managers feels that they manage the organization with determination, future oriented, desire of responsibility, prefer medium risk, believe in his/her ability to succeed, desired to get immediate feedback, posses high level energy, have organizing skills, value achievement higher than money, display tolerance for ambiguity, flexibility and tenacity the employee comitment to the organization will be increased and they will be proud to be the organization member.

H3: Motivation have significant influence on organizational commitment.

This study also provided a framework for understanding the interrelationships between motivation and organizational commitment. The result of this study suggested that motivation have significant impact on organizational commitment. The positive relationship that was identified between motivation and commitment may be interpreted as the higher the motivation of the managers the more committed are the managers to the organization. The positive correlation coefficient ($r = 0.074$) for the interaction between motivation and commitment implied that the two are correlated positively although not very strong. The coefficient of determination (r^2) shows that there is a significant positive relationship of 6 %. This

implied that motivation explained about 6 % of the variation in commitment. Therefore, the hypothesis that motivation influence organizational committment is supported.

XII. CONCLUSION

This study found that there are a significant positive relationship between implementation of entrepreneurship principles, motivation and organizational commitment of the managers at Widyatama University. The management of the university should pay attention to the effect of the implemენტation of entrepreneurship principles to the overall of motivation and commitment of the managers. The practitioners must also understand that the passenger satisfaction entrepreneurship principles can be applied not only in businessman but it can also be applied in non business situation. This implementation then will affect the motivation and commitment of the managers and this will logically affect the future potential revenue to the company.

Research Limitation and Recommendation

Although the present study significantly contributed to the literature, it has several limitations. First limitation of this study revolves around sampling issues as the study has relied primarily on sample drawn specifically from a limited geographical area in one university, in Bandung. Hence, the findings may not represent the entire university managers in Indonesia. Second, some important factors are not integrated into the model such as respondents' characteristics like gender, education, ethnicity and length of services and other variable such as leadership style and organizational culture. These factors may influence manager views about motivation, and their evaluation of services. Finally, this study employed a cross-sectional design whereby all the constructs included in the hypothesized model were assessed at a single point of time. It is generally recognized that longitudinal studies provide stronger inferences for causality. Hence, this study should become a precedent as well as a precursor to both longitudinal studies and case studies in the future.

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The Effect Of Mediating Role Of Intrinsic Motivation On The Relationship Between Cognitive Aspects And Creative Behaviour Of Young Entrepreneurs In Surabaya

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Abstract

The main purpose for young generations to continue their education in universities is to get a higher education so that they will get a better career in the future. An increasing number of university graduates in Indonesia is followed by the increase of unemployment rate, which stimulates some university graduates to become an entrepreneur. This study will be conducted to examine the effect of mediating role of intrinsic motivation on the relationship of cognitive aspects in the teaching-learning process in universities and creative behaviour of young entrepreneur in Surabaya. The method used in this study is quantitative method.

The population of this research were young entrepreneurs in Surabaya. The sample was determined by using purposive sampling so that there were 130 young entrepreneurs. The tool used to collect data was self-administered questionnaire. The methodology used to analyze was hierarchical regression analysis, based on theory of Baron and Kenny (1986).

The results showed that intrinsic motivation partially mediates the relationship between cognitive aspects and individual creative behaviour. It means that the cognitive aspects significantly decline in motivating individual's creative behaviour when intrinsic motivation is controlled. This is interesting because it can be used as a contribution to researches related to intrinsic motivations and also to address inconsistencies of mediating role of intrinsic motivation and contextual characteristics on creativity relationship.

Keywords: Intrinsic Motivation, Cognitive Aspects, Creative Behaviour, Young Entrepreneur

I. INTRODUCTION

The study of an individual's creative behaviour has been developed. The theory of creativity explains that in a given environment, it can provide facilities to express ideas and share knowledge as well as creative problem solving (Amabile, 1996). It means that the individual in the environment can express ideas creatively. The creative ideas include unique concepts, or make something new from existing concepts. Creative ideas can be used to solve problems, make improvements, and expand services. It means that an entrepreneur has the ability to make decisions and to find solutions to the challenges creatively.

The factors that develop individual creativity is work motivation (Amabile, 1983; Amabile, 1996), knowledge and skills (March & Simon, 1958 in Amabile, 1996). According to Amabile and Ford (in Shalley, Zhou, and Oldham (2004), intrinsic motivation can contribute individual's creativity. Some previous studies related to the influence of contextual characteristics on creativity have shown that some of these characteristics can influence creativity through intrinsic motivation. Shalley et al. (2004) stated that the cognitive aspects can influence creativity through intrinsic motivation. Bloom (in Churches, 2008) described that the cognitive aspect is one of the main domains of educational activities. According to Clark (2007) in Churches (2008), cognitive domain involves knowledge and the development of intellectual skills. When people decided to be an entrepreneur certainly, they were expected to gain knowledge as well as experience to support businesses that are developed.

Bloom in Churches (2008) divides the cognitive aspects into six categories, they are knowledge, comprehension, application, analysis, synthesis, and evaluation. When a young entrepreneur run their business, it is important to know whether he/she has cognitive aspects that can build his/her creative behav-

ior. It is also interesting when intrinsic motivation is used as mediating role on the relationship between cognitive aspects and creative behaviour.

This study focused on the young entrepreneurs in Surabaya. The samples were taken from the students who had set up and manage their own business. The research was carried out in Surabaya because it has several universities that concern with creating young entrepreneurs. The young entrepreneurs should have a high intrinsic motivation when they got challenges of their business, so that they need creativity. According to the inconsistency of the mediating role of intrinsic motivation in some previous studies, it is interesting to observe the intrinsic motivation by creating a list of questions based on the process or mechanism that actually occurs on intrinsic motivation. Mechanism in this research referred how the role of intrinsic motivation on the relationship of cognitive and behavioural aspects of the creative. Based on the inconsistency of mediating role of intrinsic motivation, this research are going to study the mediating mediating role of intrinsic motivation or the cognitive aspect of the relationship between contextual characteristics and creative behaviour of the young creative entrepreneurs in Surabaya.

II. LITERATURE STUDY

Creativity is an elusive construct and difficult to define (Amabile, 1988). Several theories are often less agreed on that definition, but some definitions have been able to provide one of the main points of general description, such as Guilford (in Amabile, 2008) who stated that creative people are the people who have unique ideas. Stenberg and Lubar in Weisberg (1999) defines creativity as the ability to make or produce work that strange or "novel" (the "original" and unexpected) and appropriate (useful, easy to adapt to obstacles and barriers task). Baron and Harington in Weisberg (1999) explains that creative means using the new scheme, the original and has a wide range. Martindale in Weisberg (1999) suggested that creativity must be original, useful, appropriate, suitable in any situation. Similarly, Amabile (1983) argues that a product or response will be judged creative if they have new criteria which are appropriate, useful, valuable, and having certain values.

Individual creativity consists of two distinct elements, namely the potential creativity and creative behaviour (Hinton in Weisberg, 1999). Creativity potentially leads to the ability and skills of a person, while the output or creative behaviour is the result of creativity or on the other side. This is the result of the measurement of creative effort. Potential creativity is unlikely to be realized in an environment of creative behaviour when working in an organization does not help to develop creativity (Hinton in Weisberg, 1999). When someone is always trying to make whatever they want, then they will always find a way to make it happen, so it allows the formation of creative behaviour over which they do business.

Elsbach and Kramer (2003) used the assessment process of experts to assess the creative potential of a person who is not

known attributes associated with a creative person output which used analyses were performed with an iterative process between assessment frameworks emerging creativity, creativity assessment, and appraisal theory of society.

Tierney and Farmer (2002) examined the relationship of work capacity and efficiency of employees' creativity. The study explains that the creative self efficiency can increase employee confidence that they can be creative in their job role.

Majar and his colleagues found that positive mood mediates the relationship between creative performance and creativity support through the contextual characteristics of co-workers and superiors (Madjar, Oldham, & Pratt, 2002). Amabile (1996) stated that, the investigation on the creative process should first be based on the subjective assessment of creative products themselves, it is directed to determine to whom the inquiry is addressed, so that the investigation can be done on one's creativity. Amabile (1983, 1996) explains that the factors that individual creativity could be built by motivating to run their business, and then added by March et al. (1958) that an increase in knowledge and skills may also establish individual creativity. Associated with individual creativity that has been delivered by Woodman and Schoenfeld (1989) and developed by Woodman et al. (1993), creativity will be more focused on how a person with cognitive ability is affected by the conditions and situations that have a social and contextual influences. Mustikarini (2010) also found that there was an inconsistency which was showed by a partially mediated of intrinsic motivation mediating role to the relationship between contextual characteristics and creativity. This research adopted Mustikarini's research with different of research setting, so that these are the hypotheses:

H1: There is a positive relationship between cognitive aspects and individual creativity

H2: The intrinsic motivation will be mediated the relationship between cognitive aspects and individual creativity

III. METHODOLOGY

The methodology describes the instruments used to measure the study variables. Furthermore, it is important to explain the various test methods used, they are test validity, reliability, and testing hypotheses. Research design of this study is hypothesis testing (hypothesis testing) by applying quantitative method. In the quantitative methods, research instrument used was a questionnaire that will be distributed to a number of samples. Cooper and Schindler (2006) explains that total population of these elements has to be achieved. Furthermore, the population is also indicated for an entire group of people, events, or something interesting to investigate (Sekaran, 2003).

The population in this study were all young entrepreneurs in Surabaya. Sekaran (2003) explains that the sample is part of a whole population which is the object of research. Samples can also be defined as a group, the respondents, events or records consisting of mostly the target population (Cooper & Schindler, 2006). This study used nonprobability sampling method, which also used purposive sampling (Cooper & Schindler, 2006).

Specified number of samples as many as 130 young entrepreneurs who are students in some universities in Surabaya. They have already owned a business or in the process of starting a business. The determination of number of samples refers to Roscoe (1975) in Sekaran (2003) who explains that the rule of thumb in determining the number of samples must be greater than 30 and less than 500 respondents to be used on various types of research and the number of samples 10 times or more than number of variables in multivariate research.

All instruments used in this study is an adaptation of a multi-item scale that has been used by several previous studies. Variables that are analyzed in this study consists of three variables, they are cognitive aspects, intrinsic motivations, and creative behaviour. As an independent variable is the cognitive aspects, while the dependent variable in this study is creative behaviour. The mediator variable is intrinsic motivation.

Cognitive aspects measured by 6 indicators adopted and developed from Bloom's taxonomy that was revised by the Churches (2008), which is divided into six indicators, namely remembering, understanding, applying, analyzing, evaluating, and creating. Measurement scale used is the Likert scale with values of 1 to 5, 1 representing strongly disagree and 5 represents strongly agree. Dyen and Parker (1975) in Weitz and Ganesan (1996) explained that intrinsic motivation was gradually emerging in the individuals while doing their business. It means that intrinsic motivation developed when an individual finds that they are interesting and challenging their business. Intrinsic motivation can be defined as the best effort of individual that is really showed when doing their job. This explains that the individual actually has an interest in their business. The individual also does not have priorities on wages, salaries and reward. Intrinsic motivation was measured by adopting instruments taken from Sujana (1986), which was developed by Weitz and Ganesan (1996). Instrument consists of 6 items and measurements have been made using the Likert scale of 1 to 5 is the range 1 (strongly disagree) and 5 (strongly agree).

Guilford (1950) in Weisberg (1999) explains that the creative behaviour can also be seen from the individual personality, even some researchers have developed it into a measurement of behaviour/attitude creative individual design. Scott and Bruce (1994) in Weitz and Ganesan (1996) explains that creative behaviour is unique/new/original behaviours and beneficial in supporting the creative process. In this case, the creative behaviour of individual will appear when the young entrepreneur is able to find new ways, new events or new things to support their creative process to the success and quality of the business they have. Creative behaviour was measured with 8 item instrument developed by Scott and Bruce (1994) in Weitz and Ganesan (1996), the process used the Likert scale with values of 1 to 5, 1 representing strongly disagree and 5 represents strongly agree.

Validity is an important thing for a measuring instrument for this test. It indicates that the instrument or measuring instrument used to measure a concept actually perform its function, which measures the desired concept (Cooper & Schindler, 2006). Rules of thumb that are used in this study has factor loading more than 0,40

(Hair et al., 2006). Reliability is the degree of consistency between multiple measurements of a variable size (Hair et al., 2006). To test the reliability level, it normally used Cronbach's alpha coefficient which indicates how far the items in the study correlated positively with each other. Cronbach's Alpha values range from 0 to 1.

Hypothesis testing is conducted using hierarchical regression analysis (using SPSS software application for Windows version 18). Regression calculation technique is done by using a model developed by Baron and Kenny (1986) and the tools of analysis used in hierarchical regression analysis. The concept of Baron and Kenny (1986) was chosen because it consists of the steps detailed statistical and consists of criteria which indicates that a show has the effect of mediating variable fully (fully-mediated), in part (partial-mediated) or do not have mediating influence at all.

The model developed by Baron and Kenny (1986) showed that the mediating variable has a causal relationship with the independent variable and the dependent variable (outcome variable). First, the independent variable has a direct influence on the mediating variable (path a). Second, the mediating variable has a direct effect on the dependent variable (path b). Third, the independent variables have a direct effect on the dependent variable (path c). Baron and Kenny (1986) stated that it can be stated as a mediating variable when it meets the following conditions:

- a) Variance of independent variables significantly influence the mediating variable (path a)
- b) Variance mediating variables significantly influence the variance of the dependent variable (path b)
- c) When the relationship first (path a) and the second relationship (path b) controlled, the relationship between the independent variables and the dependent variable (path c) that at first significant relationship becomes insignificant or zero.

The steps that must be performed to test the mediating variables in this study are as follows:

- a) Regression analysis of cognitive aspects of the behaviour of individual creative
 $Y = a + b_1 (X_1)$
- b) Regression analysis of the cognitive aspects of intrinsic motivation
 $X_2 = a + b_1 (X_1)$
- c) Regression analysis of intrinsic motivation with individual creative behaviour
 $Y = a + b_2 (X_2)$
- d) Regression analysis with the cognitive aspects of intrinsic motivation for creative behaviour of individual
 $Y = a + b_1 (X_1) + b_2 (X_2)$

Description:

Y = individual creative behaviour (Outcome Variable)

a = constant value of individual creative behaviour

b = regression coefficient

X = cognitive aspect (Independent Variables)

X_2 = intrinsic motivation (Mediating Variable)

IV. RESULTS

The results showed that majority of respondents who are young entrepreneurs comes from Surabaya where they run their business. Based on the distribution of sex, most of the respondents are male. Meanwhile, based on the age distribution of respondents, the most of respondents aged between 19 years to 20 years. By education level, it showed that most of the respondents were high school graduates. Furthermore, the calculation of the length frequency distribution related to their business, the most of respondents have been in business between 6 months to 1 year. This indicates that respondents obtained for this study is the proper respondent to determine issues of intrinsic motivation with research on a variety of variables that influence. Hypothesis testing is done using hierarchical regression analysis using SPSS software application for Windows version 18.

Analysis of the validity and reliability of the research was conducted using confirmatory factor analysis, this is because all the measuring instruments used is an instrument that has been used previously. Testing validity and reliability of the research is done only to confirm whether the instrument that has been used previously can be used in research settings of this study.

To obtain the good results of factor analysis, Hair et al. (2006) suggested that the rule of thumb that is usually used to make the initial examination of the factor matrix is to be considered has met the minimum level. It is considered better for loading and it means that it is considered practically significant. Meanwhile, the reliability test performed by calculating Cronbach alpha values with the rule of thumb value of alpha must be greater than 0,7 even if the value of 0,6 is acceptable on the nature of exploratory studies (Hair et al., 2006).

The Cronbach's Alpha result shows that instruments cognitive aspects, intrinsic motivation, and creative behaviour have a factor loading and Cronbach alpha that satisfies the specified rule of thumb. This suggests that the research instrument consisting of three variables with a few questions for each variable can be used in this research setting. Then, it will be analyzed using multilevel regression techniques based on Baron and Kenny (1986), will be evaluated using the R-square for the dependent variable and the coefficient of Standardized Regression Weights for the independent variables were then assessed its significance based on t value for each of its tracks.

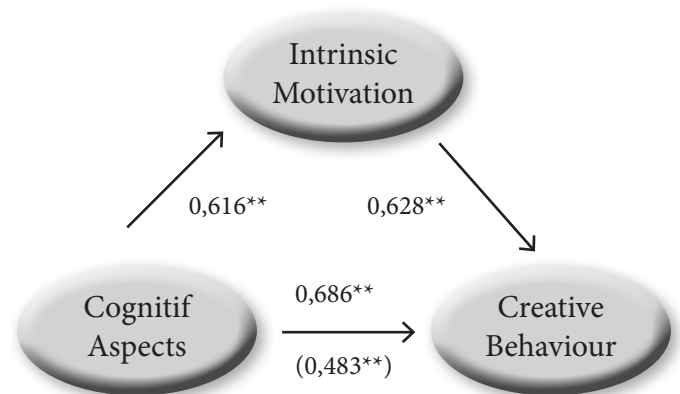
Table 1. Regression

No	Variabel	Beta	t	Sig.
1	Cognitive Aspects→Creative behaviour	0.686	10.639	0.000**
2	Cognitive Aspects→Intrinsic motivation	0.616	8.807	0.000**
3	Intrinsic motivation→Creative behaviour	0.628	9.094	0.000**
4	Cognitive Aspects→Creative behaviour	0.483	6.291	0.000**
	Intrinsic motivation→Creative behaviour	0.331	4.308	0.000**

Results of testing the relationship between variables by using multilevel regression is as follows:

1. Regression analysis of the cognitive aspects of the individual creative behaviour. Complexity statistically significant effect on the work of individual creative behaviour. ($\beta = 0.686$; $t = 10.639$, p -value $< 0,05$).

2. Regression analysis of the cognitive aspects of intrinsic motivation. Statistically significant influence job complexity on intrinsic motivation. ($\beta = 0.616$; $t = 8.807$, p -value $< 0,05$).
3. Analysis of intrinsic motivation with individual creative behaviour. Statistically significant effect of intrinsic motivation on individual creative behaviour. ($\beta = 0.628$; $t = 9.094$, p -value $< 0,05$).
4. Regression analysis of the cognitive aspects of the behaviour of individual creative with intrinsic motivation as mediating. Cognitive statistically significant effect on individual creative behaviour. ($\beta = 0.483$; $t = 6.291$, p -value $< 0,05$). Meanwhile intrinsic motivation also significantly influence the behaviour of individual creative. ($\beta = 0.331$; $t = 4.308$, p -value $< 0,05$).



** Sig < 0.001 ; brackets indicate path coefficients when mediating variables included in the analysis

Figure 1. The Influence between Variables and Path Coefficients

This suggests that in this study, the moderating role, intrinsic motivation, is partially-mediated, as shown by the persistence of the significant influence of the cognitive aspects on creative behavior. Influence on the cognitive aspects of creative behaviour of individuals in this study was supported. The findings in this study supported Mumford, Scott, Gaddis and Strange (2002), in Carmeli and Schaubroeck (2007). It shows that businesses with a high degree of difficulty can think creatively and tactically so they can solve problems and make decisions quickly. The more difficult and the higher difficulty of the business, of course, the higher challenges have to be faced, the higher cognitive aspects of the business have to be managed by the young entrepreneur. Mumford et al., (2002), in Carmeli and Schaubroeck (2007) stated that there was a positive effect of the relationship between cognitive aspects and creative behaviour.

The relationship between the cognitive aspects and intrinsic motivation supported the opinion of Gould (1979) which stated that at a certain age when the individual has a cognitive aspect, it means that the individual has a result in the highest intrinsic motivation to run the business optimally. Associated

with this research, young entrepreneurs who are faced the cognitive aspect is loaded with capabilities and skills. They provide an opportunity for young entrepreneur to make personal decisions and also encourage the young entrepreneur to enjoy and achieve optimal results.

The relationship of creative behaviour and intrinsic motivation supported Amabile (1985) in Dharmawangsa (1989). It stated about the effect of motivational orientation on creative 'writing'. Amabile found that intrinsic motivation-oriented subjects were more able to think creatively and find new things in the process creative. When tested again using different methods and settings, it can be found that there was a significant relationship between the behaviour of young creative entrepreneur and intrinsic motivation. This is evident in the observations when the young entrepreneurs really enjoy the business so that orientation is more rewarding experience, without merely profit-oriented.

The findings in this study support the opinions expressed by Shalley, et. al., (2004), that is, when a person has a cognitive aspect, they will tend to have a high intrinsic motivation and the motivation will respond by developing creative ideas. This study also supported Shin and Zhou (2003) who stated that their study related to the mediating role of intrinsic motivation on the contextual characteristics of transformational leadership and creativity. They found that mediating role of intrinsic motivation partially-mediated.

Related to the issue of inconsistency mediating effects of intrinsic motivation variables, as described by Amabile (1983, 1996) the social environment plays an important role in the growth of individual motivation to perform their business. Amabile said that creative products most often produced when a person is intrinsically motivated. It occurs when individuals run the business, carry out the work on their own, without any thought of reward or acknowledgment. Sustain a successful business on new things is the result of a creative product. The development of creativity is also driven by the habits, attitudes or behaviour of individual creative in carrying out his creative process. The results of this study showed that, a young entrepreneur is an individual who is happy to enjoy the challenge, looks for other ways and new things, learns to discover new ideas, develops skills in the business, and all appears optimally from within each individual. It also shows that a young entrepreneur is a person who is able to creatively execute a relatively complex business with ease. This is the realization of the role of individual intrinsic motivation is motivation that comes from within the individual impulse without solely profit oriented.

V. CONCLUSION

The study showed that there is a positive influence on the cognitive aspects to the individual creative behaviour. The intrinsic motivation partially mediates on the relationship between cognitive aspects and individual creative behaviour. It means that the cognitive aspects significantly decline in motivating individual's creative behaviour when intrinsic motivation

is controlled. The findings of this study supports to the theory proposed by Amabile (1996), on the principle of intrinsic motivation on individual creativity that to produce a creative product, it was important to put the role of intrinsic motivation in producing creative products. It also stated that the creative process in order to produce creative products, both in the form of services and products, started when someone identifies a problem to be solved. Results of this study also supports the theory Deci and Ryan (1985), which explains that intrinsic motivation is considered as a major driver of creativity at the individual level. Contribution made in this research is to test the role of intrinsic motivation related to contextual characteristics and individual creativity, so there are new findings about the role of intrinsic motivation as a manifestation of the development of research on intrinsic motivation mediating. This is interesting because it can be used as a contribution to researches related to intrinsic motivations and also to address inconsistencies of mediating role of intrinsic motivation and contextual characteristics on creativity relationship.

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