

## **Demographic Predictors of Teacher Education Students' Self-efficacy and Self-regulation in Tarlac Agricultural University, Philippines**

*Rene G. Nanit*

### **ABSTRACT**

*With the extent of research studies on strong self-efficacy and self-regulation skills as predictors of high academic performance, the present study examined the predictors of self-efficacy and self-regulation skills of 81 first year teacher education students in Tarlac Agricultural University, Philippines. It made use of comparative-predictive design to attain the objectives of the study. Based on the findings, it can be concluded that extra-curricular interests of the students have positive significant relationship with self-efficacy and self-regulation while families' monthly income has positive significant relationship to self-regulation. Furthermore, extra-curricular interest of students is a predictor of self-efficacy and self-regulation. Meanwhile, self-regulation of the students is different in terms of their families' monthly income and extra-curricular interest. Hence, it is hereby recommended that the students should be encouraged to build interest and participate in different extra-curricular activities in the University. Likewise, parents and other members of the family should strive to increase monthly income. The University and other agencies through different extension and community outreach activities may help the parents of teacher education students to find ways for additional income generation as this may affect students' self-regulation.*

**Keywords:** *Self-efficacy, self-regulation, extra-curricular interest, families' monthly income, parents' educational attainment*

### **INTRODUCTION**

Factors that contribute to a high or low GPA have been accounted to some recent and past researches. Self-efficacy refers to one's beliefs about his/her ability to accomplish tasks. Academic self-efficacy is a person's confidence in his/her ability to organize, execute, and regulate performance in order to solve a problem or accomplish a task at a designated level of skill and ability. Academic self-efficacy refers to a person's conviction that they can successfully achieve at a designated level in a specific academic subject area (Bandura, 1997). According to Bandura (1993) self-efficacy influences individual feelings, thoughts, motivation and behaviour. This means that an individual's inner belief influences personal abilities and decisions. In reference to academics, the self efficacy measure predicted module

---

**Rene G. Nanit** is an Assistant Professor at the College of Education, Tarlac Agricultural University Camiling, Tarlac, Philippines. **E-mail:** [nanit\\_rene@hotmail.com](mailto:nanit_rene@hotmail.com)

---



performance, and importantly showed the strongest relationship of all predictor variables (Lane A., Hall & Lane J., 2004); academic self-efficacy predicts and increases the academic achievement in high school and undergraduate students (Yip, 2012; Abolghsemi & Javanmiri, 2012; Dogan, 2015; Lee & Mao, 2016; Alhadabi & Karpinski, 2019). On the other hand, individuals typically choose tasks and activities that provide them a sense of capability and avoid such activities that do not provide them such a sense. Students who are confident of their capability to organize and manage affairs and tasks, show high sense of self-efficacy (Kadivar, 2009). Students with higher levels of technology self-efficacy and course satisfaction also earned better final grades (Wang, Shannon, & Ross., 2013). However, strength of decision-making and task self-efficacy predicted physical performance, but not decision-making performance (Hepler & Chase, 2008).

On the other hand, self-regulated learning encompasses activities that focus on learning objectives in which students direct, modify, and maintain their learning activities. Zimmerman emphasizes that a private learner who is self-regulated must use specific strategies during learning so as to realize the specified academic goals (Zimmerman, 2002). For instance, in a self regulated learning context, learners set specific learning objectives in form of outcomes and or performance. The learner applies strategies which are deemed appropriate to realize learning objectives and also monitors the effectiveness of those selected methods or learning strategies. In regard to evaluating personal developments, a self-regulated learner assesses or evaluates personal achievements in reference to the expected goals or outcome. If it happens that the learner did not achieve the stipulated learning objectives, then both the objectives and learning strategies are going to be revised. However, if the training objectives are achieved, then such a learner will set new learning goals and plan for brand spanking new learning activities. Several studies have shown that students who perform well in their academics are more of self-regulated learners than those with lower academic performance (Chen, 2002; Young, 2005; Stephenson & Isaacs, 2019). A study by Fuladchang (2002) regarding to the effectiveness of self-regulation skills on academic achievement, showed that the experimental group in comparison with the control group had better performance after training. On the other hand, the results suggested in the study of Xin Li and Chen (2018) that the mobile self-regulated learning approach significantly enhanced students' learning achievements and self-regulated learning skills.

With the findings of the studies aforementioned that Self-efficacy (SE) and Self-regulation (SR) are significant predictors of academic performance of students, the researcher of the present study desired to find demographic predictors of SE and SR such as sex, monthly family income, parents' educational attainment and extra



curricular interests of the first year teacher education students of Tarlac Agricultural University during the Academic Year (AY) 2019-2020. This will greatly contribute to fill the gaps on the research niche of self-efficacy and self-regulation because there is no research that looked into the predictors of SE and SR of students. Hence, the present study aimed at the following objectives: (a) to describe the demographic profile of first year teacher education students in terms of grade point average, sex, monthly family income, parents' educational attainment, and extra curricular interests; (b) to find significant difference of students' self-efficacy and self-regulation in terms of sex, monthly family income, parents' educational attainment, and extra curricular interests; and, (c) to find significant effect of the following students' demographic profile to self-efficacy and self-regulation.

## **MATERIALS AND METHOD**

Comparative-predictive design was used to attain the objectives of the study. The 81 first year teacher education students of Tarlac Agricultural University - College of Education were the respondents of the study. Total enumeration was used as sampling technique in the study. The data were elicited through the researcher-made questionnaire and the adopted Self-efficacy and Self-regulation questionnaire. The Self-Efficacy scale by Schwarzer & Jerusalem (1995) was used to assess a general sense of perceived self-efficacy with the aim in mind to predict coping with daily hassles as well as adaptation after experiencing all types of stressful life events. On the other hand, the Self-regulation scale by Schwarzer, Diehl & Schmitz., (1999) refers to post-intentional self-regulation when individuals are in the phase of goal-pursuit and face difficulties in maintaining their action. In such a maintenance situation it is required to focus attention on the task at hand and to keep a favorable emotional balance. Thus, attention-regulation and emotion-regulation are revealed in these scale items. The results of the Self-efficacy and self-regulation of the respondents were subjected to test of normality prior to statistical treatment.

Simple frequency counts and percentage were used in the study. In finding the relationship and prediction among the demographic profile of the students to self-efficacy and self-regulation, Pearson Moment Correlation and linear regression analysis were used. Meanwhile, Multivariate Analysis of Variance was used to determine the significant difference of students' self-efficacy and self-regulation in terms of sex, monthly family income, parents' educational attainment, and extra-curricular interests. Tables and figures were utilized to give the reader a comprehensive picture of the gathered data and information.



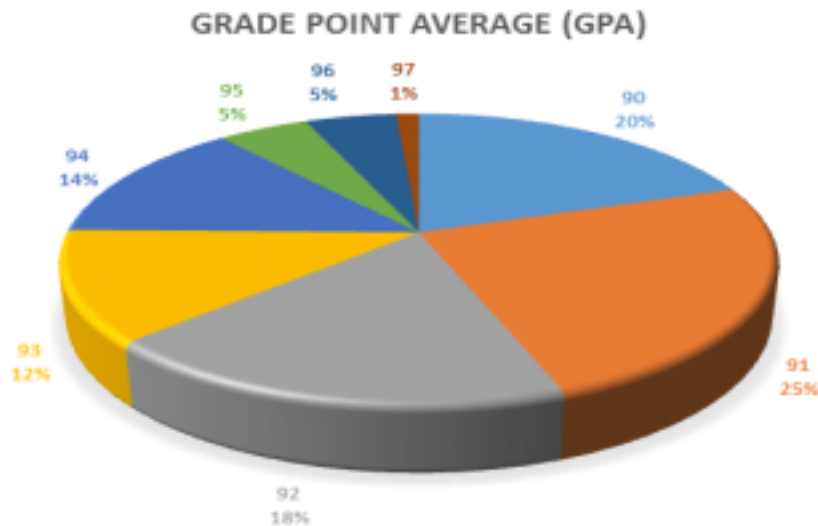
---

---

## RESULTS AND DISCUSSION

### Demographic Profile of First Year Teacher Education Students

A demographic profile is a tool that identifies several characteristics of the respondents in this study. Common characteristics in the profile include students' grade point average, sex, monthly family income, parents' educational attainment and extra-curricular interests.



**Figure 1:** Grade Point Average (GPA) of First Year Teacher Education Students

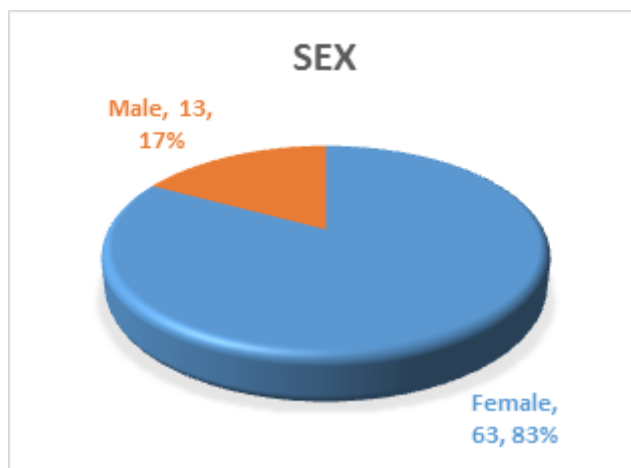
Academic performance has become an important component within the determination of job selection within the current world. This has caused most companies and/or agencies of the present time to demand for high grade point averages (GPA) from applicants as one of the criterion for initial job selection, recruitment and hiring. In the Philippines, the Department of Education (DepEd) recognizes that the success of any education system greatly relies on the competence of its teachers. Hence, one among the first issues the Department aims to deal with through its comprehensive implementation of the K to 12 Basic Education Program is that of the need for highly competent teachers in basic education. The program plans to realize this objective through significantly improving professional standards which will better make sure that the teachers hired are ready to substantially contribute to the event of lifelong learners. With this, the DepEd set the highest criterion percentage of 20% to Education of the applicants; education shall be rated in terms

of the applicant's academic achievement. Thus, all subjects with corresponding units must be included in the computation – the GPA.

Grade Point Average (GPA) is a sign of a student's academic performance at a basic education, tertiary and graduate education, calculated because the total number of grade points received over a given period divided by the entire number of credits earned.

In context, the Tarlac Agricultural University-College of Education ensures that all teacher education students enrollees of the institution are competent through the Admission and Retention Policy. A minimum of 90 GPA for Senior High School Graduate and passing University and College Admission Tests (i.e. Differential Aptitude Test; Teacher Aptitude Test; English, Science, and Mathematics Proficiency Test; and Interview) are being implemented for the admission of first year undergraduate students in the College.

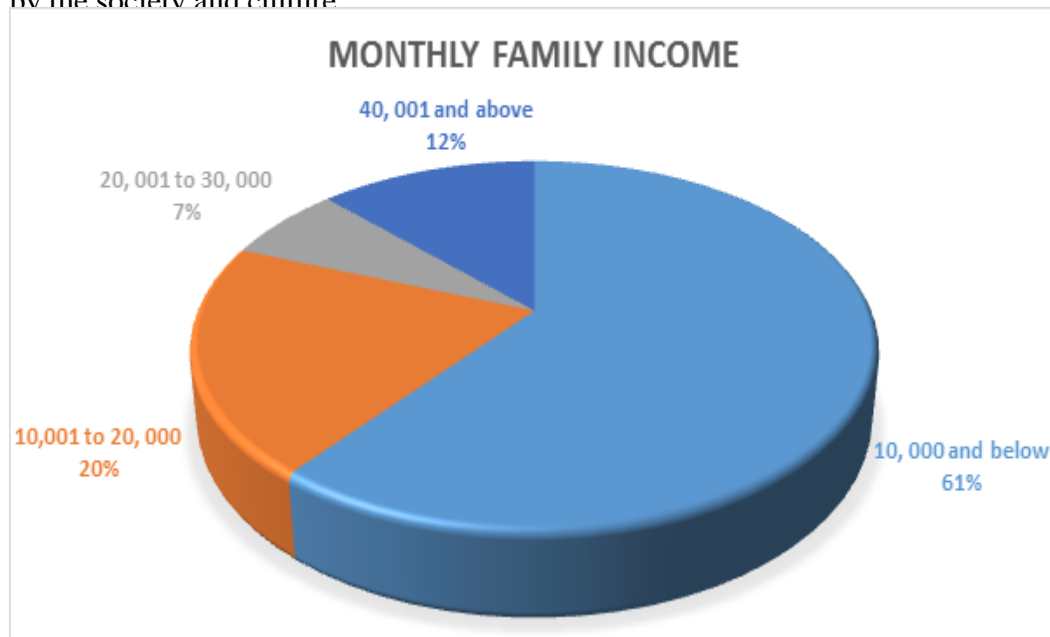
As presented in figure 1, most of the first year teacher education students' grade point average are 90, 91 and 92 while very few gained 95 and above. Yet, all of these students are outstanding with regard to the grading system of the Department of Education which entails that all the students score between 90 and 100 outstanding marks. This can be inferred that all of the students received awards as with honors, with high honors and with highest honors during their graduation in senior high school. These GPA are expected in the College of Education since there is an admission and retention policy that is being followed and implemented to ensure competent and quality graduates in teacher education.



**Figure 2:** Sex of First Year Teacher Education Students

Sex is defined as is either male and female, the two main categories into which humans and most other living things are divided on the idea of their reproductive functions. In the study, sex is described as the biological category of the respondents based on reproductive functions.

As shown in figure 2, majority of the students are female and very few are males. It is expected that there are more female teacher education students since this is the trend for the past years in the enrollment. As a product of culture and stereotyping in the past, females are for teaching position while males are for other white collar jobs like engineering and for leadership positions. In the Philippines, there are more female teachers in Basic Education as well as Higher Education sector. With this, it can be inferred that students who are taking and about to take teacher education as a career to pursue is greatly influenced and will be influenced by the society and culture.

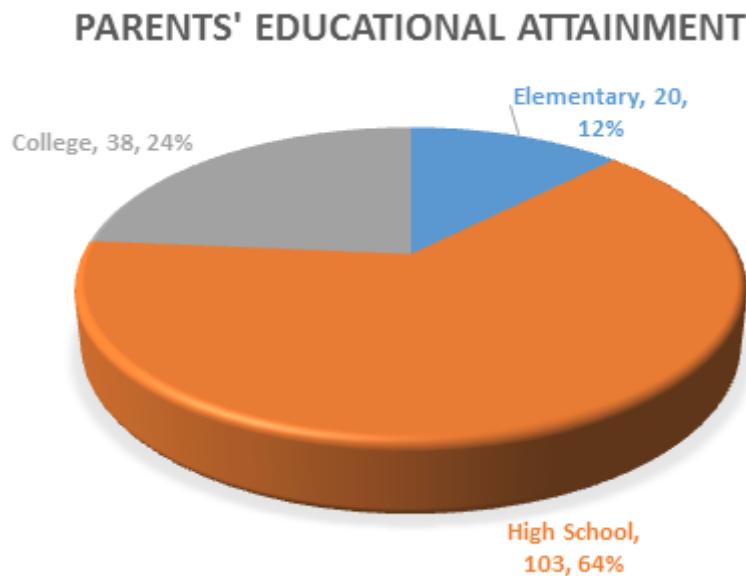


**Figure 3:** Monthly Family Income of First Year Teacher Education Students

The estimated monthly family income is the gross income of the household. This further refers to the total income of the family members at home with blue or white collar jobs. It is presented in figure 3 that majority of the students are below poverty line. Since the University is located in a rural area of Tarlac Province and a public university in the Philippines where tuition and other school fees are free, most of its enrollees are coming from the low to middle class of families with PhP 10,000.00 monthly income. Based on interviews, most of these families are earning income

through farming as Tarlac is largely indulged in agriculture. While those who have higher monthly income are families with members working as professionals in the country and as Overseas Filipino Worker. Hence, attaining a degree and a diploma hopes to shed a brighter light in the families who are under poverty threshold.

According to Philippine Statistics Authority, in the first semester of 2018, a family of five needed no less than PhP 7,337, on the average, to meet the family's basic food needs for a month. This amount is the food threshold. On the opposite hand, none but PhP 10,481, on average, was needed to satisfy both basic food and non-food needs of a family of 5 during a month. This amount is the poverty threshold. These are 10.9 percent above the food and poverty thresholds from the primary semester of 20151. Food threshold is that the minimum income required to satisfy the vital and crucial food needs and the nutritional requirements set by the Food and Nutrition Research Institute (FNRI) to make sure that one remains economically and socially productive. On the opposite hand, poverty threshold is that the minimum income required to satisfy the essential food and non-food needs like clothing, fuel, light and water, housing, rental of occupied dwelling units, transportation and communication, health and education expenses, non-durable furnishing, household operations and private care and effects. Hence, these students are striving to finish their baccalaureate degrees to uplift their way of lives above the poverty threshold.

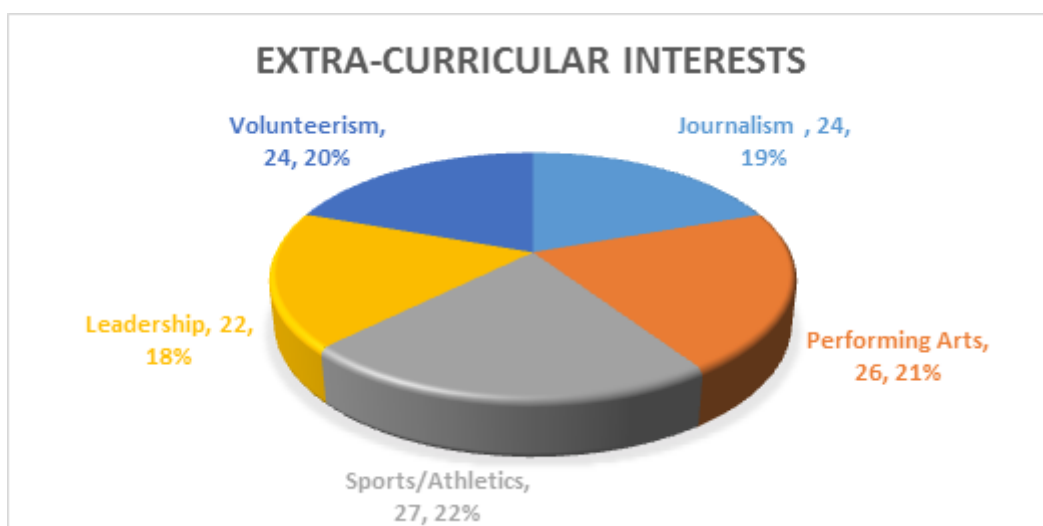


**Figure 4:** Parents' Education Attainment of First Year Teacher Education Students



The educational attainment of the students' both parents are described as a completer or undergraduate of elementary, high school and college. However, there is a student with solo parent which was also recorded. Hence, the total number of parents tallied is not exactly twice the number of respondents.

Based on the above figure, majority of the parents of the first year students in the College of Education are high school graduates or have reached high school level. This profile affected the monthly income of the families as presented in the previous discussions, since educational attainment contributes to employment, underemployment and even unemployment. With this, it can be inferred that most of the parents are striving harder for their children's completion of higher education taking advantage of the government's program and effort in providing free and accessible higher education in the public State Universities and Colleges.



**Figure 5:** Extra-curricular Interests of First Year Teacher Education Students

Extra-curricular activity is anything a student participates or accomplishes which does not fall within the scope of his/her enrolled curriculum. Specifically, it is in relation to officially or semi-officially approved and usually organized student activities (such as sports/athletics, leadership, journalism, performing arts, volunteerism, etc.) connected with school and usually carrying no academic credit. Sports/Athletics as a form of extra-curricular interest has the highest percentage, followed by Performing Arts, Volunteerism, Journalism and then Leadership. As the pursuit of higher education can push the students to their limits due to curricular tasks and requirements, extra-curricular activities is being participated to have a balanced college life and to avoid burnout. Hence, it is interesting to note that most of them have interests in different extra-curricular activities.



In the University, students are being encouraged to participate in different extra-curricular activities to enjoy benefits such as incentives. The students who are interested in sports/athletics may join the varsity teams of the University such as basketball, volleyball, baseball, badminton, tennis among others. In performing arts, students are enjoined to participate in dance troupes and chorale groups also known in the University as Performing Guild. Students who are interested to extend their expertise, skills and other forms of help to communities can participate in different extension and community outreach activities of the University. Meanwhile, The Golden Harvest is the official student publication of the University; students can join the group and hone their skills in this field.

**Table 1:** Difference of Students' Self-efficacy and Self-regulation in Terms of Sex, Monthly Family Income, Parents' Educational Attainment, and Extra-Curricular Interests

	Sex	Monthly Family Income	Parents' Educational Attainment	Extra-Curricular Interests
Self-efficacy	.726	.575	.354	.631
Self-regulation	.912	.039*	.566	.010**

\*\* . Correlation is significant at the 0.01 level

\* . Correlation is significant at the 0.05 level

According to Baumeister (1997), self-regulation (SR) can be defined a complex ability that allows an individual to regulate and control their thought or behaviour. Self-regulation allows individual to be able to adjust flexibly to changes and be able to respond to daily demands (Siegel, 2007). On the other hand, self-efficacy is defined as the perceived level of competencies in which one believes in his or her ability to do successfully a particular task (Gore, 2006). As presented in the table 1, there is significant difference on the first year teacher education students' self-regulation in terms of monthly family income ( $F=3.551$ ,  $p < 0.05$ ) and parents' and extra-curricular interest ( $F=3.947$ ,  $p < 0.01$ ).

In terms of parents' monthly family income, students' families with Php 40,000.00 and above has the highest SR rate with a mean of 3.4. On one hand, students with Php 10,000.00 and below have the lowest SR rate with a mean of 2.74. Hence, the higher the families' monthly income, the higher the SR rating. With regard to extra-curricular interest of the students, those with four extra-curricular interest have 3.45 mean while those with no extra-curricular interest have a mean of 2.65. Thus, the more extra-curricular interest of the first year teacher education students, the higher the SR rating based on the mean. In context, the students' ability to control their thoughts from distracting them from the task at hand, ability to work in a focused way, and ability to control feelings which is required in a problem-oriented attitude differs in terms of their participation in extra-curricular activities



and families' monthly income.

**Table 2:** Students' Demographic Profile, Self-Efficacy and Self-Regulation

	Sex	Monthly Family Income	Parents' Educational Attainment	Extra-curricular Interest
Self-efficacy	.474	.359	.213	.002**
Self-regulation	.575	.013*	.236	.000**

\*\* . Correlation is significant at the 0.01 level

\* . Correlation is significant at the 0.05 level

Table 2 indicates that Extra-curricular interest of students has significant positive relation to Self-efficacy (SE) ( $r=.321, p < .01$ ) and Self-regulation (SR) ( $r=.408, p < .01$ ). Likewise, Self-regulation (SR) and Family income ( $r=.247, p < .05$ ) has significant positive relationship. This means that when the extra-curricular interest increases, SE and SR of student increases; when monthly family income increases, their SR increases. Contextually, it can be inferred that the first year teacher students who have more extra-curricular activities like leadership, journalism, volunteerism, sports/athletics, performing arts, their ability increases where they can manage to solve difficult problems, can easily stick to aims and accomplished goals, and can usually handle whatever comes their way. Furthermore, the greater monthly income of the students' family, the greater their ability to concentrate on one activity for a long time, control their thoughts from distracting from the task at hand, stay focused on their goal and don't allow anything to distract them from their plan of action as self-regulation behaviors increases. This is because financial constraints in the pursuit of the students' studies is not an issue. Hence, better focus is expected. On the other hand, there is no significant relationship between SE and sex, monthly family income, and parents' educational attainment since the computed p-value is higher than the alpha level of 0.05. On the other hand, this result is also true with the relationship between SR with students' sex and parents' educational attainment.

**Table 3:** Students' Demographic Profile as Predictors of Self-Efficacy and Self-Regulation

	Monthly Family Income	Extra-curricular Interest
Self-efficacy	-	.003
Self-regulation	.062	.000

Since only students' demographic profile on extra-curricular interest have significant relationship to SE and SR, and only monthly family is significantly related to SR, these are the profiles analyzed through regression analysis. As presented in the table 3 and based on the statistical findings, only extra-curricular interests among the demographic profile of the first year teacher education students has been found to be a predictor of self-efficacy and self-regulation. It can be inferred that due to the extra-curricular experiences of the students in journalism, leadership,



volunteerism, performing arts and sports or athletics, their SE and SR are being affected. Furthermore, the students' ability to cope with daily hassles as well as adaptation after experiencing all kinds of stressful life events and the ability to focus attention on the task at hand and to keep a favorable emotional balance are being affected by their extra-curricular activities. In context, since student-leaders, student-journalists, student-performers, and student-athletes need efficient and effective time management to perform various and demanding duties and responsibilities in the University, their ability to cope with stress and the ability to pursue personal goals and evaluate their progress toward those goals towards having a balanced higher education life is achieved which influences SE and SR. In relation to this, it is in contrast with the results in the study of Amnie (2018), that male gender and higher income are predictors of self-efficacy to cope with stress in health education practice. However, respondents in this study are practitioners not students, yet this is a vital study in weaving the niche of self-efficacy studies.

### **CONCLUSION AND RECOMMENDATIONS**

1. All of the first year teacher education students' GPA is outstanding and there are more female than male. In addition, most students are interested in sports/athletics as extra-curricular activity. On one hand, majority of the parents have reached or graduated high school which lead them to have monthly income of under the poverty line threshold
2. Self-regulation of the students is different in terms of their families' monthly income and extra-curricular interest.
3. Extra-curricular interests of the students have significant relationship with self-efficacy and self-regulation while families' monthly income has significant relationship only to self-regulation. Furthermore, extra-curricular interest of students is a predictor of self-efficacy and self-regulation.
4. The students should be encouraged to build interest and participate in different extra-curricular activities in the University.
5. Parents and other members of the family should strive to increase monthly income. The University and other agencies thru different extension and community outreach activities may help the parents of the teacher education students to find ways for additional income generation.
6. Further research has to be conducted considering other localities and



variables, as well as wider scope.

## REFERENCES

- Abolghsemi A. & Javanmiri L. (2012). The Role of Social Desirability, Self-Efficacy and Mental Health in predicting of academic achievement among high school girl students. *Journal of School Psychology*, 1(2), 6–20.
- Alhadabi A. & Karpinski A. C. (2019). Grit, self-efficacy, achievement orientation goals, and academic performance in University students, *International Journal of Adolescence and Youth*, DOI: 10.1080/02673843.2019.1679202
- Amnie A. G. (2018). An Investigation of Predictors of Self-efficacy to Cope with Stress and Implications for Health Education Practice. *American Journal of Health Education*, 49:3, 155-165, DOI: 10.1080/19325037.2018.1431165
- Bandura A. (1997). *Self-efficacy: the exercise of control*. New York: W. H. Freeman and Company.
- Bandura A. (1993). Perceived self-efficacy on cognitive development and functioning. *Educational Psychology*; 28: 2. [http://dx.doi.org/10.1207/s15326985ep2802\_3]
- Baumeister, R. F. (1997). Esteem threat, self-regulatory breakdown, and emotional distress as factors in self-defeating behavior. *Review of General Psychology*, 1(2), 145-174.
- Chen C. S. (2002). Self-regulated learning strategies and achievement in an introduction to information systems course. *Information Technology Learn Perform Journal*, 20: 1.
- Dogan U. (2015). Student Engagement, Academic Self-efficacy, and Academic Motivation as Predictors of Academic Performance. *The Anthropologist*, 20:3, 553-561, DOI: 10.1080/09720073.2015.11891759
- Fuladchang M. (2002). The effect of self-regulating skills and increased autarky beliefs on high school students' academic performance. Shiraz, Iran: Department of Psychology, Shiraz University. (Unpublished, In press).
- Gore, P. (2006). Academic self-efficacy as a predictor of college outcomes: Two incremental validity studies. *Journal of Career Assessment*, 14(1), 92-115
- Hepler T. & Chase M. A. (2008). Relationship between decision-making self-efficacy, task self-efficacy, and the performance of a sport skill. *Journal of Sports Sciences*, 26:6, 603-610, DOI: 10.1080/02640410701654280
- Kadivar, P. (2009). *Learning psychology* (1st ed.) Tehran: Samt Publisher.
- Lane A., Hall R., & Lane J. (2004). Self efficacy and statistics performance among Sport Studies students. *Teaching in Higher Education*, 9:4, 435-448, DOI: 10.1080/1356251042000252372



- Lee PC. & Mao Z. (2016). The relation among self-efficacy, learning approaches, and academic performance: an exploratory study. *Journal of Teaching in Travel & Tourism*, 16:3, 178-194, DOI: 10.1080/15313220.2015.1136581
- Schwarzer, Ralf; Diehl, Manfred & Schmitz, Gerdamarie S. (1999). Self-Regulation. Retrieved from [http://userpage.fu-berlin.de/health/selfreg\\_e.htm](http://userpage.fu-berlin.de/health/selfreg_e.htm)
- Schwarzer, R., & Jerusalem, M. (1995). *Generalized Self-Efficacy scale*. In J. Weinman, S. Wright, & M. Johnston (Eds), *Measures in health psychology: A user's portfolio. Causal and control beliefs* (pp. 35-37). Windsor, UK: NFER-NELSON.
- Siegel, D. J. (2007). *The Mindful Brain: Reflection and Attunement in the Cultivation of Well-Being (Norton Series on Interpersonal Neurobiology)*. WW Norton & Company.
- Stephenson C. & Isaacs T. (2019). The role of the Extended Project Qualification in developing self-regulated learners: exploring students' and teachers' experiences. *The Curriculum Journal*, 30:4, 392-421, DOI: 10.1080/09585176.2019.1646665
- Wang C., Shannon D. M., & Ross M. E. (2013). Students' characteristics, self-regulated learning, technology self-efficacy, and course outcomes in online learning. *Distance Education*, 34:3, 302-323, DOI: 10.1080/01587919.2013.835779
- Xin Li L. & Chen F. (2018). Effects of a mobile self-regulated learning approach on students' learning achievements and self-regulated learning skills. *Innovations in Education and Teaching International*, 55:6, 616-624, DOI: 10.1080/14703297.2016.1259080
- Yip M. (2012). Learning strategies and self-efficacy as predictors of academic performance: a preliminary study. *Quality in Higher Education*, 18:1, 23-34, DOI: 10.1080/13538322.2012.667263
- Young M. R. (2005). The motivational effects of the classroom environment in facilitating self-regulated learning. *Journal of Mark Education*, 27: 25. [<http://dx.doi.org/10.1177/0273475304273346>]
- Zimmerman B. J. (2002). Becoming a Self-Regulated Learner: An Overview. *Theory Into Practice*, 41:2, 64-70, DOI: 10.1207/s15430421tip4102\_2





## Kindergarten Pupils' Birth Order and Domains of Early Childhood Development

Rene G. Nanit 



Tarlac Agricultural University Camiling, Tarlac, Philippines.

Email: [nanit\\_rene@hotmail.com](mailto:nanit_rene@hotmail.com) Tel: +639486262567

### Abstract

This study aimed to find significant relationship of kindergarten pupils' birth order and achievement in domains of early childhood development (e.g., gross and fine motors, self-help, receptive and expressive languages, cognitive, and socio-emotional) using descriptive-correlational design. A total population of 360 was reduced to 189 using Slovin's formula; respondents were chosen through random sampling. Results show that most of the kindergarten pupils are last-born children. Pupils' achievement in fine motor, receptive language, and cognitive domains was average while slightly delayed in gross motor, self-help, expressive language, and socio-emotional domains. Statistically, gross motor and expressive language domains have a significant relationship with birth order. In the gross motor, only middle born children have developed averagely; others were slightly delayed. In expressive language, only-child kindergarten pupils perform better than the other birth order. With this, teachers should consider birth order in providing learning opportunities to develop gross motor and expressive language.

**Keywords:** Kindergarten, Birth order, Achievement, Fine motor skills, Gross motor skills, Self-help skills, Receptive language skills, Expressive language skills, Cognitive skills, Socio-emotional skills.

**JEL Classification:** I29.

**Citation** | Rene G. Nanit (2020). Kindergarten Pupils' Birth Order and Domains of Early Childhood Development. Asian Journal of Social Sciences and Management Studies, 7(2): 143-151.

**History:**


Received: 19 March 2020

Revised: 24 April 2020

Accepted: 26 May 2020

Published: 4 June 2020

**Licensed:** This work is licensed under a [Creative Commons](https://creativecommons.org/licenses/by/4.0/)

[Attribution 3.0 License](https://creativecommons.org/licenses/by/4.0/) 

**Publisher:** Asian Online Journal Publishing Group

**Funding:** This paper was funded by my institution, the Tarlac Agricultural University.

**Competing Interests:** The author declares that there are no conflicts of interests regarding the publication of this paper.

**Transparency:** The author confirms that the manuscript is an honest, accurate, and transparent account of the study was reported; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained.

**Ethical:** This study follows all ethical practices during writing.

### Contents

1. Introduction .....	144
2. Purpose of the Research .....	144
3. Methodology .....	144
4. Results and Discussions .....	145
5. Conclusions .....	150
6. Recommendations .....	151
References .....	151



### Contribution of this paper to the literature

This study has provided empirical pieces of evidence on the achievement of kindergarten pupils in domains of early childhood development and its relationship to birth order. The study revealed a significant correlation between birth order and gross motor and expressive language domains.

## 1. Introduction

People are intrigued by the empirical effects of birth order on human capital growth, which has revitalized interests among researchers and academicians that are evident in several past and recent years.

Hotz and Pantano (2015) claimed that the first-borns are responsible, high achievers, and perfectionists, whereas last born and only child are mostly spoiled kids.<sup>1</sup>

The studies above are in contrast with the study of Dailey (2012) about Birth Order and Its Effect on Motivation and Academic Achievement, which revealed that birth order effects on academic achievement are so small that many more participants would be needed to find a significant impact on this study.<sup>2</sup> Also, results indicated in the research of Ha and Tam (2011) that the participants of different birth positions have no significant differences in terms of academic performance and personality.<sup>3</sup>

Although some of the researchers have shown that first-born children are better at a lot of things than their younger siblings and some researchers indicated no significant differences in their academic performance, the subjects of the studies presented were teenagers and adults. That is why the researcher, being an educator in the field of early childhood education, interestingly wanted to know aside from the fact that every individual is different from another if the birth order of a child affects his/her achievement in domains of early childhood education.

Early Childhood years are a crucial stage in every learner's life. The National Association for the Education of Young Children (NAEYC) considers the teacher's role and in supporting children's development as one of their top fundamental principles. Children must function in all the developmental domains (i.e., physical, social, emotional, and cognitive) if they are to adapt to school and societal norms successfully. These domains are empirically related and inextricably intertwined in early childhood. Kindergarten is a critical year where the experiences of children nurture positive approaches to learning, which prepare the learner for the more rigorous academic expectations in the elementary grades (Copple, 2009).<sup>4</sup>

The Department of Education of the Republic of the Philippines believes that the kindergarten stage is a transition between informal literacy and formal literacy (Grade 1-12). The aforementioned is the period of highest growth and development, when the brain develops rapidly, almost at its fullest. This stage establishes a period of walking, talking, self-esteem, moral foundations, and the world's concept. At this stage, teachers should immerse children with games, plays, and activities to naturally acquire the skills/competencies for holistic development as emergent literates and be ready for formal school.

Republic Act 10157 also known as Kindergarten Education Act (Philippines, 2012) supports NAEYC's mission to nurture positive approaches to learning and prepare children to naturally acquire the skills and competencies appropriate for their holistic development. Therefore, teachers should guide the kindergarten learners using a developmentally appropriate, engaging, and creative curriculum. Thus, finding the significant relationship of kindergarten pupils' birth order and achievement in domains of early childhood development would be of great help to kindergarten teachers, practitioners and parents to successfully and efficiently undertake their roles in attaining holistic development of children.<sup>5</sup>

## 2. Purpose of the Research

This study aimed to determine the relationship of kindergarten pupils' birth order, and achievement in domains of early childhood development at Santa Ignacia North District, Tarlac, Philippines enrolled during the school year 2015-2016. Specifically, it aimed to answer the following questions:

1. How may kindergarten pupils be described in terms of their:birth order; and achievement in domains of early childhood development?
2. How does kindergarten pupils' birth order relate to their achievement in domains of early childhood development?
3. What are the implications of the study on preschool education?

## 3. Methodology

### 3.1. Research Design

The study used descriptive-correlational design to determine if there is a significant relationship between kindergarten pupils' birth order and their achievement in domains of early childhood development.

Descriptive research studies variables as they exist in their setting. There is no manipulation of experimental variables, and the main concern is to describe the status, profile, incidences or occurrences of the variables (Sicat, 2009).<sup>6</sup>With this, the study looked for the learners' birth order and achievement in domains of early childhood development. Thus, this design is appropriate for the study. On the other hand, correctional research explores the relationship between or among variables. It studies variables without any attempt to control or manipulate them. The study aimed to find if there was a significant relationship between kindergarten pupils' birth order and their achievement in domains of early childhood development. Thus, this design is also appropriate.

<sup>1</sup> From Hotz and Pantano (2015).

<sup>2</sup> From Dailey (2012).

<sup>3</sup> From Ha and Tam (2011).

<sup>4</sup> From Copple (2009).

<sup>5</sup> From Philippines (2012).

<sup>6</sup> From Sicat (2009).



### *3.2. Respondents of the Study and Sampling Procedure*

The population of 360 pupils of Santa Ignacia North District during the school year 2015 – 2016 was reduced to a sample size of 189 kindergarten pupils, as computed using Slovin's formula at 0.05 degree of error. The respondents of the study were the eight (8) teachers of the 189 kindergarten pupils. The researcher used random sampling in identifying the individual kindergarten pupils in the study. Teachers gave the list of kindergarten pupils to the researcher, where he randomly selected the samples.

### *3.3. Data Gathering Instrument*

The data on achievement in domains of early childhood development of the kindergarten pupils were elicited through the results of 2nd assessment period of the Early Childhood Development Checklist, the instrument used by kindergarten teachers in the public schools. Since this instrument is standardized, no validation and reliability test is needed.

The checklist is administered in a setting familiar to the respondents. The examiner (teacher) employed various and appropriate methods to determine if the child exhibited specified behavior. These included observation, direct elicitation of the behavior from the child, and an interview of the parents(s) or caregiver(s). Each form of the ECD Checklist did not take more than 45 minutes to administer. The checklist could be administered to the child thrice within a year.

The checklist was divided into seven domains: Gross Motor, Fine motor, Self-Help, Receptive Language, Expressive Language, Cognitive, and Social-Emotional. In each domain, accomplished indicators will be counted and serve as the raw scores. After deriving the raw scores for each domain, the raw score was converted into the scaled score appropriate to the child's age using the Scaled Score Conversation Table. The computed scaled scores were interpreted. If the scaled score is 1-3, it was understood as Suggest Significant Delay in Development, which means that very few among the skills/activities prescribed in each domain in the checklist were accomplished by the child; this further means that the child was frail in the domain being assessed. If the scaled score is 4-6, it was interpreted as Suggest Significant Slight Delay in Development, which means that few among the skills/activities prescribed in each domain in the checklist were accomplished by the child; this further means that the child is weak in the domain being assessed. If the scaled score is 7-13, it was interpreted as Average Development which means that the child accomplished the average number of skills/activities prescribed in each domain in the checklist. Moreover, if the scaled score is 14-16, it was interpreted as Suggest Slightly Advanced Development which means that majority among the skills/activities prescribed in each domain in the checklist were accomplished by the child; this further means that the child is healthy in the domain being assessed. Lastly, if the scaled score is 17-19, it was interpreted as Suggest Highly Advanced Development which means that most or all of the skills/activities prescribed in each domain in the checklist were accomplished by the child; this further means that the child is robust in the field being assessed.

### *3.4. Data Gathering Procedure*

In terms of the data collection, the researcher first asked permission from the division superintendent of Tarlac Province then from the district supervisor of Santa Ignacia North District, Santa Ignacia, Tarlac, and the respective principals before gathering data. When the permission was approved, the researcher went to the individual kindergarten teachers to collect data. The parent's consent was sought before the collection. Achievement of the pupils in domains of early childhood development was elicited through the result of the 2nd assessment period of the Early Childhood Development Checklist. Observations were also conducted for more substantial information. Data gathered were analyzed and interpreted after subjecting them to statistical treatments.

### *3.5. Data Analysis*

The study used simple frequency counts and percentages. The Chi-square test was used in identifying the correlation of the birth order and domains of early childhood development kindergarten pupils. Tables and figures were utilized to give the reader a comprehensive picture of the gathered data and information.

In identifying the correlation of the birth order with the kindergarten pupils' achievement in domains of early childhood development, the Chi-square test was used.

## **4. Results and Discussions**

This section presents the analyses and interpretation of the data gathered from the kindergarten pupils. It also discusses the findings concerning the problems raised in the study. The data were subjected to statistical treatment through weighted means and chi-square for objective interpretation. These were presented into table forms followed by their textual interpretations.

### *4.1. Birth Order*

Birth order refers to the chronological order of sibling births in a family. The birth order of the kindergarten pupils in the district was collected. Data shows that 74 out of 189 or the majority of the pupils were last-borns, followed by first-born children, and then the only child pupils. Only a few were middle-born children.

### *4.2. Achievement of Kindergarten Pupils in Domains of Early Childhood Development*

The achievement of the kindergarten pupils was described in terms of their performance in the seven domains – gross motor, fine motor, self-help, receptive and expressive, cognitive, and socio-emotional. The performances were assessed through the Early Childhood Development Checklist, an instrument used by kindergarten teachers in public schools. The tool is being administered at three assessment periods within a year to measure the pupil's development. The data presented below is the result of their second assessment period.

### 4.3. Gross Motor Domain

Gross Motor skill is the ability to control and coordinate body movements involving large muscle groups such as crawling, walking, running, skipping, jumping, and climbing. Grissmer, Grimm, Aiyer, Murrah, and Steele (2010) claimed that some of the same neural infrastructures in the brain that directs the learning process during motor development are also involved in the direction of learning in cognitive development. Hence, analyzing the motor development of young children is essential.<sup>7</sup>

**Table-1.** Achievement of the kindergarten pupils in gross motor domain of early childhood development.

Birth Order	Suggest Significant delay in the overall development		Suggest a slight delay in the overall development		Average development		Total		Mean	Verbal Description
	F	%	F	%	F	%	F	%		
First	12	6.35	10	5.29	39	20.63	61	32.28	2.44	Suggest a slight delay in the overall development
Middle	0	0.00	1	0.53	19	10.05	20	10.58	2.95	Average development
Last	21	11.11	17	8.99	36	19.05	74	39.15	2.20	Suggest a slight delay in the overall development
Only child	7	3.70	6	3.17	21	11.11	34	17.99	2.41	Suggest a slight delay in the overall development
Total	40	21.16	34	17.99	115	60.85	189	100		

Note: Grand Mean: 2.44

Verbal description: Suggest a slight delay in the overall development.

Note: F= frequency, % = percentage

It is shown in Table 1 that in terms of their Gross Motor Domain, middle born kindergarten pupils perform better than the pupils with other birth orders since the only middle born pupils have average development during the second assessment of the ECD Checklist.

It can be interpreted that the kindergarten pupils are weak in this developmental domain. During the assessment, only a few among the skills/activities prescribed by the checklist gross motor domain were accomplished. Some of these crafts/activities were: climbing on a chair or other elevated pieces of furniture like a bed without help, walking backward, running without tripping or falling, walking upstairs with other feet without holding the handrail, and moving body part as directed. It is alarming that learners are delayed in this learning domain, considering the study of the National Research Council (2012) which states that sensory and motor developments are critical for everyday and classroom activities that contribute to cognitive development, early learning, and eventually academic achievement.<sup>8</sup> With this, it is necessary to strive for the improvement of the kindergarten pupils' gross motor skills through enrichment learning opportunities that can be provided by teachers and can be reinforced by parents/guardians at home.

### 4.4. Fine Motor Domain

A fine motor skill is the ability to control and coordinate hand and finger movements such as copies a simple pattern of different basic shapes and draws a human figure without prompts. Likewise, it is the ability to draw a house without prompts using geometric forms, and coloring with strokes staying within the lines.

**Table-2.** Achievement of the kindergarten pupils in fine motor domain of early childhood development.

Birth Order	Suggest Significant delay in the overall development		Suggest a slight delay in the overall development		Average development		Total		Mean	Verbal Description
	F	%	F	%	F	%	F	%		
First	0	0.00	5	2.65	56	29.63	61	32.28	2.92	Average development
Middle	0	0.00	0	0.00	20	10.58	20	10.58	3.00	Average development
Last	3	1.59	5	2.65	66	34.92	74	39.15	2.85	Average development
Only child	0	0.00	1	0.53	33	17.46	34	17.99	2.97	Average development
Total	3	1.59	11	5.82	175	92.59	189	100.00		

Note: Grand mean: 2.91

Verbal Description: Average development

Note: F= frequency, % = percentage.

In terms of Fine Motor Skills, most of the pupils attained average development while very few of them have a significant delay in development and slightly delayed.

It can be viewed in Table 2 that the pupils accomplished an average number of skills/activities in the ECD Checklist. Such skills/activities were picking up objects with thumb and index finger, displaying a definite hand preference, putting small objects in/out of containers, holding a crayon with all the fingers of his hand making a fist, scribbling spontaneously and the like. One study found that fine motor skills were strongly linked to later

<sup>7</sup> From Fine motor skills and early comprehension of the world: Two new school readiness indicators. Grissmer et al. (2010). Developmental Psychology 46(5):1008-1017.

<sup>8</sup> From Neurons to Neighborhoods: An Update: Workshop Summary. National Research Council (2012). Washington, DC: The National Academies Press. <https://doi.org/10.17226/13119>.

achievement (Grissmer et al., 2010).<sup>9</sup> Considering their achievement, kindergarten pupils have standard fine motor skills. Since their performance in this domain was elicited from the 2nd assessment period, teachers have ample time to raise the bar of the pupils' achievement in fine motor skills because this domain has strongly linked to later performance.

#### 4.5. Self-Help Domain

Self-help is the ability of kindergarten pupils to become independent in performing tasks such as learning to dress oneself, feed oneself, using the toilet, brushing teeth, bathing, tying shoes, and alike.

**Table-3.** Achievement of the kindergarten pupils in self-help domain of early childhood development.

Birth Order	Suggest Significant delay in the overall development		Suggest a slight delay in the overall development		Average development		Total		Mean	Verbal Description
	F	%	F	%	F	%	F	%		
First	31	16.40	14	7.41	16	8.47	61	32.28	1.75	Suggest Significant delay in the overall development
Middle	13	6.88	5	2.65	2	1.06	20	10.58	1.45	Suggest Significant delay in the overall development
Last	32	16.93	23	12.17	19	10.05	74	39.15	1.82	Suggest a slight delay in the overall development
Only child	16	8.47	8	4.23	10	5.29	34	17.99	1.82	Suggest a slight delay in the overall development
Total	92	48.68	50	26.46	47	24.87	189	100.00		

Note: Grand mean: 1.76

Verbal Description: Suggest Significant delay in the overall development

Note: F= frequency, % = percentage.

In the Self-help domain, as presented in Table 3, almost half of the pupils have significantly delayed development while few of them were slightly delayed and averagely developed. In terms of the class performance, the kindergarten pupils are delayed considerably in overall self-help development since the computed grand mean is 1.76. Results revealed that this is the weakest domain of the pupils. These results can be interpreted that during the assessment period, many indicators such as feeding self with finger food using fingers, eating without a need for spoon-feeding during any meal and bathing were not accomplished. Same with drinking from a cup without spillage, dressing without assistance except for buttons and tying, going to the designated place to urinate (pee) or move bowels (pooh), and never does this is his underpants anymore and the like.

The result of the present study is very alarming because this domain prepares children to become independent in later years as well as self-assurance, accountability, and responsibility. Hence, home and school can offer learning opportunities for learners to develop self-help skills and give them ample time to work on these essential tasks. Adults shall play an indispensable role as models; children learn a great deal from watching people around them, especially their parents/ guardians and teachers.

#### 4.6. Receptive Language Domain

Receptive language domain refers to the understanding of language "input." It includes the knowledge of words and gestures. It goes beyond just vocabulary skills, but also the knowledge of concepts like "on" and the ability to understand a question as a question.

**Table-4.** Achievement of the kindergarten pupils in receptive language domain of early childhood development.

Birth Order	Suggest Significant delay in the overall development		Suggest a slight delay in the overall development		Average development		Total		Mean	Verbal Description
	F	%	F	%	F	%	F	%		
First	2	1.06	12	6.35	47	24.87	61	32.28	2.74	Average development
Middle	3	1.59	5	2.65	12	6.35	20	10.58	2.45	Suggest a slight delay in the overall development
Last	8	4.23	16	8.47	50	26.46	74	39.15	2.57	Suggest a slight delay in the overall development
Only child	4	2.12	8	4.23	22	11.64	34	17.99	2.53	Suggest a slight delay in the overall development
Total	17	8.99	41	21.69	131	69.31	189	100		

Note: Grand mean: 2.60

Verbal Description: Average development.

Note: F= frequency, % = percentage.

<sup>9</sup> From Fine motor skills and early comprehension of the world: Two new school readiness indicators. Grissmer et al. (2010). Developmental Psychology 46(5):1008-1017.

Table 4 shows that the achievement of first-born kindergarten pupils is higher than the other birth orders. The majority of the pupils were averagely developed; and, few of them were slightly delayed and significantly delayed in development. It means that few of the pupils are very weak in their ability to understand both verbal and non-verbal communication.

This result further revealed that with the grand mean of 2.60, kindergarten pupils' achievement in the receptive language domain is average. It can be viewed that the kindergarten pupils performed some of the skills successfully. These were pointing to a family member, leading to 5 body parts on himself, pointing to 5 named pictured objects, following one-step instructions that include simple prepositions (e.g., in, on, under, etc.), and following 2-step instructions that include simple prepositions.

The interrelatedness of the domains is evident in the study conducted by the National Research Council (2015).<sup>10</sup> It states that awareness of the benefits and pitfalls of the language used by adults is essential for interaction with learners. The language used by adults affects the learning and cognitive growth of learners in many subtle ways. Labeling is a powerful way to foster conceptual development. Simple labels can help children unify diverse things into coherent categories, but can also have the unintended consequence of reinforcing concepts that are not desirable.

#### 4.7. Expressive Language Domain

Expressive Language skill is their ability of kindergarten pupils to use words and gestures to express his thoughts and feelings, e.g., draw and tell a story about his drawing.

**Table-5.** Achievement of the kindergarten pupils in expressive language domain of early childhood development.

Birth Order	Suggest Significant delay in the overall development		Suggest a slight delay in the overall development		Average development		Total		Mean	Verbal Description
	F	%	F	%	F	%	F	%		
First	6	3.17	50	26.46	5	2.65	61	32.28	1.98	Suggest a slight delay in the overall development
Middle	5	2.65	13	6.88	2	1.06	20	10.58	1.85	Suggest a slight delay in the overall development
Last	11	5.82	58	30.69	5	2.65	74	39.15	1.92	Suggest a slight delay in the overall development
Only child	0	0.00	26	13.76	8	4.23	34	17.99	2.24	Suggest a slight delay in the overall development
Total	22	11.64	147	77.78	20	10.58	189	100.00		

Note: Grand Mean: 1.99

Verbal Description: Suggest a slight delay in the overall development.

Note: F= frequency, % = percentage.

In terms of expressive language, the majority of the pupils have a slight delay in development, while few have a significant delay in growth and healthy development.

Table 5 revealed that the pupils' overall development in expressive language is slightly delayed. The results can be interpreted that during the second assessment of the checklist, very few among the activities were performed correctly by the pupils. Some of these tasks of the pupils were using 5-20 recognizable words, using pronouns (e.g., I, me, mine), naming objects in pictures, asking "who" and "why" questions, giving an account of recent experiences (with prompting) in order of occurrence using past tense and the like.

#### 4.8. Cognitive Domain

The cognitive domain refers to the ability of kindergarten pupils to understand concepts, their logical relations, and consequently manipulate them to arrive at new knowledge, ideas, or conclusions.

Teachers and parents in this regard should be cautious about underestimating children's cognitive abilities. National Research Council (2015) posits that the potential to underestimate young learners' cognitive abilities continues in the preschool and kindergarten years. In one study, for example, learner's actual performance was six to eight times what was estimated by their preschool teachers and other experts.<sup>11</sup> This underestimation draws a lost opportunity that can hinder learner's progress. It was revealed in a study in Kindergarten that learners benefited more from advanced reading and mathematics content. Unfortunately, teachers spent most of the academic time primary contents which learners already knew (Claessens, Engel, & Curran, 2014).<sup>12</sup> Moreover, when education professionals and practitioners underestimate learner's abilities to understand and learn subject-matter content, those with less prior learning experiences were negatively affected (Clements & Sarama, 2014).<sup>13</sup>

Table 6 shows that the only middle-born kindergarten pupils are slightly delayed in their overall cognitive development; the other birth orders are average in their development. On the other hand, only two kindergarten pupils, first- and last-born was slightly advanced. With the grand mean of 2.64, kindergarten pupils' overall development in the cognitive domain is average. Results further revealed that kindergarten pupils' ability to look at the direction of the fallen object, match objects, sort based on shapes, arrange objects according to size from smallest to biggest, name three animals or vegetables, assemble simple puzzles and the like is average.

<sup>10</sup> From National Research Council (2015).

<sup>11</sup> From National Research Council (2015).

<sup>12</sup> From Claessens et al. (2014).

<sup>13</sup> From Clements and Sarama (2014).

<sup>14</sup> From National Research Council (2012).



**Table-6.** Achievement of the kindergarten pupils in cognitive domain of early childhood development.

Birth Order	Suggest Significant delay in the overall development		Suggest a slight delay in the overall development		Average development		Suggest slightly advanced development		Total		Mean	Verbal Description
	F	%	F	%	F	%	F	%	F	%		
First	4	2.12	12	6.35	44	23.28	1	0.53	61	32.28	2.69	Average development
Middle	5	2.65	2	1.06	13	6.88	0	0.00	20	10.58	2.40	Suggest a slight delay in the overall development
Last	8	4.23	10	5.29	55	29.10	1	0.53	74	39.15	2.66	Average development
Only child	3	1.59	6	3.17	25	13.23	0	0.00	34	17.99	2.65	Average development
Total	20	10.58	30	15.87	137	72.49	2	1.06	189	100		

Note: Grand Mean: 2.64

Verbal Description: Average development.

Note: F= frequency, % = percentage.

In this regard, teachers and parents should provide learning opportunities that are developmentally appropriate for children's abilities and readiness. National Research Council (2012) emphasized that learning begins prenatally; children are not only "ready to learn" but already actively learning, which started when they are born.<sup>14</sup> From birth, children's minds are curious and active, and early thinking is insightful and obscure. Many of the foundations of complex forms of learning are established in the earliest stages of life. Development and early education can be supported continuously as a child develops, and new knowledge and skills inform and influence future learning. When adults understand how the mind grows, how active inquiry and learning are children's natural inclination, and what progress learners make in their cognitive abilities, they can nurture cognitive growth. Adults can support learner's active engagement with new learning experiences. They can provide developmentally appropriate opportunities for further learning.

#### 4.9. Socio-Emotional Domain

Through structured and unstructured, games, activities, play, and interaction with other people, young learners process information about their world. From these experiences, they develop their understanding and abilities in Math, Science, and Language. The mind of a young child is like a sponge that absorbs information. On the other hand, learners who are unable to self-regulate have emotional difficulties that may hinder learning. As with younger learners, significant adults in a child's life can help the child learn to self-regulate (Tomlinson, 2014).<sup>15</sup> If this is so, it is necessary to analyze the socio-emotional domain of children.

**Table-7.** Achievement of the kindergarten pupils in socio-emotional domain of early childhood development.

Birth Order	Suggest Significant delay in the overall development		Suggest a slight delay in the overall development		Average development		Total		Mean	Verbal Description
	F	%	F	%	F	%	F	%		
First	13	6.88	25	13.23	23	12.17	61	32.28	2.16	Suggest a slight delay in the overall development
Middle	8	4.23	7	3.70	5	2.65	20	10.58	1.85	Suggest a slight delay in the overall development
Last	19	10.05	28	14.81	27	14.29	74	39.15	2.11	Suggest a slight delay in the overall development
Only child	9	4.76	12	6.35	13	6.88	34	17.99	2.12	Suggest a slight delay in the overall development
Total	49	25.93	72	38.10	68	35.98	189	100		

Note: Grand Mean: 2.10

Verbal Description: Suggest a slight delay in the overall development.

Note: F= frequency, % = percentage.

As shown in Table 7, kindergarten pupils' achievement in the socio-emotional domain is slightly delayed in any birth order. It means that the majority of pupils are weak in their ability to know themselves, express and understand feelings, and relate to others.

The results further revealed that the kindergarten pupils completed only a few among the skills during the assessment. Some of these skills/activities were playing alone but liked to be near familiar adults or brothers and sisters, demonstrating respect for elders, sharing toys with others, identifying feelings in others, helping with family chores (e.g., wiping tables, watering plants, etc.) and other activities prescribed by the checklist.

Socio-emotional development contributes to the growth of emotional security that enables young children to fully invest in new learning and to the growth of cognitive skills and competencies that are important for

<sup>15</sup> From Tomlinson (2014).

education. These capacities are essential because knowledge is inherently a social process. Young learner's relationships—with parents, teachers, and peers as well as the members of the community—thus are fundamental to the learning experiences that contribute to their later success (National Research Council, 2012).<sup>16</sup> It is alarming that pupils are slightly delayed in this domain. In this regard, teachers, parents, and other stakeholders must work hand and hand for its improvement. Parents have a significant function in the development of character and values of children; this starts at home. Building good character and values which are intertwined in socio-emotional skills are best learned through role modeling. Teachers, on the other hand, have a role in reinforcing taught values and socio-emotional skills at home. Anyone who has direct contact with each child can affect his/her socio-emotional development – how they were treated, valued, and cared.

#### 4.10. Relationship of Kindergarten Pupils' Birth Order to their Achievement in Domains of Early Childhood Development

Birth order refers to the chronological order of sibling births in a family (first-born, last-born, middle-born, only-child). On the other hand, gross motor, fine motor, self-help, receptive language, expressive language, cognitive, and socio-emotional composes the domains early childhood development.

**Table-8. Relationship of kindergarten pupils' birth order and achievement in domains of early childhood development.**

The domain of Early Childhood Development	p-value	Level of Significance	Interpretation
Gross Motor	0.02	0.05	Significant
Fine Motor	0.29	0.05	Not Significant
Self-help	0.58	0.05	Not Significant
Receptive	0.57	0.05	Not Significant
Expressive	0.02	0.05	Significant
Cognitive	0.37	0.05	Not Significant
Socio-emotional	0.08	0.05	Not Significant

Note: F= frequency, % = percentage.

It made use of the chi-square test to examine the relationship between kindergarten pupils' birth order and their achievement in domains of early childhood development. Only the relation of birth order to expressive language and gross motor domains of kindergarten pupils was significant since the computed p-value is less than the 0.05 level of significance.

It can be interpreted in Table 8 that their gross motor performance, such as climbing on a chair or other elevated piece of furniture without help, walking backward, and running without tripping or falling, has a significant relationship to birth order. Further, walking upstairs with other feet without holding the handrail and moving body part as directed has a substantial connection to the sibling arrangement. Meanwhile, in terms of the performance of the kindergarten pupils concerning their birth order, the only middle born children are average achievers while other birth orders are slightly delayed.

On the other hand, expressive language is most merely the "output" of writing, how children express their wants and needs. This domain includes not only words but also grammar rules that dictate how these words are combined into clauses, phrases, sentences, and paragraphs and the use of gestures and facial expressions. Credit must also be given to the gestural cues and facial expressions that pupils use and react to as it is an early-developing and valuable skill.

Statistically, this domain has a significant relationship with birth order. In terms of the achievement of the kindergarten pupils in their expressive language concerning their sibling arrangement, pupils who are only child perform better than the pupils with other birth order. With this, it can be inferred that since only child pupil has his/her attention at home, he/she is more exposed to conversations and another form of communication, which enhances his/her expressive language skills.

## 5. Conclusions

This study primarily aimed to determine the relationship of kindergarten pupils' birth order, and achievement in domains of early childhood development at Santa Ignacia North District, Tarlac, Philippines enrolled during the school year 2015-2016. The present study is unique and will fill the gap in birth order and academic achievement studies since all of the respondents on all conducted studies analyzing the effects of birth order on the academic achievements of students: elementary, high school, and college students. Hence, the findings of the present study are significant and essential as additional empirical results of those researches conducted to look at the relationship of birth order to pupils' academic achievement, highlighting early childhood education, particularly kindergarten education.

The findings of the present study revealed that most of the kindergarten pupils are last-born and firstborn children. And few are middle-born and only-child pupils. On the other hand, the overall achievement of the kindergarten pupils in fine motor, receptive language, and cognitive domains is average. Simultaneously, they are slightly delayed in gross motor, self-help, expressive language, and socio-emotional domains. These domains of learning are interrelated to each other; these have equal importance and significance to the attainment of holistic development. Thus, it is necessary to improve fields, especially delayed ones.

On the one hand, gross motor and expressive language are the domains of early childhood development that have a significant relationship with kindergarten pupils' birth order. Only middle-born children have average growth in the gross motor; the other birth orders are slightly delayed. Meanwhile, pupils who are only child perform better in expressive language domain than the pupils with different birth order- firstborn, middle born and last born. In this light, we can infer that, since the only child pupil has the individual attention at home, he/she is the sole recipient of any form of communication, both verbal and non-verbal, which can contribute to the development of expressive language.

<sup>16</sup> From National Research Council (2012).

Hence, the present study concludes that birth order has something to do with pupils' academic achievement not only to elementary, high school and college students but also as young as a kindergarten pupil, especially in gross motor and expressive domains of early childhood development.

## 6. Recommendations

It is the shortcoming of the present study to look for the possible reasons or causes why respondents' achievement in some domains of early childhood development is delayed; gaps in years between birth orders were not also considered. With this, it is recommended to consider these variables for future research direction. Also, further research has to be conducted considering other localities and broader scope for more conclusive findings. On the other hand, based on the results and conclusions, it is recommended that kindergarten teachers may consider the significant relationship of birth order and gross motor and expressive language domains in providing learning opportunities to kindergarten pupils. Birth order may be used as a grouping strategy to enhance a specific field of learning. Meanwhile, school administrators should provide kindergarten teachers with continual exposure and training to deal with the improvement of kindergarten pupils' achievement in the realms of early childhood development.

## References

- Claessens, A., Engel, M., & Curran, F. C. (2014). Academic content, student learning, and the persistence of preschool effects. *American Educational Research Journal, 51*(2), 403-434. Available at: <https://doi.org/10.3102/0002831213513634>.
- Clements, D. H., & Sarama, J. (2014). *Learning and teaching early math: The learning trajectories approach* (2nd ed.). New York: Routledge.
- Copple, (2009). *Developmentally appropriate practices in early childhood program: Serving children from birth through age Eight*. USA: National Association for the Education of Young Children (NAEYC).
- Dailey, K. M. (2012). Birth order and its effect on motivation and academic achievement. *Journal of Personality and Individual Differences, 40*(5), 953-959.
- Grissmer, D., Grimm, K. J., Aiyer, S. M., Murrah, W. M., & Steele, J. S. (2010). Fine motor skills and early comprehension of the world: Two new school readiness indicators. *Developmental Psychology, 46*(5), 1008-1017. Available at: <https://doi.org/10.1037/a0020104>.
- Ha, T. S., & Tam, C. L. (2011). *A study of birth order, academic performance, and personality*. Singapore: IACSIT Press.
- Hotz, V. J., & Pantano, J. (2015). Strategic parenting, birth order, and school performance. *Journal of Population Economics, 28*(4), 911-936. Available at: <https://doi.org/10.1007/s00148-015-0542-3>.
- National Research Council. (2012). *From neurons to neighborhoods: An update: Workshop summary*. Washington, DC: The National Academies Press.
- National Research Council. (2015). *Transforming the workforce for children birth through age 8: A unifying foundation*. Washington, DC: The National Academies Press.
- Philippines, R. O. (2012). Republic act No. 10157. Manila, NCR. Republic Act. Retrieved from: <https://www.officialgazette.gov.ph/>.
- Sicat, L. V. (2009). Work text in research writing (pp. 30-31). Tarlac: Tarlac State University.
- Tomlinson, H. B. (2014). An overview of development in the primary grades. In *Developmentally appropriate practice* (pp. 9-38). Washington, DC: National Association for the Education of Young Children.



**Strategies and Attitude in English Vocabulary Learning of Grade 11 Filipino Students:  
A Literature Review**

**Christine Ferrer, Louie Gee Carmen**

---

<b>Article Info</b>	<b>Abstract</b>
<hr/> <i>Keywords</i>  Vocabulary learning strategies, Vocabulary learning attitude, Vocabulary learning issues	Vocabulary study is one of the most emphasized English lessons among senior high school students since it is viewed as the fundamental key to exceling in reading, writing, speaking, and listening. Along with Filipino, English is the official language of the Philippines. As a result, it is considered the Filipinos' second language and is the medium of instruction in the majority of school topics. While all teachers appear to be preoccupied with understanding their students' English vocabulary performance, particularly in subjects like English for Academic and Professional Purposes, Reading and Writing, and Oral Communication, a better understanding of their students' vocabulary learning strategies and attitudes toward learning vocabulary should be given much more attention. As a result, the goal of this study is to provide useful references for future research on Filipino senior high school students' vocabulary learning practices and attitudes toward vocabulary acquisition. This researcher will also recommend some more relevant and important research that should be conducted in order to gain a better grasp of the subject of study.

---

**Introduction**

The ever-increasing amount of new vocabulary terms can be difficult to learn at the appropriate rate, making vocabulary a key source of dissatisfaction in language learning. Additionally, vocabulary development is required for efficient communication and higher levels of competency. "Little can be conveyed without grammar; nothing can be conveyed without vocabulary," Wilkins (2012) stated. After a long period of neglect and a focus on grammar in English language classrooms, vocabulary teaching and learning has finally received the attention it deserves for effective learner vocabulary development (ELT). Learning vocabulary, on the other hand, is challenging since each competency level requires a significant number of high frequency vocabulary items, and their usage is often complicated, with several meanings and collocational applications. According to Nation (2013), basic word knowledge consists of knowing the form and meaning, and it then expands to encompass linguistic and semantic properties that span the categories of meaning, form, and use.

Gardner (2013) also mentioned that a large vocabulary is required for successful second/foreign language acquisition. Learners who have a good vocabulary may communicate effectively and perform well in the skills of listening, speaking, reading, and writing. It is a necessary basis for later language acquisition as well as real-world communication. As a result, the more language a learner grasps, the more skilled expressions he or she can produce. Furthermore, language experts understand that vocabulary knowledge and reading ability are inextricably linked.

Furthermore, second and foreign language learners grasp the importance of vocabulary right away. When it comes to vocabulary learning, however, each situation is unique. Because the alternatives for target-language input, output, and interaction are limited in the setting of foreign language acquisition, Tseng & Schmitt (2018) believe that using motivated and successful learning techniques is critical for vocabulary learning. A lack of vocabulary knowledge was revealed to be a major factor in learners' resistance to being exposed to reading and listening skills in both foreign and second language learning situations.

Successful language learners have also been described as those who build language learning techniques and practices. Cook (2013) justified that the process of vocabulary development will take place in light of giving learners opportunities to first be introduced to new words and their meanings, and then to be placed in situations where they must retrieve, recall, and use the target vocabulary items across a variety of settings and circumstances.

However, Kayi-Aydar (2018) acknowledged that vocabulary growth is multidimensional, needing not just knowledge of word meanings but also pronunciation, spelling, grammatical features, connotations, morphological alternatives, and semantic linkages. When English learners are scaffolded and led, they can successfully develop vocabulary.

Meanwhile, the extent of one's vocabulary can predict eventual reading success and overall academic accomplishment. Because pupils are likely to come across 100,000 words that they are unfamiliar with, those who have a strong vocabulary find reading easier and improve their vocabulary as they read. Kindle has defined this term (2011).

Despite its importance, Roe, et al. (2011) pointed out that learning and teaching language is one of the most difficult abilities to master. This problem could be caused by bad schemata. Students with less prior knowledge, according to the Schema Theory, have more difficulty learning new terms. They may also be affected by the Matthew Effect, which occurs when pupils who do not read well do not read, resulting in a lack of vocabulary building opportunities.

According to Cruz (2015), vocabulary knowledge is important in the Philippines, especially for senior high school students, in order to meet the Department of Education's (DepEd) competences and to endure additional reading demands, which are mainly intellectual. The core, applied, and

even specialized subjects, whether pupils are enrolled in TVL or academic strand, are among the senior high school subjects that require a lot of reading and language skills. The same subjects focus on skills that are required to grasp tertiary-level English studies. However, not all tertiary students have been prepared to meet the requirements. Poor vocabulary is caused by a variety of circumstances, including poverty, a lack of exposure to meaningful discourse, vocabulary instruction, and poor reading. Students struggle with fluency, standardized testing, and reading in general as a result of their weak vocabulary. As a result, the researcher came to the conclusion that in order to grow one's vocabulary, one must first grasp vocabulary acquisition techniques and attitudes, as well as the importance of both strategies and attitudes in vocabulary improvement.

## **Literature Review**

### *2.1 Learning a language through vocabulary learning*

According to Easterbrook (2013), learning a language is a long, complex, and gradual process in which knowledge about the language is acquired, stored, retrieved, and used. Learners use language learning strategies (LLSs) to attain this goal, which are defined by Oxford (2020) as specific activities, behaviors, stages, or techniques that students frequently use to increase their progress in gaining second language (L2) abilities and competency. Internalization, storage, retrieval, and use of the new language can all be aided by these tactics.

Cohen (2011) defined LLSs as thoughts and behaviors that language learners actively choose and operationalize to help them carry out a variety of activities from the beginning of their learning to the most advanced levels of target language (TL) performance.

Similarly, Griffith and Cansiz (2015) proposed the following definition: acts chosen (either consciously or unconsciously) for the purpose of language learning and regulation. Despite various discrepancies in definitions (mental activities vs. actions, conscious vs. automatic behaviors), LLSs are valuable tools for learners to improve their language acquisition efficiency. Based on the criteria provided above, the author of this article believes that LLSs (with VLSs as a subclass) are actions or mental processes that learners utilize actively to support and regulate their own learning.

Schmitt (2015), on the other hand, created a thorough taxonomy of VLSs. These were classified into two groups: discovery techniques, which are used to figure out what a word means, and consolidation strategies, which are used to remember what a term means when it comes up again. In turn, learners' discovery techniques were classified into determination strategies (using a dictionary, context clues, or structural understanding of the word to identify the meaning of a new word on their own) and social strategies (when learners ask someone who knows for the meaning).

Easterbrook (2013), Cohen (2011), Griffith and Cansiz (2015), and Schmitt (2015) have all emphasized the difficulty of acquiring a language through vocabulary learning. This is a time-consuming process that must be injected with the appropriate approaches or methodologies in order to succeed. It's also been argued that learning a language is impossible without first acquiring vocabulary.

## *2.2 Vocabulary learning strategies*

The use of methods is required when learning a vocabulary. Learners use social strategies (such as practicing the meaning of new words in a group), cognitive strategies (which include repetition and mechanical methods such as using word lists and flashcards to study vocabulary), memory strategies (which involve using imagery or grouping to link the word to be learned with existing knowledge), and metacognitive strategies (which include planning, monitoring, and evaluating learning), according to Webb & Webb.

As a result, teachers should create opportunities for students to meet words in a variety of situations (Webb & Nation, 2017) and train them to apply effective VLSs tactics (Alqahtani, 2015), as these pedagogical actions contribute to enhancing students' vocabulary competency. In this approach, regardless of the amount and quality of direct vocabulary instruction they get in the English language classroom, learners can contribute actively and independently to the growth of their vocabulary both inside and outside the classroom.

Furthermore, the usage of tactics is influenced by a variety of factors in the learning environment, including the teacher, students, classroom, parental support, and social and cultural norms (Gu, 2013). The learner's linguistic proficiency and maturity play a significant effect. Younger learners or novices typically utilize shallower tactics, while more cognitively developed learners or those with higher degrees of competency use deeper strategies (Cohen & Aphek, 2011).

Furthermore, studying vocabulary is the first stage in learning a language. It is also a constant part of language learning (Gifford, 2013). According to Thornbury, vocabulary development continues long after the grammar system is in place (2012). Zimmerman (2019) also described language learning as a lifelong process. In interviews, personality tests, and even many competitive exams, vocabulary aids in judging a person. It was discovered that the vocabulary test and overall intelligence had a substantial relationship.

According to Gifford (2013), a person with a greater breadth and depth of vocabulary has a greater ability to communicate and understand a conversation, and is therefore regarded intelligent. Any language's vocabulary is essential. Even a slight change in pronunciation can easily fool listeners. It is also necessary for effective communication when using language skills.

Gifford (2013) has discussed the relationship between vocabulary and linguistic abilities. Reading and listening vocabulary is a type of vocabulary that aids comprehension of linguistic material while reading and listening. Reading vocabulary is the most extensive since it aids in recognition and understanding.

The situational and nonverbal hints, on the other hand, encourage listening vocabulary. Furthermore, reading material has a substantial influence on vocabulary and understanding (Curtis, 2016). Writing and speaking vocabulary are two types of vocabulary that are utilized in written and oral communication. Users' verbal thoughts drive writing vocabulary, yet speaking vocabulary is erroneously used due to a lack of understanding of nuances that are compensated by non-verbal indications. Vocabulary is vital for the advancement of four language abilities as well as efficient communication, whether it is receptive (passive) or productive (active) (Gifford, 2013).

Finally, there is no one-size-fits-all method or mix of strategies that can be determined to be the most effective. Instead, each student must choose tactics that are appropriate for their learning environment and requirements. However, it is the instructor's responsibility to abandon traditional vocabulary teaching methods, which are still widely utilized in many EFL settings around the world, and in which the teacher is the sole authority and source of all knowledge, and learners are merely passive recipients (Ali & Zaki, 2019).

To summarize, Webb & Nation (2013) stated that there are four ways for learning vocabulary: one that involves mingling with people, another that uses the brain and memory, and a fourth that involves planning and evaluation. In terms of cognitive and memory methods, Alqahtani (2015) concurred with Webb & Nation (2013). It is a wonderful approach to understand and memorize a vocabulary by repeating words over and again.

Gu (2013), on the other hand, agreed with Webb and Nation (2013) in that vocabulary development is primarily a social activity. They feel that acquiring vocabulary should be done in groups rather than individually. Cohen and Apeh (2011), on the other hand, argued that methods are determined by learners' capacities. They believe that younger students should use simpler tactics, whereas older students should employ more advanced ones. Vocabulary learning is a step-by-step process, according to Gifford (2013), Thornbury (2012), and Zimmerman (2019). They believe that mastering vocabulary is critical to a student's success in school. Curtis (2016) and Ali & Zaki (2019) both agreed that knowing and comprehending terminology, whether spoken or written, qualifies someone as competent. All of these authors have a common belief. Learning vocabulary is a two-way process in which the teacher professionally instructs and the pupils actively and truly study.

### *2.3 Attitude in Vocabulary Learning*

Students believe vocabulary is a critical component in their capacity to perceive and express themselves clearly in oral communication, according to Vasu and Dhanavel (2015). Even if the book contains one or two unfamiliar terms, children should be able to comprehend it without difficulty. In written communication, pupils may prefer to express themselves using common terms rather than formal sentences. Second, language learners prefer to learn from their peers as well as through mobile phones, laptops, the Internet, and SMS. Third, female students employed more resources to acquire language than male students. As a result, the study demonstrates how students' attitudes about vocabulary learning are influenced by gender and media. In general, pupils understand the importance of vocabulary and the need for vocabulary learning resources.

There was also a report that looked into the vocabulary attitudes of students. Students' attitudes are unaffected by their ambitions, according to the data (academic vs. leisure). Whatever the goal, university students were enthusiastic about vocabulary approaches. Previous research has related positive attitudes regarding reading texts to the application of cognitive and metacognitive learning approaches, as well as perceived task worth. Positive attitudes among university students predict learning motivation and academic success, whereas negative attitudes predict motivation and academic success in the opposite direction (Mega, et al., 2014).

Finally, Vasu and Dhanavel (2015) and Mega, et al. (2014) place attitude in vocabulary learning at the top of their lists. They believed that no language learning could take place without a positive attitude toward it. When it comes to acquiring vocabulary, attitude is so important that if it is compromised, learning success may never happen.

#### *2.4 Alignment of the Language and Literacy Domains with the 5 sub-strands*

Finally, Vasu and Dhanavel (2015) and Mega, et al. (2014) rank attitude as the most important factor in vocabulary development. They believed that learning a language was impossible without a favorable attitude toward it. When it comes to learning new words, attitude is so crucial that if it is harmed, learning success may never occur. At progressively demanding and advanced levels, the abilities, grammatical items, structures, and other types of texts will be taught and repeated. Using this method, students can progress from the fundamentals to greater levels of language proficiency (Department of Education, 2016). The alignment of the language and literacy domains with the five sub-strands of listening, speaking, reading, writing, and viewing is shown in the table below.

**Table 1. Alignment of the Language and Literacy Domains with the 5 sub-strands**

Integrated Language Arts Domains	LISTENING	SPEAKING	READING	WRITING	VIEWING
1. Oral Language	✓	✓			
2. Phonological Awareness	✓				
3. Book and Print Knowledge			✓		
4. Alphabet Knowledge	✓	✓	✓	✓	✓
5. Phonics and Word Recognition	✓		✓	✓	
6. Fluency		✓	✓		
7. Spelling			✓	✓	
8. Writing and Composition	✓	✓	✓	✓	
9. Grammar Awareness & Structure	✓	✓	✓	✓	
10. Vocabulary Development	✓	✓	✓	✓	✓
11. Reading Comprehension 11.1 schema & prior knowledge 11.2 strategies 11.3 narrative text 11.4 informational text			✓	✓	✓
12. Listening Comprehension	✓	✓			
13. Attitudes towards language, literacy and literature	✓	✓	✓	✓	✓
14. Study Strategies	✓	✓	✓	✓	✓

The 5 macro-skills in English are required for alphabet knowledge, vocabulary development, attitude toward language, literacy, and literature, and study strategies, as illustrated in the table above. If a learner succeeds in growing his or her vocabulary skills, these 5-macro skills are also much improved. This is where we can see how vocabulary learning, as well as techniques and attitude, are all valued in the K-12 English language learning curriculum in the Philippines.

## Conclusion and Implication

This research looked at the most recent vocabulary learning strategies and attitudes studies, publications, and research papers. Aside from that, numerous related factors are highlighted, such as reading and listening abilities, which are both important skills in vocabulary learning. Following the completion of this work, the author hopes that English teachers, especially those in the senior high school department, would utilize it as a tool to promote awareness of the present issues that students face when studying vocabulary. The author kindly offers this work as a reference to English teachers who find it useful in better understanding their students' vocabulary learning attitudes and practices.

The author wanted to include all relevant literature to fully comprehend students' vocabulary learning strategies and attitudes, which could be very useful in developing innovative projects and interventions to ensure that students achieve their full potential in learning English vocabulary, which is a stepping stone to mastering all other English skills. However, the researcher noticed that there are fewer studies that focus on the most recent or "state-of-the-art" strategies of students in vocabulary learning that have emerged from the modular distance modality that most schools in the Philippines use, and what might be the emerging attitude of students in vocabulary learning given the new normal set-up of teaching and learning processes.



Following the foregoing, it is suggested that English language teachers consider upgrading their pedagogical abilities in vocabulary instruction by attending seminars/workshops on the most up-to-date teaching strategies that will withstand the test of time in the new standard education system. Students' insights from these experiences should be implemented in a real-world setting to reduce challenges with language acquisition.

Finally, all of the associated literatures offered only discussed basic studies undertaken by teachers to better understand their students' vocabulary attitudes and methods. Despite the fact that these literatures provide a clear perspective on students' strategies and attitudes toward vocabulary learning, the author did not come across anything that mentioned an innovation or project initiated by a researcher or teacher to address concerns about students' vocabulary learning. That becomes a very important target for future research.

## References

- Ali, L. F. & Zaki, S. (2019). Exploring vocabulary learning strategies across ESL/EFL contexts: Juggling between experiential and traditional modes of learning. *Journal of Education and Educational Development*, 6(2), 201-218. <http://dx.doi.org/10.22555/joed.v6i2.2756>
- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, 3(3), 21-34. <https://doi.org/10.20472/TE.2015.3.3.002>
- Barclay, S., & Schmitt, N. (2019). Current perspectives on vocabulary teaching and learning. In X. Gao (Ed.), *Second handbook of English language teaching* (pp. 799-819). Springer.
- Bermejo del Villar, M. M., Girón Chavez, A. J., Cruz Maldonado, E. Y., Cancino Zamarrón, R. (2017). Learning strategies in EFL Mexican higher education students. <https://www.lenguastap.unach.mx/images/publicaciones/Learning-Strategies-ebook.pdf>
- Carroll, D. W. (1999). *Psychology of language*. Brooks/Cole.
- Bernardo, A.B. (2019). *Developmental reading 1*. Manila: Rex. <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiJ2r7LiIH1AhWXPXAKHQ2kBXEQFnoECAIQAQ&url=https%3A%2F%2Fwww.rexestore.com%2F404-developmental-reading-1&usg=AOvVaw25mSlhF52zfwNtHxnTWYTy>
- Cohen, A. D. (2011). *Strategies in learning and using a second language* (2nd ed.). Longman
- Cook, V. (2013). *Second language learning and language teaching*. [https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiM\\_sPChIH1AhUaZt4KHVGoArcQFnoECAIQAQ&url=https%3A%2F%2Fwww.academia.edu%2F7674409%2FSecond\\_Language\\_Learning\\_and\\_Language\\_Teaching&usg=AOvVaw0mGpXII6JSBMGvwECVV-Tx](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiM_sPChIH1AhUaZt4KHVGoArcQFnoECAIQAQ&url=https%3A%2F%2Fwww.academia.edu%2F7674409%2FSecond_Language_Learning_and_Language_Teaching&usg=AOvVaw0mGpXII6JSBMGvwECVV-Tx)
- Cruz, I. (2015). English in High School. *The Philippine Star*.
- Curtis, M.E. 2006. The role of vocabulary instruction in adult basic education. In: J.P. COMINGS; B. GARNER; C. SMITH (eds.), *Review of adult learning and literacy*. Vol. 6, New Jersey, Lawrence Erlbaum Associates, p. 43-69

- de Vos, J. F., Schriefers, H., Nivard, M. G., Lemhöfer, K. (2018). A meta analysis and meta regression of incidental second language word learning from spoken input. *Language Learning*, 68(4), 906-94. <https://doi.org/10.1111/lang.12296>
- Department of Education (2016). K to 12 English Curriculum Guide. <https://www.deped.gov.ph/wp-content/uploads/2019/01/English-CG>
- Fan, M. Y.. (2013). Frequency of use, perceived usefulness, and actual usefulness of second language vocabulary strategies: A study of Hong Kong learners. *The Modern Language Journal*, 87(2), 222-241. <https://doi.org/10.1111/1540-4781.00187>
- Folse, K. S. (2014). Myths about teaching and learning second language vocabulary: What recent research says. *TESL Reporter*, 37(2), 1-13.
- Gardner (2013). Teaching Vocabulary. *The Asian EFL Journal*, 7(3), 47-54. <https://www.asian-efl-journal.com>
- Gifford, F. (2013). *How to enrich your vocabulary?* New Delhi, Cyber Tech Publications, 256 p.
- Griffith, C., & Cansiz, G. (2015). Language learning strategies: A holistic view. *Studies in Second Language Learning and Teaching*, 5(3), 473-493. <https://doi.org/10.14746/ssllt.2015.5.3.7>
- Gu, P. Y. (2013). Vocabulary learning in a second language: Person, task, context and strategies. *TESL-EJ*, 7(2), 1-25. <https://www.tesl-ej.org/wordpress/issues/volume7/ej26/ej26a4>
- Haratmeh, M.S. (2012). Involvement Load and Task Type In Task Effectiveness: Two Aspects Of Vocabulary Knowledge. *International Journal of Academic Research*, 4(4), 86-95. doi:10.7813/2075-4124.2012/4-4/B.13.
- Kayi-Aydar, H. (2018). Scaffolding vocabulary development. *The TESOL Encyclopedia of English Language Teaching*, 1-6. <https://doi.org/10.1002/9781118784235.eelt0733>
- Kindle, K.J. (2011). *Using read-alouds to teach vocabulary*. New York: Scholastic.
- Mega, C., Ronconi, L., & De Beni, R. (2014). What makes a good student? How emotions, self-regulated learning, and motivation contribute to academic achievement. *Journal of Educational Psychology*, 106(1), 121–131. <https://doi.org/10.1037/a0033546>
- Nation, P. (2013). What should every ESL teacher know? *Compass*. [https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwirp4rQg4H1AhV1xosBHdwfCNUQFnoECAIQAQ&url=https%3A%2F%2Fmy.tesol.org%2FHigherLogic%2FSystem%2FDownloadDocumentFile.ashx%3FDocumentFileKey%3Dffc48470-c2e8-4efe-983b-9ea49701cb0c&usg=AOvVaw1utr1e63H4LPV0sVWw\\_a\\_ilS](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwirp4rQg4H1AhV1xosBHdwfCNUQFnoECAIQAQ&url=https%3A%2F%2Fmy.tesol.org%2FHigherLogic%2FSystem%2FDownloadDocumentFile.ashx%3FDocumentFileKey%3Dffc48470-c2e8-4efe-983b-9ea49701cb0c&usg=AOvVaw1utr1e63H4LPV0sVWw_a_ilS)
- Oxford. R.L. (2020). *Language learning strategies: What every teacher should know*. Newbury House
- Roe, B. D. et al. (2011). *Secondary school literacy instruction: The content areas (10th ed.)*. Australia: Wadsworth.
- Rogers, J. (2018). teaching/developing vocabulary through metacognition. *The TESOL Encyclopedia of English Language Teaching*. <https://doi.org/10.1002/9781118784235.eelt0737>


- Schmitt, N. (2015). The word on words: An interview with Paul Nation. *The Language Teacher*, 19(2), 5-7
- Thornbury, S. (2002). *How to teach vocabulary*. New Delhi, Pearson Education Ltd., 187
- Tseng, W. T., & Schmitt, N. (2018). Toward a model of motivated vocabulary learning: A structural equation modeling approach. *Language Learning*, 58(2), 357–400. <https://doi.org/10.1111/j.1467-9922.2008.00444.x>
- Vasu, S. & Dhanavel, S. (2015). Understanding the attitude of ESL learners to vocabulary learning. [https://www.researchgate.net/publication/283735545\\_Understanding\\_the\\_attitude\\_of\\_ESL\\_learners\\_to\\_vocabulary\\_learning](https://www.researchgate.net/publication/283735545_Understanding_the_attitude_of_ESL_learners_to_vocabulary_learning)
- Wahyuni, S. (2013). L2 speaking strategies employed by Indonesian EFL tertiary students across proficiency and gender [Unpublished doctoral dissertation], University of Canberra. <https://doi.org/10.26191/hwzy-nn57>
- Webb, S., & Nation, I. S. P. (2017). *How vocabulary is learned*. Oxford University Press
- Webb, S., & Nation, P. (2013). *Teaching vocabulary*. *The encyclopedia of applied linguistics*. Wiley-Blackwell.
- Wilkins, D. A. (2012). *Linguistics in language teaching*. MIT Press. <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwi5-4K0g4H1AhWMIqYKHxWgAAIQFnoECAMQAQ&url=https%3A%2F%2Fwww.worldcat.org%2Foclc%2F566118&usq=A0vVaw1PXqVYX3uL4rb4Yq7OeE>
- Willingham, D. & Price, D. (2015). Theory to Practice Vocabulary Instruction in Community College Developmental Education Reading Classes: What the Research Tells Us. *Journal of College Reading and Learning*. 40 (1), 91-105.
- Zimmerman, C.B. (2019). *Word Knowledge: A vocabulary Teacher's Handbook*. New York, USA, OUP, 154 p

---


#### Author Information

---

##### **Christine Ferrer**

 <https://orcid.org/0000-0001-8825-9735>  
 Tarlac Agricultural University  
 Camiling, Tarlac  
 Philippines  
 Contact e-mail: [cnferrer@tau.edu.ph](mailto:cnferrer@tau.edu.ph)

##### **Louie Gee Carmen**

 <https://orcid.org/0000-0003-3155-9934>  
 DepEd Tarlac Province  
 Lyceum Northwestern University  
 Dagupan City, Philippines  
 Contact e-mail: [louiegee.carmen@deped.gov.ph](mailto:louiegee.carmen@deped.gov.ph)

# Identifying and Understanding the Language Curriculum Across the World

Dr. Christine N. Ferrer & Mr. Aubrey S. Somera

---

Article Info	Abstract
--------------	----------

---

This article compares and contrasts the Language Curriculum in the United States, United Arab Emirates, Mongolia, Philippines and Indian Language Curriculum for the year 2022. This is a comparative analysis; a research journal conducted to analyze the ideological, cultural, and political-economic elements that impact the development of language curricula in five different countries. Furthermore, the educational goals and ideologies that underpin both curricula are discussed. A very intriguing conclusion emerges when considering the curricula's unspoken aims. All the five (5) nations' language and literature curricula emphasize the significance of citizenship and character education and are interwoven into curricula instruction.

---

## *Keywords*

*Language Curriculum,  
Literature Curriculum,*

Meanwhile, the US language curriculum prioritizes creating American identity, with a focus on improving learning for the professional workforce and career-ready persons, which will help the global economy in the future. Meanwhile, moral and religious training is prioritized in the United Arab Emirates, Mongolia, Philippines and Indian language curriculum. Language education or curriculum are intertwined in nation-building. After examining, comparing, and contrasting both curricula, the author discovered that the US successfully instills character education to mold the worldview and characteristics of its population derived from their clear ideology, whereas the United Arab Emirates, Mongolia, Philippines and India are rather unexplained and ambiguous. As a result, this article demonstrates that there is an opportunity for development for educators and educational leaders in the United Arab Emirates, Mongolia, Philippines and India to be more explicit in determining which character is best exposed in the language curriculum.

---

## **Introduction**

In this article, the author examines, identifies, understands the language curricula across the world, and aims to give a framework for discussion.

One of the most important symbols of social conduct is language. We utilize language to communicate crucial social messages about who we are, where we come from, and whom we associate with through language's usual movement of information (Goldberg et al., 2015). Language is a medium of communication among members of society. Language is an important part of cultural expression. It is the technique used to communicate group identity's customs and ideals (Parra, 2016). According to Garcia (2016), the language functions' significantly tied to a language's social character since there are interdependence and mutual conditionality relationships between language occurrence and society with its intrinsic culture.

Further, language is an essential component of civilization. It elevated man from a primitive to a plane that he was capable of achieving. The language was the only way for a man to become a man (Axel, 2014). As per Abad (2005), the one important distinction between humans and animals is that humans are the exclusive possessors of language. Animals, without a doubt, have some degree of communication ability, but it is not only inferior to human language in degree but also profoundly different in kind. Moreover, it is frequently surprising to learn how much we may assess a person's origin, character, and intentions based only on their language, dialect, or, in some cases, the choice of a single word (Chun, 2016).

Language is one of the most noticeable, visible, and essentially important of man's faculties. The value of language to man and society cannot be overstated (Durano, 2008). As a personal entity, language is not only a tool of communication between persons, but it is also a means of expressing one's individuality.

Language shapes the individual from birth, according to sociology. Additionally, Rogers (2014) stated that a child learns the majority of what he or she knows about the world through language. As a result, a language subject was developed by different educational institutions around the world that focus on language meaning, concept, and acquisition, as well as home language, school language, spoken language, and written language. It also discusses the purposes of language and the link between language and culture, specifically it was called language curriculum (Roca & Valdes, 2016).

Language curriculum development, like other areas of curricular activity, is concerned with ideas and techniques for learning design, management, and evaluation (Department of Education, 2016). However, although language curriculum development has generated a significant educational business in general educational practice, what is intended by language curriculum development in language instruction is frequently fairly narrowly defined (Kubanyiova & Crookes, 2016). The emphasis has been focused on language syllabuses rather than the larger processes of curricular reform. As a result, there was a dearth of literature on language curriculum development until recently. Such debate, which can be found in language teaching publications from the 1940s, 1950s, early 1960s, and 2000s, is largely concerned with techniques for selecting linguistic material for language courses.

Subsequently, the United States has no national curriculum in terms of language (Teale & Thompson, 2019). As a result, curriculum creation, instruction, and material have been dispersed among districts or states. This allows each state's leaders complete power to create their own curriculum. In terms of language curriculum, the United States includes language and literature education (CCSS, 2020), which includes both literary and non-literary works. For the past two decades, most states have maintained that literary instruction should be based on educational standards developed by each state (Teale & Thompson, 2019). These are the principles that students should strive for.

Unlike in the United States, where the curriculum is centralized and formed by the Ministry of Education and Culture, the curriculum in India is centralized and developed by the Ministry of Education and Culture (Ministry of Education and Culture, 2018). The Indian language and literature curriculum serves as a strategic basis for knowledge. Students should grasp how to use the Indian language and literature effectively in order to master other knowledge.

In the United Arab Emirates (UAE), the education sector is experiencing substantial educational reform, particularly in terms of teaching and evaluation techniques across all subject areas. The Abu Dhabi Education Council (ADEC) has mandated the revamping of English language teaching and assessment in grades 6-12 through the introduction of English Continuous Assessment Rich Task (ECART), a framework that assists teachers in implementing ongoing and alternative assessments in the English as a Foreign Language classroom (EFL).

As a result of English's global status and widespread use in the UAE, where it has become "associated with business, modernity, and internationalism" (Clarke, 2007, p.584), the Ministry of Education recognized the importance of reforming English teaching and learning in schools and higher education institutions. The UAE government recently mandated that public institutions utilize English as the medium of teaching, putting pressure on K-12 schools to graduate students who are fluent in English (Fox, 2007).

As a consequence of the implementation of a unique English language framework termed "English Continuous Assessment Rich Tasks," the Abu Dhabi Educational Council (ADEC) has brought about enormous improvements in the curricula and assessment of English language (ECART).

Strydom and Veliu (2011) state that the ECART "is mandatory for all students following the ADEC program" (p.55). However, the attitudes of Emirate EFL instructors regarding the ECART, particularly the new teaching and evaluation procedures incorporated in it, and how such ideas may affect their classroom practices, remain a relatively unexplored subject. For language reform to be effective in the UAE, Emirate teachers' attitudes about language teaching, learning, and assessments must align with the ECART's content, aims, and assessments. As a result, instructors' beliefs are an essential aspect that should be investigated for ECART success.

Currently, the UAE considers education to be essential to the country's growth ambitions. As a result, the government saw educational reform as a crucial element in sustaining the UAE's prosperity and development by delivering well-educated and highly competent individuals to occupy positions in the corporate and governmental sectors. The revision of language curricula in UAE schools is part of a bigger reform agenda advocated by the UAE Ministry of Education and Youth in its "UAE Education Vision 2020."

This educational plan advocated for fundamental changes in the principles, practices, and methods of teaching/learning employed in schools (UAE Ministry of Education and Youth, 2000). There has been a push to modify the conventional teaching techniques that have been common in UAE schools to a more learner-centered approach in which students take responsibility for their own learning (Truscott, 2010).

Furthermore, EFL teachers were advised to shift away from using standardized examinations to assess language learners and toward including more alternative and genuine assessment approaches that "occur as part of the learning process rather than as an artificial add-on" (Truscott, 2010, p.5).

The Abu Dhabi Education Council (ADEC), which governs schools in Abu Dhabi, Al Ain, and the Western region, has mandated massive reform in the teaching and assessment of all subject-matter areas in order to fulfill its vision of a New School Model, which was intended to "improve student learning experiences and raise the academic outcomes of Abu Dhabi students to an internationally competitive level" (Abu Dhabi Education Council, 2010, p.2). ADEC was founded in 2005 and is known as "the supra-government education agency entrusted with overhauling education in Abu Dhabi's capital city and eponymous emirate" (Gallagher, 2011, 7 p. 62).

Furthermore, ADEC is in charge of establishing educational standards that regulate K-12 schools in the emirate of Abu Dhabi. According to their website, ADEC seeks to develop education and educational institutions in the Emirate of Abu Dhabi, to implement innovative educational policies, plans, and programs aimed at improving education, and to support educational institutions and staff in achieving national development objectives in accordance with the highest international standards.

Additionally, because language had previously been infrequently studied in Mongolia, teachers were nearly nonexistent when language like English began to spread throughout the country following the democratic revolution. Prior to 1990, the study of language curriculum was restricted to a small group of students at the National University of Mongolia's interpreter program, and skilled teachers of the language were few and far between (Ibid, 5).

As a result, the Education Ministry decided that, in order to address the critical shortage of language curriculum instructors, a large-scale effort to retrain former Russian teachers was required. The government began educating teachers in academic-year intensive training programs in 1992. Since the first class graduated, over 400 Russian language instructors have been educated



to teach English, and the bulk of them are now teaching in secondary schools in both the city and the countryside (Ibid, 5). Each major state institution in Ulaanbaatar's capital (National University of Mongolia, University of the Humanities, Mongolian Technical University, and Mongolian Teacher's Institute) has created bachelor's and master's degree programs in language teacher training.

As of 2003, there were 634 language curriculum instructors employed in public secondary schools, 64 in public college or university departments, and around 50 in private secondary schools or universities (Mongolian Ministry of Education, Culture and Science, 2003). Because of the growing importance of language curriculum in the early 1990s, the study of the language increased dramatically in secondary schools and private institutes throughout the country.

As a result, the government determined that an official strategy on language instruction was required if substantial reforms were to be implemented at the national level. Although some substantial but unofficial innovations in language education had been implemented for several years prior (such as the teacher retraining courses noted above), the Ministry of Education did not issue an official policy decision on English language instruction until 1995.

In addition, in 1998, the Ministry of Education formed a cooperation with the Soros Foundation to provide a set of English textbooks for secondary schools. Until then, language curriculum lessons in public secondary schools were unstandardized, and teachers were unable to accurately assess their pupils' skills using defined criteria. Teachers were also having a tough time arranging classes because teaching tools and textbooks were nearly totally unavailable. The first series of textbooks for grades 5-10 was completed in 2000 (the entire series is currently being reedited to include new material), and now that the textbooks are being used in every state secondary school in the country, the Ministry of Education has been able to draft an official series of changes to its national language curriculum.

The language teaching curriculum standards, which were revised in 2003<sup>13</sup> and will be officially implemented in 2005, address the following areas: (a) all language classes and teachers' syllabi should be based on specific competencies in the four skills found in the national textbook series, (b) testing and evaluation will be based on these competencies, (c) the communicative and constructivist approaches to learning will be stressed (d) if teachers employ themes and subjects outside of the textbook, they must be culturally and educationally acceptable, and (e) grammar instruction should be integrated and assessed with the four skills, rather than as a distinct subject (Mira, 2003).

As language curriculum becomes more popular, new advances in language curriculum education in Mongolia are anticipated to emerge in the next few years. The MPRP administration issued an official white paper on language curriculum education in 2000. It stated that the Ministry of Education, in collaboration with participating international organizations, should seek to diversify the language curriculum resources of schools across the country, update language curriculum to a level consistent with "international" standards, and build English "villages" for summer school

programs. However, given the recent defeat of the MPRP by the Democratic Coalition in the June 2004 legislative election, it is uncertain whether these pledges would be fulfilled. In addition, the newly formed coalition has not yet established its formal position on language curriculum instruction.

Meanwhile, in the Philippines, it has been noticed that a 10-year basic education curriculum is still overburdened and that students cannot legally engage in contracts for work and business after they graduate from high school (Calderon, 2014). It was also discovered that when kids graduate from high school, they lack maturity and competency in a variety of academic areas. In actuality, records reveal that the performance of basic education pupils in the Philippines in national achievement tests (NATs) across topics remained much below the Department of Education's objective of 75%. Because of recent regional developments and the need to educate ICT-literate persons, the Philippine government has pushed for a new basic education curriculum that aims to deliver a quality 12-year basic education program for Filipino children.

Along with these advancements, the curriculum is being reviewed, and the language curriculum is being improved in order to generate a pool of talents that have a good grasp of the English and Filipino language. However, several textbook authors and classroom instructors have indicated that they are having difficulty adopting the K-12 language curriculum in terms of English for a variety of reasons (Pazzibugan, 2018; Valerio, 2020). For example, instructors reported being perplexed about re-planning their classes as a result of curricular revisions (Valerio, 2020). Some writers found problems in aligning the specified skills each week into one consolidated and cohesive lesson while authoring textbooks. One source of these difficulties is the language curriculum's lack of clarity and precision. Before teachers can effectively execute a language curriculum, they must thoroughly comprehend its fundamental concepts and consequences for classroom practice (Carless, 1998; Rahman, 2014; Smit, 2015), as well as the pedagogical principles it promotes (Wang, 2018). As a result, the new language curriculum must be clear, explicit, cohesive, and connected with proven pedagogical ideas such as 21st-century learning. However, keep in mind that education is a complicated institution that is enmeshed in a cultural, economic, and political environment.

One important aspect of the curriculum reform is the incorporation of a 21st-century learning framework to assist students in succeeding in the 21st-century environment (DepEd Order No. 55, 2015; SEAMEO INNOTECH, 2012). The K to 12 curricula extends education by including a two-year senior high school with technical and vocational subjects. However, this education reform should not only focus on educating students for competitive jobs and entrepreneurship, closing development gaps, reducing overcrowding in the curriculum, and incorporating ICT. Equally important is transforming them into socially conscious and productive citizens and providing them with the tools they need to resist the exploitative and oppressive aspects of globalization that benefit only the global elite (Jackson, 2014).

Although clarity, specificity, coherence, and alignment of a curriculum to 21st-century learning and language learning principles are important components for successful curriculum

implementation, they may not be sufficient conditions to enhance language education. Other factors to consider include learners' overall well-being, a safe and healthy learning environment, pedagogical processes that facilitate learning (UNICEF, 2018), facilities (Chun, Kern, & Smith, 2016), teachers' roles and responsibilities (Kubanyiova & Crookes, 2016), implicit language practices, and the degree to which the curriculum is understood, valued, and implemented (Wiley & Garcia, 2016).

This article aims to identify and understand the language curriculum across the world in this 21st-century learning. The report finishes with probable implementation issues, recommendations for future design and implementation, and implications for future research. This paper aims to demonstrate that a common language is one of the most significant elements of a community and that the continued use of the same language is the most definite indication of a people's historical continuity.

This shall also investigate the similarities and contrasts of the language curriculum in the United States, United Arab Emirates, Mongolia, Philippines and India for the year 2022. The author will look into what can be gained from the five different language curricula.

In a nutshell, these researchers above emphasize the importance of learner quality, learning environment, content, procedures, and sociopolitical, cultural, and historical contexts in the successful implementation of the language curriculum

## **Literature Review**

This part discussed the collected literature and studies to support and guide the paper. Additionally, the collected supporting details came from books, journals, magazines, articles, published dissertations, and previous research, that are in line with identifying and understanding the language curriculum across the world.

### ***2.1 Policy of Language Curriculum***

Policy support for the use of the mother tongue as a language of instruction is evident in Southeast Asian countries. To some extent, mother languages are employed in teaching. However, this does not imply that Mother Tongue is a language of teaching in all subject areas. Singapore allows numerous languages as subjects, but only prominent ones such as Malay, Mandarin, and Tamil (Ministry of Education, 2017).

In Thailand and Vietnam, mother tongue as a medium of teaching is still used in some action research programs (Djite, 2018). In Malaysian national-type primary schools, dominant mother languages are employed as the language of teaching. In various parts of the nation, non-dominant languages are taught as subjects (David and Govinsamy, 217; Nagarathinam, 2018). Mother Tongues are used as the language of teaching in all public schools in the Philippines, from

kindergarten to Grades 1, 2, and 3. (DepEd, 2017). According to this assessment, the five Southeast Asian nations are gradually moving toward possible mother tongue-based multilingual education.

Furthermore, legislative developments in Southeast Asia over the last decade have mainly been promising in terms of the use of Mother Tongue languages in education and the latitude provided to ethnolinguistic minorities. If existing trends, efforts, and lobbying continue in the following years, it is probable that the condition of non-dominant languages and ethnolinguistic minorities will improve in various Southeast Asian nations.

This is consistent with SEAMEO's (2019) conclusions that MTB-MLE has begun in these nations, as well as in other regions of the world. It is non-formal in character and generally begins with community and Non-Governmental Organization activities in adult and pre-primary education. As a result, the government's formal system may integrate local language components in the curriculum, primarily via speaking these languages or teaching them as topics in schools. This has prepared the path for more robust types of multilingual education, or even a shift in national language policy, as seen in Papua New Guinea (SEAMEO, 2019).

## ***2.2 Language Curriculum in the Philippine Context***

Several thousand languages are used in global academic institutions to transmit meaning. This language variety creates a plethora of issues in the educational system. Questions such as: What language should students learn, and what language should be used in schools for instruction? Require serious analysis in order to comprehend the current condition of language use in education. Indeed, the importance of language in cognition and learning processes is widely known (UNESCO, 2017).

Several studies conducted throughout the world have shown that using mother tongue as the primary medium of instruction in elementary school is successful. Improved academic skills (Cummins, 2010; Thomas & Collier, 2017; Walter & Dekker, 2018); stronger classroom participation (Benson, 2010; Dutcher, 1995); increased access to education (Benson, 2014); and development of critical thinking skills are among the benefits of mother tongue highlighted in these studies (Brock-Utne, 2016). Research has also found that bilingual education increases cultural pride (Cummins, 2010; Wright & Taylor, 1995), increases parent engagement (Cummins, 2010; Dutcher, 1995), and increases females' success (Benson, 2015; Hovens, 2012). Another significant advantage of mother tongue training is its basis for acquiring literacy in other languages (Cummins, 2010; Thomas & Collier, 2017).

Moreover, many youngsters are educated in languages that are not spoken in their immediate community in many parts of the world. According to studies, these youngsters are over-represented in the out-of-school population. As a result of increased attention to this issue, several nations have begun to experiment with the use of various Mother Tongue languages in education (UNESCO, 2015).

In the Philippines, experimental investigations on the use of mother tongue in the pre-elementary classroom had favorable outcomes in terms of literacy and second language development. Its importance is highlighted in the execution of DepEd Order No.16, s. 2012, also known as Guidelines on the Implementation of Mother Tongue-Based-Multilingual Education (MTB-MLE). According to this DepEd Order, the MTB-MLE will be implemented in all public schools, especially in Kindergarten, Grades 1, 2, and 3, as part of the K-12 Basic Education Program beginning in the 2012-2013 school year.

Because it was just adopted three (3) years ago, issues and obstacles have arisen. Some of these include a lack of supplies and infrastructure and insufficient teacher training. With the value of mother tongue-based instruction in learning processes in mind and awareness of national and local issues regarding its implementation, this study determined how Mother-Tongue-Based Multilingual Education is implemented in Southeast Asian countries, specifically Malaysia, the Philippines, Singapore, Thailand, and Vietnam. It specifically assessed the parallels and variations in their implementation in terms of language policy, curriculum, and the qualifications and training of instructors. It also identified excellent practices and problems in the deployment of MTB-MLE. Following that, appropriate output was created to enhance teaching among local academic institutions and educators in the Philippines, which will ultimately aid in curricular improvement and possibly change.

### ***2.3 Language Curriculum and Literature Education of U.S***

Curriculum Development in the United States changed somewhat in 2010. It is the year in which the United States is on the verge of establishing what is known as a national curriculum. The Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA) have pushed most states in the United States to embrace Common Core State Standards (CCSS) (Teale and Thompson, 2019).

These requirements are intended to help ensure that all pupils are college and career ready in terms of literacy (CCSS, 2017). The other change between the previous standards is that the CCSS now provides literary teaching to all American secondary schools, which is known as "Reading Standards for Literature for Grades 9-12." (Teale & Thompson, 2019). The Council of Chief State School Officers (CCSSO) and the National Governors Association lay the groundwork for this foundation, resulting from states' consistency in developing local education standards (CCSS, 2017). The standards are the result of an extensive study involving state departments of education, researchers, assessment makers, professional organizations, and educators from kindergarten through college, as well as parents, students, and society (CCSS, 2018).

Furthermore, the CCSS establishes a set of objectives for states, districts, schools, and instructors to use in incorporating the standards into local curricula (Jones & King, 2017). However, schools may modify the CCSS in a different way. Because the standards do not prescribe how teaching should be carried out, the contents and directions are up to instructors' and curriculum creators'

discretion (CCSS, 2017). Teachers, for example, may utilize textbooks and literary books that differ from those used in other states.

Moreover, there has been no substantial change in the development process. The curriculum begins with a national parliament agreement, proceeds through the ministry of education and culture, which involves a variety of educational stakeholders such as scholars, curriculum developers, academic administrators, teachers, parents, and business actors, and finally reaches schools and classroom teachers (Thomas, 1991 cited in Galam, 1997).

The content standards are designed and documented by the Ministry of Education with the assistance of educational practitioners, curriculum creators, scholars, school administrators, and instructors. Teachers will execute and interpret the curriculum in the classroom as lesson designers, instructors, and evaluators. Parents are involved because they supervise the learning activity at home as prescribed by the curriculum.

Additionally, the stakeholders are reacting to the existence of these Common Core State Standards. These criteria have been formally approved by 47 of the 50 states (Jones and King, 2015). The Massachusetts Board of Elementary and Secondary Education (2016) improved the standards by designing its own curriculum, instruction, and assessment. In contrast, the state boards of education in Virginia and Nebraska have refused to adopt the standards since both states are in the process of redeveloping language curriculum and are still trusted by local teachers. Another reason for the rejection is the Federal Government's goal of pursuing money rather than excellence (State Education Standard, 2017).

Meanwhile, higher education is eager to participate in this endeavor. Because the standards seek to build college and career preparedness, higher education favorably reacts to these standards, allowing for easy tracking of college and worker language capacities. In contrast, underprivileged pupils, such as those with autism, react in the opposite way to this norm. This will be difficult for handicapped persons since they are expected to reach the criteria while still coping with their impairment (Marsh, 2019). People in the business sector, on the other hand, will be considerably more interested in the new language curriculum development since it will help their organization thrive by locating talented individuals sooner.

#### ***2.4 Language Curriculum and Literature Education of India***

Because India is largely multicultural, the government grants local governments more flexibility to build their own curriculum in the topic of local knowledge. It is a reaction to the need for cultural identification as well as wisdom in shaping Indian identity. Furthermore, it is consistent with the development of language and literature curricula by utilizing local literature to maintain Indian culture (Rudy, 2018, cited in Inderawati, 2019).

As a reaction to the global world's poor academic competency, India has now introduced Curriculum 2013 (K-13). The modification is based on learning methodologies and curriculum

organization (Ilma and Pratama, 2015). India has embraced text-based learning in the language and literature curriculum, in which language is treated as a text rather than as a set of rules (Ilma and Pratama, 2015). It more accurately reflects the speakers' ideals and ideologies.

Similarly, the curriculum 2013 for Indian language and literature has not yet been accepted by all provinces (Sufanti, 2016). Some provinces are still examining the curriculum, while others are ready to go and are in the process of implementing it. Any educational stakeholder will find benefits and drawbacks in the curriculum (Ilma and Pratama, 2015).

One may believe that no adjustments are required because of the irregularity of curricular labeling in the Indian educational system. The other believes it is a magnificent plan for moral and mental change.

However, Indian society differs from that of the United States in terms of goals and practices. If the United States' reformation is more career-oriented, Indian society wants the language curriculum to be more cultural and morale-building in nature (Ministry of Education and Culture, 2018). This topic is important because all educational practitioners, from policymakers to teachers to parents, are worried about the decline of morality in Indian society. The new curriculum aims to establish cultural identity and moral values and form critical thinking (Ministry of Education and Culture, 2018).

### ***2.5 Language Curriculum and Literature Education of United Arab Emirates***

The issue of Arab pupils underperforming in Arabic language throughout elementary and secondary schools in the UAE, and failing to have the necessary written and spoken abilities, has been repeatedly emphasized over the years (Pennington, 2015b). It was recently claimed that Arabic is on the verge of becoming a foreign language in the UAE (Pennington, 2015b). In response to this unique problem, the MOE's 2015–2021 strategy prioritizes the development of students' Arabic language abilities as the primary priority in achieving its goals (MOE, 2015c). The proposal emphasizes the importance of rethinking the Arabic language curriculum and pedagogy.

The UAE, as an Arab country with a diverse population and official bilingual education in state-funded schools, provides an unusual setting for study on first language curriculum creation and regulations. According to internally gathered data, the Federal National Council (FNC) stated in 2013 the prevalent nature of inadequate Arabic literacy skills among UAE youngsters. Hundreds of youngsters are unable to read or write Arabic, making this a "new handicap" problem (Salem, 2013).

Currently, the Arabic language in schools is not given the attention it deserves in order to facilitate student development due to a lack of time. Furthermore, the quality of human resources and educational materials in Arabic is inferior to that of English courses, making it harder to improve and innovate (Al Farra, 2011). The director of the MOE's curriculum section stated that the

Ministry is eager to improve Arabic language and has accepted the task (ECSSR, 2011). As a result, the MOE has commenced work on an Arabic language development document that contains a framework for skill accumulation from elementary to secondary school pupils (UK Years 1 to 11).

Today's children in the UAE are more likely to have superior English reading and writing abilities than Arabic. Since 2013, the issue of Arabic literacy among schoolchildren has been in the limelight, with frequent media and public dialogues urging for the MOE to take rapid and reactive action to solve the issue.

The UAE's curriculum development issues have contributed to the spread of Arabic language illiteracy. MOE efforts to improve Arabic reading skills may be perceived as contradictory to its reforms aimed at globally competitive, 21st-century abilities. However, the MOE's 2010-2020 policy emphasizes bilingualism in future education reform initiatives, with an emphasis on increasing students' skills in both Arabic and English. With these problems in mind, the UAE has declared that Arabic is the official language of all national entities, and has designated Arabic skill development as a core and top priority in the Ministry of Education vision (Gallagher, 2011).

Moreover, when complex and 'wicked' policy domains develop, the policy literature finds that learning between policy players and the formation of policy networks are desired in policymaking (Rittel and Webber, 2019). In the case of the Arabic language curriculum, the multifaceted issues confronting policymakers participating in policymaking necessitates MOE involvement in finding forms of collaborative learning or policy networks. As a result, MOE's development of the Arabic language curriculum policy community has the potential to have an influence in areas where the difficulties described earlier may be addressed. For example, by enlisting the help of external scholars, these policy communities can establish a practice of policy and curriculum assessment. Similarly, the policy community can help to build local capacity in policy and curriculum by supporting chances for UAE citizens to participate in learning processes with international experts.

### ***2.5 Language Curriculum and Literature Education of Mongolia***

There had previously been limited chances to investigate how Mongolians acquire and learn English due to the country's scarcity of English-speaking students until barely a decade ago. The issue of language acquisition among the population has grown critical as the number of students and users has constantly increased since 1990, making English the most frequently studied language in Mongolia. As a result, a better knowledge of how Mongolians learn English can lead to more successful teaching techniques by native and nonnative teachers in the nation, as well as the development of more appropriate curriculum. Finally, another fundamental reason why it is critical to investigate Mongolian students' learning abilities is that English speakers throughout Mongolia, like in many other countries, are beginning to construct their own type of nonstandard English. According to Bhatt, "linguistic and literary originality in English is driven less by its native speakers and more by nonnative speakers, who outnumber native speakers 4:1." (2017).



In many cases, "Mongolian English" functions as a language of communication, and it influences the learning and general usage of the language in the nation. Appreciating the evolution of Mongolian English can thus provide additional insights into how English is learned in the country. Observing the different areas where learners either show a significant degree of interference between the L1 and L2, have special learning challenges, or have unexpected ease can aid teachers in explaining Mongolian pupils' individual requirements.

However, because no data on the issue of English acquisition among Mongolian students had previously been gathered, an observational research was performed in 2003 at the National University of Mongolia to fulfill this purpose. Over the course of the academic year, two English classrooms with 15 and 17 senior year students (ages 19-25) each were observed. Both classes were general English courses with students testing at an intermediate to high-intermediate level at the start of the course.

As English has grown in popularity in many Asian nations, it has lately been adopted and taught as one of the key foreign languages as part of China's educational reforms in Autonomous Regions. As a result, trilingual education has emerged as a new phenomenon in language instruction in China's ethnic minority regions (Guo Tianxiang, Menggen qiqige and Tang Suge, 2013, pp.48-50). However, in most universities in Inner Mongolia, English is mostly taught by Chinese teachers in the learner's L2 Chinese, rather than in their native Mongolian. Even some Mongolian teachers teach English to Mongolian learners mostly in Chinese, but occasionally in Mongolian, neglecting the fact that for the vast majority of Mongolian English learners, their mother language skill exceeds that of their L2 Chinese and L3 English. One of the main reasons is that there are no adequate textbooks developed specifically for Mongolian English learners in Mongolian.

Furthermore, while they were students, the Mongolian instructors were taught English by Chinese teachers using materials written in both Chinese and English. As a result, they acquire accustomed to thinking in Chinese, making it simpler for them to teach English in Chinese as the primary medium language. Even some Mongolian instructors who do not speak Chinese fluently are teaching Mongolian students English in both Chinese and English. Mongolian instructors can teach English in Mongolian since there is no legislation requiring them to teach English to Mongolian students learning English in Chinese in the Inner Mongolian Autonomous Region. In summary, three languages are employed in the Mongolian learner's English teaching and learning process at university, with the learner's L2 Chinese dominating in most circumstances. Recent theoretical and empirical work has investigated concerns such as instructors' use of L1 and TL in L2 and FL classrooms, student motivation, exposure to language curriculum input, and suitable teachers' use of the L1, with the goal of promoting TL learning at cognitive considerations.

Many SL and FL educators emphasize that if students' motivation is high, they should be exposed to information in the TL (Krashen quoted in Turnbull, M & Arnett, K, 2017, p.205), because L2 educators and researchers have long acknowledged the importance of student motivation on language curriculum learning.

However, how much exposure to language curriculum information is ideal from a theoretical and pedagogical standpoint has been a hot matter of debate. According to MacDonald (2018), instructors' maximum use of the language curriculum in the classroom has an effect on student motivation, and depending on it too much may de-motivate pupils to study (cited in Turnbull, M & Arnett, K, 2016, p.206).

However, the use of L1 in teaching and learning is intended to improve the efficiency of second language acquisition. In the language classroom, L1 has been used effectively for a variety of purposes. For example, the mother tongue can be used as a resource for learners to draw background knowledge; most learners prefer to use L1 as an effective learning strategy in the form of translation technique; L1 use can lower affective barriers to enhance L2 acquisition. Cook believes that students' L1 may be exploited as a resource rather than an obstacle to successful learning, resulting in more authentic users of the language curriculum.

According to Van Lier (2015, p.38), teachers' use of the learner's L1 promotes intake, and teachers can use L1 "judiciously" to facilitate the intake procedure, and teachers' use of the L1 can provide an enhanced form of input that is more easily processed, and as a result, the learners can understand the language curriculum better. Brooks and Donato (2019, p.262) assert that learners can use their L1 to impart meaning to and maintain communication in the language curriculum.

According to previous related studies on teachers' uses of L1 and language curriculum, it is widely assumed that it is more effective to learn a foreign language through learners' most familiar language, which is always their native language in most cases considering intake, while language curriculum can be used to provide plenty of language curriculum input. There has been minimal research on how learners' second languages may be utilized in language curriculum learning. However, three languages are involved in the L3 teaching and learning of Mongolian adults at university in Inner Mongolia: Mongolian, Chinese, and English. L2 proficiency and exposure, according to Tremblay Marie-Claude (2016, p.109), play an important influence in third language acquisition.

However, according to the notion of recency in third language acquisition, which might have an impact on cross-linguistic influence (Cenoz Jasone, 2011, p.8), Chinese is more actively utilized in teaching and learning than Mongolian learners' native tongue in the majority of situations.

## ***2.6 The Educational Purposes and Philosophies of the Language Curriculum***

Language curriculum is meant to foster autonomous critical thinking (Stotsky, 2018). Language activities or non-literary works, as well as writing tasks, may broaden student analysis and form their knowledge, which stimulates intellectual growth and enhances autonomous critical thinking (Stotsky, 2018).

Students participate as readers and listeners to grasp what an author or speaker is saying and question the author's and speaker's assumptions to investigate the logic (CCSS, 2017). Similarly, language and literature lessons are designed to improve students' critical, logical, creative, and inventive thinking skills (Ministry of Education and Culture, 2018). However, in actuality, the United States, Philippines, and India may face distinct challenges. The notion of critical thinking is well-known in Western society, which has grown up with more liberal norms. Children are even trained to speak out for themselves and to be self-sufficient.

In contrast, students in Indian and Philippine society still show respect for senior voices as a sign of civility. It is socially acceptable for parents to exercise authority over their children. As a result, pupils are hesitant to express themselves, for example, by voicing their disagreement. As a result, critical thinking activities in class and social life may suffer.

The language curriculum includes an integrated literacy paradigm with the capacity to think critically (CCSS, 2018). It stresses the ability to communicate ideas in the expository and expressive speech by reading, writing, listening, and researching (Stotsky, 2018). Furthermore, students must acquire, interpret, analyze, synthesize, and report ideas and information and write what they read (CCSS, 2018). As a result, it may help develop the ability to do research to answer questions and solve difficulties (CCSS, 2018).

Similarly, the Indian language and literature curriculum is intended to provide a basis for knowledge and literacy. The program is designed to assist pupils in developing higher-order thinking abilities that will help them grasp other subjects (Ministry of Education and Culture, 2018). It is also meant to improve student's literacy skills, such as their ability to communicate accurately and nicely in both speech and writing. Furthermore, the curriculum has now transitioned to text-based learning, in which language is considered text that is used to communicate an individual's viewpoint, attitude, beliefs, and ideology and mold human thinking capacity (Ilma and Pratama, 2015).

However, in the Philippines, literacy development in language curriculum is meant to prepare students for college, workforce training, and life in a technology culture (DepED, 2017). Language curriculum integration is required to develop highly competitive individuals capable of reading complex and informational texts from varied backgrounds for college life and to mold capable workforces early in a highly competitive environment.

Meanwhile, the Indian language and literature curriculum stress literacy development in order to form not just knowledge but also moral understanding. Students are expected to be more informed as well as more kind in their daily lives. Furthermore, there is a historical argument that language curriculum has always been associated with national identity (Applebee, 1974; Frye, 1962; Stotsky, 1994; Willinsky, 1998, 2001 cited in Skerrett, 2018). Meanwhile, the language curriculum in America trains students to be self-governing citizens of the United States (Stotsky, 2018). They offer pupils common ground by describing key works in American cultural history so that the

English language arts curriculum may act as a unifying force in schools and society (Stotsky, 2018).

Further, the language curriculum's goal is in line with the nation's culture, in which everyone is encouraged to pursue their aspirations as a means of achieving success (Jones and King, 2017). It also teaches history and politics through analyzing known works of our nation's literature from a range of genres and traditions, encouraging the philosophical, cultural, political, religious, ethical, and social influences of the historical time that influenced the characters, storylines, and locales (California Department of Education, 2017).

Meanwhile, the language and literature curriculum aims to produce devout and well-behaved individuals (Ministry of Education and Culture, 2018). As a result, moral development through literary works is emphasized in Indian, Philippines, and U.S classrooms, where students can acquire numerous moral teachings from literary works. It is meant to build a national and cultural identity with positive characteristics, religious, social, and knowledge (Ministry of Education and Culture, 2018).

### **Conclusion and Implication**

Comparing the language curriculum in the United States, Mongolia, United Arab Emirates, Philippines and Indian language and literature curriculum broadens the authors' understanding of what can be learned from the US curriculum and how it can be tailored for the Indian and Philippines context.

In this article, the author wants to emphasize the significance of establishing particular values in pupils while they are learning language and literature. After examining, comparing, and contrasting both curricula, the author believes there is potential for development in character education in the language curriculum in India and in the Philippine countries. The language curriculum in the United States is constructed with the country's ideological standpoint in mind.

The Common Core State Standards are designed to generate college and career-ready students who will contribute to the development of the country. The standards may be useful in promoting economic opportunity by preparing students to be lucrative business resources. Business agents may gain because the CCSS and higher education work together to improve learning for the professional workforce.

Furthermore, higher education may benefit since the curriculum will transfer capable and prepared high school graduates to colleges. In other words, it makes it easier for colleges to adapt students' strengths and match them with entry-level courses (Jones and King, 2017). Students will be directly streamed in their skills and preferences by then, making the admission process easier for them.

However, the implementation of this language curriculum should prioritize marginalized populations. Those who lose may include disabled persons who require more assistance and are less proficient in employment training. If the US language curriculum prioritizes economic gain over moral training, the language curriculum is a type of moral instruction in the Mongolia, United Arab Emirates, Philippine and India setting. The instruction might aid in the advancement of character education. Some experts believe that moral and ethical traditions may be conveyed through literacy instruction (Skerrett, 2020). As a result, it helps some academics and educators, particularly those who teach language and literature lessons or learning areas, contribute to developing the nation's character (Inderawati, 2018).

Nonetheless, instructors in Mongolia, United Arab Emirates, Philippines and India continue to struggle to comprehend and follow the language curriculum because it is not explicitly stated in any guidelines. Teachers may be perplexed as to which characteristics should be taught and which are required in the classroom, or if they can use the students' mother-tongue or code-switching.

In comparison to the values and moral training provided in the American curriculum, they successfully embed the ideology in the majority of society, whether it is good or harmful. This is a really intriguing discovery that highlights the curriculum's substance and implementation. America does not have a specific religious and moral curriculum and does not place a strong emphasis on it, but ideology, moral values, and characteristics are interwoven and reinforced through the English language arts curriculum. This is possible because America has publicly declared its philosophy.

The educational design derived from the concept is then implemented. Even textbooks chosen and taught in the classroom have ideological principles, although the Philippines' understanding of ideology remains enigmatic and imprecise. Despite the fact that the Philippines', Mongolia, United Arab Emirates, and India have various circumstances, particularly in terms of culture and belief systems, we may still learn from the United States. That does not imply that we should accept its ideals and views.

On the other hand, the Philippines', Mongolia, United Arab Emirates, and India can benefit from the introduction of the language curriculum. America effectively instills character and moral education in its population in order to develop their worldview (thinking) and characteristics derived from its ideology.

Additionally, the author strongly advised educators and educational authorities to be more specific in determining which character should be highlighted in the curriculum. They should also decide what supporting measures would help them achieve their educational goals, such as choosing textbooks that teach more ideological beliefs rather than just grammatical rules. As a higher education teacher who is interested in character and language education, the author would like to conduct additional research on the Philippine language and literature textbooks because this has not been extensively covered in this paper and is an important factor in teaching character

education that can help foster the Philippines' worldview and personality regarding language curriculum.

Moreover, as the language curriculum has grown in popularity in many Asian nations, it has lately been adopted and taught as one of the key foreign languages as part of China's educational reforms in Autonomous Regions. As a result, trilingual education has emerged as a new phenomenon in language instruction in China's ethnic minority regions (Guo Tianxiang, Menggen qiqige, and Tang Suge, 2013, pp.48-50).

However, in most universities in Inner Mongolia, English is mostly taught by Chinese teachers in the learner's L2 Chinese rather than in their native Mongolian. Even some Mongolian teachers teach English to Mongolian learners mostly in Chinese but occasionally in Mongolian, neglecting the fact that for the vast majority of Mongolian English learners, their mother language skill exceeds that of their L2 Chinese and L3 English.

One of the main reasons is that there are no adequate textbooks developed specifically for Mongolian English learners in Mongolian. Furthermore, while they were students, the Mongolian instructors were taught English by Chinese teachers using materials written in both Chinese and English. As a result, they become accustomed to thinking in Chinese, making it simpler for them to teach English in Chinese as the primary medium language. Even some Mongolian instructors who do not speak Chinese fluently are teaching Mongolian students English in both Chinese and English. Mongolian instructors can teach English in Mongolian since there is no legislation requiring them to teach English to Mongolian students learning English in Chinese in the Inner Mongolian Autonomous Region.

In summary, the findings of this article were obtained mainly through data collected through journal collection and case analysis with the use of different journals, previous articles, and thesis related to language curriculum. In addition, within the Arabic language curriculum policy community in the UAE.

In this section, the author reflects that the UAE language curriculum follows: 1) a structure for policy development; 2) a systematic model for the integration of interaction, learning, and evidence utilization in policymaking; 3) a model enhanced by individual capacities for learning; and 4) a model capable of supporting evidence utilization in policymaking. The language curriculum as a structure for policy development

The concept of language curriculum was defined through the literature review as an interaction structure for collaborative learning. In particular, a structure in policymaking that allows policymakers to engage with diverse participants in an attempt to exchange learning for policy improvement. When faced with challenging policy problems related to language curriculum, as argued by Rittel and Webber (1973), such as the challenge of addressing the Arabic language curriculum policymaking in the UAE, policymakers require collective problem-solving approaches.

In conclusion, with regard to the purpose of this article, language curriculum and its modes of interaction provided new insights to consider. The language curriculum in the five countries was involved in more than supporting or informing policy; it was involved in the actual process of creating, piloting, and implementing policy. As such, for learning - the central concept in language curriculum - frequency of interaction is argued to suggest its successful utilization (Huberman, 2010; Dentler, 2014; Peterson and Emrick, 2013).

Language curriculum as a structure for supporting policy development has multiple implications for policymakers, experts, and researchers. Policymaking institutions that are interested in promoting learning within their decision-making processes can purposefully initiate interaction structures by adopting the model of the language curriculum. This will require organizations to provide resources that support learning and interactions, such as time and access to learning opportunities. In the case of language curriculum development in the five countries where there is a shortage in curriculum, policy, and subject expertise, language curriculum as an interaction structure for policymaking offers a greater opportunity for supplementing current shortages of expertise in MOE by engaging external experts.

In the long run, these interactions with external experts can support enhancing the skills and knowledge of policy actors involved in the learning community. For the practitioners, subject experts, and researchers involved, the language curriculum as an interaction structure in policy development presents an opportunity to develop personal knowledge of policymaking in the five different countries.

## References

- Abad, L. (2005). Code-switching in the classroom: A clash of two languages. *Faculty Research Journal of Miriam College*. 36-52.
- Abu Dhabi Education Council. (2010). *New school model: School leadership handbook*. Retrieved from [www.adec.ac.ae/.../Publications/ADEC-Leadership%20english.pdf](http://www.adec.ac.ae/.../Publications/ADEC-Leadership%20english.pdf)
- Abu Dhabi Education Council. (2011). *English continuous assessment*. Retrieved from [alandalus-sch.com/documents/ADEC-ECART.pdf](http://alandalus-sch.com/documents/ADEC-ECART.pdf)
- Al Farra, S. (2011) 'Education in the UAE: A vision for the future', in ECSSR (ed.) *Education in the UAE: Current status and future developments*. Abu Dhabi: The Emirates Centre for Strategic Studies and Research, pp. 219-238.
- Axel, J. (2014). Filipino in the United States: Heritage Language Perspectives. In T. Wiley, J. K. Peyton, D. Christian (Eds.), *Handbook of heritage, community, and native American languages in the United States: Research, policy, and educational practice* (pp. 297-307). New York: Routledge.

- Benson, C. (2010). The Primary Bilingual Education Experiment in Mozambique, 1993 to 1997. *International Journal of Bilingual Education and Bilingualism*. Retrieved from <http://www.lingref.com/isb/4/019ISB4.PDF>
- Calderon, M. (2014). A critique of K-12 Philippine education system. *International Journal of Education and Research*, 2, 541–550.
- California Department of Education. (2017). English language arts content standards for California public school. California: The California Department of Education. Retrieved from <http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf>
- Carless, D. (1998). A case study of curriculum implementation in Hong Kong. *System*, 26, 353–368. doi:10.1016/s0346-251x(98)00023-2
- Chun, C. (2016). Addressing racialized multicultural discourses in an EAP textbook: Working toward a critical pedagogies approach. *TESOL Quarterly*, doi:10.1002/tesq.216
- Chun, D., Kern, R., & Smith, B. (2016). Technology in language use, language teaching, and language learning. *The Modern Language Journal*, 100, 64–80. doi:10.1111/modl.12302
- Common Core State Standards Initiative. (2017). Common core state standards for English language arts & Literacy in history/social studies, science, and technical subjects. Washington, DC: National Governors Association Center for Best Practices & Council of Chief State School Officers. Retrieved from [http://www.corestandards.org/wpcontent/uploads/ELA\\_Standards1.pdf](http://www.corestandards.org/wpcontent/uploads/ELA_Standards1.pdf)
- Cummins, J. (2010). *Language, power, and pedagogy. Bilingual children in the crossfire*. Clevedon, England: Multilingual Matters.
- Department of Education. (2012). Policy guidelines on the implementation of grades 1 to 10 of the K to 12 basic education curriculum (BEC) effective school year 2012–2013. Retrieved from [http://www.deped.gov.ph/sites/default/files/order/2012/DO\\_s2012\\_31.pdf](http://www.deped.gov.ph/sites/default/files/order/2012/DO_s2012_31.pdf)
- Department of Education. (2013). NAT overview and 2012 test results. Retrieved from <http://depedqc.ph/announcements/2013-NAT-GUIDELINES/2013%20NAT%20Overview%20-%20QC.pdf>
- Department of Education. (2015). Utilization of language mapping data for mother tongue-based multilingual education (MTB-MLE) program implementation. Retrieved from [http://www.deped.gov.ph/sites/default/files/order/2015/DO\\_s2015\\_55\\_0.pdf](http://www.deped.gov.ph/sites/default/files/order/2015/DO_s2015_55_0.pdf)
- Department of Education. (2016). K to 12 curriculum guide for English. Retrieved from [http://www.deped.gov.ph/sites/default/files/page/2016/English%20CG\\_0.pdf](http://www.deped.gov.ph/sites/default/files/page/2016/English%20CG_0.pdf)
- Djite, P. H. (2018). *The Language Differences: Language and Development in the Greater Mekong Sub-Region*. Canada: Multilingual Matters
- Durano, F. (2008). *Attitudes towards English and Filipino codeswitching amongst high school students in Ormoc City, Philippines (Unpublished master's thesis)*. Sweden: Malmö University.
- ECSSR. (2011) 'Development of the Curriculum in the UAE'. Available at: [http://www.ecssr.ac.ae/ECSSR/print/ft.jsp?lang=en&ftId=/FeatureTopic/ECSSR/FeatureTopic\\_1451.xml](http://www.ecssr.ac.ae/ECSSR/print/ft.jsp?lang=en&ftId=/FeatureTopic/ECSSR/FeatureTopic_1451.xml)
- Galam, R. G. (1997). Curriculum development in Indian, Malaysia, and Singapore. *Alipato: A Journal of Basic Education*, 2(1 & 2).
- Gallagher, K. (2011). Bilingual education in the UAE: factors, variables and critical questions. *Education, Business and Society: Contemporary Middle Eastern Issues*. 4 (1), 62-79.
- Garcia, O., & Kleyn, T. (2016). *Translanguaging with multilingual students: Learning from classroom moments*. London: Taylor and Francis.



- Goldberg, D., Looney, D., & Lusin, N. (2015). Enrollments in languages other than English in the United States institutions of higher education. Modern Language Association of America. Retrieved from [https://apps.mla.org/pdf/2013\\_enrollment\\_survey.pdf](https://apps.mla.org/pdf/2013_enrollment_survey.pdf)
- Guo Tian xiang, Meng gen qi qi ge, Tang Suge. (2003). Considerations on the Reform of Bilingual and Trilingual Teaching in Inner Mongolia. *Journal of Inner Mongolia Normal University*. Vol.15, No.1, 48-50.
- Ilma, Z., & Pratama, R. K. (2015, March). Transformation in Indian Language Curriculum: Pros and Cons between KTSP 2006 and Curriculum 2013 in India. Paper presented in International Conference on Trends in Economic, Humanities and Management (ICTEHM'15), Singapore. Retrieved from <http://icehm.org/upload/5097ED0315007.pdf>
- Inderawati, R. (2018). The application of literature for all and literature across curriculum concept by responding literary works to the enlightenment of character education in India context. *Journal of Teaching and Education*, 2(1), 13-24.
- Jackson, L. (2014). *Muslims and Islam in US education: Reconsidering multiculturalism*. New York, NY: Routledge
- Jones, A. G., & King, J. E. (2017). The common core state standards: A vital tool for higher education. *Change: The Magazine of Higher Learning*, 44(6), 37-43.
- Kobayashi, H., & Rinnert, C. (2018). Task response and text construction across L1 and L2 writing. *Journal of Second Language Writing*, 17, 7–29. doi: 10.1016/j.jslw.2018.08.004
- Kubanyiova, M., & Crookes, G. (2016). Re-envisioning the roles, tasks, and contributions of language teachers in the multilingual era of language education research and practice. *The Modern Language Journal*, 100, 117–132. doi: 10.1111/modl.12304
- Marsh, W. W. (2019). Common core and the uncommon learner: How autism affects acquisition of common core state standards. *Contemporary School Psychology*, 19(2), 66-76.
- Massachusetts Department of Elementary and Secondary Education. (2018). *Massachusetts English language arts curriculum framework working draft*. Massachusetts, USA. Retrieved from <http://www.doe.mass.edu/frameworks/ela/0610draft.pdf>
- Ministry of Education and Culture. (2018). *Peraturan menteri pendidikan dan kebudayaan tentang kurikulum 2017 sekolah menengah atas/madrasah aliyah*. Retrieved from <https://suaidinmath.files.wordpress.com/2018/09/3-pmp-b-indsma-allson-1juni2018.pdf>
- Mira., Namsrai., (2018) "Language Planning Policy in Mongolia." Diss. University of Humanities, Ulaanbaatar, Mongolia.
- Mongolian Ministry of Education, Culture and Science. "Education Sector Strategy: 2000-2005". Ulaanbaatar, 2000.
- Nagarathinam, R. (2018). Current policies, developments and challenges in mother tongue education amongst public schools in Malaysia. A paper presented at the Regional, Consultative Workshop on "Using the Mother Tongue as Bridge Language of Instruction in Southeast Asian Countries: Policy, Strategies and Advocacy" Bangkok, Thailand
- Parra, M. L. (2016). Critical approaches to heritage language instruction: How to foster students' critical consciousness. In M. Fairclough & S. Beaudrie (Eds.), *Innovative Strategies for Heritage Language Teaching* (pp. 166-189). Washington DC: Georgetown University Press.
- Pazzibugan, D. (2018). 'K 12' still struggling. *Philippine Daily Inquirer*. Retrieved from <http://newsinfo.inquirer.net/419261/k-12-still-struggling>
- Pennington, M. (2015b). The first year of teaching. In J. C. Richards (Ed.), *Beyond training*. Cambridge: Cambridge University Press.

- Rahman, N. (2014). From curriculum reform to classroom practice: An evaluation of the English primary curriculum in Malaysia (Unpublished doctoral dissertation). University of York, England.
- Roca, A., & Valdés, G. (2016). Innovative strategies for heritage language teaching: a practical guide for the classroom. Georgetown University Press.
- Rogers, R. (2004). An introduction to critical discourse analysis in education. In R. Rogers (Ed.), *An introduction to critical discourse analysis in education* (pp. 1-18). Mahwah, NJ: Erlbaum.
- SEAMEO INNOTECH (2019). K to 12 toolkit: Resource guide for teacher educators, school administrators and teachers. Quezon City, Philippines: Author
- Skerrett, A. (2019). Of literary import: A case of cross-national similarities in the secondary english curriculum in the united states and canada. *Research in the Teaching of English*, 45(1), 36-58.
- Smit, B. (2010). Teachers, local knowledge, and policy implementation: A qualitative policy-practice inquiry. *Education and Urban Society*, 37, 292–306. doi:10.1177/0013124505275426
- State Education Standard. (2017). The voices of non-adopters: Members of the virginia and nebraska state boards of education on why their states did not adopt the common core standards. *State Education Standard*, 12(2), 45-46.
- Stotsky, Sandra. (2018). An english language arts curriculum framework for american public schools. Arkansas, United States: The University of Arkansas. Retrieved from [http://www.uaedreform.org/wpcontent/uploads//Stotsky-Optional\\_ELA\\_standards.pdf](http://www.uaedreform.org/wpcontent/uploads//Stotsky-Optional_ELA_standards.pdf)
- Strydom, R., & Veliu, L. (2011). Choice as a learning incentive. In Whitby, K. Editor, *Action research in Abu Dhabi II* (55-57). CfBT Education Trust.
- Sufanti, M. (2018). Pembelajaran Bahasa India Berbasis Teks: Belajar dari Ohio Amerika Serikat. Magister Pengkajian Bahasa Pascasarjana Universitas Muhammadiyah Surakarta. Surakarta, Jawa Tengah. Retrieved from [https://publikasiilmiah.ums.ac.id/bitstream/handle/11617/3363/2\\_Pembelajaran%20Bahasa%20India%20Berbasis%20Teks%20Belajar%20Dari%20Ohio%20Amerika%20Serikat.pdf?sequence=1](https://publikasiilmiah.ums.ac.id/bitstream/handle/11617/3363/2_Pembelajaran%20Bahasa%20India%20Berbasis%20Teks%20Belajar%20Dari%20Ohio%20Amerika%20Serikat.pdf?sequence=1)
- Teale, S., & Thompson, P. (2019). Intrinsic motivations, literacy, and assessment practices: “That’s my grade. That’s me.” *Educational Psychologist*, 32, 107-123.
- Teale, W.H. & Thompson, K. (2019, December). Literature and the U.S. high school: current trends in curriculum, materials, and instruction. Paper presented at Seminario Internacional ¿Qué leer? ¿Cómo leer? Lecturas de Juventud, Santiago, Chile.
- Thomas, W. P., & Collier, V. P. (2017). A national study of school effectiveness for language minority students’ long-term academic achievement. George Mason University, CREDE (Center for Research on Education, Diversity & Excellence)
- Truscott, J. (2010). Madares al Ghad Program. Ministry of Education Document.
- Turnbull, M & Arnett, K. (2016). “Teachers’ uses of the Target and First Language in Second and Foreign Language Classrooms.” *Annual Review of Applied Linguistics* 22, 204-218.
- UAE Education Policy Forum (2010). Teachers and training in UAE. Retrieved on Nov 19th from [http://tips.fohmics.com/Dsg2011/Portals/0/Teachers%20and%20Training\\_Ian%20Haslam.pdf](http://tips.fohmics.com/Dsg2011/Portals/0/Teachers%20and%20Training_Ian%20Haslam.pdf)
- UAE Ministry of Education & Youth. (2000). Education Vision 2020: Pillars, strategic objectives, projects and implementation programs for UAE education development. Abu Dhabi, United Arab Emirates.

- UNESCO. (2012). Why language matters for the millennium development goals. Bangkok, Thailand:
- UNESCO. UNESCO. (2015). Philippine Education for All 2015 review report. Retrieved from <http://unesdoc.unesco.org/images/0023/002303/230331e.pdf>
- Valerio, M. (2020). Factors affecting English instruction of grade 7 K to 12 curriculum as perceived by high school English teachers of the Division of Quirino. *International Journal of English Language Teaching*, 3, 48–67.
- Wang, H. (2018). Language policy implementation: A look at teachers' perceptions. *Asian EFL Journal*, 30(1), 1–25.
- Wiley, T. G., & García, O. (2016). Language policy and planning in language education: Legacies, consequences, and possibilities. *The Modern Language Journal*, 100, 48–63. doi:10.1017/s0958344009000056

### **Authors' Information**

#### **Dr. Christine N. Ferrer**

<https://orcid.org/0000-0001-8825-9735>

Tarlac Agricultural University, Camiling, Tarlac Philippines

Contact e-mail: [cnferrer@tau.edu.ph](mailto:cnferrer@tau.edu.ph)

#### **Mr. Aubrey S. Somera**

<https://orcid.org/0000-0002-9455-1262>

Lipit National High School, SDO Ilocos Sur

Lyceum Northwestern University, Dagupan City, Philippines

Contact e-mail: [aubreysomera3@gmail.com](mailto:aubreysomera3@gmail.com)

# UTILIZATION OF ENGLISH VIDEO LESSONS AND THEIR SIGNIFICANCE TO THE PHILIPPINE LANGUAGE CURRICULUM: A LITERATURE REVIEW

**Christine N. Ferrer**

Tarlac Agricultural University

**Quennie V. Ancheta**

Lyceum Northwestern University

---

<b>Article Info</b>	<b>Abstract</b>
	<p>Using the A- Analyze, D- Design, D- Produce, I- Implement, and E- Evaluate (ADDIE) instructional design approach, this study aims to develop and evaluate video clips as instructional materials in teaching English 7 learners. This research was done to establish which lessons should be included, as well as the content validity and acceptance of the created video clips.</p> <p>The researcher used the descriptive survey and developmental methods of study to create the video clips. The following were the critical measures that were taken: 1) planning, 2) video clip development, 3) validation/evaluation, and 4) result stage.</p>
<hr/> <p><b>Keywords</b></p> <p><i>development, video clips, validation, instructional material</i></p>	<p>Moreover, the researcher used two sets of questionnaires/checklists to gather pertinent data on the content validity of the developed video clips in terms of objectives, lesson, organization, language, and relevance; and the level of acceptability along with suitability, adequacy, and relevance. The suggestions were consolidated and integrated into the revision of the developed video clips in English 7.</p> <p>Students and teachers in public schools should try out the generated video clips in English 7 as extra educational material, according to the researcher. It can also be used to remedy the lack of educational materials that cover the entire teaching and learning process. More changes to the created video clips should be made to accommodate learners' frustration levels.</p> <p>Finally, it is recommended that the school administrators should advise and encourage teachers to produce and come up with instructional materials in the different subject areas for additional learning materials. Also, an in-service seminar-workshop on instructional design in every subject area should be organized and conducted by education authorities in the division or in the region.</p>

---

## **Introduction**

English is a globally recognized language. Filipino students' English competence has been steadily deteriorating over time, as seen by their generally poor performance in national assessments of their English language proficiency. Learners have a hard time expressing

themselves in the classroom, especially when writing, which could be ascribed to professors' complete lack of interest in helping students develop their writing skills. Teachers who are looking for effective and innovative classroom activities to help learners develop their communication skills appear to be lacking in imagination and inventiveness.

The release of the 2018 Program for International Student Assessment (PISA) report, which indicated that high school students in the Philippines received poorer scores in reading comprehension, mathematics, and science than most of those assessed in other countries, enraged the country in December 2019. In reality, the country's overall reading score was a pitiful 340 points. China, in the first place, received 555 points. According to the statistics, almost 80% of Filipino pupils around the age of fifteen did not achieve the required level of reading proficiency.

Concerns noting on the factors and conditions of the surrounding learners' writing challenges have also become a prominent topic of research in English Language Teaching (ELT) with the help of technology, and the recommendations coming from these queues of research have likewise seen advancements in the progressive pursuit for solutions to the problem such as the formulation of more advanced teaching and learning strategies, as well as relevant instructional materials that are all in aid to alleviate students' difficulties in terms of writing skills.

With that, students generally encounter problems when expressing themselves through written compositions in ways that are systematic and logical (Msanjila, 2011). Moreover, the deficiency in students' written skills is also a factor they complain about when dealing with specific tasks assigned to them and which presupposes their competence in writing.

Moreover, in the K to 12 Curriculum, the instructional materials or references given to English language teachers of Grade 7 students are usually the Learner and Teacher's Manual. To supplement the latter, the concerned teachers sometimes look for inputs and other instructional materials that can be derived from the internet, but these are not always available, especially when a teacher does not personally possess IT equipment to be able to access the internet. Likewise, the soft copies of internet-drawn instructional materials cannot be used all the time, especially in schools wherein classrooms are not equipped with the appropriate audio-visual devices to present them as such to the students.

Trianto (2012) said that the primary purpose of learning is changing a learner's behavior as a result of dealing with an experience, and in such a context, video clips do enrich a student's experience. Using developed and validated video clips in their learning process is essential to guide students in understanding the material. This material also gives an enormous chance for the students to show up their ability and develop thinking processes such as looking for, guessing, and thinking logically.

It is then in the context of the above-stated challenges that the researcher found the motivation to develop video clips as an appropriate instructional material for Grade 7 students, which may function to be supplementary material for the use of other teachers and students in addition to their existing resources. Moreover, the researcher believes that this shall enable her to carefully analyze the nature of each of the competencies appropriate for the level of Grade 7 so that the developed video clips being the output of this study shall presuppose suitable lessons, tasks, and evaluation measures in accordance with the expectation that in the end will imbibe the competency in reasonably high levels.

## Literature Review

Starting with the K-12 Curriculum, which was introduced in the school year 2012-2013, the Philippines has been undertaking a substantial makeover to bring it in line with education systems across the world. This shift in domestic education policy has far-reaching implications, which international educational institutions should consider while seeking new student recruitment markets.

The Language Arts and Multiliteracies Curriculum (LAMC) is based on the principles of language acquisition, learning, teaching, and assessment in the context of English education. LAMC's ultimate goal, as stated in the K to 12 English Curriculum Guide (2013), is to produce graduates who can use language conventions, principles, strategies, and skills in 1) interacting with others, 2) understanding and learning other content areas, and 3) finding for themselves in whatever field of endeavor they choose.

Because of the rapid growth of technology, video technology is becoming increasingly popular in education (McNulty and Lazarevic 2012:51). The usage of video clips in the language classroom is not just due to the availability of modern equipment, such as a computer or a DVD player. Another critical reason is that using video clips to teach has a lot of educational advantages. According to McNulty and Lazarevic (2012:49), the essential quality of using video-based activities is that they help overall learning motivation.

The following are the most critical potential learning outcomes, according to Berk (2010): video clips attract students' attention, focus students' concentration, generate interest in class, energize or relax students for learning exercises, improve attitudes toward learning, increase understanding, foster creativity, stimulate the flow of ideas, provide an opportunity for freedom of expression, serve as a vehicle for collaboration, inspire and motivate students, make learning more fun.

Teaching through video clips, on the other hand, allows teachers to improve students' cultural awareness and familiarize them with target cultures while also teaching the four core language skills (listening, speaking, reading, and writing) and expanding their vocabulary. The primary benefit is that video snippets provide teachers and students with what are known as "possible learning outcomes."

Further, Persky and Danne (2013) state three reasons to explain the common writing difficulties among children and young learners. Composing texts is a challenging endeavor for these students because it necessitates the deployment and coordination of many cognitive, linguistic, and physical activities in order to achieve goals related to genre conventions, audience needs, and the author's communicative goals.

Intercultural understanding is also promoted in the classroom using video clips as authentic materials. The foreign language instructor must remember that teaching a foreign language entails not just teaching vocabulary and grammar but also educating about the target cultures. Otherwise, the entire educational process may appear ineffective and fake. However, because teachers have limited time in the classroom and are constrained by the curriculum, cultural topics are frequently placed second in language instruction.

Although nowadays, with the advent of technology and the availability of computers and the internet, electronic materials are frequently preferred by students over printed materials. The

researcher advocates for the creation of video clips to aid learners in acquiring 21st-century skills in the English topic. Teachers are urged to create video clips so that publicly available ideas and exercises can assist them in overcoming their inability to build their program writing skills. Because there are no primary textbooks or suggested books for students to use, the researcher proposed creating video clips as teaching resources for Visual Basic NET. As a result, the students will have easy access to course materials.

## **Related Studies**

### **Foreign Studies**

Video clips can be used for a variety of other things. Video materials, for example, can help promote dialogue in the classroom. 'The great aspect of video films is their ability to offer whole conversational scenarios,' says Lonergan (2013). Indeed, video-based assignments can go beyond passive video viewing by forcing students to respond to and interact with the video content. Students could be asked to answer questions after watching video segments, for example.

Learning new words can also be aided by using video clips. 'When a person has images, actions, goals, and dialogue to attach to words, they have an embodied knowledge of those words,' according to Gee and Hayes (2011). As a result, films assist learners in seeing language "embodied" by supplying them with images, as well as the other elements identified by Gee and Hayes.

Danurwindo (2014) averred that Because English is an international language, it is one of the disciplines that students must master. The goal of language learning is for pupils to master the target language so that they can communicate effectively with others. However, the kids must first make mistakes, a method for analyzing the sorts of grammatical errors and identifying the types of grammatical faults that students in the second semester of IAIN Tulungagung frequently make in their speaking skills.

Moreover, Adib (2012) mentioned that because English is one of the international languages that may be used to communicate around the world, studying English is becoming increasingly vital. English is taught as a foreign language in Indonesia. Learning a new language can be challenging because the target language differs from the native language in terms of elements. These distinctions can cause pupils to make mistakes when utilizing it.

Harrison (2012) insists that the use of featured video clips in the classroom can foster cultural competence in a curriculum that envisions a shift toward cultural studies because featured video clips place language in context, give students an in-depth understanding of a country's culture and history, and eventually become the gateway to language and culture. Indeed, videos are rich in cultural content and cover a wide range of topics, including national diversity, national identity, national character, people's values, and lifestyle.

Likewise, according to Roell (2010:3), 'Not merely as the impresario of a given linguistic performance, but as the catalyst for an ever-widening critical cultural competence,' the language teacher will be defined in the future. Intercultural topics that demonstrate how people from many cultures communicate and interact are becoming increasingly popular in language classes.

Furthermore, according to Koksal (2014:63), one of the benefits of video clips is that they may be customized for use with both large and small groups. Indeed, creating more spoken work for small groups of students and more written tasks for larger groups of students may make it easier to prepare activities for video-viewing classrooms than for other types of lessons. Furthermore, according to Köksal (2014:64), video clips can be a rich source of grammatical structures and terminology, as well as a conversation starter. As a result, teachers can benefit from videos, provided they make use of the opportunities that videos bring.

Mills (2011:32) emphasizes the importance of critical literacy abilities in light of the contemporary abundance of media, print, and online sources. She believes that youngsters who are engaged by movies and television shows require conceptual tools to comprehend, select, question, and evaluate text messages. Teaching with videos can help students build critical literacy skills by requiring them to assess, evaluate, and question the materials they have been exposed to.

Even if there are disadvantages to teaching via video, they are likely to be exceeded by the advantages. However, the most significant disadvantage of teaching through video is that it is time-consuming. First, the teacher must preview and select actual video clips that are appropriate for classroom use in terms of language and context. Teachers must therefore devote additional time to planning activities for students. Second, video clips consume a lot of class time, especially if they are feature films.

Another negative is the danger of making classes more enjoyable than instructional, which could result in meaningless viewing with no aim and hence no educational outcome.

"Teachers occasionally utilize the video as a relaxation or a non-teaching break," says Vetric (2014:40). The worst application of all is using a feature film as an amusing reward between the end of a teaching unit and a vacation, which is both immoral and illegal."

The study of Abregana 2012 was descriptive in nature as it identified and described what is and what existed in the present situation of the proposed video clips.

Buchan's study, "Development and Validation of Modules in English 2: Writing in the Discipline," found that the materials, activities, exercises, and strategies employed in the module were diversified, allowing students to work autonomously and creatively. Overall, the pool of experts, teachers, and students determined that the modules were appropriate for the student's levels and needs.

To summarize, technology is an essential aspect of the academic world and, when used appropriately, can help students learn languages more successfully. Every language instructor needs to be able to incorporate video technology into their classroom routine and language learning activities. The educational power of video should not be underestimated. On the other side, it is critical to avoid overusing or misusing video snippets in the classroom.

## **Local Studies**

Developed video clips can suffice the needs of the students as the illustrations and diagrams, as well as the words used, are within the understanding of the learners. Moreover, the choice of suitable topics is essential to the pursuit of developing the performance of the students as the objectives and exercises are aligned with each other. Victor (2013) also stated that the chief



purpose of instructional material (IM) is to implement ideas in the minds of students and help them understand specific concepts.

With regard to graduates, Macasinag (2011) mentioned that many people say that high school graduates from decades ago had a more excellent command of the English language than college graduates nowadays. This degeneration manifests itself in a variety of ways, including incorrect grammar, a lack of linguistic fluency, poor reading comprehension skills, and poor writing skills. Filipinos are clearly losing their competitive advantage in terms of English skills. Our claim to being the world's third-largest speaking country does not match our position. We now hear anecdotal stories of contact centers admitting only a small percentage of individuals who apply because only three out of every 100 applicants are English skilled. University teachers bemoan college students' incapacity to comprehend and communicate in English.

Likewise, Salazar, Jr. (2017) wrote that teachers, parents, and students have begun to repair and beautify school buildings, classrooms, and grounds as the education system prepares for the start of classes in June. Among these initiatives, we hope that our educators will intend to redouble their efforts to improve English instruction using technology so that Filipinos can stay up with the global competition. The dismal situation of English proficiency is also evidenced by surveys from the Social Weather stations.

Mabuan (2015) Weblogs were used to study grammatical problems in a corpus of 58 blog entries generated by 58 individuals. Its goals were to find out what students thought about using blogs to help them learn English writing abilities, to discover, categorize, and analyze grammatical problems in students' blog entries, and to find out what students thought about blogging as an alternative to writing platform.

In addition, Rodriguez's (2012) study aimed to establish the acceptable level of the topics included in the modules based on their components which were evaluated by experts. The topics included in the modules were determined after the analysis of the course outline prepared and used by Information Communications Technology teachers handling multi-media production offered by different institutions of higher learning in the Province of Pangasinan.

The betterment of using modified learning materials was shown in Cruz's (2011) research. He found out that students exposed to the developed learning materials in Drawing 2 performed better than the students taught without the use of the developed learning materials. The developed learning materials in Drawing 2 as instructional materials are highly acceptable in teaching the subject.

Thus, Cortez (2013) proposed English I Instructional Materials for Students, and the development and validation of the worktext process followed the four steps which are: a) the planning stage, b) the development stage, c) the evaluation stage, and d) final revision of the developed worktext. Results of the validation in terms of the level of validity of the developed worktext obtained an overall mean of 4.20 with a descriptive rating of very highly valid.

## **Conclusion and Implication**

The following conclusions were formed based on the significant findings:

The least mastered competencies of Grade 7 in their English subject, which inspired the selection of the lessons in the developed video clips, were identified to be grammar, vocabulary, reading comprehension, and literature.

The developed video clips in English 7 were Very Highly Valid in terms of content validity which was further measured through a careful analysis along with the video clips' objectives, lesson, organization, language, and relevance.

The developed video clips in English 7 were Very Highly Acceptable in terms of Level of Acceptability which was further measured through a careful analysis of the video clips' suitability, adequacy, and relevance.

## **Recommendations**

In consonance with the findings and conclusions, the following recommendations are endorsed:

In view of the findings on the least mastered competencies of the students, the concerned teachers of the subject are advised to strengthen and enhance their instructional design for the subject in order to raise the level of their students' grasp of the concerning competencies. Considering that the developed video clips in English 7 generated by this study were custom-fit to the analyzed specific needs of the students in view of their pre-surveyed grasp of competencies, the developed video clips are recommended for use by the concerned teachers to complement their respective instructional designs for the subject.

On the findings that the developed video clips generated by this study were found to be meritorious in both content validity and level of acceptability, the developed video clips are highly recommended for their actual use for classroom use in order to test their actual effect on students in the context of raising their grasp of the concerning competencies. The prototype of this study may be adopted for future parallel research anchored in developing other instructional materials intended for other grade levels.

## **References**

### **A. Books**

- Cruz, Josefina P. (2011). *English Literature and Communication Arts I*. Quezon City: St. Bernadette Publishing House Corporation.
- Gee, James Paul, and Elisabeth R. Hayes. 2011. *Language and Learning in the Digital Age*. Abingdon, England: Routledge.
- Lapid, Milagros G. and Josephine B. Serrano. (2014). *English Communication Arts through Filipino Literature I*. Quezon City: St. Bernadette Publishing House Corporation.
- Lonergan (2013). *Curriculum Instruction and Materials in English on Teaching Concepts, Findings, and Implications*. McCutcheon Publishing Corporation.
- McNulty & Lazarevic. 2013. 'Catching words: Exploiting Video Clips Discourse in the Foreign Language Classroom.' In Mishan, Freda and Angela Chambers (eds.),

*Perspectives on Language Learning Materials Development*. Oxford: Peter Lang. 111-148.

Paler-CAlmorin, Laurentina. (2016) *Research and Thesis Writing: With Statistics Computer Application*. Manila, Philippines: Rex Book Store.

#### B. Unpublished Theses

Abregana, Joselito. (2012) *The Reading Competencies of High School Students of Dipolog City Division: Basis for Strategic Reading Program*. Masteral Thesis. Master of Arts in Educational Management. Andres Bonifacio College, Zamboanga del Norte, Philippines.

Corpuz & Salandanan. (2015) *Development and Validation of a Module in Multi-Media Production using Adobe System*. Unpublished Master's Thesis, Laguna Polytechnic College.

Salazar. (2017) *Proposed Video Instructional Materials for English I Students*. Unpublished Master's Thesis.

Cortez, Jennifer R. (2013) *Factors Affecting the Reading Comprehension of Selected Students of the University of Makati School Year 2012-2013*. Action Research. Master of Arts in Education. University of Makati, Makati, Philippines.

#### C. Newspaper, Magazine, Journals, Articles

Danurwindo, Kloex. *An Analysis of Video Clips in the Learning Process of Undergraduate Students*. IAIN Tulungagung, Indonesia (January, 2014)

Labuan, Romualdo. *An Analysis of Weblogs' Grammatical Errors of Filipino Learners of English as Second Language*. DLSU Research Congress 2015 De La Salle University, Manila, Philippines (March 2-4, 2015)

Koksal, P. "Error: Some Problems of Definitions and Identification" in *Applied Linguistic*. Vol 12, No. 2 (Oxford, 2014)

Macasinag, Angelo. *Good English, Better Opportunities*. *The Manila Bulletin* (November 17, 2011)

Rodriguez, Ma. Felisa D., *Simplified Approach to Statistics*, Mutya Publishing Inc., Valenzuela City, 2012

#### D. Online Resources

Harrison Tom (2012). *Technology at Home and in Their Classrooms* retrieved from <http://www.pewinternet.org/2013/02/28/how-teachers-are-using-technology-at-home-and-in-their-classrooms/>

Ornstein, Lee. (2012) Instructional Design Theory retrieved from <http://www.ic.arizona.edu/ic/edp511/isd1.html>


Persky and Danne. (2013). Supporting the Classroom with Materials for Instructions retrieved from <http://www.ascd.org/publications/books/109011/chapters/Supporting-the-Classroom-with-Materials-for-Instruction.aspx>

---


#### Author Information

---

**Christine Ferrer**

 <https://orcid.org/0000-0001-8825-9735>  
Tarlac Agricultural University  
Camiling, Tarlac  
Philippines  
Contact e-mail: [cnferrer@tau.edu.ph](mailto:cnferrer@tau.edu.ph)

**Quennie V. Ancheta**

 <https://orcid.org/0000-0001-5265-8849>  
DepEd Eastern Pangasinan Agricultural College  
Lyceum Northwestern University  
Dagupan City, Philippines  
Contact e-mail: [Quennie.ancheta@deped.gov.ph](mailto:Quennie.ancheta@deped.gov.ph)

# INTERNATIONAL ACADEMIC LEADERS' COGNITIVE REPRESENTATIONS OF GLOBAL CITIZENSHIP EDUCATION IN THE HIGHER EDUCATION CURRICULUM

**Author: DANILO G. SORIANO JR.**

Lyceum-Northwestern University, Dagupan City, Philippines

**Co-Authors:**

**Dr. JAMES F. FERRER**

Lyceum-Northwestern University, Dagupan City, Philippines

**Dr. CHRISTINE N. FERRER**

Tarlac Agricultural University, Camiling, Tarlac, Philippines

---

## Abstract

The concept of "global citizenship" has gained popularity in academic circles recently and has given rise to the emerging field of global citizenship education (GCED). Since higher education institutions are growing more and more culturally diverse, it is crucial to find ways to effectively integrate global citizenship into the curricula. This phenomenological qualitative study aimed to understand how worldwide academic leaders conceptualized GCED in the context of higher education. Data were gathered from a variety of sources, including field notes, an open-ended semi-structured virtual interview, and observation. This study advances four primary findings. First, the findings of the current study were consistent with the concepts of GCED found in the earlier research literature. Second, participants were recognized frequently as the foundation upon which they emphasized the relevance of GCED in the higher education curriculum and executed it in the classroom. Third, the inclusion of GCED in higher education curricula would give students a way to learn about diversity and other cultures. Lastly, integrating the GCED aspects into the curricula for higher education may prove to be a difficult undertaking. Participants in the study recognized a perceived need for helping students develop into global citizens and elaborated on the several constructs that would need to be introduced into classroom instruction to achieve this goal. The Sustainable Development Goals (SDGs), Goal Number 4 on Promoting Quality Education and Lifelong Opportunities for All, need the mainstream of higher education to align its worldview. Through the above findings and literature, a trifocal instructional, pedagogical, and sociological framework that emphasizes the blending of crucial components and traits in the educational process with a dash of GCED ideas and principles has been developed.

**Keywords:** Academic Leaders, Cognitive Representations, Global Citizenship, Global Citizenship Education, Curriculum

## 1. Introduction

The United Nations Educational Scientific and Cultural Organization (UNESCO) recently posited global citizenship education (GCED) as one of the strategic areas of work of the United Education Program (2014-2017), and one of the three priorities of the United Nations Secretary-General's 'Global Education First Initiative' launched in September 2012. In the document 'Global Citizenship Education: An Emerging Perspective' (2013), UNESCO provides the rationale for the implementation of global citizenship education across different countries. This gesture encapsulates over two decades of unrelenting internationalization of higher education, which has been presented as a response to increasing globalization and enhanced citizenship ideals. This document appears at a time when many educational institutions around the globe are adopting global citizenship education as a foundation around which to organize their curricular activities (Andreotti, Biesta & Ahenakew, 2015).

The recently growing incorporation of content related to Global Citizenship Education (GCE) in education systems and teacher education worldwide (Bamber, Bullivant, Glover, King, & McCann, 2016; Gaudelli, 2016) has generated a vast body of empirical and theoretical scholarship (Goren and Yemini,

2017a). Often, the increasing prominence of GCE internationally is described as a response to economic, social, and political changes that have made countries more interconnected through enhanced international mobility and economic interdependency (Gaudelli, 2016). Globalization is said to result in increasingly diversified societies, necessitating interaction with broader, more inclusive citizenship concepts (Banks, 2017; Davies et al., 2018).

Global Citizenship Education (GCED) is not a separate subject. It is a "foundation for learning, stretching beyond the classroom to the larger community," according to Oxfam, and it can "be promoted in class through the existing curriculum or through new initiatives and activities."

Teaching and Learning Resources for the GCED. Global Citizenship Education: Topics and Learning Objectives, a new publication from UNESCO on global citizenship education (GCED), was released in 2015, the final year of the eight Millennium Development Goals (MDGs) and the official beginning of Agenda 2030. The volume, which was presented at the 2015 World Education Forum, suggests ways to translate GCED concepts into age-specific topics and learning objectives based on the three domains of learning — cognitive, socio-emotional, and behavioral. It provided examples of "existing practices and implementations on GCED," which is said to be UNESCO's sincere effort "to help Member States integrate GCED in their education systems, formal and non-formal." It is versatile, adaptable, and workable as a model for teaching GCED in many contexts. It is a useful resource for realizing the goals of GCED for educators, curriculum developers, trainers, policymakers, and other education stakeholders, whether in formal or informal settings.

Researchers have identified global citizenship as a curricular framework that assists educators in orienting science education by identifying concepts for learning global competencies and identifying the nature of citizenship in the context of globalization (Myers, 2006; UNESCO, 2015). According to Myers (2006), including the concept of global citizenship in the curriculum will assist students to build democratic citizenship that is morally and ethically attentive to local and global challenges.

Although researchers have not developed a universally accepted definition of global citizenship, it is often referenced:

*a global citizen is someone who is aware of the wider world and has a sense of their own role as a world citizen; respects and values diversity; has an understanding of how world works economically, politically, socially, culturally, technologically, and environmentally; is outraged by social injustice; participates in and contributes to the community at a range of levels from local to global; is willing to act to make the world a more sustainable place and; takes responsibility for their actions.*

During the UN Decade of Education for Sustainable Development, Professor Charles Hopkins, the UNESCO Chair at York University in Canada, focused on reorienting teacher education to address sustainability (UNESCO, 2005). Rather than short-term in-service training that aims to influence classroom practice in elementary and secondary schools, this effort has focused on the systemic reorientation of teacher education.

By 2030, nearly every country on the planet has pledged to better the planet and the lives of its residents. They have committed themselves to 17 life-changing goals, outlined by the United Nations in 2015. Ending extreme poverty, improving healthcare, and achieving gender equality are among the Global Goals, commonly known as the Sustainable Development Goals (SDGs). All countries must work together to ensure that no one is left behind.

Despite the fact that the world is becoming more interconnected, human rights breaches, injustice, and poverty continue to pose a danger to peace and sustainability. UNESCO's response to these concerns is Global Citizenship Education (GCED). It works by equipping students of all ages to see that these are global concerns rather than local ones and to become active proponents of more peaceful, tolerant, inclusive, secure, and sustainable society. UNESCO's Education Sector Program's GCED is a strategic area

that builds on the work of Peace and Human Rights Education. Its goal is to teach students the values, attitudes, and behaviors that promote responsible global citizenship, such as creativity, innovation, and a dedication to peace, human rights, and sustainable development.

Educators in highly industrialized countries, such as Australia, confront enormous hurdles in keeping global issues and civic education alive in their classrooms. This is despite an Australian heritage of teaching about global issues in schools extending back to the 1960s, as well as the introduction of a specific focus on global citizenship education (GCE) from the early 2000s (Sigauke, 2013).

According to Education Services Australia (ESA, 2011), global citizenship is "knowing that we are all citizens of the same globe and behaving in a way that demonstrates a respect for that globe and all people on it," and it "refers to a sense of belonging to a broader community and common humanity, it emphasizes political, economic, social, and cultural interdependency and interconnectedness between the local, the national, and the global," according to UNESCO (2015). (p.14). "Empathy; a dedication to social justice and equity; a respect for diversity; a concern for the environment and sustainable development, and a belief that people can make a difference" are the major values and attitudes that a student who behaves as a global citizen must display (ESA, 2011). It consists of three learning domains: cognitive, socio-emotional, and behavioral. The focus here is on our interdependence and interconnection, as well as a specific set of values and a concentration on learning areas. This is a good place for teachers to start thinking about what and how to teach about global concerns in the classroom. We cite global learning, global education, global challenges, and global citizenship as characteristics of GCE to explore throughout the study.

Global citizenship education is still a hotly debated topic, with several opposing agendas in the curriculum approaches employed (UNESCO, 2014). Because of various national circumstances and views, policies and approaches change from country to country. This is mirrored in the wide range of GCED systems used in schools in the numerous countries examined by UNESCO (2014), throughout Europe (Bourn, 2016), and in the United Kingdom (Mannion et al., 2011; Oxley & Morris, 2013; Marshall, 2011). Economic, or technical-economic, cultural, political, global social-justice, or rights-based agendas are all included in this list.

All learners deserve the best education possible, and teachers are the instrument in providing it to students and molding them into gifted individuals, according to Article XIV Section 1 of the 1987 Philippine Constitution, "The state shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all." As a result, teachers must devise and implement the most effective instruction in order to promote all-out learning.

Furthermore, one of the goals of Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013, is to make education responsive to the need and perspective of learning with intellectual and cultural capability, as well as the circumstances and diversity of learners, schools, and communities.

In our own experience in the pursuit of advocating GCED in the science curriculum, there were lots of professional trainings that we have attended. Aside from that, we have also initiated various programs, projects, and activities at the grassroots level. One of those initiatives was the integration of GCED across all subject areas in the Senior High School Department duly evident in their instructional learning plan, instructional learning materials, and slide decks presentation executed in their classroom observation as part of the Results-Based Performance Management System (RPMS).

In this regard, the goal of this research was to learn more about international academic leaders' cognitive representations of global citizenship education in the higher education curriculum. This project collected data from a variety of worldwide academic leaders using a descriptive qualitative research design. Data were collected to determine the extent to which international academic leaders define global citizenship education and have integrated GCED concepts based on their experience in terms of

technological knowledge, pedagogical knowledge, and content knowledge, the impact of incorporating GCED in the higher education curriculum on learning outcomes, pedagogical efficiency, and community and global development, the implementation of GCED in the current higher education curriculum, and their cognitive representations of global citizenship education in the higher education curriculum.

## **2. Method**

### *2.1 Research Design*

The phenomenological technique was employed since it was a powerful instrument for gaining a clear knowledge of human experiences by probing their thoughts, feelings, and behaviors for insights. It clearly illustrated the specific details of the experience and how they were seen by the subjects in the situation. It was an appropriate instrument in this study wherein it needs to envision and explore the actual experiences of the participants and their cognitive representations of global citizenship education in the higher education curriculum.

The researchers have coordinated with the Philippine Normal University (PNU) as the GCED Center of the Philippines, the Philippine National Commission for UNESCO (UNACOM) under the Department of Foreign Affairs, the Global Schools Program, and the Tarlac Agricultural University (TAU) – Office of the External Linkages and International Affairs to determine the countries participated.

### *2.2 Participants*

The study's participants were the academic leaders who teach in the higher education around the world. Purposive sampling was used in this study. Purposeful sampling is a qualitative research technique for identifying and selecting information-rich situations in order to make the most efficient use of limited resources (Patton, 2002). This entails locating and selecting individuals or groups of individuals who are particularly educated or experienced about a topic of interest (Cresswell & Plano Clark, 2011). The participants of this study and their code were: GCED Advocate 1: Philippines; GCED Advocate 2: Argentina; GCED Advocate 3: Malaysia; GCED Advocate 4: Uganda; GCED Advocate 5: Cameroon; GCED Advocate 6: India; GCED Advocate 7: Indonesia; GCED Advocate 8: Tanzania; GCED Advocate 9: Vietnam; and GCED Advocate 10: Italy.

### *2.3 Instrumentation*

We were the primary tool for acquiring information with the following approaches: semi-structured interview, observation, and field notes. The goal of utilizing semi-structured interviews was to collect data and get information from key informants who have personal experiences, attitudes, perceptions, and beliefs about the issue of interest (DeJonckheere et.al., 2009).

### *2.4 Data Analysis*

For the data management and analysis, the following steps were observed: data reading and organization, memoing, codes and categorizing, and theme development using the NVIVO 12 software for qualitative research design.

## **3. Results**

Academic leaders, as participants of this study, shared lived experiences for the need to provide educational awareness that would not only educate their learners about the constructs embedded in the framework of global citizenship but would assist in developing the skills and motivation to be productive and proactive participants in a global society. Four themes emerged from the data, namely (1) Active Participation / Working Together; (2) Informed Citizens of the World; (3) Respect for Others; and (4) Educational Concepts and Ideas.



Participants have shared their common integration scheme of global citizenship education using the TPACK Model. Three themes emerged from the data, namely (1) technological knowledge, (2) pedagogical knowledge, and (3) content knowledge.

On the incorporation scheme of global citizenship education in the higher education curriculum, three themes emerged from the data namely (1) instruction, (2) research, and (3) extension.

For the importance of global citizenship education implementation in the higher education curriculum, four themes emerged from the data namely (1) citizenship for a culturally diverse world, (2) respect for others, (3) awareness of global interactions, and (4) open minds / new perspectives.

On participants' views on the incorporation of global citizenship education in the higher education curriculum, three themes emerged from the data namely (1) learning outcomes, (2) pedagogical efficiency, and (3) community and global development.

#### **4. Discussion**

##### *GCED Definition in the Country Context of the Participants*

Key themes that emerged from the cognitive representations of academic leaders about global citizenship were: being active participants who promote positive change for planetary and humanitarian sustainability at local, national, and global levels and recognizing their civic duty to participate towards others; possessing a desire to be informed about past and current events to learn about interactions in a local-global society; respecting and accepting other people regardless of their different cultures and backgrounds; and recognizing that people are citizens of the world whereas change is the only constant thing in the universe, thus, collaboration through sustain exchange of learning experiences would yield to sustainable development.

The meaning that the participants ascribed falls into the framework of global citizenship in the existing literature previously stated in the theoretical framework.

##### *Integration of GCED Concepts*

Key themes that emerged from academic leaders' cognitive representations of GCED integration were for technological knowledge, the use of synchronous ICT-based educational technology to support the learning process such as zoom, google meet, Microsoft teams, and virtual laboratories, for pedagogical knowledge, educational materials lifted from various online sources such as video lessons and learning management systems, and for content knowledge, the use of video lessons and learning management systems. Overall, the participants incorporated and emphasized global citizenship education concepts in the design of their instructional materials and educational technologies used in the classroom. The aforementioned learning materials were created in tandem with the content presented with global perspective integration.

For pedagogical knowledge, critical, explicit, and analytical thinking about local and global issues was used in various learnings such as research-based, inquiry-based, and project-based. In addition, high-level pedagogical techniques such as panel discussions, immersions, symposia, documentary presentations, and the like were used.

Community immersion, indigenous education, and civic engagement were also mentioned as ways for global citizens to broaden their understanding of community issues that may affect them in global settings.

Adarlo (2017) stated that teachers should create global citizenship education-based instructional materials that include learning about the world and its inequalities, learning about other countries' histories,

political systems, religions, and languages, and learning to sympathize with and feel for their fellow humans.

Mravcoa (2016) discovered a similar finding in terms of the extent of integration of global citizenship education concepts in pedagogy. Global citizenship education, according to her research, should be an integral part of the teaching process in which people are educated that they are a part of a global entity and that everyone should accept their place and role in it.

Saperstein (2020) stated that there is an urgent need to help maintain support for global citizenship education in the face of increasingly difficult national and international contexts, as well as its marginal place in the school curriculum. As a result, curriculum development and design with global citizenship education integration in schools must continue.

### *GCED Incorporation in the Higher Education Curriculum*

Key themes that emerged from academic leaders' cognitive representations on the incorporation of GCED in the higher education curriculum were for instruction, focusing on cross-curricular and project-based learning, for research, in-depth idea related to local-global settings and alignment to existing laws, rules, and regulations of the participants' countries, and for extension, application of GCED concepts towards indigenous community and communitarian settings.

Reynolds (2019) sees GCED incorporation as a way to transform traditional schools into global ones that cater to 21st century teaching that prepares learners for a global existence instilled with knowledge, skills, and attitude. In accordance with this principle, incorporating its principles into curriculum tends to provide a channel for students to increase their global awareness (Eidoo et al., 2011).

From another viewpoint, formal schooling is the primary source of global citizenship education (Boom-Yee Sim, 2005; Rapoport, 2010). Global perspectives incorporated into citizenship education in social studies in the United States have favored providing students with the knowledge, skills, and values to be an informed, responsible, and participative citizen of the nation (Naval et al., 2002; Patrick, 1999; Print, 1997; Rapoport, 2010; Sears, 1994).

Other researchers have recognized and discussed the implications for students of being globally conscious, understanding the interconnectedness of local and political issues, criticizing social injustices, and being culturally aware in order to contribute productively to the world (Banks, 2004; Burrows, 2004; Lim, 2007; Merryfield, 1997; Rapoport, 2010).

### *Importance of GCED Implementation*

The key themes that emerged from academic leaders' cognitive representations on the importance of GCED implementation in the higher education curriculum were for citizenship in a culturally diverse world, focusing on using real-life experiences to facilitate teaching and learning, and also for global citizen empowerment, respect for others, values education enhancement and acknowledging individual uniqueness, awareness of global interactions, and understanding of global interactions.

GCED is frequently presented as the result of a simple evolutionary pedagogical model, that is, the most recent, best, and most comprehensive model that incorporates and overcomes all of the positive goals and practices of previous efforts (multicultural education, human rights education, peace education, environmental education, etc.). To cite a few examples: Hahn (2005) advocates GCE because human rights education, although essential, is not always sufficient; Davies, Evans and Reid (2005) critique the limitations of “global education” and “CE” supporting the integration of both in GCE; Mannion et al. (2011) advocates GCED as it brings together “environmental education”, “developmental education” and “CE”; for Su, Bullivant and Holt (2013), GCED is the result of the development and convergence of “global education”, “developmental education” and “CE”; Eidoo et al. (2011) conceptualizes GCE “as a natural

extension to multicultural education” (p. 67); and, for Appleyard and McLean (2011), GCE “integrate[s] the themes of peace and justice, human rights, environmental sustainability and international development into educational curricula and practice” (p. 10). Thus, GCE is often considered as the supreme integration and improvement of previous educational models.

#### *Participants’ Views on GCED Incorporation*

Key themes that emerged from the academic leaders' cognitive representations on the significance of GCED implementation in higher education curriculum were for learning outcomes, focusing on broadening perspectives in relation to the urgent issues not only at the local level but also in the global arena, for pedagogical efficiency, effectively utilizing a variety of pedagogical techniques like extra-classroom learning sessions that support the effort to uphold GCED, and for community and global development, active participation in civic endeavors such as humanitarian/outreach programs for the marginalized sector of the society.

In response to increased diversity in higher education institutions, the participants in the current study recognized changing societal demands for transforming from local to global citizenship, which required tools and resources that would enable them to become productive and proactive citizens in a society with global dimensions.

Myers (2006) underlined the necessity for students to learn democratic participation from moral and ethical viewpoints.

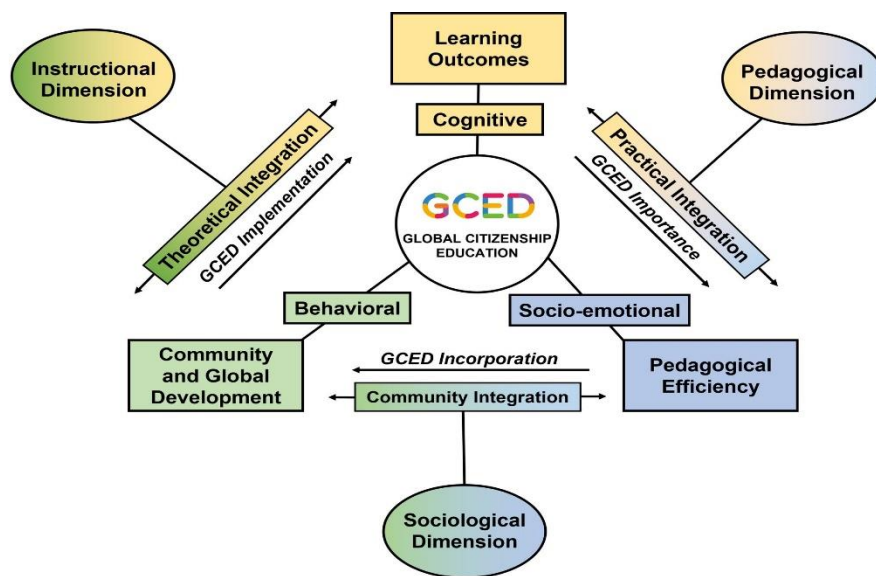
Other researchers have recognized and discussed the implications for students to be universally conscious, to understand the interconnectedness of local and political issues, critique social injustices, and to be culturally aware to contribute productively to the world (Banks, 2004; Burrows, 2004; Lim, 2007; Merryfield, 1997; Rapoport, 2010).

Oxfam's (2006) definition focused on respecting and appreciating diversity also includes being aware of and angered by social injustices and encouraging people to take action for social change.

#### *Proposed GCED Model in the Higher Education Curriculum*

Based on the overall findings of this research, a trifocal instructional, pedagogical, and sociological framework that emphasizes the blending of crucial components and traits in the education process with a dash of GCED ideas and principles has been developed. At the core part of the framework, which is GCED, it connected its core conceptual dimensions namely cognitive, socio-emotional, and behavioral. From the core conceptual dimensions, it reflected the GCED approaches to delivery in the higher education curriculum such as its implementation through theoretical integration, importance through practical integration, and incorporation through community integration based on the cognitive representations of the academic leaders. From the given ideas, it connected to the developed theme, namely learning outcomes, pedagogical efficiency, and community and global development. Learning outcomes broaden perspectives relative to the pressing issues not only in the local level but also in global arena. Pedagogical efficiency effectively employs varied pedagogical techniques such as extra-classroom learning sessions that bolster the effort to uphold GCED concepts and principles. Community and Global Development actively participates in civic endeavors such as humanitarian and outreach programs for the marginalized sector of the society. From all the collected ideas relative to the cognitive representations of the academic leaders, a trifocal GCED-based framework focusing on Instructional, Pedagogical, and Sociological was developed.

Figure 1. Proposed Trifocal GCED-Based Instructional, Pedagogical, and Sociological Framework in the Higher Education Curriculum



## 5. Conclusions

From the salient findings of this study, the following conclusions were drawn. (1) academic leaders should integrate GCED into the curricula of higher education in a socially just and equitable classroom to help students become global citizens; (2) the interconnectedness of people on a worldwide scale as well as the changing educational reforms and growing diversity within their country environment were noticed by academic leaders. These factors call for students to be aware of and appreciative of differences; (3) participants pointed to GCED as a way to teach students not just how to contribute to society, but also how to respect one another and coexist peacefully with others around the world; and (4) furthermore, the study offered explanations for "why" the constructs found in the GCED framework should be used. Academic leaders must acquire the knowledge, values, and abilities to effectively teach GCED at the same time as GCED needs to be incorporated into the curriculum for higher education and implemented in the classroom. The academic leaders' valuable insights into the stakeholders' needs for coursework that would adequately equip them to teach GCED are provided by this study to higher education institutions.

## References

- Adarlo, G. (2017). (Re)framing Citizenship Education in the Philippines: A Twenty-First Century Imperative. *The Good Society*, 25(2-3), 256-288. doi:10.5325/good\_society.25.2-3.0256
- Agirreazkuenaga, L. (2020). Education for Agenda 2030: What Direction Do We Want to Take Going Forward? *Sustainability*, 12(5), 2035. MDPI AG. Retrieved from <http://dx.doi.org/10.3390/su12052035>
- AN, S. (2014). Preparing Elementary Teachers as Global Citizenship Educators. *The Journal of Education*, 194(3), 25-38. Retrieved December 26, 2020, from <http://www.jstor.org/stable/43823661>
- Balarin, B. (2011) Global citizenship and marginalization: contributions towards a political economy of global citizenship, *Globalisation, Societies and Education*, 9:3-4, 355-366, DOI: 10.1080/14767724.2011.605321
- Baysal, S. (2016) Global Citizenship: From the Lens of the Education Faculty Instructors

- Blackmore, B. (2017) Towards a pedagogical framework for global citizenship education University of Bath, UK
- Bourn, D; Hunt, F; Bamber, P; (2017) A review of education for sustainable development and global citizenship education in teacher education. (UNESCO GEM Background Paper). UNESCO: Paris, France
- Brantmeier, E. (2013) Toward a critical peace education for sustainability, *Journal of Peace Education*, 10:3, 242-258, DOI: 10.1080/17400201.2013.862920
- Briones, L. (2018): Strengthening global citizenship key to achieving education goals 2030. Philippine Information Agency
- Casey, C. & Asamoah, L. (2016) Education and sustainability: reinvigorating adult education's role in transformation, justice, and development, *International Journal of Lifelong Education*, 35:6, 590-606, DOI: 10.1080/02601370.2016.1217281
- Cole, R. (2017). Shaping (Global) Leaders or Creating (Global) Citizens?  
Considering the Competing Purposes of Higher Education. *The Good Society*, 25(2-3), 289-312. doi:10.5325/good\_society.25.2-3.0289
- DARLING, L. (2002). The Essential Moral Dimensions of Citizenship Education: What Should We Teach? *The Journal of Educational Thought (JET) / Revue De La Pensée Éducative*, 36(3), 229-247. Retrieved January 27, 2021, from <http://www.jstor.org/stable/23767193>
- Eidoo, S., Ingram, L., MacDonald, A., Nabavi, M., Pashby, K., & Stille, S. (2011). "Through the Kaleidoscope": Intersections Between Theoretical Perspectives and Classroom Implications in Critical Global Citizenship Education. *Canadian Journal of Education / Revue Canadienne De L'éducation*, 34(4), 59-85. Retrieved December 26, 2020, from <http://www.jstor.org/stable/canajeducrevucan.34.4.59>
- Eisenschmidt, E., Lauri, T., & Sillavee, R. (2019). Educational Policy and Leadership to Improve Democratic Citizenship Education. In Veugelers W. (Ed.), *Education for Democratic Intercultural Citizenship* (pp. 124-147). LEIDEN; BOSTON: Brill. doi:10.1163/j.ctvrxk389.11
- Galpin, T. (2013). Creating a Culture of Global Citizenship. *The Journal of Corporate Citizenship*, (49), 34-47. Retrieved January 27, 2021, from <http://www.jstor.org/stable/jcorpciti.49.34>
- González-García, E., Colomo Magaña, E., & Cívico Ariza, A. (2020). Quality Education as a Sustainable Development Goal in the Context of 2030 Agenda: Bibliometric Approach. *Sustainability*, 12(15), 5884. MDPI AG. Retrieved from <http://dx.doi.org/10.3390/su12155884>
- Howard, A. (2018) Teaching Difference: Global Citizenship Education within an Elite Single-Sex Context. *International Studies in Sociology of Education*, v29 n3 p204-223 2020 [https://doi.org/10.1016/S0096-3003\(03\)00803-8](https://doi.org/10.1016/S0096-3003(03)00803-8).
- Lapayese, Y. (2003). Toward a Critical Global Citizenship Education. *Comparative Education Review*, 47(4), 493-501. doi:10.1086/379495
- Leek, J. (2016). Global citizenship education in school curricula. A Polish perspective. 7(2), 51-74
- Niens, U., & Chastenay, M. (2008). Educating for Peace? Citizenship Education in Quebec and Northern Ireland. *Comparative Education Review*, 52(4), 519-540. doi:10.1086/591296
- Pigozzi, M. (2006) A UNESCO view of global citizenship education, *Educational Review*, 58:1, 1-4, DOI: 10.1080/00131910500352473

Reddy, C. (2017) A Global Pedagogical Method to Global Citizenship. ProQuest LLC, Ed.D. Dissertation, Creighton University

Reynolds, R., MacQueen, S. and Ferguson-Patrick, K. (2019) 'Educating for global citizenship: Australia as a case study'. *International Journal of Development Education and Global Learning*, 11 (1): 103–19. DOI <https://doi.org/10.18546/IJDEGL.11.1.07>

Schweisfurth, M. (2006) Education for global citizenship: teacher agency and curricular structure in Ontario schools, *Educational Review*, 58:1, 41-50, DOI: 10.1080/00131910500352648

Tomoko, S. (2019) Global Citizenship Development: Effects of Study Abroad and Other Factors University of America, USA ISSN: 2162-3104 Print/ ISSN: 2166-3750 Online Volume 9, Issue 2 (2019), pp. 535-559 DOI: 10.32674/jis.v9i2.390 © Journal of International Students <https://ojed.org/jis>

UNESCO. (2015). *Global Citizenship Education Topics and Learning Objectives*. Paris: UNESCO.

Veugelers, W., & Groot, I. (2019). Theory and Practice of Citizenship Education. In Veugelers W. (Ed.), *Education for Democratic Intercultural Citizenship* (pp. 14-41). LEIDEN; BOSTON: Brill. doi:10.1163/j.ctvrk389.6

# English Language Needs Analysis: Its Importance and Contribution to the Philippine Language Curriculum

Christine N. Ferrer & Maribeth T. Sagun

## Abstract

Through a review of related literature, this study aims to determine the role of Needs Analysis in the current English Language Curriculum in the Philippines. English is used as a medium of instruction in a variety of educational settings, including the Department of Education. The literature in this paper that shows the results of various studies allows faculty and school administrators to reexamine and reflect on their curriculum development efforts toward meeting the needs by establishing a solid review of literature as a foundation for action and informed decisions. Furthermore, to make recommendations that will help improve the curriculum in order to ensure that all learners who will be a part of this program receive an excellent education.

**Keywords:** *needs analysis, language curriculum, curriculum design*

## Introduction

Needs analysis is frequently used to guide educators and practitioners in developing effective courses. Needs analysis (NA) is an effective method for identifying and validating actual needs (Aykel & Ozek, 2010). It enables educators and practitioners to create curriculum by basing language course content on communication needs, goals, and interests of the learners (Lepetit & Cichocki) (2012). It connects learning to teaching as closely as possible (Grier, 2015), and it encourages educators and practitioners to provide better and more accessible resources for program students (Long, 2005). The foundation of the language's various applications for specific goals are needs analysis. The purpose of determining how English grammar is developed in the language classroom, whether through reading or writing, is to assess the needs of the students. When designing a curriculum, goals, materials, resources, learning activities, and evaluation as the foundation for building the curriculum should all be taken account.

Nation and Macalister (2010) proposed twenty design principles for language curriculum. They classified these principles into three categories: 1) content and sequencing, 2) format and presentation, and 3) monitoring and assessment. The first group of content and sequencing principles includes frequency, methods, and autonomy, spaced retrieval, language system, keep moving forward, teachability, learning burden, and interference. These guidelines are intended to ensure that students gain something useful from the course. The second set of guidelines is about format and presentation. This category includes motivation, four strands, intelligible input, fluency, output, purposeful learning, time on the task, depth of processing, integrative motivation, and learning style. In general, these concepts are concerned with what happens in the classroom and during the learning process. They are most directly related to course activities and how the students process the course material. In this aspect of curriculum design, teachers may have the most influence on the course. Monitoring and evaluation are the third set of principles, which include ongoing needs and environment analysis as well as feedback. Nation and Macalister (2010) state in terms of ongoing needs and environmental analysis that the selection, ordering, presentation, and assessment of material in a language course should be based on a continuing careful consideration of the learners and their needs, the teaching conditions, and the time and resources available. This principle, according to Nation and

Macalister (2010), emphasizes the importance of conducting needs analysis during course planning.

The Philippines, like other countries around the world, seeks to produce high-quality individuals through education. To accomplish this, the government established educational goals to be met through the lens of education authorities (Department of Education, and the Commission on Higher Education). As a means of accomplishing this, the curriculum is fully utilized. It should be meticulously organized and structured into specific programs, with curriculum development playing a key role in determining what should be included in educational programs. The primary goal of curriculum design is to develop an overall course blueprint, which includes creating a course outline and building the course, as well as mapping content to learning objectives. The curriculum is adequately prepared and up to date to improve educational quality. To create a well-developed curriculum, the government must first understand the current state of education in the Philippines. As a result, conducting needs analysis is one method for determining the true state of the schools.

A language-based curriculum provides topic information that is well-planned and strategically presented to aid learning and enrich students' language experiences across all subject areas. Language learning is incorporated into all areas of the curriculum, including the arts, physical education, and language arts sessions. Teachers carefully assess curriculum requirements as well as class language demands, bringing content and language together. Teachers evaluate the content and reading resources to be used, as well as the critical speaking, listening, reading comprehension, and writing skills required by each lesson.

As a result, the goal of this study is to review some related pieces of literature aligned with Needs Analysis in curriculum design, and to provide related references that may be of great assistance to other future researchers who will conduct studies related to this.

## **Literature Review**

### *2.1. The Importance of Needs Analysis in Curriculum Design*

Needs analysis, also known as needs assessment, is now widely accepted as a necessary component of second language curriculum development and review. Determining the needs of the students at a specific institution is considered a great way to inform curriculum developers of the potential goals and objectives required to create the curriculum. The growing interest in students' needs in the field of English as a Second Language (ESL) has primarily focused on what types of linguistic output the students will require, which is known as an ends-means approach to curriculum design (Pushpanathan and Ramani, 2015).

The goals and content of course are the primary focus of needs analysis. It looks at what the students already know and what they need to know. The need analysis ensures that the course contains relevant and useful information to learn. Good needs analysis entails asking the right questions and finding the right answers in the most efficient way possible (Nation and Macalister, 2010).

It enables educators and practitioners to shape curriculum development by tailoring the language course content to learners' communication needs, desires, and interests (Lepetit & Cichoki, 2012).

According to Lampad (2013), the purpose of language needs analysis is to analyze the current speaking proficiency of this institution's high school teachers through the use of English as a



medium of instruction. This analysis will be based on the following criteria: a.) Self-assessed speaking proficiency; b.) Observed speaking proficiency; c.) Medium of instruction used; and, d.) Speaking pieces of training attended.

Analysis of needs take into account data that is both objective and subjective. An examination of the published research on the subject of academic language needs analysis reveals that these requirements are quite varied, which suggests that the challenges are connected to both productive and receptive macro-language skills (Generoso and Arbon, 2020).

## 2.2 Conducting Language Needs Analysis

According to Munby, Hutchinson, and Waters (2018), there are common questions that are typically asked during a target needs analysis. Because a needs' analysis must result in decisions about what will be learned during the duration of course, they have been arranged under the heading of four different learning goals. It should be noted that the questions do not always neatly correspond with the objectives and the different types of information. For example, the answer to a question like "Where will the language be used?" can produce data that has an effect not only on language goals but also on content goals, skill goals, discourse or text goals, and so on

Table 3.2 Questions for focusing on needs

Goals	Questions	Types of information in the answers
Language	What will the course be used for? How proficient does the user have to be? What communicative activities will the learner take part in? Where will the language be used?	sounds vocabulary grammatical structures functions set phrases and set sentences tasks
Ideas	What content matter will the learner be working with?	topics themes texts
Skills	How will the learner use the language? Under what conditions will the language be used? Who will the learners use the language with?	listening speaking reading writing degree of accuracy degree of fluency
Text	What will the language be used to do? What language uses is the learner already familiar with?	genres and discourse types sociolinguistic skills

The results of the needs' analysis need to be incorporated into the curriculum development. It is pointless to collect data through needs analysis if there is no use for the information that can be found. As a consequence of this, it is advisable to get started with a pilot study in order to eliminate this possibility (Nation and Macalister, 2010).

**1. The pyramid method** can be implemented at any point during training to carry out ongoing needs assessments (Jordan, 2010). In other words, the students might be provided with a list of items that serves as a description of their wants and needs. They select and rank these items, one at a time, then in groups of two or four, and finally as a collective unit. When they report their ranking to the instructor, they include the points for which they individually ranked highly but for which they were unable to gain support from their group. The instructor will find that this is helpful when it comes to planning a class schedule as well as organizing work for individuals or small groups (Nation and Macalister, 2010).

On the other hand, Alqunayeer and Zamir (2016) mentioned in their research the model "A Learning-Centered Approach" developed by Hutchinson and Waters. This method, as its name suggests, places the emphasis on the requirements of the students who are enrolled in the course. The needs of the learners can be broken down into two categories: the needs of the target and the needs of the learning. Target needs include necessities, desires, and deficiencies. On the other hand, learning needs are comprised of a person's social and educational background, as well as their preferred teaching and learning style and their attitude toward learning.

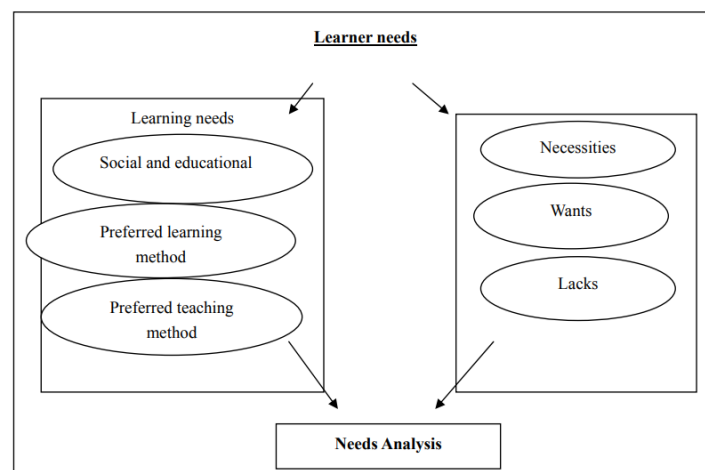


Figure 1. Theoretical Framework of Hutchinson and Waters (1987)

According to Hutchinson and Waters (2016), other methods place an excessive amount of emphasis on the requirements of the target language, when a greater amount of emphasis should be placed on the manner in which learners acquire knowledge. They argue that the best way to get students from where they currently are to where they ultimately want to be is to take a needs-based approach to learn. It focuses on two areas, namely, learning needs and target needs, in order to provide a comprehensive approach to the requirements of learners.

### 2.3 The Philippine Educational System's Language Curriculum

The principles of language acquisition, learning, teaching, and assessment that are outlined below serve as the basis for the Language Arts and Multiliteracies Curriculum that is implemented in grades K-12. There is a close relationship between and dependence on each of the world's languages. The ability to communicate in one's first language (L1) is a critical factor in the development of one's capacity to learn additional languages (L2). The acquisition of specific skill sets and implicit metalinguistic knowledge in one language (referred to as common underlying proficiency, or CUP) serves as the foundation for the development of both the first (L1) and second (L2) languages<sup>2</sup>. As a consequence of this, any expansion of the CUP in either language will cause the other language to benefit positively from the expansion (s). This principle explains why it is becoming increasingly simple to acquire new vocabularies (DepEd K to 12 English Curriculum Guide, 2016).

The process of acquiring a language and learning new words is one that lasts a person's entire life; it begins when they are born and never ends. It is something that occurs repeatedly and continuously throughout the lives of students. Students strengthen their command of the English language by applying what they have learned in a variety of different contexts, each of which is progressively more difficult (spiral progression). They consider their prior knowledge and put it to use in order to extend and improve both their language and their comprehension.

Students improve their fluency and proficiency in a language when they learn new language structures, add those structures to their existing repertoire, and use those structures in a variety of different situations. Students are inspired to want to continue expanding their knowledge, skills, and interests after they leave school when they have positive learning experiences in environments that are rich in the language (DepEd K to 12 English Curriculum Guide, 2016).

According to the DepEd K to 12 Curriculum in English, the ultimate objective of the Language Arts and Multiliteracies Curriculum is to produce graduates who can apply language conventions, principles, strategies, and skills in the following areas: (1) interacting with others; (2) understanding and learning other content areas; and (3) finding for themselves in whatever field of endeavor they may choose to engage in.

### *2.3.1 Needs of the Learners: The Context*

The term "Generation Z" refers to people who were born between the years 1994 and 2004, and this group is the first to be raised with all available forms of technology. They were the first generation to be born with personal computers, mobile phones, gaming devices, MP3 players, and internet access. They have no concept of what life was like before the invention of technology. As a consequence of this, people often refer to them as "digital natives," and they are very at ease when using various forms of technology. Using e-mail, texting, or computer is not challenging for them in any way. In addition, members of Generation Z are capable of understanding and effectively utilizing new technological developments. Unfortunately, as a result of their over-reliance on technological devices and equipment, the members have suffered negative consequences. They would rather play inside with their electronic devices than go outside and engage in physical activity. They lead a sedentary lifestyle, which increases their risk of developing health issues in later life.

They can communicate with the outside world by using social media platforms as a means of communication. They have no regard for one's right to privacy and are open to disclosing private information about themselves to people they do not know. They have a network of online friends, and socializing with them entails maintaining contact with one another through electronic means such as cell phones, emails, and text messages. On the other hand, members of this generation are believed to be inventive and cooperative, and it is anticipated that when they enter the workforce, they will have a significant impact on the way in which businesses function. Members of Generation Z are experts at juggling multiple tasks at once. They are able to text messages, read, watch television, converse, and even eat at the same time. However, as a consequence of this, people's attention spans have become shorter, a phenomenon that psychologists refer to as acquired attention deficit disorder (ADHD).

### **Conclusion and Implication**

By conducting a review of the relevant literature, the purpose of this study is to determine whether or not a Needs Analysis is included in the Language Curriculum that is currently being taught in the Philippines. In a wide variety of educational institutions, including the United States Department of Education, students receive their education primarily through the medium of English.

Conducting needs analysis as part of the overall curriculum development process aids the process of designing language classes. It is absolutely necessary to acquire a deeper comprehension of the teaching strategy, strategies, or method in order to better assist students in the process of language acquisition.

When developing a course of study, it is imperative that needs assessment be conducted first and foremost. The requirements of each and every learner require adequate consideration. If this is not going to be taken into consideration, then the course may not be appropriate for the circumstances and learners for whom it is used, and it may not be an effective or efficient means of encouraging learning.

## References

- Acklam, R. (2004). The function of the textbook in question. *Practical English Teaching*, Volume 14, Issue 3, Pages 12–14
- Akyela, A. & Ozeka, Y. (2010). *A language needs analysis research at an English medium university in Turkey*. *Procedia Social and Behavioral Sciences* 2 (2010) 969–975
- Alqunayeer, H. & Zamir, S. (2016). *Identifying Learning Styles in EFL Classroom*. *International Journal of Learning and Teaching* Vol. 1, No. 2, December 2016
- Aydın, B, Unver, M., M., Alan, B., Saglam, S. (2017). *Combining the old and the new: Designing a curriculum based on the Taba Model and The Global Scale of English*. *Journal of Language and Linguistic Studies*, 13(1), 304-320.
- Arbon, A & Generoso, G. (2020) *Language Needs Analysis: An EAP Curriculum Design to Develop Foreign Students' English Skills*. [dx.doi.org/10.18823/asiatefl](https://doi.org/10.18823/asiatefl)
- Browns, J. D. (2005): *The elements of language curriculum: A systematic approach to program development*. Massachusetts: Heinle & Heinle Publishers
- Lepetit & Cichocki, (2012). *Teaching languages to future health professionals: A needs assessment study*. In H.M. Long (Ed.) *Second language needs analysis*. Cambridge University Press, UK
- Nation, I.S. P., & Macalister, J. (2010). *Language course design*. London: Routledge.
- Sulistiyani, UNL. (2018). *The Importance of Needs Analysis in a Language Curriculum Development: An Evaluation to 2013 Curriculum*. Jakarta, Indonesia: UHAMKA International Conference on ELT and CALL (UICELL)

## Authors' Information

Christine Ferrer  
<https://orcid.org/0000-0001-8825-9735>  
Tarlac Agricultural University, Camiling, Tarlac  
Philippines  
Contact e-mail: [cnferrer@tau.edu.ph](mailto:cnferrer@tau.edu.ph)

Maribeth T. Sagun  
ORCID: <https://orcid.org/0000-0002-1658-2477>  
Lyceum Northwestern University, Dagupan City,  
Philippines  
Contact e-mail: [Maribeth.timola@deped.gov.ph](mailto:Maribeth.timola@deped.gov.ph)

# Utilization and Misconceptions of Eclectic Approach in English Language Teaching: A Literature Review

Christine N. Ferrer and Jan Markayne S. Bernal

## Abstract

Teaching a language has always been difficult for some English teachers in the Philippines, even though there are various methods available. They eventually become confused about which method works best for a lesson because they are only concerned with successful learning for everyone and not with the most effective way of teaching and learning.

There may also be a question about what approach they can take to develop effective teaching, particularly in the English language, because misconceptions emerge in situations where teachers are only focused on the generic way of teaching. Even though the eclectic approach has been proven effective and widely used, there are classroom situations where teachers using the approach are still struggling to teach the subject matter. This has something to do with the four macro skills in English. One reason for this is a lack of the main concept, which is always used incorrectly. These difficulties and issues in teaching English have a significant impact on the students' learning interests. As a result, some students may find the subject the most difficult, and the worst-case scenario is that they simply stop learning the language. So it is with the other subjects that use English as a medium of instruction because they cannot understand the language itself.

Thus, the goal of this research is to address the issue of using an eclectic approach and dispel misconceptions about effective English language teaching. This article will also serve as a resource for future related studies.

**Keywords:** Eclecticism, Language Teaching, Misconceptions

## Introduction

The continued search for effective language teaching methods is giving new hope to teachers who are still in the process of looking for the best method they can use in their classes. The idea that new methods are interesting and engaging is something that would let students invest their interest in learning. As to the knowledge of those concerned, teaching a language is never an easy task to establish an effective classroom discussion and secure the learning of the language itself. Learning English is essential to everyone as it will bring success to every aspect of a learner's life inside and outside the classroom. At some point, it is really interesting to learn, but because teachers are having a big confusion about the abortion of the methods, particularly the most effective method, the Eclectic Approach, the interest decreases, resulting in the concept of the method never being attained.

Traditional language teaching is less effective than an eclectic approach to English language teaching. It is with a concept that does not rely on a single method or set of paradigms, but rather on a combination of various teaching styles, methods, ideas, theories, or approaches into a more

balanced and secure learning approach. The combination of these methods (Grammar Translation Method, Direct Method, Audiolingualism, Cognitive Code Approach, Situational Method, and Communicative Language Teaching Approach, to name a few) creates an effective way for all students to grasp the lesson and achieve their objectives. As a result, the skills should be easily attainable by the end of the lesson. When all of those skills are used, language teaching becomes effective. Although there is no perfect method for teaching a language, doing what is best for the students to learn the language can help to effectively teach and understand the subject matter.

Eclecticism is a component of effective language teaching methods and techniques used by teachers; it serves the purpose of supporting students' learning needs by enhancing their macro skills. According to Gao (2011), the eclectic approach is a combination of the students' listening, speaking, reading, and writing skills that can be developed within the classroom. They are inextricably linked (Ellis, 2002, 223-232). However, with those various methods in English Language Teaching, teachers are becoming unaware of the true concept of the eclectic approach because they tend to use it in other ways that obscure the main idea.

To better understand the concept of eclecticism, various principles emerge (Ali 1981:7). Giving teachers the freedom to choose what they think is best for them to use in class to achieve their goals and objectives is one of those principles. It also provides a variety of teaching aids that may pique the learners' interest. And, with the use of social media and technology amid the pandemic, teachers would be able to easily solve any problems that may arise in the presentation of textbooks or online materials. Given the variety of methods and techniques available for teaching languages, an eclectic approach will suffice.

According to the Philippine DepEd order, three dominant English language teaching (ELT) practices are Communicative Language Teaching (CLT), English for Specific Purposes (ESP), and Task-based Language Teaching (TBLT). The number of memoranda and circulars, as well as the training program, vary between these well-known and widely used approaches. CLT was discovered to be the focus of the majority of teacher training. Interventions, measures, practices, and evaluations are all part of it. The training is part of the Department of Education's National English Proficiency Program.

There is no exact or best way to teach the language because these methods have both positive and negative effects on teachers and students. The philosophical viewpoint of the study has been studied based on the elements of the language curriculum and teaching: needs analysis, goals and objectives, testing, materials, teaching, and program evaluation, in which the researchers believe that understanding the elements of the language curriculum to easily identify the goals and challenges towards achieving effectiveness in terms of teaching and learning is part of teaching the language.

As a result, the researcher concluded that the use and misconceptions of eclecticism in English Language Teaching have a significant impact on student learning and, more importantly, on English Language Teachers' teaching methods.

## Literature Review

### 2.1 *Eclecticism Approach definition*

Kumar (2013) defined eclectic methods as a combination of different methods or techniques in teaching that rely on the effective delivery of the lesson and the learning that needs to be attainable to assess the learning of the students. He examined the principles of eclecticism as an approach suitable for classroom discussion, measuring cohesiveness, and providing numerous options for teaching a language. His definition implies that when teaching, a teacher should always have a backup plan and not settle for the only option, which could be giving negative feedback after a lesson.

The Oxford Languages defines eclecticism as "the practice of obtaining ideas, style, or taste from a wide and diverse range of sources." The theories or methods of the ancient Eclectic philosophers, who did not belong to or found any recognized school of thought but selected doctrines from various schools of thought. To maintain an interactive classroom discussion and conversation, the engagement should be increased as much as possible.

According to Larsen-Freeman (2004), methods vary and must be accompanied by a variety of sets of methods that vary according to the teaching needs and learning outcomes of the students. The eclectic approach to language teaching is evolving into a system based on two or more principles. It does not limit the methods that can be used because this approach will balance the entire concept of eclecticism. It contains a part of a whole that does not fall into a generic way of teaching language but rather combines all the parts of a whole. This approach is systematic, which means it can be combined and used to meet the students' diverse, distinct, and diverse needs.

However, Kumaravadivelu (2006) warns against relying too heavily on the methods in their specifications because she believes they do not address the issue of language teaching and how a teacher can teach a language based on the context. Her primary solution is a post-method approach to language teaching. It will discuss the pedagogical scope of specificity, practicability, and possibility, as well as the post-method teacher and learner indicators. And she was convinced that to be more effective than language teaching, she should consider a context-sensitive pedagogical framework that can address teaching and learning issues while also opening up future opportunities.

According to Wali (2009), an eclectic approach is prevalent in today's era. The method is said to be so popular that teachers all over the world use it. And this varies according to the level of the students' skills and intelligence. Students are identified as being individually distinct in terms of how the approach can solve the problem or concern about what students will learn. Weidemann (2001:2) stated that this approach is widely accepted because it has already reached the entire world. As evidence, teachers are making an effort to teach their target goals, and positive feedback for learning has a significant impact on the combination of methods used in eclecticism.

### 2.2 *Utilization of Eclectic Approach*

Language is an integrated and interconnected whole, and English teaching and learning necessitates a holistic, pluralistic, and all-encompassing approach. Given that those methods are



extremely beneficial for effectively teaching the English language, there is little doubt about which method to employ. For some reason, teachers are unable to grasp the concept and ideas behind the eclectic approach. Connecting the ideas of all these different methods to figure out how they would work in terms of eclecticism may appear to be a lot of work. However, it is precise because of this that eclecticism is so appealing.

Ali (1981:7) developed a list of eclecticism principles that discuss the use of the eclectic approach to provide additional knowledge to teachers, as every teacher must grasp the concept, because if someone does not know how it may result in misconceptions or failure to understand what is supposed to be understood. The principles that follow are useful because they have been simplified.

First is that teachers were allowed to choose from a variety of teaching techniques to help students understand the lesson's objectives at each class session. Teachers are also free to use any techniques they deem appropriate and relevant to the lesson prior to teaching. Students, on the other hand, can observe various teaching methods by reacting to how the teachers interact with the lesson. Lessons with teaching aids can spark lively classroom debate. However, Troubleshooting issues may arise during the textbook presentation. Finally, it saves time and effort when presenting language activities.

This eclectic approach, according to Larsen-Freeman (2000), is decontextualized, which means that the context is isolated. The use of these methods will have an impact on not only the teacher but also the students who are learning. So, what instructions are taking place with the teacher's expectations of the class, the rightful social roles, the constraints of the school, and demands and factors that connect to the socio-cultural context in a broader sense?

According to Weidemann (2001), the inclusion of other related teaching aids can enhance students' interest in learning the English language. A teacher, on the other hand, should invest time, a lot of time, in collecting and creating appealing learning aids to level up their teaching and maintain a positive attitude while encouraging students through how the information is delivered. Perhaps the use of items in the classroom is so helpful in relating anything to the topic because it creates relevant visuals. Language is communication, which means that students can learn through visuals that serve as a channel of communication.

Making mistakes, whether intentional or unintentional, is part of the teaching process, according to Krashen (1982:117). The correction of an error is an example of a method. It may make it easier for the teacher to explain the situation and for the students to learn from it. As the concept of eclecticism coordinates with a combination of different methods to stand alongside the teaching process, there will be no best or exact method to be used to say that a teacher is teaching effectively.

Talidong (2020) concluded in her research that advanced teaching methods are appropriate for any learner because they contribute to effective language teaching. It was proposed that learning the concept and combining ELT methods would result in interestingly and effectively imparting knowledge in an English class.

### *2.2.1 Teaching Techniques on English Language Teaching*

English Language Teaching can be as interesting as we can ever think of if it has a blend of trends. According to Mehmmod (2012), if a class discussion was equipped with different styles of



teaching, like connecting the ambiance to a more engaging spot, there would be interaction, and the students would be comfortable enough to learn, motivated, and believe that their academic interests would be established.

Methods of Language Instruction includes the Grammar Translation Method. This was the first method that was formalized and dominated language teaching from 1840 to 1880. According to Richards and Rodgers (2001), GTM entails studying language through a deep analysis of grammatical rules and then translating sentences into or out of the target language.

Another is "Direct Method" This is a monolingual approach. Through demonstration and visual aids, this conveys the meaning or facts about the target language. Multilingualism allows students to speak in the target language, and sharing is a good example of how to use the method.

The Situational Method. The method included systematic principles of selection (the procedures for selecting lexical and grammatical content), gradation (principles for organizing and sequencing content), and presentation (techniques used for presentation and practice of items on a course). Richards and Rodgers (2001: 38).

Next is Cognitive Code which was a reaction to the shortcomings of the audio-lingual method. According to Skehan (1998:30), the Cognitive Code approach allows for greater creativity in what is stated. Because it is assumed that a rule-based system is in operation, there are no constraints on creating new meaning combinations.

Finally, the Communicative Language Teaching Approach (CLT) refers to both the processes and goals of classroom learning, as well as the fact that communicative competence includes abilities in expression, interpretation, and negotiation of meaning (Savignon 2002).

### *2.2.2 Effectiveness of the Utilization of Eclectic Approach in English Language Teaching*

As part of getting to know the effectiveness of the utilization of eclecticism in teaching the English language, different studies conducted in different countries were used.

From the gathered related studies about effective utilization of eclecticism, four of the five studies conducted by various universities and countries have a positive response to the effectiveness of using the eclectic method, while the remaining one is not significantly effective based on the concept of eclecticism.

The first study, "The Eclectic Approach in Teaching English for Communication," by Fariha Asif and Intakhab Alam Khan of King Abdulaziz University in Jeddah, Saudi Arabia, concluded that the eclectic method is significantly effective in teaching communicative functions and ions, particularly through the use of activities for social interaction that focus on real-life scenarios. It was also demonstrated that English teachers favorably agree with the use of the eclectic approach. As a result, the teachers who responded strongly recommend that all schools use an eclectic approach, particularly when teaching English.

The second study was conducted by Suparman Sekolah Tinggi, Ilmu Tarbiyah, Palapa Nusantara, Lombok Nusa, and Tenggara Barat as authors of the study "The Effectiveness of the Eclectic Method in Teaching Writing English of Recount Text for the Eighth-Grade Students of SMPN 1 KERUAK" from Indonesia, and it was implied that the eclectic method was significantly effective in teaching the English language inside a writing class and should It has been stated that this method assists students in improving one of the macro skills in English, which is creative writing. The eclectic method allows students to reflect on their writing development, opportunities, and strengths to track their learning progress.

The third study, "The Use of the Eclectic Method in an English Language Classroom for Learning Specific Skills," by Julia R. Sevy Biloan, Universidad Nacional de Educación (UNAE), Azogues, Ecuador, demonstrated that the eclectic approach to teaching is very useful. It is said that the eclectic method can be changed and morphed to meet the needs of the teacher and students. The study shows that using different methods, models, and techniques allows the teacher to teach large class sizes in fewer hours while covering the four skills and personalizing the lessons to the students' needs.

N. Sagar and Thahiya Afzal from India wrote the fourth significant study on the effectiveness of using the eclectic approach, titled "The English Language Teaching through the Eclectic Approach for Engineering Students." One of the subjects of the study was engineering students. It is clearly stated that the teacher's involvement and knowledge of the method can have a greater impact on positive learning outcomes. It has been observed that learning is possible if the teacher does not use a single method.

However, Dr. David Sani Mwanza's study, *The Eclectic Approach to Language Teaching: Its Conceptualisation and Misconceptions*, from the University of Zambia, Africa, has resulted in not being able to sign on to the effectiveness of the use of the Eclectic method due to teachers' misconceptions about using the method based on the concepts. The teachers believe that the eclectic approach is ineffective because students must first be fluent before they can fully comprehend the method used by their teachers. There is a need to address the issue because it is a genuine misunderstanding.

### *2.3 Sample study result about Misconceptions of Eclectic Approach*

Some teachers, however, continue to have misconceptions about using an eclectic approach. They are sometimes particular with the method, but the concept is not understood. There are three major misconceptions about eclecticism, according to Dr. Mwanza's (2017) study, "The Eclectic Approach to Language Teaching: Its Conceptualization and Misconceptions."

First is that the method was time-consuming and thus difficult or impossible to use. The final misconception concerns how teachers perceive the use of various methods, as it requires a significant amount of their time to implement the approach. From this vantage point, it is clear that the teachers who thought it would take too much time have no idea how eclecticism works. It is never so time-consuming that it takes away from their ability to teach. It saves time because the idea of combining the methods into one approach implies that they are using the methods correctly. In terms of using the approach, teachers may overcome that thought and improve their teaching skills to provide meaningful classroom discussion.

Also, the teacher interpreted the eclectic approach as the use of several methods within the lesson, one after the other. His first two respondents appear to have the concept of eclecticism; however, the main concept of how it is used is lacking in the system. The concept that gives substance to proper utilization should be fully realized because that will measure if the teaching creates a space for learning as students will be interested. This misunderstanding demonstrates that the various methods to be used are said to be used one at a time as if it needs to prove that the first option didn't work, so there is a need to jump into the next method.

This approach will only work if students are fluent in the language. The following misconception considers the situation in which a student must first be fluent in the language before engaging in eclecticism. The respondents forget that they are to teach the English language, so they should not expect most of the students to be proficient in the language, as the main goal of language teaching is to teach the language itself regardless of the students' status or level of competency in writing, reading, speaking, or listening. This demonstrates that utilization will not be realized because it is based on the incorrect perspective.

## **Conclusion and Implication**

Through the use of an eclectic approach, this paper attempted to introduce the concept of effective utilization of various English Language Teaching methods while also addressing the misconceptions that teachers have about delivering effective lessons. As Eclecticism is an effective approach that a teacher can use to teach a language, the author hopes that this study will add more substance to future studies. This approach does not restrict the use of methods, but the more a teacher employs its various strategies, the more a teacher opens the door to aligned teaching and learning. Those who are unfamiliar with the method may find it difficult to establish a learning environment because it is effective in teaching.

This study included the principles and methods of English Language Teaching because the authors believe that if a teacher understands how the methods work in a specific approach, any concern that may affect the teaching and learning process can be avoided. To assist teachers and as a reference for future related studies, all possible and relevant literature to support the details of the study is included.

## **References**

- Ellis, R. 2002. Does form-focused instruction affect the acquisition of implicit knowledge? A Review of the Research Studies in Second Language Acquisition, 24(2), 223-236.
- Gao, L. (2011). Eclecticism or Principled Eclecticism. *Creative Education*. 2(4): 363-369.
- Iscan, A. 2017. The Use of Eclectic Method in Teaching Turkish to Foreign Students. *Journal of Education and Practice* Vol.8, No.7, ISSN 2222-1735.
- Kumar, C.P. (2013). The Eclectic Method: Theory and Its Application to the Learning of English. *International Journal of Scientific and Research Publications*, 3(6).ISSN 2250-3553.


- Kumaravadivelu, B. (2001). Toward a Post method Pedagogy. *TESOL Quarterly*, 35:537-560.doi:10.2307/3588427.
- Larsen-Freeman, D. 2004. *Techniques and principles in language teaching*. Oxford: Oxford University Press.
- Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching* (2nd ed.). Oxford: Oxford University Press.
- Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching* (2nd ed.). Oxford: Oxford University Press.
- Mwanza (2017).The Eclectic Approach to Language Teaching: Its Conceptualization and Misconceptions.
- Richards, J.C., and Rodgers, T.S. (2001). *Approaches and Methods in Language Teaching* (2nd Ed.). Cambridge: Cambridge University Press.
- Savignon, S.J.(2002).Communicative Language Teaching: Linguistic Theory and Classroom Practice. In Savignon, S.J.(ed). *Interpreting Communicative Language Teaching*. New Haven: Yale University Press. 1-27.
- Suparman. (2017). The Effectiveness of Eclectic method in Teaching Writing English of Recount Text for the Eighth Grade Students of SMPN 1 Keruak. *Jurnal studi Keislaman dan Ilmu Pendidikan*, 5 (1), 43-60.
- Talidong, K and Liu Q (2020). Teaching Methods in English Language Instruction: Case of Selected English Language Teachers in General Santos City, Philippines.
- Wali, N.H. (2009). Eclecticism and Language Learning. *Al- Fatih Journal*. No .39. Diyala University College of Basic Education.
- Weideman, A. (2001).The Old and the New: Reconsidering Eclecticism in Language Teaching. *Lingam*, 17(1):1-13. doi.org/10.5785/17-1-131.

---

#### Authors' Information


---

**Christine N. Ferrer**

 <https://orcid.org/0000-0001-8825-9735>

Tarlac Agricultural University  
Camiling, Tarlac, Philippines  
cnferrer@tau.edu.ph

**Jan Markayne Bernal**

 <https://orcid.org/0000-0002-2264-5876>

Lyceum Northwestern University  
Dagupan City, Philippines  
bernal.janmarkayne.sunguad@gmail.com

## Abstract

*This study focuses on profiling university students with disabilities, indigenous students, and single parents. The descriptive research design was utilized to describe the students with special needs in terms of their grade level, degree program, age and gender, scholarships, grants and loans, other benefits availed of and problems encountered, and needs. The tribe and language spoken by the indigenous students, the prevalence of the student's disabilities, and the source of income and number of dependents of solo parents were also described. Using the aforementioned descriptions, this study determined the significant profiles of indigenous students, single-parent students, and students with disabilities. It has been noted that indigenous students' dialects and proximity were some factors in choosing the higher education institution they enrolled in. Regarding the students with disabilities, 2 out of every 1000 college students have either a psychosocial disability, an orthopedic disability, or a hearing impairment. Meanwhile, the solo parents are pursuing their tertiary education despite being separated from their partners or spouses with the aid of their family members. Moreover, the higher education institution and the government lack financial support solely intended for students with special needs while pursuing their respective degrees. It is hereby recommended that the program chairperson assign lecture rooms and laboratories for students with orthopedic disabilities on the first floor. Further, to proactively determine the students with special needs and elicit empirical data, admission forms, enrollment forms, cumulative record forms, and other necessary documents may be revised and used.*

Keywords: *indigenous students, solo parents, students with disability*

\*Corresponding Author: Rene G. Nanit, rgnanit@tau.edu.ph

## 1.0 Introduction

The World Conference on Education for All, an international conference focused solely on education, took place in 1990 in Jomtien, Thailand. The Global Declaration on Education for All was adopted as a result of the Conference, which was organized by UNESCO, the World Bank, UNICEF, and the United Nations Development Programme (UNDP) (the Jomtien Declaration). Following this meeting, governments of industrialized countries and international organizations started concentrating on supporting education for all (EFA) as a goal that should be shared by all countries. EFA then gained international traction as a slogan for educational cooperation. Such a concentration had a significant impact on low-income countries' educational policies (Kuroda, 2016). The Millennium Development Goals (MDGs), which launched a global initiative to combat poverty in 2000, came after the EFA. In addition to other development targets, the MDGs established quantifiable, broadly accepted goals for combating extreme poverty and hunger, eliminating fatal diseases, and providing universal primary education. The Sustainable Development Goals (SDGs), which were formed during the 2012 United Nations Conference on Sustainable Development in Rio de Janeiro, took the place of the Millennium Development Goals (MDGs). The purpose was to create a set of global objectives that addressed the pressing environmental, political, and economic issues facing our planet (United Nations Development Programme, 2021).

In the SDGs, Goal 4 was designated as education. SDG 4 highlights the idea of inclusive education, which covers education's quality, equity, and diversity in addition to access to it. The ten (10) targets that form the basis of SDG4 are also distributed among other educational domains, including pre-primary education, higher education, adult education, gender, and peace education. According to Nishimura and Sasaoka (2016), equity refers to the distinct educational treatment of persons in different circumstances to attain equality. Equality refers to a situation in which all people are equal. From the perspective of equity, it is acceptable to provide extra assistance to groups that are at a disadvantage (Miwa, 2005). Thus, UNESCO (2017) analyzed the equity of education based on gender equality, geographical conditions, income status, language, and disability. On the other hand, reducing inequalities is embedded

in SDG 10. This SDG calls for reducing inequalities in income as well as those based on age, sex, disability, race, ethnicity, origin, religion, or economic or other status within a country. The goal also addresses inequalities among countries, including those related to representation, migration, and development assistance.

Higher education institutions (HEIs) play critical roles in achieving the SDGs, especially SDGs 4 and 10. The localization of the SDGs offers HEIs the chance to research and increase the body of knowledge for a future generation with sustainable ideals. By assisting local communities in forming partnerships with government organizations, HEIs may play a vital role in connecting the local and global implementation of the SDGs. Local sustainability concerns could be addressed by identifying gaps between regional sustainability practices and national SDG policies. Approaches that are inclusive and participatory are crucial for enabling civil society to own common sustainability visions. It is imperative that HEIs collaborate with one another and assemble social capital from various organizations both inside and outside of communities (Smith et al., 2018) to cater to various students, such as students with disabilities, solo-parent students, and students who are part of indigenous communities.

Indigenous peoples are often not well known or understood at higher education institutes. This incomplete knowledge has contributed to the notion that Indigenous student populations are homogeneous (Shotton, 2018), exacerbated by the dearth of statistics on Indigenous students. The perception of indigenous students as belonging to a single racial group is frequently mistaken, and generalizations about their experiences are made. The truth is that Indigenous kids come from a variety of origins, places, and experiences. Although Indigenous students in higher education share certain common experiences, there is no single Indigenous higher education experience (Minthorn & Shotton, 2015; Shotton, 2018). Microaggressions toward Indigenous students frequently take the form of misconceptions and preconceptions. Although each incident may appear insignificant on its own, over time, they add up and can have a significant, substantial impact on one's well-being. Because of their encounters with prejudice, Indigenous students frequently feel like they do not belong in colleges (Shotton, 2018; Tachine et

al., 2017). In addition, Indigenous college access programs can be crucial sources of information for Indigenous students when high-quality college counseling and academic guidance are not generally available (Waterman et al., 2018). This is supported in the study by Pidgeon *et al.* (2014), which emphasized that a formal aboriginal mentorship program created improvements in self-esteem, self-efficacy, and graduation rates, which caters to the specific needs of the indigenous students as well as family engagement and involvement. Moreover, mentorship interactions produced significant effects on students' resilience and confidence, contributing to an effective post-secondary learning experience.

In the promotion of inclusive education in Higher Education Institutions (HEIs), vulnerable ones like students with disabilities should also be taken into consideration. According to Lamichhane and Kawatsu (2014), the negative effect of disability suggests that due to discriminatory behavior and other barriers in families and institutions, children with disabilities are less likely to attend school. Hence, the study of Carmit-Noa *et al.* (2021) highlighted the role of the Disability Support Center in supporting the processes of disability identification among students with disabilities as individuals and as a group. The study emphasizes the need for holistic and inclusive change in higher education policy and practice.

One of the new vulnerable groups in higher education institutions that needs more support is students who are single parents. People may have varied perspectives on single parents attending college. People may believe that a lone parent engages in risky sexual and social activities. Peers and lecturers may also view single parents as promiscuous. Hence, even though the stigma associated with single parenting has vanished in modern communities, it might still exist in college (Agarwal, 2009).

The SDG Goals are in harmony with the 1987 Philippine Constitution which declares that the state shall protect and promote the rights of all Filipino citizens to quality education at all levels and shall take appropriate steps to make education accessible to all. In Philippine Higher Education, to attain students' holistic development, all Higher Education Institutions (HEIs) shall ensure the delivery of support services and programs. One support service is the Institutional Student Programs and Services, which is designed to proactively respond to the basic health, food, shelter, and safety concerns of students, including those with special needs and disabilities, and the school. In addition to admission, scholarship, and financial assistance, multi-faith services are the concerns of the unit. On the other hand, students with special needs include persons with disabilities, indigenous people, and solo parents (Commission on Higher Education Memorandum Order [CMO] No. 9, 2013).

The HEIs shall ensure that academic accommodation is made available to persons with disabilities and learners with special needs with proper consultation and conference with the students with disabilities themselves, together with their teachers, parents, guardians, personal assistants, and other concerned professionals, whenever necessary (CMO No. 9, 2013). The success of students with special needs in higher education institutions requires the concerted effort of the different stakeholders—the academy, the home, and the community. CHED requires all HEIs to conduct monitoring and evaluation of the programs and services, which is equally reflected as one of the required documents by any higher education accrediting body such as the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACUP), Inc.

Currently, the Tarlac Agricultural University's Office of Student Services and Development (OSSD) has newly created Student Inclusion Services in addition to the existing services of the office,

which will greatly help to realize the mandate of the University provided in the aforementioned memorandum. The department is responsible for designing programs and services for students with disabilities, indigenous students, and solo parents. Moreover, the department is also responsible for providing the necessary information needed by the different agencies like CHED, the Philippine Association of State Universities and Colleges (PASUC), the Department of Social Welfare and Development (DSWD), the National Council for the Welfare of Disabled Persons (NCWDP), the Commission on Indigenous Peoples, etc.

This study conducted a profiling of the students with disabilities, Indigenous students, and students with solo parents enrolled in the second semester of Academic Year (AY) 2018-2019 at the University. This profiling aims to provide empirical data on crafting policies, programs, and other developmental initiatives to be conducted by the newly established unit and the University as a whole to better serve the most vulnerable sectors of the students. This will also contribute to the realization of SDGs 4 and 10 at the University. Likewise, these profiles elicited in the study were significant data that are needed by several government agencies and are required by several government laws such as RA 10931, otherwise known as the "Universal Access to Quality Tertiary Education Act; RA 11291, otherwise known as the "Magna Carta for the Poor; RA 8371, otherwise known as the Indigenous Peoples Rights Act of 1997; RA 8972, otherwise known as the "Solo Parents' Welfare Act of 2000; and RA 7277, otherwise known as the "Magna Carta for Persons with Disability" (as amended in RA 10754). Specifically, this study sought to (a) describe Indigenous Students in terms of their tribe and their dialect/language spoken, as well as scholarships/grants/loans and other benefits/services availed as Indigenous Student; (b) describe Students with Disabilities in terms of their disability/prevalence and scholarships/grants/loans and other benefits/services availed as Student with Disabilities (c) describe Solo-parent Students in terms of their source of income, number of dependent children, and scholarships/grants/loans and other benefits/services availed as Solo Parent Student; and (d) determine problems encountered and needs by the Students with Special Needs while pursuing their respective degree programs.

## 2.0 Methodology

The descriptive research design was utilized in this study to describe the students with special needs in terms of their year level, degree program, age and gender, scholarships/grants/loans and other availed benefits, problems encountered and needs. The tribe and language spoken by the indigenous students, the prevalence of the student's disability, the source of income, and number of dependents of solo parents were also described.

All students who declared themselves as students with disabilities, Indigenous students, and solo parent students enrolled in the University during the 2nd semester of the academic year 2018–2019, were the subjects of the study. Total enumeration was used in this study.

According to Chapter 3, Article 2, Section 2 of the Tarlac Agricultural University Code, "No student shall be denied admission because of race, sex, age, socio-economic status, religious belief, political affiliation, ideology, or physical disability." This provision in the University's Code reflects inclusivity in the admission of students. Table 1 presents the year level, degree program, gender, age, and marital status of the students with special needs in the University for Academic Year 2018-2019.



To gather the needed data on the profile of students with special needs, a questionnaire was used as an instrument, which was supplemented with interviews. In the data analysis, frequency counts and percentages were used to describe the profile of students with special needs. Tables were utilized to give the reader a comprehensive picture of the gathered data and information.

Ethical considerations were given appropriate attention through informed consent, explaining the participants' right to withdraw, non-disclosure of personal data, and other responses deemed confidential.

### 3.0 Results and Discussion

Few studies relative to indigenous people have been conducted in the Philippines (Capistrano, 2010; Fiagoy, 2000; Licen *et al.*, 2012; Mahinay, 1995). Most of these studies have focused on the daily lives, rights, cultures of the Filipino Indigenous people, and their integration into mainstream society. Very few studies have focused on the education of Indigenous people. Indigenous Peoples are distinct social and cultural groups that share collective ancestral ties to the lands and natural resources where they live, occupy, or have been displaced. The land and natural resources on which they depend are inextricably linked to their identities, cultures, livelihoods, including their physical and spiritual well-being. They often subscribe to their customary leaders and organizations for representation that is distinct or separate from that of the mainstream society or culture.

Table 1 Demographic profile of students with special needs

Characteristics	Frequency (n=19)	Percentage
<b>Year Level</b>		
1st Year	9	47.00
2nd Year	3	16.00
3rd Year	1	5.00
4th Year	3	16.00
5th Year	3	16.00
<b>Degree Program</b>		
BAS (Bachelor of Animal Science)	1	5.26
BECED (Bachelor of Early Childhood Education)	1	5.26
BEED (Bachelor of Elementary Education)	1	5.26
BSA (Bachelor of Science in Agriculture)	4	21.05
BSABE (Bachelor of Science in Agricultural and Bio System Engineering)	1	5.26
BSE (Bachelor of Secondary Education)	3	15.79
BSIT (Bachelor of Science in Information Technology)	1	5.26
BSP (Bachelor of Science in Psychology)	1	5.26
DVM (Doctor of Veterinary Medicine)	6	31.60
<b>Gender</b>		
Male	6	32
Female	13	68
<b>Age</b>		
19-20	8	42
21-22	4	21
23-24	3	16
25-26	3	16
27-28	0	0
29-30	0	0
31-32	1	4
<b>Marital Status</b>		
Single	19	100

Many Indigenous peoples still maintain a language distinct from the official language or languages of the country or region in which they reside (World Bank, 2021). Table 2 presents the tribal groups and the dialect/language spoken by the students who identify themselves as Indigenous people.

Table 2 Description of indigenous people students

Description	Frequency (n=8)	Percentage
<b>Indigenous Students' Tribe</b>		
Abelling	4	50
Igorot	4	50
<b>Dialect/Language Spoken</b>		
Kankana-ey	4	50
Ilocano	8	100
Zambal	4	50

Note: \*Multiple response

It is revealed in the table that a percentage of students who were enrolled in the University during the Academic Year 2018-2019 belong to the Abelling and the Igorot Indigenous tribes. Little is known about the Abelling Tribe (spelled also as Aberling or Abellen) except that it is a tribal group found mostly in the hinterlands of Tarlac Province. It is believed that the Abellings are also descendants of the most popularly known Aeta tribes like the Mag-indi, Magan-tsi, Ambala, and Mariveleño. Their physical features are slightly bigger than the popularly known size of the aborigines. Their hair is not so kinky, unlike those of the Magan-tsi's, that others dubbed them "aeta mestizos". The Abellings also stay together in communities scattered all over the highlands of Bamban, Capas, San Jose, Mayantoc, and Tarlac City (Sunstar, 2014). On the other hand, the Igorot (Tagalog for 'mountaineer'), or ethnolinguistic groups in the Cordilleras, are any of various ethnic groups in the mountains of northern Luzon, Philippines, all of whom keep or have kept until recently, their traditional religion and way of life. Some live in the tropical forests of the foothills, but most live in rugged grassland and pine forest zones higher up (Britannica, 2019).

Since all of the students who belong to tribal groups come from the Highlands of Benguet and some western parts of Tarlac, all of them are capable of speaking the Ilocano dialect, all of them can also speak and understand Filipino. This means that there is almost no language barrier to pursuing their education at the University as majority of the students, staff, and faculty members are Ilocano and Filipino/Tagalog speakers. The Igorot students also speak Kankana-ey, while the Abelling students speak Zambal in addition to Ilocano as their tribal dialects.

On the other hand, findings of this study reports that these students have not received any Scholarships/Grants/Loans and other benefits, which are specifically offered for Indigenous students during the academic year 2018-2019. The present status of Indigenous students may be of great baseline data for the HEIs to provide necessary assistance since home-going behaviors can empower indigenous students to persist in college, providing them with the support that they need to succeed like high-quality college counseling and academic guidance, which are not generally available (Waterman, 2012; Waterman *et al.*, 2018). Nonetheless, the students are hopeful that they will be given a chance to be part of the Tertiary Education Subsidy offered by the government in the next academic year through the Universal Access to Quality Tertiary Education Act, officially designated as Republic Act 10931. This government program offers free tuition and other fees, including

monthly stipend and book allowance.

In this study, the definition of disability is drawn from RA 7277, also known as the Magna Carta for Disabled Persons, wherein disability shall mean 1) a physical or mental impairment that substantially limits one or more psychological, physiological, or anatomical functions of an individual or activities of such individual; 2) a record of such an impairment, or 3) being regarded as having such an impairment (Section 4.c). On the other hand, disabled persons are those suffering from restriction or different abilities, as a result of a mental, physical or sensory impairment, to perform an activity in the manner or within the range considered normal for a human being (Section 4.a). Moreover, impairment is any loss, diminution, or aberration of a psychological, physiological, or anatomical structure or function (Section 4.b) (National Council on Disability Affairs, 1992).

The keywords in this definition are the limitation of major life activities, such as vision, hearing, physical mobility, cognition, learning, emotional control, and intellectual capacity. Thus, disabilities that are readily visible such as blindness, deafness, and physical disabilities are a part of this definition; however, disabilities that cannot be seen, such as learning disabilities, autism, and mental illness, are also a part of this definition as these too can impact major life activities. Table 3 presents the prevalence of disabilities of students with additional needs.

Table 3 Prevalence of disability among respondents

Description	Frequency (n=5)	Percentage
Disability		
Psychosocial Disability	1	20
Orthopedic Disability	3	60
Hearing Impairment	1	20

Table 3 presents the data of the students with disabilities at the time of the conduct of the study. The profiling determined 4 types of disabilities: psychosocial disability, cerebral palsy, orthopedic disability, and hearing impairment. Findings revealed that most of these students have an orthopedic disability due to chronic illness.

According to the Philippines' Department of Health (DOH), psychosocial disability includes bipolar disorder, depression, ADHD, epilepsy, and other long-term and recurring mental or behavioral issues. Based on the interview conducted with the family of the participants with psychosocial disability, their child's [psychosocial] disability is due to epilepsy. With this, the student is taking a lifetime maintenance with regular computerized tomography (CT) scans and angiograms. The DOH also declares that Orthopedic (Musculoskeletal)/ Physical disability includes people with dwarfism and amputated hands or feet, cerebral palsy, as well as individuals with scoliosis. The three students with orthopedic disabilities have their devices, such as wheelchairs and prosthetics. These devices help the students with disabilities to partially utilize, if not fully, the facilities and amenities of the University. Further, individuals who are deaf or can hardly hear are considered impaired by the DOH. Based on the follow-up interview with the families of the student, she is supported by a hearing aid to cope with the daily tasks and activities at the University. They also revealed that the student is taking medicines for her impairment.

The provision in RA 7277, Sec. 13 states that "the State shall provide financial assistance to economically marginalized but deserving disabled students pursuing post-secondary or tertiary education. Such assistance may be in the form of scholarship grants,

student loan programs, subsidies, and other incentives to qualified disabled students in both public and private schools. At least five percent (5%) of the allocation for the Private Education Student Financial Assistance Program created by R.A. 6725 shall be set aside for disabled students pursuing vocational or technical and degree courses" (National Council on Disability Affairs, 1992). Although, the participants claim that they are recipients of the Free Higher Education Act, which provides free tuition and other fees in the University, findings of this study report that none of the students with a disability during the school year 2018-2019 are enjoying any scholarship or grant from the government and/or private individuals, which are specifically given to students with disabilities. They do not have a loan from the government or private individuals, either.

In this study, a solo-parent is defined based on the Solo Parents' Welfare Act of 2000 or RA 8972. Section 3.a of the said act states that "Solo parent is any individual who falls under any of the following categories: (1) a woman who gives birth as a result of rape and other crimes against chastity even without a final conviction of the offender: Provided, that the mother keeps and raises the child; (2) a parent left solo or alone with the responsibility of parenthood due to death of spouse; (3) a parent left solo or alone with the responsibility of parenthood while the spouse is detained or is serving sentence for a criminal conviction for at least one (1) year; (4) a parent left solo or alone with the responsibility of parenthood due to physical and/or mental incapacity of spouse as certified by a public medical practitioner; (5) a parent left solo or alone with the responsibility of parenthood due to legal separation or de facto separation from spouse for at least one (1) year, as long as he/she is entrusted with the custody of the children; (6) a parent left solo or alone with the responsibility of parenthood due to declaration of nullity or annulment of marriage as decreed by a court or by a church as long as he/she is entrusted with the custody of the children; (7) a parent left solo or alone with the responsibility of parenthood due to abandonment of spouse for at least one (1) year; (8) an unmarried mother/father who has preferred to keep and rear her/his child/children instead of having others care for them or give them up to a welfare institution; (9) any other person who solely provides parental care and support to a child or children; and (10) any family member who assumes the responsibility of head of family as a result of the death, abandonment, disappearance or prolonged absence of the parents or solo parent (LawPhil, 2000).

Tehan (2007) argued that single-parent students are a special population who require different avenues of advice than traditional students. Stresses ordinarily present in an average college student's academic experience can present extraordinary challenges for single parents. For example, having to schedule child care, caring for sick or special needs children, meal planning and preparation, assisting with children's homework, taking children to doctor's appointments, and prioritizing work/financial support with the allocation of time for study to ensure academic success are just a few of the obstacles that single mother students face weekly. Understanding such challenges and resources is important in advising this student populace to stack the odds of success as greatly in their favor as possible (Tehan, 2007).

Gasman and Conrad (2015) noted that ensuring equal access to college is only half of the challenge of equal access to educational opportunities in a diverse society. Equal access and opportunity mean institutional grasp and valuation of the cultural, social, and educational resources unique students bring to college, including



the underserved populace of single-parent mothers who are students matriculating into higher education institutions.

However, with the challenges of single mothers who are at the same time undergraduate students, this study does not only include students who are single mothers but also single fathers who are pursuing their tertiary education in the University.

Table 4 Description of solo-parent students

Description	Frequency (n=8)	Percentage
Source of income/financial support		
Family	4	67
Small business	2	33
Number of Dependents		
One	5	83
Two	1	17

Table 4 reveals that most of the solo-parent students at the University are supported by their families in their higher education pursuits. Some of them are making extra efforts to sell merchandise, like opening a sari-sari store and selling snacks in their respective communities and at the University, to support their schooling and their children while pursuing their respective degrees. Based on the interview conducted with parents of single-parent students, most of them have had their children during their high school years and were eventually left by their partners before they enrolled in college.

The solo-parent students' views when they took the risk to pursue their higher education is similar to Duncan's (2011), who argued that education can help minimize the economic burden of early parenthood by helping young parents to attain the educational resources necessary to achieve their economic and other desired life goals. More and more people recognize education is a game-changer in the global economy. Their motivation for studying is to have a promising future for their babies.

The mandate of RA 8972, section 9, which states that "The DECS, CHED, and TESDA shall provide the following benefits and privileges: (1) Scholarship programs for qualified solo parents and their children in institutions of basic, tertiary and technical/skills education; and (2) Non-formal education programs appropriate for solo parents and their children (LawPhil, 2000). Although, the solo-parent student claim to be recipients of the Free Higher Education Act, the findings of this study report that, like the students who are part of Indigenous groups and students with disabilities, the solo-parent students are not enjoying any scholarship or grants specifically given to solo-parents during the school year 2018-2019.

Financial support is the most pressing need and the problem of students with additional needs. Since the students who are part of Indigenous groups come from remote areas, additional financial support for their travel or boarding expenses is needed. Students with disabilities have medical needs, including devices to support their mobility and access to facilities and amenities of the University. Lastly, solo-parent students have dependents to support them while pursuing their higher education. Secondary to this is the teacher-and University-support. Some professors are not considerate enough when some of them cannot attend classes and miss some activities and quizzes due to the pressing financial problems and other needs. In addition, the students with orthopedic disabilities can hardly attend classes on the second floor due to their motor disability. The third is a minor cultural adjustment and hot weather conditions at the University. The students from the highlands are experiencing cultural adjustment, while food services and community norms are

some of the changes they are encountering.

#### 4.0 Conclusion

The current study determined the significant profiles of Indigenous students, single-parent students, and students with disabilities. It has been noted that Indigenous students' dialects and proximity were considerable factors in their choice of higher education institution to enroll in. Regarding the students with disabilities, 2 out of every 1000 college students have either a psychosocial disability, an orthopedic disability, or a hearing impairment. Meanwhile, the solo parents are pursuing their tertiary education despite being separated from their partners or spouses, with the aid of their family members.

Further, the findings of this study reveal that higher education institutions and the government lack financial support solely intended for students with special needs while pursuing their respective degrees. Thus, based on the findings and conclusions, it is recommended that the University, through the Office of Student Services and Development, seek financial support from government agencies and/or private individuals and organizations to provide scholarships and/or education grants to the students with special needs. Each program chairperson can also assign lecture rooms and laboratories for students with orthopedic disabilities to the first floor. In terms of the Indigenous students, the University, through the Office of Student Services and Development, may conduct activities to help them adjust culturally. Finally, to proactively determine the students with special needs and elicit empirical data, admission forms, enrollment forms, cumulative record forms, and other necessary documents may be revised and used.

#### References

- Agarwal, A. (2009). *Single Parents in College – How to meet the double challenge*. Premald Care. <https://premalddcare.co.uk/single-parents-in-college-how-to-meet-the-double-challenge/>
- Britannica (2019, June 20). *Igorot*. Encyclopedia Britannica. <https://www.britannica.com/topic/Igorot>
- Capistrano, R. C. G. (2010). *Indigenous peoples, their livelihoods and fishery rights in Canada and the Philippines: Paradoxes, perspectives and lessons learned*. United Nations. [https://www.un.org/depts/los/nippon/unff\\_programme\\_home/fellows\\_pages/fellows\\_papers/capistrano\\_0910\\_philippines.pdf](https://www.un.org/depts/los/nippon/unff_programme_home/fellows_pages/fellows_papers/capistrano_0910_philippines.pdf)
- Carmit-Noa S., Sagit M., Dalia S., & Naomi S. (2021). Supporting the development of students with disabilities in higher education: Access, stigma, identity, and power. *Studies in Higher Education*, (47)9, 1776-1791. <https://doi.org/10.1080/03075079.2021.1960303>.
- Commission on Higher Education (2013). *Enhanced guidelines on students affairs and services*. <https://ched.gov.ph/wp-content/uploads/2017/10/CMO-No.09-s2013.pdf>
- Duncan, A. (2011). *Teenage parents and their educational attainment*. Texas Comprehensive Center. <https://sedl.org/txcc/resources/briefs/number5/>
- Fiagoy, G. L. (2000). *Adult education and indigenous peoples in the Philippines: International survey on adult education for*

- indigenous people. UNESCO Institute for Education. <https://files.eric.ed.gov/fulltext/ED458368.pdf>
- Gasman, M., & Conrad, C. (2015). *Educating a diverse nation: Lessons from minority-serving institutions*. Harvard University Press. <https://doi.org/10.4159/9780674425477>.
- Kuroda, K. (2016). *Global governance and education development: Education and development of developing countries*. Sophia University Press. <https://cice.hiroshima-u.ac.jp/wp-content/uploads/2014/05/E-Summary-Kuroda.pdf>
- Lamichhane, K., & Kawakatsu, Y. (2014). Disability and determinants of schooling: A case from Bangladesh. *International Journal of Educational Development*, 40, 98-105. <https://doi.org/10.1016/j.ijedudev.2014.11.001>.
- LawPhil (2000). Republic Act No. 8972: An Act Providing For Benefits and Privileges To Solo Parents And Their Children, Appropriating Funds Therefor And For Other Purposes. [https://lawphil.net/statutes/repacts/ra2000/ra\\_8972\\_2000.html](https://lawphil.net/statutes/repacts/ra2000/ra_8972_2000.html)
- Licen, N., Lihtenvalner, K., & Podgornik, V. (2012). The non-formal education and migration of the Aeta, an indigenous tribe in the Philippines. *Anthropological Notebooks*, 18(2), 25-40. [http://www.drustvoantropologov.si/AN/PDF/2012\\_3/Anthropological\\_Notebooks\\_XVIII\\_3\\_Licen.pdf](http://www.drustvoantropologov.si/AN/PDF/2012_3/Anthropological_Notebooks_XVIII_3_Licen.pdf)
- Mahinay, A. (1995) *Participatory research with indigenous communities in the Philippines*. A newsletter on gender for Oxfam GB staff and partners, 4-5. <https://pubmed.ncbi.nlm.nih.gov/12290285/>
- Minthorn, R. S. & Shotton, H. J. (2015). *Native American students in higher education*. In P.A. Sasso & J.L. DeVitis (Eds.). *Today's College Students* (pp. 31-43). Peter Lang Publishing.
- National Council on Disability Affairs (1992). RA 7277 - An Act Providing for The Rehabilitation, Self-Development and Self-Reliance Of Disabled Person And Their Integration Into The Mainstream Of Society And For Other Purposes. <https://www.ncda.gov.ph/disability-laws/republic-acts/republic-act-7277/>.
- Nelson, C. A. (2018). *The intersection of paying for college and tribal sovereignty: Exploring Native college student experiences with tribal financial aid*. In R. S. Minthorn & H. J. Shotton (Eds.), *Reclaiming indigenous research in higher education* (pp. 146-161). Rutgers University Press. <https://doi.org/10.36019/9780813588728-012>.
- Nishimura, M., & Sasaoka, Y. (2016). Global governance and development on equality/equity of education. *Kokusai Kaihatsu Kenkyu (J Int Dev Stud)* (25), 35-46. [https://researchmap.jp/read0133509/published\\_papers/20358600](https://researchmap.jp/read0133509/published_papers/20358600)
- Philippine Information Agency (2020). DOH considers types of disabilities eligible for PWD ID application. <https://pia4b.wordpress.com/2020/09/20/doh-considers-types-of-disabilities-eligible-for-pwd-id-application/>
- Shotton, H. J. (2016). *Beyond reservations: Exploring diverse backgrounds and tribal citizenship among Native college students*. UCLA Institute for Immigration, Globalization, and Education.
- Shotton, H.J. (2018). Reciprocity and nation building in Native women's doctoral education. *American Indian Quarterly*, 42(4), 488-507. <https://doi.org/10.5250/amerindiquar.42.4.0488>
- Smith, M.S., Cook, C., Sokona, Y. et al., (2018). Advancing sustainability science for the SDGs. *Sustainability Science*, (13), 1483-1487. <https://doi.org/10.1007/s11625-018-0645-3>
- Sunstar (2014). *The 'Abellings' and the vanishing 'Paduyduy'*. <https://www.sunstar.com.ph/article/344007/Business/The-Abellings-and-the-vanishing-Paduyduy>.
- Tachine, A. R., Cabrera, N. L., & Yellow Bird, E. (2017). Home away from home: Native American students' sense of belonging during their first year in college. *The Journal of Higher Education*, 88(5), 785-807. <https://doi.org/10.1080/00221546.2016.1257322>.
- Tehan, L. (2007). Advising the single-parent college student. The Mentor, Indiana University. <https://doi.org/10.26209/mj961589>
- UNESCO, (2017). *Global education monitoring report 2017*. Summary: Accountability in education. UNESCO, Paris. <https://unesdoc.unesco.org/ark:/48223/pf0000259338>.
- United Nations Development Programme, (2021). *Sustainable development goals background on the goals*. <https://www.undp.org/sdg-accelerator/background-goals>.
- Waterman, S. J. (2012). Home-going as a strategy for success among Haudenosaunee college and university students. *Journal of Student Affairs Research and Practice*, 49(2), 193-209. <https://doi.org/10.1515/jsarp-2012-6378>.
- Waterman, S. J., Lowe, S. C., & Shotton, H. J. (2018). Beyond access: Indigenizing programs for Native American student success. *Journal of Student Affairs Research and Practice*, 58(1), 113-115. <https://doi.org/10.1080/19496591.2020.1724548>.
- World bank, (2023). Indigenous Peoples. <https://www.worldbank.org/en/topic/indigenouspeoples>.



## International Journal of Home Science

ISSN: 2395-7476  
IJHS 2023; 9(1): 191-199  
© 2023 IJHS  
[www.homesciencejournal.com](http://www.homesciencejournal.com)  
Received: 15-10-2022  
Accepted: 28-12-2022

**Blessie U Lorenzo**  
Ed.D. Tarlac Agricultural  
University, Philippines

### Home technology education program among state universities and colleges (SUCS) in region III, Philippines

**Blessie U Lorenzo**

#### Abstract

Evaluation is the systematic identification of the effects – positive or negative, intended or not – on individual households, institutions, and the environment caused by a given development activity such as program or project. Evaluation helps better understand the extent to which activities reach the poor and the magnitude of their effects on people’s welfare. This study evaluated the Home Technology Education Program Among State Universities and Colleges in Region III, Philippines in terms of curriculum, resources, outcomes, students and problems encountered in the program. The questionnaire was the main instrument in gathering the data. The respondents were the Home Technology Teachers, Deans or Heads of the Home Technology Education program, fourth year students and school librarians. Results of the study show that there are only four SUCs in Region III offering Home Technology program with different titles; they were accredited by the AACUP; and they complied with the standard number of units in the general education, professional education and specialization courses. Majority of the Home Technology teachers were Master’s Degree Holders with an academic rank of associate professor and with appropriate eligibilities. They have attended trainings and seminars in different levels and they commonly used laboratory and demonstration methods in teaching. They also conducted research and extension activities relevant to the program. Most of the facilities and equipment were available and functional but outmoded and inadequate; they complied with the number of book titles in general education, professional education and specialization courses. Home Technology students participated in various competitions and received awards up to the regional level. Varied and relevant activities were also provided to them. Results implies that Home Technology Education program still exists among SUCs in Region III despite of the proliferation of contemporary and more enticing allied courses.

**Keywords:** Evaluation, home technology program, state universities and colleges, curriculum

#### Introduction

Home Technology is one of the areas in technology education. It is a field of study covering occupational and educational areas associated with home, technology and community life activities. Its general focus is to develop home technologists who are experts in the areas of food, nutrition, clothing, handicrafts, and home management (Camarao, 2002) [2].

The twenty first century presents unique challenges for the home technology education. It must be able to respond to the rising student expectations and the demands of global competition. The quality of knowledge that should be developed among Home Technology students is increasing considering the nation’s global competitions. This poses a major responsibility on the institutions of home technology education program in the country. With the abundance of human resources, Philippines is eminently equipped itself as a global leader in the knowledge society. Development of any nation does not depend on the available resources but on effective utilization of these resources. Unless effective home technology education is provided to the youth of the nation, the process of development cannot be accelerated. The globalization can prove to be an effective means of modifying the flawed education policy on the lines of those developed countries that have successfully transformed themselves to an economic power with the help of their technical education programs (Banad, 2011) [28].

The expansion of industries and the overall economy in service industries such as tourism, hotels, foods and food processing, clothing, home industries and other sectors of the economy

**Corresponding Author:**  
**Blessie U Lorenzo**  
Ed.D. Tarlac Agricultural  
University, Philippines

have significantly increased the demand for trained manpower in home technology and allied fields. As the population continues to increase and the Philippine enters the league of industrialized economies, the relevance of and need for technology courses will continue to be felt for a long time (Camarao, 2002) [2].

Moreover, with the advent of the K-12 program, the need for manpower to teach technology courses for those who would opt not to pursue higher education will bolster the need for technology courses (Bulletin Today, June 2011 issue) [11]. The additional two years in the secondary curriculum is intended for the development of practical skills and vocational expertise among the young people. The vision is to train students who would be able to support their lives, families and even their college education after graduation in the high school. The technology skills and competence they gain would qualify them for employment in different industries or they could be self-employed and entrepreneurs.

To cope with all the challenges, institutions of higher learning should produce quality graduates who will develop the economic and social components of nation building so that this country can be aligned among those considered as developed countries in the world.

Hence, this study was conducted to evaluate the home technology education program among SUCs in region III, which may serve as a basis to elevate home technology education program.

**Objectives of the Study**

This study was conducted to evaluate the Home Technology Education Program among State Universities and Colleges in Region III, Philippines. Specifically, the study aims to:

1. Determine the status of the home technology education program among SUCs in region III.
2. Describe the home technology education program of SUCs in Region III in terms of curriculum, resources, outcomes and students.
3. Identify the problems encountered in the home technology education program and how are these solved.

**Significance of the Study**

The result of the study will serve as an instrument in the improvement of the home technology education program.

**Conceptual Framework**

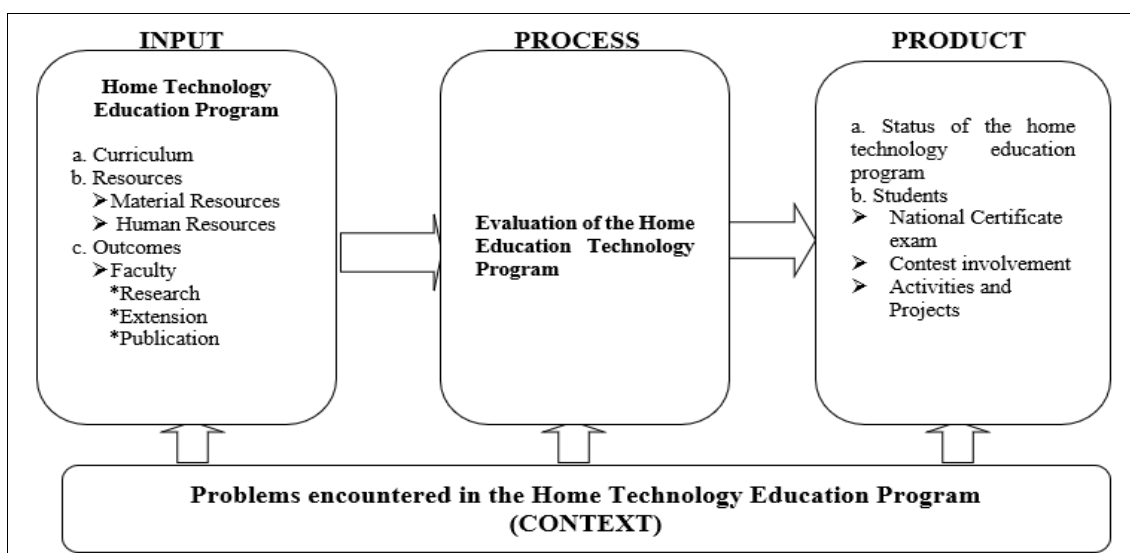


Fig 1: Paradigm of the Study

Inadequacies in instructional facilities necessary for the program to operate effectively could be acquired. It may also serve as basis for planning teacher development program such as graduate studies, workshops, seminars and in - service education.

To curriculum planners, the findings of the study will provide the basis for strengthening and improving the home technology education program. This will also provide data that permit greater precision in determining the value, viability and relevance of the program. It will also serve as a baseline information in determine the state and operation of home technology education program included in the study.

To the teachers, the identification of the strong and weak points of the program will provide a sound basis to make improvements and serve as media understanding and cooperation in guiding the program to one direction – quality education. Components found to be excellent would be sustained for effective and efficient program implementation.

To the students, the findings of the study will be valuable because they are the primary recipients of whatever action that may be undertaken by the curriculum planners, SUC officials and teacher in making home technology education program a successful endeavor.

The study will be of great help to industry managers as it would provide them information to the effective selection of manpower resources needed for their respective industries.

The study will give the reader particularly school authorities to higher educational institutions a comprehensive picture of home technology education program. It would provide them substantial information needed to make an objective evaluation on the program which in the end justifies sustaining the said program.

Ultimately, the result of the study will become the basis in the formulation of policies and standards for home technology education program of SUCs in region III.

**Scope and Delimitation**

This study focus on evaluating the home technology education program in region III. It dealt with the program components in terms of curriculum, human resources, material resources, outcomes and students and the problems encountered in the home technology education program.



This study makes use of the CIPP model developed by Donald Stufflebeam in 1971. The CIPP stands for the core concepts of the model: Context evaluation, Input evaluation, Process evaluation and Product evaluation. The Context evaluation was concern with the problems encountered in the Home technology program and how are these solved. The Input evaluation was the components of Home Technology Education program such as curriculum, material resources, human resources, and outcomes. The Process evaluation involved the evaluation of Home Technology Education program. The components of Home Technology program was use to evaluate the program; and the Product evaluation was the student's performance in the NC assessment exam, contest involvement and the present status of Home Technology Education program. The CIPP model recognizes types of decisions encountered in education planning, programming, and implementing of programs. This model is suitable for this kind of evaluation because on this concept, evaluation is for improvement (Stufflebeam 2002) <sup>[29]</sup>.

## Materials and Methods

### Research Design

The evaluation method of research was used in this study. It was evaluation method because it evaluates the Home Technology program in terms of curriculum, resources, outcomes and students.

### Subject of the Study

The subjects of the study were the SUC's in Region III offering Home Technology Program. The home technology teachers, dean/head, librarian and the fourth year home technology students.

### Data Gathering Procedure

The researcher asked and secured permission from the President of the SUC's offering Home Technology Program, and the Dean of the concerned College to conduct the study. The researcher personally conducted the evaluation of the

program. Assistance from the Department Head were solicited during the administration of the questionnaire. The researcher personally retrieved the questionnaire from the respondents and it was supplemented with interview to validate data from the teachers, students and department heads.

### Statistical Analysis

The data gathered were tabulated, organized, analyzed and interpreted using frequency, percentages and rank.

## Results and Discussion

This chapter presents, analyzes and interpretations of the data gathered from the respondents of the study. The data are presented according to the specific problems stated above. Presented herein are the evaluations of Home Technology Program among SUCs in Region III, Philippines.

### Status of Home Technology Program in Region III

Table 1 revealed that among the fourteen SUCs in Region III, only four offers Home Technology program, these are Bulacan State University (BULSU), Don Honorio Ventura Technological State University (DHVTSU), Pampanga State Agricultural University (PSAU) and Tarlac Agricultural University (TAU). In BULSU, the program is Bachelor of Science in Home Economics which is under the College of Home Economics. In DHVTSU, the Home Technology is one of the specializations of the Bachelor of Science in Technical Teacher Education (BTTE) program which is under the College of Education. In PSAU, the program is named Bachelor of Science in Home Technology with majors in Home Economics Education and Food Processing which is under the Institute of Home Science and Technology. In TAU, the program is named Bachelor of Science in Home Technology Management. This is a ladderized program offering certificate in Home Technology Management leading to the degree BS Home Technology Management which is under the College of Education.

**Table 1:** Status of home technology education program among SUCs in Region III

Name of School	Program Offered
Bulacan State University (BULSU)	BS Home Economics (BSHE)
Don Honorio Ventura Technological State University (DHVTSU)	BS Technical Teacher Education major in Home Technology ( BTTE-HT)
Pampanga State Agricultural University (PSAU)	BS Home Technology (BSHT)
Tarlac Agricultural University (TAU)	BS Home Technology Management (BSHTM)

This shows that Home Technology Education program still exists among SUCs in Region III despite of the proliferation of contemporary and more enticing allied courses. Some SUCs stopped offering the program because of very low enrolment while others revised and renamed the program into more attractive and more in-demand course such as Hotel and Restaurant Management. However, some SUCs opted to continue offering the program by revising their curriculum and integrating concepts that will meet the demands of the society. Presently, the program is starting to gain attention again in the academe because of the K-12 curriculum in the Department of Education. Wherein, one of the tracks of the curriculum is the Tech-Voc where some of the skills are under home technology education program.

## Evaluation of Home Technology Education Program in terms of Curriculum

### Program Enrichment

In region III, State Universities and Colleges offering home

technology education program enriched their curriculum basically to keep abreast with the changing times and demands for job in the market. These SUCs enrich/review their curriculum every two and three years. Some of them enrich their program to align their curriculum to the competencies of Technical Education Skills Development Authority (TESDA) to qualify the students in taking the National Certificate (NC) assessment exams in the different areas of Home Technology.

Also, enrichment was made to integrate concepts needed to meet the competencies in the licensure examination for teachers to increase their passing percentage because their students are not only prepared to be employed in the industries but to teach in higher education and in basic education. Their program includes industry immersion or practicum and practice teaching to give the students an opportunity to experience the work in the industry and teaching thus, giving them the option for their future career.

These curriculum enrichment/enhancement activities among

SUCs were conducted to make the home technology program relevant to the needs of the society particularly the demands for job in the global market. Also, this is to make the program saleable to attract students' enrollees for this course.

**Accreditation Status**

Table 2 shows the accreditation status of the Home Technology Education Program among SUC's in Region III. The results show that Home Technology programs in Region III are level I, level II, and level III accredited by the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACUP).

This implies that these programs had met or even surpassed the minimum requirements set by the AACUP as to faculty, curriculum, students, research, extension, library, physical facilities, laboratories, and administration. It is through accreditation that improvements could be made in the institutions which eventually lead to a better quality of education.

**Table 2:** Accreditation Status of Home Technology Education Program

State University and Colleges	Accreditation Status
Bulsu	Level II
Dhvtsu	Level III
Psau	Level II
Tau	Level I

**Compliance with the CHED Memorandum**

According to the Deans and Chairman of the Home Technology Education programs of the four SUCs, there is no specific CHED memorandum for Home Technology Education program. Three SUCs are adopting the CHED memorandum no.30 series of 2004 also known as Revised Policies and Standards for Undergraduate Teacher Education Program. However, in the case of TAU wherein the Home Technology curriculum is not a teacher education program, the program is based on the approval of board resolution and modular program of the Technical Education and Skills Development Authority which is also approved by the CHED.

**Table 3:** Number of Units offered by the SUCs in Region III in the BSHT Curriculum

SUCs	General Education		Professional Education		Specialization	
	No. of Units (63)	Compliance	No. of Units (51)	Compliance	No. of Units (60)	Compliance
BULSU	80	OC	31	UC	63	OC
DHVTSU	73	OC	51	C	60	C
PSAU	74	OC	51	C	62	OC
TAU	78	OC	-----	-----	84	OC

**Legend**

**General Education**

Above 63 units – Over Complied  
 63 units – Complied  
 Below 63 units – Under Complied

**Professional Education**

Above 51 units - Over Complied  
 51 units – Complied  
 Below 51 units – Under Complied

**Specialization**

Above 60 units- Over Complied  
 60 units - Complied  
 Below 60 units – Under Complied

The table shows that all the SUCs in region III offering Bachelor of Science in Home Technology have over complied with the units set by CHED for general education which is 63 units. In terms of professional education they have complied with the units set by the CHED while BULSU is under complied. In the case of TAU, they do not offer professional education courses because their curriculum is not a teacher education program. With regards to specialization, the four SUC's have over complied and complied based on the units required by CHED.

**Evaluation of Home Technology Education Program in terms of Resources**

**Human Resources**

The result revealed that majority of the Home Technology teachers are master's degree holder, some had finished in their doctoral degree and still many are pursuing their doctoral degree. This shows that teachers of Home Technology are qualified to teach in the tertiary level because they are academically prepared. However, those faculties who only have MA units are not yet qualified to teach in the tertiary level, at least for one to be permanent in college is to be a Master's degree holder.

In terms of their academic rank, the result reveals that most of the Home Technology teachers are associate professor which means that these teachers meet the criteria for evaluation as stated in the National Budget Circular (NBC 461) in terms of instruction, research and extension. With regards to their eligibilities, the result shows that all the Home Technology teachers are eligible and holders of National Certificate (NC) II. Most of the teachers now in the Home Technology program are still young in the service ranging from 15 years

and below. This maybe because for the past years, many of the Home Technology teachers retired from the service.

In terms of trainings, workshops and seminars attended, the result revealed that teachers of home technology program are actively attending in-service trainings and seminars both local and international to update themselves on the trends relevant to their specialization. Their attendance to these seminars helps them create an effective learning environment, improve teaching-learning situations, keep updated on modern instructional devices and inspire them to become better teachers in the modern world. In terms of the nature of participation of teachers on their trainings, seminars and workshop, most of them attended as participants. There is only one who attended an international conference as paper presenter.

With regards to the methods and strategies employed by the Home Technology teachers, the result implies that the commonly used method in teaching Home Technology is the laboratory and demonstration method. Apparently, these methods are appropriate to the nature of lessons in Home Technology which are more on skills training. This further show that Home Technology teachers used varied teaching methods depending on the lesson, ability of the learner, classroom condition and the school environment.

**Material Resources**

In terms of the laboratory facilities and equipment, most are available and functional, however, some were outmoded and inadequate to cater the number of students. This implies that educational managers should prioritize the allocation of budget for the purchase of adequate and state of the art laboratory equipment and facilities. This will enhance the

competencies of the students to compete for job in the local and global market.

In terms of the number of book titles available in the library of SUCs in Region III offering Home Technology Education program. The table shows that in terms of general education, all the four SUCs in region III offering HT program are over

complied with the number of book titles set by the CHED which is five (5) per course. Under the professional education, BULSU, DHVTSU and PSAU are over complied and TAU is complied; while in the field of specialization courses, the four SUCs are complied with the number of book titles.

**Table 4:** Number of Book Titles Available in the Library of SUCs in Region III for the Home Technology Program

SUCs	General Education			Professional Education			Field of Specialization		
	No. of book Titles	Ave. no. of book titles per subject	Compliance	No. of book Titles	Ave. no. of book titles per subject	Compliance	No. of book Titles	Ave. no. of book titles per subject	Compliance
Bulsu	517	12	OC	324	8	OC	250	5	C
Dhvtsu	400	10	OC	250	12	OC	166	5	C
Psau	510	8	OC	404	10	OC	227	5	C
Tau	1,191	8	OC	397	5	C	119	5	C

Legend: More than 5 – Over complied  
5 – Complied  
Less than 5- under complied

The result shows that the SUCs in region III consider adequate library holdings very necessary to support institutions’ services and for the better quality output of students. According to Balmores (2000), library is considered as the most important instructional resources of an institution. An indication of library quality is its store of acquisition.

**Evaluation of Home Technology Education Program in terms of Outcome**

**Faculty Involvement in Research**

Table 5 presents the extent of researches among home

technology teachers of the SUCs in region III offering home technology program for the past three years.

The data reveals the extent of researches as an activity among home technology teachers for the past three years. In BULSU, four or 57% are conducting research with a description of satisfactory. In DHVTSU, six or 67% are conducting research with a description of very satisfactory while in PSAU, two or 40% are conducting research with a description of fair. And in TAU, two or 50% are conducting research with a description of satisfactory.

**Table 5:** Evaluation of the researches conducted among home technology teachers

SUCs	No. of Teachers	No. of teachers conducting research	Percentage	Description
Bulsu	7	4	57	Satisfactory
Dhvtsu	9	6	67	Very Satisfactory
Psau	5	2	40	Fair
Tau	4	2	50	Satisfactory
Total	25	14	56	Satisfactory

Legend:  
81-100% - Outstanding (O)                      21- 40% - Fair (F)  
61-80% - Very Satisfactory (VS)              1-20% - Poor (P)  
41-60% - Satisfactory (S)

It further reveals that among the SUCs in region III offering home technology education program, 14 or 56% of the teachers are conducting research with a description of satisfactory. Among the researches conducted is action research, curricular assessment, teaching effectiveness, product development and tracer studies. This indicates that faculty members of the home technology program are giving importance to research as a way to improve educational outcomes and to improve their performance. (Guerero 2009,) pointed out that any attempt to change any

component of the educational system should be preceded by research. (Sutaria 2009,) further stressed that we cannot make any changes without the support of research and any form of educational innovations or thrust be of not for the sake of change but for the sake of solving problems and of improving the total educational programs.

**Faculty Involvement in Extension**

Table 6 presents the extent of extension activities of the SUCs in region III offering home technology education program.

**Table 6:** Evaluation of the extension activities among home technology teachers

SUCs	No. of Teachers	No. of teachers conducting extension activities	Percentage	Description
Bulsu	7	5	71	VS
Dhvtsu	9	7	78	VS
Psau	5	4	80	VS
Tau	4	3	75	VS
Total	25	19	76	VS

Legend:  
81-100% - Outstanding (O)                      21- 40% - Fair (F)  
61-80% - Very Satisfactory (VS)              1-20% - Poor (P)  
41-60% - Satisfactory

In terms of involvement in extension activities out of the twenty five teachers, nineteen or 76% are conducting extension activities with a description of very satisfactory. This indicates that the Home Technology teachers are active in rendering extension services relevant to Home Technology program and suited to the needs of their clientele. This maybe because this is one of the criteria that is given much credit on faculty evaluation and accreditation of programs.

### Faculty Involvement in Publication

**Table 7:** Evaluation of Published Researches among Home Technology Teachers

SUCs	No. of Teachers	No. of teachers conducting extension activities	Percentage	Description
Bulsu	7	3	43	Satisfactory
Dhvtsu	9	4	44	Satisfactory
Psau	5	2	40	Satisfactory
Tau	4	1	25	Fair
Total	25	10	40	Fair

Legend: 81-100% - Outstanding (O)      21- 40% - Fair (F)

61-80% - Very Satisfactory (VS)      1-20% - Poor (P)

41-60% - Satisfactory (S)

Among the published researches are on action research, curricular assessment, teaching effectiveness, tracer studies, product development and policy oriented studies.

This indicates that the Home Technology teachers are also active in publishing their researches to various educational journals either in the local, regional and national levels. This is maybe because one of the criteria that is given much credit on faculty evaluation and accreditation of programs is paper publication. This also manifests the quality of the research output being conducted by the faculty of the Home Technology program.

### Evaluation of Home Technology Education Program in terms of Students

#### National Certificate Exam (NC)

Results of the study revealed that the Home Technology students were NC II holders in commercial cooking, bread and pastry production, food and beverage service, food service management, food processing and nail care. However, in the case of Pampanga State Agricultural University, the students are not NC II holders because taking the NC assessment exam was not practiced in their program. It further revealed that the Home Technology students of the three SUCs practicing NC assessment exam was competent in the different area of specialization. It means that the students were future quality workers and were able to compete internationally because employers abroad prefer NC II certified workers.

#### Contest Involvement

In terms of the contest involvement of the Home Technology students, BULSU participated and won first place in kusina master, and robinson tofu challenge; second place in kalutong bulakenya, table setting and skirting, and cake decoration; and fourth place in market basket. DHVTSU participated and won first place in table setting and skirting and dressmaking; and fourth place in floristry and cake decoration. PSAU participated and won first place in floristry and third place in table setting and skirting; and TAU participated and won second place in bangus deboning; fourth place in dressmaking; and fifth place in cake decoration.

This shows that Home Technology students were able to showcase their talents and skills in the different contest they

Table 7 presents the extent of published researches of the home technology teachers. The table shows the extent of published researches of the home technology teachers among the four SUCs. In BULSU, three or 43% of the home technology teachers have published their researches with a description of satisfactory. In DHVTSU and PSAU four or 44%, two or 40% have published researches respectively with both satisfactory description. And in TAU, one or 25% have published researches with a fair description.

have participated. It further shows that Home Technology students are competent on their skills as shown on the awards they received during the contest. Majority of the contests they had participated were on the regional skills olympics which is participated by all the SUCs in Region III.

### Activities and Projects

In terms of the activities and projects of students in their Home Technology courses, the result show that Home Technology students are exposed to varied activities and projects in their food, handicraft, beauty care, food service and clothing courses relevant to the competencies of the course and to the work they are expected to perform in the future. Thus, equipped with adequate knowledge on and skills in the different areas in home technology, with hard work and good management, it can be sure that these endeavors can turn into a successful entrepreneurial venture.

### Problems Encountered in the Home Technology Education Program and

#### How are these solved?

The result shows that majority of the problems encountered are school related problems. Solutions were done by the SUCs in solving the problems they have encountered except for the CHED Memo specific for the Home Technology Education program.

With regards to the problem on outdated and insufficient facilities and equipment, the teachers used alternative or substitute resources in the conduct of their laboratory activities. They also ask their students to bring their own tools. They maximize what is available and used improvised tools and equipment.

In terms of the problem on obsolete reference materials in the field of Home Technology, the teachers used the internet in looking for additional reference materials.

In terms of the possible phasing out of the program because of low passing percentage in the LET exam, the SUC's in Region III offering Home Technology Teacher Education program revised their curriculum by integrating the concepts in the competency of the PRC to increase the passing percentage in licensure exam.

With regards to the problem on class size on a laboratory class, the teacher limits the number of students in the



laboratory classes by proper scheduling. The teacher also raised the problem to the higher authority and still waiting for

the action.

**Table 8:** Problems Encountered in the Home Technology Education Program

Problems Encountered in the Home Technology Education Program	Solutions done	Frequency	Rank
Outdated Facilities and Equipment	Use of alternative or substitute resources	8	1
Insufficient Facilities and Equipment	Ask student to bring their own tools Maximize what is available Use improvise equipment	6	4
Space in the laboratory room is not enough	Raised the problem to the authority for action.	4	5
Class size	Limit the number of students in the laboratory classes	3	6
Obsolete reference materials in the field of home technology	Use the internet in looking for the latest reference materials	8	1
Low passing percentage in the LET exam	Revision of the curriculum to integrate concepts in the competency of the PRC in the LET exam	3	6
Phasing out of the Program	None	1	8
There is no CHED Memorandum specific for the home technology program	None	7	3
Student behavior	Being patient	1	8

## Conclusions and Recommendations

### Conclusions

The following conclusions were drawn based from the results of the study:

1. There are only four SUCs in region III offering home technology education program. Their program is named BS in Home Economics, BS in Home Technology, BS in Technical Teacher Education major in Home Technology and BS in Home Technology Management. Two of these programs were a separate program under the college of home economics and institute of home science and technology. The other two were under the college of education.
2. SUC's in region III believed in the accreditation of programs as a way of elevating their BSHT program to higher standards. They also complied with standards set by the CHED as stated in the CHED Memorandum no. 30 series of 2004.
3. Varied and relevant activities were provided to Home Technology students to demonstrate their understanding and concepts in the different areas of Home Technology.
4. Majority of the teachers teaching Home Technology are Master's Degree Holders with an academic rank of associate professor and with appropriate eligibilities.
5. There is no specific CHED memorandum for the Home Technology Education program that will serve as guide if the program meets the standards set for the program.

### Recommendations

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

1. The four SUCs in region III should work together and collaborate with other SUCs in the country offering Home Technology program to formulate policies and standards specific for Home Technology Education program and submit it to CHED for evaluation. This should include the titling of the program. Continue submitting the BSHT program to a higher level of accreditation.
2. Home Technology teachers should be encouraged to attend fora, particularly international fora to keep them abreast with the current developments in Home Technology abroad and new trends in teaching home technology.
3. Encourage faculty to conduct researches related in the

field of Home Technology and similar study should be conducted to other SUCs offering Home Technology program in other regions of the country.

### References

1. Abbas, Ghulam. Home Technology Education in British Columbia. Columbia; c2001.
2. Camarao F. Technology Education in the Philippines. National Bookstore. Mandaluyong City; c2004.
3. Cardonan Leonard. Kinds of Instruction and Evaluation of Technology and Home Economics. Modern Teacher; c2001.
4. Garrel Jenny. Home Technology Teachers in the Public Schools of British Columbia; c2011.
5. Gonzales, Andrew B. Providing Science Scholarship for Local Government Unit: The Philippine Journal of Education. 2000;86:10.
6. Lindgren Linda. The Role of teachers for the Solution of Environmental Problems. New York City; c2000.
7. Macarayan Marissa. Supervision in Home Technology: Modern Teacher; c2002.
8. McGregor SLT. The impact of different paradigms on home economics practice. Journal of the Home Economics Institute of Australia. 2007;4(3):23-33.
9. Pada Jose. Summary Report: National Consultation Conferences on the Technical and Vocational Education. UP College of Education; c2002.
10. Retome VG. Instructional Assessment of Technology and Livelihood Education (TLE) Program. JPAIR Multidisciplinary Research, 2012, 9. .
11. Reyes AB. Bulletin Today, September 2000, 11-13.
12. Richard Ellen. California Future Home Makers Association: Teacher Inquirer, Chicago, USA; c2001.
13. Rivera Filomina V. Toward Effective Teaching. Science and Technology Handbook. Phoenix Publishing House; c2002.
14. Shaikh A. Curriculum of Home Economics in Islamabad; c2006.
15. Singapore Ministry of Education. Home economics syllabus, lower secondary; c2006.
16. Singapore: Curriculum Planning and Development Division, Ministry of Education.
17. Sta Maria, Ernesto. The Deterioration of Philippine Education: Higher Education for Reconstruction; c2004.
18. Smith Gale. Home Economics Careers and Technology. British Columbia; c2002.

19. Smith A. Minister of Education: speech to Northern Ireland School Caterers' Association Conference, Carrickfergus; c2006.
20. Stufflebeam D. The CIPP Model for Evaluation: An Update, a review of the model's development, a checklist to guide implementation. Paper read at Oregon Program Evaluators Network Conference, at Portland, OR; c2003.
21. Zulfiqar Ali. Home Technology Education in Islamabad; c2002.
22. Andres NB. The Implementation of THE in Vocational Schools of Kalinga Apayao Division. Unpublished Masteral Thesis. Tarlac College of Agriculture, Camiling, Tarlac; c2002.
23. Guiner DB. Competencies of Technology and Livelihood Education (TLE) Instructors: Input to a Training Module in Industrial Arts: Unpublished Doctoral Dissertation. Don Mariano Marcos Memorial State University. Bacnotan, La Union; c2013.
24. Matias V. Agricultural and Industrial Arts Instruction in the Public Elementary School of Sta. Barbara. Lyceum North Western, Dagupan City. Unpublished Masteral Thesis. Tarlac College of Agriculture, Camiling, Tarlac; c2000.
25. Mendoza RE. Home Economics Teaching in the Vocational Secondary Schools in the Division of Bulacan: An assessment. Unpublished Masteral Thesis. Tarlac College of Agriculture, Camiling, Tarlac; c2002.
26. Montenegro TC. The Implementation of Home Economics Program of Abellana National High School. It's Implication to Manpower Development. Unpublished Masteral Thesis. Southern University, Cebu City; c2000.
27. Nievera DE. An Evaluation of Technology and Home Economics Program at Baguio City High School. Unpublished Masteral Thesis. Baguio Central University, Baguio City; c2004.
28. Banad MS, Talawar M. Impact of Globalization on Indian Technical Education System. New Knowledge in a New Era of Globalization. 2011 Aug 1:73-96.
29. Stufflebeam DL. Institutionalizing evaluation checklist. The Evaluation Center: Western Michigan University. Retrieved March. 2002;18:2007.

## ASSESSMENT OF VITALITY OF PANGASINAN LANGUAGE IN THE MUNICIPALITY OF SAN CARLOS CITY: BASIS FOR A RECOVERY PLAN IN LANGUAGE ENDANGERMENT

Christine N. Ferrer<sup>1</sup>, Melanie Q. Brangan<sup>2\*</sup>

<sup>1</sup>Tarlac State University, Tarlac City, Tarlac, Philippines

<sup>2</sup>Bacnar National High School, San Carlos City, Pangasinan, Philippines

\*Email: [melanie.brangan@deped.gov.ph](mailto:melanie.brangan@deped.gov.ph)

Received: September 2022

Accepted: November 2022

Published: March 2023

### ABSTRACT

*Globally, languages are disappearing at an unprecedented rate. To establish successful strategic options on how to protect the language's survival, members of linguistic communities must be knowledgeable of the reasons for language extinction or endangerment. This paper discusses how the number of people who speak Pangasinan, which is the eighth most common language in the Philippines, is decreasing over time and how this is affecting the language. It gives an outline of the Pangasinan language's current vitality and covers the Philippines' language policy history. It also considers a situation in which globalization may provide unexpected chances for language revitalization. This study seeks to serve as a springboard for future research and aids teachers and other relevant educational personnel in identifying, comprehending, assessing, and implementing appropriate language-endangerment remedies. The authors also provide suggestions for future research based on their findings.*

**Keywords:** Pangasinan, language endangerment, language extinction, language vitality, language policy

### Suggested citation:

Ferrer, C. N., & Brangan, M. Q. (2023). Assessment of Vitality of Pangasinan Language in Municipality of San Carlos City: Basis for Recovery Plan in Language Endangerment. *Universal Journal of Educational Research*, 2(1), 8-14. <https://www.ujer.org/vol2no1/article122>

## INTRODUCTION

Reading, writing, speaking, and listening are the four skills that must be mastered in order to be considered proficient in any language. The last skill (writing) is acquired after mastery of the other three. People don't typically see it as something that comes easily to them. It must be learned and practiced in a systematic and organized way or setting. It necessitates both cognitive and linguistic abilities. This competence requires the learner's capacity to produce and communicate ideas through text (Urga, 2014). Nowadays, the language system is comprehensive. The language system influences educational thinking. Each individual has corresponding credits for their language. According to Gbollie and Harriett (2017), a language is a unit of work in a subject or instruction method. Therefore, when we talk about language, we refer to the media of a person interested and willing to share what they think to communicate correctly or deliver the message.

Language vitality is a process of purposive, conscious or unconscious, psychological, sociological, philosophical, and scientific learning that brings the development of every individual to their fullest extent and the development of the society they live in. It is an integral part of individuals' development according to society's needs and demands that enable them to fulfill their responsibilities and possibilities. So, it is needed to protect languages from extinction. It is an essential element of culture and a means of communication. By using language, everyone can build and express their emotions, intentions, values, norms, notions, and practices, nurturing their understanding and strengthening their social life. It presents some factors for identifying the identity of individuals and groups. Therefore, language is technically essential to the attainment of development goals and for progress towards sustainable development.

According to Krauss (2017), approximately 6,000 languages spoken around the world may no longer be adopted by the next generation. The elderlies in San Carlos City are mostly fluent in their native language, Pangasinan, but some fail to transmit it to younger generations. As a result, grandparents, parents, and the elderlies refrain from conversing with their children in their native tongues. Children's communication and vocabulary needs are not met. Therefore, they adapt and utilize other languages. So with that, the effect is a lower rate of the use of native languages and causes a decrease in the linguistic competence of their native language.

In addition to that, Wurm (2018) agrees with Batibo (2013) that the primary cause of language endangerment is the stronger two or more languages that overpower the weaker language. When this situation happens, it could be either the stronger language kicks the weaker ones or the softer language shifts to a more robust language. In this paper, language endangerment is defined as a gap in language use. So it is an important parameter to assess the vitality of the Pangasinan language. It may serve as a foundation for the recovery of plans in cases of language endangerment.

Moreover, this study is a foundation for educational implications and recommendations regarding communication skills. As a result, it helps develop everyone's knowledge of being a global citizen. It also helps them learn about inequalities, discrimination, and injustices that affect their community and connect to other countries' issues and problems. Through the vitality of language and developmental strategies, people learn to adjust themselves, remain balanced with the people around them and create healthy relationships.

San Carlos City, just like most of the cities in the Philippines, has been implementing action for development and recovery plans for their language endangerment, which is the Pangasinan language. The Local Government Unit is taking all the chances to ensure the quality of their language despite these trying times. For this reason, the researchers came up with developing and modifying the Pangasinan vitality assessment in San Carlos City. The researchers also want to maximize the platform to solve language endangerment and make it the basis for a recovery plan. This research will take place in San Carlos City, Pangasinan from 2021 to 2022. Hence, as the researchers proceed to the study, it aims to discern the vitality of Pangasinan in the Municipality of San Carlos City, record feasible solutions to aid this error, and shed light on the language endangerment as a basis for the recovery plan.

Furthermore, Mühlhäusler (2011) brings out the connection between language, culture, and biodiversity. The vitality of languages over time becomes part of environmental conditions. Language enables individuals to become more efficient environmental users. Hence, if people adapt themselves to certain areas, their language adjusts to particular settings also. If the language dies, the vast indigenous technical knowledge will disappear. As a result, traditional knowledge acquired over time throughout many world environments has expanded the bounds of science.

## **RESEARCH METHOD**

### **2.1. The Language Situation of Pangasinan**

In the cities of San Carlos and Dagupan, half a million people speak the Pangasinan language. Pangasinan is the most difficult Philippine language to learn. Those people who hold this opinion are the Ilocanos, Kapampangan, and Tagalog. These people find the language is unique and different from their language because it is confusing. This complexity, whether actual or imagined, is not brought up in conversation with all of the citizens of the country.

It is also claimed that attrition is increasing, both in terms of the number of speakers and the variety of communicative settings in which it is employed. Consequently, it is in a precarious situation. However, there is evidence that shows that native speakers of Pangasinan still find it to be the most effective way to express who they are and how they feel. Pangasinan does not have to be endangered if the language continues to serve these important communicative functions and the community realizes this. "Resistance to Filipino/Tagalog might be linked to regionalism," according to the article "More on National Language Month." However, it is doubtful that regionalism is the driving force behind speakers' desire to continue speaking their native dialect. The truth is that no second language can fulfill all of the complex communicative needs that people have for a language.

### **2.2. Changing Language Usage Trends among the Pangasinan Speakers**

The Pangasinan language is at risk of extinction in San Carlos City. Immigration, urbanization, and the province's increasing population rates are all issues. (Anderson, 2017). Some Pangasinenses were purely Pangasinan and could not speak Ilocano. Pangasinenses are almost universally conversant in the indigenous language, which is quickly becoming the lingua franca. It is used in traditional song and dance competitions, marriages, indigenous healings, and house blessings. For some young individuals, Filipino is a far superior language to their native Pangasinan. As a result, Iloko and Filipino language communication tools are evident, with Pangasinan being the exclusive language of some.

San Carlos is the Pangasinan's heartland city, as mentioned by Fabregas (2012), who studied the use of Pangasinan, Filipino, and English in terms of employment. People of all professions, according to the survey, speak Pangasinan, English, Filipino, and a little bit of Iloko. However, several professionals and semi-professionals, such as doctors and lawyers, used English, Filipino, and Pangasinan in their respective work environments. Non-professionals, such as blue-collar workers, are likely to use Pangasinan and Filipino in their workplaces because they speak little English. Semi- and non-professionals utilized Pangasinan and Filipino in both official and informal settings. In casual situations, all groups utilized English. These studies support the relevance of language in both formal and informal interaction.

Furthermore, UNESCO (2017) asserts that casual discussions and social functions in Tagalog, Pangasinan, or Iloko are used due to strong ties to San Carlos City, where the Pangasinan language is dominant. Tagalog allows persons with a vague understanding of Pangasinan to communicate. People utilize their most inclusive language, even switching to English when required, as the prevailing attitude is courtesy.

### **2.3. Overview of the Philippines' Language Viability**



Most of the areas in the Philippine language fall under and can be classified according to five major factors. These include (1) the fact that Filipinos have been ruled by various countries for a long period of time, (2) the fact that foreigners have taken over the settlements of ethnic communities, (3) changes in environmental and agricultural systems, (4) the fact that people are migrating both within and outside the country, and (5) the fact that national educational policies tend to make Filipinos homogenize. Ethnology lists 169 existing Philippine languages, Negritos speak 32 of them. (Gordon 2015). The Negrito population as a whole speaks endangered languages (Headland 2011). As seen in Table 1, almost 90% of Filipinos speak nine "major" languages. Industrializing, nationalizing, and globalizing influences are encroaching on all 160 lesser and mid-sized Philippine languages, as well as some "big" languages.

**Table 1: Major Philippine languages, according to the 2010 Census**

Language	Native Speaker (millions)	Percentage of Population
Tagalog	17	24%
Cebuano	15	21%
Ilocano	8	11%
Hiligaynon (3 dialects)	7	10%
Bicolano (5 dialects)	3.5	7%
Waray-Waray	2.4	4.6%
Kapampangan	1.9	3.7%
Pangasinan	1.1	2.3%
Maginadanao (2 dialects)	1	1.7%
<b>Total</b>	<b>56.9</b>	<b>87%</b>

Source: Gordon 2015

#### 2.4. Language Strategies

According to Song (2018), language strategies are crucial because they help people improve their communication and efficiency. According to Anderson (2013), the term "strategies" is sometimes used to refer to the speakers' purposeful efforts to improve their speaking skills. This aligns with a series of sample definitions of language strategies as helpful practices that speakers utilize when they are having trouble understanding a language. Because of these points, it is clear that the point of adopting language methods is to improve people's ability to communicate and think.

#### 2.5. Language Vitality Assessment

The speakers' attitude in San Carlos City described the effects based on how they assessed its vitality. There are a diverse range of factors that go into determining whether or not a language is endangered. Among these are the following: (1) the transmission of language from one generation to the next; (2) the actual number of speakers; (3) the percentage of individuals who utilize the language; (4) the currently available linguistic domains; (5) the media's response to new domains; and (6) the materials for teaching language proficiency. Governmental and institutional attitudes and policies, as well as community people's attitudes toward their languages, are used to assess language attitudes. The evaluation of documentation's urgency is the final assessment. Among six factors, the language transmitted and the attitudes of the community members are affected. It evaluates whether the language is passed on to succeeding generations. According to the principles of persistence and stability, a language is considered to be in a vulnerable state if it is no longer used.

**Table 2. Criteria for the assessment of the intergenerational language transmission**

Condensed language transmission between generations		
Safe	5	The language is utilized by people of all ages.
Stable but in danger	5-	People of all ages use the language in most contexts, with fragmented multigenerational transfer.
Unsafe	4	Many but not all children or families of a specific community speak use their language as their primary language.
Definitely endangered	3	The language is no longer taught to children at home as their mother tongue.
Severely endangered	2	Only grandparents and older generations speak the language; the parent

		generation may still understand it.
Critically endangered	1	The youngest people who speak the language are great-grandparents, and it is not used in everyday life.
Extinct	0	Nobody speaks or remembers the language.

As seen above, the Pangasinan language is at level 4, which is "unsafe" in terms of the degree of endangerment. It shows evidence, especially that most residents of San Carlos City prefer Filipino to be their first language. In some studies, some people preferred home languages even though most of them grew up in multilingual homes (Filipino, Pangasinan, English, and Ilocano). Rosario (2010) says that Filipino dominates the choice of the most preferred home language.

UNESCO grades the speakers' viewpoints according to their language. The equivalent grade below reflects how San Carlos City residents feel about their native tongue.

**Table 3 Criteria for the assessment of the community members' attitudes toward their language**

Grade	Community members' attitudes toward their own language.
5	All members hold their language in high regard and desire its promotion.
4	Most members support linguistic preservation.
3	Many members care about keeping languages alive, while others don't care or may even want languages to die out.
2	Some members care about keeping languages alive, while others don't care or may even want languages to die out.
1	Only a few members care about keeping languages alive, while others don't care or may even want languages to die out.
0	Nobody cares if the language is endangered; everyone prefers to use the language that is dominant.

Based on the factor, the attitudes presented before are translated into two grades. The attitudes of the parents interviewed would have a grade of 4, while the attitudes of their children, who are of a younger generation, would fall under grade 2. In terms of parents' generation view, the language symbolizes group identity. On the other hand, the younger generation's perception is a crucial factor for more economic development and advancement. Claiming the Pangasinan language is unsafe because of different generations' perceptions, especially from its speakers, is grounded on reality. These individuals and groups should acknowledge that the Pangasinan language is revitalized.

## 2.6 Revitalization of the Pangasinan Language

The revitalization of the Pangasinan language was started in 2000 by an organization called Ulupan na Pansiansiy Salitan Pangasinan (UPSP). This organization published Pangasinan dictionaries and a collection of Pangasinan folk literature. It also has a quarterly magazine (Balon Silaw) which is being distributed in some cities and municipalities in the province. It also aims to develop Pangasinan as a literary language. It has a collection of short stories called "saray antikey ya tongtong," a novelette called "nobelita," poems called "saray anlong", and essays called "saray salaysay." It also has a full-length movie called "Pangasinan."

This attempt to develop Pangasinan as a language for film and literature elevates the status of the language, mainly because it is perceived as being used only at home and in the local community. Creating more works of literature in the language may also prove helpful in the process of creating learning materials for the language. The teachers need not worry much about the available materials written in Pangasinan which can be used in their teaching.

It is also worth noting that the local government of Pangasinan is doing its part in revitalizing the Pangasinan language. The former governor, Amado Espino, Jr., believes that "Pangasinan is a dying language, and to avoid it going extinct, every Pangasinense, young and old, should do something about it" (Manila Bulletin Publishing Corporation, 2010). The governor is serious about helping to preserve and revitalize the history, culture, and language of Pangasinan. In fact, at the outset of his term in 2007, he directed all department heads to use Pangasinan during their meetings. All provincial government

employees must also use the language in their offices and all programs. The government also shows support for the projects of UPSP by providing financial assistance for their publications. A Pangasinan Writers' Conference is also set up to encourage more Pangasinan writers and develop more written materials in the language (Elduayan, 2011, personal interview). They go through the process on derived variables (to deal with absolute values and insufficient data).

## CONCLUSION AND IMPLICATION

Language vitality develops through a progression of interrelated organizational roles. Since language can be formal (as defined by organizational conditions and relationships) or informative (as described by simple social interaction patterns), every school in San Carlos City has additional learning on sustaining the educational system and high quality of education, which contributed to the study's success. With this, people learn how to develop themselves and become productive individuals, which could contribute a lot to their future lives. Someday, the city of San Carlos City can use the plan to save languages that are in danger of dying out.

As the development of technology continues, its effects also continue for every person. Understanding the vitality and risk of a single city or town is critical. People are confronted with this endangerment. As countries, regions, and cities navigate this transition, the top priorities must be protecting and re-creating language recovery plans. It should take bold, quick steps to boost economic activity and develop good strategies for each at-risk economy and individual. Since this is new to all, we need to move to the re-opening phase, which strikes a balance between allowing an individual to have reasonable satisfaction and knowledge of language's vitality. They will also need to find the right balance and sequencing of health, the educational system, and social policy interventions to produce sustainable outcomes and implement and sustain policy interventions. To make each country and the city's education system fairer and more equal, there is also a need to take specific steps in dealing with growing inequality and the different effects of language loss.

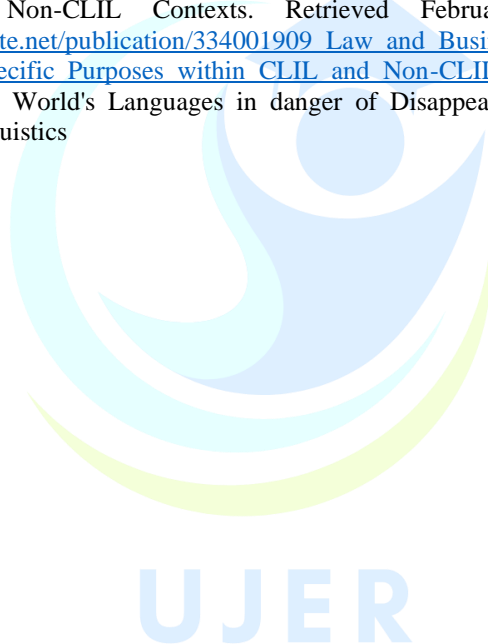
This research comes down to the significance of the findings. It implies contributing to the children, parents, teachers, and future researchers' ability to cope with this language endangerment. The study's aim to assess the Pangasinan language's vitality in San Carlos City is a foundation for a language recovery plan. The main goal of this research is to find out how the recovery plans for San Carlos City affect the people who live there. Even when the social impact of language endangerment is acknowledged, a massive divide or divergence is visible. The presented information and its benefits to everyone are pretty different. In some aspects, the connections between people and language regarding its influences are evident as the modern world grows and adapts to other transitions.

## REFERENCES

- Anderson, V. (2017). Pangasinan – An endangered language: retrospect and prospect. *Philippine Studies*, 55(1), 116-144. <http://www2.hawaii.edu/~vanderso/Pangasinan.pdf> (accessed July 23, 2017)
- Batibo, H. M. (2013). Language Decline and Death in Africa. Causes, Consequences, and Challenges. *Multilingual Matters Ltd.*
- Cayetano, J. R. (2022). Analysis of Student's Academic Achievement in Music of Visayas State University System. *Universal Journal of Educational Research*, 1(4), 210-217. Available at <https://www.ujer.org/vol1no4/article514>
- Elduayan, M. (2011). Interview by Francisco Rosario, Jr., 27 April, Lingayen, Pangasinan. MP3 recording.
- Fabregas, O. (2012). Language use, needs, and attitudes of people of certain occupations in a Pangasinan setting. Unpublished Ph.D. Dissertation, Ateneo de Manila University Philippine Normal College-De La Salle University Consortium for a Ph.D. in Bilingual Education, Metro Manila.
- Gbollie, C., & Keamu, H. P. (2017, March 20). Student academic performance: the role of motivation, strategies, and perceived factors hindering liberian junior and senior high school students learning. Retrieved February 10, 2022
- Gordon, R. G., Jr., ed. (2015). *Ethnologue: Languages of the world*, 15th edition. Dallas, Tex.: SIL International. Retrieved from: <http://www.ethnologue.com/>.



- Manila Bulletin Publishing Corporation. (2010, August 8). Pangasinan language must survive—governor. Retrieved from <http://www.mb.com.ph/articles/271332/pangasinan-language-must-survivegovernor>
- Rosario, F. Jr. (2010). Languages at Home: The Case of Bi-/multilingualism in Pangasinan. *International Conference on Language, Society, and Culture in Asian Contexts* (pp. 246-256). Mahasarakham Province: Faculty of Humanities and Social Sciences, Mahasarakham University.
- Song, N. J. (2018). Exploring second language reading: Issues and strategies. Boston: Heinle & Heinle Publishers, "Scrolling, clicking, and reading English: Online reading strategies in a second/foreign language," *The Reading Matrix*. 3(3), 1-33
- Krauss, M. (2017). 'The World's Languages in Crisis', *Language* 68. 4-10.
- Mühlhäusler, P. (2011). Babel revisited. In *The ecolinguistics reader: Language, ecology and environment*, ed. Alwin. Fill and Peter. Mühlhäusler. London: Continuum.
- Muhi, Z. H., & Dajang, I. N. (2022). An Investigation of English as Foreign Language Students' Attitudes Toward Improving their Speaking Abilities at KRI Universities. *Universal Journal of Educational Research*, 1(4), 171-182. Available at <https://www.ujer.org/vol1no4/article114>
- UNESCO Ad Hoc Expert Group on Endangered Languages. (2017). *Language Vitality and Endangerment*. Retrieved from: <http://www.unesco.org/culture/ich/doc/src/00120-EN.pdf> (accessed January 18, 2018).
- Urga, C. C. (2019, June). Law and Business Students' Attitudes towards Learning English for Specific Purposes within CLIL and Non-CLIL Contexts. Retrieved February 10, 2022. Retrieved from: [https://www.researchgate.net/publication/334001909\\_Law\\_and\\_Business\\_Students'\\_Attitudes\\_towards\\_Learning\\_English\\_for\\_Specific\\_Purposes\\_within\\_CLIL\\_and\\_Non-CLIL\\_Contexts](https://www.researchgate.net/publication/334001909_Law_and_Business_Students'_Attitudes_towards_Learning_English_for_Specific_Purposes_within_CLIL_and_Non-CLIL_Contexts)
- Wurm, S. (2018). *Atlas of the World's Languages in danger of Disappearing*. (2nd ed.). Canberra: UNESCO Publishing/Pacific Linguistics



Published by  
**SAINT JOSEPH COLLEGE**  
Maasin City, Southern Leyte  
Philippines

# Correlates of Managerial Practices of Principals in Private Elementary Schools in Four Western Towns of Tarlac

Marissa D. Dypiango

**Abstract:-** This study was conducted to describe the principals' personal attributes and managerial practices, and the job satisfaction and job performance of teachers in private elementary schools. It also determined the extent of difference between the self-ratings of the principals and the ratings of the teachers in terms of principal's managerial practices and the relationship of principal's managerial practices to their personal attributes and to the job satisfaction and job performance of their teachers. It also described the problems encountered by the teachers in terms of principals' managerial practices.

The respondents of the study were fifteen (15) principals and one hundred five (105) teachers in private elementary schools in four western towns of Tarlac during the school year 2018-2019. Data were gathered, tabulated, and analyzed using the descriptive-comparative-correlational research method. Five sets of questionnaires were used; two for the principals and the other sets were for the teacher respondents.

The significant findings of the study are as follows:

The majority of the principals in private schools are more than 40 years old, with graduate schooling, still new in the position as principal, and attending in-service training related to management at the regional level. The principals rated themselves *effective* in terms of managerial practices. This was in conformity with the ratings of their teachers. Teachers are *very satisfied* with their job in terms of security, work environment, job responsibilities, and community linkages. The performance rating of the teachers given by the academic coordinators/principals is *very satisfactory*. Principals have different perceptions of their managerial practices as compared to their teachers. The managerial practices of the principals are strongly associated with the job satisfaction of the teachers. The managerial practices of the principals are significantly related to their teachers' job performance. The personal attributes of the principals are significantly related to their managerial practices except for age. The top problems encountered by the teachers in terms of their principals' managerial practices along with planning, controlling, and leading are: principals are not giving orientation to the teachers on how to prepare and implement action plans; lack of support in sending teachers to seminars/conferences; and principals seldom or do not supervise the teachers in their teaching/learning assignments. The proposed Principals' Managerial Practices Model for Private Elementary Schools depicts

**the positive correlation of managerial practices of principals to their personal attributes and to the job satisfaction and job performance of the teachers.**

## I. INTRODUCTION

Education has often been considered as the finest instrument in the growth and development of the country. It is considered as the key to a nation's prosperity. It is a long range and complex activity that cannot exist without planning. The educational environment is undergoing relentless change, transformation and reform.

A school organization, like any other organization, needs a strong management and a competent employee. Both set the way the school organization will go. The application of different management practices and the good performances of the teachers in school setting complement each other. Management of school activities are the challenges in the field of education in promoting the culture of lifelong learning and teaching.

In a school organization, the school principal serves as the manager and leader who sets the direction the school is going. The principal is basically responsible in the overall operation of the school. The tremendous changes in scope, variety of competencies, and necessary skills of managing the school make the principal's functions more complex, diverse, and challenging. These functions of school principal as an educational leader and manager are essential to the areas of management namely: the vision, mission, and goals of the institution, curriculum and instruction, financial and budgeting, school plant and facilities, student services, community relations, and the school improvement plan.

The teacher, as one of the most respected profession in the world is the spindle of any education system. In fact, teachers are considered as the strength of a nation. They develop performance style characteristics to their ways of relating to the world, perceptually as well as cognitively. Teacher's positive attitude towards teaching and higher aspiration level determines his positive perception of the environments. For development of quality teachers, one has to understand the factors associated with it. Job satisfaction is one of the important factors. Teachers who are not satisfied with their job will not be committed and productive.

Effective manager and employees' job satisfaction are two factors that have been regarded as fundamental for organizational success. A capable leader provides direction for the organization and lead followers towards achieving desired goals. In similar vein, employees with high job

satisfaction are likely to exert more effort in their assigned tasks and pursue organisational interests. An organization that fosters high employee job satisfaction is also more capable of retaining and attracting employees with the skills that it needs (Mosadegh Rad and Yarmohammadian, 2006).

For these reasons and situations the researcher was motivated to conduct the study to give insights on how personal attributes and managerial practices of principals affect teachers' job satisfaction and performance where principals are expected to know and perform as manager/leader. The researcher also believes that through this study, principals and those aspiring to be one will reflect on the importance of knowing the roles, responsibilities, and functions expected of them in different areas of school management. The results of this study may be useful in identifying the causes of job dissatisfaction among teachers and the causes why some teachers are not performing well and leave the field of education as their career choice.

## II. STATEMENT OF THE PROBLEM

This study aimed to determine the managerial practices of principals in relation to the job satisfaction and job performance of the teachers in private elementary schools in four Western towns in Tarlac during the school year 2018-2019.

Specifically, it sought to answer the following problems:

- How are the principals described along the following personal attributes:
  - age,
  - educational attainment,
  - years of experience as school head, and
  - seminars attended related to leadership or management?
- How are the principals' managerial practices described in terms of:
  - planning,
  - organizing,
  - controlling,
  - leading,
  - supervising,
  - budgeting, and
  - staffing?
- How is the level of job satisfaction of teachers described?
- How is the level of job performance of teachers described?
- To what extent do the self-ratings of principals differ from the ratings of the teachers in terms of their managerial practices?
- To what extent do the managerial practices of principals relate to the job satisfaction of their teachers?
- To what extent do the managerial practices of principals relate to the job performance of their teachers?
- To what extent do the personal attributes of the principal relate to their managerial practices?
- What are the problems encountered by the teachers in relation to the managerial practices of their principals?
- What managerial practices model may be proposed for principals in private elementary schools?

### A. OBJECTIVES OF THE STUDY

The following are the objectives of the study:

- To describe the personal attributes of principals in terms of their:
  - age,
  - educational attainment,
  - years of experience as school head, and
  - seminars attended related to leadership or management.
- To describe the managerial practices of principals in terms of:
  - planning,
  - organizing,
  - controlling,
  - leading,
  - supervising,
  - budgeting, and
  - staffing.
- To describe the level of job satisfaction of teachers.
- To describe the level of job performance of teachers.
- To determine to the extent of difference between the self – rating of the principals to the rating of the teachers in terms of their managerial practices.
- To determine the extent of relationship between the managerial practices of principals to the job satisfaction of their teachers.
- To determine the extent of relationship between the managerial practices of principals to the job performance of their teachers.
- To determine the extent of relationship of the personal attributes of principals to their managerial practices.
- To determine the problems encountered by the teachers in relation to the managerial practices of their principals.
- To propose a managerial practices model for principals in private elementary schools.

### B. Hypotheses of the Study

The following hypotheses were tested at 5% level of significance:

- There is no significant difference between the self-ratings of the principals and the ratings of the teachers in terms of their managerial practices.
- There is no significant relationship between the managerial practices of the principals and the job satisfaction of their teachers.
- There is no significant relationship between the managerial practices of the principals and the job performance of their teachers.
- There is no significant relationship between the personal attributes of the principals and their managerial practices.

### C. Significance of the Study

This study could hopefully provide valuable information about the managerial practices of the principals in relation to the job satisfaction and job performance of the teachers in private elementary schools in four western towns in Tarlac.

**To the Department of Education (DepEd) Authorities.** The study may serve as a key to build upon the available body of knowledge relating to teacher's job

satisfaction and job performance, and the managerial practices among principals. Findings can lead to improvement in the school head preparation program in order to raise their managerial practices.

**To the Alliance of Private Schools in Tarlac Province (APSTAP) Authorities.** The boards of the APSTAP may use the results of this study in preparing plans and programs for managerial training geared towards improving the competencies of the principals.

**To the Principals.** Being functional leaders, they face challenges in the process of managing the school. They would be benefited from the findings of this study because they would be fully aware of their functions, duties and responsibilities as instructional leaders and administrative managers of the school. Likewise, this study may present opportunities for self-appraisal of the elementary school heads and sufficient bases for reassessing their strengths and weaknesses.

**To the Teachers.** They would be benefited from this study because they will be provided with some insights on the managerial practices of their principals. Knowing the factors that contribute to teachers' job performance and satisfaction will enable school heads to provide their teachers a pleasant working conditions to strengthen and sustain the high level of job performance. The findings may serve as basis to improve and promote quality education in the elementary schools.

**To the Learners.** They would be benefited from this study because they are the direct beneficiaries of whatever improvements in the school system directed towards achieving the quality education.

**To the Future Researcher.** The study will benefit future researchers for additional information on the field of educational management.

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

This study was conducted to determine the relationship between the managerial practices of principals and the job satisfaction and job performance of the teachers in private elementary schools in four western towns of Tarlac.

The study covered fifteen (15) complete private elementary schools in four western towns of Tarlac. The respondents involved were the principals and the teachers for the school year 2018-2019.

Survey questionnaires were used to gather the personal attributes and managerial practices of the principals and the job satisfaction and performance of the teachers.

#### *E. Definition of Terms*

The following terms were conceptually and operationally defined to make their use and meaning explicitly clear.

- **Age.** This refers to the number of years of the respondent on his last birthday at the time of the study.
- **Budgeting.** It refers to the formulation of plans for a given future period in numerical term.

- **Controlling.** This refers to monitoring activities of the organization to attain objectives.
- **Educational Attainment.** It refers to the highest formal education of a school head such as BEED/BSED and equivalent, BEED/BSED with MA/MS units, MA/MS graduate, MA/MS with doctoral units and Ph./Ed. D graduates.
- **Job Performance.** It most commonly refers to whether a person performs their job well. Despite the confusion over how it should be exactly defined, performance is an extremely important criterion that relates to organizational outcomes and success. In this study, it refers to the Performance Rating of the teachers at the end of the school year.
- **Job Satisfaction.** It is defined as the attitude of an employee toward a job, sometimes expressed as a hedonic response of liking or disliking the work itself, the rewards pay, promotions, recognition, or the context such as working conditions, benefits (Corsini, 1999 as cited by Tillman, 2008).
- **Leading.** It is defined as a function required the use of authority to achieve objectives and goals as well as the ability to communicate effectively.
- **Managerial Practices.** This refers to the working methods and innovations the managers use to improve the effectiveness of work systems.
- **Organizing.** It is defined as a systematic process of structuring, integrating and coordinating task goals and activities in order to attain objectives.
- **Planning.** It refers to the function of management that involves setting objectives and determining a course of action for achieving those objectives.
- **Seminars Attended.** This refers to the in-service training attended by the principal for his/her professional growth.
- **Staffing.** It involves managing and keeping manned the positions provided for the organizational structure. It includes appraising and selecting candidates for the positions, compensating or training candidates and incumbents to accomplish their tasks effectively.
- **Supervising.** It refers to the practices of school heads in monitoring and regulating their subordinates on their responsibilities to improve instruction.
- **Years of Experience.** This refers to the number of years the principal had been managing a school.

### **III. REVIEW OF RELATED LITERATURE AND STUDIES**

This chapter presents a theoretical knowledge of the managerial practices of principals and its relation to teachers' job satisfaction and performance. The chapter is organized to release strong necessary power of information to conduct the study effectively as well as to develop smart data collection instruments. For the purposes of this study, a wide range of relevant literature and studies were consulted with special reference to those pertaining to managerial practices, theories and factors affecting teachers' job satisfaction and performance which help the researcher to see various findings in different areas.



### A. Related Literature

Every supervisor in every organization performs certain roles/tasks for the smooth running of the organization and improvement of organizational performance. As a result, Ezeuwa (2005) sees it as the act of manipulating people so that they strive willingly and enthusiastically towards the accomplishment of goals. In the same manner, Ukeje (1999) observes that leadership means influencing people to work willingly with zeal towards the achievement of the corporate goals. A manager cannot work alone; he must have people to influence, direct, carry along, sensitize and mobilize towards the achievement of the corporate goal. Some managers are more interested in the performance being done than in the people they work with while others pay more attention to their relationship and satisfaction of their employee. Whether a manager emphasizes the task or human relations is usually considered central to their managerial practices.

Aquino (1981) stated that to be an effective school administrator, one must be competent in the performance of the various tasks, functions, activities. He further discussed that there are six categories of major administrative and supervisory tasks and functions which a school administrator must deal with curriculum and instruction, evaluation and supervision, the staff and the students, school community relations, non-formal education and school business administration.

According to Goldman (2002), democratic organizations typically have the following six characteristics: policies are determined by a group of organizations, technical and job performance measures are discussed so they are understood by all, leaders provide advice to members in regards to implementing tasks, members are free to choose with whom they work, the group determines the distribution of tasks, and leaders try to be objective in giving praise and criticism.

According to Koontz (2007), management is a practice of consciously and continually shaping organizations. All organizations have people who are responsible for helping them to achieve their goals. These people are called managers. These managers-coaches, conductors, sales executives – may be more obvious in some organizations than in others, but without effective management, organizations are likely to founder. Management is the principle activity that makes a difference in how well organizations serve people affected by them.

Pareek (2009) stated that measure of how efficient and effective an organization is or how well it achieves appropriate objectives can be defined as organization performance. Organizations are confronted by continuous change to their products, services, processes, markets, competition and technology. These changes require managers to respond with new ways of thinking and behaving. Increasingly, it is recognized that the knowledge and skills of managers affect the competitive advantage of organizations. Numerous researchers have studied the managerial role and the skills required for effective performance.

According to Carver *et al.* (2008), teaching is one of the few vocations that have a lasting impact on society by having a direct influence on future generations. It is one of the greatest professions and one that is ever changing. Over the past 20 years, the teaching profession has undergone many modifications. The teaching profession faces challenges that continuously reconfigure knowledge, rules, skills, attitudes, and ways of professional development (Massari, 2015). Education has changed and developed fundamentally due to social, cultural, and political changes (Saeed *et al.*, 2011).

According to Billingsley *et al.* (2011), the constantly changing field of education is both very demanding and challenging for educators. Teachers need support and guidance to assist them as they learn to be successful educators in the classroom lead followers towards achieving desired goals. An organization that fosters high employee's job satisfaction is more capable of retaining and attracting employees with the skills that it needs.

Forbes (2011) stated in his article, "Trends and Issues: Roles of School Managers as Instructional Leaders, Administrator and Manager" that effective school managers are expected to be academically goal oriented and supervise instructional and co-curricular practices accordingly. They motivate and support the teachers, encourage the community and other school stakeholders to be involved in the educational program, and encourage participatory decision making. They are also faced with the complex task of creating a school wide vision, being an instructional leader-planning for effective professional development, guiding teachers, handling discipline, attending important events and needs, and all the other minute details that come with supervising and managing a school. The job of a school principal, if not more demanding and difficult than an ordinary teacher, is expected to be equal, hence "the quality of school principals as school managers is a factor in improving the quality of education".

According to Kwenin (2013), leaders within organizations can adopt appropriate leadership styles to affect employee job satisfaction, commitment and productivity. Leadership at work in education institutions is thus a dynamic process where an individual is not only responsible for the group's tasks, but also actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context. Leadership in that context pursues effective performance in schools, because it does not only examine tasks to be accomplished and who executes them, but also seeks to include greater reinforcement characteristics like recognition, conditions of service and morale building, coercion and remuneration.

Ramos (2009) stressed that an administrator's job is to get things in the right place, in the right way and by the right person. He should cultivate good personal appearance, pleasant mannerism, friendliness, cheerfulness and good health so that he can command respect among subordinates. He should process honesty, intelligence, enthusiasm, aggressiveness, loyalty, initiative, industry, perseverance

and decisiveness so as to establish his employee's confidence in him. He should possess adaptability, understanding, patience and self-control so that he will be able to see the true sides of any problem in his office thus exercising fairness to all. Such are the ideal qualities of a good administrators; qualities that serve as ingredients to good public relations which promotes the employee's job satisfaction.

Sternberg (2016) said that there are key capabilities of a 21st Century school leader: the leader's ability to innovate is to be creative, to think outside the box, to collaborate both within the school and external industry bodies and the community to find opportunities for learning beyond the classroom; the leader's ability to inspire others is to rethink, reimagine, relearn, regroup and reschedule aspects of teaching and learning design and overcome risk aversion; and the leader's ability to affect change is to carry out the necessary organizational changes needed to influence culture, climate, system, policy, processes, environment, pedagogy and the network of collective thinking in education.

Namoro (2008), in his article "How to Become An Effective School Administrator", enumerated the following for the development of the staff: school level in-service training is indispensable wherein school managers with the help of the Master Teachers select the best subject matter in the seminar, school managers must understand programs, innovations and requirements of the DepEd and should be aware of all Memoranda, Circulars, Orders, Bulletins and letters coming from the top managers, they should also avoid uttering bad words during conference and should see to it that there is no communication gap between him and his teachers, and democratic leadership should always be applied in administration and supervision.

#### B. Related Studies

Cruz (2016) conducted a study on "Enhancing the Managerial Performance of School Heads" and he elucidated that successful school managers should be interested in developing and adopting necessary skills to create the best teaching and learning environment. The evolving needs of the school organization grow out of the never-ending pressure from the different stakeholders in the educational system. The capacity to perform both as leaders and managers shapes the school organization as a whole. The call for enhancing the leadership and managerial competencies of school heads as the most influential person in promoting reform, change, and innovations in performing these functions challenges educational leaders. The emerging changes in leading and managing organizations should be dealt with by discovering new opportunities and threats attached to these and at the same time reconciling these with essential management processes. One must understand the changes in school environment, but the application of proven fundamentals of planning, organizing, leading and controlling remain unchanged. They are as relevant as they were years ago but their form continuously evolves.

Larkin *et al.* (2016) stated that teachers who have higher level of job satisfaction also have higher level of performance and are less likely to leave the field of education to pursue other career choices. There are many variables that may be attributed to teachers' level of job satisfaction including workplace conditions, salary, and relationship with staff, students' behaviour, parents' participation, and a supportive administration.

Salfi (2011) revealed in her study on "Successful Leadership Practices of Head Teachers for School Improvement", that the majority of the head teachers of successful schools developed a common and shared school vision and promoted a culture of collaboration, support and trust. They empowered others to lead and distributed leadership responsibilities throughout the school; involved different stakeholders in the process of decision making; developed and maintained good relationships among different personnel of school community. They emphasized the professional development of teachers as well as themselves, and involved parents and community in the process of school improvement.

Pobre (2009) revealed in her study on "Administrative and Supervisory Competencies of Public Elementary School Managers", that the highest degree earned, advanced units, education in educational management in service training, seminars, attended, numbers of years as school managers and performance rating do not influence the supervisory competencies of school managers. The selected variables are "weak" predictors of supervisory competencies.

Mazibuko (2007) in his study "The Managerial Role of The Principal in Whole-School Evaluation in the Context of Disadvantaged Schools" revealed that changes taking place in the education system have influence on the roles performed by different individuals in the school environment. For example, principals have to ensure that whole-school evaluation is effectively implemented at school. To do that effectively means that the principal needs to acquire new skills of performing his/her roles. The research also reveals that because of changes taking place in the education system principals have to regularly attend meetings, workshops and departmental briefings. As a result they do not have enough time to attend to their duties in their schools. The study also found that because of information overload, principals are sometimes unable to provide guidance, direction and support to their staff members.

Dacara (2002) stated in her study that personality traits of school heads can influence their management practices and the physical traits have significant relationship with all management practices except information dissemination. Intellectual traits were significantly related to all management practices.

Estrada (2013) stated that management is a purposive activity. It is something that directs group efforts towards the attainment of certain pre-determined goals. It is the process of working with and through others to effectively achieve the goals of the organization, by efficiently using

limited sources in the changing world. Of course, these goals may vary from one enterprise to another. It is the management which puts into use the various factors of production. Therefore, it is the responsibility of the management to create such conditions which are conducive to maximum efforts so that people are able to perform their task efficiently and effectively. It includes ensuring availability of raw materials, determination of wages and salaries, formulation of rules and regulation and others.

Joves (2013) stated in her study “Correlates of Leadership Style of Public Secondary School Heads in Cluster I, Division of Tarlac” that many managers choose to rely on intuition. They depend upon bright ideas, their personal ability or that of their subordinates for the successful accomplishment of their jobs. Now managing by intuition may result in an adequate organization but it seldom results in a complete sound one. She also revealed that to be an effective school manager, one must be competent in the performance of the various tasks, functions and activities.

Dela Cruz (2012) revealed that leadership has significant impacts on job satisfaction and organizational commitment of an employee. High job satisfaction enhances employees’ psychological and physical wellbeing and positively affects employee performance. He pointed out that job satisfaction is influenced by many organizational contextual factors, ranging from salaries, job autonomy, job security, workplace flexibility, to leadership.

Andal (2015) focused his study on the level of job satisfaction and performance of the faculty. He found out that his respondents are performing their job well because intrinsic and extrinsic rewards are given to deserving faculty. These rewards may be in the form of recognition and citations, better working conditions; scholarship; travel grants and others. The respondents are always hungry for new learning and innovations that would satisfy their curiosity.

Macalma (2016) stated that good performance of employees arises when supervisors are understanding and very friendly, listens to employees opinions, show personal interest in them and subsequently praises the employees for their good performance. Therefore, the interpersonal relationship and quality supervision must be properly observed in the organization.

Nuyles (2011) revealed that teacher’s competence and effectiveness of teaching performance are indicated by the achievement of pupils. Learning is an outcome of effective teaching performance which is a concrete manifestation of

teacher’s teaching performance. Thus, it seems logical to conclude that measures of teaching performance may predict effective teaching performance and pupil achievement.

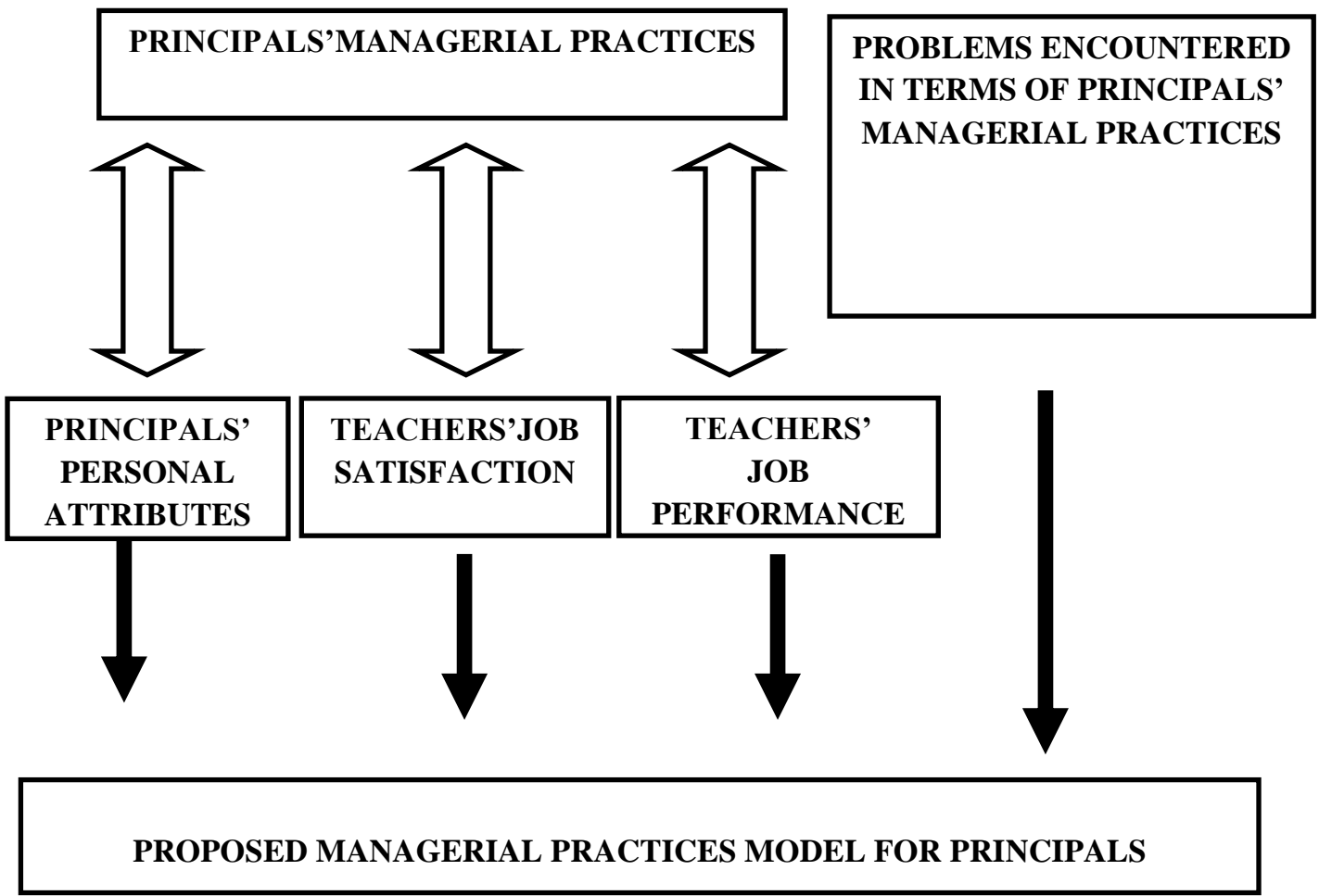
### *C. Theoretical/Conceptual Framework*

This study was guided by two theories: the Expectancy Theory of Motivation by Vroom (1964) and the Two-Factor Theory by Frederick Herzberg. Expectancy Theory is a goal-setting model in which he believed that performance is determined by the product of motivation and ability. It suggests that an individual engages in behaviour where he expects to lead him to positive outcomes and rewards that are well-motivated would ensure higher level of job satisfaction. A teacher who is satisfied with his job performs better than those who are less motivated.

The study was also anchored on Herzberg’s Two-Factor. Herzberg stated that people have different categories of needs that were essentially independent of each other and which affect them in different ways. He classified these into two factors known as Motivator and Hygiene. Motivator was found to be important in motivating employees to superior performance and in improving productivity. It is indicated that when an employee’s felt good about their jobs they were motivated to work because they found the job challenging and satisfying with the expectations of accomplishment and reward. On the other hand, the presence of Hygiene is to maintain the current levels of efficiency and production but not to improve the production or job performance. Said condition concern the environment in which they were working such as company, policy supervision, salary interpersonal relations and working conditions. Thus, if the hygiene factors are inadequate, the workers will feel dissatisfied.

School managers, as expected should manifest satisfactory performance along the following aspects: planning, organizing, controlling, leading, supervising, budgeting, and staffing to motivate employees in doing their duties and responsibilities.

Based on the paradigm of this study, it is conceptualized that the personal attributes of the principals affect their managerial practices. If principals’ managerial performance is high, the level of job satisfaction among teachers will become higher too. Teachers who gained higher level of satisfaction with their job will have the tendency to be more effective and efficient in doing their tasks as a classroom manager. Figure 1 presents the conceptual paradigm showing the relationship of the variables under study.



**IV. METHODS AND PROCEDURE**

This chapter presents the methods and the procedure that this study utilized in collecting, collating, analysing, and interpreting the data that provided answers to the problems raised. It comprises the research design, respondents of the study, data gathering procedure, data gathering instrument and the data analysis scheme.

*A. Research Design*

The descriptive-comparative-correlational research method was used in this study. The study mainly described the personal attributes and managerial practices of school principals, and the job performance and job satisfaction of teachers based on the constructed questionnaires answered by the respondents. It is comparative because it determined the difference between the self-ratings of principals and ratings of teachers in terms of principals' managerial practices. It is also correlational since it determined the

relationship of principal's personal attributes to their managerial practices and the relationship of principal's managerial practices to the job performance and job satisfaction of the teachers.

*B. Location of the Study*

The study was conducted in 15 complete private elementary schools in four western towns of Tarlac during the school year 2018 – 2019.

*C. Respondents of the Study*

The respondents of the study were the 15 school heads and 105 teachers from 15 private elementary schools in four western towns of Tarlac.

Table 1 shows the names of school and the number of principals and teachers from each private school in four western towns of Tarlac.



TOWN	SCHOOL	NO. OF PRINCIPAL	NO. OF TEACHERS
Sta. Ignacia	Santa Ignacia Catholic School of Tarlac	1	7
	Santa Ignacia Baptist Church Christian Academy	1	7
	Glory Dei Montessori School	1	7
	Accelerated Learning Academy	1	7
Mayantoc	Glory Dei Montessori School	1	7
	Mayantoc Academy, Inc.	1	7
Camiling	Meri Life Learning Academy, Inc.	1	7
	Bestcap Career College	1	7
	Camiling Catholic School	1	7
	Asian Lexcon School	1	7
	Camiling Colleges	1	7
	Seventh Day Adventist School	1	7
	Bright Kid School	1	7
San Clemente	Immanuel Montessori	1	7
	Christian Academy	1	7
<b>Total</b>		<b>15</b>	<b>105</b>

Table 1: Number of school heads and teachers in private elementary schools in four western towns of Tarlac

**D. Data Gathering Instrument**

The researcher used five sets of questionnaires. Set I questionnaire was used to gather data on the principals' profile answered by the principal respondents. Set II questionnaire was adapted from Gabatino (2003) was cast-off to gather data on the managerial performance of school heads through self-rating and rating by their teachers. Set III questionnaire, adapted from Glorineil D. Romero (2017) and set IV questionnaire adopted from DepEd, were used to elicit responses for the job satisfaction and together information of the performance appraisal of teachers and the last set of questionnaire was cast-off supported by interview by the researcher to elicit information on the problems encountered by the teachers on the managerial practices of their principals.

**E. Data Gathering Procedure**

Permission, assistance and support were asked from the school principals of the different private elementary schools in four western towns of Tarlac to conduct the survey among teachers in their respective schools.

The questionnaires were distributed personally to the principals and teachers of the different private elementary schools.

After a week, the survey questionnaires were retrieved and the data were collated, tallied, and classified/organized in preparation for the application of the statistical treatments. Validation of the data gathered was conducted by the researcher through random interview with some teachers and principals.

**F. Units of Analysis**

The units of analysis of the study were the school principals and teachers of different private elementary schools in four western town of Tarlac.

**G. Data Analysis**

**For Objective No. 1.** To describe the personal attributes of the school principals, frequency and percentage were used.

**For Objective No. 2.** To describe the managerial practices of principals, weighted mean per category was used.

The items in the questionnaire were scored based on the assigned weight as shown below:

Descriptions	Index
Very Effective	5
Effective	4
Moderately Effective	3
Less Effective	2
Least Effective	1

The frequencies per item were multiplied by the assigned index to get the weighted mean. Below is the conversion of the weighted mean with the corresponding ranges into qualitative descriptions.

Weighted Mean	Qualitative Description
4.50 – 5.00	Very Effective
3.50 – 4.49	Effective
2.50 – 3.49	Moderately Effective
1.50 – 2.49	Less Effective
1.00 – 1.49	Least Effective

**For Objective No. 3.**To describe the teacher’s job satisfaction, weighted mean was used.

Descriptions	Index
Highly Satisfied	5
Very Satisfied	4
Satisfied	3
Less Satisfied	2
Least Satisfied	1

The frequencies per item were multiplied by the assigned index to get the weighted mean. Below is the conversion of the weighted means with the corresponding ranges into qualitative descriptions.

Weighted Mean	Qualitative Description
4.50 – 5.00	Highly Satisfied
3.50 – 4.49	Very Satisfied
2.50 – 3.49	Satisfied
1.50 – 2.49	Less Satisfied
1.00 – 1.49	Least Satisfied

**For Objective No. 4.**To describe the teacher’s job performance, weighted mean was used.

The items in the questionnaire were scored based on the assigned weight as shown below:

Qualitative Description	Code
Outstanding	5
Very Satisfactory	4
Satisfactory	3
Unsatisfactory	2
Poor	1

The frequencies per item were multiplied by the assigned index to get the weighted mean. Below is the conversion of the weighted means with the corresponding ranges into qualitative descriptions.

Weighted Mean	Qualitative Description
4.50 – 5.00	Outstanding
3.50 – 4.49	Very Satisfactory
2.50 – 3.49	Satisfactory
1.50 – 2.49	Unsatisfactory
1.00 – 1.49	Poor

**For Objective No. 5.**To determine the extent of difference between the ratings of the principals and the rating of the teachers in terms of their managerial practices, weighted mean was used.

**For Objective No. 6.**To determine the extent of relationship between the managerial practices of the principals and the job satisfaction of their teachers, multiple linear correlation was used.

**For Objective No. 7.**To determine the extent of relationship between the managerial practices of the principals and the job performance of their teachers, multiple linear correlation was used.

**For Objective No. 8.**To determine the extent of relationship of the personal attributes of the principals to their managerial practices, multiple linear correlation was used.

**For Objective No. 9.**To determine the problems encountered by the teachers in relation to the managerial

practices of their principals, frequency counts was used.

## V. RESULTS AND DISCUSSIONS

This portion presents the analysis of data, interpretation of results and discussion of the following: 1) description of personal attributes of the principals such as age, educational attainment, years of experience and seminars/in-service training attended in relation to leadership or management; 2) description of principal’s managerial practices based on self-rating and ratings by their teachers; 3) description of job satisfaction and job performance of the teachers; 4) differences between the self-ratings of the principals and the rating of the teachers in terms of principal’s managerial practices; 5) relationship of personal attributes of the principals to their managerial practices; 6) relationship of principal’s managerial practices to the job satisfaction and job performance of their teachers; and 7) the problems encountered by the teachers in terms of principal’s managerial performance.

A. *Principals' Personal Attributes in Private Elementary School in Four Western Towns of Tarlac*

Table 2 presents the personal attributes of principals in private elementary school in four western towns of Tarlac in

terms of their age, educational attainment, number of years as principal, and seminars/in-service training attended related to leadership and management.

SCHOOL HEADS' PROFILE	FREQUENCY	PERCENTAGE
<b>Age</b>		
29 years old and below	1	6.67
30-39 years old	3	20.00
40-49 years old	5	33.33
50-59 years old	3	20.00
60 years and older	3	20.00
<b>Total</b>	<b>15</b>	<b>100</b>
<b>Educational Attainment</b>		
BEEEd/BSE Graduate	3	20.00
BEEEd/BSE with Masteral Units	3	20.00
Masteral Graduate	5	33.33
MA with PhD/EdD Units	3	20.00
Ed.D/Ph.D Graduate	1	6.67
<b>Total</b>	<b>15</b>	<b>100</b>
<b>Years as School Head</b>		
5 years and below	8	53.33
6-10 years	2	13.33
11-15 years	1	6.67
16-20 years	4	26.67
<b>Total</b>	<b>15</b>	<b>100</b>
<b>In-service Training Attended*</b>		
National Level	10	66.66
Regional Level	11	73.33
Provincial Level	2	13.33

Table 2. Profile of School Heads of the Four Western Towns of Tarlac

\*Multiple response

a) Age

As presented in the table, one or 6.67% of the school heads are 29 years old and below, three or 20% are 30-39 years old, five or 33.33 % are 40-49 year old, three or 20% are 50-59 years old, and three or 20% are 60 years old and above.

The results show that most of the principals are in the middle age. As cited in the study of Antonio (2013), positive shifts occur in the middle years, particularly between 40 and 49. This means that at this age, it is expected that principals are already prepared and competent to perform their administrative and supervisory functions at their best.

b) Educational Attainment

The highest level of schooling that an individual has reached is referred to as educational attainment. As revealed in the data, three or 20% are BEEEd/BSE graduates, three or 20% are BEEEd/BSE graduates with master's units, five or 33.33% are master's graduates, three or 20% are MA graduates with PhD/EdD units and only one or 6.67% is a PhD/Ed.D graduate.

The data shows that most of the principals are already master's graduate. This may be because

principals know that they have to equip themselves with knowledge and skills needed to perform their managerial taskswell and this can be done by attending graduate studies.

c) Number of Years as Principal

Considering the number of years as principal, the result of the data shows that eight or 53.33% of the respondents have been principal for five years or less; two or 13.33% have been principals for 6-10 years; one or 6.67% for 11-15 years; and four or 26.67% have been serving as principal for 16-20 years.

Result shows that majority of the principals are still new in the service. This is attributed to the fact that private schools are becoming the training grounds of fresh graduate education students. Most of the teachers resign after they accumulate number of years of teaching and transferred in public schools. Another factor is that many of the private schools are newly opened and principals are appointed based on the discretion of the school board or the Bishop who serves as the Director for catholic schools.

d) In-service Training Attended

In-service training refers to the personal growth and professional development of principals that are not enhanced by going through graduate studies. These may update principals on the trends and innovations in education (Altun 2011).

As to the seminars/in service-trainings attended related to leadership and management, it shows that 10 or 66.66% have attended seminars at national level, 11 or 73.33% have attended seminars at the

regional level, and two or 13.33% attended at the provincial level.

Majority of the school heads have attended seminars/in-service trainings in regional and national level. Some of the seminars attended by the principals were on: Understanding and Designing Standards-Based School Improvement, PEAC Executive Course for Educational Management and Curriculum Management Seminar which were usually conducted by the APSTAP, TDSA and PEAC Organization.

**B. Managerial Practices of the Principal as Rated by Themselves and Their Teachers**

Table 3 presents the managerial practices of the principal as rated by themselves and their teachers.

MANAGERIAL PRACTICES	PRINCIPALS' RATING		TEACHERS' RATING		AVERAGE RATING	
	WM	VD	WM	VD	WM	VD
Planning	4.54	VE	4.14	E	4.34	E
Organizing	4.53	VE	3.98	E	4.25	E
Controlling	4.57	VE	4.02	E	4.295	E
Leading	4.55	VE	3.81	E	4.18	E
Supervising	4.52	VE	4.01	E	4.27	E
Budgeting	4.51	VE	4.13	E	4.32	E
Staffing	4.55	VE	3.87	E	4.21	E
<b>OVERALL</b>	4.54	VE	3.99	E	4.27	E

Table 3: Managerial Practices of the Principal as Rated by Themselves and Their Teachers

Legend:

<b>Weighted Mean (WM)</b>	<b>Verbal Description (VD)</b>
4.50-5.00	Very Effective (VE)
3.50-4.49	Effective (E)
2.50-3.49	Moderate Effective (ME)
1.50-2.49	Less Effective (Ls E)
1.00-1.49	Least Effective (Lt E)

Results show that the principals rated themselves as **very effective** in all the managerial practices like planning, organizing, controlling, leading, supervising, staffing, and budgeting. However, the teachers rated the managerial practices of their principals as **effective** only. The average ratings of the principals and teachers show that the principals are **effective** in their managerial practices.

These results mean that the teachers believed that their principals are doing well in their roles and functions based on all the managerial practices considered in the study.

**Planning** is the basic process to select goals and determine how to achieve them. It is the process of establishing objective and suitable source of action. (Stoner, 1989). The study revealed that principals rated themselves as **very effective** in planning with a weighted mean at 4.54 while their teachers rated them **effective** with a weighted mean at 4.34. These ratings indicate that principals are effective in setting up goals and priorities for the benefits of the school, learners and teachers.

**Organizing** is a systematic process of structuring, integrating, coordinating task goals, and activities to resources in order to attain objectives. This task is developed

during the planning stage so that plan can be implemented (Korkmaz, 2007). The study shows that principals rated themselves **very effective** along the aspect of organizing with a weighted mean at 4.53 while the teachers rated them **effective** with a weighted mean at 3.98. Principals carry out school activities and give assignments to teachers related to their capabilities in areas of their concern. It corroborates the study of Velicaria (2013) that administrator had higher expectations of themselves than their teachers.

**Controlling** is the process of monitoring work performance, comparing results to goals and taking corrective actions as needed (Schemerborn, 1993). As can be gleaned from Table 3, the principals rated themselves **very effective** with a weighted mean at 4.57 and the teachers rated them **effective** with a weighted mean at 4.02. This indicates that the principals have high sense of achievement in their managerial practices while teachers were quite satisfied. The findings revealed that principals are effective in setting up schedule and timetables in accomplishing projects, in monitoring and evaluating objectively and in maintaining definite standard of performance.

**Leading** is defined as a function which requires the use of authority to achieve objectives and goals as well as

the ability to communicate effectively. Principals ought to have skills in providing direction to teachers toward the improvement of the teaching – learning activities (Chavez, 2002). The data revealed that principals rated themselves *very effective* with a weighted mean of 4.55 while teachers rated them *effective* with a weighted mean of 3.81.

**Supervising** include activities that are essential in teaching-learning situation that improved instruction. It will provide conditions to improve teaching and learning process (Abwalla,2014). The data reveals that the principals rated themselves *very effective* with a weighted mean of 4.52 while their teachers rated them *effective* with a weighted mean of 4.01. These ratings indicate that principals have good supervising practices and showed positive understanding and good relationship between them and their teachers. As stated in the study of Valecaria (2013), principals demonstrated consideration by paying close attention to differences and uniqueness of teachers and showed respect to their worth.

**Budgeting** is the operational activity of a business that is responsible for obtaining and effectively utilizing the fund necessary for efficient operations. This is the heart of the administrative process (Zulueta, 1999). The data reveals that principals rated themselves *very effective* with a weighted mean at 4.51 while the teachers rated them *effective* with a weighted mean at 4.13.

**Staffing.** According to Stoner (1987), the most critical tasks of a principal are the selection, training and development of people. These are the people who supply the

organization with work, talent, creativity and drive. The table shows that the principals rated themselves *very effective* in terms of staffing with a weighted mean at 4.55 while their teachers rated them *effective* with a weighted mean at 3.81. The study revealed that principals are effective in hiring teachers according to needs and qualifications, giving recognition to a job well-done and in providing in-service training for their teachers. As stated in the study of Salfi (2011), majority of the principals empowered others to lead and distribute leadership responsibilities throughout the school; developed and maintained good relationships among different personnel of school community; and emphasized the professional growth and development of teachers as well as of themselves for school improvement and to achieve quality education.

*C. Description on Teacher’s Level of Job Satisfaction*

Table 4 shows the level of job satisfaction of teachers along security, work environment, job responsibilities and community linkages.

Maslow’s Theory postulates that there are essential needs that have to be met first before more complex needs can be met. This theory supports the study of Herberg (1964) that an individual could perform well if he/she is satisfied with the factors that will motivate an individual. According to Estrada (2013), although job satisfaction is under the influence of many external factors, it remains something internal that has to do with the way how the employee feels. Job satisfaction presents a set of factors that cause a feeling of satisfaction.

JOB SATISFACTION	WEIGHTED MEANS	VERBAL DESCRIPTION
Security	3.28	Satisfied
Work Environment	3.75	Very Satisfied
Job Responsibilities	3.80	Very Satisfied
Community Linkages	3.63	Very Satisfied
<b>Overall</b>	<b>3.62</b>	Very Satisfied

Table 4: Job Satisfaction of Teachers in Private Schools in Four Western Towns of Tarlac for the Last Three Years

Legend:

Weighted Mean (WM)	Verbal Description (VD)
4.50-5.00	Highly Satisfied (HS)
3.50-4.49	Very Satisfied (VS)
2.50-3.49	Satisfied (S)
1.50-2.49	Less Satisfied (LsS)
1.00-1.49	Least Satisfied (LtS)

a) Security

In terms of security that includes salary, benefits, rewards, performance, recognition and promotion, a mean rating of 3.28 was obtained which is described as *satisfied*. This means that teachers are satisfied with the amount of pay or benefits they receive for the work they do. They are also recognized and rewarded for their efforts the way they should be and they have also the chance to be reclassified or promoted.

Zebet *al.* (2015) explains in his study that reward and recognition develop an enthusiasm among employees, increase their desire for work and also establish linkage between performance and motivation of the employees.

According to Nooriet *al.* (2015), job promotion is very important in all sectors around the workplace. This may lead employees to aim for innovation, improved techniques and develop something new for their career. It may also involve discovering new



working atmosphere, improvement, progress, development and advancement of knowledge, learning etc. of the employee.

b) Work Environment

Work environment obtained a mean rating of 3.75 which means that teachers are **very satisfied** with the policies, organizational structures, physical and social environment in the organization because of the good relationship between the principal, teachers, and other members of the school.

Obieta (2010) stated that peers influence the job satisfaction. This is because they are capable of performing their teaching job and they develop the feeling of self-confidence in a positive environment.

c) Job Responsibilities

Job Responsibilities obtained a mean of 3.80 which is described as **very satisfactory**. Teachers are motivated to do their job when they earn the trust of their principal in performing their responsibilities in their own style and when the principal provides them with more challenging works. This is supported by the findings of Douglas McGregor (2001) that when a manager develops a participative style, he/she ensures commitment in the organization. Thus, effort in work is as natural as work and play, people will apply self-control and self-direction in pursuing of organizational objectives without external control or the threat of punishment, commitment to objectives is a function of rewards associated with their achievement, and people usually accept and often seek responsibility. (<http://www.businessballs.com/mcgregor.htm>).

d) Community Linkage

Community linkage obtained a mean rating of 3.63 which means that teachers are **very satisfied**. This indicates that when teachers have the chance to help people in the community, the school has sufficient facilities and the distance of the school from the house is accessible, teachers are very satisfied in their teaching profession. Esparado (2009) stated that people work better when the environment, working methods, and equipment have been designed to help

them. If we add to this the natural motivation to do good job of work for an appropriate reward, we can confidently anticipate improve productivity.

D. Description on Teacher's Level of Job Performance

Teacher's job performance refers to the result of teacher's effort as regard instructional competence such as lesson planning and delivery, learner's achievement, and school, home and community involvement; professional and personal characteristics and punctuality and attendance as evaluated and rated by their principals or academic coordinator objectively.

Table 5 shows the level of job performance of teachers along instructional competence, professional and personal characteristics and punctuality and attendance.

a) Instructional Competence

Instructional competence of the teachers registered a weighted mean of 4.12 showing that teachers have very satisfactory performance in presenting and delivering their lessons, improving learners' achievement, ensuring pupils' participation during discussion and encouraging parents' involvement in school programs and activities. This means that teachers are efficient as classroom managers and they accomplish their functions and duties according to the requirements of the school.

Kunter (2013) defined teacher quality as all teacher-related characteristics that produce favourable educational outcomes such as student performance on standardized test. Article II Sec 4 of the Code of Ethics for Professional Teachers states that "every teacher shall possess and actualize a full commitment and devotion to duty." and article III Sec. 6 stipulates that "every teacher is an intellectual leader in the community, especially in the barangay, and shall welcome the opportunity to provide such leadership when needed, to extend counselling services, as appropriate, and actively be involved in matters affecting the welfare of the people." Therefore, teachers should either maintain or improve his or her intellectual capabilities to cope up with the changes in the community.

PERFORMANCE	WEIGHTED MEANS	VERBAL DESCRIPTION
Instructional Competence	4.12	Very Satisfactory
Professional & Personal Characteristics	4.27	Very Satisfactory
Punctuality of Attendance	4.14	Very Satisfactory
<b>Overall</b>	<b>4.17</b>	<b>Very Satisfactory</b>

Table 5: Job Performance of Teachers in Private Schools in Four Western Towns of Tarlac for the Last Three Years

Legend:

<b>Weighted Mean (WM)</b>	<b>Verbal Description (VD)</b>
4.50-5.00	Outstanding (O)
3.50-4.49	Very Satisfactory (VS)
2.50-3.49	Satisfactory (S)
1.50-2.49	Unsatisfactory (US)
1.00-1.49	Poor (P)

- b) Professional and Personal Characteristics  
 The professional and personal characteristics of the teachers registered a weighted mean of 4.27 which is verbally described as *very satisfactory*. This means that teachers manifested the specified personal/professional characteristics like honesty, courtesy, human relations, stress tolerance, commitment, resourcefulness, fairness decisiveness and leadership as enumerated in the Performance Appraisal System for Teachers (PAST). The preamble of Teacher’s Code of Ethics states that “teachers are duly licensed professional who possesses dignity and reputation with high moral values as well as technical and professional competence in the practice of their noble profession, they strictly adhere to, observe and practice this set of ethical and moral principles, standards and values”.
- c) Punctuality and Attendance  
 With regards to punctuality and attendance, a weighted mean of 4.14 was obtained which is verbally described as *very satisfactory*. This means that teachers observed punctuality and regular

attendance. They come to school on time and avoid absenteeism.

*E. Differences in the Managerial Practices of the Principals as Rated by Themselves and Their Teachers*

Table 6 shows the differences in the managerial practices of the principals as rated by themselves and their teachers. Difference in the ratings between the teachers and principals are significant at 5% level if the computed probability is less than .05 and highly significant if the probability is less than .01.

Results indicate that there are high significant differences in the ratings of the principals and their teachers in terms of managerial practices since the probability values are less than .01. These results imply that the perception of the teachers on the managerial practices of their principals like planning, organizing, controlling, leading, supervising, budgeting and staffing do not conform to the self-evaluation of their principals. This further implies that the principals’ perception on their managerial practices is different from their teachers’ perceptions which were based on their observations which may be influenced by value system and their experiences. This result corroborates the study of Velicaria (2013) that administrators had higher expectations of themselves than their teachers.

MANAGERIAL PRACTICES	PRINCIPALS’ MEAN RATING	TEACHERS’ MEAN RATING	PROB.	DIFFERENCE
Planning	4.54	4.14	.0002	Highly Significant
Organizing	4.53	3.98	.0002	Highly Significant
Controlling	4.57	4.02	.0088	Highly Significant
Leading	4.55	3.81	.0000	Highly Significant
Supervising	4.52	4.01	.0000	Highly Significant
Budgeting	4.51	4.13	.0000	Highly Significant
Staffing	4.55	3.87	.0070	Highly Significant

Table 6: Difference in the Managerial Practices of the Principals as Rated by themselves and their Teachers

*F. Relationship Between the Managerial Practices of Principal and the Job Performance of Their Teachers*

Table 7 shows the relationship between the managerial practices of the principals and the job performance of their teachers. Results revealed that the principals’ managerial practices on planning, organizing, controlling, leading, supervising, and staffing have high significant relationship to the job performance of their teachers since their probability values are less than .01. The positive sign of the

coefficient of correlation means that the more effective the principal is in setting goals and objectives of the school, forming class and teaching schedules and delegating responsibilities, accomplishing projects and monitoring or evaluating teacher’s performance objectively, his or her teachers tend to perform better as well. Analysis further revealed that the effectiveness of principal in budgeting has no significant relationship to the level of job performance of his or her teachers.

MANAGERIAL PRACTICES	COEF. OF CORRELATION	PROB.	RELATIONSHIP
Planning	+.712	.000	Highly Significant
Organizing	+.492	.000	Highly Significant
Controlling	+.611	.000	Highly Significant
Leading	+.559	.000	Highly Significant
Supervising	+.353	.000	Highly Significant
Staffing	+.302	.002	Highly Significant
Budgeting	+.098	.319	Not Significant

Table 7: Relationship Between the Managerial Practices of Principal to the Job Performance of Their Teachers

Macalma (2016) stated that good performance of employees arises when supervisors are understanding and very friendly, listens to employees opinions, and subsequently praises employees for good performance. Therefore, the interpersonal relationship and quality supervision must be properly observed in the organization.

*G. Relationship Between the Principals’ Managerial Practices and the Teachers’ Job Satisfaction*

Determining the relationship between the managerial practices of the principals and the job satisfaction of the teachers is one of the objectives of the study which is shown in Table 8. It is hypothesized that there is no significant relationship between the managerial practices of principals and the job satisfaction of their teachers.

Analysis revealed that the managerial practices of principals on planning, organizing, controlling, leading,

supervising, and staffing are correlates of teachers’ job satisfaction. These results imply that as the principal becomes more effective doing his or her functions in setting goals and objectives of the school, forming class and teaching schedules and delegating responsibilities, accomplishing projects and monitoring or evaluating teacher’s performance objectively, the level of job satisfaction of the teachers will be high as well. This result conforms the study of Katdonget *al.* (2013) that teachers find job satisfaction when managers’ involvement in school activities is visible. In contrast, budgeting practice of the principal has no significant relationship to job satisfaction of the teachers. This result shows that whether or not the principal is good in budgeting or managing financial resources of the school, it has nothing to do with the job satisfaction of their teachers.

MANAGERIAL PRACTICES	COEF. OF CORRELATION	PROB.	RELATIONSHIP
Planning	+.556	.000	Highly Significant
Organizing	+.228	.019	Significant
Controlling	+.275	.005	Highly Significant
Leading	+.266	.006	Highly Significant
Supervising	+.240	.014	Significant
Staffing	+.655	.000	Highly Significant
Budgeting	+.154	.116	Not Significant

Table 8: Relationship Between the Managerial Practices of Principal and the Job Satisfaction of Their Teachers

Dela Cruz (2012) revealed that leadership and management have significant impacts on job satisfaction and organizational commitment of an employee. High job satisfaction enhances employees’ psychological and physical well-being and positively affects employee performance. He pointed out that job satisfaction is influenced by many organizational contextual factors, ranging from salaries, job autonomy, job security, workplace flexibility, to leadership.

*H. Relationship between the Principals’ Attributes and their Managerial Practices*

The researcher conceptualized that the personal attributes of the principals such as age, educational attainment, years of experience as principal and in-service trainings attended are correlates of the effectiveness of their managerial practices.

Table 9 presents the relationship between the personal attributes of the principals and their managerial practices.

a) Age

The age of the principals has high significant relationship to their managerial practices on controlling and leading. The positive sign of the coefficient of correlation means that as a principal becomes older he or she becomes better in controlling and leading such as in monitoring activities and using authorities to attain/achieve the objectives and goals of the organization as well as inspiring and encouraging subordinates to do better in pursuing organizational interest through motivation, provisions of incentives and recognition. However, the age of the principals has no significant relationship to their managerial practices in the aspect of planning, organizing, supervising, budgeting and staffing.

PRINCIPALS’ PROFILE	PRINCIPALS’ MANAGERIAL PRACTICES						
	Planning	Organizing	Controlling	Leading	Supervising	Staffing	Budgeting
Age	+.054ns	+.166ns	+.325**	+.280**	+.091ns	+.151ns	+.177ns
Educational Attainment	+.484**	+.307**	+.290**	+.239**	+.497**	+.485**	+.358**
No. of Years as Principal	+.342**	+.657**	+.490**	+.497**	+.714**	+.312**	+.144ns
In-Service Training Attended	+.216**	+.275**	+.165ns	+.228*	+.558**	+.355**	+.092ns

Table 9: Relationship between the Profile of Principals to Their Managerial Practices

Legend:

ns – not significant

\* - significant

\*\* - highly significant



## b) Educational Attainment

The educational attainment of the principals has high significant relationship to all aspects of their managerial practices. The positive sign of the coefficient of correlation shows that the higher the educational attainment of the principal is, the better the application of his or her managerial practices. These results mean that the principal has the tendency to be very effective in planning, organizing, controlling, leading, supervising, budgeting, and staffing when his or her educational attainment becomes higher.

These results conform to the study conducted by Cruz (2016) on “Enhancing the Managerial Performance of School Heads”. He elucidated that successful school managers should be interested in developing and adopting necessary skills through non-stop learning to create the best teaching and learning environment. As the most influential person in promoting reform, change, and innovations in performing such functions, school heads are challenge to enhance their leadership and managerial competencies. The emerging changes in leading and managing organizations should be dealt with by discovering new opportunities and at the same time reconciling these with essential management processes.

## c) Number of Years as Principal

The number of years as principal registered a high significant relationship to all aspects of his or her managerial practices except in budgeting. This result shows that the longer the exposure of principals to their roles and functions as school heads, the better or more effective they could be in performing their managerial practices on planning, organizing, controlling, leading, supervising, and staffing. This result conforms with the findings of Obieta (2010) that the length of service of an employee significantly influenced the way they manage their work. However, the number of years as principal posted insignificant relationship to the aspect of budgeting since the probability is greater than .05. This means that whether the principal is a novice or experienced in the position, his or her budgeting practice will just be the same or comparable.

## d) In-Service Training Attended

The principals' in-service training attended related to management or leadership has high significant relationship on their managerial practices in terms of planning, organizing, supervising and staffing, significant in leading, while insignificant in controlling and budgeting. This indicates that the more seminars and in-service training are attended by the principal, the more that he or she will improve his or her way of setting of objectives and determining a course of action for achieving school's objectives, the more he/she becomes more systematic in the process of structuring, integrating, coordinating task and activities to resources in order to attain

objectives, the more he/she becomes effective in monitoring and regulating subordinates on their responsibilities to improve instruction, and in managing and keeping manned the positions provided for the organizational structure and in appraising and selecting candidates for the positions, compensating or training candidates and incumbents to accomplish their tasks effectively.

I. *Problems Encountered by the Teachers in Terms of their Principals' Managerial Practices*

Every manager in school organization performs certain roles/tasks for the smooth running and improvement of the school but like other organizations managerial problems cannot be avoided. Ukeje (1999) stated that leadership means influencing people to work willingly with zeal towards the achievement of the corporate goals. A manager cannot work alone; he must have people to influence, direct, carry along, sensitize and mobilize towards the achievement of the corporate goal. Some managers are more interested in the performance being done than in the people they work with while others pay more attention to their relationship and satisfaction of their employee. Whether a manager emphasizes the task or people, human relation is usually considered as the central to their managerial practices. Based from the results of the survey questionnaire on problems encountered by the teachers to the managerial practices of their principals, it shows that almost all of them answered that they seldom have problem as manifested by their claim that their principals are effective and that they are very satisfied to their job as teachers.

Based from the follow-up interview of the researcher with some teacher-respondents, the most common problem encountered on the managerial practices of the principals in terms of planning was that the principal does not give orientations to the teachers on how to prepare and implement action plans. In terms of controlling, evaluation is not conducted immediately after the implementation of the target plans. Joves (2013) stated in her study that many managers choose to rely on intuition. They depend upon bright ideas, their personal ability or that of their subordinates for the successful accomplishment of their jobs. She also emphasized that to be an effective school manager, one must be competent in the performance of the various tasks, functions and activities. In the aspect of leading, lack of interest in sending teachers in seminars/conferences is the most pressing problem. This shows that most of the principals do not send their teachers to seminars or in-service training to enhance their professional growth. The last problem is on the supervisory practice of principals. Teachers claimed that principals seldom or do not supervise them at all in their teaching/learning assignments. Having a minimal problem encountered by the teachers on the managerial practices of the principals means that they are satisfied in the way their principals manage the school and most of the managerial practices expected to them are being applied and provided. Forbes (2011) stated in his article that effective school managers are expected to be academically goal oriented and supervise instructional and co-curricular practices accordingly. They motivate and support the

teachers, encourage the community and other school stakeholders to be involved in the educational program, and encourage participatory decision making. They are also faced with the complex task of creating a school wide vision, being an instructional leader- planning for effective professional development, guiding teachers, handling discipline, attending important events and needs, and all the other minute details that come with supervising and managing a school. The job of a school principal is not more demanding and difficult than an ordinary teacher, is expected to be equal, hence “the quality of school principals as school managers is a factor in improving the quality of education”.

According to the study of Salfi (2011), majority of the head teachers of successful schools developed a common and shared school vision and promoted a culture of collaboration, support and trust. They empowered others to lead and distributed leadership responsibilities throughout the school; developed and maintained good relationships among different personnel of school community; and emphasized the professional growth and development of teachers as well as themselves for the process of school improvement.

#### *J. Proposed Managerial Practices Model for Principals in Private Elementary Schools*

Based from the results of the correlational analysis of the data, the principals' management practices are positively correlated to their personal profile as well as the job satisfaction and job performance of their teachers. To supplement the results of the correlation analysis, regression analysis was done. This analysis further explains the contributions of all the variables affecting the managerial practices of the principals by computing their multiple coefficient of determinations. Multiple coefficient of determination tells or predicts the percentage of change in the dependent variables as attributed or affected by the change of the independent variables.

Regression analysis revealed that in terms of the personal attributes of the principals, multiple coefficient of determinations were recorded as follows: 74% to planning, 78% to organizing, 81% to controlling, 86% to leading, 79% to supervising, 75% to staffing, and 12% to budgeting practice of principals. These percentages of change in the managerial practices of principals are attributed to the change in their personal attributes. This means that when

taken as a whole, the personal attributes of the principals are predictors of effective managerial practices of principals except in budgeting ( $R^2 = 12\%$ ). Analysis further revealed that when taken singly the age of the principals has the least contribution ( $R^2 = 34\%$ ) in changing the managerial practices of the principals particularly on planning, organizing, supervising, staffing, and budgeting. These analyses show that principal requires maturity to become more effective in leading and controlling, ideal and extensive knowledge which may be gained in enrolling advanced education in all aspects of managerial practices, longer exposure to his or her functions, duties and responsibilities contribute to better planning, organizing, controlling, leading, supervising and staffing, and they need to attend more seminars to enhance and update on the current trends and innovations in education to be effective in planning, organizing, leading, supervising and staffing.

Analysis further revealed that 85% of the change in the level of job satisfaction of teachers is attributed to the change in the level of effectiveness of their principals' managerial practices. Likewise, 89% of the change in the level of job performance of teachers is attributed to the change in the level of effectiveness of their principals' managerial practices. Of the seven managerial practices of the principals, six are predictors of job satisfaction and job performance of teachers and only budgeting registered the least contribution both in the job satisfaction ( $R^2 = 0.19$ ) and job performance ( $R^2 = 0.24$ ) of the teachers. These results show that effectiveness of principals' managerial practices in setting goals, organizing schedules, evaluating performance, inspiring and encouraging subordinates, establishing rapport with teachers and hiring teachers according to needs and qualifications are necessary for their teachers to feel contentment in their job and if teachers are contented or satisfied, they tend to perform better in pursuing their roles and functions as a classroom managers.

Based on these results, a model on the Managerial Practices of Principals in Private Elementary School in the Four Western Towns of Tarlac as shown in Figure 2 is hereby proposed. This model can be used as basis for school administrators in hiring and selecting the best principals with regards to their qualifications and managerial practices that fit and satisfy the needs of the schools in order to effectively implement and realize their vision and mission.

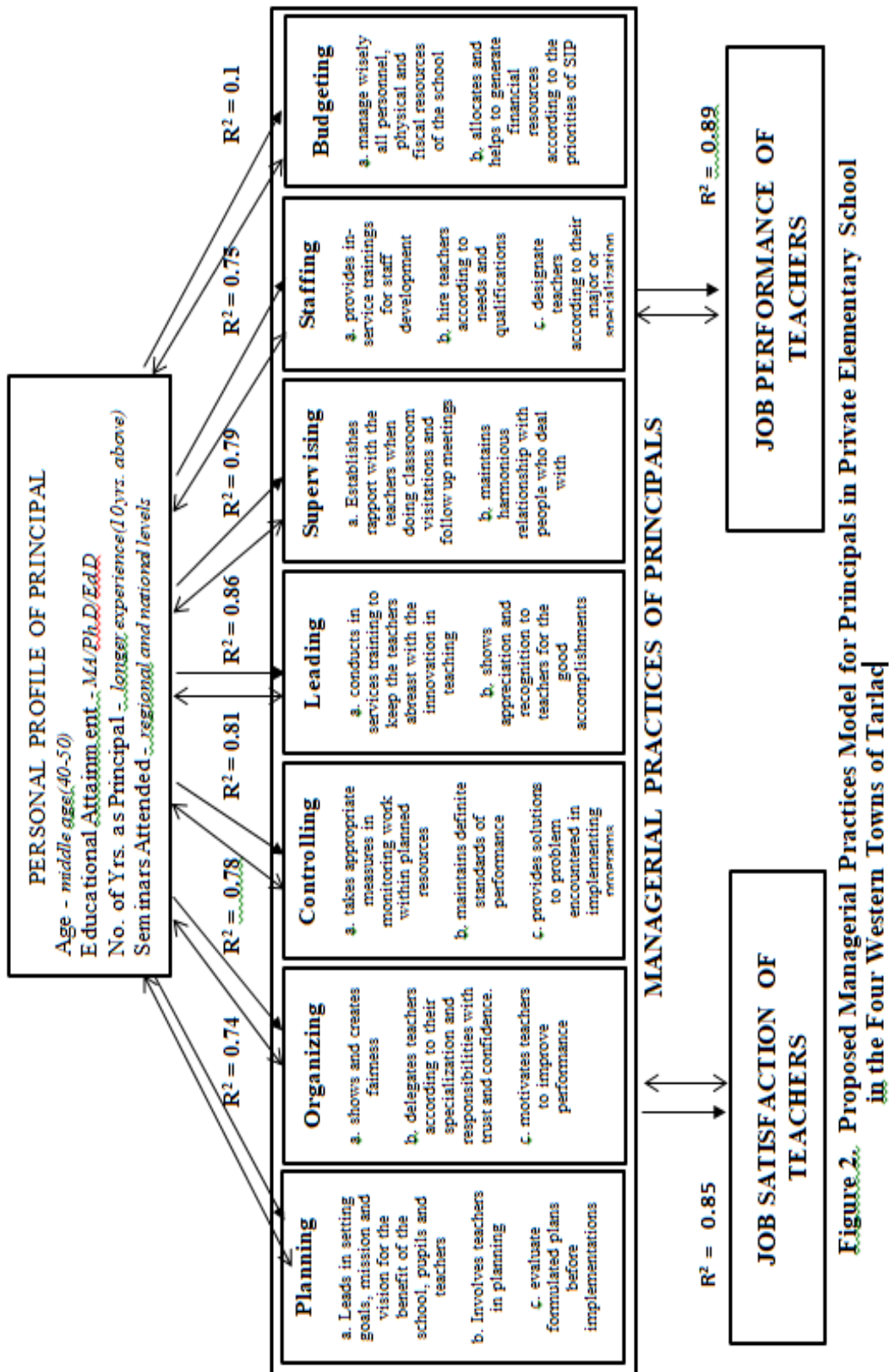


Figure 2. Proposed Managerial Practices Model for Principals in Private Elementary School in the Four Western Towns of Tarlac

## VI. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the findings, the conclusions drawn and the recommendations based from the findings and conclusions.

### A. SUMMARY

This study was conducted to describe principals' personal attributes and managerial practices, and the job satisfaction and job performance of teachers in private elementary schools. It also determined the extent of difference between the self-ratings of the principals and the ratings of the teachers in terms of principal's managerial practices and the relationship of principal's managerial practices to their personal attributes and to the job satisfaction and job performance of their teachers. It determined the problems encountered by the teachers in terms of principal's managerial practices.

The respondents of the study were fifteen (15) principals and one hundred five (105) teachers in private elementary schools in four western towns of Tarlac during the school year 2018 - 2019.

Data were gathered, tabulated and analysed using descriptive-comparative-correlational research method. Five sets of questionnaire were used; two for the principals and the other sets were for the teacher respondents.

### B. FINDINGS

- In terms of the personal attributes of the principals in private schools, most of them (33.33 %) have age ranging from 40-49 years old, most of them (33.33%) are masters' graduate, majority (53.63%) have been a principal for five years or less and majority (66.66%) have attended seminars/in-service trainings related to management and leadership in regional level.
- The principals rated their managerial practices *very effective* (4.54) while their teachers rated them as *effective* (4.27).
- With regards to teacher's job satisfaction, they were *very satisfied* with the security, work environment, job responsibilities and community linkages in their organization.
- In terms of teachers' job performance, the overall weighted mean (4.17) with a verbal description of *very satisfactory* is an indication that they performed well on their instructional competence, professional and personal characteristics and punctuality of attendance.
- As to the self-ratings of the principals compared to the ratings of their teachers on principal's managerial practices, significant difference was noted.
- As to the relationship of principals' managerial practices to the job satisfaction of the teachers, the managerial practices of principals like planning, controlling, leading and staffing have high significant association to the level of job satisfaction of the teachers in terms of security, work environment, job responsibilities and community linkages. Organizing and supervising are significantly related while

budgeting has no significant relation to the job satisfaction of the teachers.

- As to the relationship of principals' managerial practices to the job performance of the teachers, almost all the principals' managerial practices have high significant relationship to the job performance of the teachers in terms of their instructional competence, professional and personal characteristics and punctuality of attendance. However, budgeting as one of the aspects of managerial practices has no significant association to the performance of the teachers.
- The educational attainment, numbers of years as principal and in-service training attended have high significant relationship to the managerial practices of the principals.
- The most pressing problems encountered by the teachers with their principals with regards to their managerial practices on planning, controlling, leading and supervising are: principal does not give orientations to the teachers on how to prepare and implement action plans; lack of interest in sending teachers in seminars/conferences and principals seldom; and others do not supervise them at all in their teaching/learning assignments.
- As to the result of correlations and regression analyses of variables of the study, that managerial practices of principals are predictors and correlates of job satisfaction and job performance of teachers and personal profile of principals are correlates and predictors of their managerial practices, a model of Managerial Practices of Principals in Private Elementary Schools in four Western Towns of Tarlac was proposed.

### C. CONCLUSIONS

Based on the findings, the following conclusions were drawn:

- Majority of the principals in private schools are more than 40 years old, with graduate schooling, still new in the position as principal and attending in-service trainings related to management in the regional level.
- The overall managerial practices of the principals are rated *effective* by themselves and their teachers.
- Teachers are very satisfied with their job in terms of security, work environment, job responsibilities and community linkages.
- Performance rating of the teachers based from their academic coordinators/principals is *very satisfactory*.
- Principals have different perceptions on their managerial practices as compared to their teachers.
- The managerial practices of the principals are strongly associated to the job satisfaction of the teachers.
- The managerial practices of the principals are significantly related to their teachers' job performance.
- The personal attributes of the principals are significantly related to their managerial practices except for age.
- The top problems encountered by the teachers with their principals' managerial practices on planning, controlling, leading and supervising include: principal



does not give orientations to the teachers on how to prepare and implement action plans; lack of interest in sending teachers in seminars/conferences; and principals seldom while others do not supervise them at all in their teaching/learning assignments.

- The proposed Principals' Managerial Practices Model for Private Elementary Schools depict the association and influence of managerial practices of principals to their personal attributes and to the job satisfaction and job performance of the teachers.

#### D. RECOMMENDATIONS

On the bases of the findings and conclusions of the study, the following are recommended:

- Since the principals' educational attainment and in-service training attended are related to the level of effectiveness of their managerial practices, school principals should continue enhancing their competencies by enrolling graduate studies and attending relevant trainings/seminars related to leadership and management.
- Similar studies may be conducted making use of other variables to be correlated to principal's managerial practices like school factor, teacher factor, and learner factor.
- Results of the study may be provided to the principals of private elementary schools in four western towns of Tarlac for their analysis and reflection.
- The proposed Managerial Practices Model for Principals may be adopted as reference towards attaining effective managerial practices of principals in private schools in the four western towns of Tarlac.

#### REFERENCES

- [1.] ABWALLA, J. (2014). "The Principals' Leadership Style and Teachers' Performance In Secondary Schools of Gambella Regional State". Thesis to the Department of Educational Planning and Management Jimma, Ethiopia.
- [2.] ALEGADO, E. (2009). *Qualities of Teachers*, REX Printing and Publishing, Manila
- [3.] ALTUN, J. (2011). "Workplace Environment and Its Impact on Organizational Performance in Public Sector Organization" International Journal of Enterprise Computing and Business System. <http://www.ijecbs.com>
- [4.] ANCHO, O.M. (2016). "Relationship of Leadership Attributes to Job Stressors and Coping Mechanisms of School Heads: Basis for a Proposed Stress Management Plan". Unpublished Thesis for Master of Arts in Education, Tarlac State University, Tarlac City
- [5.] ANDAL E. Z. (2015). "Correlates of Job Satisfaction and Performance among Faculty of Laguna State Polytechnic University, San Pablo City Campus: Input to faculty Development Program. *International Journal of Social Science and Humanities Research*
- [6.] AQUINO, M.A. (1981). "Vice Principal Managerial Skills and Effectiveness in Ilorin Metropolis Secondary Schools, Kwara State". Unpublished M.Ed. Dissertation Department of Educational Management University of Ilorin.
- [7.] ANTONIO. T.O. (2013). *Fundamental of Educational Management*. Atlantic Associated Publishers
- [8.] BARTOLO, A.P. (2007). "Management Practices in the Tarlac Diocesan Schools as Influenced by Selected Variables". Unpublished Thesis for Master of Arts in Education, Tarlac State University, Tarlac City
- [9.] BEEHR, T. (2001). "Identifying Workplace Stress", *Women's Journal*.
- [10.] BILLINGSLEY, B., M. ISRAEL, and S. SMITH (2011). "Supporting New Special Education Teachers". *Teaching Exceptional Children*, 43, 20-29.
- [11.] BIZCOCHO, B. (2007). <http://www.educsearch.com>
- [12.] BOGLER, R. (2001). "The Influence of Leadership Style on Teacher Job Satisfaction". *Educational Administration Quarterly*, 37(5), 662 – 683
- [13.] CARVER, C. L., and S. FEIMAN-NEMSER, (2008). "Using Policy to Improve Teacher Induction: Critical Elements and Missing Pieces". *Educational Policy*, 23(2), 295–328. doi:10.1177/0895904807310036
- [14.] CHAVEZ, E.L., (2002). "Performance Management and Productivity Improvement Through Trust. Retrieve online <http://www.articlesnatch.com/article/Performance-Management-and-Productivity-Improvement-Through-Trust>.
- [15.] CRUZ, D.P. (2016). "Enhancing the Managerial Performance of School Heads". Unpublished Master Thesis Tarlac State University, Tarlac City
- [16.] DACARA, E.L. (2002). "Traits and Management Practices of Elementary School Heads in Tinanbac North District of Camarines Sur. Unpublished Master's Thesis Tarlac State University, Tarlac City
- [17.] DAMIAN, M.M. (2007). "Teachers' Burnout: Towards a Remediation Program". Unpublished Thesis for Master of Education, Tarlac State University, Tarlac City,
- [18.] DELA CRUZ, L. (2012). *Job- Related Stress and Coping Strategies among Student-Nurses in the Public and Private Hospitals in the Cities of Dagupan and San Carlos, Pangasinan* ([http://en.wijipedia.org/wiki/University\\_of\\_Luzon](http://en.wijipedia.org/wiki/University_of_Luzon))
- [19.] DEPARTMENT OF EDUCATION. (2009) *Performance Appraisal System for Teachers*.
- [20.] ESPARADO, E. S. (2009). *Job Satisfaction and Organizational Commitment: Their Relationship to Work Performance of a Teachers*. Note Dame of Tacurong College, City of Tacurong.
- [21.] ESTRADA, S.M. (2013). "Performance of Teachers and School Heads: The Case of Eight Private Schools in Western Towns of Tarlac". Unpublished Thesis Tarlac College of Agriculture, Camiling, Tarlac
- [22.] EZEUWA, L. (2005). "Issues in Educational Management." Enugu-Hipuks Additional Press.
- [23.] FORBES, G.M. (2011). *Trends and Issues: Roles of School Heads as Instructional Leader, Administrator and Manager*. DepEd Quezon, Calabarzon
- [24.] GABATINO, L.S. (2003) "Management Practices and School Performance of School Heads in the

- District of Capas, Tarlac". Unpublished Master's Thesis Tarlac State University
- [25.] GALLARDE, L.G.(1998)."Job Stress Level among Elementary School Teachers in West District of San Fernando Pampanga". Unpublished Thesis, Don Honorio Ventura College of Arts and Trades,
- [26.] GAMOTEA, E. B. (2009). "Correlates and Administrative and Supervisory Competencies of Public Elementary School Heads in Moncada South Districts of Lapaz.Unpublished Master's Thesis.Tarlac College of Agriculture, Camiling, Tarlac.
- [27.] GOLDMAN, E. (2002).The Significance of Leadership Style. Educational Leadership, *Online Learning*55(7), 20-22
- [28.] HERBERG, F.(1968).Work and the Nature of Man. Cleveland
- [29.] ISAAK A.I. (2014)."Influence of Head Teachers' Leadership Styles on Teachers' Levels of Job Satisfaction in Secondary Schools of Mandera". Research Project University of Nairobi, Kenya
- [30.] JOVES, G.E. (2013). "Correlates of Leadership Style of Public Elementary School Heads in Cluster I, Division of Tarlac Province". Unpublished Thesis Tarlac College of Agriculture
- [31.] KADTONG. M. L, D. USSOP.(2013). "Work Performance and Job Satisfaction among Teachers. International Journal of Humanities and Social Science *Vol.3 No. 4- 203-234*
- [32.] KOONTZ, H. (2007), Essentials of Management.*McGraw Hill*, - 7th Editions,
- [33.] KORKMAZ, M. (2007).Effects of Leadership Styles on Organizational Health.Educational Administration: Theory and Practice, 49, 81 – 91.
- [34.] KUNTER, M. (2013). Professional Competence of Teachers: Effects on Instructional Quality and Students Development. *Journal of Educational Psychology*,2013*Vol. 105, No.3, 805-820.*
- [35.] KWENIN, D.O. (2013). The Influence of Employee Reward, Human Resource Policies and Job Satisfaction on the Retention of Employees in Vodafone Ghana Limited. University of Cape Coast, *GhanaVol 5, No,12*
- [36.] LARKIN, I.M., L. BRANTLY-DIAS, andA. LOKEY-VEGA (2016).Job Satisfaction,Organizational Commitment, and Turnover Intention of Online Teachers in the K-12 Setting.*Online Learning*, 20(3), 26 – 51.
- [37.] MACALMA, M.R. (2016). "Job Satisfaction of Teachers in Sta. Ignacia District in Relation to their Work Performance".Unpublished Master's Thesis.Tarlac College of Agriculture
- [38.] MASSARI, G.A. (2015). Key Factors of Preschool and Primary School Teachers Job Satisfaction.*PedActa*, 5(1), 27 – 40.
- [39.] MAZIBUKO, S.P. (2007)."The Managerial Role Of The Principal In Whole-School Evaluation In The Context Of Disadvantaged Schools In Kwazulu-Natal" .Doctoral Dissertation.
- [40.] MCGREGOR, D. (2001). "Effects of Job-Related Stress among Male and Female Student-Nurses in the Public and Private Hospitals in the Cities of Dagupan and San Carlos" (<http://en.wijipedia.org/wiki/UniversityofLuzon>)
- [41.] MOLINA, J.E.(2011)."Job Satisfaction and Performance of Public Elementary School Teachers as Influenced by Collaborative Leadership and Personal Profile of School Managers in Mayantoc District, MayantocTarlac".Unpublished Master's Thesis.Tarlac College of Agriculture.
- [42.] NOORI, Z., (2015). " Impact of Job Promotion and Job Advancement on Job Satisfaction in Universities of KPK Province of Pakistan, Department of Management Sciences, COMSATS (<http://www.sci.inc.com/pdf/534763451499-1505-Zahid/.pdf>)
- [44.] NAMORO, E.P. (2008). "How to Become a School Manager?"*The Modern Teacher*. Vol. LVII No. 9
- [45.] NUYLES, M.G. (2011). "Teaching Performance of Public Elementary Schools Teachers in Mayantoc District as Influenced by Job Stress, Personal Factors and Higher Order Needs." Unpublished Master's Thesis.Tarlac College of Agriculture.
- [46.] OBIETA, A. N. (2010). "Work Values, Family Roles Performance of Public Elementary School Teacher in Mayantoc District Influenced by Job Stress Personal Factors and Higher Order Needs.
- [47.] OKUMBRE, J.A. (2007). Educational Management: Theory and Practice. Nairobi: University of Nairobi Press
- [48.] OKUMBRE, J.A. (1998). EducationalManagement: Theory and Practice. Nairobi: University of Nairobi Press.
- [49.] POBRE, M.P. (2009). Administrative and Supervisory Competencies of Public Elementary School Managers of the District of Mayantoc, Division of Tarlac Province as Influenced by Selected Variable". Unpublished Thesis Tarlac College of Agriculture, Camiling, Tarlac
- [50.] RAMOS, F.T. (2009). "Management Practices Of School Heads As Influence By Their Management Performance And Personal Attributes in Ramos and Pura District".Unpublished Thesis Tarlac College of Agriculture.
- [51.] ROMERO, G.D. (2017)."Job Satisfaction Level of K to12 Teachers Utilizing Multiple Statistical Tools."University of the Philippines, Diliman Quezon City.
- [52.] SALFI, N.A. (2011)."Successful Leadership Practices of Head Teachers for the School Improvements. Some Evidence from Pakistan".*Journal of Educational Administration*, 49(4), 414-432.
- [53.] SANTIAGO, E.(2007). *The Impact of Job Satisfaction*, National Bookstore, Manila
- [54.] SCHEMERBONE, R. (1993). "Organizational Work and Personnel Factors in Employee Turnover and Satisfaction", *Psychological Bulletin*.Vol 50, p 151-176
- [55.] SCHWARTZ, G.J. (2017)."The Relationship between Teacher Job Satisfaction and Principal Leadership Style" A dissertation presented to the

- Faculty of the Education Department Carson-Newman University
- [56.] SPEAR, M., K. GOULD, B. LEE,(2000). Who would be a teacher? A review of factors motivating and demotivating prospective and practicing teachers. Slough: National Foundation for Educational Research.
- [57.] STONER, J. and C. Wankel (1987).Supervision as Management and Development.*Smartbook Publishing*
- [58.] STERNBERG. G.E.(2014).Mentorship: Toward success in teacher induction and retention. *Catholic Education: A Journal of Inquiry and Practice*, 8(3), 381 – 392.
- [59.] SUNGU H., A. ILAGAN, O. PARYLO, and M. ERDEM (2014). Examining Teacher Job Satisfaction and Principals' Instructional Supervision Behaviors: A Comparative Study of Private and Public School Teachers. *Journal of Educational Research*, 60(1), 98 – 118.
- [60.] TAYLOR, F. (2010). Strategies and Job Satisfaction in University Academic Staffs in Florida (<http://www.neutra.ed/content/news/rmr>)
- [61.] UDAL, P. (2009), Understanding Organizational Behavior. Oxford University Press, - 7th Editions
- [62.] UKEJE, B. (1998). Educational Administration. Enugu: Fourth Dimension Publishing Co. Ltds.
- [63.] UKEJE, B.O. (1999). The Education of Teachers for a New Social Order, *The Nigeria Teacher*.65(1), 67 – 72.
- [64.] VALECARIA, L., (2013) Job Satisfaction, Work Environment and Rewards: Motivational Theory Revisited Labor.*Labour*
- [65.] VROOM, V.H. (1964).Work and Motivation. New York, Wiley
- [66.] WAGIN, B. (1989) "Determinants of Job Stress among Middle Managers of Commercial Banks in Metro Manila".Doctoral Dissertation, University of Sto. Tomas, Manila.
- [67.] ZEB,A.,S.REHSAM, G. SAEED and H. ULLAH (2015) "A Study of the Relationship between Reward and Recognition and Employees Job Satisfaction: A Literature Review. *Abasyn Journal of Social Sciences*. Vol:7
- [68.] ZULUETA, F.D., (1999). Management Theories and Practice. Academic Publishing Corp. Quezon, City