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A Socio-Linguistic Study on the Language-Mapping of Zamboanga City

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Abstract

This study sought to draw the language-mapping of Zamboanga City, in terms of the following components: language-background, language proficient in, language use and preference, language valorization, and language projection. This research focused on the problem of language variations in the different domains. This also aimed to find out whether or not the variable age, sex, residence and economic status affect the language preference of the subjects in different domains and selected communication situations. In effect the findings could be used in the language planning of the region in particular and perhaps of the whole nation in general. The research problems and hypotheses served as the bases in the preparation of the of the survey questionnaire patterned after the questionnaire of an existing study. The instrument was further enriched, validated and pilot-tested to ensure to ensure that the intended data necessary to answer the research questions could be obtained. The instruments were distributed to a total of 350 subjects. The data obtained from this questionnaire were analyzed, interpreted and triangulated by the data obtained during the interview. The results of the analyses showed Chavacano as the dominant tongue in the language background, reported language proficient in, language preference and valorization. For valorization, English ranked first; Chavacano second; Tagalog third; Cebuano fourth; and Chinese fifth. The respondents perceived Chavacano to be the projected language of Zamboanga City now, and the next 10 years to come. For Mindanao, it will still be Cebuano; and for the whole Philippines, Tagalog. The defined patterns of language shift and complementations are: For non-native Zamboanguenos: First language to Chavacano plus English and Tagalog-based Filipino. For Zamboanguenos: Chavacano to English plus Cebuano and Tagalog. The result further shows

that languages varied slightly in the different domains. Chavacano came out dominant, although findings showed that the respondent's first language is still very valuable in the varied communicative functions.The phenomenon of language complementation is strongly manifested in this research, which would account for the mixed language repertoire among Zamboanga City residents, this being as multilingual community. The mapping showed the dominance of Chavacano in almost all domains, communication situations and barangays in Zamboanga City.

Introduction

The research on language-mapping done in Zamboanga City, conducted by this writer on: revolves around five aspects of language mapping, such as: language background, proficiency, language use and language preference, language valuation, and projection of language. An analysis of language nuances in the various domains were investigated, to include a comparison of the urban and rural languages used. This is backed up by the mapping showing boundaries of the languages used in the community.

The theories of Fishman, Sankoff, Gumperz, Spolsky and Greenfield were used as basis to the conduct of the study. Dumaran, Velasquez, Olonan and Jaffrey also shared the outputs of their local studies in the area of socio-linguistics.

 The theory of Fishman (1996) on "The Sociology of Language", contends that an interdisciplinary Social Science Approach to language focuses on language nuances reflecting issues in a language situation, especially when there is no common medium used. Sometimes a language shift (shift and complementation) is necessary and is resorted to by speakers. He argues that the relationship between the sociology of language and sociolinguistics is what is termed as "part-whole relationship", with the whole not being greater than the sum of all of the parts taken separately. This practically implies that whatever language is used could serve as chosen medium of the group of people. Thus, individual choices of language has a great impact on the entire population.

The research problems were: What is the language mapping of Zamboanga City, according to the following components: *language background, proficiency, language use and preference, language valuation, projected future language*?; What languages are more widely-used in the

components of the language mapping according to various domains?; Do these aspects of the language mapping depend largely on the variables: *gender, residence, and socio-economic status*?; What is the projected overall language mapping of Zamboanga City considering: Language Used dominantly, language-complementation used and Language Shifts, and Use of Secondary language?

The paper revealed that: the dominant native tongue of the city is still Chavacano. This is followed by Cebuano, and then by Tausog, and Tagalog in that order. Other languages were spoken by few residents. The result shows the dominance of Chavacano as the language spoken widely in Zamboanga City. Cebuano follows, then Tagalog and Tausog. The language that is comprehended well is Chavacano, as widely used by people in the city. This is followed by Cebuano, then by Tausog and Tagalog.

It was gathered that at home, school, workplace, with friends, strangers, cursing and swearing, Chavacano is the widely-used language. For praying, listening and writing, English was preferred dominantly.

When the languages were ranked by the respondents. English ranked one; Chavacano, second; Tagalog, third, Cebuano, fourth and Chinese, fifth.

The projected language (10) years from now would still be Chavacano as perceived by the respondents. Cebuano came in second, then Tagalog and Tausog in that order. Cebuano is projected to be the language of Mindanao 10 years from now. Tagalog came in second, followed by a complementation of Tagalog and Cebuano, and even Tausog, in that order. Tagalog is strongly projected by the respondents to be the language of the country 10 years from now. The other projected languages of the country are: a complementation of Tagalog and native tongues, and Cebuano.

Chavacano, Cebuano, and English are the most widely-used language in school. English is the medium for classroom instruction. This results to a complementation of these languages. For military or police, department stores, banks, neighborhood, entertainment world and church, Chavacano is the dominant language.

Chavacano as the dominant language of market. Cebuano is also used. There are Tausog speakers in the court, however, English is used for the but the court proceedings. Interpretations of the client's language are also used especially if the client is not educated. Chavacano is still the

present language of the military, department stores, banks, neighborhood, entertainment world, and the church.

English is the language that is understood well in the school however people still used Chavacano and their own mother tongue when they speak outside the school. The language spoken and understood well in the police, department stores, banks, and entertainment world is Chavacano.

In the market, Cebuano and Tagalog are understood well. But in the market, Chavacano and Tausog are spoken well. In the neighborhood, Chavacano and Cebuano are the languages understood well, but Chavacano is still the language spoken well by the neighborhood. Cebuano is understood and spoken well in the church.

Chavacano, Tagalog, English and Ilonggo are the languages understood and spoken well in the court. However, lawyers adjust with the language of the clients.

The homes have Chavacano as the dominant language. In almost all domains this is used by people. The next dominant home language of the respondents is Tausug, then Tagalog. Chavacano, Cebuano, and English are the languages of the school (English is used as the medium of instruction). Chavacano, as the lingua-franca of the city, is the dominant language in the workplace. This is followed by Cebuano, English and Tagalog.

Chavacano is used in when with friends, followed by English, Tagalog and Cebuano. English is dominantly used in praying especially in the church. Cebuano and Tagalog are the next dominant languages.

Chavacano is used is used for cursing and swearing, together with Tagalog, English and Tausog. Chavacano and Tagalog are the languages used when talking to strangers, followed by Cebuano.

Chavacano and Cebuano are the language preference for listening of the school used with complementation of English. The military used Tagalog; the department stores Tagalog and Chavacano; the banks, market, neighborhood, entertainment world, and court prefer English when listening. While Chavacano is the preferred language in the hospital and church .

For writing, the school, military, department stores, banks, market, neighborhood and entertainment world use English while the church and the court use Chavacano. The hospital complements Chavacano and English.

English is ranked as the most prestigious language by 60% of the respondents; Chavacano by 20%, and Tagalog 20%. The languages ranked second are Chavacano (60%), Cebuano (20%), and English (20%). For languages ranked third : Tagalog (60%); Chavacano (10%); Chinese (10%);

and Tausog (10%). For the fourth prestigious language: Cebuano (30%); Tagalog (20%); Chinese (20%); English (10%); Tausog (10%); and Spanish (10%). For the language ranked fifth: Chinese (40%); Cebuano (30%); Spanish (20%): and Tagalog (10%).

Research Methods

To answer the research questions in this study, a survey research design was employed with enriched data-based strategy from the interview. This survey revealed the typical, average or normal against the behavior or performance of an individual which were judged and evaluated, the results of which were used for prediction. This also drew generalizations because the samples have has a high degree of representativeness. The importance of a flowchart in a survey study is emphasized by Kerlinger (1964), hence the overall view of the entire process is shown with an inclusion of interview to triangulate the quantitative analysis. The flow chart shows that at the beginning of the research process the formulation of the research problems and hypotheses were done. These were used as guide in the preparation of the survey questionnaires. The. The research questions entailed a profiling of the languages of Zamboanga City. The variables were then identified. This included the independent variables domains, geographical locations; the independent variables included language-background, language proficient in, language use and preference, language valorization, and language projection. The moderator variables included age, sex, residence, and economic status. The questionnaire was translated by a panel of experts who assessed whether the questions aimed at providing data necessary to answer the research problems. The validated and pilot-tested survey questionnaires were then distributed to the preselected samples. In the data-gathering, the research team was oriented on how to distribute and administer the tool to the preselected samples. The respondents were briefed on how to accomplish the survey form. This is to ensure the corrected in the generated responses given by the subjects. Ten interviews were held in different domains to triangulate the theories derived from the quantitative part of the research. Then, the data were gathered for analysis.

Results and Discussion

For Zamboanga City, 10 years from now, people from all the sampled domains except the church perceived that Chavacano remains the dominant language. For Mindanao, the school, military, banks, market, neighborhood, entertainment world and church projected Cebuano as the dominant

language. The department stores projected for a complementation of Tagalog and Cebuano. For the entire Philippines, all domains perceived Tagalog to remain as the most dominant language of the country.

The Chi-Square results show that the variables age, residents, sex and socio-economic status, affect the choice of languages in school (also in praying); same variable residence affected the choice of language for cursing/ swearing; talking to strangers, workplace, and talking to friends. Residence and socio-economic status affect the choice of languages in writing and listening.

For the valuation of language, the residence affects the rating or valuing of the languages ranked first, second, third, and fourth; while residence affects the choice of language ranked number 5; The language ranked number 3 is not significant in any of the moderator variables evaluated. Residence again affected the language projection for Zamboanga City and Mindanao; Age and Socio-Economic Status affect the language valorization for the entire Philippines.

In the light of the foregoing findings, this writer draws the following conclusions: The dominant language of the city is Chavacano. This implies that is language is so strong and potent at present. As the lingua franca therefore of Zamboanga's speech community, it is moving at the right direction when efforts are done to preserve and conserve this indigenous non-material element of the city's cultural heritage.

Chavacano is the language of the people who are proficient in both production and comprehension. This implies that the speakers give equal importance to both of these aspects of the language. A general pattern emerge: one has more comprehension (understood well) of ther language (whether mother tongue of learned language) than production (spoken well).

While Chavacano remains the predominant language in almost all situations, each cultural community has not forgotten their mother tongue but because Chavacano is a wide-spread language in the city, everyone feels the urgency of learning this language being the common language of any domain. This implies that in "societal multilingualism", a speaker tends to keep his/her mother tongue, but linguistically identifies himself with the lingua-franca of the speech community where one is immersed and still adjusts the repertoire of language shifts and complementation with the language of other interlocutors to establish relationships and understanding.

The languages in the different domains vary slightly. This implies that people have preferences in the use of the language depending on the domain or the place where the communication situation

takes place. This further implies that, language use and preference could change depending on the placer, person and topic of conversation. This simply implies that one should know the predominant language of a domain to be able for him to adjust to the language and the situation as a whole. People tend to carry their home language to various domains, be it in one's workplace, in school, market, church and the like, but in many occasions they adjust their language to whom they are speaking to, what topic and for what purpose.

The language used at home depends so much on the residence, and not on the age, sex, and socio-economic status of the population. This implies that the language used at home depends on whether one lives in the urban or rural areas. Chavacano is the dominant language of the households, showing more respondents from the rural areas using this language. This is followed by Cebuano, revealing more of those from the urban using this language. Tausog is next, showing the urban residents dominant in the use of this language.

For school, the language use and preference depends so much on the residence, sex, and age of the speakers. This implies that the language used in school depends to an extent on whether the speaker comes from urban or rural or whether the speaker is male or female; or whether the person is young, middle aged or old, Chavacano is used by 29% of the respondents, showing more males using this language. This is followed by complementation, used more by by males; and Tagalog is used by 29% of the subjects, revealing more of the rural areas using this. This is followed by a complementation, used more by those from urban areas; and then by Tagalog, spoken more by those from the urban areas.

For cursing and swearing, the language simply depends on the residence of the curser or swearer. This implies that the language for this internal activity depends on whether the person comes from the rural or urban area. Chavacano is used by 47.3% of the respondents, showing more rural populace using this. This is followed by Cebuano, spoken more by those from the urban areas.

Talking to strangers without knowing their linguistic backgrounds, age and residence are determining factors. This implies that to decide on what language to use when talking to strangers, the speaker considers on whether the person is young, middle-aged or old; or whether the speaker comes from urban or rural areas. Chavacano is used dominantly with strangers and used more by respondents from rural areas. This is followed by Tagalog, used more by urban respondents, then by Cebuano, spoken more by urban speakers.

For age, Chavacano is the dominant language spoken by 42% of the respondents, revealing more of the middle aged group using this. This is followed by those under 41-50 age brackets.

For workplace, the language preference depends only on residence. This implies that, one's language in the workplace depends so much on whether he comes from the urban or rural area. The speaker carries with him his/her language repertoire to his/her workplace. Chavacano is the dominant language in the situation, used is the dominant language 8in this situation used more by the rural respondents. This is followed by Tagalog, spoken more by the urban respondents. Cebuano is next, spoken more by those from the urban areas.

For friends, the language preference depends on residence. This implies that the language that a speaker would use to converse with his friends depends so much on whether he comes from the urban or rural areas. Chavacano is used more by those from the urban areas; followed by Tagalog, used more by those form the urban areas. Chavacano follows, showing more rural respondents using this.

For praying, age and residence are determining factors for the choice of language. This implies that, the one praying would choose a language for prayer depending on whether he comes from urban or rural areas, and on whether he is young, middle-aged or old. English is dominantly used in this activity, used more by those from urban areas. This is followed by Chavacano, used more by those from the rural areas. Cebuano is next, used both in urban and rural areas.

For age, English is dominantly used in this activity by more of those under 20-30 brackets. This is followed by Chavacano, used more by those under 41-50 brackets. Next is Cebuano, with more users from the age brackets of 20-30.

For language preference for writing, the language use or choice depends on the age and socio-economic status of the speaker. This implies that when one writes, the language that he will use depends on whether he is young, middle-aged or old.

For writing, English is used by 54% of the respondents, used more by the urban populace. This is followed by Chavacano used more by those from the rural areas. Complementation of languages is next, used more by those from rural areas.

For economic status, English is preferred dominantly in this activity, used more by those under the Upper middle Class. This followed by Chavacano, used more by the Upper Class. A complementation of language is used more by those in the Upper Class.

For language preference for listening, the variables socio-economic status and residence came out significant; the others: age, and sex do not affect the choice of language for listening.

For listening, English is the dominant language, used more by those in the Upper Middle Class; this is followed by Chavacano, used more by those from the Upper Class; a complementation of languages , followed by those from the Lower Middle Class and Upper Middle Class.

For residence, English is the dominant language used in this activity more by those from the urban areas. Chavacano is next, used more by those from the rural areas. A complementation of languages is used more by those from the urban areas.

For the language valorized second, the variables residence and sex are to be considered. This implies that in ranking languages for the second prestigious, it depends upon the place of origin of the subjects: urban or rural: and also on whether the subject is male or female. English is ranked second by more from the rural areas; Chavacano by more from the rural areas; Tagalog by those from the urban areas. For sex, English is rated by 29%n of the respondents, most of which are males. Chavacano is rated second by 27% of the subjects, most of which are males. Tagalog is next, rated more by females. For language valorization ranked as third most prestigious language, age, sex, residence and socio-economic status, do not affect the language valorization.

For language valorized as fourth, the variable residence affects the ranking of the subjects. This implies that in ranking the fourth prestigious language, it depends on whether the subject hails from urban or rural community. Cebuano is ranked fourth by 23% of those from the urban areas. Spanish is rated fourth by more of those from the rural areas. Chavacano is ranked is ranked fourth more by those from the urban areas.

For language valorized as fifth, the variables sex and socio-economic status affect the valorization. Third implies that in doing the ranking for the fifth prestigious language, it depends on whether the subject is a male or female (the ranking of the male is different from the ranking of the female); and on whether the subject is rich or poor. Chinese is ranked fifth by 27% of the respondents, most of which are coming from the Upper Class. Cebuano is ranked in this level more by those from the Upper Class. Subanon is ranked fifth by most of the respondents from the Upper Class. In projecting the language of Zamboanga City, the residence is a factor to be considered. This implies that the choice of one's projected language depends so much on whether he comes from the urban or rural areas. Chavacano is projected to be still the dominant language of Zamboanga City, this is foreseen more by those coming from rural areas.

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For the language projection of Mindanao, again the residence is a variable that affects the projection. This implies that the place (urban or rural) of the speaker would be used in deciding on what he feels will be the language of the city after a decade. Cebuano is foreseen to be the dominant language of the the whole Mindanao by more of those from the rural areas.

For the language projection of the entire Philippines, age and socio-economic status are variables to be considered. This implies that, on the national scope, the projection of language depends so much on whether the person is young, middle-aged or old; or whether the person is young, middle-aged or old; or whether the person belongs to Lower Class, Middle Class or Upper Class. Tagalog is predicted to be the predominant language of the entire Philippines, more by those who belong to the Upper Class.

In the light of the findings generated from this study, the following recommendations are forwarded to each of the following groups:

To: The Language Commission of the Philippines, particularly the Sentro Sa Wikang Filipino (SWF), and the Language Policy Planners and implementors of the region:

In the light of the findings that the dominant language of Zamboanga is Chavacano, the lingua-franca of the city, the commission may realistically organize the regional council on language planning and decision policy on making Chavacano the auxiliary language in the school's media of instruction.

It is also, recommended that the first two years of elementary schooling (Grades I and I) make use of Chavacano as the language of instruction in order to teach the language with the proper and correct form of Chavacano structure and not the adulterated/bastardized model.

Presently,, Chavacano has remained to be the only creolized Spanish language in the Philippines, a very rich indigenous heritage of Zamboanga City. Ternate Cavite Chavacano variety has disappeared slowly, but Zamboanga City (together with Cotabato and Davao Zamboangueno communities) has proved to be the remaining bastion of a cultural legacy of the city. It is further recommended that on top of the decided local vernacular (or lingua-franca) of the city to be a language for instruction, the learners be allowed to use their home language as the auxiliary medium to communicate or put across the message for communication.

To the Academic Community, particularly the Department of Languages (English and Filipino):

In the light of the findings that English and Filipino are valorized highly by the respondents, it is recommended that the academe aggressively initiate a functional of English and Filipino because

these are the highly valorized languages for higher education, compete globally in the world of business (English); and locally in the affairs of the government and people (Filipino).

It is also recommended that the academic community engage aggressively into an "Exchange Student Program", strategy to encourage the students in using both English and Filipino as they communicate across cultural groups, at the same time giving them the opportunity to learn, and appreciate the nuances of their respective native tongue.

To the Local Government Units and Community Organizations: In the light of seeing the diversity/ varieties of the language repertoires, and uniqueness of linguistic background of individuals, barangay units are enjoined to make realistic efforts to convene/organize a committee to study/ research language variation repertoire of respective communities and plan ways to educate people in the language they speak, on top of making them understand and also learn the lingua-franca of the speech community. Barangay assemblies must be in the language of the people.

It is also recommended that the LGU link with educational and business sectors in promoting literary efforts using the language of the people in various notices/ announcements in churches and barangay halls, schools and business establishments must be in English, Chavacano, Tagalog and translated further in the major dialects of barangay constituents.

To Local Educational Broadcast/Print/TV Media and Material Production Centres: In the light of the finding that age, sex, socio-economic status and residence affect the choice and preference of language, the above group is enjoined to initiate, develop and produce appropriate programs for children, youth and adults (Middle-aged groups) to cater to varied age groups and residence.

It is also recommended to encourage creative media to consider audience impact coming from varied cultural groups. Further, it is recommended that the LGU link with academe in developing material (whether books, newspaper, pamphlets, leaflets, modules, dictionaries and others), in order to realistically generate materials needed by the consumers.

It is further recommended to also initiate a training component for translators to come up with correct advertisements/announcements/notices in order to preserve meanings and nuances of the language.

To researchers and Language Practitioners: In the light of the findings that English, Chavacano, Cebuano and Tagalog are the languages dominantly used in schools, the above group is enjoined to conduct academic researches on material production; also to develop and produce dictionaries in English translated ton Chavacano, Tagalog, Tausog and Chinese complete with structure and

correct usage to generate correct complementation, code-mixing, code-switching scheme. This can be funded by the Language Commission for n Philippines Languages. It is also recommended that this group conduct further studies on language profile of Zamboanga City to include other variables not found in this city.

In the light of the findings that a delimitation was set on the projection of the languages and other special concerns in the components of the language-profile, a replication of this study could be done to monitor and check on the change in the language-profile, brought about by the time and linguistic trends, perhaps the use of other indicators other than the use of direct questions in the survey questionnaire (like the use of single question for projection) can be pursued.

This study which predicted the language that could still prevail ten years from now and onwards) was based more on respondents' perceptions, rather than on indicators which were hard data.

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Validity and Reliability Measures of Social Media-Based Mathematics Module in Bilingual Education Context

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Abstract

This study focused on the development of the Social Media-Based Mathematics Instructional Module (SMBMIM) that was used as an instructional tool in teaching Mathematics for the grade seven students of Geras Integrated School during the third quarter of the School Year 2015-2016. Specifically, the following problems were addressed: 1) what are the desirable characteristics of the module in terms of validity and reliability; 2) what are the pre-delivery appropriateness of the SMBMIM in terms of learning objectives, lesson content, language used, and evaluation activities. The study employed a quantitative descriptive approach to answer the research questions. A panel of six experts validated the SMBMIM in terms of validity, reliability, and pre-delivery appropriateness as an instructional material for grade seven students. Kappa statistics was used to determine the agreement among validators while internal consistency and pre-delivery appropriateness of the SMBMIM was analyzed using Cronbach's Alpha based on the following criteria: learning objectives, lesson content, language used, and evaluation activities. Furthermore, the educational use of the SMBMIM measured in terms of the learning gains of students from Pretest and Posttest for every learning competency which include perform fundamental operations on integers, expresses rational numbers on the number line, performs operations on rational numbers, and solve problems involving rational numbers was determined using Mean Percentage Score. In terms of content validity, results show an inter-rater fair agreement as revealed by Fleiss Kappa value of k=0.024. As to the reliability, the SMBMIM manifests a Cronbach's value of $\alpha = .90$ described as very highly reliable. As to the module's pre-delivery appropriateness in terms of

learning objectives, lesson content, language used, and evaluation activities, results show that the module is highly reliable ($\alpha = .78$) and strongly acceptable (x=4.71). Furthermore, in terms of educational use of the SMBMIM in meeting the learning competencies, results reveal a positive mean gain in the post test scores of students in the Achievement Test in three out of four learning competencies. Thus, the Social Media-Based Mathematics Instructional Module is recommended for use as an instructional material in teaching Mathematics for the grade seven students. The following conclusions were derived from this present study: (a) The Social Media-Based Mathematics Instructional Module is valid and reliable and is acceptable as an instructional material; (b) It has met most of the pre-delivery appropriateness criteria of the required learning competencies and skills of grade seven students on aspects of lesson objectives, lesson content, language used, and evaluation activities are relatively highly reliable.

Introduction

One of the main issues and worries for educators has been the quality of mathematics instruction and learning (Saritas & Akdemir, 2009). According to Ogochukwu (2010), learning mathematics is a very complex cognitive task that can be very imposing on students because it requires a lot of effort on their part. Ganal & Guiab (2014) describe mathematics as a subject that many students find to be most difficult, obscure, and of little interest. Insufficient teaching-learning environments are to blame for the majority of observed failures and subpar performance in mathematics, according to Zin, Zaman, and Noah (2002). Students must be very motivated in order to succeed in the course.

The Geras Integrated School is one of the schools in Isabela City Division that can be regarded as less competitive in the subject of mathematics. The mastery level obtained from formative and summative evaluations in class, as well as in the local and national examinations or competitions in the learning area, indicate that students' performance in the subject has consistently been poor, according to the teachers who are handling it at the school. This finding is corroborated by a Test Result and Item Analysis performed by the Division Public Schools District Supervisor (Secondary) for the Math 7 Third Quarterly Examination SY 2015–2016. The results showed that

a class of 33 students only mastered 3 items, while a class of 46 students only mastered 1. Considering that the test items included in the third quarter examination were built upon the knowledge and abilities that students had already learned, these findings showed that pupils had poor mastery of the teachings that had been taught before.

On the other hand, according to a report by Rimando (2011), public high school pupils in Region 9 were generally judged to have mediocre academic skills in mathematics. The Department of Education (DepEd) administered the Regional Secondary Achievement Test (RSAT) in 2011 in the Western Mindanao school divisions of Zamboanga del Sur, Zamboanga del Norte, Zamboanga Sibugay, Zamboanga City, Pagadian City, Dipolog City, Dapitan City, and Isabela City (Basilan), where the sophomore examinees recorded the lowest Mean Percentage Score (MPS) (33.0). These results are in line with those of Uchechi (2013), who found that despite the introduction and use of many teaching strategies/methods recommended by scholars, student achievement in mathematics has remained low, necessitating the investigation of various pedagogical stances.

According to the Department of Education (2013), mathematics is a subject that is essential to life at all ages and in all situations, hence it must be studied thoroughly and in-depth. The National Council of Teachers of Mathematics emphasizes the importance of technology use in mathematics teaching and learning since it changes what is taught and improves students' learning in order to realize this concept (NCTM, 2000). Tolhurst (1995) contends that it is important for math teachers to consider the benefits and drawbacks of new technologies in order to improve their teaching methods. Additionally, Tolhurst contends that creative instructional methods and techniques should be created to help students become successful learners (Saritaas & Akdemir, 2009). Kim (2001) states that meaningful learning happens when people participate in social activities, and social media is one of the technology advancements of today that supports this.

Over the years, social media has grown significantly in popularity as a topic in education. More and more educators and experts around the world are beginning to view social media as more than just a social environment that is used to stay in touch with friends and family. They are now beginning to see it as a tool that can be used for academic purposes as well. This is due to the rapid increase in social media participation due to broadband availability and the increasing affordability of computers and software, as cited by Dewing (2010), as well as its improved accessibility feature through mobile phones, as reported by Mingle & Adams (2015). (Salvation & Adzharuddin 2014, & Bharti n.d.).

For Tarantino and McDonough (2013), using social media for education has a variety of advantages for student learning. In addition to increasing cultural diversity, relevance, and engagement in the classroom, it can give students many opportunity to develop the critical 21st-century skills for their future (Hyde, 2014). Additionally, it enhances students' overall GPA and enables them to communicate, interact, share ideas, and discuss issues related to education in fresh, engaging, cooperative, and fluid ways (Lederer, 2012; Fisher, 2011; Gregor, 2014; & by Alexander & Salas, 2008 in Flad, 2010) as cited by Junco, 2012).

Additionally, Wankel (2011) in McCarthy & McCarthy (2013) noted that the context of the learning extends outside of the classroom into any learning setting in which the student takes part. According to Lederer (2012), integrating social media into the classroom can enhance learning by stimulating cooperation and conversation. Additionally, social media can be a useful tool for raising student engagement and fostering improved communication skills.

Moreover, Casey (2012) asserts that by incorporating social media into the classroom and creating creative learning activities, teachers become merely facilitators, and students transform into teachers for their peers, designers, creators, and publishers with an audience outside of their teachers—a development that is essential for 21st-century education. This supports educators in creating a culture that might aid in school system transformation (Social Media in Learning & Education, 2013). Furthermore, Facebook, a form of social media, ought to be used in class, according to Dixon (2011), Luckin et al. (2009), and Mazman & Usluel (2010) in Prescott, Wilson & Becket (2013).

According to Dixon (2011), utilizing Facebook in the classroom makes students more connected, makes it simple to share calendars and events, and helps students develop 21st-century skills. Facebook also promotes contact, cooperation, and the sharing of knowledge and resources (Luckin et al., 2009 & Mazman & Usluel 2010 in Prescott, Wilson & Becket, 2013; & Dixon, 2011; Mbati, 2013). Ronan (2015) argued that social media use in the classroom ought to be viewed as a tool for promoting participation and learning rather than as a potential distraction. Bolkan (2015) quoted Cook (n.d.) as saying that in order for instructors to accomplish this, they must be aware of the power of social media and know how to exploit it to their students' advantage. Churcher, Downs, and Tewksbury (2014) also made the point that educators' first priority should be to make technology, such as social media, work properly and successfully rather than to consider things like student learning outcomes or excellent teaching techniques.

According to Daraei's (2015) research, Facebook not only increases students' satisfaction with their courses and the material they are learning, but it also raises their exam scores. Additionally, a related study by Gregory & Eddie (2014) found that students who actively engaged in the Facebook group were more engaged and satisfied with the course and fared better than those who did not. Additionally, according to Bacon (2012), using Facebook in mathematics would be advantageous for both students and teachers since it allows for a significant increase in interaction with students outside of the classroom and is flexible in its capacity to quickly transmit educational resources.

However, there hasn't yet been a study that directly uses instructional material that uses social media to teach mathematics to examine the educational use of social media on students' achievement in that subject. This is despite the fact that numerous studies have already been conducted about the advantages of social media on students' learning as cited from the researches above. Thus, the researcher in this study firmly feels that in order to have a thorough understanding of the educational influence that social media platforms have on learning mathematics, research must be done on the construction of a social media-based mathematics instructional module.

Teaching Mathematics in Bilingual Education Context

Bilingual Education in the Philippines took effect on May 21, 1987, when then-Secretary of Education Lourdes R. Quisumbing signed the policy on bilingual education by DepEd Order 52, series of 1987. The following is a quotation from Article XIV Section 7 of the 1987 Constitution: "For purposes of communication and instruction, the official languages of the Philippines are Filipino, and until otherwise provided by law, English.

 Languages utilized in the various regions are alternative means for communication and as well as additional means for teaching and learning in the schools. The following policies were then declared; a. attaining national competency in both Filipino and English languages by using it as media for instructions at all levels while regional languages will be utilized as supplementary languages in lower grades (grades 1 and 2). This is anchored on the aim to carry out Filipino duties in a global context; improving learning through the use of the two identified languages anchored on achieving quality education, proliferating Filipino as a language of education, since the Bilingual Education Policy's aspirations are to establish Filipino as a literary sense of national communal identity, to nurture and express Filipino as a dialect of scholarly discussion, and to

maintain English as the country's international language and a quasi-language of science and technology instruction.; the two identified languages, Filipino and English will be utilized as instructional media shall be distributed to certain classes (Espiritu, 2015); where necessary, native languages will be used as a supplementary teaching medium and as the first language for literacy.; to achieve bilingual proficiency, Filipino and English must be utilized as language lessons at all academic stages; the entire educational community must be committed to continual progress in the instruction of both languages, their use as an educational tool, and the regulation.; tertiary institutions will be at the forefront of Filipino modernization. The intellectualization program, on the other hand, must be pursued at the basic education stages.; the educational agency will work with the National Language Commission, which is responsible for the further improvement of Filipino, according to the 1987 Constitution.; with the assistance of various educational stakeholders public or private groups, the agency will provide the resources for the language legislation to be realized.; and the agency will allocate resources to execute the Policy in areas such as materials development, various seminars, compensatory and advancement programs for non-Tagalogs, the creation of an appropriate and streamlined learners for classroom usage, and the development of effective evaluative mechanisms. With these ideal aspirations of the agency in this country, bilingual education policy had been publicly criticized due to a lack of promising results.

Bernardo (2007) expressed in his writings that the issue of the language of instruction is always linked in any thorough attempt to analyze the dilemmas of Philippine education. According to him, the issue would always boil down to three aspects: the language to be utilized to achieve proficiency, the language that can guarantee a competency, and the identification of formal education's social and political functions. All of the mentioned aspects are of a great deal. It is therefore interesting to look at data revealing the proficiency level of the Filipino learners from the start of implementation of Bilingual education in the Philippines from 1987 up to the present encompassing all reforms done with regards to bilingual education. Data from UNESCO revealed that in 1988, elementary students' achievement levels were only 55.2 percent, compared to a 75 percent acceptable rating. The NEAT results show a national average rating that are lower than the desired mean score. Language/reading, science, and mathematics received the lowest marks. Moreover, it was also discovered that the children only learned 38 out of 131 competencies/skills, or 29 percent. Poor quality has been linked to a variety of problems, including socioeconomic characteristics, issues linked to the instructor, insufficient resources for learning, and a fully-

packed curriculum. If we are to trace back the 1987 provisions, almost all the mentioned factors are within the scope of the policies. However, with a span of one year, we can say for considerations that the education system is still adjusting to the new system in education and that abrupt development cannot be achieved directly. True enough, data revealed that years later, between 1995- 1998, it was observed that there was an increment in the number of pupils who acquired literacy and numeracy skills. However, during the same period, the mastery of basic life skills is still at an unacceptable level ("UNESCO IBE - World data on education, 6th edition - the Philippines," n.d.).

Advocates of Teaching Science and Mathematics in English note three primary grounds for the language's utilization in the country's educational system: it is tried and true, it is cost-effective, and it is universal (Quirino, 1983). According to Avarez (1991), teaching in English language in the educational curriculum has led to development of thousands of highly competent graduates who are currently engaged in a range of businesses across the country in terms of viability and testability. It was also believed that English as a medium of instruction was a valid and trustworthy system for studying science throughout the world. She went on to say that switching to Pilipino will result in a systemic disaster due to economic considerations. The job of translating science publications and research journals into Pilipino, which are mostly written in English, requires intensive research and years of study, not to mention a substantial financial expenditure. Furthermore, particular scientific terminologies must be transcribed into Pilipino. Teachers are also overburdened with planning science classes in a language in which they are not proficient, in addition to translating English references and materials into Pilipino. And if we look at the international level, English is one of the world's "lingua Franca," particularly in science and technology. It's the format for publishing, documenting, and disseminating research findings in scientific publications. The common dialect spoken at global conferences and seminars is English. Acuna & de Guzman (1987) mentioned three national studies on language and scientific achievement that they conducted with pupils over three years. Results revealed that testing in Pilipino did not generally disadvantage students from non-Tagalog-speaking areas, the students performed better in Pilipino than in English, and the relational concepts were better grasped in Pilipino than in English, and the best single predictor of science accomplishment was quantitative ability, followed by English word knowledge. From these studies, we can say that bilingual education- utilizing both Filipino and English as the medium of instruction is found effective.

However, data presented earlier suggest that the effort is not enough as the proficiency level does not even reach the standard baseline of 75%. Going back to what is emphasized in the article of Bernardo (2007), how can we have a citizen that knows how to perform their social roles in society if the first two major factors (what language should be learned and what language should be used to attain proficiency) cannot even aid maximum learning to attain proficiency. Other factors are surely into play.

Statement of the Problem

The study aimed to develop Social Media-Based Instructional Modules in Mathematics in Bilingual Education Context for the Grade Seven students of Geras Integrated School. Specifically, it sought to answer the following questions:

1. What are the desirable characteristics of the Social Media-Based Mathematics Instructional Module in terms of:

    a.   validity

    b.   reliability

2. What are the pre-delivery appropriateness of the Social Media-Based Mathematics Instructional Module in terms of the following:

    a.   learning objectives

    b.   lesson content

    c.   language used

    d.   evaluation activities

Scope and Limitations

This study was limited to the development, validation, and use of a Social Media-Based Mathematics Instructional Module for the grade seven students of Geras Integrated School in Isabela City in the Province of Basilan. The Social Media-Based Mathematics Instructional Module (SMBMIM) made use of students' level of exposure to social media, extent of use, and social media preferences of students as a baseline data for its development. The social media

platform to be used was entirely dependent on the social media preferences of the participants in the study as revealed from the survey conducted. Its content coverage solely focused on the inclusions of lessons taught in the First Quarter of the K-12 Curriculum Guide which was limited to Operations on Integers, Order of Operations on Integers, Rational numbers, Operations on Rational Numbers, and Solving problems Involving Rational Numbers. The learning competencies needed to be acquired were limited to: perform fundamental operations on integers, expresses rational numbers on the number line, performs operations on rational numbers, and solve problems involving rational numbers.

The validation of SMBMIM was limited only to experts validation conducted by six experts coming from WMSU, Basilan State College, and Isabela City Division. The validation mainly focused on Learning Objectives, Lesson Content, Language Used, and Evaluation Activities. The time frame for the development and validation took for one year.

The study was conducted during the third quarter of school year 2015-2016. The respondents of the study were limited to the three sections of grade seven of Geras Integrated School to include Carnation which was used for pilot testing while Daisy and Sampaguita for the actual administration of the Social Media-Based Mathematics Instructional Module. To test for educational use, the Social Media-Based Mathematics Instructional Module was pilot tested at Geras Integrated School before it was used for an actual administration. A Pretest and Posttest in the form of an Achievement Test was used to determine the educational use of the SMBMIM by comparing the mean scores obtained by students from Pretest and Posttest for every learning competency.

Literature Review

Social media is defined as (a) a web-based program, (b) for people, (c) to share information, (d) develop relationships, and (e) to sustain their cooperative communication and collaboration (Ebersbach 2008 in Uitz 2012). According to Hashim, Abdullah, and Ali (2015), Uitz (2012), Kietzmann et al. (2011), and Dewing (2010), Safko, and Brake (2009) hinted that social media refers to Internet-based tools that let users create, discuss, and edit user-generated material.

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Kietzmann et al. (2011), and Dewing (2010), Safko, and Brake (2009) hinted that social media refers to Internet-based tools that let users create, discuss, and edit user-generated material.

The usage of some tools, such as social networking sites, blogs, wikis, social tagging, or bookmarking, is connected to the use of social media (Dewing 2010, Tiryakioglu & Erzurum 2011). The most well-known social networking websites are Facebook, LinkedIn, Pinterest, Instagram, and Twitter. According to Boyd & Ellison 2007 (a), social networking sites are web-based services that enable users to (1) create a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections as well as those made by others within a system (Pew Research Center, 2014).

However, Facebook is another informal system with tools for social interaction that students are re-appropriating for academic uses, according to Lampe, Wohn, Vitak, Ellison, and Wash (2011). Rowse (2005) defined (b) blog as a type of website that is typically arranged in chronological order from the most recent "post" (or entry) at the top of the main page to the older entries towards the bottom.

Estellés, Moral, and González (2010) defined social bookmarking systems as web 2.0 tools that enable users to store, classify, organize, describe, and share links to interesting websites, blogs, pictures, wikis, videos, and podcasts. A weblog is a hierarchy of text, images, media objects, and data that can be viewed in an HTML browser (Winer, 2003). (d) Media-sharing sites are websites that house and enable users to share media or resources such digital photographs and video snippets. Examples of such websites are StumbleUpon, Digg, Reddit, and Delicious (Aronica, 2012). Examples of this include Flickr and YouTube (IGI Global, 1988).

Social media has been used in so many diverse ways over the years, claim El-Badawy & Yasmin (2015). Filipinos in the Philippines use social media to connect with others, have fun, share new experiences with friends and followers, and make new friends. According to data from the 2014 Wave7 global survey by UM, as reported by GMA News Online, Filipinos spend 53 hours a week socializing, 11 hours more than the global average of 42 hours.

According to Kuhanesan (2014), Facebook is the social media platform of choice among active users because it has the most active users globally. According to Pempek, Yermolayeva, and Cavert (2009), cited by Iproject (2016), Facebook is one of the most popular social networking sites and has at least 400 million users. It allows users to submit content, talk with other users, and

collaborate within the system (Stellar, 2008 in Suthiwartnarueput & Wasanasomsithi, 2012). Ijeoma & Burke (2013) further stated that Facebook has experienced fast development to the point that it now has more than 22 million unique strangers and more than 15 billion pages viewed, making it one of the most regularly visited websites in existence.

According to Ijeoma & Burke's (2013) study, many students utilize social media during class times, particularly Facebook, MySpace, and Twitter. This is consistent with the findings by Mbodila, Ndebele, and Muhandji (2014) showing 90% of social media users had a Facebook account, while 10% lacked an account and didn't use it for personal reasons. Additionally, Munkaila & Iddrisu (2015) noted that the majority of students used social networking sites, with Facebook being the most popular (89.3% of SNS users) (ECAR Research, 2008).

In addition, the We Are Social's Digital Report as of January 2015, as referenced by Revesencio (2015), poll shows that out of the 100.8 million people who call the Philippines home (with a 49 percent urbanization rate), 44.2 million of them are active Internet users. 90% of the 44.2 million Internet users are active users of social media. In fact, the Philippines leads the globe in terms of average "Time Spent on the Internet" via laptop and desktop, and is among the highest globally via mobile, according to the same report. Mehmood & Taswir (2013) found that 80% of students said they utilized a social networking site on their phone due of the site's flexibility and approachability qualities.

Additionally, the Philippines leads in the usage of social media, especially Facebook, with over 94% of its Internet users using it, which is 40% higher than American Internet users. Additionally, 42% of all screen time is spent on social media, which is the greatest percentage among other nations (Revesencio, 2015).

According to the report published by the OECD (2007) in Dewing (2010), technological factors, such as increased broadband availability, the improvement of software tools, and the development of more powerful computers and mobile devices, social factors, such as the rapid uptake of social media by younger age groups, and economic factors, such as the increasing affordability of computer hardware, are among the factors that have contributed to the rapid growth in social media participation. Students use social media to make friends, send and receive messages, chat with friends, play games, share files, and communicate with lecturers or teachers, according to Helou & Ab.Rahim (2014). Lenhart (2015), in Underwood & Faris (n.d.), contested the claim that

teenagers are continually receiving enormous feeds of their peers' online information while also using social media for posting, sharing, and tweeting.

Abrahim and Helou (2014) discovered that most respondents to their study on the "Influence of Social Networking Sites on Students Academic Performance" agreed that social networking sites have a beneficial impact on their academic performance. In addition, Ng & Latif (2011) and Prasad & Prasad (2013) conducted studies on social media and mathematics teaching in an effort to improve the subject's instruction. Their research found that social media improves students' learning and teaching experiences and significantly alters their classroom behavior.

Similar research was undertaken by Tayseer, Zoghieb, Alcheickh, and Awadallah (2014) who used GPA as an indicator and found an association between students' GPAs and social media usage. As a result, according to their study, students with high GPAs use social media more often than students with poor GPAs.

However, in their research on the effect of social media sites on students' academic performance, Skiera, Hinz, & Spann (2015), Bedassa (2014), Morallo (2014), El-Badawy & Hashem (2015), and Asemah, Okpanachi, & Edogoh (2013) found that social media activities and addiction to it negatively affect students' academic performance. According to their studies, El-Badawy & Hashem (2015) and Asemah, Okpanachi, and Edogoh (2013) similarly found that Facebook is the most popular social media platform among students.

There was no discernible difference between the academic achievement of users and nonusers of Social Networking Sites (SNS) based on the grades received in the previous class, which served as the indicator of academic achievement of the students, according to a similar study conducted by Kalra and Manani (2013) on the "Effect of Social Networking Sites on Academic Achievement Among Introverts and Extroverts.

Alwagait, Shahzad, and Alim (2015) study concluded that there was no linear association between social media usage in a week and GPA score after using a survey of university students in Saudi Arabia about social media use and their academic performance. Students emphasized that, in addition to using social media, poor time management has a detrimental impact on their academic performance.

Moreover, Ebele and Oghenetega (2014) employed a causal-comparative research design to conduct a study on the academic performance of university students in Nigeria at the four tertiary institutions used in the study. According to their study, undergraduates at the four universities

where it was conducted used Facebook 40.81 percent of the time, WhatsApp 20.40 percent, 2go/Skype 14.28 percent, and Myspace, Twitter, Badoo, blogs/web scholars, Google+, and social bookmarking less frequently. Another study indicated that students at the four colleges use social media to connect with nearby and faraway acquaintances and to learn more about daily living.

While Baran (2010) in Tham & Ahmed (2011) refuted that some studies showed that students found it quite appropriate for a teacher to use Facebook and for teachers and students to socialize by means of this platform, Tham & Ahmed (2011) claimed that there are negative perceptions about the potential effects of social networking sites on students' academic performance. Additionally, students thought that using these tools would enable them to impart knowledge in formal educational settings.

A useful learning environment was assisted by the use of weblogs or "blogs" (social publishing) in education, according to Churchill's study (2009) in Tham & Ahmed (2011). In Brady, Holcomb, and Smith (2010), Ozkan and McKenzie (2008) argued that social networking tools can give teachers a place to engage students using a more 21st century approach to teaching. Gregor (2014) went on to say that social media can serve as the foundation for a learning environment supported by a variety of resources, enabling students to connect, communicate, and exchange ideas naturally.Students who used social media in an academic approach had a higher GPA than those who did not, according to Causey, Rivera, and Saldana (n.d.).

Further, Lederer (2012) mentioned the advantages of social media integration in the classroom. These include: Social media is an effective way to increase student engagement and develop better communication skills; Social media, such as Facebook and Twitter, can improve communication between students and teachers. Social media can also enrich the learning experience by fostering collaboration and discussion, creating meaningful dialogue, exchanging ideas, and boosting student interaction.

Teachers can publish homework assignments and lesson plans, send messages and updates, organize or announce forthcoming events, respond to students' questions via a Facebook page or Twitter feed, and share relevant Web pages and multimedia content.Social media is a further resource that instructors can employ, according to Davis (2014), to increase student engagement, relevance, and cultural diversity in the classroom. Furthermore, according to Ronan (2015), social media use in the classroom is now a means of promoting participation and learning rather than

being viewed as a potential distraction. He claims that educators are starting to see the benefits of social online environments for communicating with students, parents, and other schools.

When compared to the old educational system, using social networks has a significant impact on teachers and students, according to Fisher (2011) in Ng & Latif (n.d.). This is because social networks offer more easier opportunities for connections and collaboration. According to Burke (2013), Pempek, Yermolayeva, and Calvert (2009) estimated that Facebook is one of the most popular social media networks in the world, with at least 400 Million users. Dixon (2011) outlined the main justifications for using Facebook in the classroom. These include the fact that students are simply more connected, that sharing calendars and events is simple, that students will learn 21st century skills, that they want to share information outside of the classroom, that Facebook promotes collaboration over cliques, that there is an opportunity to talk about appropriate use, and that students can learn about social media in a secure setting.

Similarly, Ng and Latif (2011) claim that connecting with others and exchanging information has shown out to be a potent educational tool. Stephens (2011) in Ng & Latif (2011) stated that an increasing number of students are connected to social media, particularly Facebook, for socializing, catching up with one another, sharing events and well-known causes, news, images, and conversation. Teachers must understand how to successfully incorporate social media into the classroom.

This was in line with the study by Lee and McLoughlin (2010) in Ng & Latif (2011), which found that the social networking tool can improve, enrich, and extend existing remote education paradigms while also boosting learner connectivity and engagement. Stollak et al. (2011) in Ng and Latif (2011) noted that with the advent of smart phones, netbooks, and tablets today, the involvement of students in the social network will increase greatly not only for communication and entertainment but also for education. Al-Tarawneh (2014) noted that human nature is keen on interacting with people and finding common interests.

Social networking sites, according to Thuseethan & Kuhanesan (2014), enable students to communicate, express themselves, and compile profiles that highlight their skills and expertise. They claim that students use Facebook for a variety of purposes, including connecting with friends, killing time, studying in groups, sharing relevant information with classmates, publicizing life events, decompressing, and discovering and pursuing both academic and personal interests.

Lardizabal and other According to Al. (1995), in Magsino (2013), the following are the essential components of a module: (1) a statement of the module's purpose or rationale, (2) a pretest to determine how prepared or unprepared the student is, (3) the objectives, which outline what the students should know, do, or feel after completing the module, and (4) instructional activities that act as study aids and may help the student meet the objectives.

The following are the general characteristics of a module, though no single module may contain or possess all of them, according to SEAMEO Regional Center for Instructional Innovation and Technology (1981), as cited by Samson and Guiab (2002) in Magsino (2013): (1) it contains a set of well-defined, systematically organized learning opportunities and it is a self-contained, independent instructional materials; (2) The goals and actions of the teaching-learning process are appropriately scheduled, and they are clearly specified to provide direction and focus for their accomplishment. Activities that are properly sequenced are essential because they instill the knowledge and skills that are prerequisites for particular learning tasks; (3) it has a way to assess the work because it requires mastery of the subject matter and the accomplishment of the set objectives, the audience must have understood the material before moving on to the next lesson; and (4) it is written in clear, correct language appropriate for the level of the target learner. It is focused on the actual world; (5) A good module aims not only for cognitive and psychomotor results, but also for affective learning to achieve a fuller, richer, and more refined quality of life; it also develops the individual's attitude and appreciation.he learning activities suggested in a module involve the learners in real-life situations, encourage individuals to learn independently, by pacing themselves or progressing at their own rate, and it is an opportunity to educate the most general sense.

Module development is a combination of art and science, according to Magsino (2013). Planning and creating modular materials takes consistent practice. According to Frey & Sutton, instructional design (ID) models that provide direction to practitioners are strongly tied to the multimedia creation process. By focusing on the learning content and creating a vision that divides the contents into manageable bits of instructional content, ID models assist developers. In general, ID models place more of an emphasis on the creation and design of educational materials than they do on more significant administrative or management concerns like finances and staffing (Frey & Sutton, 2010).

In Martin et al., Moore & Kearsely (1996) A framework for creating well-structured instructional materials using objectives, pertinent teaching techniques, systematic feedback, and evaluation was also included by (2013). (Moore & Kearsley, 1996). It can also be described as the science of formulating particular guidelines for the design, creation, testing, and upkeep of educational products that support performance and learning.

Methodology

Research Design

The researcher made use of the descriptive design involving qualitative and quantitative approach in answering the research questions. The qualitative aspect of the study pertained to the description of the module development while validation process and the use of the module generated the quantitative data of the study.

Research Locale

The study was conducted in a public school located in Sumagdang, Isabela City, Basilan, Region IX, Zamboanga Peninsula. The school is approximately three (3) kilometers away from the city proper and was established in 2011 by the Department of Education and the local government unit of Isabela City.

The school offers elementary and secondary basic education from Kinder to Grade Ten (10). It has a total of 1,179 students enrolled for the School Year 2015-2016 which comprises: 449 secondary students and 730 elementary pupils. Majority of the students are Muslims. It comprises 85 percent of the total student population, while 15 percent are Christians. It has one Principal for both elementary and secondary, 20 secondary teachers, 25 elementary teachers, and five Madaris teachers. At present, there are only three teachers handling mathematics classes of which two are professional mathematics teachers, while one is a non-math major.

In terms of physical facilities, the school, just like other newly established public schools in the country, has been experiencing shortages in the number of classrooms, chairs, tables, as well as learning and teaching materials for the students and teachers. Presently, it has only 11 standard classrooms and 8 temporary classrooms for elementary and secondary respectively, and without any science and computer laboratories.

On the other hand, students enrolled in the school came from the 18 municipalities in Basilan whose majority of the socio-economic status were on the average. Students were equipped with trendy gadgets such as laptop, smartphones, or tablets and even aware with the different innovations happening in the market be it social media applications or search apps. They are also able to join co-curricular activities being held in and outside school; and together with their parents, they actively help the school in terms of financial contributions needed for school improvements. As for the teaching staff of the school, 95 percent of teachers are already in the 21st century when it comes to the technical know-how they possess. Roughly 99% of the secondary teachers including Mathematics teachers and the School Principal have access to social media particularly Facebook and YouTube but these platforms are mainly used for uploading personal and family photos, exchanging personal messages with their friends, students, and colleagues, and for updating status about their whereabouts. Although some download YouTube videos for academic purposes which are shown during classes, however, this teaching strategy is not sustained because of the much needed teaching materials needed to prepare such as speakers, projectors, whiteboard, extension wires, and laptops which mostly consumes a lot of time before the lecture video can be viewed by the class. Thus, as a consequence, teachers most likely resort to the traditional methods in teaching mathematics which usually results in students' low achievement and loss of interest in the subject.

Respondents/Participants

The respondents of the study were the grade seven students of Geras Integrated School enrolled for the School Year 2015-2016. There were a total of 28 students coming from Grade 7 Carnation who participated in the pilot testing of the validated modules, while a total of 58 students coming from the two sections of 38 and 20 students participated in the Social Media-Based Mathematics Instruction.

A purposive non-random sampling was used to determine the sample size. This method was used because the participants of the study were selected based on the interest of the study.

TABLE 1

DISTRIBUTION OF THE PARTICIPANTS IN THE

SOCIAL MEDIA-BASED MATHEMATICS INSTRUCTION

Grade VII Sections	Number of Students		Total Number of Respondents by Section
	Male	**Female**	
Sampaguita	11	27	38
Daisy	8	12	20
Total	**19**	**39**	**58**

Instruments

The following instruments were developed in this study: Social Media Usage & Literacy Survey, Achievement Test, and the validation instruments for the SMBMIM, survey and Achievement Test.

Social Media Usage & Literacy Survey (SMULS)

In designing the module, the SMULS was used to gather data to determine the students' level of exposure to social media, extent of use of social media, and social media preferences. The results were used to determine the social media platforms to be considered for the module design. The questionnaire which consisted of two parts: **Part I. Demographic Information of Respondents** asked for the students' name, age, birthdate, sex, and parents' occupation; and **Part II Social Media Usage and Literacy** generally asked questions about students' level of exposure to social media platforms, extent of use of social media platforms, and the social media preferences of students.

Achievement Test

To determine the educational use of the SMBMIM on grade seven students, a 40-item Achievement Test in the form of Pretest and Posttest was used. This was given to the participants before they were exposed to the SMBMIM and after they were exposed to it.

The development of the Achievement Test involved the application of the general steps in test construction: (1) outline (2) produce a Table of Specification (T.O.S) (3) draft (4) order (5) test and (6) analyze. During the first step, the lessons covered in the test with its learning competencies

as prescribed in the curriculum guide were considered. This became the guidepost in the production of the T.O.S. The T.O.S was presented using a table showing the lessons and learning competencies, the number of hours each lesson is taken, the total number of items and the number of items per lesson, item placement, and the Bloom's Cognitive Level Assessment. After making the T.O.S, a draft of the test items was made. Then these items were ordered logically, placing the easy items at the beginning and the difficult ones at the last part. The final form of the test **(see Appendix J)** was validated by five Math Professors from the Higher Education Institution to ensure that its objectives were met.

Development and Validation of Research Instrument

Achievement Test Validation Instrument

This validation instrument used for the validation of the developed Achievement Test was adapted from Zaldivar (2013). It consisted of two parts: (1) Information on Validator and the (2) Validation Procedure with three criteria indicated: (1) Content-Lesson Congruency, (2) Test Items Effectiveness and (3) Item Construct specified **(see Appendix B)**. The Achievement Test which came with Table of Specifications were validated by five competent Professors to include three from WMSU and two from Basilan State College (BaSC) before it was given to students. Each test item was checked against the K-12 Curriculum Guide to ensure that all test items were congruent to the learning competencies as prescribed in the grade seven curriculum guide.

After validation, results were statistically analyzed using Cronbach's alpha to determine internal consistency. An alpha of .900 was obtained for which according to Wells & Wollack (2003), for a classroom exam, it is desirable to have a reliability coefficient of .70 or higher. High reliability coefficients are required for standardized tests because they are administered only once and the score on that one test is used to draw conclusions about each student's level on the trait of interest. Revisions based on validators' suggestions and recommendations were made.

SMULS Validation Instrument

The instrument used for validating the Social Media Usage & Literacy Survey was the "Survey Questionnaire Validation Rubric for Expert Panel - VREP©" adapted and modified by Simon (n.d.) with input from White (n.d) **(see Appendix C)**. It was used to measure the level of exposure of students to social media, extent of use of social media, and social media preferences. It used a 4-point scale in rating the 13 criteria.

The 20-item instrument was validated by three experts from WMSU to include one Doctor of Philosophy, one Doctor of Education, and one Graduate of Masters of Education; and one Education Program Specialist from Isabela City Division using the adapted Survey Questionnaire Validation Rubric for Expert Panel by Simon (n.d.) with input from White (n.d.). Revisions were made based on experts' suggestions and recommendations. Furthermore, the instrument was statistically analyzed in terms of its effectiveness in measuring students' level of exposure, extent of use of social media, and social media preferences using Cronbach's Alpha. Results revealed an alpha of .979 greater than 0.80 which Salvucci, et.al. (1997:115) concluded as highly reliable.

SMBMIM Validation Instrument

The module validation tool was adapted from *"Thesis from Evaluation on a Proposed set of Modules in Principles and Methods of Teaching"* (Macarandang, 2009) for which the researcher modified to make it more appropriate to be used for the validation of the developed SMBMIM on aspects: validity, reliability, and appropriateness in terms of learning objectives learning content, language used and evaluation activities.

Development and Validation of SMBMIM

In developing the Social Media-Based Mathematics Instructional Module, the ADDIE Model by McGriff (2000) was used. It involves five phases: Analysis, Design, Development, Implementation, and Evaluation.

Analysis

The development of the SMBMIM began by analyzing the instructional needs, the users of the module, and the learning contents to be included in the module design.

The researcher identified two major concerns why SMBMIM was needed to be developed. The first one was the low achievement and poor performance manifested by the participants in the following areas: Fundamental Operations on Integers, Operations on Integers, Rational Numbers in the Number Line, Forms of Rational Numbers and Addition and Subtraction of Rational Numbers, Division and Multiplication of Rational Numbers, and Solving Problems Involving Rational Numbers was identified as one of the problems encountered by the Mathematics teachers of Geras Integrated School mainly because these concepts are fundamental in learning higher Mathematics. Students' poor mastery about these concepts can affect their understanding of the succeeding lessons in the same grade level or even in their higher years.

Second was the lack of interest of students towards learning Mathematics because of the conventional method used by their teachers in teaching Mathematics. Thus, during the instruction, it could be seen that many of the students were only busy tapping on their cellphones to check their Facebook accounts instead of listening to their teacher for the lecture.

Design

The Social Media-Based Mathematics Instructional Module underwent five steps as part of its design phase. These include determining the *learning objectives, sequencing of the lessons, instructional strategy, delivery strategy, and evaluation strategy.*

Data Gathering Procedures

A permission letter to gather data and conduct the Social Media-Based Mathematics Instruction was sent to the School Principal of Geras Integrated School. The adviser of each grade seven section and the Mathematics teachers were also informed through the School Principal about the conduct of the study.

After approval, a set of survey questionnaires were handed out to all grade seven students to gather data on the students' level of exposure, extent of use and the social media preferences of students. The instructions on how to answer each item were explicitly explained and for some questions which required an additional explanation, further assistance was provided so as to guide the students in answering. The survey questionnaires were then collected from students. Out of 82 total enrolment for the two classes, only 58 were able to take the survey.

After taking the survey, all the 58 students took a 40-item Pretest on the lessons taught during the First Quarter of School Year 2015-2016. Following the test, students were exposed to a Social Media-Based Mathematics Instruction utilizing the developed SMBMIM. Students were then given the Posttest to determine whether there was an improvement in their mathematics achievement.

Data Analysis Procedures

To determine the desirable characteristics of the developed Social Media-Based Mathematics Instructional Module measured in terms of validity and reliability, and the pre-delivery appropriateness as to learning objectives, learning content, language used, and evaluation activities, Fleiss Kappa and Average Pairwise Agreement, and Cronbach's Alpha were used respectively.

Furthermore, Mean was used to determine the educational use of the SMBMIM measured in terms of the learning gains of students from Pretest and Posttest for every learning competency which include perform fundamental operations on integers, expresses rational numbers on the number line, performs operations on rational numbers, and solve problems involving rational numbers.

Results and Discussion

Desirable Characteristics of the Social Media-Based Mathematics Instructional Module (SMBMIM) in terms of Validity and Reliability

Validity of the SMBMIM

Table 2 presents the results of the validity of the SMBMIM employing Kappa statistics agreement and Average Pairwise Agreement validated by the panel of six experts.

TABLE 2

 RESULTS ON THE VALIDITY OF THE SMBMIM

Average Pairwise Agreement	Interpretation	Fleiss' Kappa	Interpretation
51.2%	Acceptable	0.024	Fair Agreement

Based on the results, the developed Social Media-Based Mathematics Instructional Module showed an acceptable and fair agreement with 51.2% and k=0.024 respectively among the panel members. These results are in accord with Webb (2005) in Martone (2007) that an average pairwise coefficient between 50% and 60% is acceptable while a kappa value of more than 0 according to Chen (2014) shows an agreement, which means that consistency exists if the value is more than 0. These findings imply that the SMBMIM has met the criteria set forth as to: learning objectives, learning content, evaluation activities, and language used and therefore is acceptable and valid as an instructional material.

Reliability of the SMBMIM

Table 3 presents the result of another measured desirable characteristic of the SMBMIM which is internal consistency or reliability using Cronbach's alpha.

TABLE 3

RESULTS ON THE RELIABILITY OF THE SMBMIM

Case Processing Summary		N	%
Cases	Valid	12	100.0
	Excluded	0	.0
	Total	12	100.0
a. Listwise deletion based on all variables in the procedure.			

Cronbach's Alpha	N of Items	Interpretation
.90	34	Very High Reliability

Result reveals that as to internal consistency the SMBMIM showed an $\alpha = .90$ interpreted as very high reliability. This result conforms to the findings of Zwier (2013) that the alpha values above .80 signify a very high reliability. This finding implies that the SMBMIM indicates a good internal consistency or reliability. This finding is supported by Bland (1977) in Zaldivar (2013) in which he stated that an alpha value falls within the range of 0.84-0.92 has excellent internal consistency (reliability). Likewise Steyn, Rensburg, & Juul (2012) stated that a cronbach's alpha of different domains should be more than 0.70 to indicate good internal consistency or reliability. Thus, above findings show that the SMBMIM is theoretically valid and has a very high reliability.

TABLE 4

SUMMARY OF THE VALIDITY & RELIABILITY OF SMBMIM

Degree of Agreement (Average Pairwise Agreement & Fleiss Kappa)				Internal Consistency (Cronbach's Alpha)	
% Agreement	Interpretation	Kappa	Interpretation	Alpha	Interpretation

51.2%	Acceptable	0.024	Fair Agreement	.90	Very High Reliability

Based on the results, the developed SMBMIM have met the criteria set forth on the desirable characteristics of the module in terms of validity and reliability where an acceptable and fair agreement, and a very high reliability or internal consistency among panel members evolved respectively. This can be concluded that the developed SMBMIM is acceptable, valid, and very highly reliable as an instructional material for teaching Mathematics on the grade seven students.

Pre-Delivery Appropriateness of the SMBMIM

The pre-delivery appropriateness of the SMBMIM was assessed by the panel of experts in the field of Mathematics and Information Technology based on the following categories: learning objectives, learning content, language used, and evaluation activities using a 5-point Likert scale. The results of the responses are presented in Table 5.

TABLE 5

RESULTS ON THE PRE-DELIVERY APPROPRIATENESS OF THE SOCIAL MEDIA-BASED MATHEMATICS INSTRUCTIONAL MODULE

Categories	Alpha coefficient	Interpretation	Mean (x)	Interpretation
Learning Objectives	0.533	Moderate Reliability	4.72	Strongly Acceptable
Learning Content	0.908	Very High Reliability	4.68	Strongly Acceptable
Language Used	0.833	High Reliability	4.80	Strongly Acceptable
Evaluation Activities	0.827	High Reliability	4.63	Strongly Acceptable

| Mean | 0.78 | High Reliability | 4.71 | Strongly Acceptable |

Results show that in terms of learning objectives, the SMBMIM showed an $\alpha=.533$ and x=4.72 which are described as moderately reliable and strongly acceptable respectively. This means that the SMBMIM in terms of learning objectives is acceptable and reliable. This result conforms to the idea of Cronbach (2006) & Helmstater (1964) in Sheppard (2011), and Nunnally & Bernstein (2010) in Pillay, Viviers & Mayer (2013) that cronbach's alpha coefficient value between 0.5 and 0.6 is considered to be acceptable. This implies that the learning objectives are specific, stated in behavioral terms, clear and easily understood, realistic, time-bound, measurable, and attainable. These results agree with APEID (1978) that instructional objectives should be well stated; should specify the learning outcomes in expected, observable and measurable changes; should be stated clearly and precisely; should be stated in behavioral terms;

For the learning content, the SMBMIM was rated as very highly reliable and strongly acceptable with an $\alpha =.908$ and x=4.68. This means that the SMBMIM in terms of learning content is highly reliable and strongly acceptable. This finding conforms with Nunnally (1967) in Fan & Lê (2011), Sreedhar (2016), Buchanan (2005), Carmines (1979) in Shi, Al Qudah, & Cristea (2013) that an alpha higher than 0.8 has high reliability. This implies that the SMBMIM on learning content meets the criteria which are: reflects the most important aspects of what is being taught, lessons are presented at a pace that allows for reflection and review, with adequate provision for supplementary activities/exercises, leads to the attainment of the objectives of the course, with supplementary activities that enhance understanding of the content, with adequate presentation/discussion of content, the information about the different topics is accurate and precise, there is a variety of supplementary activities, the ideas, concepts and points presented are well-expressed, and the examples presented are current, accurate and defensible.

In terms of language used, the SMBMIM showed an $\alpha =0.833$ and x=4.80 interpreted as highly reliable and strongly acceptable respectively. This means that the SMBMIM in terms of language is highly reliable and strongly acceptable. This implies that the words used in the SMBMIM are correctly used, suitable to the reading and understanding level of students, with clear instructions to the students, unambiguous and easy to follow, and lessons are presented in sentences/paragraphs that are grammatically correct. This result conforms to the general principles by CDC (2011) which

states that e-learning instructional material should be written in a simple, concise, and consistent way; should be written in a clear, correct language suitable to level that is appropriate for the target learners (APEID, 1978).

As for the evaluation activities, the SMBMIM showed an $\alpha = .827$ and x=4.63 which is described as highly reliable and strongly acceptable. This implies that the SMBMIM on evaluation activities have met the criteria which are: items in the evaluation are congruent to the specific objectives and learning competencies, items are arranged sequentially, tests are easy to score, with pretest and posttest provided in the module, easy to understand, each item has a definite answer, items help increase understanding and retention of the content covered, and has provisions for self-assessment. These results are in accord with APEID (1978) that a module should have activities which are properly sequenced and relevant to the developmental themes (competencies) and objectives; should have pretest and posttest with answer keys provided; the scoring of test items should be easy and as objective as possible.

In summary, the pre-delivery appropriateness of the SMBMIM in terms of learning objectives, lesson content, language used, and evaluation activities are highly reliable ($\alpha = 0.78$) and strongly acceptable (x= 4.71) as an instructional material. These results are in accord with Garillos (2012) in Zaldivar (2013) that the quality of a good module must possess a highly acceptable and appropriate objectives, evaluation, content, learning activities, skills, time frame and references.

Conclusions

In the light of the findings derived from this study, the following conclusions are presented:

1.   The Social Media-Based Mathematics Instructional Module is valid and reliable and is acceptable as an instructional material.

2.   It has met most of the pre-delivery appropriateness criteria of the required learning competencies and skills of grade seven students on aspects of lesson objectives, lesson content, language used, and evaluation activities are relatively highly reliable.

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Autonomous Region in Muslim Mindanao and its Devolution, Governance and Impact on Development: A Critical Discourse Analysis in Mixed-Methods Design

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Abstract

Drawn from Mohammad (2019) framework of Critical Discourse Analysis in mixed-methods design involving law discourse, this study covers the entire five (5) provinces and one (1) city of the Autonomous Region in Muslim Mindanao. These are Sulu, Tawi-Tawi, Basilan, Lanao del Sur, and Maguindanao Provinces as well as the Islamic City of Marawi as geographic locations being referred to in Republic Act No. 6734. This study derived the following conclusions: (1) The devolution of powers and functions to the Autonomous Regional Government of the Autonomous Region in Muslim Mindanao is now on its fourth (4th) stage of development. In spite of this, however, the MNLF under Prof. Misuari is still not satisfied with the implementation of the Final Peace Agreement; (2) The devolved powers and functions to both Regional Autonomous Government and devolved government line agencies were sufficient for service delivery but limited in generating revenues. Therefore, the Autonomous Regional government is only enjoying a limited autonomy comparable to the local government units or no real autonomy according to the RPDO; (3) The academic sector disagreed to both governance of the ARMM Governors and the delivery of services by the devolved government line agencies in terms of the administration of good governance; (4) There is significant difference in the governance of the three (3) ARMM Governors; (5) There is no significant difference in the delivery of service by the devolved government line agencies; (6) There is a perfect positive correlation between governance and the

delivery of services; (7) The performances of both the ARMM Governors and the delivery of services by the devolved government line agencies were unsatisfactory; (8) That graft and corruption, personal interest, and red tape were the primary reasons for their unsatisfactory ratings; (9) The devolution of governance to the Autonomous Region in Muslim Mindanao did not contribute to the significant socio-economic development impact for the region, and (10) The qualitative data on the Critical Discourse Analysis of Republic Act No. 6734 proves that no matter how clear the intent of law is to the government and the people , the variables on how the government officials govern or perform their tasks do matter in concretizing and alleviating the lives of all who are part of ARMM.

Keywords: Autonomous Region in Muslim Mindanao, Autonomy, Devolution Governance, and Development, Critical Discourse Analysis, Mixed-Methods Design

Introduction

Iacovou (2000) stated in his paper entitled "From MNLF To Abu Sayyaf: The Radicalization of Islam in the Philippines" that Islam spread from the Middle East to inner Asia and from Afghanistan to India, so it spread from various parts of India to Malay Peninsula and the Indonesian archipelago in the late thirteenth, fourteenth, and fifteenth centuries. Islam was introduced into maritime Southeast Asia and flourished in conditions rather different from those of the Middle East and the Indian subcontinent. While Islam was established in other regions by way of Arabs or Turkish conquests, it was introduced into Southeastern Asia by traveling merchants and Sufis.

Furthermore, historians who had written the History of Sulu were in agreement that Islam was first established during the last quarter of the thirteenth century with the coming of a Muslim trader whom the Tausug Tarsila referred to as Tuan Mashaika. He was followed by Karim'ul Makhdum (a Muslim Missionary), in the second half of the 14th century. Later in the same century, Sharif Kabunsuan brought the religion to greater Cotabato and Lanao Provinces.

Islamization of Sulu was further strengthened with the arrival of a Muslim Malay from Sumatra, Rajah Baguinda in the early part of 15th century who established the first political authority in Jolo, the Capital Town of Sulu. By the Middle of the same century, an Arab, Sayyid Abubakar arrived and became the son-in-law of Rajah Baguinda. He was the founder of the first Sultanate of Sulu

bearing the name of Sharif'Ul Hashim who shaped political institution along Islamic way (Sandangan, 2006:2).

Furthermore, Guiamel M. Alim (2006:1) stated in the paper he presented at the European Solidarity Conference on the Philippines, in Hoisdorf, Germany, entitled "The Bangsa Moro Struggle for Self-Determination," that Islam and the first Islamic political institutions, the first institutional religion, the first educational system, and the first civilization spread all over Mindanao and the entire Philippine archipelago. This can be manifested by the existence of other Muslim principalities known as emirates like Rajah Solaiman in Manila, Rajah Humabon in Cebu, Lapu-Lapu in Mactan, and the ten Bornean Datus of Panay and Mindoro three (3) centuries before the Spanish conquest.

In the midst of their famous inquisition against the Muslims in the Iberian Peninsula during the early part of the 16th century, the Spaniard King Phillip ordered his Admiral to conquer the three (3) states (Sulu, Maguindanao, and Manilad) and convert the people to Catholicism. The first victim to be hit by the Spanish colonization was Cebu when a Portuguese navigator, Ferdinand Magellan landed in 1521 and claimed the Philippines for Spain. The Islamic communities in Manila were also conquered later on.

On the contrary, the islands of Palawan, Mindanao, and Sulu became part of a united Muslim State of Sulu. It was in this state where the Spaniards had encountered the fiercest struggle for self-determination in a continuous warfare for more than three (3) centuries. Hence, the failure of Spain to conquer the State of Sulu had forced her to recognize its independent existence and called the people as Moros. The term Moro was derived from the North African conquerors, Moors. From then on the United Muslim State of Sulu used the term Bangsa Moro in their struggle for self-determination. The used of the term Bangsa Moro has been carried on to the present generation, which indicates that the identity of the Moros constituted as a separate people.

The Bangsa Moro homeland then consisted of three (3) Muslim States; i.e. Sulu (Sulu, Basilan, Palawan, Negros, Panay, Mindoro, and Ilocos in the north of the islands); Maguindanao (Mindanao island); and lastly, Manilad (modern Luzon including center of Luzon) (AOL, 2006:1). The extent of their homeland was the entire Philippines before it was reduced to Palawan, Mindanao; and Sulu through the Spanish conquest; decreased to fourteen provinces and nine (9) cities by the Organic Act; and lowered down further to five (5) provinces and one (1) city by the plebiscite (Sandangan, 2006:15). That is, the islands which are unwittingly known today as the Philippines

were in an advance stage of Islamization, due to the islanders adopting the religion lifestyles of the peaceful Sufis who visited and traded with them from the Malay lands.

Today, the Bangsa Moro (Moro People) is the generic name for the thirteen ethno-linguistic Muslim tribes in the Philippines, which constitute a quarter of the population in Mindanao in the Southern Philippines (Alim, 2006:1). Their large concentration can be found in the Provinces of Basilan, Sulu, Tawi-Tawi, Zamboanga del Sur, Zamboanga del Norte, North Cotabato, Maguindanao, Sultan Kudarat, Lanao del Norte, Lanao del Sur, North Cotabato, Sarangani, Palawan, Zamboanga Sibugay and the Cities of Cotabato, Dapitan, Dipolog, General Santos, Iligan, Marawi, Pagadian, Zamboanga, and Puerto Princesa (n.a., 2003:82).

The estimated Bangsa Moro population in the Southern Philippines ranges from 6 to 7 million. However, on the basis of population and their leadership, the five (5) major ethnic groups are the Maranaos of Lanao del Sur and Islamic City of Marawi, Maguindanaons of Maguindanao and Cotabato City, Tausugs of Sulu, Sama of Tawi-Tawi, and Yakans of Basilan.

Johan Saravanamuttu (2006:4) in his article entitled "Towards Post-Hegemony," stated that the Bangsa Moro struggle for statehood in the southern islands of the Philippines dates back more than 300 years to the 16th century when they first resisted Spanish colonization and then American imperialism for almost half a century. In the contemporary period resistance to the Philippine government has persisted right through the 1950's till today. The initial struggle was for an Islamic State but developments, especially since the 1970's, have seen the Moro National Liberation Movement led by Prof. Nur Misuari, settle the Bangsa Moro autonomy inside the Republic of the Philippines.

The more than thirty years of battle between the MNLF and government forces had resulted to the death of 150,000 – 200,000 from both sides including innocent civilians; 200,000 refugees fled to Sabah, Malaysia; and billions of pesos worth of damages to properties.

Analyzing the broader perspective of the Bangsa Moro struggle, one can say, therefore, that this is an endless fight for self-determination which has existed for over four centuries up to this time. The source of the struggle can be viewed as historical, political, sociological, demographic, and religious problems of almost equal proportions in magnitude (Alim, 2006:1) Moreover, the Tripoli Agreement granting autonomy for the Muslims in the Southern Philippines was finalized and signed on December 23, 1976 by the Moro National Liberation Front (MNLF) Chairman, Prof. Nur Misuari; Hon. Carmelo Z. Barbero for the Government of the Republic of the Philippines; and

witnessed by Dr. Ali Abdussalam Treki, Minister of State for Foreign Affairs of Libyan Arab republic; and Amadou Karim Gaye of the Organization of the Islamic Conference (n.a., 2003:76). Unfortunately, the implementation of the agreement bogged down and resulted to the resumption of another bloody armed confrontation.

Likewise, the Congress of the Philippines enacted into law Republic Act No. 6734, otherwise known as the "Organic Act for the Autonomous Region in Muslim Mindanao (ARMM)." A plebiscite was held on November 19, 1989 wherein only four (4) provinces: Lanao del Sur, Maguindanao, Sulu, and Tawi-Tawi ratified the said Organic Act and voted favorably to be included in the ARMM. The MNLF did not participate in the plebiscite. Hence, the sudden collapse of the peace process.

At last, the Final Peace Agreement was signed on September 2, 1996 between the MNLF Chairman, Prof. Nur Misuari and H.E. Ambassador Manuel T. Yan, Chairman of the GRP Peace Panel; witnessed by H.E. Mr. Ali Alates, Chairman of the OIC Ministerial Committee of the Six and H.E. Dr. Hamid Al-Gabid, Secretary-General of the OIC. This is known as the Final Peace Agreement for the implementation of the 1976 Tripoli Agreement.

The Final Peace Agreement was further strengthened by Republic Act No. 9054, otherwise known as "An act to Strengthen and Expand the Organic Act for the Autonomous Region in Muslim Mindanao (ARMM)" amending for the purpose Republic Act No. 6734, entitled "An act providing for the ARMM as amended" was passed by the Eleventh Congress of the Philippines on February 7, 2001, lapse into law on March 31, 2001, and was ratified on August 14, 2001. In the plebiscite held for the purpose, Basilan Province and Islamic City of Marawi voted to be added into the ARMM.

ARMM Governor, Dr. Farouk S. Hussin stated in his message that the enactment of this law was greatly significant as it symbolizes the determination of the administration of Her Excellency Gloria Macapagal Arroyo to effect genuine implementation of autonomy in consonance with the Tripoli Agreement of 1976. On September 16, 2002, executive Order No. 125, entitled "Further Enhancing and Devolution of Powers and functions, Programs and Projects of National Government Agencies to the Autonomous Region in Muslim Mindanao and for Other Purposes," was issued by President Arroyo to provide the terms of references to ensure the devolution of powers and functions in the ARMM are made in accordance with this law (n.a., 2003:i).

In this regard, the Final Peace Agreement is already in its tenth (10th) years of implementation. It is in this context wherein this researcher was motivated with eager interest in conducting this study.

Statement of the Problem

In conducting the study, the writer was interested in examining and explaining the process of devolution, administrative governance, delivery of services and socio-economic development impact in the Autonomous Region in Muslim Mindanao, seeking answers to the following questions:

1. What is the socio-demographic profile of the respondents?
2. What were the devolved powers and functions to the Regional Autonomous government?
3. What are the different government line agencies that were devolved to the ARMM?
4. What were the devolved functions and powers to these agencies?
5. What is the academic sectors' perception towards ARMM governance in terms of:
   a. Efficiency and Effectiveness
   b. Transparency
   c. Responsiveness
   d. Accountability
   e. Participatory
   f. Rule of law
   g. Consensus oriented
   h. Equity and inclusiveness
6. Is there significant difference in the ARMM governance between governors as perceived by the academic sector?
7. What is the academic sectors' perception regarding the services delivery of these agencies in terms of:
   a. Efficiency and Effectiveness
   b. Transparency
   c. Responsiveness
   d. Accountability
   e. Participatory

8. Is there significant difference in the delivery of services by the devolved line agencies as perceived by the academic sector?

9. What were the Gross Regional Product, Per Capita Income, Poverty Incidence, Unemployment Rate, Population Growth Rate, and Infant Mortality Rate profiles of the ARMM in 1996? What about at present?

10. What were the causes of either positive or negative socio-economic development impact as perceived by the academic sector?

11. Is there significant correlation between the administration of governance and the delivery of services? and

12. Did the transformation of governance and devolution of government line agencies to the ARMM bring about sustainable socio-economic development impact?

Scope and Delimitation of the Study

This study covers the entire five (5) provinces and one (1) city of the Autonomous Region in Muslim Mindanao. These are the Sulu, Tawi-Tawi, Basilan, Lanao del Sur, and Maguindanao Provinces as well as the Islamic City of Marawi. Nevertheless, due to limited time and financial constraints, the researcher will only take three (3) provinces as the sample.

The present political system of the Philippines is Presidential Unitary Government. Tapales (2001:12) stressed that unitary system is composed of three branches of government that are performing separate power in order to maintain checks and balances in governance. These are the Executive, Legislative, and Judiciary branches. The chief executive is the President who is assisted by the Vice President and the Cabinet members known as Department Secretaries, Commissioners, and Administrators in the discharge of the executive power of governance.

The ARMM is likewise composed of three branches of government. These are Executive, Regional Legislative Assembly, and Shari'ah Courts. The Chief Executive of the Executive branch is the Regional Governor who is assisted by the Regional Vice Governor, Department Secretaries, Commission Chairpersons, and Administrators. In this connection, the administration of governance was limited only to the executive branch.

On the other hand, the outcome of this research was limited in accordance with the perception of the academic sector, particularly faculty members from the government tertiary institutions in the ARMM. The development impact was, likewise, limited to the following socio-economic

indicators: Gross Regional Product, Per Capita Income, Poverty Incidence, Unemployment Rate, Population Growth Rate, and Infant Mortality Rate.

Moreover, there are eight (8) characteristics of good governance. The eight (8) characteristics were all taken in the assessment for the administration of governance. For the delivery of services by the devolved line agencies, however, only five (5) characteristics were considered as most applicable. These are effectiveness and efficiency, transparency, responsiveness, accountability, and participatory.

Literature Review

Arthur Maas (n.d.) emphasized that autonomy is an issue of power and how it is divided. To promote liberty, government power can be so divided as to protect the individual against great concentrations of power - a restraining "constitutional" effect. The unitary form of Philippine government notwithstanding attempts at decentralization and local autonomy, have been tried by the national government in the past. In the case of regionalization, there were undoubtedly some benefits from it in terms of faster delivery of services. But again the administrative functions deconcentrated to the regional offices are limited and the control of the national governments in planning and approval of vital programs was still in tact.

Metro Manila Commission (MMC) and Metro Manila Authority (MMA) are relevant models for a congested metropolis like Manila. MMC tried to regionalize the service-delivery mechanisms of the cities and municipalities composing it. MMA also tried his own concept of regional autonomy in response to the Muslim problem in Mindanao. The Republic of the Philippines granted autonomy to 13 provinces and nine (9) cities as stipulated in the Tripoli\r Accord. Provisional government was formed, with ex-Governor Mohammad Ali Dimaporo and Commissioner Simeon A. Datumanong as Chairman and Co-Chairman respectively. Marcos' autonomy was an extreme case of tokenism. No substantive powers were really devolved to the RAG. Its only contribution was to employ some potential "rebels" and keep busy the Muslims. It was a cheap "carrot" that was to be demolished by Aquino's new model. Section 16. The President shall exercise general supervision over the autonomous regions to ensure that laws are faithfully executed. Section 17. All powers, functions and responsibilities not granted by this Constitution or by law to the autonomous region shall be vested in the national government. The Final Peace Agreement was concluded during the administration of President Fidel V. Ramos. This was duly signed on

September 2, 1996 by H. Ambassador Manuel T. Yan of the GRP Peace Panel and Prof Nur P. Misuari of MNLF Peace Panel. It provides two (2) phases for the implementing structure and mechanism.

We are limited to the constitutions or parts of the constitution of foreign countries. It is our hope that we can adequately grasp the general and specific trends in the grant of autonomy worldwide. In the Kingdom of Belgium, cultural councils are created for the Dutch linguistic groups, namely: the French linguistic group, and the German linguistic group. The People's Republic of China provides another example of regional autonomy. Their Constitution of 1984 declares the protection of the rights of all minority nationalities. Regulations adopted by people's congresses are submitted to the Standing Committee of the National People's Congress for approval before they come into effect. The Republic of India has two principal forms of autonomous local government - one for the tribal areas and another for the other states. This Council advises the Governor of the State regarding such matters affecting the scheduled tribes as may be referred to them by the Governor. A district or regional council has legislative powers over the following: the allotment, occupation or use, or the setting apart, of land other than any land which is a reserve forest.

Decentralization is a broad concept which one author defines as a "rational distribution of competence and resources within a political and administrative system". Recent writings tend to expand the meaning of decentralization. Sustainable and equitable development can be attained by strengthening and accelerating devolved functions and services at the local level. There are three (3) patterns of decentralization in the Philippines. Devolution involves the transfer of certain functions from the national to the local governments. Deconcentration involves the delegation of authority and responsibility by the central offices to the regional, districts and other field offices of national offices. In 1959, the Barrio Charter was passed which conferred powers upon barrios for the performance of certain functions through the barrio council. The important role of local government was recognized in the 1973 Constitution. The promulgation of Republic Act 7160 otherwise known as the "Local Government Code" on October 10, 1991 is a far-reaching landmark legislation.

Good government is that which most effectively secures the rights of the people and promotes their happiness. Good governance tries to do more than efficient management of economic and financial resources. It is also a broad reform strategy to strengthen the institutions of civil society, or make government more open, responsive, accountable, and democratic. The role of the state in

maintaining law and order, as a prime regulator and supreme instrument of enforcement of law, has an omniscient impact on the life of the citizens. The state should be capable of enabling, enhancing and deploying the power from other societal actors for sustainable human development. Economic development until recently tended to be discussed in terms of economic growth even though economists were generally aware of the importance of the non-economic sector. The need for equity and income distribution was best highlighted by Dudley Seers (1971:56) who redefined economic development as reduction or elimination of poverty, inequality, and unemployment. Kuznets (1996:45) isolated six (6) characteristics of growth process of developed nations: high rates of growth and per capita output and population, high rate of increase in total factor productivity, structural transformation of economy, social and ideological transformation, propensity to reach out to the rest of the world for markets and raw materials, and limited spread of this growth.

History of the English Language and its Relation to Philippine Laws Enacted

Philippine Commission Act No. 1123 of April 1904 made English the nation's official language. Anyone who did not speak English at the time was ineligible for government employment. Even if a Filipino can write and speak well in Tagalog or any of his other main native languages, he is considered illiterate if he does not know English.

The Thomasites supported the use of Visayan and Ilocano alongside Spanish and Tagalog as national education media. English was perceived by them as "a language of economic conquest." This fact is mentioned by Henry Ford himself in his report on the Philippine Situation. In these islands, English is quickly eroding from majority status. Both the public and private sectors lack the resources to pay teachers a living salary. Additionally, politicians and members of the English-speaking elite are compelled to engage in Tagalog or Filipino electoral campaigning. Yet, English remained to be the language dominating the mainstream domain that includes the branches of government that is very much influenced by the hegemony of the American English.

Law Discourse through Van Dijk's Model of Critical Discourse Analysis

Discourse analysis is a general phrase that is used across many disciplines and in many different contexts. Discourse can be observed in the way power relations take shape, particularly when subjects are created. Critical discourse analysis allows readers to understand the author's indicated

viewpoints and the actual context of the conversation's events. Van Dijk perceives a text made up of various layers and structures, each of which supports the others. In phrases, supplementary verbs known as metadiscourse markers can assist reveal the writer's genuine intentions. These interactional cues have a significant role in discussions on the law, particularly the Republic Act No. 6734 under investigation.

Methodology

Research Design

This study used a sequential-explanatory mixed-methods design that is historical, descriptive and critical discourse in nature. Historical, for it dig up and analyzed documents and circumstances affecting the past condition of indigenous people/community since time immemorial up to the present. Historical data/documents are obtained from the office of the Sulu Historical Society, school libraries in BASULTA, and the office of the national Commission on indigenous people, ARMM. Critical discourse because it delved in deeper on the true intent of the ancestral domain law.

Research Local

The research local were the five provinces and one city comprising the Autonomous Region in Muslim Mindanao, namely: Maguindanao, Lanao del Sur, Sulu, Basilan, Tawi-Tawi, and Marawi City. There were twenty government line agencies devolved to the ARMM and one (1) locally created office. These are the following:

1.   Department of Labor and Employment (DOLE)
2.   Department of Local Government (DLG)
3.   Department of Tourism (DOT)
4.   Department of Environment and Natural Resources (DENR)
5.   Department of Social Welfare and Development (DSWD)
6.   Department of Science and Technology (DOST)
7.   Department of Public Works and Highways (DPWH)
8.   Board of Investment (BOI)
9.   Department of Education, Culture, and Sports (DECS)
10.   Department of Agriculture (DA)

11.	Housing and Land Use Regulatory Board (HLURB)

12.	 National Housing Authority (NHA)

13.	Office for Southern Cultural Communities (OSCC)

14.	Regional Planning and Development Board (RPDB)

15.	Department of Trade and Industry (DTI)

16.	Department of Agrarian Reforms (DAR)

17.	Commission on Higher Education (CHED)

18.	Technical Education and Skill Development Authority (TESDA)

19.	Department of Health (DOH)

20.	Cooperative Development Authority (CDA)

21.	Department of Transportation and Communication (DOTC)

Land Transportation Office (LTO)

Land Transportation and Franchising Regulatory Board (LTFRB)

Air Transportation Office (ATO)

Maritime Industry Authority (MARINA)

Philippine Ports Authority (PPA)

National Telecommunications Commission (NTC)

Civil Aeronautics Board (CAB)

The research environment consisted of all the fifteen state universities and colleges in the ARMM. These are the following:

1.	Mindanao State University – Marawi City

2.	Mindanao State University – Lanao National College of Arts and Trade

3.	Mindanao State University – Maguindanao

4.	Mindanao State University – Sulu Development and Technical College

5.	Mindanao State University – Tawi-Tawi School of Technology

6.	Basilan State College

7.	Adiong Memorial Polytechnic State College

8.	Sulu State College

9.	Tawi-Tawi Regional Agricultural College

10.	Balabagan Trade School

11.   Hadji Butu School of Arts and Trade

12.   Lanao del Sur Polytechnic College

13.   Lapak Agricultural College

14.   Unda Memorial National Agricultural School

15.   Upi Agricultural College – Provincial Technological Institute of Technology

Respondents

The respondents were the faculty members from Sulu State College, MSU – Sulu Development and Technical College of the Province of Sulu; MSU – Tawi-Tawi School of Technology, Tawi-Tawi Regional Agricultural College of Tawi-Tawi Province; and Basilan State College of Basilan Province.   Since the main campus of Basilan State College is situated in Isabela City which is not included in the ARMM, the respondents from that college were taken from its extension campuses in Lamitan and Sta. Clara.

Although the target number of respondents were one hundred fifty, the researcher had distributed a total of one hundred sixty-five questionnaires to the five (5) sample Colleges; i.e., thirty-three for each College giving three (3) extra questionnaires as contingencies for retrieval.

Research Instrument

The researcher utilized the questionnaire in gathering data as well as RA No. 9054 and Executive Orders for the study. Prior to the actual conduct of data gathering the questionnaires were pre-tested to seven (7) Elementary Grade Teachers of Panglima Mammah Elementary School. Minor revisions in some of the questions asked were done after the pre-testing in order to make it more readable and understandable to the respondents.

TABL 2: FREQUENCY OF ADMINISTERED QUESTIONNAIRES ACCORDING TO PROVINCE AND INSTITUTION

Province/Institution	Number of Respondents
Sulu	
Sulu State College	33
MSU – Sulu Development and Technical College	33
Tawi-Tawi	
MSU – Tawi-Tawi School of Technology	33

Tawi-Tawi Regional Agricultural College Basilan	33
Basilan State College	33
Total	165

Sampling Design

The selection of the provinces, devolved line agencies, and sample respondents were obtained through a multi-stage sampling procedure using a simple random sampling technique for every stage. The first stage was the selection of three provinces; second stage, involved the selection of the sample academic institutions from the selected three provinces; third stage; was the selection of the colleges, schools, or departments of the sample academic institutions, and finally, the fourth stage, was the selection of sample respondents from the faculty members of the chosen universities/colleges of the sample academic institutions.

Hence, the samples consisted of the following:

1.   Provinces

a. Basilan,

b. Sulu, and

c. Tawi-Tawi

2. Devolved government line agencies

a.   Department of Education (DepEd),

b.   Department of Agrarian Reform (DAR),

c.   Department of Transportation and Communication (DOTC),

d.   Department of Agriculture (DA),

e.   Department of Public Works and Highways (DPWH), and

e.   Department of Social Welfare and Development (DSWD).

3.   Academic institutions

a.   Sulu State College,

b.   Mindanao State University – Sulu Development and Technical College,

c.   Mindanao State University – Tawi-Tawi School of Technology,

d.   Tawi-Tawi Regional Agricultural College, and

e.   Basilan State College

4. Respondents

A total of one hundred fifty respondents were taken from the five (5) sample academic institutions. That is, thirty respondents from each college.

Data Analysis

The data gathered for the study were analyzed and interpreted descriptively. Likert Scale was utilized in measuring whether or not the different ARMM Governors had applied good governance in administering the Autonomous Region in Muslim Mindanao and the devolved line agencies in their delivery of services. These were categorized into strongly agree, agree, disagree, and strongly disagree with the following interpretation:

Mean: 1.00 - 1.49   =   Strongly Agree
        1.50 - 2.49   =   Agree
        2.50 - 3.49   =   Disagree
        3.50 - 4.00   =   Strongly Disagree

Scales, particularly attitude scales as used in research served three (3) main functions: (1) measurement; (2) to aid in defining the concept by providing an operational definition; and (3) to prevent bias by covertly measuring a sensitive topic so that the respondent does not even realize, for example, that his or her level of prejudice is being measured, and so cannot manipulate his or her answer (Bailey: 1978:358).

Outstanding, Very Satisfactory, Satisfactory, Fair, and Unsatisfactory scales were likewise utilized in the assessment of governance and delivery of services.

Statistical Techniques Used

The hypotheses were tested with the Scheffe's test, One-Way Classification Analysis of Variance, and Pearson Correlation (2-tailed) test.

Dummy tables with frequency distribution as well as the measures of central tendency were likewise utilized in the presentation and interpretation of the data

For the qualitative data analysis, the entire 19 Articles of R.A. 6734 was used for the CDA as utilized by Mohammad (2019).

Results and Discussion

Socio-demographic Profile of the Respondents

The mean age of the respondents is 40.40 years old. Sixty-one or 40.67 per cent of them are males, whereas eighty-nine (59.33 %) are females and the great majority (118 or 78.67 %) are in marital status.

As classified according to ethnic grouping, the data shows that most of the respondents (90 or 60 %) are Tausugs. The Sama comprises only 16 %; Yakans, 6 %; while the remaining 18 % belong to the different ethnic groups from the Visayas regions and mainland Mindanao. All of them are professionals in the academe whose educational attainment ranges from college to post graduate degree holders.

The socio-demographic profile of the respondents indicates that they are professionals, matured, and are in marital status. Hence, the readers can expect high sense of credibility and reliability of their responses to the questions asked in this study.

Devolution

The data tells us that the Autonomous Region in Muslim Mindanao is already on its fourth (4th) stage of development which took place under four (4) different Presidents of the Republic. The devolution of powers and functions to the Autonomous Region in Muslim Mindanao started during the Marcos administration after the signing of the Tripoli Agreement in 1976. By virtue of Presidential Decree, Letter of Instruction, and Presidential Proclamation of Marcos, two (2) regions in Mindanao (Regions IX and XII) were given autonomy. That is, a Regional Autonomous Government (RAG) was placed in charge of each region with an executive branch called Lupong Tagapagpaganap ng Pook (LTP) and legislative branch called the Sangguniang Pampook.

Afterwards, the regional autonomy was enhanced by Republic Act No. 6734 entitled "An Organic Act for the Autonomous Region in Muslim Mindanao" during the incumbency of President Corazon C. Aquino in 1989. Furthermore, the Final Peace Agreement signed during the administration of President Fidel V. in 1996 Ramos was further strengthened and expanded by Republic Act No. 9054 during the time President Gloria M. Arroyo in 2001. Since 1989 the two (2) Regional Autonomous Governments were merged into one (1) autonomous region with regional office in Cotabato City.

Devolved Powers and Functions to the Regional Autonomous Government

The devolved powers and functions of Regional Autonomous Government's Executive Branch of the Autonomous Region in Muslim Mindanao were provided for in Republic Act No. 9054, otherwise known as "An Act to Strengthen and Expand the Organic Act for the Autonomous Region in Muslim Mindanao (ARMM)" amending for the purpose Republic Act No. 6734, entitles "An Act Providing for the ARMM, as Amended" which was passed by the Eleventh Congress of the Philippines on February 7, 2001, lapsed into law on March 31, 2001, and was ratified on August 14, 2001.

The data indicates that the devolved powers and functions to the Regional Autonomous Government were, in general, substantial for service delivery but with limitation in generating sources of revenue as stipulated in Fiscal Autonomy (Article 10 of R. A. No. 9054).

This implies that the Regional Autonomous Government will have the tendency to become dependent upon the block grants and subsidies from the central government as well as donations from donor countries for the defrayment of its planned programs and projects or the central government to have a full control over the Autonomous Regional Government thereby giving less essence to autonomy.

Moreover, Section 1, Article V of R. A. No. 9054 indicates that "Consistent with the constitution and basic policy on local autonomy, the President of the Republic shall exercise general supervision over the Regional Governor to ensure that his or her acts are within the scope of his or her powers and functions." In this case, it is safe to say that the Autonomous Regional Government in Muslim Mindanao is only enjoying a limited autonomy comparable to the local government units or no real autonomy according to RPDO.

Devolved Government Line Agencies

As of this writing, there were twenty government line agencies devolved to the ARMM plus the established relationship between the Regional Development and Planning Board of the Autonomous Regional Government and the National Economic and Development Authority (NEDA) Board. These are the following:

Table 30: Devolved Line Agencies, Executive Orders, and
Date Issued

Devolved Line Agencies	Executive Orders	Date Issued
Department of Labor and Employment	EO No. 425	October 12, 1990
Department of Interior and Local Gov't	EO No. 425	October 12, 1990
Department of Tourism	EO No. 425	October 12, 1990
Department of Environment and Natural Resources	EO No. 425	October 12, 1990
Department of Social Welfare and Development	EO No. 425	October 12, 1990
Department of Science and Technology	EO No. 425	October 12, 1990
	EO No. 178	February 23, 2003
Department of Public Works and Highways	EO No.426	October 12, 1990
Board of Investment	EO No. 458	May 17, 1991
Department of Education, Culture and Sports	EO No. 459	May 17, 1991
Department of Agriculture	EO No. 460	May 17, 1991
Housing and Land Use Regulatory Board and National Housing Authority	EO No. 461	May 17, 1991
Office for Southern Cultural Communities	EO No. 462	May 17, 1991
Regional Planning and Dev't Board	EO No. 463	May 31, 1991
Department of Trade and Industry	EO No. 481	Sept. 24, 1991
Department of Agrarian Reform	EO No. 482	Sept. 24, 1991
Commission on Higher Education	EO No. 315	March 30, 1996
Cooperative Development Authority	EO No. 316	March 30, 1996
Technical Education and Skills Development Authority	EO No. 317	March 30, 1996
Department of Health	-	-

Department of Transportation and Communication	EO No. 435	August 28, 1997
Land Transportation Office		
Land Transportation and Franchising Regulatory Board		
Air Transportation Office		
Maritime Industry Authority		
Philippine Ports Authority		
National Telecommunications Commission		

Devolved Powers and Functions to Government Line Agencies

The powers and functions of government line agencies devolved to ARMM were provided for in the Executive Orders.

The data on the given powers and functions of the devolved government line agencies tells that only three (3) are income generating agencies such as the Department of Transportation and Communication (DOTC), Housing and Land Use Regulatory Board and National Housing Authority whereas, the rest are service oriented agencies.

There were also limitations for generating revenue. For example, the devolved powers and functions to the Land Transportation Office, which is one of the agencies attached to DOTC, were limited to the registration of motorcycles and motorized tricycles only and MARINA to issue Motorboat Operators License for operators of vessel weighing three (3) Gross Registered Tonnage and below. There are powers and functions of most of these agencies that were retained by the national government line agencies.

Moreover, the Cooperative Development Authority is only enjoying a shared powers and functions.

Governance

By and large, the data shows that the three (3) ARMM Governors under study had obtained a disagree rating from the academic sector.

Nevertheless, based on the measurement for the ARMM governors, as perceived by the academic sector, it indicates that the governors' performance differ significantly at 5 % set level of significance.   Further test through Scheffe's test reveals that Governor A performed the highest level of governance for having applied five (5) out of the eight (8) characteristics of good governance.   Governor B ranked second whereas Governor C demonstrated the lowest performance.   Both of them had not exercised any of the eight (8) characteristics of good governance.

Delivery of Services

The one-way classification analysis of variance indicates that the devolved line agencies of the ARMM do not differ in their performance of the services delivery as perceived by the academic sector; i.e., (F-value = 0.98 = 0.4278)

Performance Rating of ARMM Governors

The performance of the ARMM Governors had obtained a disagree rating from the academic sector and, in general, received unsatisfactory performance rating in from almost two-thirds (62.67 %) of the respondents.   Thirty-two respondents (21.33 %) rated fair while 24 or 16 per cent for satisfactory.

Devolved Line Agencies

Aside from disagree rating, the delivery of services by the devolved line agencies also got an unsatisfactory rating from 83 or 55.34 per cent of the respondents for their performance.

Correlation Between Governance and Delivery of Services

The data indicates a very strong positive correlation between the governance of the ARMM Governors and the delivery of services by the devolved line agencies as measured by Pearson Correlation (2-tailed) test. This implies that the performance output of both ARMM governors and line agencies were the same.

Reasons for Unsatisfactory Rating

Graft and corruption/personal interest/red tape appeared to be the primary reason why the ARMM government failed to develop the region. This is not surprising since the Philippines is now ranked second from being the number six (6) most corrupt country in Asia in 1998 (Quah, 1999:485).

The other reasons are: slow service/unfinished projects; political patronage, clan governance/nepotism; illusive/unresolved peace and order condition; not up to date release of salary; and lack of management capability/incompetent. It is very interesting to note that, practically, all of the above reasons (except the delayed release of salary) can also be found in the priority development challenges of the AREA. This means that the RPDO is very much aware of these problems.

Except for illusive/unresolved peace and order condition, all the reasons given for the unsatisfactory rating of the services delivered by the government line agencies were the same with what they had given for governance.

Socio-economic Profile of the ARMM

As stated in the scope and limitation of this study, the development impact was limited the following socio-economic indicators: Gross Regional Domestic Product, Per Capita Income, Poverty Incidence, Unemployment Rate, Population Growth Rate, and Infant Mortality Rate.

The researcher cannot exactly describe the socio-economic development impact of the ARMM due to the unavailability of the baseline (1996) and present (2006) data from the RPDO, NSO, and internet for most of the socio-economic profile under study. Some available data were estimates, which cannot be totally relied upon. First example, there is discrepancy in NSO estimates for the population by the year 2000 using the 1995 census as the baseline and the actual census results for the ARMM. That is, the NSO projection was 8.00 per cent (212,920) less compared to the year 2000 actual census of population results. Moreover, the NSO was not able to conduct census of population during the year 2005 accordingly for lack of funds.

Gross Domestic Product

Accordingly, the Gross Regional Domestic Product (GRDP) shows an increased of PhP 16.9 billion at current price from l996 to 2003. Nevertheless, by looking at the constant 1985 price, the real increase was only PhP 1.5 billion or 18.55 per cent in seven (7) years period. This indicates

an annual average increased of 2.65 per cent, which is relatively very low compared to the GRDP of other regions in the country. Furthermore, as classified according to sector distribution, more than one-half (or 55 %) of the products came from agriculture, one-third (33 %) from services, and 12 per cent from industry. This simply means that ARMM is an agricultural region.

Per Capita Income

The data on Per Capita Gross Domestic Product (PCGDP) at current price revealed an annual average increased of 4.53 per cent from 1996 to 2003 in spite of the remarkable decreased in 2001. On the contrary, the data in the constant 1985 price for 2003 (3,280) shows a decreased of 16.17 per cent from the baseline (3,913 in 1996). The ARMM population growth and the Philippine fiscal crisis can be the attributing factors for the decrease in the of the real peso value of the per capita income. That is, the Philippines had been terribly faced with worsening fiscal crisis which started during the year 2001 onward.

Poverty Incidence

The poverty incidence was 44.04 % in l997 and 51.12 % during the year 2000 based from the NSO figures. Moreover, the NSCB figures put it at 53.8 % for the year 2000 then reduced to 45.4 % in 2003. This indicates a decreased in poverty incidence by 8.4 % in three (3) years time. Nevertheless, it is still very high compared to the national poverty incidence rate of 24.4 % in 2003.

Unemployment Rate

Basing from the RPDO January 2006 data on unemployment and underemployment rates in the ARMM region, The data reveals that: out of 939,000 labor force, 55.9 per cent are recorded to participate in the labor force. For unemployment rate, 3.3 per cent and 11.8 are recorded to be underemployed. This emphasized that the unemployment rate in the ARMM is lower compared to rates in Mindanao and the Philippines.

Therefore, our speculation of much higher unemployment rate in the region, than that of the national, is proven wrong. However, if the January 2006 unemployment rate of 3.3 per cent is accurate, we can categorically say that ARMM is more developed than Mindanao and the country. Inconsistent with this, however, one (1) of the development challenges in the AREA (ARMM

Regional Executive Agenda, 2006 – 2008) of the present administration is "the need to address the high poverty incidence in the region," (Dumagay, 2006:3)[**]. On second thought, there is a need for the RPDO to re-check and validate the accuracy of the said figures.

Population Growth Rate

The population growth rate of ARMM from 1990 to 2000 was 2.83 %. It is .37 % higher than the national growth rate of 2.4 % during the same period.

Infant Mortality Rate

Finally, the estimated Infant Mortality Rates (IMR) from 1991 to 1995 projected an annual decline rate of 3.30 per cent. That is, using the IMR data as projected on maternal child mortality, the region has a high probability of attaining the targets in reducing IMR and child mortality rates by two thirds between 1990 and 2015. These projections were probably based on the assumption that health and survival rate among infants will eventually improve due to modern medicines and upgraded health services delivery.

The Interactional Metadiscourse Markers in Republic Act No. 6734: Boosters and Hedges

Out of the 19 articles of Republic Act No. 6734, there are 408 occurrences of Boosters and only 53 hedging devices. The data here is substantiated by Mohammad (2019) report showing that the law is very clear in its intent that strongly mandate the government to implement laws that can protect, uplift and change the socio-economic status of the Muslim people.

Conclusions

The findings in this study enable the researcher to come up with the following conclusions:

1. The devolution of powers and functions to the Autonomous Regional Government of the Autonomous Region in Muslim Mindanao is now on its fourth (4th) stage of development. In spite of this, however, the MNLF under Prof. Misuari is still not satisfied with the implementation of the Final Peace Agreement;

2. The devolved powers and functions to both Regional Autonomous Government and devolved government line agencies were sufficient for service delivery but limited in generating revenues.

Therefore, the Autonomous Regional government is only enjoying a limited autonomy comparable to the local government units or no real autonomy according to the RPDO.

3. The academic sector disagreed to both governance of the ARMM Governors and the delivery of services by the devolved government line agencies in terms of the administration of good governance;

4. There is significant difference in the governance of the three (3) ARMM Governors;

5. There is no significant difference in the delivery of service by the devolved government line agencies.

6. There is a perfect positive correlation between governance and the delivery of services;

7. The performances of both the ARMM Governors and the delivery of services by the devolved government line agencies were unsatisfactory;

8. That graft and corruption, personal interest, and red tape were the primary reasons for their unsatisfactory ratings; and

9. The devolution of governance to the Autonomous Region in Muslim Mindanao did not contribute to the significant socio-economic development impact for the region.

10. The qualitative data on the Critical Discourse Analysis of Republic Act No. 6734 proves that no matter how clear the intent of law is to the government and the people , the variables on how the government officials govern or perform their tasks do matter in concretizing and alleviating the lives of all who are part of ARMM. The law is the guide. It is still based essentially on human tendency. Even though how many times we change the system, if the same people will run the system, we will still end up with a rotten system. We do not need more laws; what we need is behavior modification.

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Verbal English Fluency and Factors Affecting Social Relationships as Perceived among College Students at Western Mindanao State University

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Abstract

This study focused its empirical endeavor on Verbal English Fluency and Factors Affecting Social Relationships as Perceived Among College Students at Western Mindanao State University. Cognizant that "social relationship" is an abstract concept, which was manifested, in the form of social problems, the data gathering focused on the social problems encountered among the respondents. Utilizing standard, the use of verbal English fluency in cognitivism to establish equivalent language skills ensured that participants had comparable vocabulary knowledge when reading and completing survey instruments written in English. The social problems were measured using the following empirical indicators: 1. Human Rights; 2. Sex Problems; 3. Peace and Order and 4. Divorce and Desertion. While generating the primary empirical data, the Survey Method was used. From the total population of college students officially enrolled at Western Mindanao State University for the first semester of the academic year 2005-2006, a total of 150 respondents - - 75 males and 75 females - - were drawn as the sampling size using the Solving formula. Such sample constitutes roughly five (5) percent of the target population. Questionnaire was used as a research instrument for this study. Before it was administered among the respondents, a pre-test was conducted. The result of which were subjected to statistical treatment known as the Split-half method. This process enabled the research to determine which of the questions in the aforesaid instrument were easy, difficult, faulty, and accurate. Hence, reliability and validity of the research findings were reinforced in this study. The findings revealed that there is no difference among the four variables where the respondents were classified according to gender. What accounts for such

trend of response is the fact that both respondents are members of the society. While it is true that the degree and magnitude of experiencing the social problems slightly vary - - due to the prescription of the respondents' culture - - the overall statistical analysis revealed that: these social problems are "sometimes" encountered among the respondents. This is simply because the aforesaid problems are basically problems encountered by adult and matured members of the society. For the age bracket of the respondents, they cannot be considered strictly as "adult" or "fully matured" individuals. Hence, social problems such as: human rights, sex-problem, peace and order, and divorce and desertion seemingly are "alien" or "foreign" to them.

Introduction

It is a common knowledge that people are always confronted with problems. This is attributed to the fact that: his world is an imperfect one. And for this very reason, they must cope with a gamut of harsh conditions—be it caused either by natural or social calamities. Earthquakes, volcanic eruption, typhoons famine, environmental degradation, insurgency, economic recessions are some of the conditions validating the point.

Theoretically, there are at least three ways of looking at problems that plagued mankind. Firstly, problems are just species of life: without them, life becomes a big bore. Secondly, they make man's life miserable and difficult: so, they are the causes of his never-ending agonies and miseries. Thirdly, most of them are beyond solution that is why the only thing that one does, is to accept such condition as part of his daily existence (Garcia, 1994).

Accordingly, based on this theoretical construct, man responds to these aforesaid problems idiosyncratically. Man has the propensity to absorb challenges than predicament. And hence, successfully in the pursuit of seeking solution, man virtually experience great victory. Conversely, man's failure to find the right solution to his problem with result to his frustration provides him with an impetus to seek for a more effective solution by way of exploring the untapped avenues.

Another scenario of handling problem is this: man has the propensity to be a loser since he allows his problems to engulf his whole being—if his effort to seek right solution end up in a dismal failure. Result: problems grow in their monstrous magnitude and therefore become utterly difficult and harder to contend with.

And for the last scenario in dealing with problems, man does not make an active effort in seeking solution to his problem. In this viewpoint, he recognizes that the solution to his problem is out of

his control. The solution of which would depend on the social intervention of the "state" or if not, to (Allah) God-Almighty.

Accordingly, with these three scenarios presented, the first situation tends to be most widely recognizing prudent approach in dealing with problems confronting human beings in the society.

More specifically, these social problems are examined and given corresponding solutions through formulating sociological perspective that would enable people to understand the root-cause of their problem and at the same time, determine the most probable approaches that can be done to deal with problem at hand.

Often, the "school" is one of the social institutions in our society that is tasked to formulate sociological perspective and approaches in dealing with human problems.

Hence, in our locality, Western Mindanao State University is one of the prime institutions that have the capability to analyze social problems and provide corresponding solutions.

For pragmatic and academic purposes, this study inquired the common social problems as perceived among college students at Western Mindanao State University. And for the sake of quantification, these social problems were be classified into four, these are:

1.   Human rights. That is involved in response to the mandate of the Executive Order No. 27 directing the Department of Education, Culture and Sports (DECS) to include the teaching of human rights in the different curricula. This Executive Order further recognizes the pressing need of educating the Filipinos about their rights. It also shows that the government is very supportive on this matter. (Espiritu, 1989).

2.   Sex problems. The invention of contraceptives, women's liberation movement, permissiveness and breakdown of home discipline brought another social problem pertaining to sex, seems that student pregnancy is increasing, pre-marital sex relations and homosexuality and prostitution are detectable.

3.   Peace and order. Almost every day there is news of killing, skirmishes between the government forces and outlaws, terror threats by disgruntled elements against the innocent civilians, destabilization attempts against the government. This occurrence lessens economic opportunities, which led parents to stop sending their students to college.

4.   Divorce and desertion are increasing. The moment this will happen to the parents of the students, naturally it affects their study because they lost support in their college education that become one causes of college dropouts.

According to Sanchez (1997) it can be observed that one social problem leads to another and very apparent in the urban areas. The researcher's enthusiasm to know and understand the social problems as perceived among college students is relevant to trends and issues in the educational system.

Conceptual Framework

A better quality of life has been the objective of societies. This has been pursued since the ancient times to the present. People contributed their ideas, talents, skills and labor and these results to development and changes. Changes, however, do not just bring comfort but there are also problems brought out of it.

According to Lardizabal (2000) with so many social changes taking place in our society, it is inevitable that there will also be social problems.

As everyone is interrelated. These social changes and the problems come out of it, affects everyone. In particular, the students at Western Mindanao State University.

Some social problems encountered by the students at Western Mindanao State University that will be identified in this study are the following:

Human Rights indicate an act, which have outraged the conscience of mankind, and the advent of the world in which human rights shall enjoy freedom of speech and belief and freedom from fear and want. It is therefore essential to promote the development among men and women with equal rights and to promote social progress and better standards of life in larger freedom. Fontanilla (1989) pointed out Human Rights.

Sex problems. The invention of contraceptives is intended for the good of the society because it is one way of preventing population explosion. However, the problem brought out of it, our young people no longer have the fear in engaging in pre-marital sex practices banking on the idea that contraceptives prevent pregnancy. Other causes are influence of their showbiz idols; proliferation in porno materials and lax discipline in the family, results teenage pregnancies and the rate seems to be alarming among the students.

Peace and order. The prevailing social unrest that affects social order in the community. The confrontation between government forces and outlaws in the countryside threat of government destabilization affects the economy wherein investors did not pour down their investment and

resulted economic dislocation of the people. This result to higher incidence of crime like robbing. Theft, hold-ups, kidnapping etc.

Divorce and desertion. Divorce is an institutional arrangement for terminating marriage relations allowing each partner to re-marry. Although not legally practice in the Philippines but in some tribal groups are parts of their customary practices. Desertion, the abandonment of family either by any party for any reason without giving supports to the children and the other party who have been left. A major factor singled out as the effect of high incidence of teenage marriages. Because they are not ready resulted to desertion of either one of the parties. Broken family affects the future security of the children, as only one party is left supporting and rearing them. This may affect the children not only in the economic side but also in their behavior. Broken home is sometimes the cause of students drop out because the financial capacity of the one who is left affects the viability of the economy at home.

Target language: English

Before administering these psychological instruments to the subjects, this study may have made a methodological contribution by assessing their degree of English ability. The English language is now required in all occupations, including teaching (Casil-Batang & Temporal, 2018). Although the respondents were instructors, they spoke English as a second, third, or fourth language. This variation in regional language structures may have led to differing degrees of comprehension among respondents as they processed text-based survey instruments. Being monolingual, bilingual, and trilingual are three distinct language representations that process linguistic and non-linguistic testing differently (Madrazo & Bernardo, 2012, 2018). It was vital to ensure that all participants possessed an equivalent level of English ability to ensure that they grasp the written English instruments. The English utilized in the study is derived from the Germanic linguistic family of American English (ethnologue.com). Since the early 1900s, English has been widely utilized in the Philippine educational system. English was officially adopted as the medium of teaching on April 1, 1900, when US President William McKinley issued a directive to the Philippine Commission (Bernardo, 2004). Since then, English has been the language of instruction for all subject matter learning areas. When the BPE was adopted in 1974, however, Filipino and English became the instructional languages in elementary and secondary schools. The topics were divided into the English realm (English communication arts, mathematics, and science) and the

Filipino domain (Filipino communication arts, mathematics, and science) (Pilipino communication arts, social studies, history). 1987 saw the reorganization of BPE under the Department of Education, Culture, and Sports. The role of Filipino as the language of literacy and scholarly discourse was highlighted, while English was defined narrowly as the international language and the non-exclusive language of science and technology. It also demanded that universities take the lead in 'intellectualizing' Filipinos (Bernardo, 2004). To today, however, English continues to dominate the Philippine educational system, with 85 percent of the key content learning areas at the pre-school, primary, secondary, and tertiary levels taught in English. These are the perceived social problems encountered by students at Western Mindanao State University, the researcher believes that the study is appropriate and of great help to the school, faculty, parents, and community. The funding and recommendations can guide them in helping the students to cope up with the effects of social changes that occur in our society.

INDEPENDENT VARIABLE	DEPENDENT VARIABLE
STUDENTS' PROFILE IN TERMS OF GENDER	SOCIAL INDICATORS: 1. Human Rights 2. Sex Problems 3. Peace and Order 4. Divorce/Desertion **VERBAL ENGLISH FLUENCY**
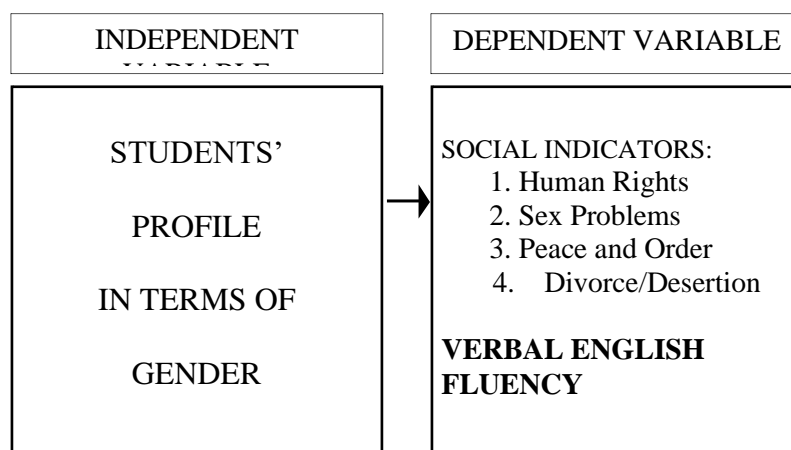
Figure I – Schematic Diagram of the Study Showing the Relationships of Independent and Dependent Variables

Summary of Findings

Thorough analysis and proper interpretation of the raw data, the following significant findings were derived:

1.   Majority of the respondents are male and female, belong to age bracket 18-30 years old, experience common human problems like human rights violation, sex problems, peace and order, divorce, and desertion –to mention a few.

2.	The respondents perceived that the use of first language is effective to show their feelings or problems.

3.	Respondents who persisted through their college life concurred that they had different interactions that influenced and supported them in their pursuit of degree completion even they have a problem.

4.	Respondents selected themselves as the most influential aspect of their social life. Respondents selected self, family, and friends, in that order, as the next strongest impacts on college student achievement, following self.

Conclusion

Based on the empirical findings of this study, the following conclusion is advanced:

Both genders—male and female—are members of society. As such, both genders had experience common human problems like human rights violation, sex problems, peace and order, divorce, and desertion –to mention a few.

However, the intensity of both genders to experience social problems will slightly vary depending on the nature of their culture i.e., whether traditional or liberal, autocratic, and democratic, matriarchal and patriarchal, or totalitarian or egalitarian.

This is because the nature of the culture of a given society determined the extent of exposure of the genders relative to social problems.

How well they manage in coping and handling social problems would virtually depend on the level of consciousness that explains the very root-cause of the social problem at hand.

And finally, we also maintain that: a social problem is part of worldly existence. Regardless of gender, educational attainment, or social status in life, people are bound to encounter social problems. And this very proposition that served as basic assumption that which guides the conduct of this study.

Recommendations

Based on the research findings and the conclusion formulated in this study, the following recommendations are advanced:

1. In the context of advancing the frontiers of knowledge, the study which related social problems to the variables on gender, educational attainment and social status may be undertaken soon.

2. In the conduct of such a study, sophisticated multi-variate statistical treatment such as the SPSS may be applied to formulate a theoretical construct on the causes of social problems subject to future research validation; and

3. This empirical undertaking needs to be replicated soon for the sake of advancing scientific knowledge which has bearing on the nature and processes of social problems.

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Language Proficiency of Grade 12 Students in their Chosen Competency Skills

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Abstract

The aim of this study is to investigate the level of proficiency in chosen competency skills (speaking and writing) of Grade 12 students in the Filipino language. The study employs a Descriptive-Correlational-Exploratory design. As for data gathering, the researchers adapted a standardized test that includes forty-five (45) items administered to one-hundred eighty (180) students coming from public, private, and government schools. The results revealed that the respondents were unable to achieve the desired scores (did not meet expectation) when tested with the three different competency skills. Second, when compared based on the type of strand as a variable, the results show no significant difference in the mean score of the respondents in the initial test, however, the results show a significant difference in the mean score of the second and third competency skills tests. Third observation posits that when the variable is compared based on the type of school, there is no significant difference in the mean score of the second competency skill while an opposite result came out for the third competency skill when tested. In conclusion, the study suggests that the students were unable to reach the level of proficiency in speaking and writing skills that are expected of a Grade 12 student. This study also brings to light the theories of Searle (2010), Vygotsky (1978), and Chomsky (1965) which collectively states that for a student to be linguistically competent, they must be able to express their ideas through the process of speaking and writing. The findings of this study illustrates that the respondents were unable to reach the expected level of proficiency in speaking and writing in the Filipino language. It is

adamant to draw the attention of curriculum designers to this particular subject. Teachers can also join together and have a formal discussion to come to decide which appropriate teaching strategy can be employed to make learning more fun and interesting to ensure the learner's attention. Teachers are also encouraged to design comprehensive teaching schemes in the chosen competency skills, of which, these are the core competencies in Filipino for grade 12.

Introduction

Globalization spurred a holistic change in the educational scheme all over the world. As part of the global community, the Philippines must adapt and develop with these changes – majority of which is seen in the educational system designed to produce outstanding citizens that are equipped with the necessary skills to face the challenges of the 21st century.

In the pursuit of this advocacy, the Philippine government continuously implements the necessary steps to further improve the level of quality of the educational system of the nation.

One of the steps towards improving the quality of education in Philippines is the implementation of the K12 curriculum. The creation of this program is anchored on the Republic Act No. 10533 otherwise known as the *Enhanced Basic Education Act of 2013*, it states that "*An act enhancing the Philippine basic education system by strengthening its curriculum and increasing the number of years for basic education, appropriating, funds therefore and for other purposes*."

It also aims to aid the youth while keeping pace with the educational system of other first-world countries. The scope of the K12 Education Curriculum includes the compulsory *Kindergarten* as well as the additional two years in higher education also known as Senior High School.

The changes caused by the implementation of K12 garnered a variety of opinions from different parts of the country. At first, it is noticeable that there are plenty of negative opinions directed to the matter. One of the groups of people who adhered to the previous statement are the Alliance of Concerned Teachers (ACT) who posits that the preparations made by the government are rather lacking as evident with the lack of facilities, schools, etc. (Pinoy Weekly, 2016).

As there are two sides in a coin, there are also those who have positive opinions with the implementation of the K12 curriculum. Many people sees it as a positive movement, enabling the Philippines to catch up with the educational system of first-world countries. In an article published by Abueva (2020), it author states that "*The implementation of the K-12 plan in the Philippine Basic Education Curriculum is the key to our nation's development*".

Rooted from the desire to improve the educational system of the country, the Department of Education states that Filipino topics incorporated in grade 12 subjects were scrutinized and thoroughly studied. They made sure to include the spiral progression of learning in each topic and learning competency, ensuring that the lessons are all tailor-made to suit the students' needs. These topics can be found in the Most Essential Learning Competencies (MELCS) as prescribed by the Department of Education.

Aside from the aforementioned facts, the researchers have also confirmed that a Curriculum Guide is being utilized by the teachers, focusing on the improvement of speaking and writing skills of the learner. Most of the activities and outputs shown in the Learners' Materials are aimed to improve the speaking and writing skills of the learner.

It seems however, that during the five year teaching experience of the researcher with Junior High School students, an obvious trend of grammatical errors can be observed among the learners during essay writing activities. During speaking activities, the same students are the ones reciting properly while the rest show an alarming rate of grammatical errors and inadequate speaking skills. These problems that exist in the researchers' own classroom pave the way for the realization and the conduct of this study. The study seeks to determine the level of proficiency of grade 12 students in the chosen competency skills (speaking and writing).

The Relationship between English and Filipino in Bilingual Education Program

According to research, implementing a bilingual policy will assist students become more proficient communicators in both English and Filipino. Although the strategy is sound, it has contributed to the Philippines' abandoning of its minority languages (Grimes 2000; Jernudd 1999; Kaplan & Baldauf 2003; Nical, Smolicz & Secombe 2004; Young, 2002). Despite the fact that it was obvious that using both English and Filipino was part of bilingual education, English was prioritized in most schools over Filipino (Dumanig, David & Symaco, 2012).

The Mother Tongue Based-Multilingual Education (MTB-MLE) program was introduced in 2012 with the goal of addressing linguistic discrimination by emphasizing English education and raising student achievement by focusing on the cognitive development of the learner's first language, which will serve as a foundation for learning Filipino and English (Burton, 2013). Studies in the Philippines show growing proof that employing the learners' native language as the medium of

instruction improves their academic achievement, supporting the effectiveness of MTB-MLE (Navarro, Abao, Bacus, Alda & Espera 2016).

By the time learners start learning the L2 or L3, other research have shown that the L1 level of competency can mediate the acquisition of the L2 or L3 (Cardenas-Hagan, Carlson & Pollard-Durodola, 2007). As a result, the Philippines' adoption of multilingual education may give students additional possibilities to advance their language abilities in a variety of languages, including their mother tongue (L1), Filipino (L2), and English (L3).

As a teacher in Filipino in the Junior High School level, the researcher aims to test the level of proficiency in chosen competency skills of the students to determine what aspects in the instructors' teaching should be given emphasis and can be improved to prepare students for a higher level.

Objectives of the Study

This study aims to determine the level of proficiency of Grade 12 students with the Filipino language in terms of the chosen competency skills. Hence, the researcher utilized the following research questions:

1. What is the level of proficiency of Grade 12 students with the chosen competency skills in Filipino?

2. What is the level of proficiency of Grade 12 students if the chosen competency skills in Filipino are categorized through the following:

      a. Identify the meaning and importance of concepts in language

      b. Enumerate the steps needed in making a meaningful research

      c. Identify the sequence of events in the creation and development of

      the national language

3. Is there a significant difference in the level of proficiency in the chosen competency   skills when the data is categorized in terms of:

      a. Type of Academic Strand

      b. Type of School

4. Is there a significant relationship in the level of proficiency in the chosen competency skills in Filipino language when the data is categorized in terms of:

      a. Type of Academic Strand

b. Type of School

Literature Review

In a book published by Badayos (2001), the researcher states that *writing* is a method to express one's intentions, feelings, and understanding. In the four macro skills in language (listening, speaking, reading and writing), writing can be likened to speaking, the only difference is that in place of sounds and utterances, writing expresses meaning through the use of letters, sentences, paragraphs, and overall discourse.

This contention is supported by Espina et.al (2014) who, together with their fellow associates postulates that writing is one of the macro skills in language. It serves as the channel to convey one's feelings and thoughts. The only difference is that writing takes a longer time to process as more time is allotted when a person writes something instead of when casually speaking.

Badayos (2000) as cited by Diaz (2013) enumerated the factors involved during the writing process which are as follows: (1) Topic, (2) Objectives, (3) Interaction, (4) Language, (5) Convention, (6) Thoughts, (7) Experience in Creating written work, (8) System of Values, (9) Mechanics, and lastly, (10) the writing process itself.

As stated by Maranan, Pesigan and Dungo (2016), *Speaking* is considered as a productive skill since it involves the production of one's thoughts, context, feelings, and experiences that is essential for the listener.

Moreover, they also mentioned that effective speaking will not be possible without the following factors: (1) Voice, (2) Poise, (3) Hand and Arm Movement, and (4) Kinesthetics.

The effective use of language depending on the situation facilitates effective communication, delivers the appropriate message, and helps the speaker and listener understand each other. Once this is achieved, it can be considered that the speech has the qualities of of communicative competence. (Dayag & Del Rosario p.149)

Conceptual Framework

Figure 3 illustrates the conceptual framework of the study that shows the relationship of the type of strand (General Academic Strand or *GAS*, Science, Technology, Engineering and Mathematics or *STEM*, Humanities and Social Sciences or *HUMMS*) and the type of School (Public School, Private School, and University State Colleges) that serves as the variables relating to the

respondents of the study. It endeavors to investigate if the type of strand and the type of school affects the level of proficiency of G12 students with the two Macro skills in the Filipino language (Speaking and Writing), as well as identifying the different factors that are involved.

| The level of proficiency of Grade 12 students in two macro skills in Filipino:
a. Identification of meaning and linguistic concepcts
b. Enumerating the steps in writing a meaningful speech
c. Identification of scenarios and events in the development of a national language | ← | *Type of Strand
*Type of School |
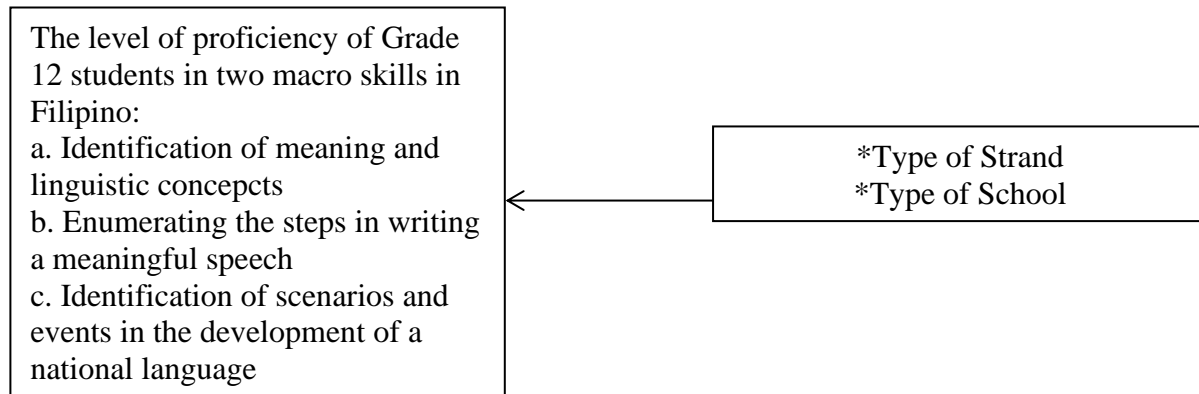
Figure 3: Conceptual framework of the study that shows the relationship of each variable

Hypothesis

The following hypotheses are used to try to answer the questions presented in chapter 1:

1. There is no significant difference between the level of proficiency in the chosen macro skills in Filipino when the variable is categorized according to the type of strand (STEM, GAS, and HUMMS), as well as the type of school (Private, Public, and University State Colleges).

2. There is a significant difference between the level of proficiency in the chosen macro skills in Filipino when the variable is categorized according to the type of strand (STEM, GAS, and HUMMS), as well as the type of school (Private, Public, and University State Colleges).

Method

Participants

The students who are officially enrolled in Senior High School Grade 12 among three academic strands (GAS, STEM, HUMMS) in Academic Year 2019-2020 served as the scope of students sampled as respondents of the study. Each aforementioned strand was assigned thirty (30) students each to participate in the study.

Research Sampling Procedures

The researcher made use of the purposive stratified sampling method. This sampling method works similar to a lottery system. As preparation for the sampling procedure, the researcher rolled pieces of paper containing the numbers one (1) to thirty (30) for each academic strand (GAS, STEM and HUMMS) of the students, while the rest of the rolled papers are blank. Before allowing the students to draw lots, they are first grouped together based on their academic strand. The students who got the paper with the number were chosen to participate in the study. For each school, sixty (60) participants will be chosen. Thirty (30) will come from the STEM strand, another thirty (30) will be from the HUMMS strand, and thirty (30) more will be from the GAS strand. For each strand, the amount of student participants forms thirty three percent (33%) of the total population resulting to a total of one hundred percent (100%).

This distribution is illustrated in the next page in Table 1 which contains the distribution of the respondents based on the type of academic strand and school they are enrolled in.

Table 1

Distribution of Respondents based on the Type of Academic Strand and School they are enrolled in

Type of School	Type of Academic Strand			Total
	GAS	STEM	HUMMS	
School A (???)	30	30	0	60
School B (Public)	0	30	30	60
School C (Private)	0	30	30	60
Total	90	90	90	180

Research Instruments

The research instruments used in this study is a constructed test questionnaire that aims to measure speaking and writing skills. The test consists of forty five (45) items of questions. The first fifteen items is about the Meaning and Importance of Concepts in Language. The remaining fifteen items are all about the Steps in Making a Meaningful Research. On the other hand, the performance task given was an oral task with rubrics as a guide in presenting which has an equivalent points of fifteen (15) in which the respondents created a timeline about the Creation and Development of the National Language and presented it verbally in front of the researcher. Because this is a new instrument, this was validated and pilot tested to strengthen its validity and reliability.

The type of strand and the type school were considered in the study.

Validity

The research instrument (questionnaire) used in the study is presented to a panel of critiques to ascertain its validity. The goal is to gauge its appropriateness for the study and if it effectively measures the learners' level of proficiency in the Filipino Language. Furthermore, there will be three (3) validators: (1) researcher, (2) public school teacher, and (3) private school teacher. Each validator will be provided with one copy of the research instrument to be subjected to careful scrutiny.

Reliability

After the research instrument undergoes pilot testing, it will then be statistically treated using Cronbach Alpha to test it for reliability.

Data Gathering Procedures

As per advised by the ethics committee, the researcher will first write a letter of request to the principal/administrator of the schools involved with the study. Next, an orientation will be held between the researcher and respondents to discuss pertinent details regarding the goals and objectives of the study, as well as the respondents' roles, rights, obligations and benefits. During the orientation, the researchers will also hand forms of consent to the respondents to finalize their involvement with the study that is being carried out.

For this study, the questionnaires will gather quantitative data from the respondents who participated in the study. Once the respondents agree to join, they will be asked to sign the letter of consent. It is important to note that the respondents who are ages 18 and above can immediately

sign the consent, while those who are ages 17 and below will need to discuss their participation with their parents. When the parents agree, they will be asked to sign a parents' consent.

The salient points of the orientation will be reiterated once more after the signing of consent. The researcher will set a schedule as to when the research instrument will be handed out to the respondents.

Data Analysis Procedures and Statistical Treatment

The questionnaire provided to the respondents aims to measure their level of proficiency in both reading and writing. The test consists of 30 items focused on reading while the speaking performance consists of 15 items together with a scoring rubric. A video recorder is used to record the data and for transcription. The data gathered will undergo statistical treatment.

The researchers utilized the mean (x) to identify the overall level of proficiency of Grade 12 students, as shown in the figure below.

Table 0.2 Interpretation of Data

Mean Score	Level of Proficiency
90.99-100.00	Outstanding
85.00-89.00	Very Satisfactory
80.00-84.99	Satisfactory
75.00-79.99	Fairly Satisfactory
0-00-74.99	Did not meet expectation

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To satisfy the questions in the objectives, statistical procedures were carried out.

For question 1, standard deviation and mean were utilized to determine the overall level of proficiency of the students in the selected language skills for Grade 12.

As for question 2, the researchers utilized mean and standard deviation to determine the overall level of proficiency of the students in the selected language skills for Grade 12 based on their experiences.

For question 3, the researcher made use of ANOVA to identify if there is a significant difference in the level of proficiency of G12 students in selected language skills in Filipino when the variable is categorized based on the strand and type of school.

Finally, for question 4, the Pearson Moment Correlation is chosen to establish the relationship in the level of proficiency of G12 students in selected language skills in Filipino when the variable is categorized based on the strand and type of school.

Table 0.3 Question, Hypothesis and Statistics

Question	Hypothesis	Statistics
1. What is the level of proficiency of Grade 12 students with the chosen competency skills in Filipino?	No Hypothesis	Mean Standard Deviation
2. What is the level of proficiency of Grade 12 students if the chosen competency skills in Filipino are categorized through the following: a. Identify the meaning and importance of concepts in language. b. Enumerate the steps needed in making a meaningful research c. Identify the sequence of events in the creation and development of the national language.	No Hypothesis	Mean Standard Deviation
3. Is there a significant difference in the level of proficiency in the chosen competency skills when the data is categorized in terms of:	There is no significant difference between the level of proficiency among G12 students when the variable is categorized in terms of type of strand or type of school.	One-Way ANOVA

a. Type of Academic Strand b. Type of School		
4. Is there a significant difference in the level of proficiency in the chosen competency skills when the data is categorized in terms of: a. Type of Academic Strand b. Type of School	There is no significant difference between the level of proficiency among G12 students when the variable is categorized in terms of type of strand or type of school.	Pearson Moment Correlation

Discussion

This study is a quantitative one. The main objective of this study is to assess the level of proficiency in chosen competency skills of Senior High School students in Zamboanga City. The type of strand and the type of school are the variables being considered in this study to know if it has a significant relationship in the acquired level of proficiency of Senior High School students in chosen competency skills in Filipino.

Parts of this study are the one hundred and eighty party (180) participants that were chosen through enumeration technique.

Pilot testing was made to ensure validity and reliability of the study.

To satisfy the questions in the objectives, statistical procedures were carried out through *Mean, Standard Deviation, Analysis of Variance (ANOVA) at Pearson Product Moment Correlation,* using SPSS (Statistical Package for the Social Sciences).

From the statistical procedures made, the following results came out:

Results showed that the overall level of proficiency in the chosen competency skills of Grade 12 students in Filipino did not meet the expected level of proficiency.

The findings of this study revealed that in the first competency skill tested, "identifying the meaning and importance of concepts in language," students did not meet the expected proficiency level. Thus, this implied that their level of proficiency is not enough to identify the meaning and importance of concepts in language.

In the second competency skill tested, "identifying the sequence of events in the creation and improvement of the national language, students did not meet the level of proficiency expected of them. Thus, it entails that their level of proficiency is not enough to identify the sequence of events in the creation and improvement of the national language.

On the other hand, in the third competency skill tested, enumerating the steps needed in making a meaningful research, the respondents still got low scores in which the expected level of proficiency was not met.

Results of the study showed that based on the variable, type of strand, the mean score of respondents in the first competency skill tested has no significant difference but the mean scores in the second and third competency skills tested has significant differences.

Based on the variable, type of school, results showed that in the first and second competency skill tested, the mean scores of the respondents do not have significant differences but did have a significant difference when the third competency skill was tested. Data showed that the respondents got the lowest level of proficiency when the third competency skill was tested.

Furthermore, in the second variable (type of school), findings revealed that the mean scores of the respondents in the first and second competency skills tested has no significant relationship in the type of school they are in. However, when the third competency skill was tested, it turned out that the mean score of the respondents and the type of school it belongs has a significant relationship.

Conclusion

The theory of discourse was anchored in the Speech Act of Searle (2010) based on the premise that language is a mode of action. Using this theory, the respondents were given the opportunity to share their knowledge on the creation and development of national language. Nevertheless, the respondents were not able to acquire the expected level of proficiency in the competency skills that were tested.

The hypothesis was accepted with the results showing that there was no significant difference in the mean score of the Grade 12 students in the first and second competency skills only.

Moreover, the hypothesis was accepted with the results showing that the mean score of respondents has no significant relationship in the type of school it has when the level of proficiency were tested only on the first and second competency skills.

From the findings of this study, it can be concluded that there is a bigger challenge to be faced particularly in some branches of the Philippine government who wanted to remove in the college curriculum the competency skills in Filipino tested in this study when results showed that the respondents were unable to reach the level of proficiency in speaking and writing skills that are expected of a Grade 12 student.

Recommendation

Based on the findings of this study, the following recommendations were created to proper authorities:

1. Since the respondents were not able to meet the expected level of proficiency, it is suggested that the competency skills tested on the study should be given emphasis and importance. Teachers might want to consider appropriate teaching strategies for their senior high school students and make their teaching more comprehensive especially on the core competencies in Grade 12 Filipino.

2. For the reason that there was no significant difference in the mean score of respondents in the first and second competency skill tested, it is recommended to consider some ways to make students' learning effective.

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Social Studies Teachers' Cultural Competence and
Senior Students' Intercultural Sensitivity in Zamboanga City:
An Ethnolinguistic Communicative Analysis

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Abstract

This study was aimed to determine the levels of cultural competence of the public Social Studies high school teachers and the level of intercultural sensitivity of the public high school senior students' in Zamboanga City. It sought to describe the relationships between teachers' cultural competence and their years of teaching experience, educational attainment, age, gender and ethnicity to conclude which of these factors are the predictors for their cultural competence, as well the relationships between senior students' intercultural sensitivity and their age, gender and ethnicity. This paper utilized the descriptive-quantitative research design using survey questionnaires. All 38 Social Studies teachers and selected 300 senior students from 3 public high schools in Zamboanga City, were the respondents of this study. Using the Multicultural Competencies Survey questionnaire of Vassallo (2012), the levels of cultural competence of the teachers were determined through these four aspects: Teachers' awareness, knowledge, attitude and skills in handling multicultural students, to find out the level of intercultural sensitivity of the senior students, the Bennett scale or DMIS (Developmental Model of Intercultural Sensitivity) was used. DMIS further determined if the students' level of intercultural sensitivity is ethnocentric or ethnorelative. Findings revealed the following: the levels of cultural competence among the Social Studies teachers are *positively high*. Additionally, the data do not vary when the years of teaching

experience, educational attainment, age, gender and ethnicity are considered; the level of intercultural sensitivity of the senior students is positive or "ethnorelative"; there is no significant difference found on the data of the students' ethnocentric aspect of intercultural sensitivity when grouped according to age, gender and ethnicity. However, there is a significant difference in the ethnorelative aspect when grouped according to the same variables. These results denote that the level of cultural competence of the teachers and intercultural sensitivity of the students is on the positive light thereby supporting Brown and Levinson's Politeness Theory.

Keywords: Social Studies Teaching and Learning, Cultural Competence , Intercultural Sensitivity Ethnolinguistic Communication, Politeness Theory

Introduction

Cultural competence among teachers is an important issue these days. As the diversity of students within school populations continue to grow, so does the need for teachers to provide cultural competence in their programming, daily interactions and overall classroom environment. Teachers' cultural competence is becoming an increasingly important part of educational curriculum delivery. (Martin & Vaughn, 2007)

Intercultural Sensitivity among students is likewise significant because the need for awareness, respect, and acknowledgement of cultural differences in schools is the vital key to attain unity and harmony, especially in a culturally-diverse city like Zamboanga. To be effective in other cultures, students must be interested in other cultures, be sensitive enough to notice cultural differences and also be willing to modify their behavior as an indication of respect for classmates of other cultures. (Bhawk & Brislin, 1992)

Zamboanga City is a melting pot of different cultures. The city always throbs with the colorful cultures, traditions, and lifestyles of people shaped by the confluence of native Subano, Malay, Islamic (Yakan, Samal, Tausug & Badjao), Spanish and American cultures that spanned the course of centuries. (Atilano, 1993). Teacher's ability to look into different cultural world views, interpret and adapt them in many ways for the benefit of the students has proved to be very beneficial (Bennett, 1986). The classrooms in the 12 districts and 21 secondary high schools in Zamboanga City contain a mixture of cultures, experiences, and social backgrounds. Some, if not a majority,

of the children are bilingual, speaking a language other than Tagalog or English in their own home into the classroom with diverse oral and literate competencies.

Few researchers dispute that there is a direct connection between culture and a student's learning that in turns affects the student's academic performance. By examining how students' cultural backgrounds are connected to academic performance, educators may be able to better understand how culture interacts with socioeconomic factors, racism and social inequalities. The growing diversity in student populations increase the responsibility of teachers to ensure that all students receive equal opportunities to learn based on their diverse backgrounds, needs, and learning. The instructional approaches that teachers implement in the classroom should be based on an understanding of the ways that particular students learn (Guild, 1994).

When applied to education, cultural competence centers on the awareness, attitude, skills and knowledge of teachers to effectively serve students from diverse cultures, while intercultural sensitivity means being aware that cultural differences and similarities exist and have effect on values, learning and behaviour. The teachers play a very significant role in supporting and educating the students who came from different ethnic, religious and cultural background (Bennett, 2004).

In a nutshell, this study focused on the levels of cultural competence of the selected public high school teachers of Don Pablo Lorenzo Memorial High School, Zamboanga National High School West and Zamboanga City High School Main in which the level of intercultural sensitivity of the mentioned schools' senior students was closely examined as well. In order to determine the levels of cultural competence of the teachers of the selected public high schools, the following were determined: teachers' awareness on cultural diversity and teachers' knowledge, attitude and skills in handling multicultural students. In addition, another objective was to examine the relationships between teachers' cultural competence and a variety of teacher characteristics (years of teaching experience, educational attainment, age, gender and ethnicity) to determine which of these factors were predictors for their cultural competence.

Furthermore, another questionnaire was formed to find out the level of intercultural sensitivity of the senior students of the selected schools by using the Bennett scale, also called the DMIS (Developmental Model of Intercultural Sensitivity) which was developed by Dr. Milton Bennett. The framework is organized into six stages namely: 1. Denial; 2. Defense; 3. Minimization; 4. Acceptance; 5. Adaptation; 6. Integration. The first three stages revealed whether the high school

students of the selected public high schools in Zamboanga City are *ethnocentric. I*n this study, ethnocentric is a position where a respondent considers "his own culture as central to reality". Furthermore, the next three stages (Acceptance, Adaptation and Integration) are considered to be a positive view of the respondents' Intercultural sensitivity. The point in the continuum measured the *ethnorelative* views of the senior students of public high schools. Moreover, another objective is to examine the relationships between students' intercultural sensitivity and their age, gender and ethnicity to determine which of these factors were predictors for their intercultural sensitivity.

Ethnolinguistic Communicative Analysis

Since language and culture are inextricably linked, studying one necessitates a look at the other, according to Sapir (1921), cited in Creese & Copland (2015, p. 14) and Madrazo (2019), "linguistic ethnography holds to the idea that an intimate look at language use produced culturally in a situated society provides the researcher rich and significant insights," such as "the mechanisms and dynamics of social and cultural production in everyday activity."

Seven components of the ethnographic technique were recognized by UK Linguistic Ethnographers (2004) in a discussion paper published in Madrazo (2019). The study begins by looking at the interactions between "strangeness and familiarity." The method enables researchers to engage with a culture or civilization and understand the participants' actions, which are then reported to outsiders. Second, it examines the smallest particulars that affect how the community is portrayed. As a result, the researchers can add to and strengthen the generalizations made by the community. The focus on the socio-cultural layers of the underlying meanings and processes is the third characteristic of ethnography.

It recognizes the value of social connections and societal customs. Fourth, ethnography also focuses on the routines of a community's activities. In order to understand the culture while engaged in it, the researcher looked for mechanisms that might eventually help. Its ability to make ideas and facts more sensitive is its sixth attribute. The approach, which offers options for "where/which to seek" together with any questions or theories that were developed at the beginning of the study, allows researchers to be flexible with their inquiries. Next, ethnography highlights the importance of the researcher's position. It recognizes that researchers may offer subjective analyses during the course of the study, which could have an impact on how participants see their own actions. Last but not least, ethnographers are conscious of their limits. The researchers think

that experiences are irreducible because they are seen as singular, one-time events in the selected society. Due to the fact that linguistic ethnography examines both social and linguistic processes, it places equal emphasis on how society and its activities are carried out as well as how language is utilized in internal dialogue. The traits of ethnography, which combine with a similar level of attention to the linguistic side, determine how language affects social processes, and vice versa (Copland, Creese. Rock & Shaw, 2015).

Statement of the Problem

This research was conducted to determine the levels of cultural competence of the public high school teachers and the senior students' level of intercultural sensitivity in Zamboanga City. Specifically it seeks to answer the following questions:

1. What levels of cultural competence do the public Social Studies high school teachers demonstrate when grouped according to:

      a. Awareness on cultural diversity;

      b. Knowledge on cultural diversity;

      c. Attitude in dealing with culturally diverse students

      d. Skills in handling culturally diverse students?

2. Is there a significant difference in the Social Studies teachers' cultural competence when data are grouped according to:

      a. Years of teaching experience

      b. Educational attainment

      c. Age

      d. Gender

      e. Ethnicity

3. What is the level of Intercultural Sensitivity of the senior students when grouped according   to:

      1. Ethnocentric   2. Ethnorelative

      a. Denial   d. Acceptance

      b. Defense   e. Adaptation

      c. Minimization   f. Integration

4. Is there a significant difference in the students' interculcutural sensitivity when data are grouped according to:

a. Age   b. Gender   c. Ethnicity

Scope and Delimitation

This study was focused on the levels of cultural competence of 38 Social Studies teachers of Don Pablo Lorenzo Memorial High School, Zamboanga National High School West and Zamboanga City High School Main. In addition, 300 senior students from the abovementioned schools (100 respondents from each school) were chosen to measure their intercultural sensitivity. In this part of the study, the purposive and systematic sampling technique was utilized to acquire the needed number of respondents. Both parts of the study used survey-checklist questionnaire for the data gathering procedure.

The study is limited to the senior students of Don Pablo Lorenzo Memorial High School, Zamboanga National High School West and Zamboanga City High School Main. This study chose these schools for the number of students enrolled and the kind of environment it provides. The researcher believes that it is a typical setting where teachers and students will have greater chance to intermingle with individuals from different tribes: Zamboangueno, Bisaya, Tausug, Yakans, Badjaos, etc. "Public schools provide more cultural diversity than private schools. At public schools students learn to accept and adapt to different people with different beliefs than he or she has" (Rice, 2011).

Literature Review

Cultural Diversity in Zamboanga City

Zamboanga as we all know is a melting pot of different cultures. The City always throbs with the colorful cultures, traditions, and lifestyles of people shaped by the confluence of native Subano, Malay, Islamic (Yakan, Samal, Tausug and Badjao), Spanish and American cultures that spanned the course of centuries. (Atilano, 1993). The classrooms in the 12 districts and 21 secondary high schools in Zamboanga City contain a mixture of cultures, experiences and social backgrounds. Some, if not a majority, of the children are bilingual, speaking a language other than English in their own home into the classroom with diverse oral and literate competencies.

The city has rich and colorful history. It was the center of barter trading among Chinese, Malays and the native Tausugs, Samals, Subanons, and the Badjaos as early as the 13th and 14th centuries. It was in 1569 when the Spaniards made their presence felt with a small Catholic Mission

established briefly at La Caldera, now known as Recodo. Much later on June 23, 1635, the cornerstone of what is now known as Fort Pilar was laid by Father Melchor de Vera, a Jesuit Priest-Engineer and the Spanish authorities. This date marked the change of the name of the place from Samboangan to Zamboanga. It is the city's founding date. (Malcampo, 2007)

In 1899, immediately after the Spanish-American War in the Philippines, the United States of America established full authority in Zamboanga. A special form of government was established in Mindanao and Sulu. Zamboanga was made the capital. The first form of which was the Moro province and during the 12 years of its existence, the American Military Government in the Philippines converted Zamboanga into a city in the Commission Form, the first province of Mindanao to become a city. However, the government of the Moro Province was abolished to give way to a new form of government, the Department of Mindanao and Sulu. This form of government entrusted to the Filipino residents of Zamboanga practically all positions in government.(Atilano, 1993)

The commonwealth of the Philippines on 1936 declared Zamboanga as a Charter City. Progress and development in Zamboanga continued and in 1983, the Minister Interior Jose Roño proclaimed Zamboanga City as a highly urbanized city.(Orendain, 1984)

Cultural Competence

When applied to education, cultural competence centers on the skills and knowledge to effectively serve students from diverse cultures. Put most simply, it is the ability to successfully teach students who come from cultures other than your own. It entails developing certain personal and interpersonal awareness and sensitivities, learning specific bodies of cultural knowledge, and mastering a set of skills that, taken together, underlie effective cross-cultural teaching. Individuals begin this journey with specific lived experiences and biases, and working to accept multiple worldviews is a difficult choice and task. Most teachers regularly, although unknowingly, discriminate against culturally different students by lacking the sensitivity, knowledge, and skills necessary to teach them properly. Research consistently shows that schools are not welcoming places for culturally different students. On average, these students drop out earlier and achieve at lower educational levels than their mainstream counterparts (Garcia, 2001; Taylor & Whittaker, 2003).

Several reasons explain this disparity. As in the red ink scenario, schools may inadvertently make students feel uncomfortable or unwelcome. Students and parents may not trust the motives or abilities of educators because of past experiences with the system. They may believe they will not be understood culturally nor have their needs met. Students from culturally different backgrounds and home environments may require more support in order to succeed in mainstream school settings. Only when culturally competent teaching is routinely available will culturally different students have a chance to reach their full potentials. As Oregon state superintendent Susan Castillo said about teachers, "If we are going to hold them accountable for achievement levels of all populations of students, then we better also train them and give them the skills they need to achieve that". (McLain, 2005)

As professionals, educators are expected to demonstrate expertise in transmitting curriculum and structuring the classroom for optimal learning. Cross-cultural teaching also requires mastery. Only by gaining the requisite awareness, knowledge, and skills necessary to become culturally competent can teachers hope to actualize their professional commitment to ensure academic success for all students. Discrimination in education involves more than merely ignoring the contributions of ethnically and racially different people in the curriculum. It also includes being unaware of one's own prejudices and how one may inadvertently communicate them to students; being unaware of differences in cultural style, interactive patterns, and values and how these can lead to miscommunication; being unaware that many of the theories taught in many teacher education programs are culture-bound; being unaware of differences in cultural definitions of success as well as the existence of traditional cultural learning styles; and being unaware of the necessity of matching learning modalities to the cultural styles of students or of adapting teaching to the specific cultural needs of culturally diverse students. Developing empathy and gaining an appreciation for the life experiences of those who are culturally different are equally important for effective cross-cultural teaching. Why do so many culturally different students and parents harbor fears about and mistrust those who represent the system? Why are so many angry and frustrated? Why do many culturally different people tend to feel tenuous and conflicted about schools? Why is parenting these students such a challenge? What is the source of the stress felt by many culturally different students and their parents? Why do they so often feel that majority group members have little awareness of or concern for the often harsh realities of their daily lives? Without keen insight

into the complex answers to these questions, educators cannot hope to teach their students sensitively and successfully. (McLain, 2005)

Moule (2008) stated that at a deeper and foundational level cultural competency, the need to teach all students successfully, "is connected to our ability to give each student, regardless of differentiated circumstances, 'permanent value' also known as 'unconditional positive regard' (some would simply use the words 'unconditional love'). How do we help teachers 'learn' that?" It begins with a respect for other ways of knowing and interacting, and humility about our own assumptions.

Cultural awareness, Knowledge, Attitude and Skills

Being aware of one's own cultural legacies, principles, moral imperatives and prejudices and of how these dimensions can influence our interactions with diverse groups is an important precept in the development of teachers' perception of multicultural competence (Sue et al., 1982). Multicultural awareness "is central to what we see, how we make sense of what we see, and how we express ourselves" (DuPraw & Axner, 1997 quoted in Multicultural - Welcome to NACADA. (n.d.).). Conflicts may arise if we fall short of understanding what constitutes cultural identity. As DuPraw and Axner (1997) note, "often at times we aren't aware that culture is acting upon us. Sometimes we are not even aware that we have cultural values or assumptions that are different from others!" (pp.293).

Cultural knowledge includes the appreciation differences and respect for those differences. Accumulation and internalization of specific knowledge regarding diverse groups also forms part of this milieu (Sue et al., 1982). For the purpose of the study, an *attitude* may be defined as a "hypothetical construct that represents an individual's degree of like or dislike for something" (Cory Kromray, 2012). Attitudes can be defined as positive or negative views about people, places, things or events. People can also have ambivalent attitudes toward an issue, meaning that they simultaneously possess both positive and negative attitudes about the issue in question. Attitudes are judgments. Research shows that teachers' attitudes improved as they developed an increased awareness of and appreciation toward other cultures (Cho, DeCastro-Ambrosetti, 2006). Notwithstanding increased awareness and appreciation of students' diverse cultures, teachers expressed a sense of being unequipped to teach students from diverse backgrounds. Teachers participating in one inset course of training stated that one course was insufficient to change

attitudes to accept and respect student diversity. Most teachers still preferred not to work with students from different cultures (Cho, DeCastro-Ambrosetti, 2006). Research suggests that teachers are aware of many issues surrounding multicultural education themes and are aware of the challenges and skills needed to be able to work with students from diverse cultures. Teachers stressed that they feel the need to develop further their abilities to teach children from cultural and religious backgrounds that differ from their own (Barry & Lechner, 1999).

Cultural skills are a set of behaviours focusing directly towards culturally sensitive interactions with diverse groups (Sue & Sue, 1990, quoted in Harkins and Lindsay, 2010). Hence a culturally competent person can be described as someone who "possess (es) the cultural knowledge and skills of a particular culture to deliver effective interventions to members of the culture," (Sue et al., 1998, quoted in Harkins and Lindsay, 2010). We need to understanding that behaviours can be interpreted into a variety of meanings, depending on context. We must also allow ourselves the opportunity to self-examine and reflect on our own cultural identity, while seeking to understand the world as perceived by others. As noted by Cornett-DeVito and Reeves (1999, quoted in Harkins and Lindsay, 2010), "advisors (of students) cannot merely increase awareness and knowledge about those from other cultures. They must also recognize themselves as cultural creatures and realize that they must first know themselves to appreciate the cultural lenses through which they interpret others." While being fully conscious of possible prejudices and stereotypes we must seek understanding of what these are, where they come from and the effect they have on our daily interactions with students. We must be resilient in our desire to look beyond our world view, to gain the knowledge and to develop the skills that will help us in doing so. It must be stressed that we can never completely eradicate the effects of our enculturation and past experiences. However it is possible to come to a point where we seek to understand before we judge, and offer empathic, responsive understanding and respect more frequently than reactive judgments.

Intercultural Sensitivity

Intercultural Sensitivity means being aware that cultural differences and similarities exist and have effect on values, learning and behaviour.

There is a continuing debate among researchers regarding a precise definition for intercultural sensitivity. The definition is continually changing and undergoing revisions in order to address social change, as well as ongoing developments in scholarship. Several studies have been

conducted attempting to measure an individual's level of intercultural sensitivity, and although there are many researchers leading the field in this area of study, there really is no single leading authority. As Kapoor, Blue, Konsky, and Drager (2000) write, "the term intercultural sensitivity has been used frequently in the discussion of cross cultural adjustment, task effectiveness during assignments abroad, and the development and maintenance of good interpersonal relationships with culturally diverse others" (p. 65). Although the definition of intercultural sensitivity is still finding its place in the research world, several researchers within the field of intercultural communications have made what they believe to be essential progress toward a deeper understanding of intercultural sensitivity. Some of the early researchers "Bellah, Madsen, Sullivan, Swidler, and Tipton (1985) point out that we need to seek out commonalities because 'with a more explicit understanding of what we have in common and the goals we seek to attain together, the differences between us that remain would be less threatening' (p. 287).

As Bhawuk and Brislin (1992) suggest, intercultural sensitivity is an individual's reaction to people from other cultures, which can predetermine that individual's ability to work successfully with those people. The authors further suggest it is obvious that in an age of technology and rapid expanse of products, commodities and more importantly culture, the ability to communicate interculturally and achieve a high level of intercultural sensitivity will become not only necessary, but also a sought after skill by universities, companies, and employers everywhere.

Intercultural communications researcher Milton J. Bennett (1986) defines intercultural sensitivity as the interactants ability to transform themselves not only affectively but also cognitively and behaviorally from denial stage to integration stage in the development process of intercultural communication. "That is to say, interculturally sensitive persons are able to reach the level of dual identity and enjoy cultural differences by gradually overcoming the problems of denying or concealing the existence of cultural differences and attempting to defend their own world views, and moving to develop empathic ability to accept and adapt cultural differences"
(Chen & Starosta, 2000, p. 4).

Similarly, researchers Dharm Bhawuk and Richard Brislin (1992) perceived intercultural sensitivity from the perspective of individualism and collectivism and proposed a measure by arguing that intercultural sensitivity consists of three elements, including the understanding of cultural behaviors, open-mindedness towards cultural differences, and behavioral flexibility in

host culture. The authors describe it as being "a sensitivity to the importance of cultural differences and to the points of view of people in other cultures" (Bhawuk & Brislin, 1992, p. 346).

Intercultural communication researcher Guo-Ming Chen (1997) asserts: Intercultural sensitivity can be conceptualized as an individual's ability to develop a positive emotion towards understanding and appreciating cultural differences that promotes an appropriate and effective behavior in intercultural communication. This definition shows that intercultural sensitivity is a dynamic concept. It reveals that interculturally sensitive persons must have a desire to motivate themselves to understand, appreciate, and accept differences among cultures, and to produce a positive outcome from intercultural interactions. (p. 6)

While the key definitions of intercultural sensitivity are not all identical, they do have a major trait in common, and that is the notion of success in dealing with people from different cultural backgrounds. Researchers agree that the individual must be responsible for self- motivation, as well as for understanding that cultural differences do exist. It requires positive emotions toward all things related to intercultural interactions, such as learning, understanding, recognizing, and respecting the cultural similarities and differences, otherwise such harmony is unattainable (Chen, 1997). This is increasingly true in the world as it is today.

The Bennett Scale

Also called the DMIS (for Developmental Model of Intercultural Sensitivity), was developed by Dr. Milton Bennett. The framework describes the different ways in which people can react to cultural differences.

Organized into six "stages" of increasing sensitivity to difference, the DMIS identifies the underlying cognitive orientations individuals use to understand cultural difference. Each position along the continuum represents increasingly complex perceptual organizations of cultural difference, which in turn allow increasingly sophisticated experiences of other cultures. By identifying the underlying experience of cultural difference, predictions about behavior and attitudes can be made and education can be tailored to facilitate development along the continuum. The first three stages are ethnocentric as one sees his own culture as central to reality. Moving up the scale the individual develops a more and more ethnorelative point of view, meaning that you

experience your own culture as in the context to other cultures. At the next stage these ethnocentric views are replaced by ethnorelative views.

Developmental Model of Intercultural Sensitivity

1.   Denial of Difference

Individuals experience their own culture as the only "real" one. Other cultures are either not noticed at all or are understood in an undifferentiated, simplistic manner. People at this position are generally uninterested in cultural difference, but when confronted with difference their seemingly benign acceptance may change to aggressive attempts to avoid or eliminate it. Most of the time, this is a result of physical or social isolation, where the person's views are never challenged and are at the center of their reality. (Bennett, 2004)

2.   Defense against Difference

One's own culture is experienced as the most "evolved" or best way to live. This position is characterized by dualistic us/them thinking and frequently accompanied by overt negative stereotyping. They will openly belittle the differences among their culture and another, denigrating race, gender or any other indicator of difference. People at this position are more openly threatened by cultural difference and more likely to be acting aggressively against it. A variation at this position is seen in reversal where one's own culture is devalued and another culture is romanticized as superior. (Bennett, 2004)

3.   Minimization of Difference

The experience of similarity outweighs the experience of difference. People recognize superficial cultural differences in food, customs, etc.,. but they emphasize human similarity in physical structure, psychological needs, and/or assumed adherence to universal values. People at this position are likely to assume that they are no longer ethnocentric, and they tend to overestimate their tolerance while underestimating the effect (e.g. "privilege") of their own culture. In other words, as explained by the Canadian Center for Intercultural Learning, "people who adopt this point of view generally approach intercultural situations with the assurance that a simple awareness of the fundamental patterns of human interaction will be sufficient to assure the success of the communication. Such a viewpoint is ethnocentric because it presupposes that the fundamental categories of behavior are absolute and that these categories are in fact our own." (Bennett, 2004)

4.   *Acceptance of Difference*

One's own culture is experienced as one of a number of equally complex worldviews. People at this position accept the existence of culturally different ways of organizing human existence, although they do not necessarily like or agree with every way. They can identify how culture affects a wide range of human experience and they have a framework for organizing observations of cultural difference. We recognize people from this stage through their eager questioning of others. This reflects a real desire to be informed, and not to confirm prejudices. The key words of this stage are "getting to know" or "learning." (Bennett, 2004)

5.   *Adaptation to Difference*

Individuals are able to expand their own worldviews to accurately understand other cultures and behave in a variety of culturally appropriate ways. Effective use of empathy, or frame of reference shifting, to understand and be understood across cultural boundaries. It is the ability to act properly outside of one's own culture. At this stage, one is able to "walk the talk." (Bennett, 2004)

6.   *Integration of Difference*

One's experience of self is expanded to include the movement in and out of different cultural worldviews. People at this position have a definition of self that is "marginal" (not central) to any particular culture, allowing this individual to shift rather smoothly from one cultural worldview to another. (Bennett, 2004)

Importance of Culture in Education

A growing body of research points towards a direct link between culture and a student's learning style that in turns affects the student's academic, social and emotional achievement (Harkins and Leighton, 2010). Various researchers (e.g., Kai, Spencer, Wilkes & Gill, 1999) have been studying the relationship between students' cultural backgrounds and learning styles. They examined how culture interacts with financial factors, discrimination and social disparities. The increasing diversity in student populations pushes teachers for more accountability and directs them to guarantee equal opportunities for all students to learn irrespective of diverse backgrounds, cultural needs, and learning styles (Phuntsog, 2001). The teaching methodologies that teachers design and infuse in the classroom should be based on the student's style of learning (Guild, 1994). Teachers are now required to draw from a variety of teaching strategies in an attempt to reach out for all for

all cultural groups present in their classrooms. Teaching directly about culture has proved to be beneficial for students. Students have been challenged to examine cultures from different points of view and to be aware of cultural differences. Teacher's ability to look into different cultural world views, interpret and adapt them in many ways for the benefit of the students has proved to be very beneficial (Bennett, 1986).

As Bennett (2004) proposes, inherent in the process of cultural competence is intercultural sensitivity. Bhawuk and Brislin (1992) have established the importance of intercultural sensitivity in interactions with those from other cultures. Like Bennett, Bhawuk and Brislin identify intercultural sensitivity as a precursor to cultural competence and claim that it can predict one's success when working in cross-cultural environments. They state: To be effective in another culture people must be interested in other cultures, be sensitive enough to notice cultural differences, and then also be willing to modify their behavior as an indication of respect for the people of other cultures. A reasonable term that summarizes these qualities of people is intercultural sensitivity. (p. 416)

Bennett (1993) suggests the challenges involved in developing cultural competence when he states, intercultural sensitivity is not natural. It is not a part of our primate past nor has it characterized most of human history. Cross-cultural contact usually has been accompanied by bloodshed, oppression, or genocide. The continuation of this pattern in today's world of unimagined interdependence is not just immoral or unprofitable – it is self-destructive. Yet in seeking a different way, we inherit no model from history to guide us.

Brown & Levinson' Politeness Theory

According to the Politeness Theory, people preserve, promote, and save their "face" based on how other people respond to their speech (Brown & Levinson, 1987; Coupland & Jaworski, 1999). All individuals should acknowledge the "face" of others in order to establish social relationships. According to Brown and Levinson (1987), a person's "face" is the public representation of who she or he believes themselves to be. It bolsters the notion that individuals attempt to maintain both a good and a negative "face" throughout a conversation. In the sense that it is the desire to be accepted and approved to be perceived in a favorable way by other people that would need certain behaviors, the idea of a positive face is constructed out of a person's unchanging self-image or personality.

Regarding negative face, it discusses how those who believe they would be respected and viewed as independent and competent by others do not feel the need to be liked by those they are engaging with. According to Brown and Levinson (1987), activities that endanger someone's face include what threatens that person's expectations of their own self-image and the type of face that is being threatened, such as a positive or negative face. Additionally, they noted how behaviors that undermine a person's good face include those that undermine the person's self-image or positive face. When a person is obliged to accept or reject the speaker or other person's future action, this is referred to be an act that threatens negative face.

When it comes to connecting identity with language, Cvjetkovic (2010), who studied the linguistic practices of an internet relay chat group, points to Thornborrow (as referenced in Wareing, et al, 2004). According to Thornborrow, "Like other sorts of social codes used to demonstrate membership in a social group, like dress rules, certain kinds of linguistic behavior also express your identity in connection to a group, as well as your place within it (as cited in Wareing, et. Al. 2004). He continues by saying that being able to demonstrate that you can employ linguistic phrases in a way that is consistent with the norms associated with a given group helps establish a person's membership in that group.

Conceptual Framework

This research utilized the Brian Vasallo's Multicultural Competence instrument (2004), Bennett's Developmental Model of Intercultural Sensitivity (2004) and Brown and Levinson's Politeness Theory.

Brian Vassallo (2012) conducted a study and developed an instrument to measure the level of cultural competence of the teachers through these four aspects namely: Teachers' awareness on cultural diversity; knowledge; attitude and skills in handling multicultural students. In this phase, the abovementioned aspects helped the researcher conclude whether or not the teachers of the selected public high school are culturally competent. In addition, another objective is to examine the relationships between teachers' cultural competence and their years of teaching experience, educational attainment, age, gender and ethnicity to determine which of these factors predictors for their cultural competence were.

Dr. Milton Bennett (2004), researched on the level of intercultural sensitivity using the *Bennett scale*, also called the *DMIS (Developmental Model of Intercultural Sensitivity).* The framework is

organized into six stages namely: 1. Denial; 2. Defense; 3. Minimization; 4. Acceptance; 5. Adaptation; 6. Integration. Herewith, the first three stages helped the researcher revealed whether the high school students of the selected public high schools in Zamboanga City are *ethnocentric*. In this study, ethnocentric is a position where a respondent considers "his own culture as central to reality". Furthermore, the next three stages (Acceptance, Adaptation and Integration) are considered to be a positive view of the respondents' Intercultural sensitivity. The point in the continuum measured the *ethnorelative* views of the senior students of public high schools. Moreover, another purpose is to examine the relationships between senior students' intercultural sensitivity and their age, gender and ethnicity to determine which of these factors were predictors for their intercultural sensitivity.

Research Methodology

Research Design

This study utilized the quantitative-descriptive research design. It seeks to determine the hypothesized levels of cultural competence of public high school Social Studies teachers and level of intercultural sensitivity among the selected senior students of the Don Pablo Lorenzo Memorial High School, Zamboanga National High School West and Zamboanga City High School Main using survey questionnaires.

Locale, Population and Sampling Procedure

The first school selected for the research was Don Pablo Lorenzo Memorial High School which is a public secondary school located along Gov. Ramos Avenue, Sta. Maria, Zamboanga City and with a distance of four kilometers from the city proper.

The second school was the Zamboanga National High School West or simply called "West", is another secondary school situated at R.T Lim Boulevard, Zamboanga City, with a distance of two kilometres from the heart of the city.

The third school chosen was Zamboanga City High School Main, located at Don Alfaro St. Tetuan, Zamboanga City, four kilometres from the city proper.

In this study, 38 teachers were selected from the three chosen public high schools. Twelve teachers were selected from Don Pablo Lorenzo Memorial High School, while 11 teachers were preferred from Zamboanga National High School West and 15 teachers coming from Zamboanga City High

School Main. The researcher chose all the Social Studies teachers from each school. Thus, the selected 38 teachers will answer the provided checklist-survey questionnaire to measure their levels of cultural competence. The researcher preferred to use the purposive sampling, in which every Social Studies teacher in the school population had been chosen. The sampling technique chosen will be appropriate for the study since the researcher will not set any qualifications in selecting the respondents as long as they are teaching Social Studies.

In measuring the level of intercultural sensitivity of the students, the researcher selected 300 respondents from the 3 schools chosen. Primarily, the researcher targeted the senior students to be the respondents whose intercultural sensitivity will be observed. Since the population of the students is $k = \dfrac{N}{n}$ expected to be numerous in a typical public high school, the researcher preferred to use Systematic sampling in choosing the respondents for the 2nd phase of the study using an ordered sampling frame. 100 senior students will become respondents from each school. The sampling starts by selecting a student from their sitting arrangement at random and then every k^{th} element in the frame is selected, where k, the sampling interval this is calculated as:

where n is the sample size, and N is the population size. Like for instance, in a classroom, there are 50 students. So, $N = 50$; And the researcher desires to sample 10 students from that classroom, so $n = 10$.

Following this formula , the sampling procedure will be

Therefore, 50/10= 5. K is 5. Consequently, every 5th student after a random starting point between seat numbers 1-5 will $k = \dfrac{N}{n}$ become the respondents of the st $K = \dfrac{50}{10}$ random starting point is 2, then the students who are sitting on seat n 12, 17, 22, 27, 32, 37, 42, 47 will selected as respondents. The same sampling procedure will be used in other class population to reach the desired sample needed for the study.

Data Gathering Procedure

After the instruments had been prepared and reviewed by the panel members, the researcher prepared a communication letter to seek permission from the principal of Don Pablo Lorenzo Memorial High School, Zamboanga National High School West and Zamboanga City High School Main. After the approval of the request, the researcher started gathering the data with the Social Studies teachers and senior students who were selected. The survey was done during the time

convenient to the respondents so as not to disturb their classes. The teachers and students were given 15 minutes to answer the checklist-survey questionnaire. In determining the inter-cultural sensitivity of the students, the researcher then will do the systematic sampling from the population of the senior students as stated in the population and sampling procedure.

38 public high school Social Studies teachers and 300 senior students were selected from the abovementioned schools. The researcher was around assisting the respondents in answering the provided checklist-survey questionnaire.

Research Instruments

To determine the levels of teachers' cultural competence, the study utilized a checklist-survey questionnaire adapted from Multicultural Competencies Survey of Brian Vassallo (2012). The survey asked the teachers to rate their perception of Multicultural competencies according to four broad aspects: Awareness, Knowledge, Attitude and Skills on a 5- point Likert scale. It is a statistically valid and reliable psychometric instrument (Vassallo, 2012). *(The Cultural Diversity Awareness Inventory, Multiethnic Climate Inventory, Multicultural Teaching Concerns Survey and Teacher Multicultural Attitude Survey provided the basis for the construction of the Multicultural Competencies Survey of Vassallo)*

To determine the level of Intercultural Sensitivity of the students, the Intercultural Sensitivity Survey Checklist based on the Intercultural Sensitivity Index (ISI) of Olson, C. L. & Kroeger was adapted. The Intercultural Sensitivity Index (ISI) was developed from Milton Bennett's Development Model of Intercultural Sensitivity (DMIS) which includes six theoretical stages of intercultural sensitivity including denial, defense, minimization, acceptance, adaptation, and integration (Olson and Kroeger, 2001, p. 119). The first 3 stages will define if the respondents are ethnocentric while the next 3 stages will determine if the students are ethnorelative. The survey questionnaire of this part of the study will have 30 questions. Each stages of the DMIS will be represented by 5 statements in the questionnaire.

Validity and Reliability

The checklist-survey questionnaire adapted from Multicultural Competencies Survey of Vassallo (2012) and the Intercultural Sensitivity Survey Checklist based on the Intercultural Sensitivity Index (ISI) of Olson, C. L. & Kroeger are standardized instruments. However, the adviser together

with the panel of experts validated the questionnaires for legitimacy and consistency. A letter of request for validation was first given to the experts. After their approval, they were given ample time to review the instruments for improvement and modification.

Results and Discussion

What levels of cultural competence do the public high school Social Studies teachers demonstrate when grouped according to: awareness on cultural diversity; knowledge on cultural diversity; attitude in dealing with culturally diverse students; and skills in handling culturally diverse students?

Table 1.0 is the summary table which indicates the overall mean of teachers' cultural competence. The finding reveals that the mean for teachers' awareness on cultural diversity yield a high score (M=3.68, SD=.68) which indicates and based on the instrument, that majority of the teachers are highly aware that social barriers, religious differences and language differences in the classroom exist. Furthermore, the respondents are also very much conscious that it is their responsibility to be aware of students' cultural backgrounds. It is also important to identify immediately with pupils from different cultures and it is their responsibility to provide opportunities for students to share cultural differences. However, there are few teachers who are not sensitive to language uses other than Tagalog and English and they believe multicultural awareness is not relevant for students.

The data also reveal similarly high scores on teachers' skills in handling culturally diverse students (M=3.68, SD=.51). This specify and found on the instrument that most of the teachers are highly skilled like adapting lessons according to the students' cultural background and they can also make students aware of the cultural diversity of the classroom. Moreover, the teachers are also very skilled in using teaching methods that meet the needs of a multicultural class and they develop activities that increase self-confidence of all students irrespective of their cultural background.

The teachers' knowledge on cultural diversity also reveal a high score (M=3.42, SD=.54) which means they are very knowledgeable that understanding of a particular culture should affect one's expectations of the children's performance and they also learn a lot from students whose cultural background is different from theirs. In addition, majority of the respondents do not consider that there is little knowledge and training on multicultural teaching and they don't agree that knowledge of a students' culture could affect their expectations for that student.

The mean score for teachers' attitude in dealing with culturally diverse students obtained only an average mean score (M=3.17, SD=.43) which implies that some teachers believe that teaching methods need to be adapted to meet the needs of all students and encouraging pride in one's culture is the teacher's responsibility. Most of the respondents also found it rewarding to teach students of multiethnic origin and in order to be an effective teacher, one needs to be aware of cultural differences present in the classroom. However, some teachers experienced frustration when conducting meetings with parents whose culture is different from their own and some prefer to work with children and parents whose cultures are similar to theirs.

Awareness refers to the responsiveness of the selected public Social Studies high school teachers on problems and concerns of their culturally-diverse students. Knowledge is the familiarity, appreciation and respect of the selected public Social Studies high school teachers on their culturally-diverse students. Attitude speak on how the selected public Social Studies high school teachers understand the culture and cultural background of their students and can be defined as positive or negative views about people, places, things or events. Finally, skills talk about the ability in handling culturally diverse students by the selected public Social Studies high school teachers.

Table 1.0. Level of Cultural Competence of the public Social Studies high school teachers

N (38)	Mean	SD	Description
Awareness	3.68	.68	High
Knowledge	3.42	.54	High
Attitude	3.17	.43	Average
Skills	3.68	.51	High
Grand Mean	3.50	.42	High

Legend: 1-1.80=VL, 1.8-2.6=L, 2.6-3.4=A, 3.4-4.2=H, 4.2-5.0=VH

Nevertheless, the grand mean of the teachers' cultural competence of the public high school teachers yield a high score (M=3.50, SD=.42) which means that most of the respondents are highly culturally competent. It means that the public high school teachers in Zamboanga City have the skills and knowledge, as well as the awareness and right attitude to effectively serve students from diverse cultures.

Is there a significant difference in the Social Studies teachers' cultural competence when data are grouped according to: years of teaching experience, educational attainment, age, gender and ethnicity?

Table 2.0. Teachers' Cultural Competence and Years of Teaching Experience

Table 2.0 describes the mean difference of the Teachers' Cultural Competence and the Years of Teaching Experience. The finding reveals that teachers with below six years (<6 years) of teaching experience has the highest total mean score in the awareness area (M=3.98),(SD=.21), which shows that new teachers are more responsive to the needs of their students from any ethnic groups and also considerate in dealing with these students when compared to experienced teachers. However, majority of the teachers who has 21-28 years of experience responded in the instrument that they are aware of students from other cultures act differently. Furthermore, they are also aware of religious differences and language differences in the classroom. Moreover, teachers who are in the profession for 21-28 years yield the highest mean score in the knowledge part (M=3.56),(SD=.74) which proves that mature teachers are more familiar on the cultural backgrounds and can understand students from different culture. This also indicates that the new teachers need more years of experience to develop their knowledge and learn more about the school's culture and environment to improve their attitude in dealing with culturally-diverse students. But, majority of the teachers who has <6 years of experience responded in the instrument that a child should be referred for testing if learning difficulties appear to be due to cultural differences and they also believe that there is little training on multicultural teaching in their school.

Once again, teachers with length of service ranges from 21-28 years has the highest mean score (M=3.26, SD=.77) in the attitude part, which reveals that teachers with long years of experience are more likely considerate than those with few years of service. However, most of the teachers who has <6 years of experience responded in the questionnaire that the solution to communication problems arising from cultural differences is the parents' responsibility and teaching methods need to be adapted to meet the needs of all students. Once more, teachers who are in the service for 21-28 years (M=3.76, SD=.73) yield high score in the Skills area, which indicates that older teachers are more expert in handling culturally-diverse students than the younger ones. However, majority of the teachers who has <6 years of experience responded in the instrument that they actively

challenge gender inequalities in class and when they select books they can easily spot prejudicial content.

For the purpose of guiding the readers, the following terms are reviewed: Awareness refers to the responsiveness of the selected public Social Studies high school teachers on problems and concerns of their culturally-diverse students. Knowledge is the familiarity, appreciation and respect of the selected public Social Studies high school teachers on their culturally-diverse students. Attitude speak on how the selected public Social Studies high school teachers understand the culture and cultural background of their students and can be defined as positive or negative views about people, places, things or events. Finally, skills talk about the ability in handling culturally diverse students by the selected public Social Studies high school teachers.

Table 2.0. Mean Difference of the Teachers' Cultural Competence and Years of Teaching Experience

	<6years (N=15)			10-18yrs (N=14)			21-28yrs (N=9)		
	Mean	SD	Descriptive	Mean	SD	Descriptive	Mean	SD	Descriptive
Awareness	3.98	.21	High	3.54	.84	High	3.41	.78	High
Knowledge	3.37	.20	Average	3.39	.66	Average	3.56	.74	High
Attitude	3.11	.16	Average	3.19	.36	Average	3.26	.77	Average
Skills	3.69	.36	High	3.63	.52	High	3.76	.73	High
Grand Total	3.54	.11	High	3.43	.67	High	3.50	.67	High

Legend: 1-1.8=VL, 1.8-2.6=L, 2.6-3.4=A, 3.4-4.2=H, 4.2-5=VH

The grand mean shows that teachers with below 6 years of experience (M=3.54, SD=.11) got the highest mean score, followed by those in the service for 21-28 years with a close margin (M=3.50, SD=.67) and 10-18 years (M=3.43, SD=.67) which confirms that new teachers are more culturally competent, especially in the awareness part (M=3.98, SD=.21), as compared to those of senior teachers (M=3.41, SD=.78). This confirms that new teachers in Zamboanga City are more responsive to the needs of their students from any ethnic groups and also considerate in dealing with these students when compared to experienced teachers.

Table 2.1 describes the one way Anova Analysis for the Teachers' Cultural Competence and Years of Teaching Experience. The test result supports the finding that the mean difference is all

negligible thus it yields not significant. This explains that teachers' cultural competence is not influenced by their years of teaching experience. However, the results showed that the new teachers gave the highest mean score in this area. A probable explanation for this is the modification of the teacher education programs in this country in the recent years. New teachers could have been more exposed to recent education programs through trainings and seminars in their undergraduate course which are concentrated on cultural competency. Such education programs courses might not have been available in the past. Nevertheless, the results above do not show that the years of experience of the respondents significantly affect their cultural competency.

Table 2.1. One way ANOVA for the Teachers' Cultural Competence and

Years of Teaching Experience

ANOVA							
		Sum of Squares	df	Mean Square	F	Sig.	Descriptive
Awareness	Between Groups	2.29	2	1.146	2.74	.08	Not Significant
	Within Groups	14.65	35	.418			
	Total	16.94	37				
Knowledge	Between Groups	.22	2	.109	.36	.70	Not Significant
	Within Groups	10.60	35	.303			
	Total	10.82	37				
Attitude	Between Groups	.13	2	.065	.34	.72	Not Significant
	Within Groups	6.71	35	.192			
	Total	6.84	37				
Skill	Between Groups	.09	2	.045	.17	.85	Not Significant
	Within Groups	9.58	35	.274			
	Total	9.67	37				

Legend: p>.05= significant

Table 2.2. Teachers' Cultural Competence and Educational Attainment

Table 2.2 describes the mean difference of the Teachers' Cultural Competence and their Educational Attainment. The finding reveals that teachers with Masters Degree has the highest

total mean score in the Awareness area (M=3.81),(SD=.35) which shows that they are more well-informed in the needs of their students from different culture. For the second time, teachers who have Masters Degree yield a high mean score in the Knowledge part (M=3.51),(SD=.52) which proves that teachers with master's are more advanced in dealing with students from different culture.

Yet again, teachers with Masters Degree has the highest mean score (M=3.24, SD=.36) in the Attitude part which reveals that they are more likely understanding with the problems and concerns of their students than those with Bachelor's Degree. Nevertheless, majority of the teachers with bachelor's degree responded in the questionnaires that encouraging pride in one's culture is their responsibility. Teachers with masters, again, yield high score in the Skills area (M=3.83, SD=.42) which indicates that they are more skilled in handling culturally-diverse students than those with no Master's Degree. However, majority of the teachers with bachelor's degree responded that they adapt lessons according to the student's cultural background and instill pride in their student's own culture. Moreover, teachers with bachelor's degree also develop activities that increase self-confidence of all students irrespective of their cultural background.

Table 2.2. Mean Difference of the Teachers' Cultural Competence and Educational Attainment

	Bachelor's Degree (N=20)			Masters Degree (N=18)		
	Mean	SD	Descriptive	Mean	SD	Descriptive
Awareness	3.57	.87	High	3.81	.35	High
Knowledge	3.34	.56	Average	3.51	.52	High
Attitude	3.11	.48	Average	3.24	.36	Average
Skills	3.56	.56	High	3.83	.42	High
Grand Total	3.40	.62	Average	3.60	.41	High

Legend: 1-1.8=VL, 1.8-2.6=L, 2.6-3.4=A, 3.4-4.2=H, 4.2-5=VH

The grand mean shows that teachers with Masters Degree (M=3.50, SD=.41) obviously got the highest mean score than those with Bachelor's Degree (M=3.40, SD=.62).

Table 2.3 shows the T-test Analysis for the Teachers' Cultural Competence and Educational Attainment. The result supports the finding that the mean difference is all negligible thus it yields not significant. This explains that teachers' cultural competence is not influenced by their educational attainment. Though an interesting finding appears in the result between the teachers with Masters Degree who hold the highest score than those teachers that are Non-Master degree holders, a conceivable explanation for this result could be the variation of training and courses undertaken. The Master Degree holder teachers might be more experienced and knowledgeable on cultural issues because they have already underwent supplementary subjects and workshops/seminars on cultural competency as part of their curriculum in the MA Degree.

Table 2.3. t-test Analysis for the Teachers' Cultural Competence and Educational Attainment

	t	df	Sig. (2-tailed) p-value	Descriptive
Awareness Total	-1.07	36	.29	Not significant
Knowledge Total	-0.97	36	.34	Not significant
Attitude Total	-0.92	36	.36	Not significant
Skills Total	-1.68	36	.10	Not significant

Legend: p>.05= significant

Table 2.4. Teachers' Cultural Competence and their age

Table 2.4 describes the mean difference of the Teachers' Cultural Competence and their age. The result reveals that teachers who aged below 34 years old (<34 years old) has the highest total mean score in the Awareness area (M=3.93),(SD=.26) which shows that young teachers are more well-informed of the problems encountered by their students from different culture when compared to older teachers. However, in the Knowledge part, teachers who are 45 years old and above yield the highest mean score (M=3.65),(SD=.81) which shows that matured teachers are more skilled in dealing with the problems or struggle of their culturally-diverse students. Nevertheless, majority of the teachers who are 35-44 years old responded in the instrument that there is little training on multicultural teaching in their school and they also believed that a child should be referred for testing if learning difficulties appear due to cultural differences.

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Once again, teachers who are 45 years old and above has the highest mean score (M=3.27, SD=.69) in the Attitude part which reveals that they have a better viewpoint of their culturally-diverse students and in the long run understands them. However, majority of the teachers whose aged 35-44 years old responded in the instrument that as classrooms become more culturally diverse, the teacher's job becomes more challenging. They aware of language differences in the classroom and encouraging pride in one's culture is the teacher's responsibility. Teachers who aged 45 years> yield high score in the Skills area (M=3.81, SD=.70) which indicates that veteran teachers are capable than their younger counterparts. But, majority of the teachers who are 35-44 years old responded that they actively challenge gender inequalities in class and when they select books for the class they can easily spot prejudicial content.

Table 2.4. Mean Difference of the Teachers' Cultural Competence and their Age

	<34 years old (N=15)			35-44 years old (N=12)			45> years old (N=11)		
	Mean	SD	Descriptive	Mean	SD	Descriptive	Mean	SD	Descriptive
Awareness	3.93	.26	High	3.64	.91	High	3.38	.71	Average
Knowledge	3.36	.21	Average	3.28	.50	Average	3.65	.81	High
Attitude	3.07	.24	Average	3.20	.30	Average	3.27	.69	Average
Skills	3.59	.33	High	3.68	.52	High	3.81	.70	High
Grand Total	3.49	.26	High	3.45	.44	High	3.53	.62	High

Legend: 1-1.8=VL, 1.8-2.6=L, 2.6-3.4=A, 3.4-4.2=H, 4.2-5=VH

The grand mean shows that teachers who aged 45 years and above (M=3.53, SD=.62) got the highest mean score than those 35-44 years old (M=3.45, SD=.44) and 34 years old and below (M=3.49, SD=.26) which confirms that the senior teachers are more culturally competent compared to younger teachers.

Table 2.5 describes the One way Anova Analysis for the Teachers' Cultural Competence and their Age. The test result supports the finding that the mean difference is all negligible thus it yields not significant (Table 2.5). This explains that teachers' cultural competence is not influenced by their age. The possible reason why the older teachers emerged with the highest score in Knowledge and Attitude and Skills part might be because they are more experienced in the field they are in. They may not have the theoretical knowledge on the issue at hand, but over the years, through

observation and practice, they might have developed the effective skills and equipped their selves with the right understanding on cultural competency. Nonetheless, the results do not show substantial difference in the data presented above. Thus, the discrepancy between the results on the age of the teachers has no effect on the cultural competency of the respondents.

Table 2.5. One way ANOVA for the Teachers' Cultural Competence and their Age

ANOVA							Descriptive
		Sum of Squares	df	Mean Square	F	Sig.	
Awareness Total	Between Groups	1.96	2	.98	2.29	.12	Not significant
	Within Groups	14.98	35	.43			
	Total	16.94	37				
Knowledge Total	Between Groups	.88	2	.44	1.55	.23	Not significant
	Within Groups	9.94	35	.28			
	Total	10.82	37				
Attitude Total	Between Groups	.27	2	.13	.71	.50	Not significant
	Within Groups	6.57	35	.19			
	Total	6.84	37				
Skills Total	Between Groups	.30	2	.15	.55	.58	Not significant
	Within Groups	9.38	35	.27			
	Total	9.67	37				

Legend: p>.05= significant

Table 2.6. Teachers' Cultural Competence and their gender.

Table 2.6 describes the mean difference of the Teachers' Cultural Competence and their gender. The finding reveals that male teachers has the highest mean score in the Awareness part

(M=3.71),(SD=.82) which shows that male teachers are more responsive of the conditions of their students from different culture than the female ones. However, in the Knowledge area, female teachers yield a high mean score (M=3.53),(SD=.50) than their male counterparts which proves that they tend to be more familiar on the cultural background of their students and are also advanced in dealing with students from different culture. However, majority of male respondents answered that a child should be referred for testing if learning difficulties appear to be due to cultural differences.

Female teachers has a higher mean score (M=3.20, SD=.44) in the Attitude part which reveals that they are more sympathetic and caring to their culturally-diverse students than their male counterparts. Once more, the result yields high score in the Skills area for female teachers (M=3.68, SD=.522) which indicates that they are more capable in handling culturally-diverse students than the male ones.

Table 2.6. Mean Difference of the Teachers' Cultural Competence and their Gender

	Male (N=11)			Female (N=27)		
	Mean	SD	Descriptive	Mean	SD	Descriptive
Awareness	3.71	.82	High	3.67	.63	High
Knowledge	3.16	.59	Average	3.53	.50	High
Attitude	3.10	.41	Average	3.20	.44	Average
Skills	3.59	.73	High	3.68	.52	High
Grand Total	3.40	.57	High	3.54	.35	High

Legend: 1-1.8=VL, 1.8-2.6=L, 2.6-3.4=A, 3.4-4.2=H, 4.2-5=VH

The grand mean shows that female teachers (M=3.54, SD=.35) got the highest mean score than the male teachers (M=3.40, SD=.57) which concludes that the female respondents are more culturally competent compared to their male counterparts.

Table 2.7 indicates the T-test Analysis for the Teachers' Cultural Competence and their Gender. The result supports the finding that the mean difference is negligible, thus it yields not significant, although the p-value in the Knowledge area yield marginal significant (.06). This means that teachers' cultural competence is not influenced by their gender. It is interesting to note that the

female teachers yielded highest mean score than the male teachers in this study. Perhaps it is because female teachers are more passionate and more motivated in handling diverse students. A study investigating how gender affects willingness to develop cultural competence found that female teachers showed a higher willingness to engage in training in multiculturalism and indicated more need for multiculturalism within their school climate, than male teachers (Murtha, Bowens-MacCarthy, Morote & Tatum, 2006).

Table 2.7. t-test Analysis for the Teachers' Cultural Competence and their Gender

	t	df	Sig. (2-tailed) p-value	Descriptive
Awareness Total	.16	36	.88	Not significant
Knowledge Total	-1.94	36	.06	Not significant
Attitude Total	-0.65	36	.52	Not significant
Skills Total	-0.71	36	.48	Not significant

Legend: p>.05= significant

Table 2.8. Teachers' Cultural Competence and their ethnicity

Table 2.8 describes the mean difference of the Teachers' Cultural Competence and their ethnicity. The result reveals that non-Zamboangueño teachers has the highest total mean score in the Awareness area (M=3.78), (SD=.47) which shows that they are more conscious with the problems and can deal effectively with students from different culture. Again, the non-Zamboangueño teachers yield a high mean score (M=3.52),(SD=.43) in the Knowledge area which proves that they are more familiar with the cultural background of their students and has advanced understanding of the culturally-diverse students.

In the Attitude part, Non-Zamboangueño teachers has a higher mean score (M=3.19, SD=.42) which reveals that they are more sympathetic and caring to their culturally-diverse students than their Zamboangueño counterparts. Once more, the non-Zamboangueños yields high score in the

Skills area (M=3.89, SD=.34) which indicates they are more expert and capable in dealing with culturally-diverse students than the Zamboangueños.

Table 2.8. Mean Difference of the Teachers' Cultural Competence and Ethnicity

	Zamboangueños (N=20)			Non-Zamboangueños (N=18)		
	Mean	SD	Descriptive	Mean	SD	Descriptive
Awareness	3.60	.82	High	3.78	.47	High
Knowledge	3.33	.62	Average	3.52	.43	High
Attitude	3.16	.45	Average	3.19	.42	Average
Skills	3.50	.57	High	3.89	.34	High
Grand Total	3.40	.53	High	3.61	.23	High

Legend: 1-1.8=VL, 1.8-2.6=L, 2.6-3.4=A, 3.4-4.2=H, 4.2-5=VH

The grand mean shows that the non-Zamboangueño teachers (M=3.61, SD=.23) got the highest mean score than the Zamboangueño teachers (M=3.40, SD=.53) which implies that the non-Zamboangueño respondents are more culturally competent compared to their Zamboangueño counterparts.

Table 2.9 shows the T-test Analysis for the Teachers' Cultural Competence and Ethnicity. The result supports the finding that the mean difference is negligible in the awareness, knowledge and attitude areas, thus it yields not significant. However, the Skills area shows statistically significant which means it influences the ethnicity of the teachers. This might be true in case of the non-Zamboangueño teachers because as based in the mean difference they are more expert and capable in dealing with culturally-diverse students. To sum up, the teachers' cultural competence is not influenced by their ethnicity.

Table 2.9. t-test Analysis for the Teachers' Cultural Competence and Ethnicity

	t	Sig.	Descriptive
Awareness Total	-0.8280	.41	Not significant

Knowledge Total	-1.0969	.28	Not significant
Attitude Total	-0.2395	.81	Not significant
Skills Total	-2.5023	.02	Significant

Legend: p>.05= significant

What is the level of Intercultural Sensitivity of the senior students when grouped according to: Ethnocentric (Denial, Defense, Minimization) and Ethnorelative (Acceptance, Adaptation, Integration)?

Table 3.0 shows the students' level of Intercultural Sensitivity. The finding yields high mean score in the ethnorelative aspects like Acceptance (M=3.72),(SD=.70) which means (and based on the instrument) that the students do not really notice cultural differences in Zamboanga City and they think that cultural diversity only exists outside the city. Furthermore, the respondents feel most comfortable living and working in a community where people look and act like them and they have intentionally sought to live in a racially or culturally distinct community. However, only few students feel that they are surrounded by culturally diverse people and they sense that their cultural values are threatened. Another ethnorelative aspect, the Integration also yields a high score (M=3.70),(SD=.63) which indicates that the students appreciate how people from other cultures are different from theirs and they incorporate the attractive aspects of other cultures into their own way of doing things. In addition, the respondents are also linguistically and culturally competent in at least one language and culture other than my own and they want to continue to learn about the world's peoples, cultures, and issues. One more ethnorelative aspect, the Adaptation also got a high score (M=3.41),(SD=.67) which shows that the respondents could temporarily give up their own worldview to participate in another worldview and they are capable in analyzing and evaluating situations from one or more chosen cultural perspectives. Nonetheless, only few students feel culturally unimportant or on the edge of two or more cultures and when faced with a choice about how they are going to respond to a given situation, they can shift between two or more cultural perspectives and consciously make a choice to act from one of these cultural contexts.

The finding yields an average score in the ethnocentric aspects like Defense (M=3.34, SD=.57), wherein the students sometime find themselves thinking offensive things about people who look or act differently from them and some feel uncomfortable when they are with people who are speaking a language they do not know. Additionally, some respondents believe that certain tribes (Zamboangue*ños*, Visayans, Tausugs, Yakans, Samal, Badjao etc.) in this city are very troublesome and do not deserve to be treated well, and still few understand that difference exist in Zamboanga City and believe that they should focus on similarities. Another ethnocentric aspect, the Denial also yields an average score (M=3.21),(SD=.63) which means that the respondents do not really notice cultural differences in Zamboanga City and others think that cultural diversity only exists outside the city. Some feel most comfortable living and working in a community where people look and act like them and they intentionally sought to live in a racially or culturally distinct community. However, there are students who feel that they are surrounded by culturally diverse people, and feel like their cultural values are threatened. Another ethnocentric aspect, the Minimization also got an average score (M=3.15),(SD=.69) which indicates that the students acknowledge and respect cultural differences and believes that verbal and nonverbal behavior varies across cultures and that all forms of such behavior are worthy of respect. In addition, some respondents think that all human beings of this city are subject to the same historical forces, economic and political laws, or psychological principles.

Ethnocentric is the first three stages of Developmental Model of Intercultural Sensitivity by Dr. Milton Bennett which is composed of denial, defense and minimization, wherein a respondent considers "his own culture as central to reality".

Ethnorelative is the second three stages of Developmental Model of Intercultural Sensitivity by Dr. Milton Bennett which is composed of acceptance, adaptation and integration. In this study, ethnocentric is a position where a respondent considers "his own culture as central to reality".

Table 3.0. Level of Intercultural Sensitivity of the senior students

N(300)	Mean	SD	Descriptive
Denial	3.21	.63	Average
Defense	3.34	.57	Average
Minimization	3.15	.69	Average
Ethnocentric	**3.23**	**.41**	**Average**

Acceptance	3.72	.70	High
Adaptation	3.41	.67	High
Integration	3.70	.63	High
Ethnorelative	**3.61**	**.49**	**High**

Legend: 1-1.80=VL, 1.8-2.6=L, 2.6-3.4=A, 3.4-4.2=H, 4.2-5.0=VH

The overall data reveal that the level of ethnorelative aspect of intercultural sensitivity among the senior students is high (M=3.61),(SD=.49) and their ethnocentric aspect yields an average overall mean score of (M=3.23, SD=.41) which indicates that the respondents are highly ethnorelative and averagely ethnocentric.

Is there a significant difference in the students' interculcutural sensitivity when data are grouped according to: age, gender and ethnicity?

Table 4.0. Students' Intercultural Sensitivity and their age.

Table 4.0 describes the mean difference of the Students' Intercultural Sensitivity and their age. The result reveals that students who aged 17-21 years old has the highest mean score in the Denial part (M=3.27),(SD=.63) of Ethnocentric aspect of Intercultural Sensitivity, which shows that older senior students sometimes reject the idea of interacting with their classmates and experience their own culture as the only existent one when compared to younger respondents. However, respondents who are 16 years old yield the highest average mean score in the Defense area (M=3.40),(SD=.57) which shows that younger respondents are more protective of their culture and considered one's own culture as the most evolved or best way to live in contrast with older respondents.

Senior students aged 17-21 years old has the highest mean score (M=3.28, SD=.65) in the Minimization part. This reveals that older students are more understanding and assumed adherence to universal values compared to those younger respondents.

In the Ethnorelative aspect of Intercultural Sensitivity, respondents who are 16 years old acquired the highest mean score in the Acceptance area which shows that younger senior students are more willing to interact with their classmates from other culture when compared to older respondents.

In the Adaptation feature, 16 years old respondents yield another high mean score (M=3.51),(SD=.68) which shows that younger respondents are more understanding of other

culture and has the ability to act properly outside of one's own culture in contrast with older respondents.

However, senior students who are 15 years old has the highest mean score (M=3.80, SD=.45) in the Integration part. The finding reveals that younger students have a definition of self that is "marginal" (not central) to any particular culture, allowing them to shift rather smoothly from one cultural worldview to another as compared to those younger respondents.

The overall mean reveal that the level of ethnocentric aspect of intercultural sensitivity among the senior students who are 17-21 years old (M=3.26, SD=.43) is higher followed by those who are 16 years old (M=3.26, SD=.43) and 15 years of age (M=3.26, SD=.43). This indicates that older students are more ethnocentric than younger ones. On the other hand, the overall mean reveal that the level of ethnorelative aspect of intercultural sensitivity among the senior students who are 16 years old (M=3.70, SD=.51) is higher followed by those who are 15 years old (M=3.62, SD=.36) and 17-21 years of age (M=3.44, SD=.47). This indicates that younger students are more ethnorelative than the older ones.

Table 4.0. Mean Difference of the Students' Intercultural Sensitivity and Age

	15 years old (N=54)			16 years old (N=164)			17-21 years old (N=82)		
	Mean	SD	Descriptive	Mean	SD	Descriptive	Mean	SD	Descriptive
Denial	3.04	.58	Average	3.23	.64	Average	3.27	.63	Average
Defense	3.31	.54	Average	3.40	.57	Average	3.23	.59	Average
Minimization	3.00	.55	Average	3.13	.73	Average	3.28	.65	Average
Ethnocentric	3.11	.32	Average	3.25	.42	Average	3.26	.43	Average
Acceptance	3.67	.61	High	3.80	.70	High	3.61	.73	High
Adaptation	3.43	.60	High	3.51	.68	High	3.41	.68	High
Integration	3.80	.45	High	3.76	.63	High	3.50	.69	High
Ethnorelative	3.62	.36	High	3.70	.51	High	3.44	.47	High

Legend: 1-1.8=VL, 1.8-2.6=L, 2.6-3.4=A, 3.4-4.2=H, 4.2-5=VH

Table 4.1 shows the ANOVA Analysis for the Students' Intercultural Sensitivity and Age. The test result supports the finding that the mean difference in the ethnocentric aspect is all negligible thus it yields not significant, but the minimization part yields marginal significant (.06). This explains that the senior students' ethnocentric part of the intercultural sensitivity is not influenced by their age. On the contrary, the test result supports the finding that the mean difference in the ethnorelative aspect yields significant result and is consistently accurate in the Adaptation and Integration aspect except for the Acceptance part (.11) which means, and based in the mean difference, that younger senior students are more adaptive and integrated in the culture of Zamboanga City. This concludes that the senior students' age has influence on their ethnorelative aspect of intercultural sensitivity. Probably, compared to the older ones, the younger students are still curious about learning and understanding other culture making them more willing to interact with other students.

Table 4.1. ANOVA for the Students' Intercultural Sensitivity and Age

		Sum of Squares	df	Mean Square	F	Sig.	Descriptive
Denial	Between Groups	1.97	2	.98	2.49	.08	Not Significant
	Within Groups	117.22	297	.39			
	Total	119.19	299				
Defense	Between Groups	1.51	2	.76	2.31	.10	Not Significant
	Within Groups	97.48	297	.33			
	Total	99.00	299				
Minimization	Between Groups	2.69	2	1.34	2.92	.06	Not Significant
	Within Groups	136.86	297	.46			
	Total	139.55	299				
Ethnocentric	Between Groups	.883	2	.442	2.65	.07	Not Significant

	Within Groups	49.546	297	.17			
	Total	50.429	299				
Acceptance	Between Groups	2.16	2	1.08	2.23	.11	Not Significant
	Within Groups	143.87	297	.48			
	Total	146.04	299				
Adaptation	Between Groups	4.90	2	2.45	5.52	.04	Significant
	Within Groups	131.67	297	.44			
	Total	136.57	299				
Integration	Between Groups	4.41	2	2.21	5.70	.04	Significant
	Within Groups	114.98	297	.39			
	Total	119.40	299				
Ethnorelative	Between Groups	3.63	2	1.81	7.88	.00	Significant
	Within Groups	68.33	297	.23			
	Total	71.96	299				

Legend: p>.05= significant

Table 4.2. Students' Intercultural Sensitivity and their gender

Table 4.2 describes the mean difference of the Students' Intercultural Sensitivity and their gender. The result reveals that male students has the highest total mean score in the Denial part (M=3.27),(SD=.67) of Ethnocentric aspect of Intercultural Sensitivity which shows that male respondents sometimes reject the idea of interacting with their classmates and experience their own culture as the only existent one compared to female respondents.

Once more, male respondents yield the highest average mean score in the Defense area (M=3.38),(SD=.59) which shows that the male ones are more protective of their culture and considered one's own culture as the most evolved or best way to live in contrast with female students. The male students, again, has the highest mean score (M=3.18, SD=.69) in the Minimization part which reveals that male respondents are more understanding and assumed adherence to universal values compared to the female respondents.

In the Ethnorelative aspect of Intercultural Sensitivity, the female respondents acquired the highest mean score in the Acceptance area (M=3.80),(SD=.70) which shows that female senior students are more willing to interact with their classmates from other culture when compared to male respondents. Still, the female respondents yield the highest average mean score in the Adaptation area (M=3.51),(SD=.68) which shows that they are more understanding of other culture and has the ability to act properly outside of one's own culture in contrast with their male counterparts.

However, male students has the highest mean score (M=3.80, SD=.45) in the Integration part which reveals that they have a definition of self that is "marginal" (not central) to any particular culture, allowing them to shift rather smoothly from one cultural worldview to another as compared to female respondents.

The overall data reveal that the level of ethnocentric aspect of intercultural sensitivity among the male students (M=3.27, SD=.42) is higher than the females ones (M=3.20, SD=.40). This indicates that the male respondents are more ethnocentric than the females. On the other hand, the overall data reveal that the level of ethnorelative aspect of intercultural sensitivity among the female students (M=3.70, SD=.48) is higher compared to male respondents (M=3.63, SD=.48). This concludes that female students are more ethnorelative than their male counterparts.

Table 4.2. Mean Difference of the Students' Intercultural Sensitivity and Gender

	Male (N=120)			Female (N=180)		
	Mean	SD	Descriptive	Mean	SD	Descriptive
Denial	3.27	.67	Average	3.17	.60	Average
Defense	3.38	.59	Average	3.31	.56	Average
Minimization	3.18	.69	Average	3.13	.68	Average
Ethnocentric	3.27	.42	Average	3.20	.40	Average
Acceptance	3.67	.61	High	3.80	.70	High
Adaptation	3.43	.60	High	3.51	.68	High
Integration	3.80	.45	High	3.76	.63	High
Ethnorelative	3.63	.48	High	3.70	.48	High

Legend: 1-1.8=VL, 1.8-2.6=L, 2.6-3.4=A, 3.4-4.2=H, 4.2-5=VH

Table 4.3. describes the T-test Analysis for the Students' Intercultural Sensitivity and Gender. The result supports the finding that the mean difference is all negligible, thus it yields not significant. Though the male students consistently yielded higher scores in the ethnocentric side and the female students gave higher scores in the ethnorelative part, findings revealed that there is no significant difference between the data. This concludes that students' intercultural sensitivity is not influenced by their gender. Perhaps, the students in this generation, regardless of their gender have increased cultural sensitivity because of the educational programs and activities integrated in the school curriculum that are more focused in promoting cultural awareness.

Table 4.3. t-test Analysis for the Students' Intercultural Sensitivity and Gender

Levene's Test for Equality of Variances	t-test for Equality of Means			Descriptive
	t	df	Sig. (2-tailed)	
Denial	1.35	298	.18	Not significant
Defense	.94	298	.35	Not significant
Minimization	.59	298	.56	Not significant
Ethnocentric	1.44	298	.15	Not significant
Acceptance	.88	298	.38	Not significant
Adaptation	1.19	298	.24	Not significant
Integration	-1.42	298	.16	Not significant
Ethnorelative	.39	298	.69	Not significant

Legend: p>.05= significant

Table 4.4. Students' Intercultural Sensitivity and their ethnicity

Table 4.4 describes the mean difference of the Students' Intercultural Sensitivity and their ethnicity. The result reveals that Zamboangueño students has the highest total average mean score in the Denial part (M=3.27),(SD=.63) of Ethnocentric aspect of Intercultural Sensitivity, which

shows that Zamboangueño students at times reject the idea of interacting with their classmates and experience their own culture as the only existent one when compared to non-Zamboangueño students. However, the Visayan respondents yield the highest mean score in the Defense area (M=3.42),(SD=.54) which shows that Visayan-speaking students are more protective of their culture and considered one's own culture as the most evolved or best way to live in contrast with Tausug and Zamboangueño respondents.

Once more, The Visayan-speaking students has the highest mean score (M=3.20, SD=.64) in the Minimization part, which reveals that Visayan students are more understanding and assumed adherence to universal values together with Zamboangueño students who got a close margin in this area.

In the Ethnorelative aspect of Intercultural Sensitivity, the Visayan respondents acquired the highest mean score in the Acceptance area (M=3.76),(SD=.64), which shows that they are more willing to interact with their classmates from other culture when compared to other ethnicities. However, the Tausug respondents yield the highest average mean score in the Adaptation part (M=3.48),(SD=.74), which concludes that the Tausugs are more understanding of other culture and has the ability to act properly outside of one's own culture in contrast with other respondents. Yet again, Tausug students has the highest mean score (M=3.83, SD=.42) in the Integration part, which reveals that the they have a definition of self that is "marginal" (not central) to any particular culture, allowing them to shift rather smoothly from one cultural worldview to another as compared to the other ethnicities.

The overall data reveal that the level of ethnocentric aspect of intercultural sensitivity among the Tausug students (M=3.26, SD=.43) is higher followed by the Visayans (M=3.25, SD=.47) and Zamboangueños students (M=3.25, SD=.43). This indicates that the Tausug respondents are more ethnocentric than the Zamboangueño and Visayan-speaking students. On the other hand, the overall data reveal that the level of ethnorelative aspect of intercultural sensitivity among Visayan students (M=3.70, SD=.51) is higher followed by the Zamboangueños (M=3.60, SD=.48) and Tausugs (M=3.15, SD=.42). This indicates that Visayan students are more ethnorelative than Zamboangueños and Tausug respondents.

Table 4.4. Mean Difference of the Students' Intercultural Sensitivity and Ethnicity

	Zamboangueños (N=146)			Visayans (N=91)			Tausugs (N=63)		
	Mean	SD	Descriptive	Mean	SD	Descriptive	Mean	SD	Descriptive
Denial	3.29	.63	Average	3.13	.54	Average	3.13	.73	Average
Defense	3.28	.60	Average	3.42	.54	High	3.35	.57	Average
Minimization	3.18	.68	Average	3.20	.64	Average	2.98	.73	Average
Ethnocentric	3.25	.43	Average	3.25	.47	Average	3.26	.43	Average
Acceptance	3.73	.64	High	3.76	.64	High	3.67	.90	High
Adaptation	3.41	.67	High	3.36	.64	Average	3.48	.74	High
Integration	3.60	.67	High	3.77	.54	High	3.83	.64	High
Ethnorelative	3.60	.48	High	3.63	.45	High	3.15	.42	High

Legend: 1-1.8=VL, 1.8-2.6=L, 2.6-3.4=A, 3.4-4.2=H, 4.2-5=VH

Table 4.5 indicates the One way Anova Analysis for the Students' Intercultural Sensitivity and Ethnicity. The test result supports the finding that the mean difference in the ethnocentric aspect is all negligible thus it yields not significant. This explains that the senior students' ethnocentric part of the intercultural sensitivity is not influenced by their ethnicity. On the contrary, the test result supports the finding that the mean difference in the ethnorelative aspect yields almost non-significant result and is consistently accurate in the Acceptance and Adaptation aspects except for

the Integration part which yields a significant result (.02) which means, and based on the mean difference, that the Tausug respondents are more integrated in the culture of Zamboanga City and they can shift from one cultural worldview to another. Though the Tausugs are unquestionably brave and fearsome, they are also known to be good-natured, generous and respectful to the people around them. Thus explains maybe why they are more willing to interact comfortably with students from other culture without hesitancy due to their gallantry and bravery. In a nutshell, this concludes that the senior students' ethnicity has minor influence on their ethnorelative aspect of intercultural sensitivity.

Table 4.5. One way ANOVA for the Students' Intercultural Sensitivity and Ethnicity

		Sum of Squares	df	Mean Square	F	Sig.	Descriptive
Denial	Between Groups	1.87	2	.93	2.36	.10	Not Significant
	Within Groups	117.32	297	.40			
	Total	119.19	299				
Defense	Between Groups	1.06	2	.53	1.61	.20	Not Significant
	Within Groups	97.94	297	.33			
	Total	99.00	299				
Minimization	Between Groups	2.12	2	1.06	2.29	.10	Not Significant
	Within Groups	137.43	297	.46			
	Total	139.55	299				
Ethnocentric	Between Groups	.48	2	.240	1.43	.24	Not Significant
	Within Groups	49.95	297	.168			
	Total	50.43	299				

Acceptance	Between Groups	.31	2	.16	.32	.73	Not Significant
	Within Groups	145.72	297	.49			
	Total	146.04	299				
Adaptation	Between Groups	.48	2	.24	.52	.59	Not Significant
	Within Groups	136.09	297	.46			
	Total	136.57	299				
Integration	Between Groups	3.01	2	1.50	3.84	.02	Significant
	Within Groups	116.39	297	.39			
	Total	119.40	299				
Ethnorelative	Between Groups	.32	2	.16	.65	.52	Not Significant
	Within Groups	71.65	297	.24			
	Total	72	299				

Legend: p>.05= significant

Conclusions

The findings of this study have shed light primarily on the level of cultural competence of the selected public high school Social Studies teachers and the level of intercultural sensitivity of the selected senior students.

Results strongly suggest that the cultural competence of public high school Social Studies teachers have high levels when grouped according to awareness on cultural diversity, which has the highest mean score together with their skills in handling culturally diverse students, followed by their knowledge on cultural diversity. This indicates that the respondents are aware of their obligation to identify immediately pupils from different cultures and it is their responsibility to provide opportunities for students to share cultural differences. Furthermore, the teachers are also very skilled in using teaching methods that meet the needs of a multicultural class and they develop activities that increase self-confidence of all students irrespective of their cultural background. The

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teachers are also very knowledgeable that understanding of a particular culture should affect one's expectations of the children's performance and they also learn a lot from students whose cultural background is different from theirs. Though the level is average when grouped according to attitude in dealing with culturally diverse students, it does not affect in general the cultural competence of the teachers. This is a strong manifestation that teachers of Zamboanga City are competent enough in dealing with culturally-diverse students.

The data of the teachers' level of cultural competence when grouped according to years of teaching experience, educational attainment, age, gender and ethnicity did not differ significantly. It can be concluded that there is no significant difference in the Social Studies teachers' cultural competence. Therefore, these qualities make no necessary influence on the cultural competence of the respondents. These results do not concord with other studies made abroad. It is suffice to say that the public school teachers in Zamboanga City are culturally competent regardless of the abovementioned characteristics.

The level of intercultural sensitivity of the selected senior students was determined by using the Bennett scale which is composed of six stages. On one hand, the results of this study show that the ethnocentric stages like Denial, Defense and Minimization yielded an average score. On the other hand, the stages named as Acceptance, Adaptation and Integration which suggests ethnorelative side acquired high score consistently. Although the results are not in the opposite side of the continuum, it is apparent that the students of Zamboanga City are ethnorelative signifying that they have the ability to interact well and appreciate their schoolmates from other culture, adapt to a new or different environment and integrate themselves in a diverse culture.

Additionally, the data of the level of ethnocentric aspect of intercultural sensitivity of the selected senior students did not reveal any significant difference in terms of the respondents' age, gender and ethnicity. The finding confirms that there is no mean difference between male and female senior students and their age in terms of intercultural sensitivity and only slight mean difference on ethnicity. The result yields non-significant relationship which implies that the senior students' intercultural sensitivity is not influenced by their age, gender and ethnicity. However, the mean difference in the ethnorelative aspect yields significant result and is consistently accurate in the Adaptation and Integration aspect except for the Acceptance part which concludes that the senior students' age has influence on their ethnorelative aspect of intercultural sensitivity. Overall, the

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findings strongly imply that the students of Zamboanga City are consistently intercultural sensitive even if data are grouped according to the variables specified.

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Validation and Consistency Measures of An Evaluation Survey Tool for a Technology Business Incubation Soft Skill Business Communication Module

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Abstract

This paper is a validation and a consistency test of an Evaluation Survey tool for the Business Communication Module as part of the Technology Business Incubation (TBI) Soft Skill instructional material. 108 teachers from public and private schools and a state university took part in this study to evaluate the efficacy of this module as an instructional material for the young adult to adult entrepreneurs. The study designed a validated and highly reliable instrument that can evaluate business communication module for instruction. The study implies an optimistic result with respect to the fact that the Business Communication Module is a good instructional material suitable for the learner with highly evident features expected of a well-written module. Moreover, teachers, whether male or female, or whether connected to a public and private schools or state university have the same evaluation of the business communication module as an instructional material. With the creation of this evaluation tool, the Business Communication module has undergone an intense critique from 108 teachers that are quite critical about its content in terms of the 4 salient aspects: *accuracy and visual appeal, alignment, ease of use and support, and engagement* and thereby increasing the efficacy of the module to be taught to the target learners.

Keywords: Technology Business Incubation (TBI) Soft Skill, Business Communication, Module Writing, Evaluation Survey Tool, Instructional Material Development

Introduction

Background of the Study

One of the strategic milestones of the Western Mindanao State University (WMSU) Research Development and Evaluation Center (RDEC) is the creation of Technology Business Incubation Unit (TBIU), which aims to assist researchers, students, and the agribusiness sectors in commercializing the developed agriculture and food technologies. The establishment of this special unit in the university has made it feasible for anyone who plans to start a business to develop their ideas and commercialize technology. Moreover, this project has seen to have greater potentials in contributing to the national economy as a whole as it is also aimed on generating more employment that will eventually open up opportunities for local and national development. Additionally, since the TBIU greatly helps to the identification and evaluation of economically viable technologies, close linkages and partnerships between institutions and companies are also highly anticipated.

A two-year project titled "DOST-PCAARRD-WMSU Agriculture and Food Technology Business Incubator" that was proposed by highly esteemed university faculty was approved by TBIU catering four technologies, including Zampen Native Chicken, Oyster Mushroom, Vemicast, and Organic Vegetable. This project seeks to provide services that support the transfer of technology and the commercialization of agricultural and food products.

The WMSU-TBI organization and management has about 24 Strategic Objectives for the two-year implementation. One of which is the development of TBI manuals or modules. The module will serve as a guiding material for equipping users the necessary skills to make their enterprise more effective, profitable, and sustainable. The modules are intended to teach TBI start ups to do business processes such as marketing and selling and the like.

The quality of instructional materials can have a significant impact on users' learning based on the salient aspects the material is bearing. The study of Bugler et al., (2017) revealed that teachers evaluating an instructional material looks at four categories; (1) accuracy and visual appeal, (2) alignment to standards and depth of knowledge, (3) ease of use and support, and (4) engagement and ability to meet student needs. Having all these qualities, a module as an instructional material will aid in getting module users motivated and thus maximum learning. Research findings (Hone & El Said, 2016; Wang & Baker, 2015) puts premium on learning material as a powerful tool in keeping the student hooked in learning as they found out that learning material has a great impact

in students' participation in a program. The ratings and reviews, which evaluate alignment, usability, and other quality criteria using a method developed by educators, help districts and educators make educational decisions that support the accomplishment of excellent student outcomes. To the fullest extent possible, TBIU will be able to realize its goals with the help of a good business communication module having all criteria evident in its overall structures. As affirmed by Syatriana (2019) that the quality of the learning outcome is determined by several factors, one of which is the teachers' instructional materials.

Due to the advantages in aiding TBIU in its endeavors to assist TBI beneficiaries, this study aimed to develop and validate an instrument that can evaluate the business communication module as an instructional material. Three objectives are outlined in the study. First is to create a highly reliable and validated instrument that can evaluate a Business Communication module as instructional material. Second is to determine whether the salient aspects of the Business Communication module as instructional material are evident in each component of the module. And lastly, to compare whether teachers' gender and type of school significantly differs in the evaluation of Business Communication Module.

Research Questions

The study aims to develop and validate an instrument that can evaluate the Business Communication module as an instructional material. Specifically, it seeks to answer the following questions:

1.   Are the salient aspects of the Business Communication module as an instructional material evident in each of the following components;

a.   Accuracy and visual appeal,

b.   Alignment,

c.   Ease of Use and Support, and

d.   Engagement?

2.   Is there a significant difference in the Teachers' Evaluation of Business Communication Module based on

a.   gender, and

b.   type of school?

Hypotheses:

Ho:

1.   There is no significant difference in the Teachers' Evaluation of Business Communication Module based on gender.

2.   There is no significant difference in the Teachers' Evaluation of Business Communication Module based on type of school.

Methodology

Research design

The study used descriptive and comparative quantitative research designs that were determined to be suitable for the attainment of the study's objectives. There is no intervention or treatment involved in the study. The primary goal is to describe the variables involved and established the comparison between the mediating variables in the study (gender and type of school that respondents are connected to). Non-experimental research is a method for learning the truths about a topic by explaining the information gathered on it and figuring out how it is related to other information.

Participants and Setting

A total of 108 teachers connected to different types of schools (public, private, and state university) were invited to serve as respondents of the study via snowball random sampling technique through the referral of CTE Graduate students working in public, private, and state university. They are enrolled in EDL 305: *Practicum: Development of Evaluation Instruments and Instructional Materials in Language Teaching*. This course introduces the different quantitative evaluation instruments and approaches in writing instructional materials. The first part of this course is the construction, validation, developing prototype and interpretation of quantitative evaluation instruments. The second part is about the development of their own evaluation instruments and instructional materials in language teaching.

The Research Instrument

The instrument was designed to evaluate Business Communication module as an instructional material. The developed instrument consisted of four (4) components namely, *Accuracy and Visual Appeal*, *Alignment, Ease of Use and Support*, and *Engagement*, utilizing a five-point Likert scale

for responses: *Highly Evident*, *Evident, Somewhat Evident, Least Evident*, and *Not Evident*. Each item had a score of 1 to 5; 5 being the most positive attributes. Each component is with 5-item statements. Aside from the questions, the instrument contains some basic information about the respondents, such as their gender and type of school they are connected.

Three experts in the field of Language Teaching and Applied Linguistics validated the Evaluation Survey Tool to ascertain higher content validity. Then, it was submitted to pilot testing involving teachers who have similar characteristics as with the target participants to measure if all the 20 statements bear high inter-item consistency level through the reliability Cronbach's Alpha value SPSS 24 computation. Data shows that all items yielded the Cronbach's alpha value of .835 that is considered statistically as a high reliability value. Hence, all items were retained.

The Data

The sources of data are the teacher-respondents' profiles (gender and type of school) and their evaluation of the Business Communication module as an instructional material using the developed instrument with specific components. 54 (50%) are females and the remaining half are males. 45 (42%) are public school teachers , 48 (44%) are coming from the private schools and 15 (14%) are instructors from a state university.

Procedure

The data gathering procedure was done through online platforms. Permissions were secured through Google forms. The data collected were then transmitted to SPSS for analysis..

Method of Analysis

In determining whether the salient aspects of the Business Communication module as an instructional material are evident in each of the module components (Accuracy and Visual Appeal, Alignment, Ease of Use and Support, and Engagement), the mean and the standard deviation were computed with the interpretation following Table 1 below.

Table 1. Evidence of the Salient Aspects

Range		Description	Interpretation
1.0	1.80	Not evident	Salient aspects are not evident

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2.60	1.81	Least evident	Salient aspects are least evident
3.40	2.61	Somewhat evident	Salient aspects are somewhat evident
4.20	3.41	Evident	Salient aspects are evident
4.21	5.00	Highly evident	Salient aspects are highly evident

As to the determination of the significant difference in the Teachers' Evaluation of Business Communication Module based on gender and type of school, simple t-test and analysis of variance was employed respectively since it is frequently used to establish simultaneous analysis of two or more than two groups to see if there is a connection between them.

Results and Discussion

The Presence of salient aspects of the Business Communication module as an instructional material

The presence of the salient aspects of the Business Communication module as an instructional material was determined. Table 2 presents the teachers' evaluation of Business Communication Module by virtue of Mean scores (M) and the Standard Deviation (SD) of each salient aspects (Accuracy and Visual Appeal, Alignment, Ease of Use and Support, and Engagement).

Table 2. Teachers' Evaluation of Business Communication Module

N=108

Variables	Mean	Std. Deviation	Descriptor
Accuracy & Visual App	4.5537	.25151	Highly Evident;
Alignment	4.8630	.16777	Highly Evident;
Ease of Use & Support	4.7648	.16818	Highly Evident;
Engagement	4.8648	.17256	Highly Evident;

5.00-4.21 Highly Evident; 4.2-3.41 Evident; 3.40-2.61 Somewhat Evident; 2.60-1.81 Least Evident; 1.80-1.0 Not Evident

Table 2 shows that four (4) salient aspects of instrument evaluating the Business Communication module were reported to be "Highly evident,". This result implies that in terms of accuracy and visual appeal, the module is observed to be error-free; all data is presented accurately. This

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includes factual, grammatical, typographical, and computational errors when applicable. The module has entire, concisely presented components (core information, text with illustrations, diagrams, graphs, examples, etc.). The font styles and sizes are well-designed, the diagrams and other graphics are recognized, and the important points are underlined, giving the module a great visual appeal. Images are included in the module's text to help clarify and illustrate the concept. All the information and content is current, and the marketing and selling content is based on the prevailing economic trend.

Moreover, the Business Communication module as an instructional material is with highly evident alignment. From the objectives to the content to the evaluation and other module components, there is clear alignment to standards. The standards are effectively addressed by the module, and the objectives are strengthened by the content. The tasks, questions, and other exercises fall inside the scope of the material covered in the module. The accomplishment of the objectives is aided by each module component. Illustrations, diagrams, graphs, examples, etc., are present to support the module's content.

The Business Communication module is also found to be of high ease of use and support. The module is user-friendly in terms of support and functionality, and the material is appropriate for the level of development, needs, and experience of the target user. Complete directions, materials, activities, evaluations, and solutions are included in the module. The vocabulary level is adjusted to the knowledge and experience of the target audience. For the module's user, the lessons, directions, exercises, questions, and activities are all clear. The module's teachings are contextualized for simple understanding.

Lastly, the evaluation results revealed that the Business Communication module are engaging as an instructional material. The lessons are interesting and relevant. The suggested skills and methods are integrated within the module such that they are practical and achievable. It is also aimed for users from a variety of cultural backgrounds and is culturally appropriate. The module's variety of activities keeps the user interested. The module includes self-assessment questions to assist users in measuring their own understanding.

The instrument greatly contributed to the refinement of the finalization of the Business Communication module. Overall, the Business Communication module is found to be a good instructional material containing all the salient aspects anchored on its goal of equipping people the knowledge and tools they need to increase the productivity, profitability, and sustainability of

their business.

Difference on the Teachers' Evaluation of Business Communication Module based on Gender

The participants were asked to evaluate the Business Communication module using the developed instruments containing the 4 salient aspects that an instructional material must have. Table 3 presents the data of their evaluation based on their gender.

Table 3. Difference on the Teachers' Evaluation of Business Communication Module based on Gender

N=108; Male=54; Female=54

Variables	Gender	Mean	df	Mean Difference	t	p	Interpretation
Accuracy & Visual Appeal	Male	4.5815	106	.05556	1.149	.253	Not Significant
	Female	4.5259	105.256				
Alignment	Male	4.8481	106	-.02963	-.917	.361	Not Significant
	Female	4.8778	104.471				
Ease of Use & Support	Male	4.7667	106	.00370	.114	.910	Not Significant
	Female	4.7630	105.992				
Engagement	Male	4.8556	106	-.01852	-.556	.580	Not Significant
	Female	4.8741	105.350				

*Significant at alpha .05

Table 3 reveals that at 5% level of significance, with N= 108, 50% of which are males and 50% females, and p values (0.253, 0.361, 0.910, and 0.580), the difference is found to be "not significant. Thus, the null hypothesis is accepted. There is no significant difference between males and females in their evaluation of the Business Communication module as an instructional material. Similar findings were reported by Çelik (2010); the study found no appreciable

differences in the perspectives of male and female teachers regarding the usage of instructional materials.

Difference on Teachers' Evaluation of Business Communication Module based on Type of School

The data of teachers' evaluation of Business Communication module based on their type of school and its interpretation are summarized in Table 4.

Table 4. Difference on Teachers' Evaluation of Business Communication Module based on Type of School

N=108; Public = 45; Private= 48; State University = 15

Variables	Sources of Statistical Information	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
A	Between Groups	.150	2	.075	1.192	.308	Not Significant
	Within Groups	6.618	105	.063			
	Total	6.769	107				
B	Between Groups	.071	2	.036	1.271	.285	Not Significant
	Within Groups	2.941	105	.028			
	Total	3.012	107				
C	Between Groups	.026	2	.013	.451	.638	Not Significant
	Within Groups	3.000	105	.029			
	Total	3.026	107				
D	Between Groups	.035	2	.017	.578	.563	Not Significant
	Within Groups	3.152	105	.030			
	Total	3.186	107				

*Significant at alpha .05

At 5% level of significance, the p values of each salient aspects of the module as an instructional material are found to be 0.308, 0.285, 0.638, and 0.563. The null hypothesis based on the result is accepted. This means that there is no significant difference among teachers who are employed in

different types of schools (public, private, and a state university) in terms of evaluating a business communication module as an instructional material. This further implies that teachers, whether they are connected to a public or private or state university have the same perspective at looking at the Business Communication module as an instructional material.

Conclusion

The study was able to create a validated and highly reliable instrument that can evaluate business communication module as an instructional material. The study implies an optimistic result with respect to the fact that the Business communication module is a good instructional material suitable for user with highly evident presence of aspects in terms of accuracy and visual appeal, alignment, ease of use and support, and engagement.

Moreover, teachers, whether male or female, or whether connected to a public, private, or state university have the same evaluation of the business communication module as instructional material. With the creation of this evaluation tool, the Business Communication module has undergone an intense critique from 108 teachers that are quite critical about the modules in terms of the 4 salient aspects: *accuracy and visual appeal, alignment, ease of use and support, and engagement* and thereby increasing the efficacy of the module to be taught to the target learners.

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Appendix A

Evaluation Survey Tool for TBI Soft Skill Business Communication Module

Directions: Check the box that rates your extent of agreement to the given statements below. Rate based Likert scale 5- Strongly Agree, 4- Agree, 3 -Neutral, 2- Disagree and 1- Strongly Disagree.

Statements	5 SA	4 A	3 N	2 D	1 SD
A. ACCURACY AND VISUAL APPEAL					
1. The module contains no errors (factual, grammatical, typographical, and computational if available); all information is written correctly.					
2. The module has complete components (*core content*, text with illustrations, diagrams, graphs, examples etc.) which are all concisely and clearly presented.					
3. The module has strong visual appeal; the fonts style and sizes are appropriately designed, diagrams and other illustrations are recognizable, and key points are highlighted.					
4. The text of the module provides images to help explain and illustrate the idea.					
5. Content and information are all up-to-date; contents about marketing and selling are anchored on the current economic trend.					
B. ALIGNMENT					
1. Alignment to standards is evident; from objectives to content to assessment and to other components in the module.					
2. The module efficiently addresses standards; the objectives are enhanced by the content.					
3. The activities, questions and other tasks are within the scope of presented content in the module.					

4. Each component in the module contributes to the achievement of the objectives.					
5. The presence of illustrations, diagrams, graphs, examples etc., reinforce the content of the module.					
C. EASE OF USE AND SUPPORT					
1. The module is user friendly; content is suitable to the target user's level of development, needs, and experience.					
2. The module contains complete set of instructions, materials, activities, assessments, and answers.					
3. Vocabulary level is adapted to target users' experience and understanding.					
4. Lessons, instructions, exercises, questions, and activities are clear to the user of the module.					
5. The lessons in the module are contextualized for easy comprehension.					
D. ENGAGEMENT					
1. The module is relevant and very engaging.					
2. The module is designed in a way that suggested skills and strategies are doable and achievable.					
3. The module is culturally relevant; the module is designed for user with varied culture.					
4. The module contains diverse activities maintaining the user's engagement.					
5. The module contains self-assessment questions to help them test their learning.					

Implication from English Proficiency, Socio-Economic, Socio-Demographic Variables and Some Motivating Factors on the Performance of Teachers in Zamboanga City and Basilan Secondary School Administrators

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Abstract

This research aims to determine the Academic Preparation and Related Variables Influencing the Career Preference of Fourth-Year Students in Selected Secondary and Vocational Schools in Zamboanga City and Basilan. This study hypothesized, based on Madrazo (2019), Vokovic & Lesaux (2013), and Martirosyana, Hwang & Wanjohi (2015) models on the correspondence between language proficiency, academic proficiency, and career preference, that the English proficiency, academic performance, and career preference of the participants would be significantly correlated. It is also confined to the profile of the respondents and their personal and professional qualities, as well as the parental involvement in their children's academic preparation and achievement in selected secondary schools in Zamboanga City and Basilan.The student-academic respondent's and occupational performance can be gleaned from their overall average, as displayed in Appendices N and O. For the effect of parental support on their children's career choices, it appears that parents with the highest income can strongly encourage their children to enroll in a particular field of study. For academic school students, interest in medical and allied disciplines such as nursing, medical technology, midwifery, engineering, and architecture increased. They are better at communicating and are exposed to more activities. While attending vocational school, students are expected to perform more manual labor. They are exceptionally adept at all jobs offered to them. They are exposed to more technical-vocational programs. Most of the variables utilized in this study, including socioeconomic level, age, gender, and religion,

have strong correlations with the responses. Variation in each component will affect the type of course that students desire.

Introduction

School administrators and teachers, particularly in basic education, are always regarded as the most powerful resources in the teaching-learning process. This is especially true in communities where all other resources, both financial and physical, are nearly nonexistent.

To give our children and teenagers with a quality education that prepares them to confront the problems of the global world, we must rely heavily on what our teachers can accomplish within the classroom. Their knowledge, attitudes, and abilities exemplify the value that we provide to our students.

With the magnitude of the teacher's position in our educational system, nothing should be left to chance. Everything, from policy formulation to execution, should be informed by the outcomes of carefully conducted empirical research. Here our defects reside.

According to the most recent assessment, A Review of the State-of-the-Arts in Education Research: The Philippine Experience, done by Rosas (1983), who was the assistant director of the Bureau of Higher Education at the time, there is a severe lack of education research in the Philippines. He indicated unequivocally that there was a lack of research and skills on the part of the pupils and students, as well as a deficiency in supervision and advice. This survey was never conducted.

This study focused on providing facts resulting from empirical research on the topic of job satisfaction in the teaching profession to fill gaps in Philippine educational research.

Clearly, this research is based on Frederick Herzberg's Two-Factor Theory. In the 1960s, Herzberg, a Harvard professor, interviewed 203 accountants and engineers from 11 companies in the Pittsburgh, Pennsylvania, area. In his research, Herzberg was able to disprove the long-held belief that happiness and discontent are connected on a continuous continuum. Through his research, he developed the concepts of hygiene factors, satisfiers, and zero midpoints, which are described in further detail in Chapter II, Review of Related Literature, of this study.

The two-factor theory was regarded as one of the four content theories of motivation due to its immense popularity. Maslow's Needs Theory, Alderfer's ERG Theory, and McClelland's Theory

of Learned Needs are the other theories. Throughout the ages, the Two-Factor Theory has been continuously tested on various work groups to demonstrate its validity.

This time, the researcher tested the extent of the applicability of this theory in the teaching profession. While there are many other issues in education, the researcher believes that more than anything he should start from lying out the foundation of what factors motivate the teachers to work and how these factors affect their success in work.

Literature Review

Academic Performance as a Predictor of English Proficiency

There is convincing evidence in the literature that language proficiency did impact academic achievement (e.g., Kerstijens & Nery, 2000; Krausz, A. Schiff, J. Schiff, & Hise, 2005; Woodrow, 2006). According to a new study by Madrazo (2019), there is a positive association between linguistic competence and logical-mathematical competence. The findings presented in Madrazo's article was corroborated by Vokovic & Lesaux (2013), whose investigation demonstrated a high correlation between students' verbal proficiency and arithmetic skills. In a study conducted by Martirosyana, Hwang, and Wanjohi (2015) on foreign students, it was discovered that the highest academic accomplishment, as measured by mean GPA, was substantially connected with exceptional self-rated English proficiency among students who spoke at least three languages. The weakness of this work was that students' self-assessed English competency could be measured subjectively. This issue was overcome by adopting a conventional English proficiency test from Madrazo and Bernardo (2012, 2018) to ensure that students' English language proficiency was objectively measured.

Research Methodology and Design
Research Design

In this study, the descriptive normative approach was applied. The descriptive survey method is a quantitative and qualitative tool for describing the general features of groups. The term "normative" is used in this study because it was determined that the relationship between the independent variable, which is job satisfaction in terms of hygiene factors and satisfaction factors, and the dependent variable, which is work success in terms of pupils' achievement and teachers'

performance, is normal or typical by comparing it to an accepted local or national standard or model.

Locale of the Study

This research was conducted at chosen secondary schools in Zamboanga City and Basilan.

Sampling Method

A survey questionnaire and an attitude scale for school administrators were utilized. The sampling units are the instructors and students at the selected schools in Zamboanga City and Basilan. Purposive quota sampling will be utilized to get the desired number of respondents, and 550 respondents will be asked to complete the survey.

The Instrument

In this study, a structured questionnaire was used. According to Herzberg's Two Factor Theory, the questionnaire was designed to assess the administrators' job satisfaction based on the hygiene factors and satisfaction factors, the two components of motivation. This survey assesses the effects on teacher performance.

Statistical Treatment

The data will be coded and computerized with the assistance of the statistician for the dissertation. The following statistical tools are employed in their analysis:

1. Scales value used shall be as follows:

Scale Value	Adjectival Equivalent
5 – (4.50-5.00)	Very Much Satisfied
4 – (3.50-4.49)	Much Satisfied
3 – (2.50 – 3.49)	Satisfied
2 – (1.50 – 2.49)	Unsatisfied
1 – (1.00 – 1.49)	Least Satisfied

For Teachers Performance

Scale Value	Numerical Rating	Adjectival Equivalent
5 – (4.50-5.00)	9.4 - 10	Outstanding
4 – (3.50-4.49)	7.6 - 9.3	Very Satisfactory

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3 – (2.50 – 3.49)	4.6 - 7.5	Satisfactory
2 – (1.50 – 2.49)	2.8 - 4.5	Unsatisfactory
1 – (1.00 – 1.49)	2.0 - 2.7	Poor

2. A **weighted mean** is used to interpret the results of the responses. This was used to gauge the degree of the school administrators' professional success in Basilan and Zamboanga City.

3. **Multiple regression analysis** is also utilized to assess the significant link between hygiene elements and satisfaction with the performance of school administrators and teachers.

Results and Discussion

1. The first research problem this study intended to answer was "What is the socio-economic profile of the respondents when classified according to age, income, and educational qualification?"

Socio-Economic Profile of the School Administrators in Zamboanga City

The socioeconomic profile of Zamboanga City's elementary school administrators was classified based on age, income, and educational achievement. To account for the respondent characteristics, the frequency and percentage distribution were used to make the conclusion. Table 1 provides a summary of the findings.

Table 1. The Socio-Economic Profile of the Respondents in Zamboanga City. N=200

Profile	Frequency	Percent
Age		
Below – 35 years old	56	28.0
36 - 40 years old	48	24.0
41 years old – above	96	48.0
Total	200	100.0
Income		
11,000.00 – 15,000.00	10	5.0
16,000.00 – 20,000.00	74	37.0
21,000.00 and Above	116	58.0
Total	200	100.0

Educational Attainment		
Baccalaureate Degree	10	5.0
With Units in Master Degree	89	44.5
Master Degree w/ Doctoral Units	76	38.0
Doctoral Degree	25	12.5
Total	200	100.0

The socioeconomic profile of a school administrator in Zamboanga City is shown in Table 1.

Age

96 or 48%, are 41 and older, 56 or 28%, are between the ages of 18 and 35, and 48 or 24%, are between the ages of 36 and 40.

Income

116 or 58% of those with incomes of 21,000.00 or more; 74, or 37%, with incomes of 16,000.00–20,000.00; and only 10 or 5% with incomes of 11,000.00–15,000.00.

Educational Attainment

89, or 44.5%, had master's degree units; 76, or 38%, had master's degree with doctorate units; 25 or 12.5% had doctoral degrees; and 10 or 5% had baccalaureate degrees.

The majority of the school administrator respondents in Zamboanga City were 41 years old, had an income of 21,000.00 or more, and were on their way to earning units for a master's degree.

School Administrators' Socioeconomic Profile in Basilan

The socioeconomic profile of Basilan's primary school administrators was classified based on age, income, and educational achievement. To account for the respondent characteristics, the frequency and percentage distribution were used to make the conclusion. Table 2 provides an overview of the findings.

Table 2. The Socio-Economic Profile of the Respondents in Basilan. N=150

Profile	Frequency	Percent
Age		
Below – 35 years old	48	32.0
36 - 40 years old	24	16.0
41 years old – above	78	52.0
Total	150	100.0

Income		
11,000.00 – 15,000.00	6	4.0
16,000.00 – 20,000.00	56	37.0
21,000.00 and Above	88	58.7
Total	200	100.0
Educational Attainment		
Baccalaureate Degree	2	1.3
With Units in Master Degree	70	46.7
Master Degree w/ Doctoral Units	60	60.0
Doctoral Degree	18	18.0
Total	150	100.0

Table 2 shows the socioeconomic characteristics of the Basilan school administrator.

Age

78 or 52%, are over the age of 41, 48 or 32%, are between the ages of 18 and 35, and 24 or 16

Income

88 or 58.7% income were belong 21,000.00 or more, 56 or 37.3% with incomes of 16,000.00 to 20,000.00 bracket and only 6 or 4% belong 11,000.00 – 15,000.00.

Educational Attainment

60 or 40% had a master's degree with doctoral units, 70 or 46.7%, had a master's degree, 18 or 12% had a doctorate, and 2 or 1.3% had a baccalaureate degree. The majority of the school administrators' answers in Basilan were 41 years old or older, had an income of 21,000.00 or more, and all had a master's degree.

2. **The second research question this study tried to answer was, "What is the socio-demographic characteristic of the administrator respondents when classified according to age, gender, and religion?"**

Socio-Demographic Profile of the School Administrators in Zamboanga City

The socio-demographic profile of school administrators in Zamboanga City secondary schools was classified based on age, gender, and religion. To account for the school administrator's socio-demographic profile, the frequency and percentage distribution were used to establish the conclusion. Table 3 provides a summary of the findings.

Table 3. The Demographic Characteristics of the Administrator Respondents in Zamboanga City. N= 200

Profile	Frequency	Percent
Age		
Below – 35 years old	18	9.0
36 – 40 years old	23	11.5
41 years old – above	159	79.5
Total	200	100.0
Gender		
Male	114	57.0
Female	86	43.0
Total	200	100.0
Religion		
Islam	186	93
Catholic	8	4.0
Protestant	6	3.0
Total	200	100.0

Table 3 shows the socio-demographic profile of a school administrator in an secondary school in Zamboanga City.

Age

159, or 79.5%, are 41 years old or older; 23 or 11.5% are between the ages of 36 and 40; and 18 or 9.0% are between the ages of 18 and 35.

Gender

There were 114 male respondents (57%), and 86 female respondents (43%).

Religion

There were 186 or 93% Islam, 8 or 4.0% Catholics, and 6 or 3% Protestants. The majority of respondents were all 41 years old or older, and the majority of them were males who were born as Islam.

Socio-Demographic Profile of the School Administrators in Basilan

The socio-demographic profile of the school administrator in Basilan elementary schools was classified based on age, gender, and religion. To account for the school administrator's socio-demographic profile, the frequency and percentage distribution were used to draw the conclusion. Table 4 provides a summary of the findings.

Table 4. The Demographic Characteristics of the Administrator Respondents in Basilan. N= 150

Profile	Frequency	Percent
Age		
Below – 35 years old	9	6.0
36 - 40 years old	63	42.0
41 years old – above	78	52.0
Total	150	100.0
Gender		
Male	92	61.3
Female	58	38.7
Total	150	100.0
Religion		
Islam	63	42.0
Catholic	73	48.7
Protestant	14	9.3
Total	150	100.0

Table 4 shows the socio-demographic profile of a school administrator in a Basilan elementary school.

Age

78, or 52%, are over the age of 41; 63, or 42%, are between the ages of 36 and 40; and 9, or 6%, are between the ages of 18 and 35.

Gender

There were 92 male respondents (61.3%), and 58 female respondents (38.7%).

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Religion

73.7% were Catholic, 42.2% were Islam, and 9.3% were Protestant. Most of the respondents were all 41 years old or older, and the majority of them were males who were born Catholic.

3.   **The third research problem this study sought to answer, "What is the extend of the motivational factors such as hygiene factors in terms of: 3.1 supervision; 3.2 Interpersonal Relationship; 3.3 Salary; 3.4 Job Status and 3.5 School?"**

Motivational Factors on Hygiene

The hygiene motivational factors were classified based on supervision, interpersonal relationships, salary, job status, and school. The frequency and percentage distribution were used to draw the conclusion to account for the motivational factors in hygiene. Table 5 provides a summary of the findings.

Supervision

Table 5 shows that item 1 (quick and efficient decision making) has the highest mean of 3.71, interpreted as highly satisfied, and item 5 has the lowest mean of 3.24, interpreted as satisfied (open to suggestions). The same table shows that the remaining two items, which had a weighted mean of 3.64 and 3.63, respectively, had a high level of satisfaction and that 3.39 could be interpreted as satisfied among the administrator respondents.

Table 5 Administrators Responses on Supervision N=350

No.	Items	Weighted Mean	Adjectival Equivalent
1.	Fast and efficient in decision making.	3.71	Much Satisfied
2.	Supervises the teachers regularly and frequently.	3.64	Much Satisfied
3.	Provides the teachers with positive feedback for better teaching.	3.39	Satisfied
4.	Uses nice and comforting words in discussing problems with teachers.	3.63	Much Satisfied

5.	Open for suggestion.	3.24	Satisfied
	Group Weighted Mean	**3.52**	Much Satisfied

Legend: 4.50 – 5.00 – Very Much Satisfied (VMS)

  3.50 – 4.49 – Much Satisfied (MS)

  2.50 – 3.49 – Satisfied (S)

  1.50 – 2.49 – Unsatisfied (U)

  1.00 – 1.49 – Least Satisfied (LS)

An evaluation of the group weighted mean in the same table reveals a weighted mean of 3.52. This means that, according to the administrators' respondents, the extent of the occurrence of hygiene in terms of supervision was very satisfied.

Mallari (2001) elaborated in great detail on how a supervisor can foster positive relationships with his subordinates. He began by stating that every educator is aware of her or his duties and responsibilities. Therefore, the school administrator or headmaster should not evaluate the teachers and yell denunciations of their character (you idiot teachers, can't you remember to do your homework?) Instead, the school administrator should respect a teacher's feelings for them to be a manifestation of consideration, humility, and love. There should be a substantial amount of guidance and control, as well as a substantial amount of support for them.

Interpersonal Relationship

Table 6 reveals that item 5 (enlist the support of the barangay official in implementing school programs where they are needed) has the highest mean of 4.04, interpreted as highly satisfied, while item 2 has the lowest mean of 3.56, interpreted as highly satisfied (establish a friendly relationship with my co-teachers). The same table reveals that the remaining three items, which yielded weighted mean scores of 3.65, 3.97, and 3.59, respectively, were very well received by administrators.

Table 6 Administrator Responses on Interpersonal Relationship N=350

No.	Items	Weighted Mean	Adjectival Equivalent
1.	Build a good rapport with my pupils.	3.65	Much Satisfied
2.	Establish a friendly relationship with my co-teachers.	3.56	Much Satisfied
3.	Develop a healthy relationship with my principal.	3.97	Much Satisfied
4.	Gain the support of the parents of my Pupils.	3.59	Much Satisfied
5.	Tap the support of the Barangay Official in implanting school programs where they are needed.	4.04	Much Satisfied
	Group Weighted Mean	**3.76**	**Much Satisfied**

Legend: 4.50 – 5.00 – Very Much Satisfied (VMS)

3.50 – 4.49 – Much Satisfied (MS)

2.50 – 3.49 – Satisfied (S)

1.50 – 2.49 – Unsatisfied (U)

1.00 – 1.49 – Least Satisfied (LS)

Based on the group weighted mean of the five items in Table 6, which falls within the scaling point of 3.76, the administrator respondents said that the relationship between hygiene factors and school administrators in Zamboanga City and Basilan was very good.

According to Aquino (1990), the teacher must immediately establish a positive rapport with students. The attitudes of the teacher are crucial in establishing the classroom environment. This classroom environment identifies climate factors that can have significant effects on students. These include interpersonal responsibility and harmony, friendship patterns among students and

teachers, group norms in relation to educational objectives, communication patterns among students and teachers, and classroom cohesion.

Salary

Table 7 reveals that item 2 (provide the needs of my family) has the highest mean of 2.45, interpreted as dissatisfied, and item 4 has the lowest mean of 2.28, interpreted as dissatisfied (experience leisure activities like watching movies, shopping, and eating in restaurants together with my family). The same table reveals that administrators were dissatisfied with the remaining three items, which received a weighted mean of 2.35, 2.40, and 2.30.

Table 7 Administrator Responses on Salary N=350

No.	Items	Weighted Mean	Adjectival Equivalent
1.	Buy my immediate personal needs.	2.35	Unsatisfied
2.	Provide the need of my family.	2.45	Unsatisfied
3.	Provide the need schooling expenses of my children/siblings/other family members.	2.40	Unsatisfied
4.	Experience leisure activities like watching movies, shopping and eating in restaurants together with my family.	2.28	Unsatisfied
5.	Buy appliances, clothing, jewelries, car and house and lot when needed.	2.30	Unsatisfied
	Group Weighted Mean	**2.36**	Unsatisfied

It can be derived from the group-weighted mean of the five items in Table 7 that fall within the 2.36-point scaling range. This shows that, from the administrators' point of view, the level of hygiene problems among the administrators of Zamboanga City and Basilan was not good enough in terms of salary. According to Doblon (2003), debt has already become a part of a teacher's life. Due to economic hardships and inadequate salaries, the majority of teachers today rely on borrowing to survive. They borrow from usurers, apply for salary loans, mortgages, and their properties, use credit cards,

and attempt to increase their income through side businesses, which negatively affects their performance in the classroom.

Job Status

Table 8 shows that item 1 (tenure security) has a mean of 3.90, which means that the respondent is very satisfied, and item 4 has a mean of 3.42, which means that the respondent is very satisfied and could do well in the station where they are assigned. As reflected in the same table, the remaining three items with a weighted mean of 3.67, 3.73, and 3.56 had a high level of satisfaction among administrator respondents. In contrast, item number 1, which yielded a weighted mean of 3.19, was moderately prevalent among respondents.

Table 8 Administrator Responses on Job Status N=350

No.	Items	Weighted Mean	Adjectival Equivalent
1.	Have a security of tenure.	3.90	Much Satisfied
2.	I'm fitted to teach the subject I am teaching.	3.67	Much Satisfied
3.	Can teach well in the grade I am handling.	3.73	Much Satisfied
4.	Could perform well in the station where I am assigned.	3.42	Much Satisfied
5.	Easily get may permanent status.	3.56	Much Satisfied
	Group Weighted Mean	**3.66**	**Much Satisfied**

Legend: 4.50 – 5.00 – Very Much Satisfied (VMS)

3.50 – 4.49 – Much Satisfied (MS)

2.50 – 3.49 – Satisfied (S)

1.50 – 2.49 – Unsatisfied (U)

1.00 – 1.49 – Least Satisfied (LS)

Based on the presented data, the group-weighted mean of the three items in Table 8 fell below the 3.66-point scaling threshold. This shows that, based on what the administrators said about their jobs, the administrators of Zamboanga City and Basilan were very happy with their jobs. Internal stressors on faculty, according to Tack's (2001) study, include achievements and recognition for achievements, autonomy, growth, and development, the quality of students, the reputation of the instruction of one's colleagues, responsibility, the interaction between students and teachers and its effect on students' learning, and the work itself. Variables in the workplace such as interpersonal relationships, salary, policies, rank, supervision, and collective bargaining represent the employee's current job and the competitive environment in which he or she works.

School

Table 9 shows that item 5 (up-to-date labs like the computer room, science lab, and speech lab) has the highest mean of 3.44, which means satisfied, and item 1 has the lowest mean of 3.09, which means not satisfied (enough classrooms, which include a home economics room, library, and laboratory room). The same table shows that the rest of the items below had a weighted mean of 3.44, 3.38, and 3.33, which suggests that the administrators who answered were satisfied.

Table 9 Administrator Responses on School N=350

No.	Items	Weighted Mean	Adjectival Equivalent
1.	Enough classrooms which includes a home economics room, library, and laboratory room.	3.09	Satisfied
2.	Adequate number of decks, chars, black boards, and teachers tables.	3.14	Satisfied
3.	Enough teaching aids like books, graphs, flash cards, laboratory equipment, DVD/VCD players, and other audio visual equipment.	3.38	Satisfied
4.	Adequate and working sports facilities like baseball bats, badminton rockets.	3.33	Satisfied

5.	Up-to-date laboratories like computer room, science laboratory and speech laboratory.	3.44	Satisfied
	Group Weighted Mean	**3.28**	**Satisfied**

Legend: 4.50 – 5.00 – Very Much Satisfied (VMS)

  3.50 – 4.49 – Much Satisfied (MS)

  2.50 – 3.49 – Satisfied (S)

  1.50 – 2.49 – Unsatisfied (U)

  1.00 – 1.49 – Least Satisfied (LS)

A table 5 analysis of the data would reveal that the group-weighted mean of the five items fell within the 3.28-point scaling interval. This shows that the people in charge of getting school supplies to Zamboanga City and Basilan did a good job. This section looks at how often the above-mentioned variables come up while working as a school administrator, with 5 being the most common. According to the Instructional Materials Council Secretariat Office, public schools had 52,231,541 book shortages, 22,932 teacher shortages, 44,716 classroom shortages, and 2,15,289 deck shortages in 2003.

4. **The fourth research problem this study sought to answer "What is the extend of the motivational factors such as satisfier in terms of: 4.1 achievement; 3.2 recognition; 3.3 promotion; 3.4 task of work itself and 3.5 professional development & responsibility?"**

Motivational Factors on Satisfiers

The motivational factors on Satisfier were categorized based on achievement, recognition, promotion, the task of work itself, professional development, and responsibility. To account for the motivational factors affecting satisfaction, the frequency and percentage distributions were used to reach a conclusion. Table 10 contains a summary of the findings.

Achievement

Based on the data in Table 10, it appears that the most individuals are satisfied with Option 4 (using my other skills to contribute to community development through activities like beautification projects, seminars on topics related to my expertise, grievance management, and so

on), with a mean score of 3.49, and the least happy with Option 1, with a mean score of 3.10. (Use my potential knowledge, attitude, and skills when teaching the children inside the classroom.) Weighted means of 3.15, 3.36, and 3.17 for the remaining items specified under satisfaction under achievement show that all these items were satisfied among respondents (see table above).

Table 10 Administrator on Achievement N=350

No.	Items	Weighted Mean	Adjectival Equivalent
1.	Use my potential knowledge attitude and skills teaching the children inside the classroom.	3.10	Satisfied
2.	Utilize my ability as a coach in the different contests where pupils are involved.	3.15	Satisfied
3.	Present my ideas for the development of teaching strategies, teaching materials, and lesson plans.	3.36	Satisfied
4.	Exercise my other abilities for community development which involves beautification projects, seminars in topics related to my expertise, grievance management and others.	3.49	Satisfied
5.	Showcase my ideas for the sustainability of the school like launching income generating projects, negotiating with the stakeholders for possible donations and aids.	3.17	Satisfied
	Group Weighted Mean	**3.25**	**Satisfied**

Legend: 4.50 – 5.00 – Very Much Satisfied (VMS)

   3.50 – 4.49 – Much Satisfied (MS)

   2.50 – 3.49 – Satisfied (S)

   1.50 – 2.49 – Unsatisfied (U)

   1.00 – 1.49 – Least Satisfied (LS)

As can be seen from the same table, the group weighted mean of 3.25 indicates that, from the administrator's perspective, the extent of application on the achievement of satisfaction while employed as a school administrator was satisfactory.

Sergiovanni (1981) noted that recognition and responsibility are statistically significant contributors to teacher satisfaction. These factors do not contribute to dissatisfaction in their absence.

Recognition

Table 11 reveals that item 3 (awards and recognition due to my active participation in community development, such as chairing the clean and green project, organizing a livelihood seminar, and being a purok enabler) has the highest mean of 3.51, interpreted as very satisfied, while item 2 has the lowest mean of 3.31, interpreted as satisfied (awards and recognition due to winning as a coach of the pupils in different contests).The same table shows that respondents were happy with all three items that had weighted means of 3.35, 3.36, and 3.45, respectively.

Table 11 Administrator Responses on Recognition N=350

No.	Items		Weighted Mean	Adjectival Equivalent
1.	Awards and recognition due to innovative ideas in teaching strategies, creating teaching aids, and developing an effective lesson plan.		3.35	Satisfied
2.	Awards and recognition due to winning as a coach of the pupils in different contests.		3.31	Satisfied
3.	Awards and recognition due to my active participation in community development like being a chairman in the clean and green project, organizing a livelihood seminar, and being a purok enable.		3.51	Much Satisfied
4.	Awards and Recognition for being speaker in various seminars relative to teaching.		3.36	Satisfied
5.	Praise and simple appreciation from my principal for jobs well-done.		3.45	Satisfied
	Group Weighted Mean		**3.40**	**Satisfied**

Legend: 4.50 – 5.00 – Very Much Satisfied (VMS)

  3.50 – 4.49 – Much Satisfied (MS)

  2.50 – 3.49 – Satisfied (S)

  1.50 – 2.49 – Unsatisfied (U)

  1.00 – 1.49 – Least Satisfied (LS)

As can be seen in the same table, the group weighted mean of 3.40 indicates that, from the perspective of the school administrators who participated in the study, the extent of application on satisfaction indicators in terms of recognition was satisfied. Additionally, recognition is considered one of the satisfiers. Money may draw people to the front door, but another factor prevents them from leaving through the back. A survey done on February 1, 2008 (Smith, accessed on February 1, 2008) found that people quit their jobs most often because they don't feel appreciated or recognized.

Promotion

Table 12 reveals that item 3 (educational qualification) has the greatest mean of 3.87, understood as highly satisfied, and item 1 has the lowest mean of 3.61, also interpreted as highly satisfied (length of service).The same table shows that people were very satisfied with the three items whose weighted means were 3.64, 3.74, and 3.86.

Table 12 Administrator Responses on Promotion N=350

No.		Items	Weighted Mean	Adjectival Equivalent
1.		Length of service.	3.61	Much Satisfied
2.		Teaching performance.	3.64	Much Satisfied
3.		Educational qualification.	3.87	Much Satisfied

No.		Items		Weighted Mean	Adjectival Equivalent
4.		Awards/recognition received.		3.74	Much Satisfied
5.		The promotion is awarded to individual based on appropriate qualifications.		3.86	Much Satisfied
		Group Weighted Mean		**3.74**	**Much Satisfied**

It can be inferred from the group weighted mean of 3.74, as shown in the same table, that from the perspective of the administrators who participated in the study, the extent of application of satisfaction in terms of promotion was highly satisfying while they were employed as school administrators.

Task or Work Itself

Table 13 reveals that item 1 (service to the Filipino people and the community) has the greatest mean satisfaction rating at 3.90, while item 5 has the lowest mean satisfaction rating at 3.68. (Build a bright future for the Philippines.)

Table 13 Administrator Responses on Task or Work Itself N=350

No.	Items	Weighted Mean	Adjectival Equivalent
1.	Service the Filipino people and the community.	3.90	Much Satisfied
2.	Help the child set a better future for himself.	3.89	Much Satisfied
3.	Teach the child with the knowledge, attitudes and skills he needed to become a better person.	3.81	Much Satisfied
4.	Serve the right kind of people.	3.87	Much Satisfied
5.	Build a bright future for the Philippines.	3.68	Much Satisfied

	Group Weighted Mean	3.83	Much Satisfied

As seen in the same table, the five satisfiers listed under the task or work itself received a weighted mean of 3.89, 3.81, and 3.87, indicating that the majority of respondents were happy with these items.

An evaluation of the group weighted mean of 3.83, as shown in the same table, reveals that the extent of application of satisfiers in terms of the task or work itself was very satisfied when employed as a school administrator.

Professional Development

Table 14 reveals that item 5 (experience lakbay-aral, actual observation of instruction, and peer teaching) has the greatest mean of 3.42, evaluating it as satisfied, and item 1 has the lowest mean of 3.08, interpreting it as satisfied (attending seminars, conferences, dialogues, and consultations).According to the same table, each of the five satisfiers listed above under "professional growth" received a weighted mean of 3.12, 3.36, and 3.31, indicating that all of these items pleased the respondents. As can be seen from the same table, the group weighted mean of 3.26 suggests that, from the respondents' perspectives, the use of satisfactory indicators in terms of professional growth while employed as a school administrator was satisfactory.

Table 14 Administrator Responses on Professional Development N=450

No.	Items	Weighted Mean	Adjectival Equivalent
1.	Attending seminars, conference, dialogues, and consultations.	3.08	Satisfied
2.	Going to graduate school for my Masteral or Doctoral degree.	3.12	Satisfied
3.	Conduct research and publish articles in education journals.	3.36	Satisfied
4.	Subscribe and/or read education journals and books.	3.31	Satisfied

5.	Experience lakbay-aral, actual observation of teaching and peer teaching.	3.42	Satisfied
	Group Weighted Mean	**3.26**	**Satisfied**

Legend: 4.50 – 5.00 – Very Much Satisfied (VMS)

3.50 – 4.49 – Much Satisfied (MS)

2.50 – 3.49 – Satisfied (S)

1.50 – 2.49 – Unsatisfied (U)

1.00 – 1.49 – Least Satisfied (LS)

Responsibility

Table 15 reveals that item 4 (develop my own reading materials as necessary for the improvement or enhancement of my teaching) has the greatest mean of 4.68 and is evaluated as extremely satisfied, while item 5 has the lowest mean of 4.54 and is understood as extremely satisfied (establish and advise on my own organization like an English club, a mathematics club, a school publication, and the like).According to the numbers given, the last three satisfiers under responsibility got weighted averages of 4.63, 4.59, and 4.60, which means that respondents were very happy with each of these items.

Table 15 Administrator Responses on Responsibility N=350

No.	Items	Weighted Mean	Adjectival Equivalent
1.	Choose the appropriate teaching strategies based on the needs of the pupils.	4.63	Very Much Satisfied
2.	Develop my own style of lesson plan for it to be fitted to the knowledge, attitudes and skills of my pupils	4.59	Very Much Satisfied
3.	Create and use my own teaching devices and materials appropriate to the needs of my pupils.	4.60	Very Much Satisfied
4.	Develop my own reading materials when necessary for the betterment of enhancement of my teaching.	4.68	Very Much Satisfied

5.	Establish and advice on my own organization like English club, mathematics club, School publication and the like.	4.54	Very Much Satisfied
	Group Weighted Mean	**4.61**	**Very Much Satisfied**

Legend: 4.50 – 5.00 – Very Much Satisfied (VMS)

  3.50 – 4.49 – Much Satisfied (MS)

  2.50 – 3.49 – Satisfied (S)

  1.50 – 2.49 – Unsatisfied (U)

  1.00 – 1.49 – Least Satisfied (LS)

The group weighted mean of 4.61, as shown in the same table, suggests that, from the administrator respondents' perspective, the level of application in terms of duty on satisfied employees was extremely satisfying.

5. **Is there a significant relationship that exists between the respondents' economic status and the motivational factors such as hygiene factors and satisfier.**

The combined effect of economic status and motivational factors on the performance of administrators was not statistically significant, as shown in Table 16. The result of the multiple regression analysis is 0.384, the value of the F-test is 0.346, and the probability value is 0.794. As seen in the table, none of the variables have been deemed the most significant predictors of school administrators' economic status and motivational factors.

Table 16. Significant Relationship between the economic status and the motivational factors in terms of Teachers performance. N = 200

Variable	Coefficient B	Standard Deviation	t-Value	Probability	Variable Description
(Constant)	4.622	1.315	3.515	.013	
Age	-.104	.103	-1.014	.350	Not Significant
					Not

Income	-1.035	.980	-1.057	.482	Significant
Educational Attainment	-.392	.131	-2.986	.024	Not Significant
Hygiene Factors	0.022	.237	-.094	.928	Not Significant
Satisfier	0.079	.182	-.438	.677	Not Significant

Multiple R   = .384

F-Value   = .346

Probability   = .794

Ns   = Not significant at 0.05 level

*   = Significant at 0.05 level

The result indicates that there was no significant correlation between economic status and motivational variables in terms of the performance of instructors. The hypothesis is true, which says that there is no significant link between the socioeconomic class of respondents and their motivational factors, such as cleanliness and teacher performance satisfaction. Tan (1994), which Salma (2008) cites, says that teachers who are not competent need training, while teachers who are competent don't need training but do need to refresh themselves. Religioso (1995) also noted that there are two elements to consider while selecting the most suitable teaching style. The first factor is a person's learning style. The second factor is the kids' learning capacity.

6. **Is there as significant relationship that exists between the respondents' demographic characteristics and their motivational factors such as hygiene and satisfier.**
According to Table 17, there was no significant relationship between the demographic features and the motivational elements in terms of teacher performance. The value of the multiple regression analysis is 295, the value of the F-test is 190, and the probability value is 899. As shown in the table, none of the variables have been deemed the most significant predictors of the demographic features and motivational factors in terms of the performance of teachers.

Table 17. Significant Relationship between the demographic characteristics and the motivational factors in terms of Teachers performance.   N = 200

Variable	Coefficient B	Standard Deviation	t- Value	Probability	Variable Description
(Constant)	4.099	1.284	3.192	.019	
Gender	0.078	.105	-.750	.481	Not Significant
Age	.188	.102	1.835	.116	Not Significant
Religion	.188	.115	1.636	.153	Not Significant
Hygiene Factors	0.019	.248	.080	.939	Not Significant
Satisfier	0.093	.180	.044	.966	Not Significant

Multiple R   = .295

F-Value   = .190

Probability   = .899

Ns   = Not significant at 0.05 level

*   = Significant at 0.05 level

The result indicates that there was no significant correlation between economic status and motivational elements in terms of the performance of instructors. The hypothesis is true, which says that there is no significant link between the demographic characteristics of respondents and their motivational factors, such as cleanliness and satisfaction with teacher performance. According to Michels (1988), referenced by Salma (2008), a truly capable teacher possesses both the appropriate educational attainment and knowledge that exceeds the level at which he is teaching, as well as a comprehension of the students he is instructing. From the beginning, he derives illustrative resources and ever-changing techniques of presentation, and he makes his subject attractive and engaging enough to spark the students' imaginations. This enables him to customize his approach to the cognitive capacity of his students and to select the word or illustration that clarifies his point or clarifies a difficult section of the textbook.

Implications to Teachers' Performance

As shown in Table 18, the item with the greatest mean score of 4.31, considered well satisfied, is "Address Individual Differences," while the item with the lowest mean score of 3.84, interpreted as highly satisfied, is "Organizes and Maintains a Functional Homeroom/PTA." All ten (10) predetermined statements regarding the job performance of secondary school teachers yielded a weighted mean of 4.21, 4.17, 4.15, 4.02, 4.0, and 3.99 and 3.80, respectively, as shown in the same table, indicating that respondents were highly satisfied with these predetermined statements.

Table 18 Implications to Teachers' Performance N= 200

No.	Items	Weighted Mean	Adjectival Equivalent
1.	Formulates/adopts objectives of lesson plan.	4.02	Much Satisfied
2.	Relates new lesson with previous knowledge/skills.	4.01	Much Satisfied
3.	Utilizes the art of questioning to develop higher level of thinking.	3.99	Much Satisfied
4.	Address individual differences.	4.21	Much Satisfied
5.	Evaluates learning outcomes.	4.17	Much Satisfied
6.	Maintains classroom conductive to learning.	4.31	Much Satisfied
7.	Organizes and maintains functional homeroom/PTA	3.84	Much Satisfied
8.	Fairness/Justice.	4.17	Much Satisfied
9.	Proper Attire/Good Grooming	4.15	Much Satisfied

10.	Punctuality-number of times tardy during the rating period.	4.01	Much Satisfied
	Group Weighted Mean	**4.09**	**Much Satisfied**

Legend: 4.50 – 5.00 – Very Much Satisfied (VMS)

  3.50 – 4.49 – Much Satisfied (MS)

  2.50 – 3.49 – Satisfied (S)

  1.50 – 2.49 – Unsatisfied (U)

  1.00 – 1.49 – Least Satisfied (LS)

As can be seen from the same table, the group weighted mean of 4.00 suggests that, from the instructors' and respondents' perspectives, the outcome was very satisfying. The routine and standardized aspect of the secondary school teachers' work performance

Summary of Findings, Conclusion and Recommendation

Summary of Findings:

The most important findings of the study were as follows: Most school administrators in Zamboanga City who responded to the socio-economic profile were above the age of 41, had an annual income of $21,000 or more, and were in the process of gaining master's degree units.

The result indicates that there was no significant correlation between economic status and motivational elements in terms of the performance of instructors. The hypothesis is true, which says that there is no significant link between the socioeconomic class of respondents and their motivational factors, such as cleanliness and teacher performance satisfaction. The result indicates that there was no significant correlation between economic status and motivational elements in terms of the performance of instructors. The hypothesis is true, which says that there is no significant link between the demographic characteristics of respondents and their motivational factors, such as cleanliness and satisfaction with teacher performance.

Implications for instructors' performance: The group weighted mean of 4.00, as shown in the same table, indicates that the outcome was very satisfactory in the opinion of the teachers' respondents. The elementary school teachers' job performance is routine and consistent.

Conclusions

Considering the findings of the study's analysis, the following conclusion is presented: The result indicates that there was no significant correlation between economic status and motivational elements in terms of the performance of instructors. The hypothesis is true, which says that there is no significant link between the socioeconomic class of respondents and their motivational factors, such as cleanliness and teacher performance satisfaction. The result indicates that there was no significant correlation between economic status and motivational elements in terms of the performance of instructors. The hypothesis is true, which says that there is no significant link between the demographic characteristics of respondents and their motivational factors, such as cleanliness and satisfaction with teacher performance. According to the responses of instructors, the implications for teacher performance provided a high level of satisfaction. The secondary school teachers' job performance is routine and consistent.

Recommendations

Based on the study's findings and the information acquired, the following suggestions and recommendations are made:

1. Teachers should be praised when they do a good job, because this will encourage them to do their jobs better.

2. School officials should provide instructors with the necessary instructional materials to update their teaching methodologies and techniques for their students' teaching-learning process.

3. Principals and school supervisors should check in on teachers and students once a month and do follow-ups to see how they are doing.

4. When there are problems between teachers and students, school administrations and principals should be kind and understanding.

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Collaborative Language Learning, Academic Performance in English and English Language Proficiency Among Grade 10 Learners

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Abstract

This study was undertaken to determine whether or not there is a relationship between the respondents' views on collaborative language learning and their academic performance in English and English language proficiency. It also sought to find out if there is a significant difference in the respondents' views on collaborative language learning and their academic performance in English and their proficiency in the subject when data were classified according to gender and socioeconomic status. This study employed a descriptive- quantitative correlational research design. The respondents were the one-hundred and five (105) Grade 10 Junior High School Students. Findings show that there was no correlation between their views on the use of collaborative language learning approach and their academic performance in English . The students' views on collaborative language learning did not correspond to their English language proficiency. The students' academic performance correlates with their English language proficiency. Moreover, gender and socio-economic status are not factors that determined the

variance or lack of variance there of in the students' views of collaborative language learning , academic performance and proficiency in English.

Introduction

The 21st century has brought so many changes in human lives- in the way we act, think and even feel. Technological and communication advancements have literally shrunk the world and made it possible for people to link with others halfway around the world. Images and data are sent and received with just one click of a button. Things happen so fast; everyone must go with the flow or be left out.

Education around the globe recognizes these changes. In fact, it should lead in responding to the call of modern times. Educational trends and objectives must run parallel with societal and technological transformation as they have the primordial responsibility of equipping the learners with the skills and knowledge needed to thrive in this fast-changing world. Thus, new educational trends have emerged; gone are the days when teachers were considered the sage-on-the-stage, when students simply sat down the whole day listening to the teacher's seemingly unending lectures and when rote memorization was the key to passing a subject.

The Partnership for 21st Century Skills (P21), a coalition of business community, education leaders, and policymakers in the United States of America proposed that learning and thinking skills are composed of critical-thinking and problem-solving skills, communication skills, creativity and innovation skills, collaboration skills, contextual learning skills and information and media literacy skills. From this emerged the 4 C's of 21st century namely: communication, collaboration, critical thinking, and creativity, which are widely accepted by policy-makers and educators the world over.

The present Philippine curriculum is considered a content and performance standards-based curriculum and students are graded based on their performance in written, performance tasks and final exam; the bulk of their grade though comes from performance tasks which make up either 45 or 50 percent of their quarterly grades.

The curriculum puts premium importance on performance tasks as experiential learning has already been proven to be more effective than theoretical learning. It is widely accepted that other 21st century skills can be developed and achieved during and through exposure to various actual doing and teamwork. Thus, teachers in the primary, junior and senior high school device various

scaffolding activities called formative tasks/assessments to ready the students in performing the required culminating task at the end of each quarter. Majority of these tasks are collaborative or cooperative in nature.

In Junior High School English classes where the different competencies of literacy are taught-listening, reading and viewing comprehension, vocabulary development, literature, writing and composition, oral language and fluency and grammar awareness

 (DepEd English Curriculum Guide, 2016), teachers design and prepare a variety of collaborative activities not just to help the learners understand the concepts behind these domains but more importantly to expose them to real-life contexts and scenarios. Collaborative language activities like think-pair-share, dyads, role play, jigsaw, group reporting, skits, dialogues and many more require the use of creativity and give them the venue where they can use the language in planning, presentation and execution of their outputs, thereby leading to competency and fluency in the use of the language.

Thus, the goal of this study was to determine the significant interrelationship of collaborative language learning, academic performance in English and English proficiency.

Statements of the Problem

This study attempted to determine learners' views on collaborative language learning, academic performance in English and English language proficiency of the Grade 10 learners.

Specifically, it sought to answer the following questions:

1.   What is the overall view on collaborative language learning among the Grade 10 Learners?

2.   What is the overall academic performance in English of Grade 10 learners?

3.   What is the overall English language proficiency of Grade 10 Learners?

4.   Is there a significant relationship between the views on collaborative language learning and academic performance in English of the Grade 10 learners?

5.   Is there a significant relationship between the views on collaborative language learning and English language proficiency of the Grade 10 learners?

6.   Is there a significant relationship between the academic performance in English and English language proficiency of the Grade 10 learners?

7.   Is there a significant difference in the views on collaborative language learning of Grade 10 learners when data are categorized according to gender and socioeconomic status?

8.   Is there a significant difference in the academic performance in English of the Grade 10 learners when data are categorized according to gender and socioeconomic status?

9.   Is there a significant difference in the English language proficiency of the Grade 10 learners when data are categorized according to gender and socioeconomic status?

Literature Review

On Collaborative Language Learning

Collaborative learning is a term that encompasses a variety of educational approaches which require the team effort of students and their classmates or of students and their mentors. Students team up in dyads, triads or more to help one another to understand a concept, to find solution and meaning to a problem or to create or innovate a product. Collaborative learning activities come in a variety of ways but most revolve on and emphasize the application and exploration of the course materials and not just the teacher's discussion and explanation of the subject. (Smith & Mac Gregor, 1992)

Cross, and Major (2014) as cited by Panhwar, Gopang, Chachar & Baloch (2017) stated that collaborative learning is based on social constructivism and is aimed to make students and teachers work together in order to co-construct knowledge. Panhwar, et al (2017) likewise cited Matthews (1992) who said that collaboration is a teaching-learning method which assumes that people make meaning when they work socially in collaboration. Moreover, Colbeck, Campbell and Bjorklund (2000) refer to collaborative learning as "a variety of instructional practices that encourage students to work together as they apply course material to answer questions, solve problems, or create a project." According to Zhang (2010), collaborative language learning is gaining broad acceptance in many language learning classrooms mainly because it improves productivity and achievement and provides more opportunities for learners to communicate with one another; thus, giving them more chance to practice using the language.

Kohonen (1992) likewise stated that in collaborative learning scenarios, students team up to achieve common objectives. The group members are motivated to cooperate to enhance not just their own but their group's learning in achieving their common goal even if their accomplishments are measured based on a pre-determined criteria. Hence, a "positive interdependence" is created for they believe that their objectives are achieved best when the group members perform their best.

Gerdy (1998) as cited by Tu and Corry (2003) states that "Good learning, like good work, is collaborative and social, not competitive and isolated; sharing one's ideas and responding to others improves thinking and deepens understanding."

On the other hand, Banerjee (2010) sums up what authorities say about the conditions that teachers must be able to create in their classes to have successful collaborative tasks: positive interdependence, face-to face opportunity to deal with task, interpersonal relations, individual accountability and group self-evaluation and criticism.

Furthermore, Hill & Flynn (2006) as cited in Ai Bin (2009) recommended the following measures for teachers to observe when engaging their learners in collaborative learning activities: use of various criteria for grouping students, use of different types of collaborative learning groupings to vary group composition, proper management of group size, and combination of collaborative learning groups with some other kinds of classroom instruction.

On Academic Performance

Academic performance refers to how well a student meets standards set out by the government and the institution itself. In school, it is evaluated in a variety of ways. Teacher's evaluation may come in the form of letter or number grades (Bell, 2018). Academic performance means students' mastery of knowledge and skills required in the course or subject. It is fundamentally an evaluation of the extent of students' performance of the different assessment tasks assigned for them based on some academic criteria determined by educators. (Lee, 2019). Elmore, Young, Harris and Mason (2017) further stated that academic performance is measured based on the final mark earned in the subject. Masrom and Usat (2015) said that the GPA is a better appraisal for it gives a deeper insight into the level of performance of individual students and other groups of learners.

According to Yusup (2002), the academic performance of a student can be considered as the behavior that is "observable and measureable" in a given situation. Al-Shirayye (2000) as cited by Francisco (2018) viewed that a student's performance in an examination is "dependent on the accumulation on his/her average grade." He further stated that a learner's achievement is usually shown in the result of examinations while the best standard of performance is the totality of the educational and scholastic performance of the learner, in not a single subject but all other subjects that he/she has taken.

Based on DepEd order no. 8 series of 2015, academic performance in the K to 12 curriculum is evaluated in three components: 1.) written works which includes long tests or unit tests, 2.) performance tasks which may come in the form of skill demonstration, group/ collaborative presentation, oral work, multi-media presentation and research projects and lastly 3.) quarterly exam. Students' GPA is categorized into the following scale: 90- 100 (outstanding), 85-89 (very satisfactory), 80-84 (satisfactory), 75-79 fairly satisfactory, 74 and below (did not meet expectation). A learner must get at least 75% in order to pass the subject.

On English Language Proficiency

The concept of language proficiency has evolved throughout time. Noam Chomsky first tried to define this idea by his introduction of transformational grammar and the constitutive components of language: competence and performance (Llurda, 2000) as cited by Ekola, 2016. Competence for Chomsky refers to knowledge of the language while performance is the "actual use of the language in real life context" (Bagarić and Mihaljević Djigunović 2007) as cited by Ekola 2016. In addition, Rao (2016) stated that proficiency is primarily focused on the capacity to understand and interact precisely in the language and is best practiced through reading and writing. He further stated that second language learners should be "fluent, proficient and accurate" in English which means that leaners must have the ability to express the language with sufficient vocabulary and structural accuracy. According to the University of Wisconcin- Madison languages, language proficiency is the skill of spontaneously using the language for real-life functions. Thus, the four domains of language proficiency must be observed: speaking, listening, reading, and writing.

Theoretical Framework

Lev Vygotsky's Zone of Proximal Development

 "Proximal" refers to those skill or concept that a learner is "close" to mastering. Vygotsky, as quoted by McLeod (2019) and Neff (n.d.), defines ZDP as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers." In other words, this refers to what a child can do by him/herself and what he/she can do or achieve with the help, encouragement and guidance of someone else, be that his/he peer, teacher or any adult who is more knowledgeable that he/she is. Lev Vygotsky proposes

that interaction with peers is one effective way of developing skills and strategies. He suggests that cooperative learning activities be used in order for less competent learners to gain skills and concepts with the help of their peers.

The idea on supportive activities gave rise to the term scaffolding, introduced by Wood, Bruner and Ross (1976) as cited by McLeod (2019). Scaffolding is composed of the activities prepared by a more knowledgeable or competent peer or adult as a child is guided through the ZPD. Later on, as the child gains confidence in his ability to perform the tasks, support/ scaffold is withdrawn and the child completes the work on his own. Scaffolding is the concept embodied in the K to 12 curriculum framework where competency and performance standards are arranged in spiral order with each lesson taken as a preparation for a new, more complex one.

Herber J. Walberg's Theory of Educational Productivity (1986)

This theory proposes that the psychological characteristics of the learners and their immediate psychological environments influence their educational achievements and outcomes (cognitive, behavioral, and attitudinal). Walberg (1986) as quoted by Rugutt and Chemosit (2005) identified nine key variables that can influence educational outcomes: student's ability, motivation, age and stages of development, quantity of instruction, quality of instruction, classroom climate, home environment, peer group, and exposure to social media outside of school.

Donald F. Elger's Theory of Performance (ToP)

According to Elger (2006) "to *perform* is to take a complex series of actions that integrate skills and knowledge to produce a *valuable result*." In this research, *valuable result* refers to better academic performance. Elger's TOP considers axioms or conditions for effective performance-performer's mindset, immersion in an enriching environment and engagement in reflective practice. Mind set includes actions that engage positive emotions. In this study, mind-set refers to student factors where academic performance is deemed affected by the learner's own attitude or study habits.

Elger states that immersion in a "physical, social, and intellectual environment can elevate performance and stimulate personal as well as professional development. It includes social interactions, disciplinary knowledge, active learning, emotions and spiritual alignment. Reflective

practice, on the other hand, involves actions that help people pay attention to and learn from experiences.

 The learners themselves determine their levels of performance. By having a positive mind-set to learn, the motivation and the belief in their innate capacity to learn, and by sheer effort and determination, learners will be able to achieve the level of academic performance they are individually inherently capable of.

Teachers, on the other hand, are instrumental in helping learners achieve their academic potentials. Through proper guidance and motivation from teachers, learners will be able realize the importance of learning and thus focus on achieving better performance. TOP may serve as a reminder to teachers of their responsibility of also improving their techniques and approaches and their performance as a whole so that they may be able to perform their obligation of inspiring and teaching their students.

Cummins' BICS and CALP Theory

Cummins differentiate the two kinds of language proficiency. Basic Interpersonal Communication Skills (BICS) are the "surface" skills of listening and speaking which are typically acquired quickly by many students. It is the fluency manifested by learners in their daily interactions with peers. It is the social, conversational language used for oral communication which offers many cues to the listener like gestures, facial expressions, eye-actions and voice cues (intonation, phrasing and stress) that may be present in face- to-face interactions and help the learners comprehend the concepts or ideas being discussed. On the other hand pictures, graphs, and other contextual cues facilitate the understanding of written activities.

Cognitive Academic Language Proficiency (CALP) pertains to learners' knowledge of a language which serves as the basis to cope with the academic demands placed upon them in the various subjects. Unlike BICS, the CALP is context-reduced or decontextualized since non-verbal clues are rare or absent to aid in the comprehension of either written or oral forms. Academic language is also often abstract; hence, cultural and linguistic knowledge are usually necessary to fully understand what is read.

Cummins thus states that teachers must not assume that learners who have achieved fluency in their everyday conversation in the classroom have already achieved the corresponding proficiency in the language.

Bachman's Model of Communicative Competence/ Communicative Language Ability (CLA)

Bachman (1990) proposed the term communicative language ability (CLA) to replace the term communicative competence, saying that CLA combines the meanings of both language proficiency and communicative competence. This model is composed of three components Language Competence, Strategic Competence and Psychophysiological Mechanisms. (Fauzati, 2015)

Methodology

Design

This study made use of a descriptive- quantitative correlational research design through the survey method because data on learners' views on collaborative language learning were gathered using a survey questionnaire with a 5-point Likert scale.

Descriptive research is defined as a research method that describes the characteristics of the population or phenomenon that is being studied. It focuses more on the "what" and not on the "why" of the subject by describing the nature of a demographic segment, without focusing on the reason why a certain phenomenon occurs. (Bhat, 2019).

Bhat (2019) meanwhile describes quantitative research as the "objective collection of data which is primarily focused on numbers and values the results of which are derived using statistical and numerical analysis methods." Aliaga and Gunderson (2002) as cited in Francisco (2018) defines quantitative research as the "explanation of phenomena by means of numerical data collection analyzed using mathematical- based methods."

This also followed the correlational research design because it tried to measure the relationship between the students' views on collaborative language learning, academic performance in English and English proficiency. According to Lillykutty and Samson (2018) the correlational method of research measures two or more pertinent variables in the same sample and assess a relationship between or among them.

Population and Sampling Procedure

The respondents were the one hundred and five (105) Grade 10 students of School A; thus total enumeration sampling was used in this research.

Total population sampling is a type of purposive sampling technique where the entire population that have a particular set of characteristics is examined. (Laerd Dissertation, 2018)

Total population sampling is done when the target group is small and set apart by an unusual characteristics, in this case all the grade 10 students of school A. (Statistics How to, 2018)

School A	Gender		Total
	Male	Female	
Section A	18	16	34
Section B	21	14	35
Section C	20	16	36
Total	60	49	105

Figure 3.0 Profile of the Respondents

Research Instruments

For the purpose of this study, a 12- item survey questionnaire with a 5-point Likert scale adapted from Felix- Aguelo (2017) was used as research instrument to collect data on students' views on collaborative language learning.

To determine the learners' proficiency in English language, the result of the K to 12 Achievement test for English conducted by the Center of Educational Measurement, Inc. (CEM) was used. The CEM test was a 100-item standardized test designed to assess students' level and proficiency in the subject. It covered the content domain and learning competencies in grammar and reading comprehension as set by the Department of Education K to 12 curriculum and the cognitive skills (understanding, applying, analyzing and evaluating) needed to answer the items.

The level of academic performance in English was measured based on the individual learner's average grade during the 1st and 2nd quarters of this school year as reflected in DepEd Form 137.

Validity and Reliability

The instrument used to gather data on students' views on collaborative language learning had already been used in a previous study made by Felix-Aguelo, (2017) entitled *Enhancing students' language competencies through collaborative learning* and had gone through validity testing; however, to fit the setting of the   respondents in this study, the researcher conducted a validity test which yielded a Cronbach's alpha of .877;   the instrument which found out students' proficiency in English is a standardized achievement test created by CEM, Inc. , an independent test measurement organization commissioned by the school to conduct the said testing.

According to Korb (2012) adopting an instrument connects the present study with other works that also used the same instrument and saves the researcher time and energy.

Ethical Consideration

This study was submitted for ethical revision and issuance of clearance prior to data gathering. Participants were anonymous and all information was dealt with confidentiality. Thus, codes were used to facilitate filing of questionnaires. Participants were oriented and provided consent forms for them to know their rights and what was expected of them once they decided to participate.

Moreover, to ensure the security and safety of the participants, at the same time, facilitate simultaneous data gathering, the survey was done at the school auditorium; Participation was purely voluntary; no additional points or incentives were given to participants nor demerits were charged to those who failed to participate. Students had the right to withdraw participation even during the actual data gathering and testing. It was made clear that participation in the study would not post any risk or harm to the participants.

Lastly, to ensure objectivity of the data gathering, none of the participants was related to the investigator by consanguinity nor affinity.

Data Gathering Procedure

Prior to the conduct of the research, a written permission was secured from the principal. This facilitated the holding of the survey during class hours with the help of the classroom advisers. Doing so ensured that 100% of the students would be able to participate.

The researcher gave each of the respondents a consent form for them to indicate their willingness to participate in the study and since they were minors, separate informed assent forms for their parents were likewise provided. This gave both the respondents and their parents the assurance that the result would remain confidential, would in no way affect their academic standing in class as the study was not connected to any course requirements or grades and that the respondents would not be compensated for their participation in the study.

The survey method using questionnaires on a five- point Likert scale was employed to gather students' response on their views on collaborative language learning while data on English proficiency was based on the result of the K to 12 Achievement test for English conducted by CEM, Inc. The CEM test was a 100-item standardized test designed to assess students' level and proficiency in the subject.

On the day of the data gathering, the students were accommodated at the school auditorium. They were given twenty minutes to answer the survey-questionnaire on collaborative learning.

After the allotted time, the questionnaires were collected and data were tabulated for statistical treatment.

The academic performance was measured based on the individual learner's GPA in English class during the 1st and 2nd quarter of this school year as reflected in DepEd Form 137.

The data on English proficiency were tabulated based on the Institutional Report on Learning Competencies prepared by CEM, Inc.

Data Analysis Procedure

This section shows the procedure in scoring the data to be collected for collaborative language learning, academic performance in English and English proficiency.

Scoring Procedure for Collaborative Language Learning

Scale	Descriptor	Interpretation	Description
4.21-5.0	Strongly Agree (SA)	Highly Positive	Indicates full awareness on the effectiveness of the approach and shows very strong preference for using/adapting it in

			attaining the standards and competencies for the subject
3.41-4.2	Agree (A)	Positive	Indicates awareness on the effectiveness of the approach and shows strong preference for using/adapting it in attaining the standards and competencies for the subject
2.61-3.4	Undecided (UD)	Undecided	Indicates partial awareness on the effectiveness of the approach and shows neutral preference for using/adapting it in attaining the standards and competencies for the subject; may lack enough exposure and experience in using the method to arrive at a definitive answer
1.81-2.6	Disagree (DA)	Quite Negative	Indicates awareness and experience in using the approach, but may prefer individualistic or other methods it in attaining the standards and

			competencies for the subject
1.0-1.8	Strongly Disagree (SD)	Very Negative	Indicates awareness and experience in using the approach, but shows unfavorable preference for it.

Figure 4.0 Rating Scale for Collaborative Language Learning

Scoring Procedure for Language Proficiency Tests

The CEM, Inc. K to 12 Achievement test for English is 100-item standardized test designed to assess students' level in the subject. It covers the content domain and learning competencies in grammar and reading comprehension and the cognitive skills needed to answer the items.

CEM, Inc. has its own mechanism in interpreting each student's result. It uses Percent Correct (PC) and Scaled Score (ScS).

PC is the "proportion of correctly answered items to the total number of items in each content area, cognitive skill or in the whole test." The PC ranges from 0 to 100. One point is given per correct item.

The ScS on the other hand is a "mathematical transformation of the raw score with extra points given to difficult items." It ranges from 100 to 500.

PC	ScS	Description
100- 87	500-358	Excellent
86- 71	357-318	Approaching Excellence
70- 37	317- 267	Average
36-26	266- 242	Moving Towards Average
25-0	241- 0	Needs Improvement

Figure 5.0 Rating Scale for English Proficiency

Academic Performance

Data on learner' academic performance were based on individual GPA in English class during the first and second quarters of this school year as reflected in DepEd form 137. Figure 7.0 shows the numerical value and descriptions of the level of proficiency as contained in DepEd order #8. Series 2015 entitled *Policy Guidelines on Classroom Assessment for K to 12 Basic Education Program.*

Equivalent numerical value	Level of Proficiency
90% and above	Outstanding
85% - 89%	Very Satisfactory
80%- 84%	Satisfactory
75%-79%	Fairly Satisfactory
74% and below	Did not Meet Expectations

Figure 6.0 Rating Scale for GPA

Statistical Treatment

Data were analyzed using the statistical software package IBM SPSS to generate descriptive statistics such as mean and standard deviation to present learners' response to the survey. Pearson product moment correlation was used to establish the significant relationship between the Grade 10 learners' views on collaborative language learning and their overall academic performance in English and overall English language proficiency.

1. To answer research questions no. 1, 2 and 3, mean and standard deviation were employed to determine Grade 10 learners' overall views on collaborative language learning, their overall academic performance and overall English language proficiency.

2. To answer research questions no. 4, 5 and 6, Pearson product moment correlation was used to determine the significant relationship between the views on collaborative language learning, academic performance in English and English language proficiency of the grade 10 learners.

3. To answer research questions no. 7, 8 and 9, t-test for independent sample and analysis of variance (ANOVA) were used to find out if there was a significant difference in the of the grade 10 learners' overall view on collaborative language learning, academic performance in English and English proficiency when data are grouped according to gender and socio-economic status (SES), respectively.

Results and Discussion

This segment presents and analyzes the data gathered through the use of collaborative language learning survey, academic performance in English average grade and English proficiency rating. The data were tabulated, analyzed and interpreted with the use of statistical tools. The specific questions raised in the statement of the problem were the bases of the order of presentation.

RESEARCH PROBLEM 1: *What is the overall view on collaborative language learning among the Grade 10 Learners?*

Table 1.0 presents the views on collaborative language learning among the Grade 10 learners. As shown in this table, the students generally *agree* with almost all the Statements (1,2,3,4, 5, 6, 7, 9, 10, 11 & overall) as evidenced by the mean values (3.7143, 3.6762, 3.9905, 3.8952, 3.3905, 3.8381, 3.7524, 3.7714, 3.8190, 3.6952 & 3.6629) with their respective standard deviation values (.97778, .92503, .98542, 1.03704, .96571, .83348, .91757, 1.02147, .98821, 1.02022, & .55606). All standard deviation values are considered statistically as big values. It means that students' are positive and aware on the effectiveness of the collaborative language learning approach and that they show preference for using in it.

This implies that the respondents in this study agree that collaborative language learning makes learning English more interesting, helps them learn the language easily, facilitates their class participation, improves their communication skills, develops team work and aids in understanding of written text and listening activities. They thus acknowledge its contribution in developing their listening, speaking, reading skills, though they are undecided on its influence in their writing skills. Overall the respondents showed positive view about the approach.

This result is similar to the study made by Kouros and Abrami (2006) who found out that high school and junior college students had positive attitude towards learning with their classmates.

The study made by Reda (1999) also showed that a significant number of high school students have positive attitude towards collaborative learning method.

Moreover, the work of Hand, Treagust and Vance (1997), Farrah (2011) and Frazaneh and Nejadansari (2014) revealed students' positive views, attitude and perceptions on the use of group or collaborative learning in the classroom.

Farzaneh (2014)) likewise concluded that students' positive attitude on collaborative learning would indirectly affect their attitude towards language learning and motivate their interest in learning.

In addition Priyantin (2014) stated that students' positive attitude towards this method changes their attitude towards language learning, that is, their positive attitudes can affect and increase their motivation to involve more in class.

Gonzales, & Torres, (2016) also concluded that students favor collaborative language learning because of its small group size and it helps improve their attention, participation, interaction, decision-making, sensitivity to one another, among others .

The similarities in the findings of these studies imply that students generally have positive view on the practice of collaborative activities in the classroom.

Table 1.0 The Respondents' Views of Collaborative Language Leaning

N=105

Variables	Mean	Std. Deviation	Descriptor
1. Collaborative learning helps me learn English easily.	3.7143	.97778	Agree
2. This approach makes learning English more interesting.	3.6762	.92503	Agree
3. This approach enhances my communication skills.	3.9905	.98542	Agree
4. It helps me gain more knowledge through working in a team.	3.8952	1.03704	Agree
5 I become more participative in my English class	3.3905	.96571	Agree
6. This approach makes me understand the working process.	3.8381	.83348	Agree
7. This approach helps me become more confident.	3.7524	.91757	Agree
8. It can improve my writing skills through working in a team.	3.2095	1.12400	Undecided
9. It helps me gain a deeper understanding of the text.	3.7714	1.02147	Agree
10. It helps me grasp more ideas from listening activities more clearly	3.8190	.98821	Agree
11. It's a waste of time explaining things to my group mates	3.6952	1.02022	Agree
12. It's difficult to actively involve my group members in group activities	3.2000	1.09545	Undecided
Overall	**3.6629**	**.55606**	Agree

1.0- 1.8 Strongly Disagree; 1.81-2.6 Disagree; 2.61-3.4 Undecided; 3.41-4.2 Agree ; 4.21-5.0 Strongly agree

RESEARCH PROBLEM 2: *What is the overall academic performance in English of Grade 10 learners?*

Table 2.0 presents the overall academic performance in English of Grade 10 learners. This table indicates that the students' overall academic performance in English is ***very satisfactory*** as evidenced by the mean of 1.8190 and standard deviation of .78178 which is considered statistically as big value. It means in terms of academic performance,   the students are heterogeneously grouped. It indicates that the respondents have sufficiently mastered the English language.

Table 2.0 The Respondents' Overall Academic Performance in English
N=105

Variables	Mean	Std. Deviation	Descriptor
Academic Performance	1.8190	.78178	Very Satisfactory

1.00 -1.80 Outstanding; 1.81-2.6 Very Satisfactory; 2.61-3.40 Satisfactory ;
3.41-4.20 Fairly Satisfactory; 4.21- 5.00   Does meet expectation

RESEARCH PROBLEM 3: *What is the overall English language proficiency of Grade 10 Learners?*

Table 3.0 presents the overall English language proficiency of Grade 10 learners. It shows that students are ***approaching excellence*** in terms of their English language proficiency with the mean of 2.6857 and their standard deviation of .73791 which is statistically considered as big value. It means that students are heterogeneously grouped with regard to their English language proficiency.

This result is congruent with the Ninth edition (released in October 2019) of the English First English Proficiency Index (EF EPI) which showed that the Philippines is highly proficient in English with an EPI of 60.14. It ranks no. 20 among 100 participating countries and 2nd to Singapore in Asia. (Valderama, 2019)

On the other hand, the result of the National Achievement Test (NAT) 2018 showed that Filipino learners falls under "low mastery level." The decline of nationwide scores is attributed to the framing of the questions in line with the K to 12 program's emphasis on 21st century skills learning (Albano, 2019).

Table 3.0 The Respondents' English Language Proficiency
N=105

Variables	Mean	Std. Deviation	Descriptor
English Language Proficiency	2.6857	.73791	Approaching Excellence

1.00 -1.80 Excellent ; 1.81-2.6 Approaching Excellence; 2.61-3.40 Average ;
3.41-4.20 Moving towards average; 4.21- 5.00 Needs improvement

RESEARCH PROBLEM 4: *Is there a significant relationship between the overall view on collaborative language learning and academic performance in English of the grade 10 learners?* Table 4.0 presents the correlation between the respondents' views on collaborative language learning and academic performance in English. A closer look at this table confirms that there is no correlation between their views on the use of collaborative language learning approach and their academic performance in English (r= -.060, p = .546 not significant at alpha .050). Hence, it can be inferred that the students' view on collaborative language learning in an English class does not necessarily influence their academic performance in English.

The result of this study refutes the work of Gonzales, & Torres, (2016) who found a very weak relationship between attitudes towards collaborative learning and reading comprehension, which lead them to conclude that a better attitude towards collaborative learning does not equate to, or rather necessitate, better reading comprehension performance of ESL learners.

The result of this study is also opposed to the one conducted by Reda (1999) which showed a strongly negative relationship between the academic performance and students' attitude on collaborative learning implying that students with lower GPA have more positive attitude on

collaborative learning than the average ones. According to Reda, students with higher GPA assume that they would not benefit from the lower achievers. Conversely, students with low GPA assume that their higher achiever peers could help them.

The result of this present research may be due to the kind of students who participated in the investigation. As tables 2 and 3 show, the respondents in this study generally have *very satisfactory* academic performance as evaluated by their teachers and *approaching towards excellence* rating in their English proficiency as manifested in the result of the standardized exam they took. This implies that the respondents have very satisfactory ability in the subject and are proficient in it; therefore, the students can do their tasks in the subject independently, even without the help of their peers or without collaboration with others.

Though it appears that the result of the present study shows no correlation between collaborative language learning and their academic performance, the overall view that the learners have for the approach still supports Vygotsky's Zone of Proximal Development (ZPD) as the learners agree that learning the language is more fun and interesting when done with their peers.

In addition, the third component of ZPD, the "supportive activities" which gave rise to the concept of scaffolding maintains that as the child "gains confidence in his ability to perform the tasks, support or scaffold is withdrawn and the child completes the work on his own." Thus it implies that the learners in this study have reached that stage when they can perform academic tasks independently.

It also finds support in Herber J. Walberg's Theory of Educational Productivity which proposes that the psychological characteristics of the learners and their immediate psychological environments influence their educational achievements. Walberg (1986) identified nine key variables that can influence educational outcomes: student's ability, motivation, age and stages of development, quantity of instruction, quality of instruction, classroom climate, home environment, peer group, and exposure to social media outside of school. Thus, this implies that there are many factors that can be attributed to learners' academic performance.

Table 4.0 Correlation: The Respondents' Views on Collaborative Language Learning and their Academic Performance

N=105

Variables		Academic Performance
	Pearson Correlation	-.060
Overall Collaborative	Sig. (2-tailed)	.546
Language Learning		

**Significant at alpha .01; * Significant at alpha .05; *r*=0.8 and above= High Correlation*; r*=-0.4-0.7 above=Moderate Correlation; *r*=0.3 and below= Low Correlation (Downie & Heath, 1984) .

Interpretation: No Correlation

RESEARCH PROBLEM 5: *Is there a significant relationship between the views on collaborative language learning and English language proficiency of Grade 10 learners?*

Table 5.0 presents the correlation between the learners' overall view on collaborative language learning and their English language proficiency. As indicated in this correlation table, the learners' overall view on collaborative language learning does not correspond to their English language proficiency (r=-.010, p=.916, not significant at alpha .05). Thus, it implies that the learners' views on collaborative language learning in an English is not a factor that may influence their English language proficiency.

Tran(2014) found in his eight- week experimental study that those who engaged in collaborative learning obtained significantly higher scores on the achievement and knowledge retention post-tests than those who were instructed using lecture-based teaching. Result showed that the experimental group did better in the post test than those in the controlled group which implied better retention of vocabulary.

Shokouh and Pishkar (2015) also did another experimental study on vocabulary retention using the collaborative approach. The learners in both groups were instructed through the same sources, the same teacher, and the same teaching hours but the experimental group engaged in collaborative efforts to improve and facilitate the vocabulary acquisition.

Though the two cited studies show that collaborative language learning aid in knowledge and vocabulary retention and most students show positive view about the approach and the benefits they can derive from it, there is not much evidence to prove its significant relationship to students' language proficiency in general.

The respondents in this study agree that CL makes learning English more interesting, helps them learn the language easily, facilitates their class participation, improves their communication skills, develops team work and aids in understanding of written text and listening activities. They thus acknowledge its contribution in developing their listening, speaking and reading skills, though they are undecided on its influence in their writing skills; however, table 3 shows that the respondents have *approaching towards excellence* rating in their English proficiency as manifested in the result of the standardized exam they took. This implies that the respondents are proficient in the language; however, their proficiency might be attributed to some other factors like motivation, parental support, home background and others and not necessarily the collaborative approach.

This result finds support in Bachman's Communicative Language Ability which puts emphasis on the importance of grammar and its sub parts vocabulary, morphology, syntax, phonology and graphology in the understanding of text or reading comprehension and in construction of meaningful sentences. Though the study of English as a subject is composed of many areas like reading, writing and literature, students' proficiency in the language is generally measured by how well they fair in standardized exams which in most cases are made of vocabulary, grammar, sentence construction and structure items and which are always given individually, not be teams or groups.

It is also supported by Cummin's BICS and CALP theory. BICS referring to Basic Interpersonal Communication Skills of learners is the fluency manifested in their daily, possibly collaborative, interactions with peers. It is their social, conversational language. CALP, on the other hand, refers to Cognitive Academic Language Proficiency and pertains to learners' knowledge of a language which serves as the basis to cope with the academic demands of the subject. CALP is context-reduced or decontextualized since non-verbal cues are absent in comprehension exams. Hence, it cannot be assumed that learners who have achieved fluency in their everyday conversation have already achieved the corresponding proficiency in English.

Table 5.0 Correlation: The Respondents' Views on Collaborative Language Learning and their English Language Proficiency

N=105

Variables		English Language Proficiency
Overall Collaborative Language Learning	Pearson Correlation	-.010
	Sig. (2-tailed)	.916

Significant at alpha .01; * Significant at alpha .05; r=0.8 and above= High Correlation*; r=-0.4-0.7 above=Moderate Correlation; r=0.3 and below= Low Correlation (Downie & Heath, 1984). **Interpretation: No correlation

RESEARCH PROBLEM 6: *Is there a significant relationship between the academic performance in English and English language proficiency of Grade 10 learners?*

Table 6.0 presents *relationship* between the academic performance in English and English language proficiency. As shown in this table, the students' academic performance (based on local standard) does correlate with their English language proficiency (based on national standard), (r=.751, p=.000, significant at alpha .05). Hence, it can be inferred that academic performance in English, assessed locally by their subject teacher may be influenced by their English proficiency evaluated nationally by the Center of Educational Measurement (CEM).

This result bears similarity to the result of the study made by Ozowuba (2018) entitled *Relationship between English proficiency and academic achievement of Nigerian secondary school students* which also found out that there is a strong positive relationship between English language proficiency and academic performance in English. He said that students' proficiency in the English language determines their performance in the subject. He maintained that mastery of the language is important to academic performance of students in English.

Moreover, the study made by Olaivar (2013) among fourth year laboratory high school students of Bohol Island State University, revealed that there is a significant relationship between English proficiency and academic performance which means that as English language proficiency increases, so does academic success. Olanipekun, et al. (2014) also made the same conclusion.

The study made by Racca and Lasaten (2016) showed that there is a significant relationship between the students' English language proficiency and their academic performance in Science, Mathematics and English while the study done by Rudd and Honkiss (2020) concluded that higher English proficiency scores is associated with higher GPA's across academic disciplines.

This finding is supported by Donald F. Elger's Theory of Performance (TOP). According to Elger performance entails a complex series of actions that integrate skills and knowledge to produce a *valuable result*." In this case, v*aluable result* refers to English proficiency and consequently, better academic performance.

TOP considers three axioms or conditions for effective performance- performer's mind-set which refers to actions that engage positive emotions, immersion in a physical, social, and intellectual environment that can elevate performance and stimulate personal and academic growth, and engagement in reflective practice which involves actions that help people pay attention to and learn from experiences.

By having a positive mind-set to learn, by being in an academically conducive environment, and by paying attention to and learning from their experiences in school, learners will be able to achieve proficiency in the English language which consequently determines their academic performance in the subject.

Table 6.0 Correlation: The Respondents'
Academic Performance and their English Language Proficiency

N=105

Variables		English Language Proficiency
Academic Performance	Pearson Correlation	.751**

Sig. (2-tailed)   .000

**Significant at alpha .01 *r*=0.8 and above= High Correlation*; r*=-0.4-0.7 above=Moderate Correlation; *r*=0.3 and below= Low Correlation (Downie & Heath, 1984).

Interpretation: Moderate Correlation

RESEARCH PROBLEM 7: *Is there a significant difference in the views on collaborative language learning of Grade 10 learners when data are categorized according to gender and socioeconomic status?*

Table 7.1 presents the difference in the students' overall view of collaborative language learning based on gender. As indicated in this table, males do not differ with females in their perception of collaborative language learning (t= .449, p= .655, not significant at alpha .05). In other words, gender is not a factor that may affect the students' view on the use of collaborative language learning. There is no significant difference in the overall view on collaborative language learning of Grade 10 learners when data are categorized according to gender.

The study made by Reda (1999) found out that male students have significantly positive attitude towards the collaborative learning method than their counter parts. He reasoned that females are less confident than their male counterparts and are somewhat dependent in decision -making.

 However, the study made by Farrah (2011) concluded that female students favored collaborative learning more than males do.

Table 7.1 Difference: Respondents' Views on Collaborative Language Learning based on Gender

N=105; Female= 47; Male=58

Variables	Gender	Mean	Mean Difference	df	t	Sig	Interpretation
Overall Collaborative	Female	3.6900	.04914	103	.449	.655	Not Significant

Language

Learning

Table 7.2 presents the difference in the Grade 10 students' overall view on collaborative language learning based on socio-economic status. A closer look at this table confirms that students do not vary in their views on collaborative approach based on socio-economic status (F=.056, p=.946, not significant at alpha .05). Hence, it implies that socio-economic status does not affect learners' views on collaborative approach in language learning in an English class.

This finding is similar to that of Reda (1999) which showed that the students' economic status did not have a statically significant difference on their attitude towards collaborative learning.

Table 7.2 Difference: Respondents' Views on Collaborative Language Learning based on Socio-Economic Status

N=105; Female= 47; Male=58

Variables	Sources of Statistical Information	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Collaborative Language Learning	Between Groups	.035	2	.018	.056	.946	Not Significant
	Within Groups	32.122	102	.315			
	Total	32.157	104				

RESEARCH PROBLEM 8: *Is there a significant difference in the academic performance in English of Grade 10 learners when data are categorized according to gender and socioeconomic status?*

Table 8.1 presents the difference in the learners' academic performance in English when data are classified according to gender. As shown in this table, males and females do not differ in their academic performance in English (t= -1.386, p= .169, not significant at alpha .05). Thus, it implies that gender is not a factor that affect the students' academic performance.

This result is the same with the study made by Suleman, Hussain, Khan, & Nisa (2012), Olanipekun, et al. (2014) and Islam & Khan (2017) which found out that there is no significant difference in the academic performance of female and male learners.

It also bears similarity to the study made by Sahragard, et. al. (2011) who found out that males and females do not differ in their academic achievement significantly; the study by Rabgay (2015) on the factors influencing students' academic performance which showed that gender does not affect learners' academic performance, and the study by Sothan (2019) who concluded that there is no significant evidence to show the "predictive power" of gender on academic performance.

It contradicts Farooq, et al. (2011) who concluded in their study that the gender of students strongly affects their academic performance, with girls performing better than boys in their cumulative academic achievements. Farooq, et al. also cited Ceballo, McLoyd & Toyokawa (2004) who stated that girls usually show more efforts leading towards better grades at school.

Likewise, it refutes Habibullah and Ashraf (2013) as cited by Francisco (2018) whose study showed that the "female gender was significantly associated with better academic performance.

Table 8.1 Difference: Respondents' Academic Performance based on Gender

N=105; Female= 47; Male=58

Variables	Gender	Mean	Mean Difference	df	t	Sig	Interpretation
Academic Proficiency	Female	1.7021	-.21167	103	-1.386	.169	Not Significant
	Male	1.9138					

* Significant at alpha .05

Table 8.2 presents the difference in the learners' academic performance in English when data are classified according to socio-economic status. As can be gleaned in this table, learners do not vary in their academic performance in English based on socio-economic status (F= 2.280, p=.107, not significant at alpha .05). In other words, socio-economic status does not necessarily affect the students' academic performance.

This result is similar to the conclusion yielded in the study made by Lansangan , et al (2015) who found out that there is no significant relationship between the respondents' academic performance and their parents' occupation and income which implies that pupil-related factors are not predictors of the respondents' academic performance.

Similarly, Karamera, Reuben & Sillah (2003) found no statistical evidence of significant association between family income level and academic performance of the student.

It contradicts the study made by Ghaemi & Yazdanpanah (2014) which revealed that students with low socioeconomic status had significantly higher GPAs than those with moderate or high low socioeconomic status. They assumed that students with low socioeconomic status are more motivated to have good lives while those with higher low socioeconomic status "may not have motives to spend time and effort" in their studies.

Table 8.2 Difference: Respondents' Academic Performance based on Socio-Economic Status

Variables	Sources of Statistical Information	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Academic Performance	Between Groups	2.721	2	1.360	2.280	.107	Not Significant
	Within Groups	60.841	102	.596			
	Total	63.562	104				

 * Significant at alpha .05

RESEARCH PROBLEM 9: *Is there a significant difference in the English language proficiency in English of Grade 10 learners when data are categorized according to gender and socioeconomic status?*

Table 9.1 presents the difference in the learners' English proficiency when data are classified according to gender. Gleaning from this table, it shows that males do not differ with females in their English proficiency (t=-1.671, p=.098, not significant at alpha .05. Hence, it can be inferred that gender is not a factor that may affect their English proficiency in this present study.

This result is in this study may find support in a study made for Cambridge English Language Assessment *by* Walczak (2015), who studied the thousands of 16–19 year olds from 35 countries taking IELTS for entrance into higher education courses. She concluded that though females slightly outsmarted males, the result was negligible because what was more essential was leaners' ability to use the language in real-life communication.

It refutes the study conducted by Rudd and Honkiss (2020) among Thai students which showed that females have higher English proficiency than their male counterparts and the study by Olusiji (2018) which revealed that that the female learners have higher English proficiency that male learners' partly because of their 'stronger attitude toward English language education and self - confidence to learn the language successfully.**'** However, the study made by Sahragard, et. al (2011) found out that males are more proficient in English than females.

Table 9.1 Difference: Respondents' English Language Proficiency   based on Gender

N=105; Female= 47; Male=58

Variables	Gender	Mean	Mean Difference	df	t	Sig	Interpretation
English Language Proficiency	Female	2.5532	-.23991	103	-1.671	.098	Not Significant
	Male	2.7931					

* Significant at alpha .05

Table 9.2 presents the difference in the learners' English proficiency when data are classified according to socio-economic status. As indicated in this table, learners do not vary in their English proficiency based on socio-economic status (F=2.329, p=.103, not significant at alpha .05). Thus, it implies that socio-economic status does not necessarily affect their English proficiency.

This finding refutes the study by Ariani & Ghafournia (2016) who found out that learners` socioeconomic status has significant influence on language learning beliefs and academic outcome. Their findings showed that students from the upper class showed more eagerness to learn than those in the middle and lower class, with the learners in the lower class showing the least eagerness. Thus, the results in their proficiency test showed the upper class getting the highest score and the lower class getting the least. They concluded that socio-economic status significantly affects the language achievement of learners.

Table 9.2 Difference: Respondents' English Language Proficiency   based on Socio-Economic Status

Variables	Sources of Statistical Information	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
English Language Proficiency	Between Groups	2.473	2	1.236	2.329	.103	Not Significant
	Within Groups	54.156	102	.531			
	Total	56.629	104				

* Significant at alpha .05

Conclusion

Based on the results of the present study, it is safe to conclude that the Grade 10 English Curriculum of School A is proven to be efficient as confirmed in the positive correlation between the students' academic performance in English and their English proficiency administered based on national standard as measured by CEM, albeit, none of these variables did correspond to the

students' views on collaborative approach in English Language Teaching. Perhaps, there could be other factors that may influence the students' views on the use of collaborative language learning such as language, attitude, motivation, orientation, family and language background, school culture, working memory, teaching strategies, and the like. A mere measure of students' views or perception may not really be complete and conclusive without including assessment task that can measure their performance in a group or collaborative processing of English versus an individual task processing of English following similar objectives or competencies specified in collaborative group. In fact, the previous results on the two standard performance assessments do validate this assertion.

Thus, the findings in this study may guide the school administrators and teachers in the mapping of its curriculum and in designing syllabus, teaching guides and learning modules which will truly help the students attain their academic goals.

Recommendations

As a result of the findings and conclusions of this study, the following are hereby recommended: (1) Since the school observes the collaborative approach not just in English but across all subjects, it must try to re-evaluate the implementation of this approach to make it not just significant in the students' day to day school activities and tasks, but for its value and effectiveness to be reflected in their academic performance; (2) Considering that collaborative learning is one of the approaches being utilized in the K to 12 curriculum, teachers must be given more seminars and trainings on the proper use and management of this method, so that it can truly facilitate the learning contents and achievement of the competencies required in the subject; (3) Students must strive to achieve higher proficiency in the English language because being proficient in it determines their academic success not just in the English subjects, but in other disciplines as well; (4) Future researchers can replicate this study by considering greater number of scope and population to further validate the findings of the study, and find the extent of generalization of the findings; (5) Future researchers may also conduct experimental or comparative study on the use of collaborative language learning versus traditional approach or other approaches to find out its effectiveness and/ or influence on students' learning.

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Social Media-Based Mathematics Module in a Bilingual Education Context: An Analysis of Its Utilization

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Introduction

One of the main issues and worries for educators has been the quality of mathematics instruction and learning (Saritas & Akdemir, 2009). According to Ogochukwu (2010), learning mathematics is a very complex cognitive task that can be very imposing on students because it requires a lot of effort on their part. Ganal & Guiab (2014) describe mathematics as a subject that many students find to be most difficult, obscure, and of little interest. Insufficient teaching-learning environments are to blame for the majority of observed failures and subpar performance in mathematics, according to Zin, Zaman, and Noah (2002). Students must be very motivated in order to succeed in the course.

The Geras Integrated School is one of the schools in Isabela City Division that can be regarded as less competitive in the subject of mathematics. The mastery level obtained from formative and summative evaluations in class, as well as in the local and national examinations or competitions in the learning area, indicate that students' performance in the subject has consistently been poor, according to the teachers who are handling it at the school. This finding is corroborated by a Test Result and Item Analysis performed by the Division Public Schools District Supervisor (Secondary) for the Math 7 Third Quarterly Examination SY 2015–2016. The results showed that a class of 33 students only mastered 3 items, while a class of 46 students only mastered 1. Considering that the test items included in the third quarter examination were built upon the

knowledge and abilities that students had already learned, these findings showed that pupils had poor mastery of the teachings that had been taught before.

On the other hand, according to a report by Rimando (2011), public high school pupils in Region 9 were generally judged to have mediocre academic skills in mathematics. The Department of Education (DepEd) administered the Regional Secondary Achievement Test (RSAT) in 2011 in the Western Mindanao school divisions of Zamboanga del Sur, Zamboanga del Norte, Zamboanga Sibugay, Zamboanga City, Pagadian City, Dipolog City, Dapitan City, and Isabela City (Basilan), where the sophomore examinees recorded the lowest Mean Percentage Score (MPS) (33.0). These results are in line with those of Uchechi (2013), who found that despite the introduction and use of many teaching strategies/methods recommended by scholars, student achievement in mathematics has remained low, necessitating the investigation of various pedagogical stances.

According to the Department of Education (2013), mathematics is a subject that is essential to life at all ages and in all situations, hence it must be studied thoroughly and in-depth. The National Council of Teachers of Mathematics emphasizes the importance of technology use in mathematics teaching and learning since it changes what is taught and improves students' learning in order to realize this concept (NCTM, 2000). Tolhurst (1995) contends that it is important for math teachers to consider the benefits and drawbacks of new technologies in order to improve their teaching methods. Additionally, Tolhurst contends that creative instructional methods and techniques should be created to help students become successful learners (Saritaas & Akdemir, 2009). Kim (2001) states that meaningful learning happens when people participate in social activities, and social media is one of the technology advancements of today that supports this.

Over the years, social media has grown significantly in popularity as a topic in education. More and more educators and experts around the world are beginning to view social media as more than just a social environment that is used to stay in touch with friends and family. They are now beginning to see it as a tool that can be used for academic purposes as well. This is due to the rapid increase in social media participation due to broadband availability and the increasing affordability of computers and software, as cited by Dewing (2010), as well as its improved accessibility feature through mobile phones, as reported by Mingle & Adams (2015). (Salvation & Adzharuddin 2014, & Bharti n.d.).

For Tarantino and McDonough (2013), using social media for education has a variety of advantages for student learning. In addition to increasing cultural diversity, relevance, and

engagement in the classroom, it can give students many opportunity to develop the critical 21st-century skills for their future (Hyde, 2014). Additionally, it enhances students' overall GPA and enables them to communicate, interact, share ideas, and discuss issues related to education in fresh, engaging, cooperative, and fluid ways (Lederer, 2012; Fisher, 2011; Gregor, 2014; & by Alexander & Salas, 2008 in Flad, 2010) as cited by Junco, 2012).

Additionally, Wankel (2011) in McCarthy & McCarthy (2013) noted that the context of the learning extends outside of the classroom into any learning setting in which the student takes part. According to Lederer (2012), integrating social media into the classroom can enhance learning by stimulating cooperation and conversation. Additionally, social media can be a useful tool for raising student engagement and fostering improved communication skills.

Moreover, Casey (2012) asserts that by incorporating social media into the classroom and creating creative learning activities, teachers become merely facilitators, and students transform into teachers for their peers, designers, creators, and publishers with an audience outside of their teachers—a development that is essential for 21st-century education. This supports educators in creating a culture that might aid in school system transformation (Social Media in Learning & Education, 2013). Furthermore, Facebook, a form of social media, ought to be used in class, according to Dixon (2011), Luckin et al. (2009), and Mazman & Usluel (2010) in Prescott, Wilson & Becket (2013).

According to Dixon (2011), utilizing Facebook in the classroom makes students more connected, makes it simple to share calendars and events, and helps students develop 21st-century skills. Facebook also promotes contact, cooperation, and the sharing of knowledge and resources (Luckin et al., 2009 & Mazman & Usluel 2010 in Prescott, Wilson & Becket, 2013; & Dixon, 2011; Mbati, 2013). Ronan (2015) argued that social media use in the classroom ought to be viewed as a tool for promoting participation and learning rather than as a potential distraction. Bolkan (2015) quoted Cook (n.d.) as saying that in order for instructors to accomplish this, they must be aware of the power of social media and know how to exploit it to their students' advantage. Churcher, Downs, and Tewksbury (2014) also made the point that educators' first priority should be to make technology, such as social media, work properly and successfully rather than to consider things like student learning outcomes or excellent teaching techniques.

According to Daraei's (2015) research, Facebook not only increases students' satisfaction with their courses and the material they are learning, but it also raises their exam scores. Additionally, a

related study by Gregory & Eddie (2014) found that students who actively engaged in the Facebook group were more engaged and satisfied with the course and fared better than those who did not. Additionally, according to Bacon (2012), using Facebook in mathematics would be advantageous for both students and teachers since it allows for a significant increase in interaction with students outside of the classroom and is flexible in its capacity to quickly transmit educational resources.

However, there hasn't yet been a study that directly uses instructional material that uses social media to teach mathematics to examine the educational use of social media on students' achievement in that subject. This is despite the fact that numerous studies have already been conducted about the advantages of social media on students' learning as cited from the researches above. Thus, the researcher in this study firmly feels that in order to have a thorough understanding of the educational influence that social media platforms have on learning mathematics, research must be done on the construction of a social media-based mathematics instructional module.

Teaching Mathematics in Bilingual Education Context

Bilingual Education in the Philippines took effect on May 21, 1987, when then-Secretary of Education Lourdes R. Quisumbing signed the policy on bilingual education by DepEd Order 52, series of 1987. The following is a quotation from Article XIV Section 7 of the 1987 Constitution: "For purposes of communication and instruction, the official languages of the Philippines are Filipino, and until otherwise provided by law, English.

 Languages utilized in the various regions are alternative means for communication and as well as additional means for teaching and learning in the schools. The following policies were then declared; a. attaining national competency in both Filipino and English languages by using it as media for instructions at all levels while regional languages will be utilized as supplementary languages in lower grades (grades 1 and 2). This is anchored on the aim to carry out Filipino duties in a global context; improving learning through the use of the two identified languages anchored on achieving quality education, proliferating Filipino as a language of education, since the Bilingual Education Policy's aspirations are to establish Filipino as a literary sense of national communal identity, to nurture and express Filipino as a dialect of scholarly discussion, and to maintain English as the country's international language and a quasi-language of science and technology instruction.; the two identified languages, Filipino and English will be utilized as instructional media shall be distributed to certain classes (Espiritu, 2015); where necessary, native

languages will be used as a supplementary teaching medium and as the first language for literacy.; to achieve bilingual proficiency, Filipino and English must be utilized as language lessons at all academic stages; the entire educational community must be committed to continual progress in the instruction of both languages, their use as an educational tool, and the regulation.; tertiary institutions will be at the forefront of Filipino modernization. The intellectualization program, on the other hand, must be pursued at the basic education stages.; the educational agency will work with the National Language Commission, which is responsible for the further improvement of Filipino, according to the 1987 Constitution.; with the assistance of various educational stakeholders public or private groups, the agency will provide the resources for the language legislation to be realized.; and the agency will allocate resources to execute the Policy in areas such as materials development, various seminars, compensatory and advancement programs for non-Tagalogs, the creation of an appropriate and streamlined learners for classroom usage, and the development of effective evaluative mechanisms. With these ideal aspirations of the agency in this country, bilingual education policy had been publicly criticized due to a lack of promising results. Bernardo (2007) expressed in his writings that the issue of the language of instruction is always linked in any thorough attempt to analyze the dilemmas of Philippine education. According to him, the issue would always boil down to three aspects: the language to be utilized to achieve proficiency, the language that can guarantee a competency, and the identification of formal education's social and political functions. All of the mentioned aspects are of a great deal. It is therefore interesting to look at data revealing the proficiency level of the Filipino learners from the start of implementation of Bilingual education in the Philippines from 1987 up to the present encompassing all reforms done with regards to bilingual education. Data from UNESCO revealed that in 1988, elementary students' achievement levels were only 55.2 percent, compared to a 75 percent acceptable rating. The NEAT results show a national average rating that are lower than the desired mean score. Language/reading, science, and mathematics received the lowest marks. Moreover, it was also discovered that the children only learned 38 out of 131 competencies/skills, or 29 percent. Poor quality has been linked to a variety of problems, including socioeconomic characteristics, issues linked to the instructor, insufficient resources for learning, and a fully-packed curriculum. If we are to trace back the 1987 provisions, almost all the mentioned factors are within the scope of the policies. However, with a span of one year, we can say for considerations that the education system is still adjusting to the new system in education and that

abrupt development cannot be achieved directly. True enough, data revealed that years later, between 1995- 1998, it was observed that there was an increment in the number of pupils who acquired literacy and numeracy skills. However, during the same period, the mastery of basic life skills is still at an unacceptable level ("UNESCO IBE - World data on education, 6th edition - the Philippines," n.d.).

Advocates of Teaching Science and Mathematics in English note three primary grounds for the language's utilization in the country's educational system: it is tried and true, it is cost-effective, and it is universal (Quirino, 1983). According to Avarez (1991), teaching in English language in the educational curriculum has led to development of thousands of highly competent graduates who are currently engaged in a range of businesses across the country in terms of viability and testability. It was also believed that English as a medium of instruction was a valid and trustworthy system for studying science throughout the world. She went on to say that switching to Pilipino will result in a systemic disaster due to economic considerations. The job of translating science publications and research journals into Pilipino, which are mostly written in English, requires intensive research and years of study, not to mention a substantial financial expenditure. Furthermore, particular scientific terminologies must be transcribed into Pilipino. Teachers are also overburdened with planning science classes in a language in which they are not proficient, in addition to translating English references and materials into Pilipino. And if we look at the international level, English is one of the world's "lingua Franca," particularly in science and technology. It's the format for publishing, documenting, and disseminating research findings in scientific publications. The common dialect spoken at global conferences and seminars is English. Acuna & de Guzman (1987) mentioned three national studies on language and scientific achievement that they conducted with pupils over three years. Results revealed that testing in Pilipino did not generally disadvantage students from non-Tagalog-speaking areas, the students performed better in Pilipino than in English, and the relational concepts were better grasped in Pilipino than in English, and the best single predictor of science accomplishment was quantitative ability, followed by English word knowledge. From these studies, we can say that bilingual education- utilizing both Filipino and English as the medium of instruction is found effective. However, data presented earlier suggest that the effort is not enough as the proficiency level does not even reach the standard baseline of 75%. Going back to what is emphasized in the article of Bernardo (2007), how can we have a citizen that knows how to perform their social roles in society

if the first two major factors (what language should be learned and what language should be used to attain proficiency) cannot even aid maximum learning to attain proficiency. Other factors are surely into play.

Statement of the Problem

The study aimed to develop Social Media-Based Instructional Modules in Mathematics in Bilingual Education Context for the Grade Seven students of Geras Integrated School. Specifically, it sought to answer the following question:

1.   What is the educational use of the Social Media-Based Mathematics Instructional Module in meeting the following learning competencies of students in Mathematics as revealed in their Pre-Post-test results?

a.   performs fundamental operations on integers

b.   expresses rational numbers on the number line

c.   performs operations on rational numbers

d.   solve problems involving operations on rational numbers

Scope and Limitations

This study was limited to the development, validation, and use of a Social Media-Based Mathematics Instructional Module for the grade seven students of Geras Integrated School in Isabela City in the Province of Basilan. The Social Media-Based Mathematics Instructional Module (SMBMIM) made use of students' level of exposure to social media, extent of use, and social media preferences of students as a baseline data for its development. The social media platform to be used was entirely dependent on the social media preferences of the participants in the study as revealed from the survey conducted. Its content coverage solely focused on the inclusions of lessons taught in the First Quarter of the K-12 Curriculum Guide which was limited to Operations on Integers, Order of Operations on Integers, Rational numbers, Operations on Rational Numbers, and Solving problems Involving Rational Numbers. The learning competencies needed to be acquired were limited to: perform fundamental operations on integers, expresses rational numbers on the number line, performs operations on rational numbers, and solve problems involving rational numbers.

The validation of SMBMIM was limited only to experts validation conducted by six experts coming from WMSU, Basilan State College, and Isabela City Division. The validation mainly focused on Learning Objectives, Lesson Content, Language Used, and Evaluation Activities. The time frame for the development and validation took for one year.

The study was conducted during the third quarter of school year 2015-2016. The respondents of the study were limited to the three sections of grade seven of Geras Integrated School to include Carnation which was used for pilot testing while Daisy and Sampaguita for the actual administration of the Social Media-Based Mathematics Instructional Module. To test for educational use, the Social Media-Based Mathematics Instructional Module was pilot tested at Geras Integrated School before it was used for an actual administration. A Pretest and Posttest in the form of an Achievement Test was used to determine the educational use of the SMBMIM by comparing the mean scores obtained by students from Pretest and Posttest for every learning competency.

Results and Discussion

Educational Use of the SMBMIM in Meeting the Learning Competencies

The educational use of the SMBMIM in meeting the learning competencies was assessed during the final administration of the module employing an Achievement Test in the form of Pretest and Posttest. The result of the test is presented in Table 1.

TABLE 1

RESULT ON THE EDUCATIONAL USE OF SMBMIM

Learning Competencies (LC)	No. of Items	PRETEST			POSTTEST			Mean Gain Percentage (%)
		Mean (n=58)	Mean %	Interpretation	Mean (n=58)	Mean %	Interpretation	
1. Performs fundamental	25	10.00	40%	**Average**	11.09	44%	**Average**	**11%**

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operations on Integers								
2. Expresses rational numbers on the number line	4	1.29	32%	Low	1.38	35%	Average	8%
3. Performs operations on rational numbers	9	2.48	28%	Low	2.40	27%	Low	-3%
4. Solve problems involving operations on rational numbers	2	0.40	20%	Low	0.60	30%	Low	52%

Based on the results, the SMBMIM measured in terms of educational use showed a mean gain of 11% for LC#1, 52% in LC#4, and 8% in LC #2. This implies that the mastery level of students from pretest to posttest has improved in terms of the mean gain percentage. Furthermore, using the DepEd MPS as cited by Fernandez (n.d.), the result of LC#2 with 32% MPS in the Pretest and 35% in the Posttest reveals that the mastery level of students has improved from Low Mastery to Average, in contrary to LC#3 which shows a negative gain in the MPS of students. This one point decrease in the MPS from 28% to 27% in pretest and posttest respectively is due to the difficulty encountered by students on dealing with mathematical symbols such as radical signs and exponents, and representing numbers in fraction form on Facebook. This implies that the SMBMIM needs to be improved further especially in areas covering LC#3: Perform Operations on Rational Numbers.

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