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EDUCATION

Christian Educators Readiness for Inclusive Education: Basis for a Training Program

Jonathan M. Merced and Leonardo B. Dorado
Adventist University of the Philippines

jonathanalamat@gmail.com

Abstract

The trend in the 21st century is promoting general education teachers to accept students with special needs inside the regular classroom. However, research shows that teachers in the regular classroom are not well-prepared to accept students with special needs inside the regular classroom because of the lack of knowledge regarding inclusion. The objective of this study was to identify the knowledge of Christian educators regarding inclusive education. This study used a descriptive survey method to investigate Christian educators' knowledge in special education and inclusive education policies, characteristics of students with special needs, inclusive models, and teaching methods in selected Christian schools in Cavite and Manila. A total of 103 elementary and high school teachers participated. The results showed that Christian educators have high knowledge in terms of special education and inclusive policy. They also have high knowledge regarding the different types of students with special needs. However, the respondents have very little knowledge in terms of the inclusive education model and teaching techniques in handling students with special needs. Therefore, there is a need for schools and administrators to provide seminars and training about the different inclusive education model and the teaching strategies in handling students with special needs.

Keywords: *knowledge, Christian educators, inclusive education*

Regardless of the efforts being put forth for the successful implementation of inclusive education in schools, there are still various challenges that teachers face in the implementation of the program. Many teachers find difficulty in implementing inclusive education because of lack of knowledge and training in handling children with special needs (Blecker & Boakes, 2010; Das, Kuyini, & Desai, 2013; Fuchs, 2010; Fazal, 2012; Janmohamed, 2012; Mwangi & Orodho 2014; Pershina, Shamardina, & Luzhbina, 2018; Schumm & Vaughn, 1995; Shah, Das, Desai & Tiwari, 2013; Yu, 2015). Just like teachers, principals and administrators are also not ready for inclusive education (Conrad & Brown, 2011; Fuchs, 2010). They find it difficult to accept students with special needs because of inadequate knowledge of different disabilities. The Individuals with Disabilities Education Act (IDEA) stated that there are thirteen categories of special education. Each category requires knowledge and skills for the teacher to handle. Teachers have a serious role to play in evolving all aspects of the inclusive education process (UNESCO, 2005 as cited in Carrington & Macarthur, 2012). They have the power to exclude and include students through their knowledge, skills, attitudes, beliefs, values, and by way of the quality of their actions (Hayes,

Mills, Christie & Lingard, 2006; Kerney,2011 as cited in Carrington& Macarthur, 2012. Much evidence supports the positive effect of inclusive education (Blecker & Boakes, 2010; Cole, Waldron, & Majd, 2004; Dessemontet, Bless, & Morin, 2012; Kalambouka, Farrell, & Dyson, 2007; Ruijs, Van der Veen, & Peetsma, 2010). Therefore, teacher readiness is important. The idea of teacher preparedness comprises in the relation to an openness and willingness part of teachers to take their place in an inclusive education system and work towards its goals (Carrington & Macarthur, 2012); however, research has shown that mainstream teachers generally lacked confidence. As they attempted to include students with disabilities into classes, several factors are considered which include lack of teachers' training, lack of competencies, lack of concrete materials, large classrooms, time allocation, and assessment (Thwala, 2015). For inclusion to be successful, policymakers as well as provincial education departments need to double their effort to improve the standard of inclusion since teachers do not exhibit adequate knowledge on inclusion education (Hay, Smith & Paulsen, 2001). The collaboration between parents, teachers, and other stakeholders provides a foundation for the success of inclusive education (Pershina et al., 2018). In the United States of America, The Public Law 94-142 simply called the Education of the Handicapped Act Amendments further amended and the name was changed to Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 are the laws mandated by the government to provide the proper placement and support to children with special needs. This law provides the supports of the rights of children to inclusive education. While this order may provide students with special needs the chance to be educated alongside their non-disabled peers, it does not guarantee that students with special needs will be welcomed.

In the Philippines, only 2% served the targeted 2.2 million children with disabilities in the country who live without access to a basic human right: the right to education. Most of these children live in rural and far-flung areas whose parents need to be aware of educational opportunities that these children could avail of (Department of Education, 2017). General education teachers need to increase their knowledge and skill to be appropriate with the student needs in an inclusive setting. There could be many reasons underpinning the fact that some students with special needs having difficulties in participating in academic and social interaction at school. Whether the problems came from the student or the teacher, the difficulties will affect their learning process and their social life. In addition, Muega (2016) found out that Filipino teachers do not resist the practice of inclusive education, however, they admit that they are still uncertain of the practices they provide to the requirements of quality inclusive education. In a research made by Sargeant and Berkner (2015), it was found that teachers in Adventist institutions revealed five key perceptions in inclusive education. First, teachers have positive attitudes toward inclusion. Second, accommodations help students who are mildly disabled succeed in the regular classroom. Third, inclusion classrooms can be Christian based. Fourth, school personnel needs to develop policies for accepting students with disabilities. Finally, Adventist teachers can identify children with special needs. Singh (2006) suggests that teachers who teach in a regular setting must assert an introductory special education course together with clinical experiences to successfully prepare for inclusion. Because of the challenges that teachers face in the implementation of the program, this research is important to determine the readiness of Adventist teachers for inclusive education. The results can be the basis to provide the necessary training program

that could help them to be equipped and be prepared in an inclusive education setting.

Statement of the Problem

This study investigated the readiness of Christian educators specifically Adventist teachers in the implementation of inclusive education in the Philippines. This specific study sought to answer the following questions:
1. How knowledgeable are the Christian teachers in terms of:
    a. Special education and inclusive education policy
    b. Characteristic of students with special needs
    c. Inclusive education model
    d. Teaching techniques for students with special needs.
2. Are there significant differences in their knowledge in inclusive education when grouped according to gender and years of teacher's experience?
3. What feasible intervention program can be designed to improve the knowledge of Adventist teachers towards inclusive education of children with special needs?

Methodology

The purpose of this study was to examine the readiness of Adventist general education teachers in inclusive education. The reason for this is for the researcher to develop the necessary training program for teachers in Adventist institutions in handling students with special needs in a regular setting.

The researcher used the descriptive-survey method that focuses on the readiness of Adventist teachers in handling children with special needs in Adventist institutions. The population of this study is comprised of 103 general education elementary and secondary teachers in the chosen Adventist institutions in Manila and Cavite for the school year 2019 – 2020. Six schools participated in the research study.

The profile of the respondents is presented in Table 1.

Table 1
Profile Distribution of School Teachers

Gender		Frequency	Percent
Male		21	20.4
Female		82	79.6
	Total	103	100
Years in Teaching		**Frequency**	**Percent**
1 – 2 years		29	28.2
3 – 5 years		11	10.7
6 – 10 years		12	11.7
10 years and more		51	49.5
	Total	103	100.0

As shown, female respondents (82 or 79.6%) outnumber male respondents (21 or 20.4%). In terms of teaching experience, 51 teachers or (49.5%) answered that they had 10 years and more experience followed by 29 (28.4%) respondents where they had 1 to 2 years of experience. In addition, 12 (11.7%) teachers answered that they had 6 to 10 years of teaching experience and only 11 (10.7%) teachers had the experience of 3 to 5 years.

The researcher used a modified survey instrument titled Readiness of Pre-Service Teacher to Teach Students with Special Needs through Inclusive Education Course by Rabi, Ghazali, Rohaizad, & Zulkefli, (2018). Where some of the parts where edited and have been removed. The questionnaire has two parts: Part 1 was meant to generate the demographic profile of the respondents in terms of gender and their years of experience. Part 2 was intended to gather data regarding their knowledge on the policy, characteristics of different disabilities, an educational model for inclusion and teaching techniques in handling

children with special needs. The scale used in the instrument was Likert Scale (Not at all, Very little, somewhat, and to a great extent).

Data were collected from elementary and secondary school teachers during a seminar among the Adventist teachers in the Adventist University of the Philippines, College of Education during the inter-semester of the academic year 2019. The researcher personally administered the questionnaires to the respondents. The data were analyzed according to appropriate statistical treatment using Statistical Package for Social Sciences (SPSS). The following statistical tools were used to answer the questions in the study:

Mean and Standard Deviation to compute the level of knowledge in terms of Special education and inclusive education policy, Characteristics of students with special needs, Inclusive education model, and Teaching techniques for students with special needs.

T-test and ANOVA to compute the significant difference of knowledge considering the gender and years of experience.

Results and Discussions

Knowledge of Christian Teachers

Special education and inclusive education policy. Table 2 presents the knowledge of Christian educators in terms of Special education and inclusive education policy. The table is presented from highest to lowest. The majority of the respondents are somewhat knowledgeable in the definition of special education which garnered the highest mean (3.11) with a standard deviation of .71, while the reading of the policy and law in special education ranked as last (M = 2.37 and SD = .90).

Table 2
Special Education and Inclusive Education Policy

Practices	M	SD	Scaled Responses	Verbal Interpretation
1. I know the definition of special education	3.11	.71	Somewhat	High
2. I have an idea on a special education program in the Philippines	2.8	.79	Somewhat	High
3. I have read the concept and definition of inclusive education	2.71	.87	Somewhat	High
4. I read the policy and law in special education	2.37	.90	Somewhat	High
Overall	**2.75**	**.68**	**Somewhat**	**High**

Legend: 3.50 - 4 – Great Extent (GE) – 76% - 100% knowledge; 2.50 – 3.49 – Somewhat (S), 51% - 75% knowledge; 1.50-2.49 – Very little (VL), 26% - 50% - knowledge; 1-1.49 - Not at all (NA), 0% - 25% knowledge

A grand mean of 2.75 and a standard deviation of 0.68 reveal that the knowledge of the respondents in terms of the Special education policy is high. According to Wong & Wong (2009), knowing policies is important since it aids the students in attaining quality education and helps running the school. Bubpha (2014) also added that the policy framework is important in inclusive education since it helps inclusion in moving forward. However, Walshaw (2012) stated that

effective teaching is not necessarily a consequence of a new policy. Lying at the heart of effective teaching is the knowledge and skill that an individual teacher brings to the cognitive demands of teaching.

Types of Students with Special Needs

Table 3 presents the knowledge of the respondents on the different types of students with special needs. It is ranked from highest to lowest. Majority of the respondents know children who are gifted and talented with the highest mean (M = 3.02 and SD = .809) followed by children with attention deficit hyperactive disorder (M = 2.96 and SD = .753) while the knowledge of the respondents to children with multiple disabilities ranked as the lowest (M = 2.57 and SD = .811).

Table 3
Characteristics of Students with Special Needs

Characteristic of Student with Special Needs	M	SD	Descriptive Interpretation	Verbal Interpretation
1. I know about children with gifted and talented	3.02	.809	Somewhat	High
2. I know about children with attention deficit hyperactive disorder	2.96	.753	Somewhat	High
3. I have an idea about children with physical and other health problem	2.93	.770	Somewhat	High
4. I know about children with hearing impairment	2.86	.840	Somewhat	High
5. I know about children with an autism spectrum disorder	2.81	.789	Somewhat	High
6. I have knowledge about children with visual impairment	2.77	.889	Somewhat	High
7. I have a clue about children with down syndrome	2.75	.822	Somewhat	High
8. I know about children with deaf-blinded	2.62	.950	Somewhat	High
9. I know about children with dyslexia	2.59	.922	Somewhat	High
10. I know about children with multiple impairments	2.57	.811	Somewhat	High
Overall	**2.79**	**.69**	**Somewhat**	**High**

Legend: 3.50 - 4 – Great Extent (GE) – 76% - 100% knowledge; 2.50 – 3.49 – Somewhat (S), 51% - 75% knowledge; 1.50-2.49 – Very little (VL), 26% - 50% - knowledge; 1-1.49 - Not at all (NA), 0% - 25% knowledge

A grand mean of 2.79 and a standard deviation of 0.69 reveal that the knowledge of the respondents in terms of the different types of students with special needs is high. According to O'Connor, Yasik, and Horner (2016), Teachers are usually the first to identify children who may require special services and are usually the ones who refer children for evaluation.

Therefore, general education teachers need to be knowledgeable about the different categories of disabilities.

Knowledge of Inclusive Education Model

　　Table 4 presents the knowledge of the respondents on the inclusive education model, ranked from highest to lowest. The majority of the respondents are familiar with the inclusive education model which ranked first (M = 2.56 and SD = .788) while the knowledge of the respondents in multi-discipline team rank as last (M = 2.31 and SD = .874).

Table 4
Inclusive Education Model

Inclusive Education Model	M	SD	Scaled Responses	Descriptive Interpretation
1. I am familiar with the inclusive education model	2.56	.788	Somewhat	High
2. I have experienced an inclusive education	2.55	.957	Somewhat	High
3. I know inclusive classroom setting	2.42	.935	Very little	Low
4. I know the different type of inclusive education	2.33	.821	Very little	Low
5. I have an idea on multi-discipline team role	2.31	.874	Very little	Low
Overall	**2.43**	**.75**	**Very Little**	**Low**

Legend: 3.50 - 4 – Great Extent (GE) – 76% - 100% knowledge; 2.50 – 3.49 – Somewhat (S), 51% - 75% knowledge; 1.50-2.49 – Very little (VL), 26% - 50% - knowledge; 1-1.49 - Not at all (NA), 0% - 25% knowledge

　　The grand mean of 2.43 and a standard deviation of 0.75 imply that the overall knowledge of the respondents in the inclusive education model is very little and is interpreted as low. According to Bubpha (2014), inclusive education is more successful especially in teaching and learning management if there is an implemented inclusive education model served as a guide in meeting the needs of the child. Therefore, there is a need for teachers to be knowledgeable in the inclusive education model.

Teaching Techniques for Student With Special Needs

　　Table 5 presents the knowledge of the respondents to the different practices and techniques in handling students with special needs, ranked from highest to lowest. The knowledge of the different teaching method ranked first (M = 2.67 and SD = 2.54) followed by social communication skill of students with special needs (M = 2.54 and SD = .776) which interpreted as high, while the knowledge of the respondents on applied behavioral analysis is low (M = 2.00 and SD = .69).

Table 5

Teaching Techniques for Student with Special Needs

Inclusive Education Model	M	SD	Scaled Responses	Descriptive Interpretation
1. I know the different method for teaching a student with special needs	2.67	.844	Somewhat	High
2. I know the social communication skill of student with special needs	2.54	.776	Somewhat	High
3. I know the assessment and evaluation method for students with special needs	2.38	.877	Very little	Low
4. I know the needs of students with special needs in an inclusive setting	2.38	.854	Very little	Low
5. I know the method of communication among student with hearing impairment	2.29	.914	Very little	Low
6. I know Individual Educational Plan for student with special needs	2.17	.912	Very little	Low
7. I know assessment and evaluation model for student with special needs	2.16	.793	Very little	Low
8. I know sign language for deaf and mute students.	2.01	.839	Very little	Low
9. I know visual impairment and implication in education	2.14	.901	Very Little	Low
10. I have the knowledge on applied behavioral analysis	2.00	.779	Very little	Low
Overall	**2.27**	**.69**	**Very Little**	**Low**

Legend: 3.50 - 4 – Great Extent (GE) – 76% - 100% knowledge; 2.50 – 3.49 – Somewhat (S), 51% - 75% knowledge; 1.50-2.49 – Very little (VL), 26% - 50% - knowledge; 1-1.49 - Not at all (NA), 0% - 25% knowledge

The grand mean of 2.27 and a standard deviation of 0.69 reveal that the knowledge of the respondents in teaching strategies in handling students with special needs is very little or interpreted as low. According to Rosenzweig (2009 as cited in Mader, 2017), general education teachers are having a hard time in inclusive education because of lack of support from the administrators, time constraints, and the academic standards. Teachers are not only hesitant in the implementation but also do not know how to do so.

Significant Difference in the Teacher's Knowledge on Inclusive Education According to the Demographic Profile

The succeeding tables show the results regarding differences in knowledge among Christian teachers when grouped according to gender and years of experience.

Table 6

Differences in Knowledge of Christian Teachers When Grouped According to Gender

Knowledge	Gender	N	Mean	SD	T	df	p	Verbal Interpretation
Special Education Inclusive Policy	Male	21	2.73	.538	-.156	101	.876	Not Significant
	Female	82	2.76	.717				
Characteristic of Student with special needs	Male	21	2.77	.526	-.056	101	.955	Not Significant
	Female	82	2.79	.701				
Inclusive education model	Male	21	2.42	.597	-.757	101	.451	Not Significant
	Female	82	2.43	.794				
Teaching techniques for Students with special needs.	Male	21	2.17	.493	-.953	101	.345	Not significant
	Female	82	2.30	.735				

p-is significant at 0.05 level

Table 6 presents the differences in the respondents' knowledge considering gender. The results indicate that there is no significant difference in the respondent's knowledge in terms of gender. This implies that knowledge is not affected whether they are male or female. These findings are supported by Gurgar (2019). It was found out that the knowledge of teachers towards inclusive education is not affected by the difference in gender.

Table 7

Significant Differences in Knowledge of Christian Teachers When Grouped According to Years of experience

Knowledge	Gender	N	Mean	SD	df	F	Sig	Verbal Interpretation
Special Education Inclusive Policy	1-2 years	29	2.71	.67	3,99	4.84	.003	Significant
	3-5 years	11	2.45	.78				
	6-10 years	12	2.27	.61				
	More than 10 years	51	2.96	.60				
Characteristic of Student with special needs	1-2 years	29	2.82	.69	3,99	.575	.633	Not Significant
	3-5 years	11	2.60	.72				
	6-10 years	12	2.66	.84				
	More than 10 years	51	2.84	.60				
Inclusive education model	1-2 years	29	2.44	.73	3,99	2.33	.078	Not Significant
	3-5 years	11	2.10	.76				
	6-10 years	12	2.08	.86				
	More than 10 years	51	2.58	.71				
Teaching techniques for Students with special needs.	1-2 years	29	2.31	.77	3,99	1.25	.293	Not Significant
	3-5 years	11	1.90	.60				
	6-10 years	12	2.24	.71				
	More than 10 years	51	2.34	.65				

p-is significant at 0.05 level

Table 7 presents the difference in the respondents' knowledge considering the years of experience. The results indicate that there is no significant difference in the respondents' knowledge in characteristics of students with special needs, inclusive education models, and teaching techniques for students with special needs in terms of years of experience. In addition to that, results also showed that there is a significant difference in the respondents' knowledge in the special education inclusive policy in terms of years of experience.

Table 8

Post-Hoc Analysis of Teacher's Knowledge in Inclusive Education Policy Considering Years if Experience

Variable	Years in Teaching (I)	Years in Teaching (J)	Mean Difference (I-J)	Sig.	Verbal Interpretation
Special Education Inclusive Policy	1-2 years	3-5 years	.260	.666	Not Significant
		6-10 years	.444	.194	Not Significant
		More than 10 years	-.248	.355	Not Significant
	3-5 years	1-2 years	-.260	.666	Not Significant
		6-10 years	.183	.904	Not Significant
		More than 10 years	-.509	.090	Not Significant
	6-10 years	1-2 years	-.444	.194	Not Significant
		3-5 years	-.183	.904	Not Significant
		More than 10 years	-.693	.006	Significant
	More than 10 years	1-2 years	.248	.355	Not Significant
		3-5 years	.509	.090	Not Significant
		6-10 years	.693	.006	Significant

p-is significant at 0.05 level

Table 8 presents the post-hoc analysis of the respondents' knowledge in the policy of special education policy considering the years of experience. A comparison of 6-10 years and more than 10 years of experience was significant (sig. .006). All other comparisons were not significant. This means that the respondents with more than 10 years of experience have significantly higher knowledge in special education inclusive policy than any other group. Avramidis and Kalyva (2007) stated that teachers who have more years of engagement to students with special needs are more positive in inclusive education compared to those teachers who have less or no experience.

Proposed Training Program Design Matrix

Table 9
Proposed Training Program Design Matrix

Data-based Findings	Objectives	Topics for Lecture Sessions	Resource Persons
Very Little knowledge on Inclusive education model	• Discuss the ideal assessment and referral process • Identify the proper placement of students with special needs • Understand the importance of formulating an IEP. • Understand the different Service Delivery team • know the different method of collaboration inside the classroom	• Knowing and Identifying a Child with special needs with IEP formulation • Collaboration between parents, teachers, and other professionals in handling students with special needs.	Dr. Lara A. Maguad Dr. Aida S. Damian
Very little knowledge of the different teaching techniques in handling students with special needs	• Know how to accommodate students inside the inclusive classroom. • Know how to modify lessons base on students' current level.	• Accommodation and Modification inside the Inclusive Education Classroom	Dr. Michelle T. Collado
	• Understand the concept of Universal Design for Learning (UDL).	• Universal design: Differentiated Instruction for all Learners in an inclusive classroom	Dr. Jeremiah C. Fameronag

Table 10

Proposed Training Program Design Matrix

Term 1	Topic	Resource Person
7:00 – 7:30	Registration	
7:30 – 8:00	Devotional	
8:00 - 8:30	Welcome Remarks and Introduction of Speaker	Dr. Leonardo B. Dorado
8:30 – 9:30	Knowing and Identifying a Child with special needs with IEP formulation	Dr. Lara A. Maguad
9:30 – 9:45	Break/Snack	
9:45 – 12:00	Continuation "Knowing and Identifying a Child with special needs with IEP formulation"	Dr. Lara A. Maguad
12:00 – 1:15	Lunch break	
1:15- 3:00	Collaboration between Parents, teachers, and other professionals in handling students with special needs.	Dr. Aida S. Damian
3:00-3:15	Break/Snack	
3:15-4:30	Continuation of topic "Collaboration between parents, teachers, and other professionals in handling students with special needs."	Dr. Aida S. Damian
Term 2		
7:00 – 7:30	Attendance	
7:30 – 8:00	Devotional	
8:00 – 9:30	Accommodation of students and Modification of Instructions in Inclusive Classroom	Dr. Michelle T. Collado
9:30 – 9:45	Break/Snack	
9:45 – 12:00	Continuation. Accommodation of students and Modification of Instructions in Inclusive Classroom	Dr. Michelle T. Collado
12:00 – 1:15	Lunch Break	
1:15 – 3:00	Universal design: Differentiated Instruction for all Learners in an inclusive classroom	Dr. Jeremiah C. Fameronag
3:00 – 3:15	Break/Snack	
3:15 – 4:30	Continuation. Universal design: Differentiated Instruction for all Learners in an inclusive classroom	Dr. Jeremiah C. Fameronag

Conclusion and Recommendation

Christian teachers' profiles show that there are more female teachers than male and mostly have more than ten years of experience. The data reveals that the respondents have high knowledge in terms of inclusive education policy and the different characteristics of students with special needs. However, Christian educators have very little knowledge of the inclusive education model and the different teaching techniques in handling students with special needs in inclusive education. The outcome of this study presents that there are no significant differences in the knowledge of Christian educators when grouped according to gender. However, there is a significant difference in the knowledge of the respondents in terms of the inclusive education policy. Teachers who have more than ten years of experience are more knowledgeable compared to other groups.

The following recommendations were drawn from the results:
1. Teachers must be provided with seminars, training, and workshops about inclusive education models and different teaching techniques in handling students with special needs to increase their knowledge.
2. There is a need to strengthen the collaboration between Christian teachers and other professionals to share their knowledge, expertise, resources, and other support services in an organized group to increase knowledge and lessen their burden.
3. For further research, it is suggested that researchers will focus on the attitudes of Christian educators towards inclusion.

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EDUCATION

Students' Perception of the Use of the ICT in the Englas Class of the Alternative Learning System: A Case Study

Arjem Noryn Caringal-Agum, Pauleen Angeli Baloyo, Judy Mae Juayno-Corpuz, Herssel Shaira Capobres and Michael S. Naidas

Adventist University of the Philippines

ancagum@aup.edu.ph

Abstract

In the 4.0 era or the age of the Fourth Industrial Revolution, traditional and digital teaching and learning have intermarried. However, learners in non-formal education do not have the same privilege of exposure to the use of Information and Communication Technology ((ICT) in the classroom as the students from formal classrooms have. Grounded from the theory of scarcity and resources and theory of self-determination, this case study determined the perceptions of seven purposively-sampled Alternative Learning System (ALS) students from the Adventist University of the Philippines-College of Education (AUP-COE) ALS program. Specifically, the researchers identified the (a) ICTs used in teaching English in ALS and (b) perceptions of the ALS students in the use of ICT in terms of accessibility, cost, effectiveness, and benefits. Data gathered from the interview with the participants, class observations, and the triangulation with the two ALS coordinators and two ALS teachers were transcribed and themes for each objective were identified through thematic analysis. Results revealed that PowerPoint (PPT), videos, and online quizzes were the ICTS used by ALS teachers in AUP-COE. However, the participants mentioned that the teachers rarely use any ICT in class except for English class. Moreover, the participants perceived that ICT is accessible since most of them have smartphones, although only one has access to a computer/laptop. The use of ICT for them is both impractical and practical and is effective in learning. Finally, the participants mentioned that the use of ICT made their learning easier in many ways. Based on the results, it is concluded that ALS students should be trained in the use of ICT so that they can easily adapt to formal classroom settings. It is recommended that ALS teachers be equipped with the use of ICT. It is also recommended to conduct an experimental study to test the effectiveness of ICT when used as a medium of instruction and learning in the classroom.

Keywords: *Alternative Learning System (ALS), Information and Communication Technology (ICT), formal classroom, non-formal classroom*

In this "everything is digital" world, 21st-century learners have now access to almost every piece of information available at their fingertips. They explore the web and learn something new with the help of technology. According to the International Education Advisory Board (n. d.), these technology-savvy learners spend 6.5 hours each day using technology. They listen to and record music, view, create, and publish Internet content, play video games, watch television, and talk on mobile phones and instant messages every day. From a teacher-centered approach to a student-centered one, students now are

encouraged to facilitate their learning through technology-facilitated approaches (Garba, Byabazaire, & Busthami, 2017). Information and Communication Technology (ICT) is a tool found helpful to improve the quality of teaching and learning processes (Shala, 2016).

However, not everyone has access to technology, and worse, not everyone has a chance to even go to school. In 2016, data from the United Nations Educational, Scientific, and Cultural Organization (UNESCO) revealed that about 263 million children, adolescents, and youth worldwide are not enrolled in school (UNESCO, 2018). In the Philippines alone, there are about 3.8 million out-of-school youths (OSY) with ages ranging from 6 to 24 years old (SunStar Philippines, 2017). Low socio-economic conditions (Machica & Machica, 2017), family matters, lack of personal interest, and high cost of education (Philippine Statistics Authority, 2018) seem to be the overriding reasons why most of the youth dropped out of school.

The Department of Education (DepEd), through The Governance Act for Basic Education otherwise known as the Republic Act 9155, gave the OSY a chance to pursue their schooling in a non-formal context (DepEd, n.d.a). The Philippine House of Representatives introduced the program "Alternative Learning System (ALS) as an expansion of non-formal education which include "overlapping concepts and practices of alternative schools, adult education, informal learning, recognition of prior learning, and lifelong learning" (Arzadon & Nato, 2015, p. 7). In this regard, DepEd believes that ICT is a powerful educational tool that can facilitate the transformation of school education, even for the ALS program. The vision "21st Century Education for All Filipinos, Anytime, Anywhere," is one of the DepEd's efforts to transform basic education in the country. To achieve this, the DepEd together with the education stakeholders, needs to fully integrate ICT into the curriculum (DepEd, n.d.b).

A study was done by Tindowen, Bassig, and Cagurangan (2017) among 150 ALS students in the Northern Philippines revealed that the integration of ICT in ALS is low. Teachers in the 21st century are expected to be adept in the use of ICT as a new approach to teaching and learning. The learners of today need to be equipped with the necessary skills related to ICT to enable them to perform better and contribute to the global community. Thus, the challenge for ALS teachers is that they must acquire necessary competence in using ICT and be tech-savvy as well, to meet the global emerging demands. Teachers need to integrate technology in their teaching so that ALS students will not be left behind with the current trend.

The use of ICT is one of the 21st-century skills that ALS students should also learn. After readings and synthesis of the literature, it was found out that there is scarcity in the literature on the perception of ALS students in the use of ICT. Moreover, there is no known study in the ALS program of the Adventist University of the Philippines-College of Education connected to ICT, thus, making this paper pioneering research that could eventually benchmark to wider and more in-depth "evaluatory" researches.

Objectives

The study aimed to determine the perception of ALS students in the use of ICT in the English class. Specifically, it identified the ICTs used in English teaching and learning and delved into the students' perception of the use of ICT in class.

Theoretical Framework

The study was anchored on the following theories: Lionel Robbins' Scarcity of Resources Theory and Edward Deci and

Richard Ryan's Theory of Self-Determination.

Scarcity of Resources Theory.

Robbins' Scarcity of Resources Theory holds that a person has many needs, but only has limited or does not have enough resources to meet those needs. This would later lead a person to change the way he/she thinks, plans, and operates (Learning Theories, 2017). Polke (2015) added that limited resources may include time, money, and knowledge, and how individuals make use of these will determine their success in life. Similarly, if ALS students may have limited access to technology and do not have enough knowledge on how to use certain online platforms, it is interesting to know how they perceive the use of ICT in their classes.

Theory of Self-Determination.

Ackerman and Tran (2018) define the Theory of Self-Determination as "the ability or process of making one's own choices and controlling one's own life". It is a theory that deals with the extrinsic and intrinsic motivation that helps individuals to function and actualize their potential. The authors of this theory have identified three basics needs that are essential to fully optimize the tendencies for growth, social development, and well-being. These are the needs for competence, relatedness, and autonomy (Ryan & Deci, 2000).

Whatever urges the ALS students to continue their education will greatly affect their performance in school. If they are extrinsically motivated, they will yield some kind of reward. If they are intrinsically motivated, they will have the drive to finish their schooling because of enjoyment despite many challenges. Although poverty hinders them to attend formal schooling, these students still have the desire to attend school in a non-formal context. Their intrinsic motivation urges them to enroll in the ALS program to achieve their dreams.

Methodology

This research is qualitative in nature. Specifically, a case study was utilized to determine the perception of ALS students in the use of ICT in the English class (non-formal school setting). A total of six participants were chosen purposively. The criteria considered were: (a) students enrolled in ALS for the February 2020 Accreditation and Equivalency Test under the tutelage of the College of Education; (b) regularly attend their English class every Sunday at 9:00 - 10:00 AM; and (c) willing to be interviewed. A semi-structured interview guide validated by experts was used in the conduct of the data gathering.

To ensure that the study passed through a set of ethical protocols, the researchers sought clearance from the University's Ethics Review Board. Moreover, consent forms were disseminated to all the gatekeepers such as the ALS Coordinators of the College of Education and the parents of the students below 18 years old. A separate consent form was also given to each participating student. The confidentiality of the data and the voluntary participation of all the needed people for the study were guaranteed.

Due to time constraints, a focus-group interview was opted to be utilized which lasted for nearly one hour. Five weeks prior to the interview, the English class was observed. After the interview with the participants, a separate interview with the two ALS coordinators and two ALS teachers was also done for triangulation to ensure the reliability and depth of the information gathered.

All the information gathered from the interviews were transcribed and translated in English, put into a tabulated matrix, and were thematically analyzed using Miles and Huberman 1994 Model. Observations were also used as a support to the information gathered from the focus group interview and triangulation.

Table 1

Demographic Profile of the Participants

Code	Age	Sex	Religion	Grade Level	Father's Occupation	Mother's Occupation
Participant 1	18	Female	SDA	Grade 8	welder	housewife
Participant 2	19	Male	Catholic	Grade 7	landscaping	housewife
Participant 3	18	Male	SDA	Grade 7	deceased	housewife
Participant 4	24	Female	Catholic	1st-year high school	IT - husband	
Participant 5	16	Female	SDA	Grade 3 (ALS)	call center agent	practicing caregiving
Participant 6	16	Female	Catholic	Grade 6	carpenter	fish vendor

The participants in the study were six ALS students with an age range of 16-24 years old. There were two males and four females. Three of them are Seventh-Day Adventists while another three are Catholic. Table 1 shows that one of the participants was only able to finish until Grade three and has passed the ALS Accreditation and Equivalency (ALS-A&E) Test and was promoted to Grade 7; however, due to financial incapability of the family, the participant was not able to attend school and is now reviewing for the ALS-A&E in 2020. Furthermore, most of the breadwinners in the participants' families have unstable jobs. Hence, the demographic profile of the participants proves that they came from low-socioeconomic households as implied in the table and their reason for not being able to finish schooling is due to financial problems.

Results and Discussion

ICTs Used by Teachers in Teaching the Subject in ALS as Perceived by Students

The integration of technology in the formal classroom may be evident in most formal classrooms; however, it may not be the same in the case of non-formal teaching. According to Asiyai (2013), one of the barriers to effective implementation of ICTs in classrooms is the low level of ICT literacy amongst teachers and learners. It is said that provisions of ICT pedagogy training should be provided to teachers along with provisions for electronic classrooms and laboratories. Kihoza, Zlotnikova, Bada, and Kalagele (2016) added that other factors serving as barriers to effective ICT implementation are: personal attitudes and perceptions about technology, lack of accessibility to relevant resources (both hardware and software), lack of framework in ICT integration, and unreliable internet connection.

In answering the first research question, "What ICTs are used by teachers in teaching the subjects in ALS as perceived by students?", the participants identified the use of PowerPoint (PPT), videos, and online quizzes of teachers in delivering their lessons. However, the participants clarified that among all the teachers, English teachers were the only ones using technology in the classroom often; rarely in Filipino and Araling Panlipunan classes; and never in other subjects. This supports the result of the study conducted by Tindowen et al. (2017) which showed that the integration of ICT in ALS learning is low.

PowerPoint (PPT). Using PowerPoint Presentations in the classroom is a common 21st-century teaching tool. When asked which classes use PPT in their classes, P1 said that their

MAPEH teacher used it only once; P5 stated that it is used *"bihira lang sa Filipino at sa AP (Araling Panlipunan) isang beses lang (sometimes used in Filipino and once used in AP)"*; and P4 affirmed that the English teacher has been using PPT since the start of the ALS classes for their batch.

In a study conducted by Oommen (2011), learners embrace this technological tool to help develop their English language learning experience. Students are motivated to learn and these presentations help in managing the class-time efficiently.

Videos. Videos are a way of breaking the monotonous flow of traditional instruction. They enhance English language learning because students use their visual and auditory senses when they watch videos. The ALS students said that videos were only shown in English class. Teachers show videos to back-up the traditional discussion/lecture in the classroom. In the 5-week observation, the researchers have proven that the English teacher either provides a downloaded video or YouTube video to reinforce learning in class. The other ALS teachers are not using videos in class; instead, they use the whiteboard to write the lessons, activities, and homework.

Learners take in information in different ways and with different pacing—multiple intelligences and learning styles are proof of that. Using visuals is one of the best ways to learn a new language (Alber, 2019).

Online Quizzes. Another ICT used in the classroom according to the ALS students are online quizzes in their English class. Online quizzes are a great assessment tool not only for the teachers but also for the learners. Students can access numerous free online quizzes to test themselves even when they are at home. The participants mentioned that they experience answering online quizzes in English class. Some online quiz websites such as Kahoot! and Quizizz are used in the classroom so students can answer questions about a topic and measuring their speed and accuracy of answering them.

The researchers found out in their triangulation with the ALS Teachers that the use of ICTs in ALS is limited as most teachers still opt to employ traditional methods in teaching their subjects. Teacher 1 (T1) explained, *"Sakin kasi ma'am mas madali yun eh even if pwede kong gamitin yung modern technology (For me, ma'am, it's easier even if I have the ability to use modern technology). Mas madaling iprepare kasi madaling magbigay ng examples (It's easier to prepare because it's easy to give examples)."*

When asked if the teachers are willing to integrate technology in their lessons, T1 said, *"Pwede ko siya i-insert ... yung paggamit ng technology (I can [integrate] the use of technology in my class). Helpful siya, ma'am..if mas mabilis ang learning kasi iba nga, ma'am, diba meron tayong different kinds of learning skills; meron tayong visual, auditory mga ganon (It's helpful, ma'am, and it enhances learning because we different kinds of learning skills; we have visual, auditory, etc.). So effective siya. Especially yung iba, ma'am, na a-amaze eh pag na observe ko kayo "Ah meron pala nun, gusto ko rin nun." Ano sya, exciting learning activities."*

The researchers observed that one of the reasons why teachers don't incorporate technology in their classes is the lack of ICT training. Teachers tend to stick to traditional methods of teaching such as using textbooks and whiteboards because it is more comfortable for them to teach the way they were taught (Khodabandelou et al., 2016).

For teachers to effectively use technology in the classroom, they need to be trained and educated in using various technological resources. In a recent study, a researcher emphasizes the importance of a language teacher's knowledge and exposure to ICT in enhancing their teaching experiences and skills. Despite not being able to attend many lectures and seminars on ICT

and despite lack of teaching experiences, teachers can acquire different and varied resources like downloadable activities, videos, online educational games and quizzes, and PowerPoint presentations (Dela Rosa, 2016).

It is said that in recent times, ICT has revolutionized the educational sector by making teaching and learning flexible. Remote students nowadays can learn and collaborate with others in order to achieve good academic performance. E-learning and m-learning strategies are now rapidly expanding in many countries as incorporated in educational activities (ICT in Non-Formal Education, 2010). As part of learning instruction, the extrinsic and intrinsic motivation of teachers is one of the many factors that influence teachers in choosing what ICT tools to be used for their lessons (Jatileni & Jatileni, 2018).

ALS STudents' Perception of Using ICT in Learning

Accessible. Most of the participants are using smartphones thus making ICT accessible for them. However, only one participant mentioned of having a laptop at home since her husband is an IT specialist. These answers proved that ICT is accessible for the participants, yet it is very limited.

The researchers found out that the students don't have much difficulty in using technology when they're assigned to do a performance task using a laptop. They were able to understand the instructions and finish the tasks in a limited time. However, the participants are only able to use programs depending on their knowledge of how to use them. Participant 1 (P1) stated, *"Nahirapan ako sa computer dahil hindi ako sanay, pero madaling gamitin kung nasasanay ka sa paggamit ng computer (I find it difficult to use the computer because I'm not used to it. However, I think that it would be easy if you are used to working on a computer)."*

Ghavifekr and Rosdy (2015) conducted a study which proved that technology-based teaching and learning is more effective than traditional methods. Students in the digital age will be faced with situations involving technology whether at school or at work so exposure to technology is essential. With the rise of different types of technology, students do not need the latest or the very expensive tools or gadgets to have access to ICT. Teachers can incorporate ICT in the classroom through collaborative activities. School management can work hand-in-hand with the teacher and provide proper implementation and support to achieve a successful technology-based teaching and learning.

Impractical. Most of them expressed that it is impractical to rely on technology in learning. Since the school WiFi is not available to them, they use smartphones to do quick research when they need to translate a word or if they need more information on a certain topic. However, using data in their smartphones means they need to spend money on the load. As stated by P1, *"Mahirap din po magpaload tapos ... pa sa internet kasi minsan walang signal (It's difficult to buy load...sometimes there is no signal for the internet)." P2 also expressed that it's impractical "kasi maglalabas pa po ng pera para maka [gamit ng internet] (Because you need to spend money to use the internet)."*

ICT use also becomes impractical because the participants need to spend money on the load. Even if they have the means to buy load, it still doesn't guarantee that they could use data easily since it also relies on how strong the signal is.

The students also expressed some hindrances in using technology in class. P3 exclaimed, "Kapag short sa pera, hindi makagawa ng assignment (When I'm short of money, I cannot do

my assignment)" and P6 added, "Mabagal po yung signal (The signal is slow)." To get the full learning experience with technology, students need to have well-functioning technological tools and programs that they can use with ease and that would be possible if the school can provide the resources or if the students have the means to supply themselves with the tools.

Due to financial incapacity, most of the ALS students have limited access to technology and only use their smartphones in doing minor research, communication, and gaming. Some even mentioned that they have limited knowledge in using technology or online platforms because they only use them sometimes. Also, the use of technology is not financially-friendly for them. To have access to one, they must first spend a little amount of money which they cannot afford due to limited resources.

Practical. Most of the participants agreed that using technology is both practical and impractical. Using technology is practical because it's convenient to use for research, word translations, doing homework, and connecting with their classmates and teachers.

As observed in class, the participants liked that they need to do an activity online and save their work for the next meeting. Although they do not write everything on paper, the activity is still saved. Moreover, the participants mentioned that technology is a very practical way to communicate with their teachers and classmates through Messenger.

Olofsson, Lindberg, and Fransson (2018) found out in their study that the use of ICT in schools greatly helped students, especially in making storage and text production. Students have appreciated the easiness of doing any schoolwork because of ICT. With their laptops and smartphones, they can take notes, reformulate sentences in their documents and move text sections around easily. They can also create and save a file that they could access any time and anywhere.

Effective. The students believe that using technology in class helped them learn their lessons more effectively and efficiently. They enjoy the activities that are incorporated with technology and they learn more with hands-on experiences. When asked on how technology helped enhance their learning, P1 said, *"Yung pag speak po ng English at paano mag pronounce tapos po ang [pag-e-edit] po sa canva (Speaking in English and pronouncing words. Also, editing using canva). [Magagagamit] talaga sa English pag speak niresearch ko dun para malaman ko kung ano talaga yung tamang pagbigkas kasi minsan may mga taong tatawanan ka tapos ikaw rin parang "Ayy, mali ba yon?"(You can really use technology in English when you speak. I search for words there so I'll be able to know the right pronunciation since sometimes there are people who will laugh at you so, you'll also ask yourself, "Ayy, is that wrong?)."*

Using technology for learning also proved to be useful even when the students are not in class. P3 expressed that *"Kapag hindi ka updated or absent ka pwede mo tanungin ang mga kaklase mo sa pamamagitan ng GC (group chat), and then research… dictionary kung di mo alam yung mga words (When you are not updated or absent, you may ask your classmates through GC (group chat), and then research….dictionary if there are words that you don't know)."*

Limited. During class observations, the researchers discovered that the participants' knowledge of the use of ICT is very limited. They can easily grasp the instructions given to them, but their upper motor skills cannot easily follow. Simply put, they have difficulty in typing and using the mouse or the laptop touchpad. The reason can be because they are less exposed to a laptop. As discovered during the interview, only P4 has access to a computer because of her husband's work. The other five are using only their mobile phones.

Since the participants come from low-socioeconomic households, their exposure to and usage of ICT are limited. However, ICT being limited to students does not only relate to their socio-economic backgrounds. In a literature review conducted by Nueva (2019), it was found out that students' capacity to use ICT for learning is associated with teachers' technological intervention. Teachers' training and practice, and their attitude in using ICT in the classrooms greatly contribute to the technological competence and proficiency of the students. …

Beneficial. Overall, students expressed that technology helps in their learning and they gained benefits from it. Several of the participants claimed that they use a lot of technology when they need to translate something. P2 said, *"Pag nahihirapan po ako ng English ginagamit ko po yung translator sa Google (When I find English difficult, I use Google translator)." P3 added, "Same din po sa akin... gumagamit din po ako ng translator (It's the same with me. I also use a translator). Sinusulat ko muna sa Tagalog tapos at tinitignan ko po yung sa English po para tignan yung tama (I write it in Tagalog and then I look it up in English so I can check if it's correct)."*

Another benefit students get from using technology is getting information that they need to enhance their learning. According to P4, "Madali pong mag search at nakakatulong po talaga yun kasi konting [search] niyo lang po lalabas na po yung mga meaning (It's easy to search and it really helps because you just look it up and the meaning will show up." P5 also exclaimed that "mas malinaw po yung may mga meaning ng ibang verbs at nouns (there are clearer definitions of the other verbs and nouns)."

In a survey conducted by Wiyaka, Mujiyanto, and Rukmini (2018), 54% of the respondents showed that coursework is easy to use with the integration in ICT. Also, 55% believed that the ICT-based program can improve their academic performance.

Two of the participants like to learn in the traditional way (lecture, discussion, paper-and-pencil assessment) while the other four like to experience a combination of traditional and digital learning. The ALS coordinators of COE confirmed that the DepEd Representative of Silang, Cavite instructed them to have a separate subject for computers and that teachers must integrate ICT in teaching. They mentioned that the new mandate of the DepEd requires ALS teachers to follow a formal school setting; hence, there will be a need for computer laboratories where students can experience hands-on activities. Moreover, a new module for all subjects will be provided by the DepEd for ALS teachers to modify depending on the needs of the students.

Conclusion and Recommendation

The use of ICT is one of the 21st-century skills that students must gain. Since the DepEd has a mandate to pattern ALS to formal school, the challenge for ALS teachers now is how they can produce ALS graduates that will not be culture-shocked when mainstreamed in a regular classroom. It has been evident that ALS students are not exposed to utilizing ICTs in class. They use their smartphones for communication and gaming only and since they are not exposed to the use of computers, basic keyboarding is an apparent problem to be dealt with by ALS teachers.

Based on the results of the study, it is recommended that ALS teachers be equipped with the use of ICT through training and workshops. The adeptness to the use of ICT may encourage teachers to make use of technology when teaching. Moreover, a needs-assessment survey regarding the use of ICT in specific ALS clusters may also be considered to ensure that teaching with the ICT reinforcement will suffice the needs of the students. Conducting an experimental

study to test the effectiveness of ICT when used as a medium of instruction and learning in the classroom may be done for future research.

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EDUCATION

Leadership Behavior and Teacher Motivation in a Faith-Based Educational Institution

Haiyu Wang, Leonardo B. Dorado and Rufina Francisco
Adventist University of the Philippines

lbdorado@aup.edu.ph

Abstract

Numerous studies have been conducted to enhance leadership behavior and employees' motivation in profit organizations; and these studies have helped many profit-organizations to excel in their operations. Yet, there are rare studies on leadership behavior and employees' motivation in a non-profit organization to increase motivation and productivity in the employees. Therefore, on these premises, the researcher proposed to undertake a study in a Faith-Based Institution (FBI) concerning leadership behavior and teacher motivation. The purpose of this research project is to examine the efficiency of leadership behaviors and teacher motivation in the FBI. The researcher used descriptive-correlational design. The population of this study was the faculty of the elementary and high school departments. Among the 42 distributed questionnaires, only 32 were retrieved. The results found there was a strong positive significant relationship between the principal's transactional leadership style and teacher's intrinsic motivation. Also, a strong positive significant relationship was found between the principal's transformational leadership style and teacher's intrinsic motivation. Moreover, a strong positive significant relationship was found between the principal's transactional leadership style and teacher's extrinsic motivation, while, only a moderate positive significant relationship was found between the principal's transformational leadership style and teacher's extrinsic motivation. It was concluded that the higher is the practice of transactional and transformational style among the teacher's head/principal, the higher are teachers' intrinsic and extrinsic motivations.

Keywords: *leadership behavior, teacher motivation, faith-based education relationship*

Numerous studies have been conducted to enhance leadership behavior and employees' motivation in profit organizations; these studies have helped many profit-organizations to excel in their operations. Yet, there are rare studies on leadership behavior and employees' motivation in a non-profit organization to increase motivation and productivity in the employees. Therefore, on these premises, the researcher proposed to undertake a study in faith-based institutions concerning leadership style and teacher motivation.

Motivation is the desire, incentive, or stimulus to pursue a particular course of action; it is a critical ingredient in employee performance and productivity (Gulati, Mayo, Anthony, & Nohria, 2017). According to Robbins (as cited in Gowri, 2012), motivation is the willingness to exert high levels of effort toward organizational goals, conditioned by the effort ability to satisfy some individual need. A motivated teacher is crucial to a successful classroom. They will look at teaching through a different lens, and in doing so, motivate their students in their learning too. Motivation helps to energize, direct, and sustain positive behavior over a long period. It involves working towards goals and tailoring

activities to achieving this purpose. It also helps to drive creativity and curiosity, sparking the desire needed for students to want to learn more (Gulati et al., 2017). Leadership styles among school principals play a significant role in teachers' motivation and well-being. If motivated teachers perceive their engagement in various teaching tasks as interesting and meaningful, they will experience less exhaustion. Thus, teachers' sense of autonomy at work may allow them to tolerate occasional frustrations and setbacks, and to prevent negative experiences from leading to feelings of burnout and loss of vitality (Hebrew University of Jerusalem, 2011).

Successful leaders possess characteristics and qualities which have been their asset in their respective institution or the organization they are leading. However, every person has unique traits and characteristics that could be different from one another. Thus, leaders and administrators of any institution have various leadership styles where their leadership behaviors can be related to the teachers' motivation. Running an institution, especially, Faith-Based Institutions (FBIs), is laborious. Leadership is very important in every organization because, without it, employees or workers will fail to do their duties effectively and efficiently. Leadership captures the essentials of being able to inspire others and being prepared to do so. Effective leadership is based upon ideas (whether original or borrowed) but won't happen unless those ideas can be communicated to others in a way that engages them enough to act as the leader wants them to act (Ward, 2019). According to New Leaders for New Schools (2010), nearly 60% of a school's impact on student achievement is attributable to leadership and teacher effectiveness, with principals accounting for 25% of a school's total impact on achievement. A motivated teacher is crucial to a successful classroom. It also helps to drive creativity and curiosity,

sparking the desire needed for students to want to learn more (Gulati et al., 2017).

Leadership Styles

Leadership style is a set of actions, taken by individuals in a position of power and influence, to motivate and cultivate others through mechanisms of empowerment, engagement, and collaborative assignment to meaningful work. Kouzes and Posner's (2002) recognized these behaviors: (a) modeling the way, (b) inspiring a shared vision, (c) challenging the process, (d) enabling others to act, and (e) encouraging the heart, are necessary for an effective leader. Marzano et al. (2005) identified 21 specific leadership responsibilities and behaviors for school leaders through the expert teacher's perspective as follows affirmation; change agent; contingent rewards; communication; culture; discipline; curriculum, instruction, and assessment; flexibility; focus; ideals/beliefs; input; intellectual stimulation; involvement in curriculum, instruction, and assessment; monitoring/evaluation; optimizer; order; outreach; relationships; and resources. In addition, leadership behavior can be further classified into task-oriented, relationship-oriented, job-centered, and employee-centered. More approaches and theories are developed to try to explain the nature of leadership behavior. Transformational Leadership. Transformational leadership is a leadership style in which leaders encourage, inspire, and motivate employees to innovate and create change that will help grow and shape the future success of the company (Sarah K. White, 2019). Transformational leaders have their visions and passion, communicate and keep a close relationship with their employees, and stimulate the followers to use their talents, knowledge, skills, and abilities to attain the goals and objectives of the organization. Transformational leaders bring fundamental

changes in the attitude and beliefs of an organization. As a result, each individual is considered, supported, and encouraged to come up with creative and innovative ideas to solve problems. In addition, the organization's interest is above personal interest. All in all, transformational leaders seek new ways to work, generate new opportunities against risk, produce practical solutions to problems, and reject the status quo (Lowe, Kroeck, & Sivasubramaniam, 1996).

Transactional Leadership. Transactional leadership is most often compared to transformational leadership. Transactional leadership depends on self-motivated people who work well in a structured, directed environment. By contrast, transformational leadership seeks to motivate and inspire workers, choosing to influence rather than direct others (Thomas, 2018). The transactional style of leadership was first described by Weber in 1947 and then by Bernard Bass in 1981. Transactional leadership is mostly practiced in the management of institutions and organizations. Traditionally, it focuses on the relationship between leader and follower, and largely based on the exchange of rewards contingent on performance (Avolioi, Walumba, & Weber, 2009).

The main objectives of this study were to examine the efficiency of the leadership behavior and teacher motivation in the Academy of Adventist University of the Philippines and Adventist University of the Philippines. Specifically, it aimed to answer the following questions:

1. What is leadership behavior in faith-based education institutions?
2. What is the teacher's motivation in faith-based education institutions?
3. Is there a significant relationship between leadership behavior and the teacher's motivation?

Methodology

In this study, the researcher employed the quantitative approach, specifically, the descriptive-correlational design. Descriptive-correlational research design seeks to describe characteristics of the variables in the study through a systematic collection of information about the variables and careful measurement of it. The population of this study was the faculty of the elementary and high school departments at AUP. The total number of the purposively selected respondents (n = 32) is shown in Table 1 including the questionnaires distributed and retrieved. In this study, the instrument that the researcher used in the data gathering was a self-constructed questionnaire. The researcher sought approval from the University's Ethics Review Board (ERB). The first part of the questionnaire includes the consent letter and the information about the demographic profile of the respondents. The second part of the questionnaire is the inventory scale for leadership style and motivation. The inventory scales for leadership style and motivation were constructed by the researcher based on literature. These inventory scales had been subjected to validation by experts. The inventory scale for the principal's leadership style consists of two dimensions and the teacher's motivation has also two dimensions. The researcher brought them to the principals of the AUP Elementary and AUP Academy to ask permission to conduct the study, questionnaires were distributed to teachers of the elementary and academy. In the analysis and interpretation of the data, Microsoft Excel, and Statistical Package for Social Sciences (SPSS) Software were used with the assistance of a statistician. Among the 42 distributed questionnaires, only 32 were retrieved. Hence, the data that was statistically analyzed came from the final number of retrieved questionnaires.

Table 1

Summary of Retrieved Questionnaires

Respondents	No. of Respondents	Distributed Questionnaires	Retrieved Questionnaires
Elementary Teachers	12	12	4
Academy Teachers	30	30	28
Total	**42**	**42**	**32**

Theoretical Framework

The study is anchored in the behavioral theories of leadership and self-determination theory. These two theories were applied to measure the relationships between teachers' intrinsic motivation, extrinsic motivation, and teachers' perceptions of the principal's leadership. Behavioral Theories of Leadership are classified as such because they focus on the study of specific behaviors of a leader. For behavioral theorists, a leader's behavior is the best predictor of leadership influences and as a result, is the best determinant of leadership success. In the field of educational psychology, Self-Determination Theory was founded on the principle of human development that individuals are innately driven to grow psychologically while also integrating experiences and personality to form a sense of self (Ryan, Connell, & Deci, 1985, as cited in Schunk & Zimmerman, 2006). It recognizes the innate desire; intrinsic motivation drive individual to meet psychological needs and produce internal satisfaction. Self-Determination Theory posits three psychological needs that motivate teachers: the feelings of autonomy, competence, and relatedness.
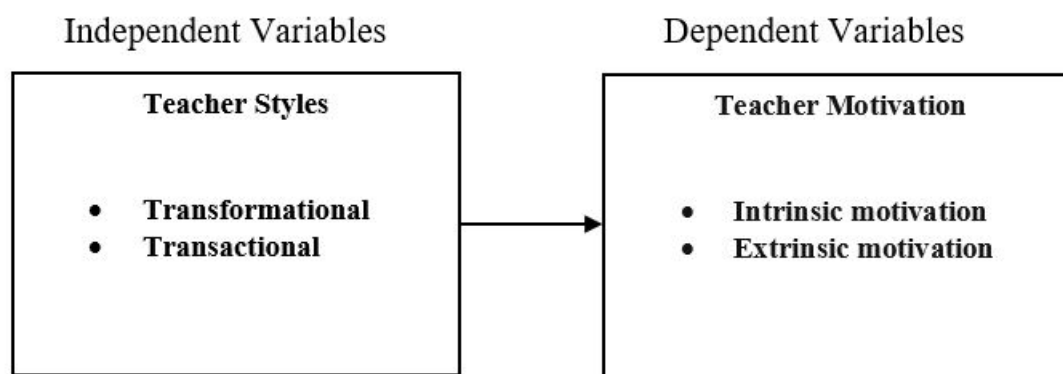
Figure 1. Research paradigm showing the relationship between leadership style and teacher motivation.

Results and Discussion

Leadership Behavior in Faith-Based Education Institutions

As can be seen in Table 2, the leadership style of the respective principals of the respondents is more of transactional as indicated by its overall mean of 4.06 (SD = 0.54); it is higher than transformational which has an overall mean of 3.72 (SD = 0.69). Moreover, as indicated by the overall mean, both transactional and transformational leadership styles were found to be of high extent.

Table 2
Principal's Leadership Style as Perceived by the Respondents

Principal's Leadership Style	N	Mean	SD	QD
Transactional	32	4.06	0.54	High
Transformational	32	3.72	0.69	High

Legend: Very High (4.50-5.00), High (3.50 - 4.49), Average (2.50-3.49), Low (1.50-2.49), Very Low (1.00-1.49)

Teacher's Motivation in Faith-Based Education Institutions
As presented in Table 3, the respondents' intrinsic motivation (M = 4.52, SD = 0.53) is much higher than their extrinsic motivation (M = 4.11, SD = 0.61). Moreover, as indicated by the overall mean, the respondents' intrinsic motivation was found to be very high while their extrinsic motivation was only high.

Table 3
Teacher's Motivation as Perceived by the Respondents

Teacher's Motivation	N	Mean	SD	QD
Intrinsic	32	4.52	0.53	Very High
Extrinsic	32	4.11	0.61	High

Legend: Very High (4.50-5.00), High (3.50 - 4.49), Average (2.50-3.49), Low (1.50-2.49), Very Low (1.00-1.49)

Relationship Between Principal's Leadership Style and Teacher's Motivation

The following table showed the results of correlation analysis between the principal's leadership style and teacher's motivation.

Table 4

Relationship Between Principal's Leadership Style and Teacher's Motivation

Principal's Leadership Style	Teacher's Motivation			
	Intrinsic		Extrinsic	
	r	p-value	r	p-value
Transactional	0.759	<0.000	0.526	0.002
Transformational	0.741	<0.000	0.396	0.025

Results showed that there is a strong positive significant relationship between the principal's transactional leadership style and teacher's intrinsic motivation (r = 0.759, p < 0.000). Also, a strong positive significant relationship was found between the principal's transformational leadership style and teacher's intrinsic motivation (r = 0.741, p < 0.000). Moreover, a strong positive significant relationship was also found between principal's transactional leadership style and teacher's extrinsic motivation (r = 0.526, p = 0.002), while, only a moderate positive significant relationship was found between principal's transformational leadership style and teacher's extrinsic motivation (r = 0.396, p = 0.025).

Conclusions and Recommendations

The respective head/principal of the respondents have a high extent of leadership both as to transactional and transformational leadership styles as perceived by the respondents. However, the transactional leadership style was to a higher extent than transformational. The intrinsic motivation of the respondents was very high while their extrinsic motivation was at a high extent only. Moreover, there was a significant relationship found between the principal's leadership style and the teacher's motivation. Both transactional and transformational leadership styles were significantly correlated to both intrinsic and extrinsic motivation. Additionally, strong positive relationships were found between both dimensions of leadership style and motivation except for the relationship between transformational leadership style and extrinsic motivation. These results imply that the higher the extent of the leadership of the teacher's head/principal in both transactional and transformational styles as perceived by the teachers, the higher the intrinsic and extrinsic motivations of the teachers also are.

Based on the findings and conclusions of this study, the following recommendations were formulated:

1. The strength of leadership in both transactional and transformational leadership styles of principals/heads of educational institutions/departments should be continually uplifted as it was found to be positively correlated to both intrinsic and extrinsic motivations of teachers.
2. Principals and leaders of educational institutions should work in a close relationship with the teachers for both sides to benefit from the strengths of each other.
3. Programs, seminars, and/or team building activities which could help strengthen leadership and motivations of both leaders, and teachers should be designed, developed, and conducted.
4. A further study on leadership and motivations may be conducted in a larger scope which would also explore significant differences and moderating effect of demographic

variables on leadership and motivations. Also, non-teaching personnel may be considered as respondents for further study.

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EDUCATION

Barriers of English Language Learning among Chinese Students

Edna B. Esguerra and Teofilo C. Esguerra
Adventist University of the Philippines

edskee@gmail.com

Abstract

Teaching and learning the English language pose some varied difficulties. Barriers to learning can be defined as the difficulties the learners encounter in their experiences. Much has been studied on second language acquisition; however, little research has been done to explore the barriers encountered in learning the English language. This study aimed to explore such learning barriers among Chinese students in junior high school as framed by Krashen's language acquisition model. Utilizing a qualitative case study method, one-on-one interviews of three Grade 10 students revealed through thematic analysis several of these concepts including (a) general barriers to learning English, (b) coping strategies that were employed, (c) and suggested methods on how the students can learn further in the language. The Chinese participants expressed that vocabulary, pronunciation, and classroom instruction were barriers to their English learning. They said that they cope by watching English movies, listening to English songs, and attending to the activities provided by the school such as Week of Prayer. The participants suggested that they be allowed to use their smartphones for translation purposes, as well as for teachers to provide engaging activities. It is recommended that schools enhance programs for ESL learners which includes providing a dedicated ESL teacher. Future researchers can conduct an in-depth study on the barriers encountered by the English language learners using descriptive design.

Keywords: *ESL, language learning, international languages*

English is the most commonly used or spoken language worldwide. Its role as the lingua franca is accepted and has attained the peak of global importance, thus influencing the growth in the realm of education, business, economics, and politics (Kucukler & Kodal, 2019; Martyn, 2018; Sadiq, 2017; Unal & Ilhan, 2017; Ranjbar & Narafshan, 2016; Maraunen, Hynninen & Ranta, 2016; Huang, 2015; Bowles & Cogo, 2015). Martyn (2018) emphasized that the English language's existence has become the determining key for economic success in all countries around the globe. For this reason, Chinese people perceived the importance of learning the English language. As a result, a substantial number of Chinese students go to other countries to study English (Yuan, Tangen, Mills & Lidstone, 2015).

In the United States alone, there are over three hundred sixty thousand Chinese students enrolled in the Academic Year 2018 (Han, 2019; Dennis, 2019; Chew, 2018; Liu, 2016). In the Philippines, the National Bureau of Immigration Statistics reported that the number of international students is increasing rapidly. Moreover, China, as reported by the China Daily, is the world's largest source of international students (Chew, 2018). However, there were reports that although the number of Chinese students in the United States and in the Philippines is increasing at a fast rate, Chinese students undergo obvious problems, difficulties, challenges, proficiency, emotional issues and pedagogy (Sang, 2017; Ancheta & Perez, 2017; Liu, 2016).

The study conducted by Wolf and Phung (2019) revealed that Chinese students face difficulties in academic writing, listening, and speaking, and these difficulties resulted to shame, embarrassment, and frustration. For instance, Sang (2017) finds that a large number of university students were struggling to use what they have learned in English especially in writing. Their compositions consist of misspelled English words and mistakes in terms of grammar, vocabulary, syntax, and pragmatics. It was also specified that Chinese university students' knowledge in English was poor even if they are obliged to take English subjects (Yuan, Tangen, Mills & Lidstone, 2015). It was also reported that Chinese students were not capable to understand talks or speeches in seminars and discovered that it was difficult for them to say something in reply to their teacher's queries (Yang, 2017). In the area of language difficulties, it was described that Chinese students faced four salient challenges in using the English language. First, Chinese use "Chinglish expressions" often, a mixture of English-Chinese languages; then the lack of contextual knowledge or cultural background; lack of language training; and the lack of opportunity to use English (Liu, 2016).

However, a few have looked into the barriers students experienced in learning the English language. This study aimed to find out the barriers that Chinese Grade 10 students experienced while learning the English language; their coping strategies, and how they could learn the English language more.

Literature Review

English language learners encounter a number of barriers while learning the language. Language barriers are apparent in the speaking, reading, writing, and listening skills of the learners. Research findings show that the barriers include linguistic (grammar, vocabulary, pronunciation); instructional barriers (Fan, 2019; Celik & Kocaman, 2016; Khan, 2016); affective factors such as motivation, anxiety, and self-confidence (Ching et al., 2017; Frans, 2016). These barriers commonly experienced by the learners greatly influence their second language acquisition and considered as important barriers and serious difficulties in learning the English process (Kocaman, 2017; Celik & Kocaman, 2016).

Difficulties with the Vocabulary

Vocabulary is considered as the basic element when it comes to any language and its role has great importance in learning English (Al-johali, 2019). Celik and Kocaman (2016) mentioned that vocabulary is necessary for the development of speaking, listening, reading, and writing skills of the learners. Kocaman (2017) emphasized that it should be considered first before grammar, for without vocabulary language cannot occur as well as good communication. To add on, vocabulary can help comprehension, communication, fluency, and achievement (Celik & Kocaman, 2016). Moreover, it is believed that the performance of language learners is better when vocabulary knowledge is substantial (Al-johali, 2019). However, vocabulary learning is considered difficult by most language learners because they are not aware of how to use effective vocabulary learning strategies. They focus on memorizing words to achieve fluency and this is the most common problem preventing vocabulary acquisition. At this point, this is considered a barrier for language learners (Alghamdi, 2019; Kocaman, 2017). Goundar (2019) suggests that one way to confront this problem is to motivate or encourage learners to be self-sufficient while learning vocabulary.

Difficulties with the Grammar

One important aspect of second language teaching, learning, and acquiring

is grammar. Chomsky said that grammar is considered a language theory and it is the key to knowing a language and that it is developed through one's innate cognition (Peng, 2017). Grammar is being referred to as the heart or the core of language learning (Supakorn, Feng, & Limmun, 2018). In addition, it is the lifeblood of language and it is the key to understand texts and passages (Peng, 2017; Steinlen, 2017). Although the emphasis on grammar instruction has been given much attention, it remains a problem in the teaching and learning of English (Peng, 2017). To most language learners, grammar is considered difficult because of the contrast between their native language and English. Researchers have investigated that grammar is closely related to the development of communicative competence (Fan, 2019). Grammatical competence, based on Saengboon (2017), "is the capability to understand and use the parts of speech correctly" (p. 25), and is significant in developing the communicative competence of the learners.

Difficulties with the Pronunciation

Good English pronunciation is the basic element in communication (Chein, 2019) and pronunciation has its role to the learners' successful communication in English. Additionally, the correct pronunciation is significant in the actual world of communication (Yagiz, 2018). However, it is considered as the most troublesome part of English learning regardless of the training done in classes (Cox, Henrichsen, Tanner, & McMurry, 2019; Celik & Kocaman, 2016). It is suggested that second language teachers should be instructed to enhance quality and effective resources in teaching pronunciation (Chein, 2019).

Affective Factors (motivation, anxiety, self-confidence)

Affective factors consist of motivation, anxiety, and self-confidence have a significant influence in learning the language as both hindering and making it easier in using language input (Krashen, 1985, cited in Celik & Kocaman, 2016). Found in a recent study among professional students by Xie (2019) that there were difficulties in English learning because of a lack of motivation and interest. Some of the difficulties involved insufficient English vocabulary and insufficient English speaking and listening skills. These inadequacies were the result of a lack of motivation.

In the study of Amengual-Pizarro (2018), findings revealed that the greater number among English for Specific Purposes (ESP) students experienced average to high levels of anxiety in the English language classroom. The anxiety of the students was the following: they worry to fail in the foreign class; they feel more tense and nervous than in other classes, and they forget the things they learned because of nervousness. This indicates that anxiety influences the learning of English learners.

A study conducted by Celik and Kocaman (2016) found that self-confidence is one of the difficulties encountered by middle school students in Turkey. Among the fifty-eight students, eight students showed a lack of self-confidence in reaching out to learn. The students did not want to participate because they were scared of making mistakes and to be humiliated by peers. These are negative attitudes shown by the students due to a lack of confidence. In other words, a lack of self-confidence causes refusal to learn and enhance English.

Instruction (Teacher, classroom management)

The teacher can also be one of the reasons for the difficulties encountered by language learners (Kocaman, 2017). Although, in reality, according to Khan (2016), teachers are the key figures in the classroom and the one in-charge and responsible for all the activities for the students to learn. They are as well active agents that twist together actual knowledge to guide the learners in the decision-making in the realm of education (Chein, 2019). Furthermore, the teachers are the ones who promote interest in learning or encourage enthusiasm among learners to lessen their frustration and worry as they face challenges and problems (Liton, 2016). It is by the teacher's implementation of instructional strategies that make the students motivated to learn a certain subject (Unruh & Obeidat, 2015). To add more, qualified English teachers can help in the improvement of the quality of English learning. Unal & Ilhan (2017) stated that "teacher quality outweighs other factors such as motivation, funding. . . and qualified teachers can create the best environment for learning" (p. 65). On the other hand, literature has mentioned the low proficiency levels of teachers or their lack of confidence in teaching English as a second language. As cited by Unruh and Obeidat (2015), that English teachers lack knowledge, language proficiency, and competence in second language teaching methodology. In some cases, English teachers are utilizing traditional methods of teaching that made learning less fun, inactive, and passive (Maarof & Munusamy, 2015). For instance, in the study of Khan and Khan (2016), some students have mentioned that they are having difficulty in understanding and learning English because their teachers do not cooperate and they exhibit a disappointing approach. As stated by Ranjbar and Narafshan (2016), "effective teachers understand the problems of students. They are emphatic, considerate, and reflective" (p. 143). To add more, most English teachers don't have the opportunity to attend professional training and seminars or even short refresher courses to equip themselves and to learn new strategies of teaching and learning (Khan & Khan, 2016).

Methodology

Research Design

The researcher utilized the qualitative case study design to answer the research questions and to analyze the data. As cited by De Brun (2014), a case study design should be considered when the focus of the study is to answer "how" and "why" questions. It explores a certain event that is not much talked about, describes a thing in particular, and explains what is going in the real-life experiences of certain individuals (Johnson & Christensen, 2017; Ashley, 2017). Moreover, as noted by Ary et al. (2019), "it provides a rich holistic description of context or issue and spends time examining the unit is important" (p. 389). To gather data, it uses multiple methods, like interviews, observations, and documents.

Sampling Technique and Procedure

Purposive sampling is a non-random technique and most commonly used in qualitative research. It is the intention of the researcher to choose participants because of the qualities they possess and that they can provide information that is required in the study. It is also important that they are willing to share their experiences (Kumar, 2014; Etikan, Musa, & Alkassim, 2016). The participants in this qualitative case study are three Grade 10 Chinese English learners currently enrolled in a private school. As the study focuses on the barriers of English language learning, purposive sampling deemed to be a suitable method for data gathering.

Data Analysis

The recorded interviews were transcribed by the researcher. The transcriptions were read and studied upon. Data were listed and grouped based on the patterns shown from it and developed them into themes of the study. The grouped topics were developed through themes and looked for literature reviews for support.

Results and Discussion

Barriers Encountered by the Grade 10 Chinese English Language Learners

To answer the first research question, "What barriers do Chinese students experience in learning the English language?", participants' experiences showed three main barriers while learning the English language.

Vocabulary. Student A pointed out that to understand the English language is difficult because learning vocabulary is hard. He said, "It's a little difficult. Because I can't quickly remember the words and my vocabulary is not enough."

Student B said that it's hard to understand English because of the new or unfamiliar words she encountered. She uttered, "I don't understand English words especially the words that are new to me."

Student C shared the same difficulty she encountered in English language learning. She said, "vocabulary is difficult for me because I keep on forgetting them." She also added that the teacher doesn't teach vocabulary in the class.

With the above-mentioned experiences among the Chinese students, Teacher A shared this sentiment, "They just sleep in class most of the time, because they don't understand what the teachers are saying."

Pronunciation. Student A expressed that he has a lot of difficulties pronouncing English words and that gave him troubles in speaking. He explained that their pronunciation in China is way different from the Philippines' pronunciation. For instance, he said, "more" incorrectly, the researcher listened to it as "mall", where he meant "more" or additional. Student B stated that she had trouble understanding the teacher's pronunciation. She said that sometimes she understood, but sometimes not because the teacher speaks fast. She stressed that she does not like all aspects of English language learning such as vocabulary, pronunciation, grammar, etc. While Student C shared the same on disliking pronunciation for the troubles she's experiencing pronouncing English words.

Teacher A stated that these Chinese English learners' pronunciation has not been fully developed. They tend to forget how to say the words correctly after a day they have learned the correct pronunciation of the words. She said, "I have to teach them this is the right pronunciation, and then let them say the words rightly. For example, this is how you say this word, at first, they can say the word right but after I proceed to another topic and I ask them again how to say that word again, they can't say the word correctly anymore. They do not know how to say that certain word again. They forget easily."

Instructional. Student A said, "The teacher speaks fast so I don't understand what she's teaching." Also, he suggested this, "I think a teacher can help me by asking me to make plans." Student A wanted to be a part of planning the activities together with the teacher he said, "Teacher, must ask (tell) me what to do, if I don't do it or finish it, she won't allow me to go home or I will fail the exam." He also mentioned that the teacher should give him warnings first before doing the things he said.

Student B mentioned that "All teachers are difficult in the way they teach. I can't understand what they say because they speak fast. It's also the same with my English

teacher. They don't even ask me if I understand the lesson. So I just think of other things--like what to eat (laughs), or sometimes I just sleep."

Student C stressed that their teacher is very nice but she doesn't understand what she's teaching, "Ma'am is very nice but I don't understand what she's teaching. And she gets strict at times."

Both Student A and C attend the Special English class once a week for an hour. Student C said that their teacher in the Special English Class teaches simple things. She said, "But the teacher in the Special English class teaches very simple lessons. That means, I already know what she is teaching. She always teaches vocabulary words that I know, like fruit."

Based on the teacher's observations, Chinese students easily get bored in the class; they just sleep in the class most of the time; they could hardly read, they are slow readers, it will take them six minutes to read a very short passage; they are shy and could not express themselves; they are poor in grammar, pronunciation, vocabulary, and comprehension.

The Coping Strategies Grade 10 Chinese Students Employ to Learn the English Language

To answer the second research question, "What coping strategies do Chinese students employ to learn the English language?", participants mentioned that they use of translators to understand vocabulary; talk to foreigners; ask someone to help them, through tutorials

Student A used his phone to translate words that he couldn't understand. He said, "I use my phone to translate the difficult words so I can understand what it means. I also talk to foreigners or to anyone I see around, that way helps me a lot." He also mentioned that he had a tutor to help him learn English but he said,

"My tutor doesn't help too much."

Student B used her phone as a translator to translate words that are difficult for her to understand. She said, "When it's difficult to understand I use my phone. I write down the word first, and then check it out when I arrive home because we are not allowed to use our phones in the classroom." She also mentioned that when she's experiencing difficulty she sleeps and stops studying. She said, "I just sleep and I don't study anymore."

Student C shared the same coping mechanism. She said, "I translate difficult words through my phone." She also asked help from her tutor and she said, "My tutor helps me to understand grammar better and she is better than my teacher in the Special Class."

Student B and C also mentioned that they love to listen to English songs and watch English movies, with Chinese subtitles. This way, they can enjoy and relax. One said, "I like to watch English movies with Chinese subtitles. I also like the songs, they are good. I enjoy listening to it. I feel good."

Ways Can Help Chinese Students to Learn English Language More

To answer the third research question, "What are the ways they think that could help them to learn the English language?", participants mentioned that there should be more English programs for the foreign students, activities,

Student A suggested that the school should provide an English program for foreign students. He mentioned, "I think the school should add more English programs and organize more activities such as clean the surroundings, crafts, and playing games."

Student B said that the school need not provide more program. She said, "The school has already provided us to learn English. There's no need to add for more because if they will provide more it would be more

difficult for me as a foreign student."

Student C thought that there's no need for the school to provide more programs. She said, "I think it's okay. There's no need to add more programs. It's okay for me now."

The teacher strongly suggested having an ESL program, not only for Chinese students but to all foreign students who are non-native English speakers and a dedicated ESL teacher. She said, "All of us here, the English Teachers, would strongly recommend having an ESL program for all foreign students, not only for Chinese students but for all students who are non-native English speakers and to have at least one ESL teacher."

Discussion

Barriers Encountered by the Grade 10 Chinese English Language Learners

Vocabulary learning, based on the participants, is very difficult. They don't have enough vocabulary and keep on forgetting them, also, the new and unfamiliar words make it harder for them to understand English words even more. They need the assistance of translators before they could understand the meaning of words.

According to Alghamdi (2019), for English language learners, vocabulary learning can be very difficult. In the studies of Yang (2017) and Duan and Yang (2016), found that Chinese students faced greater difficulties when they encountered new words. It was also reported that they get confused with new and unfamiliar words making them unable to understand and communicate. So to understand better they needed more time to use dictionaries/translators (Liu, 2018). It was also suggested by Wang (2014), that Chinese students be given ample time to store more vocabulary in their long-term memory, to not to forget easily.

Pronunciation, as noted by Celik and

Kocaman (2016) that Chinese students are not good when it comes to English pronunciation or speaking in English due to several factors like the mother tongue, age, attitudes, psychological and instructional. In this study, the participants complained that they are all experiencing difficulties when it comes to pronunciation. One student said that Chinese' pronunciation is way different from the Philippines' pronunciation. A study conducted by Zhang (2019) about An Investigation of Chinese EFL Learners' Perceived Comprehensibility of Nine English Accents, results showed that in terms of pronunciation the Philippine English was rated as moderately clear by the Chinese ELF learners. This means that the Philippine English pronunciation was not clear to Chinese learners compared with other English accents that were interpreted as strongly associated with clear pronunciation. In other words, Chinese students do not recognize the Philippine accent when it comes to English pronunciation. Another student stated, "Sometimes I understand, sometimes I don't because the teachers speak fast." Because English is not the native language of Chinese students, they need a longer time to understand the information that they receive. Whenever Chinese students met a teacher or a speaker that spoke fast, they would easily get lost and so they experience difficulty understanding and even harder for them to catch up (Duan & Yang, 2016).

However, found in the study of Zhang (2019), wherein they found out that when it comes to speed, the Philippine English was one of the four English speakers, which was rated as neither too fast nor too slow. That means Filipinos speak English moderately fast. All of the participants are experiencing difficulty in pronouncing English words, one strongly said, "I don't like pronunciation!" The teacher also expressed her observations concerning the pronunciation of Chinese students. She made mention that they easily forget the correct

pronunciation of certain English words. She said, "They can say the word correctly today, but come tomorrow they can't say the correct pronunciation anymore. They have already forgotten the right pronunciation of that word." Based on Gao and Hanna (2016) that in China there exists negligence in the teaching of pronunciation. The national syllabus requirements for pronunciation is seemed to be overlooked and the teachers are not properly trained to carry it out.

All participants said that they are experiencing difficulties in understanding the lessons being taught by their teachers. One commented that activities were lacking in the teaching process as well as strategies that can motivate them to study more. Even the teacher has said that Chinese students easily get bored in class and just sleep most of the time. Peacock (2001) as cited in the study of Milojicic (2019) about "In-Class Expectations Versus Realities: Chinese International ELL's Experiences in a Public University ESL Classroom, Chinese students gave out these reactions:

that they felt very frustrated or uncomfortable; lost interest in the lesson and paid less attention; found it harder to concentrate, could not follow the lesson, or found it "very" stressful; got bored and did not learn as much, or wanted to give up. (p. 59)

Teaching English, per se, is said to be a very challenging task that needed a great amount of effort to produce expected results (Unal & Ilhan, 2017). The teacher is the central figure of the most important person and the one responsible for implementing this very challenging task in the teaching-learning process (Unal & Ilhan, 2017; Khan, 2016). However, students are also considered as important factors in the success of their learning. It is their motivation that influences them to (Suryasa, Prayoga & Werdistira, 2017). However, it is also the teachers' goal to enhance students' motivation to

improve in their learning pursuit. Therefore, English language teachers need to seek teaching strategies in facilitating meaningful and engaging learning experiences for their students (Li, Chen, Whittinghill, & Vorvoreanu, 2014).

Coping Strategies Grade 10 Chinese Students Employ to Learn the English Language

The participants admitted that they use their smartphones when they encountered difficulty. They use the translator to overcome the difficulty to understand the words. Similar to the study of Meniado (2019), it was shown in the findings that every time the students do not understand written texts or words they use the translation app in their phones. This is just one input that a learner can utilize to make progress in learning the language. According to Krashen (1982), more comprehensible inputs mean more comprehensible learning and more strategies used can lead to more successful language learning (Meniado, 2019). Talking to foreigners is another way of coping with difficulties that were also mentioned by one of the participants. The participant said, "I also talk to foreigners or to anyone I see around, that way helps me a lot." According to Alghamdi (2019), engaging in conversations can help the learners learn the language more, most especially in the area of vocabulary. Moreover, taking time talking or chatting with the people around the community where the English language is used to enable the learners to acquire the language in a natural way (Meniado, 2019).

Two of the participants depend on their tutors for help. One mentioned that the tutor does not help that much. This observation can be similar to the study of Wang and Machado (2015) that more often than not, American tutors do not always understand their tutees' needs, especially Chinese students. However,

the other participant mentioned that the tutor helps her to understand grammar and is better than the Special English Class teacher. This experience is the same in the study of Ettinger (2016), that one-on-one tutorial is received well by the students and has measurable results, especially in writing.

Listening to English songs and watching English movies are also mentioned by two of the participants of which they found enjoyment and something good and nice about it. These coping mechanisms were confirmed in the study of Woodrow (2005) as cited in the study of Wu and Lin (2016), that language learners with limited oral proficiency tend to watch movies or listen to English songs. Further, listening to music and watching movies were found to be the two most common coping strategies among anxious English language learners.

Ways Can Help Chinese Students to Learn English Language More

One of them strongly suggested that they should be allowed to use translators in the classroom so that they can translate the difficult words right away and somehow be able to understand the lessons. Another mentioned to include more English programs and organize more activities in the classroom, and to also implement some teaching strategies like monitoring what the students have been doing. Likewise, the teacher strongly suggested having an ESL program and a dedicated ESL teacher for all the non-native English speakers in the school before they can be a part of a regular class. English as a Second Language (ESL) Program is designed to help students learn English as a second language. It is designed to focus on the needs of the students where a dedicated teacher employs different teaching strategies to achieve proficiency in a short period and when certain proficiency level is reached they can enter in a regular

class. This program is offered to students who are new and only know little or no English (Morin, 2020). Educators emphasized that the ESL program should be made available in schools to meet students' needs (Flynn, 2019). Calderon (2016) strongly emphasized that ESL programs should be made mandatory in schools to keep students going to meet their goal of becoming proficient in English.

Conclusion

To conclude, the study explored the English language learning barriers experienced by the Grade 10 Chinese students, which are in the area of vocabulary, pronunciation, and instructional respectively. These learning barriers have been also identified by several types of research in the realm of English language learning (Khan, 2016; Celik & Kocaman, 2016; Fan, 2019). These barriers are majors problems faced by students, therefore hampering their learning. Further, these barriers led the Chinese students to isolate themselves among others (Ching, et. al., 2017). Students were able to cope out with several ways they could think would help them ease or lessen the difficulties they are experiencing such as using translators, talking to foreigners, watching English movies, listening to English songs and relying on tutors (Alghamdi, 2019; Meniado, 2019; Ettinger, 2016; Wu & Lin, 2016; Machado, 2015). The findings and suggestions could be of help for teachers, administrators, and students to lessen the problems encountered in learning English by getting hold of the value of the English language worldwide.

Recommendations

Further research could be done with a larger population using a descriptive study to get more comprehensive results.

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EDUCATION

Review on the Utilization of Maintenance and Other Operating Expense (MOOE) Fund: A Basis for Annual Implementation Program (AIP) Enhancement

Edna B. Esguerra and Teofilo C. Esguerra
Adventist University of the Philippines

edskee@gmail.com

Abstract

The demand for maintenance of the facilities heightened as schools continue to age. As the enrollment increases, schools need more structures to cater to their students, thus personnel and operating expenses also grow. Therefore, this study aimed to review the past utilization of maintenance and other operating expense (MOOE) funds as a basis for the enhancement of the Annual Implementation Program (AIP) of a public high school in the District of Laua-an, Antique. Data were gathered through school records, in-depth interviews with the principal, and an online interview with 20 teachers for their expenses. Data gathered were subjected to descriptive statistics analysis. The findings of the study revealed that repair and maintenance of the school which 26.16% consumes the biggest part of the maintenance and other operating expenses (MOOE) of the school and only 3.16% allotted fund on the school supply for the teacher that's why teachers are spending their own money at least Php5,000.00 to Php10,000.00 every year in the instructional materials, classroom beautification, and expenses in the programs of their department. Moreover, the released MOOE fund of the school for the school year 2019-2020 is Php1,660,000.00 but based on the liquidation, the expenses of the school for the last school year is 1,730,826.41 which means that the budget released by the Department of Education to the school is not enough to support its program for the whole year. It is recommended to reconsider the results as a basis in the MOOE funding and to give priority to the teacher development program to attain the best quality education.

Keywords: *maintenance and other operating expense (MOOE), school improvement plan (SIP) annual implementation plan (AIP), program enhancement*

Maintenance and other operating expense (MOOE) is the fund provided by the government to public schools as a supplementary budget to help aid continually in its different operations based on the approved annual implementation program. Nevertheless, school budget preparation and implementation by the school principals need to be improved to ensure transparency and accountability and to maximize the utilization of its fund to avoid the personal expenses of its faculty and staff (Gempes & Ochada, 2018). In relation to this, the Department of Education designed reform programs to ensure that Filipino children have an equal opportunity to education and better access to all educational opportunities. They continue to 9upgrade services and resources to improve the educational standards and learning outcomes of the learners (Atinc & Read as cited in Arevalo and Cominghud,2020).

The extent of utilization of Maintenance and Other Operating Expenses (MOOE) influences the academic performance of the students (Atinc & Read, 2017; Arevalo & Cominghud, 2020). This result is supported by Fernandez (2011) shedding light on the allocated funds for public schools that can be spent on activities and necessities that support learning programs. He shared the findings on

how MOOE funds serve as a mechanism to improve students' academic performance.

The proper allocation of the funds, implementation, and utilization of MOOE must be given attention. This has been an issue in many institutions. This was also the concern of Gempes and Ochada in their study in 2018. The school heads and the teachers, together they should be involved in MOOE allocation and utilization.

This study was conducted to look at how the MOOE fund in Col. Ruperto National School (CRANS) was utilized for the school year 2019 – 2020 as a basis for the enhancement of the annual implementation program for the school year 2020 – 2021.

Specifically, the researcher sought answers to the following problems:
1. What are the physical allowances of the MOOE expenditures of CRANS for the School Year 2019 - 2020 in terms of:
   a. Areas of expenses
   b. Percentage allocation amount per area of expense
2. How does the principal manage the MOOE fund?
3. What is the Annual Implementation Program for the school year 2019-2020?
4. How much do teachers, especially with advisory and coordinatorship spent money on classroom beautification and learners' instructional materials, and in conducting activities they are in-charge?
5. Does MOOE fund enough to support schools' programs in CRANS?

Maintenance and Other Operating Expenses (MOOE)

The MOOE is the allocated funds for public elementary and secondary schools that can be used on activities and essential that braces learning programs and aid to maintain a safe and healthy environment in schools.

According to the Department of Education (DepEd) Order No. 60, s. 2011, the allowable expenditures for the MOOE fund are limited only to instructional and office supplies, repair, and maintenance – school building, equipment, and other structures, janitorial and security services, transportations, and other utilities. The school is given the prerogative to take its budget priorities but within the allowed expenditures and the school can present proper liquidations. Schools aim to utilize the fund in ways that not only maintain the physical aspect of the school but also improve it cautiously. Based on the study done by McMahon and Boediono (2009) on the development of educational funding methods in Indonesia, the agencies that set out as sources of educational funds need to control the process of policy formulation regarding fund allocation within the district, especially the policy on education funding so that sensible education outcomes can be efficiently and equitably realized. This concerns both the allocation of the central level budget for education to the districts and at the district level and the allocation of the district budget to the school level; that there will be adequate budget allocated for the education of each child. This is very close to the Philippines wherein schools must keep the decentralization of the funds. Among the most valued expenditure areas for the MOOE is for the maintenance and improvement of schools' physical structure and other facilities. Funding is of maximum value and significance in upgrading schools as noticeable in the other studies and writings.

The DepEd Order 13, s. 2016 otherwise known as ―Implementing Guidelines on the Direct Release and Use of Maintenance and Other Operating Expenses (MOOE) Allocations of Schools, including Other Funds Managed by Schools was issued to deepen the decentralization of education management (Ochada & Gempes, 2018). Regardless of the amount of MOOE fund that significantly

differs from one school to another, supplies and materials, seminars and training, power and water bills, minor repair, medical and dental services, and other services are more often given the highest priority for good reasons. The primary use of MOOE is to fund activities as identified in the approved School Improvement Plan (SIP) which are for implementation in the current year particularly in improving learning outcomes and as specifically determined in the Annual Implementation Plan (AIP) of the school. But as time goes by, the needs of the public school increase hence, the MOOE guidelines and computation were revised. In the DepEd Order No. 8, s. 2019 which entitled revise implementing guidelines on the direct release, the use, monitoring, and reporting of MOOE allocation of schools, including other funds managed by schools, previously the school MOOE budget, was computed solely based on enrollment given a per-capita cost. However, with the new formula, other factors affecting school operations are considered, such as the number of teachers and classrooms managed by the school, the number of graduating or completing students, and a fixed amount corresponding to the basic needs of the school. This memorandum order also stated the procedure in downloading the MOOE: (a) The release of allotments is being made by the DBM Offices concerned direct to the Implementing Units (IUs) through the General Appropriations Act as Allotment Order (GAAAO) for those budget items categorized as For Comprehensive Release (FCR), and Special Allotment Release Orders (SAROs) for budget items withheld For Later Release (FLR); and (b) The cash allocations corresponding to the allotments released are issued by the DBM Offices concerned direct to the Modified Disbursement Scheme (MDS) Sub-Accounts being maintained by the respective IUs.

School Improvement Planning (SIP)

According to the DepEd Order No. 44, s. 2015, SIP is a roadmap that lays down specific interventions that a school, with the help of the community and other stakeholders, undertakes within a period of three (3) consecutive school years. It aims to improve the three key result areas in basic education: access, quality, and governance. The basis for the formulation of the SIP is the Republic Act 8155 also known as the" Governance of Basic Education Act of 2001". This law is based on the principle that the school is the second home of the child, the place to get formal education thus the seat of learning. The school head has to exercise instructional leadership and sound administrative management. It is the prime responsibility of the school to cope with the vision, mission, goals, and objectives to develop a school education program and SIP. Furthermore, the SIP is the basis of the school's AIP and other specific plans and it must contribute to the attainment of the goals of the Division Education Development Plan. According to Escobar (2019),

'the SIP is a planning of a continuous improvement process, which establishes goals and actions aligned with the reality of the educational center that executes it to improve academic results as well as the value of the students, (p. 441)'. This program as revealed in the study of Escobar must have a plan for continuous monitoring of the SIP to establish control and make the necessary modifications according to how the plan is being developed. School improvement planning is critical to a principal's success in leading a school (Fernandez, 2011).

Annual Implementation Plan (AIP)

The AIP elaborates the SIP on how key improvement strategies and other significant

projects will be operated, monitored, and evaluated for 12 months. The Annual Implementation Plan describes how the key improvement strategies in the school strategic plan, and other significant projects, will be put into operation during the year and how they will be monitored. It assists schools to plan and communicate their work for the coming year and how this will lead to achieving their identified goals and targets; ensure efficient and effective allocation of resources to complete the work, and monitor progress and success.

SIP aims to reduce the gap between a school's current level of performance and its actual potential. However, schools often fall short of this active improvement process when designing and implementing their plans (Best Practices for School Improvement Planning, 2014).

Research Methodology

Research Design

This study utilized the descriptive-survey method wherein part of the data was gathered from recorded MOOE liquidations of CRANS for the school year 2019-2020.

The descriptive-survey method was employed because the researcher has sufficient prior knowledge about the research locale and the purpose is only to estimate the proportion of the extent of contribution of MOOE fund to school development. Aggarwal (2008) explained descriptive research as devoted to the gathering of information about prevailing conditions or situations for description and interpretation. This type of research method is not simply amassing and tabulating facts but includes proper analyses, interpretation, comparisons, and identification of trends and relationships.

Population and Sampling Technique

This research was conducted in CRANS located in Brgy. Guisijan, district of Laua-an, Antique. The school is situated along the road and is accessible through public and private vehicles. The school has a population of more than 1,500 students with 72 faculty members and staff. The school is very conducive to learning not only because of its location in the barangay but also because of the strong support of its school stakeholders especially the local government. The school offers complete secondary education, the Junior High School, and the Senior High School under the K-12 Curriculum. During the past school years, the school has been able to maintain and develop its physical facilities and equipment. The two SEDIP buildings – the Home Economics, Science Laboratory, the Library – are carefully maintained and they make up a total of ten (8) instructional buildings (3) single-story, (2) double story, and (1) three-story with forty-seven (47) classrooms for the school. Thirty-four (34) classrooms are used as homerooms while the rest for ancillary functions – computer laboratory, administrative office, library, learning enhancement center, school clinic, SSG Office, and stockroom. Eighteen (18) male and female comfort rooms are available inside the campus and ten (10) of them are in the classrooms. The school has forty sets of computers and forty tablets, sets of science equipment from SEDIP. The school is 70% enclosed with concrete perimeter fences.

The respondents of the study are the following: one principal and 20 teachers. Purposive sampling was used in this study.

Instrumentation and data gathering.

The researcher used the self-made questionnaire to gather data from the 20 teachers of their expenses in their learners' instructional materials, classroom

beautification and improvements, and other expenses related to school activities and the principal as the approving authority of the usage of MOOE fund.

An in-depth interview was conducted with the school principal to generate results. Other information was generated from the recorded summary of MOOE physical allowances for the school year 2019 -2020 composing of the item expenses and the amount allocation per area of expenditure.

A letter was sent to the principal of CRANS as a formal request for permission to conduct the study. After the approval, the necessary initial data was gathered from the school records and started a survey to the teachers through online communication. The data collected were then summarized in a table and subjected to descriptive statistical analysis and interpretations.

Data Analysis Procedure

The collected data from the recorded MOOE expenditures and from an in-depth interview of the principal which is the finance head of the school and a survey of teachers' expenses were analyzed using descriptive statistics and thematic approach.

The study is limited only to CRANS in the District of Laua-an, Antique, focusing on the review of the utilization of the maintenance and other operating expense (MOOE) fund for the school year 2019-2020 using the liquidated MOOE documents of the school principal.

Result and Discussion

After a thorough study of the records of maintenance and other operating expense (MOOE) fund and analyzing the perceptions of the principal the results are as follows.

Col. Ruperto Abellon National School (CRANS) received the amount of Php1,660,000 as MOOE fund for the school year 2019-2020 and the table below shows the liquidated expense of the school.

Physical Allowances of the MOOE Expenditures of CRANS for the School Year 2019-2020 in Terms of Areas of Expenses

Table 1
Summary of Liquidation Expenses of CRANS for SY 2019-2020

Item	Expense
Office supplies expenses	210,308.59
Repairs and maintenance	452,693.54
Personal Expenses	348.519.80
Utilities and Bills	434,206.10
School Supplies for Teachers	54,713.59
Other expenses	230,384.79
	1,730,826.4

Table 1 shows a summary of the expenses of CRANS. The first area is the office supplies expense which has Php210,308.59. The next area is the repair and maintenance which has accumulated amount of Php452,693.54. This area includes the school building, electrification,

office building, IT equipment, and other structures. The personnel expense includes the job order personnel salary, the traveling expense, and the training expense amounting to Php348,519.80. In the utilities and bills accumulated the second most amount of the total fund amounting to Php434,206.10 which includes the electricity expense, the internet expense, and telephone expense. School supplies incurred only Php54,713.59. The last area is the other expense which includes printing and binding, fidelity bond, postage and delivery expense, and allowances that have the amount of Php230,384.79. It was noted that the total expense for the last school year was Php1,730,826.41 but based on the list of DepEd, Division of Antique the amount of MOOE released to the school was only Php1,660.00. Regarding this, the principal told the researcher that some amount was from the savings from the school year 2018-2019 and portion of it from the support of the LGU-Lauau-an.

Physical Allowances of the MOOE Expenditures of CRANS for the School Year 2019-2020 in Terms of Percentage Allocation Amount Per Area of Expense

The allocations shown in Figure 1 follow the existing policy of MOOE allocation of the Department of Budget (DBM and DepEd 37, 2. 2004 entitled Implementation of the Direct Release of Funds to DepEd Regional Offices and Implementing Units amended by DepEd Order 46, s. 2004 – amendment to DepEd Order No. 37, s. 2004). It was stipulated in the abovementioned order that the MOOE of the public school is intended to fund to finance expenses such as graduation, recognition or moving-up ceremonies; to procure school supplies and other teaching-related materials that are necessary for the teaching-learning process; to fund minor repairs of facilities, building and ground maintenance; to pay for full time janitorial, transportation and security services; to pay for utilities such as water and electric bills; to pay for the reproduction of teachers activity sheets or materials.
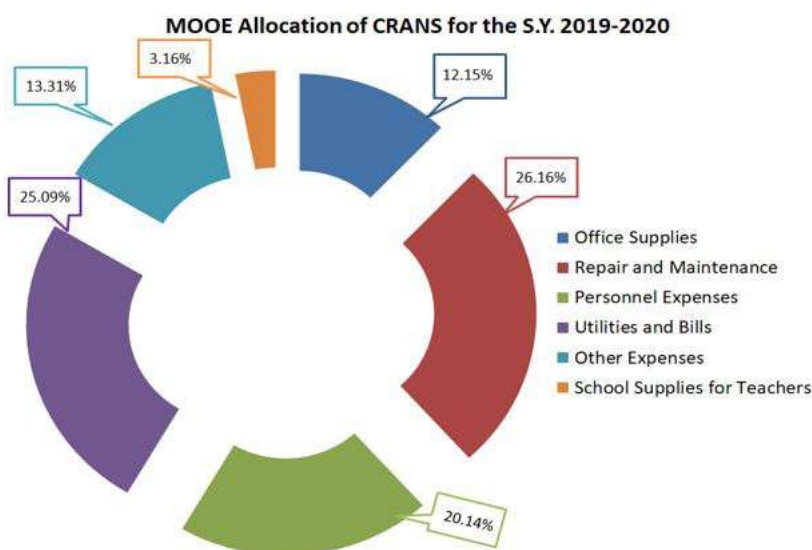
Figure 1. Percentage breakdown of MOOE allocation per area of expense.

Figure 1 further indicates the allocation of the MOOE fund. This is based on the document provided by the accounting office and posted in the liquidation bulletin board. It was noted that expenses for repair and maintenance garnered the highest allocated budget in the MOOE with 26.16% in the whole budget allocation. Furthermore, there was no significant amount allocated to students' activities based on the annual implementation program. While school supplies for the teachers garnered the smallest portion which is 3.16% of the whole budget allocation which was opposite to the statement of the saying that the teachers' and students' needs are prioritized because the principal believes that learning environment and materials can affect the quality education of the learners.

MOOE Fund Management of the Principal

According to the principal, the MOOE fund is managed based on the approved SIP and AIP. said the principal said, *"I see to it that the disbursement was based on the approved SIP and AIP, but there are times that there are priorities of the school that needed to be funded first, so I made an adjustment on the budget on hand and do first what is needed."* The finance staff is also saving money for the things necessary for the improvement of the school but not in immediate needs. The principal elaborated, that sometimes I collected and saved the MOOE fund. He estimated the amount needed and buy the materials little by little every month to complete one project, until such time that the project is completed but still based on SIP/AIP *("kon kaisa gina-ipon ko ang MOOE fund, gina estimate ko ang amount kag amat-amat ko bakal every month ang mga materyales para mahimo ang isa ka project until such time nga makompleto tanan pero basi man gihapon sa SIP/AIP")*

Upon asking up to what extent were the teachers' and students' needs prioritized, the principal answered that the major of the fund spent in the learning environment; that the majority of the fund is spent learning the environment. He also added that the learning materials are useless if the classroom is damage. In some cases they use their own money for training, others used in the income-generating project (IGP). If the amount is small, they used their own money *("major of the fund spent in learning environment kay anhon ang learning materials kon guba ang classroom kag sa mandatory bills...sa mga trainings, ang iban ginakuha namon sa income generating projects (IGP) especially kon gamay lang man kon kaisa sa sariling bulsa.) Sometimes we ask the help of the stakeholder especially the Local Government unit. We are thankful that our Mayor is always ready to help us.")* Based on the answers of the principal, it can be seen that the guidelines stipulated in the DepEd Order No. 60, s. 2011 on the direct release of Maintenance And Other Operating Expenses (MOOE) allocations of schools to the respective implementing units is followed. The principal is not prioritizing the training and seminars of the teacher because the focus of the MOOE fund is in mandatory bills and the physical development of the school learning environment based on the summary of expenses in Figure 1. Although the principal follows the guidelines but still this is inconsistent with the mandate that the MOOE fund should be more focused on the teachers' and learners' growth and achievement, yet, the principal insisted that investing on the learners' environment has a future impact in their achievement.

Annual Implementation Program for the school year 2019-2020

Table 2

Summary of Annual Implementation Plan (AIP)

Summary of Annual Implementation Program of CRANS for S.Y. 2029-2020	
1	Improvement of school environment and facilities
2	Special class-journalism utilities and equipment
3	Perimeter fence
4	Additional lot for the extension of school site
5	School based Journalism training
6	Numeracy skill development program
7	DRRM and WINS advocacy
8	Remedial Reading Program
9	INSET training for teachers
10	English flames prrogram
11	Brigada Eskwela program

      Table 2 shows the AIP of CRANS for the school year 2019-2020. It was specified in the DepEd Order No. 13, s. 2016 that the MOOE will fund the activities of the school which stipulated in the SIP and the AIP; to support school based-management training that is designed to promote learning outcomes of the school; to support expenses on special curricular programs such as advocacy programs, capacity building, etc. The SIP and the AIP were results of the collaboration discussion which includes the principal, headteacher, 6-grade level chairman, 4 master teachers, and 10 coordinators. The AIP was based on the Division Development Program that was implemented in the national. However, if Table 1 is checked, only a portion of AIP was funded by the MOOE. Explaining to the abovementioned funding of the activities, the principal stated that the mandatory bills such electricity, telephone, and the internet was being funded first because it without it can paralyze the operation of the school. Fund for training and activities of the teachers can be funded from the help of the LGU and other stakeholders such as the Parents Teachers Association.
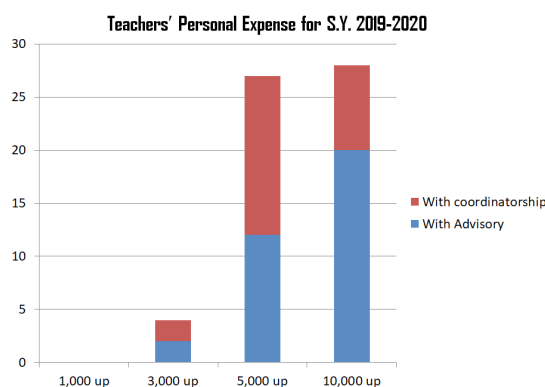
Figure 2. Teachers' personal expense for the school year 2019-2020.

Figure 2 shows the personal expenses of the teachers for S.Y. 2019-2020, it appears that teachers spent their own money for an amount ranging from Php5,000-Php10,000. Mostly, they spent money on making their instructional materials and beautification of their classroom. They said that they cannot avoid this kind of thing since instructional materials are necessary to upgrade their teaching to provide learners the best learning that they need. Classroom beautification is also needed since the classroom environment, which is conducive for learning, is also important to uphold learning and it is also required by the school to pass the evaluation of the division. December 1, 2017, Secretary Briones said in a speech to the teachers that teachers are not compelled to spend to buy things in the MOOE ("you are not compelled na gumastos, to buy things na nasa MOOE na"); however, teachers still buy their instructional materials, classroom improvements, and supporting the program or activities that are assigned to their department.

MOOE Fund Versus Expenses of Schools' Programs

The released MOOE fund of the school for the school year 2019-2020 is Php1,660,000.00 but based on the liquidation the expenses of the school for the last school year are 1,730,826.41 which means that the budget released by the DepEd to the school is not enough to support its program for the whole year.

Conclusion and Recommendation

From the data gathered, the following findings were concluded: That the areas of the expense of MOOE fund of CRANS have a percentage allocation arranged from highest to lowest as follows: repair and maintenance 26.16%; utilities and bills 25.09%; personnel expense 20.14%; other expenses 13.31%; office supplies 12.15%; and school supplies for teachers 3.16%. In addition, it was found out that the highest allocation of CRANS in Laua-an, Antique budget is spent in repair and maintenance as well as to the mandatory expense. On the other hand, the least amount was allotted to school supplies for the teachers in making their learners' instructional materials and classroom beautification and there was no amount spent for learners' training and activities based on AIP. The survey shows that teachers spent the amount of Php5,000-Php10,000 or more every year to beautify their classroom and make their instructional materials. Finally, the MOOE fund for the school of the last school year was not enough to support the programs of the school.

It is suggested that the government will reconsider the computation of its basis in the MOOE funding and also the principal will also give priority in the development of its teachers and learners to attain the best quality education which is the main goal of the DepEd.

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PSYCHOLOGY

Singing Benefit on the Physical, Psychological, Spiritual, and Social Well-Being as Perceived by Senior Citizens: Basis for Program Development

Zhou Yi Na and Sherryl Ann De Dios
Adventist University of the Philippines

sabdedios@aup.edu.ph

Abstract

Singing has positive effects on improving the activities and lives of people. However, studies of its influence on the wellbeing of senior citizens are sparse. Hence, this study aimed to (a) identify the perceived benefits of singing in the lives of the senior citizens in terms of physical, psychological, spiritual, and social wellbeing; and (b) find the significant difference in the perceived impact of singing on the physical, psychological, spiritual, and social wellbeing of senior citizens in terms of age, sex, educational level, length of singing experience, and religious affiliation. This research is quantitative in nature, utilizing a descriptive survey design. A total of 114 senior citizens (65-85 years old) from Jiangsu, China were randomly chosen, of which, 57 were Christians from SDA churches and 57 were non-Christians from community singing groups and geriatric universities and were or are still active in their groups. Results revealed a high overall mean for the benefits gained by the respondents for their physical, psychological, spiritual, and social wellbeing. Generally, the demographic profile has no significant relationship to the senior citizens' perceived benefits in singing except for the religious affiliation which affects their physical, psychological, and social aspects. A two-month choir training for the senior citizens was developed to help them find their own sense of value, achievement, honor and team spirit, and encourage other senior citizens to join a singing group. The study may be replicated using other variables and respondents from another country.

Keywords: *singing, senior citizen, singing group, choir, wellbeing*

Music is an easily accessible and stimulating medium that can be enjoyed alone or shared with others. Music has positive effects on improving activities and lives for people of all ages. Music comes in different forms and one of them is through singing. Singing shows its necessity for improving health among older people or senior citizens. Active music-making has psychological implications such as enhanced social cohesion, enjoyment, personal development, empowerment, depression recovery, and personal well-being maintenance in the lives of older adults (Creech, Hallam, McQueen, & Varvarigou, 2013).

Singing provides numerous benefits to the physical and emotional well-being of a person. Some physical benefits of singing include improvement of the function of the lungs, sleep enhancement, relaxation of the muscle, and betterment of the immune system. Moreover, emotional benefits include self-confidence and self-esteem improvement, increase of mental alertness, reduction of anger, anxiety, and depression, and alleviation of loneliness. Community collective singing

has a significant impact on mental health-related quality of life, anxiety, and depression of the elderly (Coulton, Clift, Skingly, & Rodriguez, 2015).

However, the benefits of music, specifically singing, for senior citizens are not paid as much attention as to its benefits on babies, children, or young adults (Creech et al., 2013). Since there is a dearth in the literature regarding this study, the researcher deemed it fit to add to the body of knowledge, the benefits of singing to the wellbeing of senior citizens. The purpose of this study was to investigate the influence of singing on the physical, psychological, spiritual, and social well-being of the senior citizens who are active members of a community or a church choir to discover the ways in which singing allows them to adapt to stressors they face. This study aimed to answer the following questions: (a) How do the senior citizens perceive the impact of singing in their lives in terms of the physical, psychological, spiritual, and social well-being? and (b) Is there a significant difference in the perceived impact of singing on the physical, psychological, spiritual, and social well-being of senior citizens in terms of age, sex, educational level, length of singing experience, and religious affiliation?

Two groups of senior citizens were identified: (a) members of a church choir and (b) members of non-religions singing groups. This study was limited to the elderly aged 65-85 years excluding ages below and over 65-85 in Jiang Su, China. Seniors who are not members of the choir and/or have just recently become members were not included in this study.

Review of Literature

Global Aging

Due to the decline in fertility and a significant increase in life expectancy, population aging will continue and even accelerate. According to Suzman and Breard (2015), it is estimated that the number of elderly aged 65 and above will increase by 300 times from 2010 to 2050, most of them from developing countries. They added that the world will soon face an unprecedented situation where there will be more elderly than children than ever before. Globally, senior citizens range from age 65 to over 85.

The Common Problems of Senior Citizens

The common problems faced by senior citizens can be distributed into four categories: physical, psychological, spiritual, and social.

Physical. As one gets older, metabolism slows down and the immune system becomes weaker leading to the decline of the physical health of the elderly. According to Sahu, Singh, Srivastava, & Arya, (2018), the common problems of the elderly are obesity, diabetes mellitus, gray hair, hearing loss, skin wrinkles, liver spots on the skin, slow reaction, time and agility, decreased cognitive ability, visual impairment, memory loss, osteoarthritis, and other bone diseases. Moreover, cardiovascular diseases such as hypertension are also common problems among the elderly.

Psychological. The World Health Organization (WHO, 2017) identifies the health disorders of older adults. It says that over 20% of adults aged 60 and over suffer from a mental or neurological disorder (excluding headache disorders) and 6.6% of all disability (disability-adjusted life years-DALYs) among people over 60 years is attributed to mental and neurological disorders. Older people not only face physical problems in their old age but also emotional challenges.

Spiritual. Spiritual health may be vital to a person. It is rather more critical to the overall health especially to the elderly. Hinds (2016) described that aging is like a spiritual journey; spirituality is the vital key to old age.

Spirituality is principally known as support, relationship with the sacred, and transcendence (Chaves & Gil, 2015). Studies have shown that spiritual health is an important factor for the total health of the elderly with cancer. Existential facets of spiritual health help them with depression reduction as well (Mohamadi, Borhani, & Kiani, 2017). Mathad, Rajesh, & Pradhan (2017) defined spiritual wellbeing as the state of an individual's relationship with God, self, people, and environment which are factors in nurturing human completeness.

Social. As the elderly continue to age each day, they are experiencing changes in physical, psychological, behavioral levels, as well as intelligence, abilities, and physical capacity. These elder members of society need support for the overall quality of their lives. Social isolation is a very common situation in the life of the elderly; a situation of social isolation involves few social contacts and few social roles, as well as the absence of mutually rewarding relationships (Wister, 2014). Loneliness also is an afflictive and stressful feeling that leads to weakness where a person feels alone, despite being surrounded by people, feeling that there is a lack of support, especially of an emotional nature (Azeredo & Afonso, 2016).

Impact of Singing on the Elderly

As mentioned by Crozier (2016), Professor Graham Welch, President of Music Education at the University of London School of Education stated that singing is an aerobic exercise that stimulates the oxygenation in the blood. Singing is a beneficial exercise of the main muscles of the upper body. Moreover, singing plays a positive role in reducing stress levels through the function of the endocrine system related to our emotional wellbeing which enables singing to bring psychological benefits. When people sing together, they can also enhance community awareness,

belonging, and find their own sense of value.

According to research (Crozier, 2016), regular exercise of vocal cords can prolong life because it can exercise the lungs and heart. Moreover, whenever a person is singing, the body produces a hormone called endorphins. Based on the study, the respondents who were active in the choir commented that singing stimulates cognitive capacity including attention, concentration, memory, and learning.

Besha (2015) supports the idea that singing can provide many benefits such as maintaining the stimulation of the brain and the healthy functioning of the body. Moreover, singing activities affect energy levels, focus, mood, and relaxation for elderly persons with functional disabilities and their caregivers.

According to these studies, singing greatly affects and improves the psychological wellbeing of adults. This leads to the thought that aging, despite its bad effects in adults and inevitability can have fewer negative impacts with the help of music. Bad impacts of aging can be hindered through singing or music in general. Research shows that there is a positive relationship between choir singing and wellbeing. Older adult singers have greater benefits in singing in choirs and have a higher quality of life (Johnson, Louhivuori, & Siljander, 2016).

Methodology

This research utilized a quantitative approach that specifically utilized a descriptive survey design. This study focused on the views of the senior citizens who are members of the church choir and community singing groups. One hundred fourteen senior citizens from Jiangsu, China were chosen, of which, 57 were Christians from 5 SDA churches and 57 were non-Christians from 2 community singing groups and 1 geriatric university. The respondents were 65 to 85 years old who were or are still members of a community singing

group or church choir.

Modified questionnaires were used to gather data for the study. The instrument was developed based on the concepts and ideas extracted from reviewed literature, research studies, guidance from the adviser, and input from the panel of experts.

To determine the degree of responses for each variance, a five-point Likert scale was used namely: Strongly Agree (SA), Agree (A), Moderately Agree (MA), Disagree (D), Strongly Disagree (SD), to determine the impact of singing in the physical, psychological, spiritual, and social well-being as perceived by senior citizens.

Results and Discussion

Benefits of Singing to the Senior Citizens in Terms of the Physical, Psychological, Spiritual, and Social Aspects

Table 1 presents the benefits of singing on the physical wellbeing of the senior citizens with an overall mean of 4.763 and interpreted as strongly agree. All 114 respondents strongly agree to all items, however, item 4 (exercises my lungs) garnered the highest mean of 4.763 with the verbal interpretation strongly agree. According to Lewis et al. (2016), Singing for Lung Health (SLH) also referred to as 'Singing for Breathing', has emerged as a novel approach to address. Many people with chronic respiratory conditions experiencing breathlessness have improved because singing activities are focused on improving breath control and posture in relation to respiratory disease. Furthermore, Bermudez (2016) found that when singers use appropriate diaphragm breathing techniques, intercostal space helps in the rib and chest expansion.

Table 1

The Benefits of Singing on the Physical Wellbeing of the Senior Citizens (N=114)

Singing	N	Mean	SD	Verbal Interpretation
4. exercises my lungs.	114	4.763	.4473	Strongly Agree
6. make me feel fitter.	114	4.746	.5290	Strongly Agree
5. strengthens my diaphragm.	114	4.728	.5531	Strongly Agree
2. make me energized.	114	4.719	.4890	Strongly Agree
1. improves my breathing.	114	4.719	.5405	Strongly Agree
7. make me feel stronger.	114	4.623	.5705	Strongly Agree
8. exercise my abdominal and chest muscles.	114	4.623	.6295	Strongly Agree
9. strengthen my cardiovascular system.	114	4.605	.6041	Strongly Agree
3. improve my posture.	114	4.553	.6393	Strongly Agree
10. help reduce the risk of asthma.	114	4.535	.7062	Strongly Agree
Total Physical Benefit	**114**	**4.66**	**.46800**	**Strongly Agree**

Table 2 shows the benefits of singing on the psychological wellbeing of senior citizens. The item makes me feel happier got the highest mean of 4.807 and a verbal interpretation of strongly agree. On the other hand, the item singing as help to forget work had the lowest mean (m = 4.333; SD = .7719). Singing enhances pleasure. People think that the choir is an interesting and pleasant experience. For the elderly with mild to moderate dementia, it is very helpful to have the confidence to participate in a pleasant and safe activity (Clements-Cortes, 2015). According to Unadkat, Camic, and Vella-Burrows (2016), singing is one of the happiest experiences in the latter years of life.

Table 2

The Benefits of Singing on the Psychological Wellbeing of the Senior Citizens (N =114)

Singing	**N**	**Mean**	**SD**	**Verbal Interpretation**
2. make me feel happier	114	4.807	.3964	Strongly Agree
6. make me feel rejuvenated.	114	4.763	.4852	Strongly Agree
3. rise my mood.	114	4.728	.5028	Strongly Agree
10. improve my self-confidence.	114	4.711	.5441	Strongly Agree
9. help me express my emotions.	114	4.675	.5237	Strongly Agree
1. make me feel positive.	114	4.675	.5403	Strongly Agree
4. help release stress.	114	4.632	.6277	Strongly Agree
7. divert my mind to more relaxing thoughts.	114	4.570	.6648	Strongly Agree
5. help me to be calmer.	114	4.412	.7736	Agree
8. help me forget work.	114	4.333	.7719	Agree
Total Psychological Benefit	**114**	**4.6307**	**.4474**	**Strongly Agree**

Table 3

The Benefits of Singing on the Spiritual Wellbeing of the Senior Citizens (N = 114)

Singing	**N**	**Mean**	**SD**	**Verbal Interpretation**
3. can uplift me spiritually.	114	4.763	.5031	Strongly Agree
9. makes me walk a God-designed pathway to joy.	114	4.746	.5455	Strongly Agree
2. can spiritually connect me to the people around me.	114	4.728	.5369	Strongly Agree
5. enhances my spiritual beliefs.	114	4.719	.5405	Strongly Agree
10. helps me more understand God's love.	114	4.702	.5474	Strongly Agree
8. lifts my soul.	114	4.702	.5788	Strongly Agree
1. helps me to have a closer relationship with God.	114	4.684	.7563	Strongly Agree
7. can make us glorify God better.	114	4.614	.7468	Strongly Agree
6. makes me serve God better.	114	4.596	.7253	Strongly Agree

	N	Mean	SD	
4. has intangible effects that can't be described or explained.	114	4.509	.7555	Strongly Agree
Total Spiritual Benefit	**114**	**4.6763**	**.4983**	**Strongly Agree**

In terms of the social benefits, the senior citizens perceived that singing helps them enjoy the company of other people with a mean of 4.737 and a verbal interpretation of strongly agree as presented in Table 4. On the other hand, the respondents agree that singing makes them accept people's diversity (m = 4.465; SD= .7547) and singing helps them to be more responsible for their actions when dealing with others (m = 4.316; SD = .8756). This result agrees to a study stating that participation in a wide range of musical activities provides a source of enhanced social cohesion, enjoyment, personal development, and empowerment for older people supporting collaborative learning, friendship, a sense of belonging, enhanced subjective wellbeing and access to new social roles and relationships (Hallam & Creech, 2016).

Table 4

The Benefits of Singing on the Social Wellbeing of the Senior Citizens (N = 114)

Singing	N	Mean	SD	Verbal Interpretation
5. Singing helps me enjoy the company of other people.	114	4.737	4.987	Strongly Agree
1. Singing helps me to meet more people.	114	4.728	.5201	Strongly Agree
6. Singing helps me meet people with similar interests.	114	4.719	.5405	Strongly Agree
2. Singing helps me to make new friends.	114	4.711	.5105	Strongly Agree
4. Singing helps me to have more fun with others.	114	4.711	.5275	Strongly Agree
7. Singing improves my social life.	114	4.684	.5206	Strongly Agree
10. Singing can help me find a sense of belonging.	114	4.570	.7283	Strongly Agree
8. Singing taught me how to accept others' cultures.	114	4.500	.7071	Strongly Agree
9. Singing makes me accept people's diversity.	114	4.465	.7547	Agree
3. Singing helps me to be more responsible for my actions when dealing with others.	114	4.316	.8756	Agree
Total Social Benefit	**114**	**4.6140**	**.49348**	**Strongly Agree**

Table 5

Summary of the Benefits of Singing on the Physical, Psychological, Spiritual, and Social Wellbeing of the Senior Citizens (N = 114)

Aspect	N	Mean	SD	Verbal Interpretation
Spiritual Benefits	114	4.6763	.49837	Strongly Agree
Physical Benefits	114	4.6614	.46800	Strongly Agree
Psychological Benefits	114	4.6307	.44744	Strongly Agree
Social Benefits	114	4.6140	.49348	Strongly Agree

Benefits of Singing to the Physical, Psychological, Spiritual, and Social Aspects When Age, Sex, Educational Attainment, Length of Singing Experience, and Religious Affiliations are Considered

The respondents perceived that they have highly benefited from singing. Table 6 shows that there is no significant difference among age groups in the psychological (0.898), physical (0.522), social (0.487), and spiritual (0.335) aspects of the elderly. However, Table 6 shows that 65-74 years old sees singing as beneficial to their physical and spiritual wellbeing with mean ranks of 58.33 and 58.73, respectively. On the other hand, those from 75 and above years old sees singing as beneficial to their psychological and social wellbeing with mean ranks of 58.34 and 62.03, respectively.

Table 6
Comparison of the Different Benefits of Singing Among Age Group (N=114)

Aspect	Age Group	N	Mean Rank	Sum of ranks	Z	Mann-Whitney U	Asymp. sig. (2-tailed)
Psychological	65-74	95	57.33	5446.50	-.128	886.500	0.898
	75 and above	19	58.34	1108.50			
Physical	65-74	95	57.33	5541.50	-.640	823.500	0.522
	75 and above	19	58.34	1013.50			
Social	65-74	95	56.59	5376.50	-.694	816.500	0.487
	75 and above	19	62.03	1178.50			
Spiritual	65-74	95	58.73	5579.00	-.963	786.000	0.335
	75 and above	19	51.37	976.00			

Table 7
Comparison of the Different Benefits of Singing Among Sex Groups (N=114)

Aspect	Sex	N	Mean Rank	Sum of ranks	Z	Mann-Whitney U	Asymp. sig. (2-tailed)
Psychological	Male	18	57.89	1043.00	-.057	857.000	0.954
	Female	96	57.43	5513.00			
Social	Male	18	53.83	969.00	-.545	798.000	0.586
	Female	96	58.19	5586.00			

Spiritual	Male	18	61.81	1112.50	-.655	786.500	0.513
	Female	96	56.69	5442.50			
Physical	Male	18	62.97	1133.50	-.816	765.500	0.415
	Female	96	56.47	5421.50			

The respondents, when grouped in terms of educational level, perceived that they have highly benefited from singing. However, Table 8 shows no significant difference in terms of educational level in the social (0.609), spiritual (0.421), psychological (0.307), and physical (0.195) aspects.

Table 8 also shows that those with college degrees found singing to be beneficial to their social, psychological, and physical wellbeing with mean ranks of 64.02, 66.46, and 67.39, respectively. On the other hand, respondents who finished just primary school see singing as beneficial to spiritual wellbeing with a mean rank of 62.20.

Table 8
Comparison of the Different Benefits of Singing Among Educational Level Groups(N=114)

Aspect	Educational Level	N	Mean Rank	df	chi-square	p-value
Social	College	23	64.02	3	1.828	0.609
	Senior High	33	55.98			
	Junior High	43	53.97			
	At most primary school	15	60.97			
Spiritual	College	23	61.89	3	2.816	0.421
	Senior High	33	60.21			
	Junior High	43	51.43			
	At most primary school	15	62.20			
Psychological	College	23	66.46	3	3.607	0.307
	Senior High	33	58.59			
	Junior High	43	51.33			
	At most primary school	15	59.07			
Physical	College	23	67.39	3	4.703	0.195
	Senior High	33	59.05			
	Junior High	43	50.43			
	At most primary school	15	59.20			

Table 9

Comparison of the Different Benefits of Singing Among Length of Singing Experience Groups (N=114)

Aspect	Length of Singing Experience Group	N	MEAN Rank	df	Chi-Square	p-value
Physical	No singing experience	5	49.90	4	2.081	0.721
	Less than a year	4	77.38			
	1-3 years	25	58.98			
	3-5 years	24	56.60			
	More than 5 years	56	56.48			
Spiritual	No singing experience	5	44.80	4	2.390	0.664
	Less than a year	4	75.63			
	1-3 years	25	55.92			
	3-5 years	24	58.52			
	More than 5 years	56	57.61			
Psychological	No singing experience	5	45.50	4	3.189	0.527
	Less than a year	4	79.25			
	1-3 years	25	59.02			
	3-5 years	24	53.17			
	More than 5 years	56	58.20			
Social	No singing experience	5	46.10	4	4.837	0.304
	Less than a year	4	79.75			
	1-3 years	25	63.24			
	3-5 years	24	50.33			
	More than 5 years	56	57.44			

The result showed that the psychological benefits of singing among the senior citizens when grouped according to religious affiliation had a significant value of 0.000. The social benefits of singing had a significant value of 0.000. The physical benefits of singing had a significant value of 0.002. Finally, the spiritual benefits of singing among the senior citizens when grouped according to religious affiliation had no significant value of 0.120.

Further, Table 10 shows that those with no religious affiliation sees singing as beneficial to their total wellbeing since they got the highest mean ranks among the three religious groups. The mean ranks are 71.96, 72.04, 69.11, and 63.95 for the psychological, social, physical, and spiritual aspects, respectively.

Table 10

Comparison of the Different Benefits of Singing Among Religious Affiliation Groups (N=114)

Aspect	Religious Group	N	MEAN Rank	df	Chi-Square	p-value
Psychological	No religious affiliation	50	71.96	2	19.352	0.000
	Christian	57	45.25			
	Buddhist	7	54.00			
Social	No religious affiliation	50	72.04	2	20.658	0.000
	Christian	57	44.63			
	Buddhist	7	58.43			
Physical	No religious affiliation	50	69.11	2	12.652	0.002
	Christian	57	47.88			
	Buddhist	7	52.93			
Spiritual	No religious affiliation	50	63.95	2	4.244	0.120
	Christian	57	53.11			
	Buddhist	7	47.21			

Proposed Program

This research has shown that singing provides many benefits for the elderly in terms of their physical, psychological, spiritual, and social aspects. Based on the results, the researcher planned to create a choir for the elderly. The members of the chorus will be those aged 65 and over who are willing to join the chorus and are interested in singing. The program will be a two-month (once a week, eight times in total) course which will help them make changes in their four aspects: physical, psychological, spiritual, and social. After two months (8 weeks) of training, there will be an achievement exhibition for the elderly. The venue for the performance will be the auditorium of Yi Xing University for the elderly. The family, friends, university students, music teachers, and school leaders will be invited. Through activities, the elderly can find their own sense of value, achievement, honor and team spirit, which can also attract more elderly people to join the chorus.

Conclusion and Recommendation

This study examined the benefits gained from singing on the physical, psychological, spiritual, and social well-being as perceived by senior citizens. The findings of the study helped to better understand the needs of the elderly in the physical, psychological, spiritual, and social wellbeing. Singing is a way to promote social interaction as well as the spiritual and physical health of the elderly. It has a positive impact on the happiness, independence, and self-satisfaction of the elderly. The overall mean for the physical, psychological, spiritual, and

social wellbeing of senior citizens shows that the respondents gain a lot of benefits from singing. Singing exercises people's lung (physical), singing can make them feel happy(psychological), singing can lift spiritually (spiritual) and singing helps them enjoy the company of other people (social) garnered the highest mean. Results also showed that the senior citizens' perception of the impact of singing has a significant difference in terms of physical, psychological, and social in religious affiliation groups. Based on the results, the following recommendations were made: (a) the proposed program be modified/adopted by different elderly chorus groups in Jiangsu; (b) conduct a study with more respondents involving different countries.

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PSYCHOLOGY

Causal Attribution, Personality and, Competency of General Education Teachers Handling Students with Special Needs in Selected Schools

Rosdy N. Lazaro, Leonardo B. Dorado and Michelle T. Collado
Adventist University of the Philippines

lazarorosdy@gmail.com

Abstract

Many children with special needs are being educated in general classrooms in both private and public schools. However, only a few general education teachers are successful in creating the most quality teaching for their students with special needs. This study investigated the teachers' competency in han-dling students with special needs and their causal attribution and personality traits in connection to teaching competency. The respondents of the study are the general education teachers handling diag-nosed students with special needs. A total of 101 respondents were included in the final analysis of the study. The questionnaire used in the study was a combination of the Causal Dimension Scale (CDS), the Big Five Personality Test and, Essential Competencies for Special and General Education Teachers Questionnaires. The teachers exhibit a moderate causal attribution personality in terms of extraversion, agreeableness, consciousness, and openness but low in neuroticism. It further showed that the relation-ship between teachers' causal attribution and competency and the teachers' personality and competency were not significant. In terms of the moderator variables, the respondents' age, educational attainment, and sex are not significant. Only the work sector showed a significant difference in their competency in handling students with special needs in the selected schools. Future researchers may conduct a study that validates the result to a broader population and to include the psycho-educational aspects of the stakeholder in special education. They may also use a more distinct competency scale for a strong determination of general education teachers' competency handling students with special needs.

Keywords: *Causal Attribution, Personality, Competency, General Education Teachers, Students With Special Needs.*

In education, one of the many variables affecting student success is the teacher (Raj & Uniyal, 2016; Teygong et al., 2017). Teachers have an important role to improve the quality of education which is required to have the expertise and competence for their duty (Kim et al., 2019; Wardoyo, 2015). Hence, teachers should be competent in responding to the educational needs of children with special needs in contemporary inclusive classrooms (Vorkapic et al., 2018). Accordingly, the most important competen-cy that should be acquired by general education teachers are skills in managing the teaching and learn-ing environment, understanding student behavior, developing social interaction skills (Rabi & Zulkefli, 2018), and the ability to use these competencies successfully in different situations and under diverse circumstances; many of which contain unpredictable and stressful elements (Rabi & Zulkefli, 2018).

The growth of the numbers of children with special needs that are being educated in the general class-rooms has increased dramatically (Gilmour & Wehby, 2019), in both private schools (Archer, 2016; Chalwell, 2016; McBrayer, 2018; Sargeant & Berkner, 2015) and public schools (Fernandez & Hynes,

2016; Rabara, 2017). From the said scenario, literature in the US (Sargeant & Berkner, 2015), Europe (Demir, 2015; Mara et al., 2015; Pit-ten Cate et al., 2018; Vorkapić te al., 2018), Australia (Woodcock & Vialle, 2016), Africa (Kigen, 2017; Majoko, 2019), Asia (Martika et al., 2016; Rabi & Zulkefli, 2018; Wardoyo, 2015) are consistent that teachers handling students with special needs should possess special competency in handling students with special needs. However, few teachers succeed in creating quality teaching and learning for their students with special needs in the general classrooms (Kigen, 2017; Vorkapić, 2017).

Theoretical Perspectives

Teachers' Causal Attribution. Weiner's (2010) Attribution Theory asserts that the potential impact of any causal attribution on subsequent adjustment and behavior is best predicted by three un-derlying characteristics of that attribution, namely locus of causality, stability, and controllability. Lo-cus of causality refers to whether the perceived cause is internal or external to the individual, with pro-totypical attributions characterized by an internal locus of causality being personal ability or effort, and external attributions instead implicating environmental factors or others (Wang et al., 2015).

Concerning the stability dimension, Wang and Hall, 2018 argued that this component reflects one's belief concerning the variability or fluctuation of a perceived cause over time. In contrast to stable attributions for classroom difficulties that are expected to result in low expectations for success and lower persistence, unstable attributions should instead allow for greater optimism and future success due to such factors not being expected to consistently disrupt performance in the future.

Finally, the most important attributional dimension of personal controllability reflects how much control individuals believe they have over their successes or failures. As mentioned by Woodcock & Vialle, 2016, attribution theory suggests that failure attributions to personally controllable factors should predict greater well-being and persistence in teachers, with weaker benefits expected for unstable or internal attributions that are less clear for personal agency.

International research has consistently shown teachers to typically attribute students' failures to stu-dent-related factors (e.g., lack of effort) and their success as an instructor to internal causes (Wang et al., 2015; Woodcock & Vialle, 2016). In short, according to Gredler (2001) as cited in Nepangue-Seaman (2016), good teaching performance is attributed to high ability and hard work, while poor teaching performance is attributed to the lack of interest and ability or the lack of effort or both.

Teachers' Personality. The theory of McCrae and Costa (1996) is relevant for the subject about personality in education since the main question about personality in education has its background in the questions about personality fitness to the educational setting (Vorkapic, 2017). When it comes to this theoretical model, individual differences of human feelings and experiences are structured in five basic tendencies (McCrae & Costa, 1996): Openness to Experience (inventive/curious vs. con-sistent/cautious), Conscientiousness (efficient/organized vs. easy-going/careless), Extraversion (out-going/energetic vs. solitary/reserved), Agreeableness (friendly/compassionate vs. challenging/detached) and, Neuroticism (sensitive/nervous vs. secure/confident). Accordingly, educators who have a high level of all the personality traits, aside from neuroticism, are most efficient in meeting the expectations in their educational environment, and the children under their care are most satisfied (Vorkapić et al., 2018). The Big Five personality traits were the model to comprehend the relationship

between personal-ity and academic behaviors (Poropat, 2009). Most of the research so far related to the role of personality is based on the theory from the five-factor personality model (Vorkapić et al., 2018).

Research has indicated that not only specific cognitive abilities but also the personality charac-teristics (Akdeniz & Erişti, 2016) determine to what extent teachers can be effective in delivering high- quality instruction, which, in turn, fosters student learning (Arbabisarjo et al., 2016; Pit-ten Cat et al., 2018). Personality influences the behavior of the teacher in diverse ways, such as in interaction with students, teaching methods selected, and learning experiences chosen (Fatemi & Sazegar, 2016).

According to So-Young and Young-Ji (2018),6 mental health, (specifically personality) is nec-essary for teachers for two reasons. First, special education teachers have to build close relationships with difficult to teach students. Second, special education teachers have to spend much time and effort in providing straightforward, clear instructions for low-achieving students. Teachers' personality traits are reflected not only in their classroom performance, especially in their selection of instructional activities, materials, strategies, and classroom management techniques, but also their interaction with students (Fatemi & Sazegar, 2016).The specific behavior of teachers is based on several components, and one of the most important is the whole inner personality structure (Čepi et al., 2015).

This study investigated the teachers' competency in handling students with special needs, and their casual attribution and personality traits in connection to teaching competency. Research on causal at-tributions has been less focused on teachers' attributional styles about students with special needs (Woodcock & Vialle, 2015).On the other hand, very little research, discusses the influence of

personali-ty traits of teachers in connection to educational psychology (Goncz, 2017; Ki te al., 2019; Vorkapić, 2017) which in the present study is teachers' competency. Therefore, additional research is needed to study such concern among general education teachers handling students with special needs considering these two variables.

The main purpose of the study was to describe the relationship of teachers' causal attribution and personality on the competency of general education teachers who are handling students with spe-cial needs in selected schools. Specifically, this study seeks to answer the following questions:

1. What is the general education teacher's profile in terms of a) causal attribution, b) personality and, c) competency in handling students with special needs?
2. Is there a relationship between teachers' causual attribution and competency?
3. Is there a relationship between teachers' personality and competency?
4. Is there a significant difference in the respondents' competency considering the following mod-erating variables?
    a. Age
    b. Sex
    c. Educational attainment
    d. Work Sector

Methodology

Research Design

This quantitative study utilized the correlational design to determine the causal attribution, per-sonality and, competency of general education teachers handling students with special needs in selected schools

Samples and Sampling Techniques

The respondents came from two public schools and private schools. The respondents

were all composed of general education teachers who are currently handling diagnosed students with special needs. The researcher was able to distribute 170 survey questionnaires and only 130 return. From the 1,30 only 101 questionnaires are valid.

Purposive sampling technique was utilized in this study. This relies on the judgment of the re-searcher when selecting the participants. It is a sampling technique that targeted and specifies pre-established criteria for recruitment. Table 1 presents the demographic profile of the respondents.

There were more female (68.3%) than male (31.7%) general education teachers. The majority of the teachers finished bachelor's degree (52.2%), worked in a private sector (54.5%), and with age ranged from 20-29 years old (37.6%)

Table 1
Demographic Profile of the Respondents

Profile	Frequency	Percent (%)
Sex		
Male	32	31.7
Female	69	68.3
Educational Attainment		
Bachelors	53	52.5
Master's	48	47.5
Work Sector		
Public	46	45.5
Private	55	54.5
Age		
20-29	38	37.6
30-39	32	31.7
40 and above	31	30.7

Instrumentation and Analysis of Data

The study used three adapted instruments: the Causal Dimension Scale (CDS) of Russell (1982), the Big Five Personality Test and, Essential Competencies for Special and General Education Teachers Questionnaires developed of Ding et al.er (2004). The Causual Attribution Scale is a 9-point Likert scale that measures how individuals perceive causes. Using the CDS, the respondent codes the causual attribution along with a series of semantic differential scales representing the dimensions of locus of causality, stability, and control. The causal attribution dimension however is originally de-signed for students. The Big Five Personality Test has 44 self-report questions. It has five dimensions: openness to experience, consciousness, extraversion, agreeableness, and neuroticism which commonly describe the human personality and psyche. It should be noted that there are items in this instrument that are reversed, meaning these items scaled by the respondents have the opposite scores.

The study utilized means, standard deviation, and correlational and multiple regression analysis in order to address the research questions of this study. Moreover, it determined the

relationship of the respondents' teaching competency to the causal attribution and personality of general education teachers.

Results and Discussion

The general education teacher's profile in terms of a) causal attribution, b) personality and, c) competency in handling students with special needs.

Causal Attibution

Table 2
Respondent's Causality

Item	N	M	SD	Verbal Interpretation
The cause is something that…				
reflects an aspect of yourself	101	5.24	1.91	Moderate
is outside of you	101	4.84	1.94	Moderate
is something about you	101	4.72	1.97	Moderate
Overall Causality	**101**	**4.00**		**Moderate**

The 9 items in Table 2 were rated from highest to lowest. The highest being "reflects an aspect of your-self" (X = 5.24, SD = 1.91), "is outside of you" (X = 4.84, SD = 1.94) and followed by "is something about you" (X = 4.72, SD = 1.97). The respondents were moderate on the overall causality.

Table 3
Respondents' Stability

Item	N	M	SD	Verbal Interpretation
Is the cause something that is…				
Permanent	101	4.73	2.07	Moderate
Variable over time	101	4.88	1.69	Moderate
Changeable	101	4.65	1.87	Moderate
Overall Stability	**101**	**4.7**		**Moderate**

The highest rated items are the cause something that is "variable over time" (X = 4.88, SD = 1.69), "permanent" (X = 4.73, SD = 2.07) and followed by "changeable" (X = 4.65, SD = 1.87). The grand mean of 14.27, which is interpreted as moderate.

Table 4
Respondents' Controllability

Item	N	M	SD	Verbal Interpretation
Is the cause something that is…				

Controllable by you or others	101	5.90	1.79	Moderate
Something intended by you or others	101	5.00	1.90	Moderate
Something for which no one is responsible	101	6.12	1.72	Moderate
Overall Controllability	**101**	**5.6**		**Moderate**

Table 4 shows the respondents' controllability. The highest being "something for which no one is re-sponsible (X = 6.12, SD = 1.72), "controllable by you or others" (X = 5.90, SD = 1.7nd followed by "something intended by you or others" (X = 5.00, SD = 1.90). The overall controllability is moderate (5.6).

International research has consistently shown teachers to typically attribute students' failures to student-related factors (e.g., lack of effort) and their success as an instructor to internal causes (Wang et al., 2015; Woodcock & Vialle, 2016). In short, according to Gredler (2001) as cited in Nepangue-Seam (2016), good teaching performance is attributed to high ability and hard work, while, poor teaching per-formance is attributed to lack of interest and ability or lack of effort or both.

Personality

Table 5.
Respondents' Extraversion

Items	N	M	SD	Verbal Interpretation
P1	101	3.25	1.13	Moderate
P6R	101	2.68	0.98	Low
P11	101	3.92	0.87	Moderate
P16	101	3.91	0.88	Moderate
P21R	101	2.70	0.94	Low
P26	100	3.61	0.98	Moderate
P31R	100	2.79	0.97	Low
P36	101	3.72	0.96	Moderate
Overall Extraversion	**101**	**3.31**		**Moderate**

The items were rated by the respondents and it was ranked from highest to lowest. The highest being "is full of energy" (X = 3.92, SD = 0.87), "generates a lot of enthusiasm" (X = 3.91, SD = 0.88), "is outgoing, sociable" (X = 3.72, SD = 0.96), "has an assertive personality" (X = 3.61, SD = 0.98), "is talk-ative" (X = 3.25, SD = 1.13), "is sometimes shy, inhibited" (X = 2.79, SD = 0.97), "tends to be quiet" (X = 2.70, SD = 0.94), and followed by "is reserved" (X = 2.68, SD = 0.98). The overall extraversion is moderate (3.31).

Table 6
Respondents' Agreeableness

Items	N	M	SD	Verbal Interpretation
P2R	101	3.74	1.02	Moderate
P7	101	4.00	1.04	High
P12R	101	4.32	1.02	High
P17	101	3.99	0.99	Moderate
P22	101	3.82	1.02	Moderate
P27R	101	3.23	1.04	Moderate
P32	100	3.93	1.06	Moderate
P37R	100	3.70	1.03	Moderate
P42	101	4.15	0.92	High
Overall Agreeableness	**101**	**3.59**		**Moderate**

The items were rated by the respondents and it was ranked from highest to lowest. The highest being "starts quarrels with others" (X = 4.32, SD = 1.02), "likes to cooperate with others" (X = 4.15, SD = 0.92), "is helpful and unselfish with others" (X = 4.00, SD = 1.04), has a forgiving nature (X = 3.99, SD = 0.99), "is considerate and kind to almost everyone" (X = 3.93, SD = 1.06), "is generally trusting" (X = 3.82, SD = 1.02), "tends to find fault with others" (X = 3.74, SD = 1.02), "is sometimes rude to oth-ers" (X = 3.70, SD = 1.03), and followed by "can be cold and aloof" (X = 3.23, SD = 1.04). The overall agreeableness is moderate.

Table 7
Respondents' Conscientiousness

Items	N	M	SD	Verbal Interpretation
P3	101	3.82	1.05	Moderate
P8R	101	3.24	1.05	Moderate
P13	101	4.03	0.96	High
P18R	101	3.08	1.21	Moderate
P23R	101	3.49	1.20	Moderate
P28	101	3.87	1.11	Moderate
P33	100	3.86	0.86	Moderate
P38	100	3.61	0.98	Moderate
P43R	101	3.31	1.04	Moderate
Overall Conscientiousness	**101**	**3.59**		**Moderate**

The items were rated by the respondents and it was ranked from highest to lowest. The highest being "is a reliable worker" (X = 4.03, SD = 0.96) "perseveres until the task is finished" (X = 3.87, SD = 1.11), "does things efficiently" (X = 3.86, SD = 0.86), "does a thorough job" (X = 3.82, SD = 1.05), "makes plans and follows through with them" (X = 3.61, SD = 0.98), "tends to be lazy" (X = 3.49, SD = 1.20), "is easily distracted" (X = 3.31, SD = 1.04), "can be somewhat

careless" (X = 3.24, SD = 1.05), followed by "tends to be disorganised" (X = 3.08, SD = 1.21). The overall agreeableness of the respondents is moderate.

Table 8
Respondents' Neuroticism

Items	N	M	SD	Verbal Interpretation
P4	101	2.03	1.01	Low
P9R	101	2.38	0.93	Low
P14	101	2.92	0.98	Low
P19	101	2.81	1.16	Low
P24R	100	2.41	0.99	Low
P29	101	2.91	1.17	Low
P34R	101	2.39	0.92	Low
P39	101	2.84	1.01	Low
Overall Neuroticism	**101**	**2.58**		**Low**

The items were rated by the respondents and it was ranked from highest to lowest. The highest being "can be tense (X = 2.92, SD = 0.98), "can be moody" (X = 2.91, 1.17), "gets nervous easily" (X = 2.84, SD = 1.01), "worries a lot" (X = 2.81 SD = 1.16), "is emotionally stable, not easily upset" (X = 2.41, SD = 0.99), "remains calm in tense situations" (X = 2.39, SD = 0.92), and followed by "is relaxed, handles stress well" (X = 2.38, SD = 0.93). The overall neuroticism is low (2.58).

Table 9
Table 9. Respondents' Openness

Items	N	M	SD	Verbal Interpretation
P5	101	3.71	0.89	Moderate
P10	101	3.72	0.97	Moderate
P15	101	3.71	0.88	Moderate
P20	101	3.85	0.85	Moderate
P25	101	3.54	0.95	Moderate
P30	101	3.85	0.84	Moderate
P35R	101	2.54	1.06	Low
P40	100	3.82	0.88	Moderate
P41R	100	3.00	1.02	Moderate
P44	101	3.30	1.01	Moderate
Overall Openness	**101**	**3.50**		**Moderate**

The items were rated by the respondents and it was ranked from highest to lowest. The highest being "has an active imagination" (X = 3.85, SD = 0.85), "values artistic, aesthetic experiences" (X = 3.85, SD = 0.84), "likes to reflect, play with ideas" (3.82, SD = 0.88),

"is curious about many different things" (X = 3.72, SD = 0.97), "is original, comes up with new ideas" (X = 3.71, SD = 0.89), "is ingen-ious, a deep thinker" (X = 3.71, SD = 0.88), "is inventive" (X = 3.54, SD = 0.95), "is sophisticated in art, music, or literature" (X = 3.30, SD = 1.01), "has few artistic interests" (X = 3.00, SD = 1.02) and followed by "prefers work that is routine" (X = 2.54, SD = 1.06). The overall openness is moderate (3.50).

Research has indicated that not only specific cognitive abilities but also the personality charac-teristics (Akdeniz & Erişti, 2016) determine to what extent teachers can be effective in delivering high-quality instruction, which, in turn, fosters student learning (Arbabisarjou et al., 2016; Pit-ten Cate et al., 2018). Personality influences the behavior of the teacher in diverse ways, such as in interaction with students, teaching methods selected, and learning experiences chosen (Fatemi & Sazegar, 2016).

Items	N	M	SD	Verbal Interpretation
P4	101	2.03	1.01	Low
P9R	101	2.38	0.93	Low
P14	101	2.92	0.98	Low
P19	101	2.81	1.16	Low
P24R	100	2.41	0.99	Low
P29	101	2.91	1.17	Low
P34R	101	2.39	0.92	Low
P39	101	2.84	1.01	Low
Overall Neuroticism	**101**	**2.58**		**Low**

Table 10
Teacher's Competency

Items	N	M	SD	Verbal Interpretation
1. Promotes a high level of integrity, competence, ethics, and professional judgment	101	2.74	.503	Competent
2. Facilitates positive self- image of students	101	2.67	.585	Competent
3. Facilitates active participation in a fair and respectful environment that reflects different diversity	100	2.55	.557	Competent
4. Demonstrates strong interpersonal skills	101	2.51	.702	Competent
5. Demonstrates positive regards for all	101	2.47	.641	Approaching competencies
6. Increases participation of students with special needs	101	2.15	.555	Approaching competencies
7. Demonstrates interpersonal skills that work effectively with students who have different styles	101	2.13	.503	Approaching competencies
8. Selects, adapts, or modifies core curriculum to make it accessible for all students	101	1.96	.445	Approaching competencies

9. Implements instructional adaptations	101	1.95	.477	Approaching competencies
10. Demonstrates specialized instructional style and non-traditional teaching practices and procedures	101	2.03	.457	Approaching competencies
11. Facilitates general education assessment procedures	101	1.92	.542	Approaching competencies
12. Implements lesson plans that are appropriate for diverse learners	101	1.64	.558	Approaching competencies
13. Facilitates the physical classroom environment that allows for flexible scheduling and transition times	101	2.30	.625	Approaching competencies
14. Promotes proper procedures and regulations for reporting child abuse and the legal rights	101	2.75	.607	Competent
Overall Competency	**101**	**2.27**	**.305**	**Approaching competencies**

The overall mean of 2.27 (.305) revealed that the respondents exhibit incompetence in handling stu-dents with special needs. It was perceived as approaching competencies that needs attention for im-provement in handling students with special needs in the general classroom.

The 14 items were rated by the respondents and it was ranked from highest to lowest. The highest being "promotes proper procedures and regulations for reporting child abuse and the legal rights" (X = 2.75, SD = .607), "promotes high level integrity, competence, ethics, and professional judgement" (X = 2.74, SD = .503), "facilitates positive self-image of students" (X = 2.67, SD = 2.67), "facilitates active participation in a fair and respectful environment that reflects different diversity" (X = 2.55, SD = .557), "demonstrates strong interpersonal skills" (X = 2.51, SD = .702), "demonstrates positive regards for all" (X = 2.47, SD = .64), "facilitates the physical classroom environment that al-lows for flexible scheduling and transition times" (X = 2.30, SD = .625), "increases participation of stu-dents with special needs" (X = 2.15, SD = .555), "demonstrates specialized instructional style and non-traditional teaching practices and procedures" (X = 2.03, SD = .457), "demonstrates interpersonal skills that work effectively with students who have different styles" (X = 2.13, SD = .503), "selects, adapts, or modifies core curriculum to make it accessible for all students" (X = 1.96, SD = .445), "implements instructional adaptations" (X = 1.95, SD = .477), "facilitates general education assessment procedures" (X = 1.92, SD = .542) and followed by "implements lesson plans that are appropriate for diverse learn-ers" (X = 1.64, SD = .558).

Relationship Between Teachers' Casual Attribution and Competency

Table 11 shows the respondents' causal attribution in terms of causality, stability and, control-lability. The result suggests that there is no significant linear relationship between competency and any of the causal attribution dimensions. All p values are (>.05).

Table 11

Teachers' Causal Attribution and Competency

Causal Attibution Dimensions	r	p-value	Interpretation
Causality	-.116	.248	Not Significant
Stability	-.044	.668	Not Significant
Controllability	-.009	.931	Not Significant

Note: p must be less than .05 to be significant. All p values are >.05.

The result shows that there is no significant linear relationship between competency and any of the causal attribution dimensions such as causality (r = -.116, p = .248), stability (r = -.044, p = .668), and controllability (r = -.009, p=.931). This implies that the respondents teaching competency is not related to any three underlying characteristics of causal attribution in teaching students with special needs.

Competence can be depicted as path sequences that account for competence as resulting from causes ascribed to failure and success of an individual (Perry & Hamm, 2017). In terms of teaching competence, the attribution theory does not mainly influence subsequent behavior on its own only by teaching style of the teachers handling diverse students, but it is also important to consider many pos-sible factors (Wang & Hall, 2018).

Relationship Between Teachers' Personality and Competency

Table 12 shows the respondents' personality in terms of extraversion, agreeableness, conscious-ness, neuroticism, and openness are not related to competency (p>.05).

Table 12

Teacher's Personality and Competency

Personality	r	p-value	Interpretation
Extraversion	.047	.642	Not Significant
Agreeableness	.090	.371	Not Significant
Conscientiousness	-.027	.786	Not Significant
Neuroticism	-.064	.525	Not Significant
Openness	.077	.443	Not Significant

Note: p must be less than .05 to be significant. All p values are >.05.

The result shows that there is no significant relationship between competency and any of the sub-variables: extraversion (r = .047, p = .642), agreeableness (r = .0.90, p = .371), conscientiousness (r = -.027, p = .786), neuroticism (r = -.064, p = .525) and openness (r = .077, p = .443). Table 2 also shows that agreeableness has the highest interns of r, this implies that general education teachers use to coop-erate and seek the advice of the special education teachers and other stakeholders when handling stu-dents with special needs (Arbabi & Mehdinezhad, 2015; Hamilton-Jones & Vail 2014; Lynn, 2015; McAllister, 2012; Smith & Leonard, 2006). The data also shows the least among sub-variables is conscientiousness. According to big five

personal-ity test this personality type value planning, possess the quality of persistence and are achievement-oriented (Dehghan et al., 2014) and since teaching students with special needs is out of many general education teachers field of experience they found it challenging to provide educational support for them (Zago et al., 2017).

Significant Difference Between the Respondents' Competency Considering the Moderator Variables

Table 13
Competency in Terms of Sex

| Sex | N | Competency | | t-test for equality of Means | | |
		M	SD	t(99)	p	Verbal Interpretation
Male	32	2.33	.309	.142	.096	Not Significant
Female	69	2.24	.300			

Note: p must be less than .05 to be significant.

The data from Table 13 indicates that male participants rated their competency higher (M = 2.33, s = .309) than female participants (M = 2.24, s = .300). However, the difference in their competency rating is not statistically significant, t (99) = .142, p =.096. DuBrin (2005) define gender differences as the differences in the perception of male and female. This might be also true according to the study of Eyer (2015) that defines males teachers show stronger emotional readiness to handle students with special needs compared to female teachers. This can be interpreted that male teachers deal with their students with special needs with a stable emotional approach as one of the most important characteristics to be competent in dealing with their students.

Educational Attainment

Table 14
Competency in Terms of Educational Attainment

| Sex | N | Competency | | t-test for equality of Means | | |
		M	SD	t(99)	p	Verbal Interpretation
Bachelors	53	2.33	.333	.038	.125	Not Significant
Masters	48	2.20	.258			

Note: p must be less than .05 to be significant.

Table 14 shows that respondents who finished college (M = 2.33, s = .333) have higher competency rat-ing compared to the master's degree holders (M = 2.20, s =.258). However, the difference is not statisti-cally significant t (99) = .038, p=.125. This implies that bachelor's degree holders rated themselves as competent when handling students with special needs compared to the participants who are master's degree holders.

Any teachers who graduated without any special education course backgrounds

considered themselves not competent (Everling, 2013) especially in giving proper approaches and providing re-sources needed for students with special needs in general education classrooms (Ozcan & Uzunboylu, 2015).

Age

Table 15
Competency in Terms of Age

		Competency		t-test for equality of Means		
Sex	**N**	**M**	**SD**	**t(99)**	**p**	**Verbal Interpretation**
20 – 29	38	2.33	.314	2.467	.090	Not Significant
30 – 39	32	2.17	.255			
40 and Above	31	2.30	.325			

Note: p must be less than .05 to be significant.

Participants in the age group 30 -39 rated their competency lower (M = 2.17, s = .255) than those who are 20-29 (M = 2.33, s = .314), and those who are 40 and above (M=2.30, s=.325). However, the differ-ences in their competency ratings are not statistically significant, F (2,98)=2.467, p=.090. This supports the result from Table 15, which implies that the younger respondent has higher competency compared than the older participants.

Long teaching experience doesn't provide professional preparedness in handling students with special needs for being effective (Young, 2018). Any teachers who have long teaching experience can not provide effective learning for such students, what it counts is their experience and exposure in han-dling students with special needs is the most important factor (Uzunboylu & Ozcan, 2019).

Table 16
Competency in Terms of Work Sector

		Competency		t-test for equality of Means		
Sex	**N**	**M**	**SD**	**t(99)**	**p**	**Verbal Interpretation**
Public	46	2.44	.259	6.175	.000	Significant
Private	55	2.12	.261			

Note: p must be less than .05 to be significant.

Table 16 shows that there is a significant difference between competency rating of participants from public and private sectors, t (99) = 6.175, p>.005. General education teachers from public schools have a higher competency level (M=2.44, s=.259) than general education teachers from private schools (M = 2.12, s = .261). Educators believed that special education students should be in general education class-rooms, but they also indicated that they needed additional training and support to be successful (Ever-ling, 2013). It is because numbers of students with special needs are being educated in all sectors whether private or public, therefore

all school sectors that have identified students with special needs must have a program for them to receive better inclusion experience in the field of education (Hornby, 2015).

Conclusions and Recommendations

It is important to note that there was no direct correlation between (a) teachers' causal attribution and competency, (b) teachers' personality and competency. This is because causal attribution and personali-ty overlap in many concepts: causal attribution and personality are both close in the sense that these two examine one's behavior. Therefore, through the Likert scale questions, no significant differences were discovered between the two variables and competency. However, there is a significant difference discovered considering the work sector of the respondents but not the rest of the demographic profile of the participants. The result of the study concluded that competency is acquired. Unlike the concept of causal attribution and personality that both focus on personal behavior that is usually natural since birth in a sense. Being competent in teaching a student with special needs a skill where can be learned and practiced to be considered competent.

It is a strong belief of the researcher that more studies should be done regarding the psycho-educational of teachers who are handling students with special needs in the general classroom. There seem to be contradictory articles about the result of this study compared to other articles, however, it is still believed that psycho-educational of the stakeholder in special education is necessary for further study. A similar study and survey could be conducted with a much larger population to gain a broader insight regarding the correlation of the variables. It is also recommended that the survey questionnaire that will be used considering the same variables whether they are adapted must go ta o pilot study to determine whether the survey questionnaire will answer a more significant result of the study. Also, it is endorsed for the future study to use a more distinct competency scale for a strong determination of general education teachers handling students with special needs.

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HUMANITIES

Influence of Extrinsic Rewards on Employee Commitment and Retention in SDA Educational Institutions

Echo Wu & Leonardo Dorado
Adventist University of the Philippines

riyiwu@yahoo.com.tw

Abstract

Employee commitment and retention play a vital role in all organization's success. Factors to improve commitment and retention in SDA educational institutions must be identified. This study answered the following objectives: (a) determine the extent of extrinsic rewards of the employees; (b) determine the extent of employee commitment and retention to the organization; (c) find out if the extrinsic rewards are the motivators to employees. This study employed descriptive correlation design and used purposive sampling in the selection of 104 participants which included administrators, office workers, professors/instructors, and teachers who are working in selected SDA educational institutions in Taiwan, Indonesia, and the Philippines. The data were gathered using a validated survey questionnaire. The collected data were analyzed by using mean, standard deviation, percentages, ANOVA, Pearson's r. The result showed that the employees in SDA educational institutions perceived high extrinsic rewards in terms of salary, bonuses, promotion, and fringe benefits. Further, the results on employee commitment and retention were also high. The four dimensions of extrinsic rewards are correlated to employee commitment, however only salary and promotion are related to employee retention. Based on the research findings, it is concluded that extrinsic rewards such as salary, bonuses, fringe benefits, and promotion are motivators to the employee. It recommended studying further the fringe benefit and other non-monetary benefits received by the faculty in the university so that it would have some impact to hold from leaving the organization.

Keywords: *extrinsic rewards, employee commitment, retention, SDA educational institutions*

Studies show that extrinsic rewards are considered one of the crucial motivations for attaining organizational goals, competitiveness, and productivity that lead to the success of the organization due to the result of employee commitment and talented retention (Al Mamun & Hasan, 2017; Khawaja et al, 2012; Nasir & Mahmood, 2018; Rozita & Scott, 2015). Studies reveal that extrinsic rewards produce employee satisfaction that encourages them to reach the high level of performance such as employee retention, employee productivity, and responsiveness (Güngör, 2011; Spector, 2000) while the low payment and intensive work requirement produces the potential negative reflection toward employee satisfaction and sense of value that lead to the crisis of low employee retention and low job commitment (Jonge et al., 2000). However, some studies point out the native impact of extrinsic rewards on employee performance. Deci et al. (1999) stress that extrinsic rewards are identified as the strong force for the behavior control that produces a short-term effect but leads to a long-term negative effect on intrinsic motivation such as less intrinsically motivated, less significantly undermined free-choice, less self-reported interest, and forestall

self-regulation of people. Therefore, Deci et al. (1999) argue that excessive emphasis on extrinsic rewards destroys the good influence of intrinsic motivation. Due to the gap between the agreements, this study determined whether extrinsic rewards motivate and encourage employee's commitment and retention in SDA educational Institutions.

Review of Literature

Extrinsic Rewards

Researchers define that extrinsic rewards are all the tangible rewards, which are usually related to financial benefits and remuneration, including pay, promotion, interpersonal rewards, bonuses and benefits, performance-related pay, vacation or leave (Lewis & Frank, 2002; Shield, 2007; Zaman et al., 2011). Researchers have proved that extrinsic rewards make vital influences on employee performance (Uwineza & Muturi, 2017). The study of Edirisooriya (2014) reveals the positive impact and strong relationship of extrinsic rewards on employee performance and claims that an increase or decrease in pay, bonus, benefits, and promotion will bring corresponding changes on employee performance.

Employee Commitment

According to Anderson and Weitz, (1992), commitment is a long-term relational perspective [that] encourages parties to resist the short-term benefits offered by other [companies] in favor of the benefits associated with remaining in a relationship. Researchers believe that a high level of work commitment may lead out to persist in work performance and act more positive as well as increase satisfaction on their work performance and outcome at the same time (Cooper-Hakim & Viswesvaran, 2005). The recent studies

confirm that extrinsic rewards are the powerful motivators that can generate satisfaction of employees and encourage them to produce better performance and the level of their productivity, such as commitment and talented retention that help to fulfill the goal of the organization (Ali et al., 2015; Shield, 2007).

Employee Retention

According to Kaur (2017), employee retention is a process in which the employees are encouraged to remain with the organization for the maximum period of time or until the completion of the project. Study shows that satisfied employees tend to be more committed to their work, participate more robustly, positively and effectively in work-related activities and are less likely to leave the organization (Agarwal & Ferratt, 2002). Ahmad and Azumah (2012) claim that job satisfaction is the most important factor that greatly influences employee retention rates. Job satisfaction can be linked to most of the levels of Maslow's hierarchy and the theory of Herzberg's Two-Factor.

Based on Maslow's Needs Theory, a job is the main source of financial security that supports employees' basic needs, so the better paying and more secure the job satisfies people's basic needs. In addition, a job also provides a sense of association and belonging that satisfy human's natural desire for finding their own identity in the society as well as eventually meeting the self-actualization and esteem needs of an employee from the job that correlate to better employee retention. Based on Herzberg Two-Factor (Motivator and Hygiene) Theory, although employees are less likely to be motivated by extrinsic incentives (Hygiene factor) such as perks, plush offices or even promotions or pay while employee is most often motivated by intrinsic rewards (motivators) which include interesting, challenging work and opportunities to grow,

the absence of hygiene factors (extrinsic rewards) negatively affects the job satisfaction (Ahmad & Azumah, 2012).

Methodology

This study employed descriptive correlation design and used purposive sampling in the selection of respondents which included administrators, office workers, professors/instructors, and teachers who are working in SDA educational institutions in Taiwan Adventist College, Klabat University, and Adventist University of the Philippines. A total of 130 questionnaires were distributed and 104 questionnaires were collected successfully from the respondents. The collected data were analyzed through the Statistical Packages for Social Science (SPSS) and utilized descriptive statistics such as mean score and analysis of variance (ANOVA) to analyze the data. Frequency and percentage were used to describe the data values for the demographic variables. The primary parameters used were the men (or average) for testing the standard deviation, and the main tool of the t-test/Anova that tests the difference between the variables. The Pearson-r tests the correlation between the dependent and independent variables.

Results and Discussion

Table 1 shows a summary of the extent of the extrinsic rewards of the employee. It is shown that among four dimensions of extrinsic rewards, the promotion has the highest mean (3.03), followed by the fringe benefits (3.00) and salary (2.92), and bonuses have the lowest mean (2.82). All dimensions of extrinsic rewards reveal a high level of extent, which indicates that the employees conceive a high extent of satisfaction and expectation of extrinsic rewards. However, it is implied that the four indicators under extrinsic rewards can be further improved because all these indicators were verbally interpreted as high rather than very high. The result of the study confirms that external factors can be tangible or intangible rewards for motivating a person's behavior to develop in the direction expected by the motivator (Yu, 2017).

Table 1
Summary Table of the Employee Extent of Extrinsic Rewards

Aspect	N	Mean	SD	VI
Promotion	104	3.03	0.49	High
Fringe Benefits	104	3.00	0.48	High
Salary	104	2.92	0.52	High
Bonuses	104	2.82	0.50	High

Legend:
  1.00–1.50 Very Low; 1.51–2.50 L ow; 2.51–3.50 High;3.51–4.00 Very High

Table 2 presents a summary of the extent of employee commitment. The finding showed the overall mean of commitment is 2.82 with a standard deviation of 0.20 which is verbally interpreted as high. This reveals that the extent of employee commitment to the organization is high among SDA educational institutions. It is interpreted that most employees are highly loyal to the organization. This is supported by the study that claims employee job satisfaction is the

extent to which employees are satisfied with not only the job but also is satisfied with how they are treated and rewarded from the organization, and such satisfaction keeps the employees loyal with their job (Bashir et al., 2015).

Table 2
Summary Table of the Extent of Employee Commitment

Aspect	N	Mean	SD	VI
Commitment	104	2.82	0.20	High

Legend:
1.00–1.50 Very Low; 1.51–2.50 Low;2.51–3.50 High;3.51–4.00 Very High

Table 3 presents a summary of the extent of employee retention. The finding shows the overall mean of retention is 2.98 with a standard deviation of 0.35 which is verbally interpreted as high. The result showed that the overall level of employee retention to the organization is high among SDA educational institutions. It implies that most employees are in a highly intending of staying in their present organization. Güngör (2011) and Spector (2000) confirm the result of this study that says extrinsic rewards produce employee satisfaction that encourages employee retention and employee productivity and responsiveness.

Table 3
Summary Table of the Extent of Employee Retention

Aspect	N	Mean	SD	VI
Retention	104	2.98	0.35	High

Legend:
1.00–1.50 Very Low; 1.51–2.50 Low;2.51–3.50 High;3.51–4.00 Very High

Table 4 shows the result of the relationship between extrinsic rewards and employee commitment. Based on the data it is found that commitment has a positive Pearson correlation of .348 (p=.000), in terms of pay/salary, .256 (p=.009) in terms of bonuses .407 (p=.000) in terms of promotion, and .438 (p=.000) in terms of fringe benefits. The results indicate that there is a significant relationship between extrinsic rewards in terms of pay/salary, bonuses, promotion, and fringe benefits, and employee commitment. This means that extrinsic rewards affect employee commitment. Therefore, the hypothesis that states, "There is a significant relationship between extrinsic rewards and employee commitment" is accepted. This result supported by the three-component model of organizational commitment namely affective commitment, continuance commitment, and normative commitment developed by Allen and Mayer (1990) which explains the employee is affected by the emotionally attached, the fear of loss, and the sense of obligation that encourage employee commitment and intending of staying to the organization.

Table 4

Relationship Between Extrinsic Rewards and Employee Commitment

	Pay/Salary	Bonuses	Promotion	Fringe Benefits
Commitment				
Pearson Correlation	.348**	.256**	.407**	.438**
Sig. (2-tailed)	.000	.009	.000	.000

Table 5 shows the result of the relationship between extrinsic rewards and employee retention. The data reveal two different results. Based on the data, it is found that retention has a positive Pearson correlation of .212 (p=0.03) in terms of pay/salary, and .280 (p=0.00) in terms of promotion. However, the data on bonuses and fringe benefits were not significant (-.042, p =.676 and .157, p=.111), and the null hypotheses on these two variables are not rejected. This result confirms that there is a significant relationship between employee retention and extrinsic rewards in terms of pay/salary and promotion, whereas there is no significant relationship between retention and extrinsic rewards in terms of bonuses and fringe benefits. This implies that extrinsic rewards such as salary and promotion can influence whether negatively or positively in encouraging employees to decide to leave or stay but the null effect in terms of bonuses and fringe benefits. Therefore, the hypothesis that states, "There is a significant relationship between extrinsic rewards and employee retention", only in terms of pay/salary and promotion of the elements of extrinsic rewards are accepted while the extrinsic rewards in terms of bonuses and fringe benefits are rejected. The result of this study is supported by Herzberg's Theory (1968) that expresses employees can be retained through minimizing dissatisfaction and maximizing satisfaction.

Table 5

Relationship Between Extrinsic Rewards and Employee Retention

	Pay/Salary	Bonuses	Promotion	Fringe Benefits
Retention				
Pearson Correlation	.212*	-.042	.280**	.157
Sig. (2-tailed)	.031	.676	.004	.111

Sex. Table 6 presents the significant difference in employee commitment and retention based on sex. The data shows that there is no significant difference in employee commitment and retention regarding the sex at a significance level of 0.864, and .612. The result interprets that employee commitment and retention are the same regardless of sex differed. This implies that the employee commitment and retention in SDA educational institutions are not affected by their sex. Smith (2015) also proved that employees regardless of age, race, or gender expect to be fairly compensated, respected, valued, and supported by the employer so that they may naturally produce their commitment to the work or organization.

Table 6
The Difference in Employee Commitment and Retention Considering Sex

Sex	N	Mean	SD	t	df	Sig. (2-tailed)	VI
Commitment							
Male	37	2.8268	.21126	.172	102	.864	NS
Female	67	2.8195	.20266				
Total	104	2.82315					
Retention							
Male	37	3.0068	.33650	.509	102	. 612	NS
Female	67	2.9701	.35860				
Total	104	2.82315					

A significance level of p=0.05   S=Significant   NS=Not Significant

Years of service. Table 7 presents the result of a significant difference in employee commitment and retention considering the years of service. The data reflected that there is no significant difference in the commitment and retention when years of service are considered (F ratio = .941 and p =.469; F=.207, p=.064. This means that whatever the year in service of the respondents the commitment and retention are the same. The result implies that the employees in SDA educational institutions have no difference in commitment and retention by their year in service.

Table 7
The Difference in Employee Commitment and Retention Considering Sex

	N	Mean Rank	SD	Std. Error	95% Confidence Interval for Mean		F	Sig.	VI
					Lower Bound	Upper Bound			
Commitment									
21 – 25 years	2	3.0000	.12856	.09091	1.8449	4.1551	.941	.469	NS
More than 30 years	8	2.9148	.32181	.11378	2.6457	3.1838			
05 – 10 years	27	2.8519	.19391	.03732	2.7751	2.9286			
11 – 15 years	22	2.8182	.17294	.03687	2.7415	2.8949			
26 – 30 years	6	2.8106	.16368	.06682	2.6388	2.9824			
Less than 5 years	30	2.7818	.22724	.04149	2.6970	2.8667			
16 – 20 years	9	2.7626	.11313	.03771	2.6757	2.8496			
Total	104	2.8221	.20476	.02008	2.7823	2.8619			
Retention									
11 – 15 years	22	3.1648	.40986	.08738	2.9831	3.3465	2.071	.064	NS
More than 30 years	8	3.1484	.32206	.11387	2.8792	3.4177			
21 – 25 years	2	3.1250	.26517	.18750	.7426	5.5074			

26 – 30 years	6	2.9375	.24044	.09816	2.6852	3.1898
16 – 20 years	9	2.9167	.24407	.08136	2.7291	3.1043
05 – 10 years	27	2.9051	.32261	.06209	2.7775	3.0327
Less than 5 years	30	2.8958	.34088	.06224	2.7685	3.0231
Total	104	2.9832	.34970	.03429	2.9152	3.0512

A significance level of p=0.05   S=Significant   NS=Not Significant

Position. Table 8 presents the result of a significant difference in employee commitment and retention when the position is considered. It shows that there is no significant difference in the position in terms of commitment (F=1.7, p=.167) and in terms of retention (F=2.59, p=.057). This means that whatever the position is of the respondents, the commitment and retention are the same. The result implies that the employees in SDA educational institutions have no difference in commitment and retention by their position.

Table 8

The Difference in Employee Commitment and Retention Considering Position

	N	Mean Rank	SD	Std. Error	95% Confidence Interval for Mean		F	Sig.	VI
					Lower Bound	Upper Bound			
Commitment									
Administrator	16	2.7358	.15322	.09091	2.6542	2.8174	1.7	.167	NS
Office worker	19	2.8589	.18550	.11378	2.7694	2.9483			
Professor / Instructor	25	2.7927	.20118	.03732	2.7097	2.8758			
Teacher	44	2.8543	.22431	.03687	2.7861	2.9225			
Total	104	2.8221	.20476	.06682	2.7823	2.8619			
Retention									
Administrator	16	2.8672	.17059	.04265	2.7763	2.9581	2.59	.057	NS
Office worker	19	2.8882	.36774	.08437	2.7109	3.0654			
Professor / Instructor	25	3.1275	.35054	.07011	2.9828	3.2722			
Teacher	44	2.9844	.36942	.05569	2.8721	3.0967			
Total	104	2.9832	.34970	.03429	2.9152	3.0512			

A significance level of p=0.05   S=Significant   NS=Not Significant

This is supported by Mwangi (2017) stating that the employees who are in the level of normative commitment refer to the employees of all ranks viewed loyalty to their organization as important. Based on the findings of the study, it is confirmed that the reflection of a high level of employee satisfaction on extrinsic rewards affects the employee commitment and retention; also it is confirmed that employee commitment and retention are related to extrinsic rewards. It means that extrinsic rewards are the motivators of the employees. Therefore, the hypothesis

that states "The extrinsic rewards include salary, bonuses, fringe benefits, and promotion are the great motivators to employee" is accepted. The findings of this study are confirmed by the recent studies says that extrinsic rewards are the powerful motivators that generate satisfaction of employees and encourage them to produce better performance and the level of productivity, such as commitment and talented retention that help to fulfill the goal of the organization (Abdifatah et al., 2015; Shield, 2007,).

Conclusions and Recommendations

In this study, the influence of extrinsic rewards on employee commitment and retention in SDA educational institutions, the following conclusion was formulated. To conclude, the employees in SDA educational institution perceived a high extent of satisfaction and expectation to extrinsic rewards, thus, drive teachers to high commitment and retention to the organization. Further, the retention of teachers in the university can be motivated mainly by salary and career promotion. This study suggests that it is necessary to develop a program that will align all teachers in the career path program in the university that would bring promotion in their career because they are not just qualified but trained to do such a job in the future. In addition, there is a need to study further the fringe benefit and other non-monetary benefits received by the faculty in the university so that it would have some impact to hold from leaving the organization. Finally, the study suggests conducting research in the future using a qualitative or mixed-method approach to further understand the motivation of teachers in staying or leaving the organization in the current context.

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HUMANITIES

Perceived Effects of Classical Music to Teachers

Kim Hyundo & Nerilyn R. Beratio
Adventist University of the Philippines

nrberatio@aup.edu.ph

Abstract

Music is a big part of human life. Listening to music is known to beneficially impact mental health such as stress and other health-related issues. Studies on the effect of music have been conducted but few on its effect on teachers. This study aimed to determine the effects of classical music on teachers. The study was done by choosing teachers of an international school from the Basic Education Program particularly in English as Second Language departments. It used questionnaires in getting the information from 35 teachers who were chosen using convenience sampling. Percentage based on frequency was used to describe the perceived effects. The study was able to identify the top seven perceived effects of classical music: *"It makes a person calm", "It makes a person happy", "It promotes good sleep", "It reduces stress level", "It improves pain management", "It improves mood in teaching", and "It improves productivity".* It was found that the effects of classical music are potent factors to combat teaching challenges. The researcher recommends that classical music be used by the teachers to help them overcome the challenges they face in life as a teacher.

Keywords: *classical music, perceived effects*

In our society nowadays, music is considered a highbrow. Over time, music has been a big part of humans' life. As time evolves, so music does. Music comes in a different variety of genres, and most if not all, contribute benefits to listeners. "During the '70s, the most popular genres of music were Disco/Club, Progressive Rock, Punk Rock/New Wave, Funk, and Soul, though the 1970s are typically associated with the age of Disco, as many were influenced by that genre" (Shook 2015, p. 1)".

In the '80s, Pop, Hip Hop/Rap, New Wave, and Hair Metal were the most popular genres of music. MTV was created during this time, aiding many musical genres by playing nothing but music videos and creating a new way to rise to fame. New forms of music were heard in the 1990s. This music is now dominated by the genres of Pop, Rock, Metal, and Punk Rock. The 1990s were considered an age of true musical evolution. There were many changes created by music and it affects society. The current genres range from Hip-Hop to Pop and Hard Rock. Many other genres branch from this kind of music, making music quite diverse (Shook, 2015).

One example of these genres is classical music. According to surveys conducted by several American institutions, it is evident that only the older members of society tend to patronize such musical genres. Back in the days when classical music was very popular, which was not at all long ago, it was fun. Many classical concerts and performances used to sell out easily. During that time, the performers focused on the connection that they have with the audience. They aimed to exhibit their expertise on stage. They were wooing audiences with their

technical and interpretational masterfulness. However, not many people are fond of listening to classical music.

Along with the popularity of music, different musical performances have also emerged. One of these is the musical concerts. Music concerts are flocked by attendees. The reason for this is either to see performances of popular artists or just simply to relax or unwind after a tiresome week. Music concerts are popular all over the world even then. Music artists, on the first hand, have the most benefits coming from the music. Aside from popularity, they also earn a lot of money from their craft. This means music is beneficial.

However, aside from the musicians' benefit, it was also found that music has positive effects on its listeners. These effects come in many forms. Classical music is known to have contributed such positive effects to the listeners. In this study, the researcher found how classical music gives these positive effects. Not only that, but this study also enumerated those effects. To be more specific, this paper also discusses other benefits of classical music to its listeners.

Many studies and experiments have been conducted and most of them warrant that music, classical music to be specific, contributes a lot in terms of human health both physically, mentally, emotionally, and socially. Bicknell J. (2011), states that "Studies have shown music to be an effective pain reliever, both on its own and as an adjuvant in connection with other types of therapy". She continues further that music therapy has been associated with improved life and reduced consumption of pain relievers to those who use music as a form of therapy.

These benefits must be discussed and emphasized so that people will more appreciate and enjoy music. People should be encouraged to listen to music especially to wholesome music. Scott, E. (2018) adds that music can make a person feel more optimistic and positive. Music helps release stress and can even keep a person free from stress over the life he added.

Classical music is not exempted from this group since it also gives the same effect to the listener. Neuman, B. (2016) enumerates different positive impacts of classical music. He states that "there are a ton of brainy benefits one derives from listening to classical music." These are pain management, improved sleep quality, significant impact on mood, productivity, and creativity. "Classical music has both mental and physical benefits" Neuman, B. 2016). Aside from these mentioned, this paper also identifies some more benefits or impacts of classical music.

The researcher, chose this topic out of her utmost desire to study the positive effects of music, specifically classical music, towards the select teachers in Silang, Cavite. Teaching is considered to be a stressful profession since it deals with different behaviors within a classroom. Moreover, the teaching profession must have an outlet for teachers to release stress and to find a good rhythm in teaching to achieve its goal of educating young people.

This study aimed to help the teachers including educational institutions who continue to work on educating despite this profession's stressful and tiresome nature. In addition, it also aims to help educators in getting their job done through the impact or benefits classical music can give. Through this study, some teachers or future teachers can determine the positive effects of classical music on getting their job accomplished through the aid of it.

Methodology

In this chapter, the researcher discusses the process of how the data was gathered from the respondents. The chosen respondents of this study are teachers in Silang, Cavite. The process of gathering data was done during the school year, 2018-2019, using the

questionnaire and interview format of gathering data. The gathering was done in Silang Cavite. Moreover, the process was conducted by the researcher herself and by the people whom she asked to be part of the process. To satisfy the objectives of this study, a quantitative approach in research was utilized, specifically, descriptive method. This method administered questions to participants through questionnaires. After the participants answer the questions, researchers describe the responses given. The main goal of this design is to describe or explain a situation.

Results and Discussion

Based on the data, we can assume that teachers, as the subject of this study, face different difficulties in teaching. These factors are the things that they encounter as what we consider hindrances in achieving their individual goals. The questions in the statement of the problem are answered below. Through this data, the researcher came up with this interpretation.

Table 1
Ranking of the Effects

Effect	Votes for Being Rank 1		Resulting Rank
	N	**%**	
It helps me to be calm	15	42.86	1st
Reduces Stress Level	7	20.00	2nd
Makes me Happy	5	14.29	3rd
Improves pain Management	3	8.57	4th (Tied with Good Sleep)
Good Sleep	3	8.57	4th (Tied with Improves pain Management)
Improves my mood in Teaching	1	2.86	5th (Tied with Improves Productivity)
Improves Productivity	1	2.86	5th (Tied with Improves Mood in Teaching)

The table above answers statement of the problem no. 1 "What is the most common positive effect of classical music among teachers"? As we see, "it helps me to be calm" placed to be in the first rank with 15 (42.86%) votes to be in rank 1. The next effect in the second rank is "reduces stress level". This effect was chosen by 7 respondents (20.00%). In the third rank, the effect "makes me happy" was chosen by 3 respondents (14.29%). It is followed by the effects "Improves pain management, and good sleep" in the fourth rank these effects have the same number of votes of 3 (8.57%) from the respondents. The fifth rank is also the effects "improves my mood in teaching, and improves productivity" as these two tied in the number of votes of one (2.86%) each from the respondent.

To answer the statement of problem number 2, "What are the other different effects of classical music on teachers?", we look at Table 2. We conclude that the other effect "relaxing and soothing to the ear" is the most common to the respondents with 8 votes (22.86).

Table 2
Other Effects

Other Effects	N	%
Relaxing and Soothing to the Ear	8	22.86
Brings back the memories	2	5.71
Organizes my thought	2	5.71
Motivates and Energizes	2	5.71
Helps express my feelings	1	2.86
Creative	1	2.86
Refilling	1	2.86
Frees from problem	1	2.86
Concentrate my things	1	2.86
Motivated and energetic	1	2.86
Inspires	1	2.86
Makes person better player	1	2.86
Improves our health	1	2.86
Our brain is regulated and function at the right pace	1	2.86
Develops imaginable thinking	1	2.86
Helps Develop Perfect Pitch	1	2.86
Increases a person's intelligence	1	2.86
None so far	8	22.86

Among this list, "relaxing and soothing to the ear" receives the highest percentage, 22.86%. Table 2 presents the other effects cited by the respondents aside from the first seven effects. These effects are arranged from the highest which is the "relaxing and soothing to the ear" to the lowest. In the second spot, three effects got the same votes of 2 (5.71) each. These are the "brings back memories, organizes thought, and motivates and organizes". Based on this finding, the researcher concluded that classical music has positive impacts on the listeners. The teachers can use classical music as an effective tool to combat the different challenges they face in teaching. Aside from using its school, classical music can also be used outside the school premises. The researcher also found other effects of classical music and these are also effective even outside the field of teaching. Aside from the written response from the teachers, there were also interviews. Though the responses were not the same as the written ones, they were still related to those. One of the questions given to respondents in the interview was "After listening to classical music, what more effects did it have to you"?

The answers were varied depending on the effect of each respondent. The answers were "classical music refreshed my thoughts", it made me recalled memories, listening to it made me more appreciate the beauty of music through classical music, and classical music made me want to play instruments". These were some of the answers given by the respondents during the interview. These answers all have connection or relation to seven and other effects of classical music that will be discussed in the latter part of this paper.

To sum it all up, classical music is considered a gift, which can be used not only for

entertainment. It does not only enrich the soul and mind; moreover, it can heal personality and body by using it like musical medicament. Classical music is an effective therapy. It gives more energy and proven to boost mood. Classical music is no longer highbrow music, but music that offers an amazing range of benefits.

Conclusions and Recommendations

The researcher concludes that classical music is not just an ordinary form of music. It is beyond how music is defined because of the things it provides. The teachers, as the subject of this study, proved that they can use classical music to promote better management of their career since it is a very stressful form of job. This stress if not managed well can be a great hindrance to educating young minds. This music form even improves mood in teaching based on the finding. It was also discovered that this music form has a wide variety of effects both in cognitive and physical phases. This means this goes more than how less knowledgeable people see Classical music. If practiced or patronized well, anyone can find classical music not just a music form, but a gift and a tool for molding a conducive environment for a healthy and productive living. The researcher recommends that another study or further study be conducted, but it should focus on students or learners on how classical music can affect them. That further study might also open another avenue of study regarding Classical music.

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HUMANITIES

Influence of Spiritual Intelligence on Job Satisfaction, Motivation and commitment of Employees in a Faith-Based University

Sophyea Phy and Leonardo Dorado
Adventist University of the Philippines

sophea19@gmail.com

Abstract

Job satisfaction, motivation, and commitment are vital measures considered by any organization. Several studies have been done to investigate commitment, motivation, and satisfaction at work. However, studies that focused on spiritual intelligence where faith is being emphasized is still scarce. This study investigated the influence of spiritual intelligence on the employee's job motivation, commitment, and satisfaction in a faith-based institution. A total of 120 full-time and part-time employees from a Christian university in the Philippines participated in the study through a voluntary, self-reporting questionnaire survey distributed and collected by the researcher in 2019. The questionnaire consists of five sections including demographic profile, spiritual intelligence, motivation, commitment, and job satisfaction. The questionnaire applied a Likert scale as a measurement for the analysis of the four variables through correlational analysis. The result showed that spiritual intelligence has a significant correlation with motivation ($r = 0.301$; $p = 0.001$). It is also a significant predictor to motivation ($r = 0.09$; $p = 0.001$). No significant relation was found between spiritual intelligence and commitment as well as satisfaction. To conclude, spiritual intelligence has a significant positive correlation with job satisfaction. Spiritual intelligence has a significant influence on the job motivation of the employees in a faith-based university in the Philippines. No significant relationship was found between the following: (a) spiritual intelligence and job satisfaction and (b) spiritual intelligence and commitment. Further study is recommended to investigate the relationship between spiritual intelligence and job motivation.

Keywords: *spiritual intelligence, satisfaction, motivation, commitment, religious institution*

Commitment, motivation, and satisfaction are vital to an organization. Lots of studies have been done to investigate each category; factors that moderate the commitment, motivation, and satisfaction at work, as well as how they may affect the job outcome. Adding to that, spiritual intelligence was also previously studied of its relation to job motivation, commitment, and satisfaction. However, studies focusing on a spiritual institution where faith is being emphasized is still scarce.

The human brain is consisting of much more than merely mental and emotional intelligence or ability. Spirituality is a big word to be defined. Amram (2007) defined spiritual intelligence as the "ability to apply and embody spiritual resources and qualities to enhance daily functioning and wellbeing" and categorized spirituality into 7 themes as the following: consciousness, grace, meaning, transcendence, truth, peaceful surrender to self, and inner-directedness. Spirituality may go beyond the scope of both mental and emotional intelligence. Being spiritually intelligent may enable people to take personal responsibility of meaning, and value of life therein and to create new access to achieve and to use it

(Zohar & Marshall, 1999). It is necessary for discernment in making spiritual choices that contribute to psychological well-being and overall healthy human development. Spiritual intelligence calls for multiple ways of knowing and for the integration of the inner life of mind and spirit with the outer life of work in the world. Spiritual experiences may contribute to its development, depending on the context and means of integration. Its maturity is expressed through wisdom and compassionate action in the world.

Spirituality is not religiosity, even though they may be highly linked. Religiosity is referred to as the "the interpersonal and institutional aspects of religious-spirituality that are derived from engaging with a formal religious group's doctrines, values, traditions, and co-members" (Greenfield et al., 2007) and found that spirituality and religiosity are linked in separate and non-equal ways with psychological well-being. Both are linked to psychological wellbeing. Ronel (2008) stated that spirituality is a key capability to connect human to the willingness to become better which reflect not only value but also other aspects of life. Furthermore, within the educational field, spirituality plays an essential role to provide a more complete education. The purpose, attitude, and management of an educator may rely much on the spiritual dimension of the person. Based on educational psychology, the definition of spiritual intelligence was concluded as:

The intelligence which helps to fulfill the potentialities of the individuals' abilities through the non-cognitive virtues to prepare them to solve the everyday problems for living creatively and constructively in the new situation of the socio-psycho-physical environment for attaining the highest knowledge and wisdom, if the teachers enable to modify such kind of behavior patterns of individuals, - this is spiritual intelligence (Srivastava, 2016).

However, there is no universal prescription that exists on how to seek and improve spiritual intelligence (George, 2006). It may be impacted by the religiosity and life experience of an individual that enlighten the spirituality. To improve spiritual intelligence, one may require searching through doctrines and the experiences of others and the interconnection of life. As spiritual intelligence has its role in the wellbeing of a person, it may also impact the working atmosphere, performance, and outcome. Spirituality may help a person to be more mature, considerate, and appreciative. Some theorists of management recommended the issues of spirituality in work and promote spiritual intelligence to cope with changes and challenges (Cavanagh, 1999). George (2006) stated that spiritually intelligent employees are more harmonious, happier, and consistent with personal performance.

Workplaces are places where people spend most of their lives, develop friendships, create value, and make their most meaningful contributions to society (Fairholm, 1997). According to Meenakshi and Shaina (2017), spirituality may assist and guide a person to achieve goals and solve everyday problems. The impact of spirituality may be great especially to the faith-based organization. The spirituality of either the employer or employee may have a direct or indirect influence on the commitment, motivation, and satisfaction of the employees. Motivation has been defined as the psychological process that gives behavior purpose and direction (Kreitner, 1995); a predisposition to behave in a purposive manner to achieve specific, unmet needs (Buford et al., 1995); an internal drive to satisfy an unsatisfied need (Higgins, 1994); and the will to achieve (Bedeian, 1993). Thus, it is safe to summarize that motivation is the inner force that drives individuals to accomplish personal and set goals. Klerk et al., (2010) confirmed that the aspect of job motivation operates at a spiritual

level, higher than in other previous studies. It provides a new perspective on motivation.

A study found that students with a higher level of spiritual intelligence are also highly motivated toward achievement (Siddiqui, 2013). I may be that spiritual intelligence facilitates the desire to be successful in achieving certain goals or expected outcomes among the students regardless of gender. A spiritual educator in this sense may play a leading role to keep the learner motivated. Pandey (2016) also found that the presence of spirituality, or given term as spiritual capital, of employees, had a significant difference in the level of work motivation, showing that employees with spiritual capital had a high work motivation. Ahmed et al. (2016) in their study called for a further empirical study of spiritual intelligence as it is one of the significant components of human intelligence that implied in current human resource development. Ronel and Gan (2008) also suggested that spiritual intelligence is included in the human resource development model may also prosper humanization among employees thus enhance the commercial benefits of the organization. In light of the previous study, spiritual intelligence may be considered by the human resource development to improve motivation among employees.

Being motivated to accomplish is crucial to the performance, quality of outcome, and the attitude of the individual. In the workplace, it is important to induce and maintain a motivated working atmosphere to keep the workers to perform effectively and efficiently. Motivated employees also perform better in looking for an alternative solution to the problem. Kovach (1987) encouraged employers to think of strategies to help motivate the employees thus improving job performance. The productivity of the employee depends on motivation as motivated employees are more productive (Smith, 1994). Motivation

has four main categories: a-motivation, introjected regulation, identified regulation, and intrinsic motivation. Forest et al. (2014) defined the components and designed the questionnaire, defined them as the following. Intrinsic motivation is defined as "doing an activity for its own sake, that is because it is interesting and enjoyable in itself". Introjected regulation is referred to as the "regulation of behavior out of internally pressuring forces, such as ego-involvement, shame, and guilt". Lastly, identified regulation is referred to as "doing an activity because one identifies with its value or meaning and accepts it as one's own, such that this form of internalization is volitional. As being defined, spirituality may have its influence upon the personal value, belief, and interest which motivate to accomplish.

Organizational commitment has been a constant study since 1990. Allen and Meyer (1990) initiated organizational commitment using the Three-Component Model (TCM) including affective commitment, continuance commitment, and normative commitment. This model of organizational commitment has been validated and widely recognized. Mugizi et al. (2016) affirm and embrace the model for future studies. The definitions have been modified and updated through ongoing research studies. Starnes and Truhon (2006) identified and explain the three types of organizational commitment as the following. Affective (moral) commitment is referred to as the full embracement of the goals and values of an organization by an individual who becomes emotionally connected and bearing personal responsibility for the organization's level of success. When an individual possesses such commitment, a high level of performance, optimistic work attitudes, and a longing to remain with the organization will be demonstrated. Continuance (calculative) commitment is referred to when an individual is basing their relationship with

an organization for the reason of the benefits in return for the efforts and what would've lost if one will leave the organization. An employee with such commitment will put forth the best effort only when their expectation on the rewards is matched. Thirdly is the normative commitment; it is the commitment an individual possesses and remain with the organization because of the expected standards of behavior or social norms. With such commitment, individuals may value obedience and formality.

Moreover, age, gender, job satisfaction are some of the important factors that relate to the development of organizational commitment (Starnes & Truhon, 2006). However, unless a commitment is made, great ideas and theories may not make any advancement. It is a commitment that allows such accomplishment to be made. With the possession of organizational commitment, employers and employees may share the same values and goals thus commit to putting forth their best efforts. Adding to that, spirituality, or the growth of spiritual intelligence as a professional development may be one of the ways to motivate and encourage employees to be committed to the organization (Fry, 2003). According to Whitener (2001), the practices of an organization's human resource will affect the perceived organizational support of the employees, therefore, affect their organizational commitment.

Spirituality, is seemingly relates to affective commitment. Values and meanings may be the sharing characteristics between them. A definite positive correlation existed, according to Kalantarkousheh et al. (2013) between spiritual intelligence and organizational commitment among the employees of a university. Saremi and Farkani (2015) found that spiritual intelligence effective in promoting and maintaining organizational commitment among the teachers as being studied in an elementary school.

Another study (Tahir & Rehman, 2018) also found that all the dimensions of spiritual intelligence are positively correlated with organizational commitment and organizational commitment may as well serves as a mediator between spiritual intelligence and employee performance. Spiritual intelligence may also indirectly affect the engagement and performance of employees being committed. Employees who value spirituality may sustain the commitment toward task performance (Ogunsola et al., 2019). A study of police officers also found suggests that work engagement is a mediator influencing spiritual intelligence toward e effective commitment (Jaaffar et al., 2018). Similarly, spiritual intelligence also has a positive influence on the continuance commitment of nurses employed in a hospital (Hakim & Pristika, 2020).

In recognizing the benefits of enhancing spirituality within the organization, companies and managers are advised to focus on the development and promotion of spirituality among employees which may increase job commitment, work performance, and even satisfaction (Babalan et al., 2018; Tahir & Rehman, 2018). However, there is no research study as such among faith-based institutions. Hence, this study explored the relationship and influence of spiritual intelligence toward organizational commitment. Satisfaction is a positive outcome or result of any employment, event participation, or even relationship that any single individual or a group of people would hope for. The absence of satisfaction may create a lot of negative impacts. It is the same in the workplace. Job satisfaction is a kind of representation of an effective or attitudinal reaction to a job. It is referred and being quoted by Spector (1985) as an "emotional-affective response to a job or specific aspects of a job" and has a strong correlation with perceptions of the job and supervisor, the intention of quitting, and organizational commitment while

salary, age, absenteeism, and turnover found to be modestly correlated. A satisfying job could tell a lot about its working environment.

Spector (1985) stated the nine dimensions of job satisfaction as the following: pay, promotional opportunities, fringe benefits, contingent rewards (appreciation and recognition), supervision, co-workers, nature of work itself, communication, and work conditions. These dimensions covered generally all that may affect the satisfaction of an employee. The job satisfaction survey questionnaire derived from these nine dimensions is used for the present study. Furthermore, there may be other factors that affect job satisfaction, such as employee participation. Bhatti and Qureshi (2007) suggested that employee participation could not only increase job satisfaction, but also employee commitment and productivity. Spirituality, in another aspect, may be considered. Rastgar et al. (2012) found that there is yet no significant relationship between spiritual intelligence and job satisfaction, but other studies such as by Jelodar and Goodarzi (2012) and Khorshidi and Ebadi (2012) claimed to be the opposite. Another study (Korazija et al., 2016) found that there is no significant relationship between spiritual intelligence and work satisfaction for the leaders of a company, but a significant positive relationship between spiritual intelligence and workplace satisfaction for the employees.

The spirituality working environment, being suggested by Jajarm (2016) is significantly related to job satisfaction as spirituality autonomy and job satisfaction are interdependent. Kulshrestha and Singhal (2017) also recommended the inclusion of spiritual emphasis at school to improve teacher's performance and job satisfaction. Agreeing with the significant relationship between them, Jelodar and Goodarzi (2012) found that spiritual intelligence does not relate significantly to pay and benefits, but

significantly to the nature of work itself, supervision, co-workers relations, promotional opportunities, and work conditions. The target goal, accomplishment, and rewards may be motivating, but the motivation that comes from within may provide a greater drive to perform. There are not many studies that investigate the influence of spiritual intelligence on motivation. The lack of studies hindered the researchers to conclude such matter. However, the existing literature encourages the filling of the research gap while providing a positive influence of spiritual intelligence toward motivation. Therefore, this study looks into the relation between both of them. The study focused more on intrinsic and personal motivation rather than extrinsic motivation as spiritual intelligence is found within an individual rather than any external being. Few studies between spiritual intelligence and job satisfaction, commitment, and motivation in a faith-based university have been conducted. Thus this study investigated the influence of spiritual intelligence on job satisfaction, motivation, and commitment in a faith-based university. It also addressed the comparison of spiritual intelligence considering sex and employment status

Methodology

This research utilizes a content validated quantitative survey questionnaire. The study aimed to examine the influence of spiritual intelligence on the job satisfaction, motivation, and commitment of the employees in a faith-based university. This study utilized a purposive sampling technique. The participants are selected part-time and fulltime employees aged below 65 years old. The participation coverage included most of the departments and offices relating to the services provided by the university from the president's administration office down to the groundwork offices. Table 1 presents the profile of the respondents in

terms of sex and employment status. The questionnaires have five sections, demographic profile, spiritual intelligence, motivation, commitment, and job satisfaction. The demographic profile includes sex, age, number of year/s working in the current institution, and employment status (full time or part-time). Only sex and employment status were subjected for further analysis due to sample size limitations of the other demographic profile variables.

Among the 120 respondents, 71(59%) are females and 49 (41%) are males; 99 (82.1%) are full time and 21 (17.9%) are part-time. The mean age is 39.64 years old (SD = 12.825). The mean of the number of years working in the university is 11.15 years (SD = 10.369). Regarding spiritual intelligence, the questionnaire was adapted and modified from the validated questionnaire designed by King (2008). A five-point scales of the Likert Scale is utilized from "0 – not at all true of me", "1 – not very true of me", "2 – somewhat true of me", "3 – very true of me" to "4 – completely true of me". The rest of the categories used a Likert Scale scoring. For the job motivation questionnaire, it was adapted from Forest et al. (2014) while job commitment is adapted from Allen and Meyer (1990); both applying a 7-point Likert Scale. Lastly, the job satisfaction questionnaire was adapted from Spector (1994) answering through a 6-point Likert Scale. A total of 64 questions are presented and be able to complete within 15 to 20 minutes. The completion of the survey data collection took approximately 6 weeks. Employees may refuse to participate in this survey if they want to. Pearson correlation was used to measure the relationship between spiritual intelligence and the dimensions of motivation, commitment, and satisfaction. Regression analysis was conducted to predict whether spiritual intelligence significantly predicts the dependent variables. Furthermore, t-test was used to compare the spiritual intelligence in

terms of sex and employment status

Results and Discussion

Correlation Between Spiritual Intelligence, Motivation, Commitment and Satisfaction

The results obtained from Pearson correlation analysis showed that spiritual intelligence is significantly correlated with job motivation (0.301, $p < 0.01$). Interestingly, job commitment and satisfaction are not significantly correlated with spiritual intelligence in this study as other previous studies mentioned in the above section of the paper. However, motivation, commitment, and satisfaction are all significantly correlated positively with each other. The result summary is listed in Table 4. Spector (1985) mentioned in his study that many studies have proven a strong correlation between job satisfaction and organizational commitment.

Even though spiritual intelligence is not significantly correlated to organizational commitment, Shahmohammadi and Afzooni (2018) found that spiritual intelligence is only significantly related to affective commitment among school teachers, not continuance, and normative commitment. The finding does not support any relationship toward either affective, continuance, or normative commitment. The commitment of the employees in the faith-based university does not relate to spiritual intelligence.

Regarding job satisfaction, the finding supports Rastgar et al. (2012) that there is no significant relationship between spiritual intelligence and job satisfaction. Yet, further study is required as previous studies shown a strong significant positive correlation between them. Correlation analysis between spiritual intelligence toward the nine dimensions of job satisfaction is rather interesting. The finding found that spiritual intelligence has a positive significant correlation to the nature of work (r

= 0.202, p < 0.05).

However, the finding showed that spiritual intelligence has a negative significant correlation to the operating conditions (r = -0.249, p < 0.01) under job satisfaction. When looking into the descriptive analysis of the questions regarding operating conditions, 68.3% of the participants either slightly agreed, moderately agreed, or very much agreed that "many of our rules and procedures make doing a good job difficult" while 80% of the participants agreed that "I have too much to do at work". This may suggest that too much spiritual emphasis or expectation from the organization may result in unsatisfying operating conditions.

Table 1

Pearson Correlation Between Spiritual Intelligence, Motivation, Commitment, and Satisfaction

	Spiritual Intelligence	**Motivation**	**Commitment**	**Satisfaction**
Spiritual Intelligence	-			
Motivation	0.301**	-		
Commitment	0.018	0.307**	-	
Satisfaction	0.030	0.266**	0.429**	-

**. Correlation is significant at the 0.01 level (2-tailed).

In the regression analysis, spiritual intelligence is a significant predictor of job motivation. Table 2 shows all the regression analysis for the prediction. Spiritual intelligence is both significantly correlated with motivation and a predictor of motivation. The regression analysis was conducted separately for each dependent variable. This indicates that a higher spiritual intelligence of an employee, the more motivated is the employee toward the work. All three dimensions: introjected regulation, identified regulation, and intrinsic motivation have a positive significant correlation to spiritual intelligence. Spirituality is also being described as the "passion for the infinite", a passion that is incomparable in human motivation (Emmons, 2000). Adding to the achievement motivation (Siddiqui, 2013), this finding also suggests employee motivation being significantly correlated and predicted by spiritual intelligence. More studies into the subject are required to affirm the link between them.

Table 2

Regression Analysis of Predictor Spiritual Intelligence Toward Motivation, Commitment, and Satisfaction (Computed in Separate Regression)

	B	**SE B**	**β**	**t**	**P**
Motivation	0.330	0.096	0.301	3.425	0.001
Commitment	0.023	0.119	0.018	0.194	0.846
Satisfaction	0.035	0.107	0.030	0.328	0.743

a. Dependent Variable: Motivation, Commitment, Satisfaction
b. Predictor: Spiritual Intelligence

Comparison of Spiritual Intelligence by Sex

The t-test was conducted to compare the spiritual intelligence in terms of sex and employment status. The participants consist of 49 or 41 percent male and 71 or 59 percent female. The result of the analysis on gender revealed that sex and employment status do not significantly influence the spiritual intelligence of the respondents. Whether the respondents are male or female and whether full time or part-time employees, their spiritual intelligence is comparable. This finding is supported by Siddiqui (2013) that gender (sex) doesn't affect spiritual intelligence, which may as well consonance with Kaur & Singh (2013). Spirituality is equal between males and females. Table 2 shows the comparison of spiritual intelligence considering sex and employment status of the participants.

Table 3
Comparison of Spiritual Intelligence by Sex

	Male		Female		*t*	*p*
	M	SD	M	SD		
Spiritual Intelligence	40.58	8.829	40.54	8.368	0.029	0.977

Table 4
t-test of employment status and spiritual intelligence

	Male		Female		*t*	*p*
	M	SD	M	SD		
Spiritual Intelligence	40.69	8.854	39.5	6.960	0.357	0.722

Conclusion and Recommendation

To conclude, spiritual intelligence has a significant positive correlation with motivation and a predictor of motivation. In this study, no significant relationship found between spiritual intelligence with job satisfaction and commitment. Male and female respondents have comparable spiritual intelligence and the further result showed that part-time and full-time employees have comparable spiritual intelligence. It is recommended based on this study to investigate other factors affecting job satisfaction, motivation, and commitment of employees in a faith-based university in the Philippines. It is also beneficial to look into the difference in the spirituality, job satisfaction, motivation, and commitment of employees between individuals with and without a religion.

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HUMANITIES

Perceived Factors Influencing Students' Decision on Enrolling in Bachelor of Science in Development Communication Program

Jessicka Marie T. Obligado, Travis Keinn T. Climacosa, Lea E. Licong, Genfil Villahermosa,
Eunice Aclan and Arjem Noryn Agum
Adventist University of the Philippines

ancagum@aup.edu.ph

Abstract

There are lots of factors that contribute to an individual's decision making. Research has shown that three broad factors influence an individual: Internal, External, and Physical factors. This study aimed to determine the perceived factors that influence students' decision to enroll in the Bachelor of Science in Development Communication. This study used a quantitative method for collecting and analyzing data. Using a purposive sampling technique, students enrolled in BS Development Communication in Region 4-A CALABARZON universities were selected. Descriptive statistics were conducted to provide factors that have the highest mean and percentage so that influential and motivational factors would be noted. Analysis of the responses demonstrated that respondents were independent, that distance was not a factor, reputation of the school was highly influential, and that any kind of print and online marketing did not contribute to their decision on enrolling in BS Development Communication. Results also indicate that respondents knew that the program has multiple employment opportunities that are on-demand and that spiritual, ethical, and humanistic values can be acquired or improved when one finishes the BS Development Communication. On this basis, it is recommended that Development Communication departments and university administrators must conduct more and improve their marketing strategies that are interesting to the youth today to encourage enrollees and improve the perception about BS Development Communication.

Keywords: *BS Development Communication, proximity, online marketing, print marketing*

There remains confusion among the general public and potential students each year in terms of the career- path of graduates of Bachelor of Science in Development Communication (BS Dev Com). Researchers were curious why the population of Dev Com students here in CALABARZON were low compared to other programs and degrees, why students opt to enroll in other programs when it is the digital age that people are surrounded by media and different kinds of information that people need to survive. In 2014-2018, the Commission on Higher Education Department (CHED) through CMO 01 s. 2014 has particularly included BS Dev Com under the Communication cluster as one of the priority courses for that academic year (Commission on Higher Education Department, 2014) to avoid the influx of enrollees for oversubscribed programs. The program provides its students with limitless employment opportunities. Students are not limited at all as to the field of industry that they can actively participate in.

The term "development communication" was coined in 1972 by Quebral (as cited in Ganio, 2019), who defines the field as the art and science of human communication applied to the transformation of a country and the alleviation of its people from poverty to dynamic economic growth.

The practice of Dev Com began in the 1940s, but its widespread application came about after World War II. The advent of communication sciences in the 1950s included

recognition of the field as an academic discipline, led by Daniel Lerner, Wilbur Schramm, and Everett Rogers. Both Childers and Quebral stressed that Dev Com includes all means of communication, ranging from mass media to person to person (Ganio, 2014).

In connection, students face one of the most crucial decisions in their lives, and that is a future career decision (Martin, 2010). Studies have shown that students today are more concerned with the amount of money they can earn (Fizzer, 2013). Some parents suggest the courses be undertaken by their children, yet they tend to ignore their children's interests. Besides, factors such as financial stability, university prestige, and practicality were some students graduate in courses they do not like. On the other hand, those who pursue their desired course were able to graduate with high spirits (Martin, 2010).

This study investigated the factors that influenced the decision of Development Communication students in taking up the program. Specifically, this study sought to answer the following questions:

1. What is the level of influence of the following factors in the decision of the respondents to choose BS Development Communication?

   1.1 Internal Factors
       a) Personal Interest
       b) Talents or Gifts
       c) Aspirations
   1.2 External Factors
       a) Family Influence
       b) Peer Influence
       c) Teachers' Influence
   1.3 Physical Factors
       a) Proximity or distance of the school from home.
       b) Accessibility in terms of commuting or traveling.
   1.4 School-Related Factors
       a) The Reputation of the Program
       b) The Reputation of the School

2. What communication tools were used that motivated the students to enroll in Development Communication?
3. What is the level of awareness of the respondents on the future of BS Development Communication as a career in terms of:
   a)   Career Job Opportunities
   b)   Salary
   c)   Employability
   d)   Financial Stability
4. What is the level of awareness of the respondents on the Spiritual, Ethical, and Humanistic Values of BS Development Communication professionals/graduates?

Literature Review

Perceived Internal Factors Influencing Students' Decision

Self-actualization and aspirations. Self-actualization is defined as someone's aspiration to achieve goals maximizing full potential (Karthik, 2016). Aspiration or self-actualization is a strong desire to achieve something high or great in one's life. In this study, personality and self-actualization play a huge role in the development of the respondents' decision on taking up a program or course. Students value the collaborative and educational relationship they have with their university. This is based on high levels of trust and students want this relationship to be personal (Darian, 2017).

Personal interest. Personality is different from one person to another, many potential factors are involved in shaping a personality. Some factors may be of one's experiences, environment, family, friends, school, workplace. According to Cherry (2018a), personal interest is often thought of as something that arises from within the individual and remains consistent throughout life.

Perceived External Factors Influencing Students' Decision

Peer influence. Adolescents spend more time with their peers during adolescence age, with popularity being a strong motivation for many of them. Peer-pressure is strong during this age, cliques become visible, groups and crowds become more heterogeneous and heterosexual, and dating becomes very important. Once students like and approve of either their class fellows or their seniors or for that matter a celebrity, they might take actions to cultivate relationships with them (Cialdini & Goldstein, 2004).

Family influence. The family may also be a factor in influencing the decision of students on choosing a program or course. Adolescents get help from family members. According to Alba (2010), parents influence the level of education or training that their children achieve; the knowledge they have about work and different occupations; the beliefs and attitudes they have to work; and the motivation they have to succeed.

Teacher's influence. As some of the most influential role models for developing students, teachers are responsible for more than just academic enrichment. Teachers can have a huge influence on their students. Educators are important role models for students and have a big impact on helping shape, create, support, and establish students' strengths, goals, knowledge, and decision making (Richland,2017).

Employment opportunities. Families worry about the job prospects after graduation to see if the program taken will pay the debts (Malcolm, 2013) A huge amount of money had been used for an individual to finish a degree so therefore, it is important to be educated about the program a person is about to take for it will direct that person to the job he or she is associated with. "Most advice on which degree to study is concentrated purely on obtaining a job in the future" (Wragg & Provenzado, 2014). Before a student selects a degree, there should be an assurance that a lot of job opportunities must be presented after graduating and passing the board exams.

Perceived income potential. An individual must consider all the career outcomes for the quality of mind that is important for salary may not be easy to attain if a person does not like the job that was given. According to Koeppel (2004), both parents and students today think through college more of an investment than a time of educational and self-exploration. Some people sacrifice their happiness to make money for their families and personal desires. There is a consistent claim that families who have high-earnings tend to select any program they would like to take or programs that are high-paying to sustain the wealth of the family while families who have low-earnings may pursue courses that are high-paying (Pinsker, 2015).

The reputation of the school. Reputation is the overall quality or character as seen or judged by people in general. For many college-bound students, an institution's reputation is very important in choosing a particular school. A study conducted by Art and Science, LLC for the College Board, found that two-thirds of the students surveyed considered national rankings in their college application process. Two- thirds of the students also believed that the rankings are useful in determining the differences between colleges. Differences are also apparent in terms of class sizes, staff to student ratio, provision and resourcing of laboratories, computing and IT, and libraries, and other student support services such as accommodation or health and wellbeing (Tryengineering, 2004).

Print marketing. Forms of print media include newspapers, magazines, brochures, billboards, etc. A lot of schools use print media to advertise different programs whereby little information is provided in the space given in

print. "Print media advertising is a form of advertising that uses physically printed media, such as magazines and newspapers, to reach consumers, business customers and prospects" (Linton, 2019). Giving the right impression to people about the school and its program that is being promoted is important for skills are also quite shown on the medium being handed to the receivers of the promotion.

Online marketing. Forms of online marketing include social media marketing, email marketing, pay per click marketing. Years ago, the best way to get information about the school was to inquire. Nowadays, families can access that information through a fast search online Therefore, the website must provide the people the information they need. (Jagodowski, 2017). Studies have shown that 86% of the students are viewing institutions' websites and how it is advertised affects their choice of choosing the program (McFaden, 2015).

Perceived Physical Factors Influencing Students' Decision

Proximity and accessibility. The distance of the school from the location of the student is important for there are adjusting factors like time constraints, safety, and fare included in the decision-making. Students stress the importance of economic factors during times of distress and financial instability. Proximity and Accommodation are also important factors in choosing a college degree (Foskett, 2006).

Theoretical Framework

Sociocultural Theory. Sociocultural theory is a theory in psychology that looks at the important contributions that society makes into the development of an individual. It also explains that learning is a large continuous process. According to Vygotsky, learning has its basis in interacting with other people. Once this has occurred, the information is then integrated on the individual level (Cherry, 2018b). This study focuses on the perceived factors influencing the decision of the students in taking up a program that supplements this theory that explains the contributions of different factors in the development of an individual. "Social-Cultural Context designates a group of contextual variables with influence in the performance and the activity and reflects society's values, customs, and traditions and influences the exchanges and the work systems." (Nunes, 2016). The study employed the Sociocultural Theory by Lev Vygotsky whereby there are external forces that are interpersonal, environment, college-related, and career-related and internal which are psychographics and demographics that influences the individual.

Methodology

This is a quantitative study that utilized a cross-sectional descriptive design. Through purposive sampling, 74 Development Communication students from 3 different universities in Luzon, Philippines were identified. A researcher-made instrument validated by five experts was used to gather the data. Letters of permission were sent to the authorized individuals from the three universities before the conduct of the study. After permission was granted, separate consent forms were given to the respondents. After the data gathering, data were encoded and analyzed using SPSS to determine the mean, standard deviation, and percentages.

In terms of the demographic profile of the respondents; most of the respondents were 19 years old. The majority of them are females. 58.9% were Roman Catholics which is the highest population of the respondents. The respondents' tuition fees mostly came from others which were specified to be the

Government's "Free Education Act". The majority of the respondents were first-year students. Most of the respondents' parents were college graduates and the majority are employed.

Results and Discussion

Level of Influence of Internal Factors on the Decision of the Students to Take Development Communication

Table 1
Personal Interest

Items	M	SD	VI
I like interacting with different people.	4.08	.909	High
I am interested in photo-journalism	3.90	.915	High
I am interested in scriptwriting.	3.60	.846	High
I like public speaking.	3.58	1.040	High
I am interested in writing publications.	3.53	.973	High
Personal Interest	**3.74**	**.625**	**High**

Legends: 1.00-1.49 (Very Low), 1.50-2.49 (Low), 2.50-3.49 (Moderate), 3.50-4.49 (High) and 4.50-5.00 (Very High).

Results showed that although all the items have high influence, the respondents were more interested in interacting with different people (M = 4.08) and in photojournalism (M = 3.90) than in publication writing, public speaking, and scriptwriting. According to Cherry (2018b), personal interest is often thought of as something that arises from within the individual and remains fairly consistent throughout life. It encompasses all of the thoughts, behavior patterns, and social attitudes that impact how we view ourselves and what we believe about others and the world around us.

Table 2
Talents and Gifts

Items	M	SD	VI
I have good grades in English.	3.97	.781	High
I can express myself easily.	3.64	1.005	High
I have a good vocabulary.	3.55	.782	High
I am skilled with a camera.	3.45	1.014	Moderate
I am skilled in photo editing.	3.34	1.096	Moderate
I have a talent for public speaking.	3.30	.923	Moderate
I am skilled in writing.	3.29	.825	Moderate
I am skilled in video editing.	3.26	1.118	Moderate
Talents/Gifts	**3.48**	**.640**	**Moderate**

Legends: 1.00-1.49 (Very Low), 1.50-2.49 (Low), 2.50-3.49 (Moderate), 3.50-4.49 (High) and 4.50-5.00 (Very High).

Results showed that although the items have moderate influence, the respondents can express themselves easily (M = 3.64) and have good grades in English (M = 3.97) subjects which influenced them to enroll in BS Development Communication. If people's ability does not support the course they like, they need to think about alternatives that would suit it. It is better to go for a course in which the students are interested and where their abilities go well rather than going for a course in which the abilities of the student are not compatible and could result in failure (Alba, 2010).

Table 3
Aspirations

Items	M	SD	VI
I aim to improve society.	4.40	.878	High
I want to be an influencer	3.97	1.093	High
I want to be a successful journalist.	3.61	1.170	High
I aim to be a reporter.	3.48	1.237	Moderate
I want to be seen on camera.	3.36	1.072	Moderate
Aspirations	**3.76**	**.771**	**High**

Legends: 1.00-1.49 (Very Low), 1.50-2.49 (Low), 2.50-3.49 (Moderate), 3.50-4.49 (High) and 4.50-5.00 (Very High).

Results showed that although the items have high influence, most respondents aspire to be journalists (M = 3.61), influencers (M = 3.97), and to improve the society they exist in (M = 4.40). The respondents aspired less to be seen on camera. Aspiration or self-actualization is a strong desire to achieve something high or great in one's life. Aspiration then develops as an individual grows. Each available opportunity must be spent in considering who the individual is, whom that person wants to be in the future, and what that person intends to do in life (Karthrik, 2016).

Level of Influence of External Factors on the Decision of the Students to Take Development Communication

Table 4
Family Influence

Items	M	SD	VI
Relatives told me that it is a good pre-law course.	2.48	1.281	Low
My parents suggested the course to me.	2.41	1.267	Low
I have relatives that are graduates from Development Communication.	2.30	1.450	Low
I am from a family of writers and journalists.	1.79	.897	Low
My family is all communication-related graduates.	1.78	.932	Low
Family Influence	**2.15**	**.828**	**Low**

Legends: 1.00-1.49 (Very Low), 1.50-2.49 (Low), 2.50-3.49 (Moderate), 3.50-4.49 (High) and 4.50-5.00 (Very High).

Results showed that although the items have low influence, the respondents' families were not influential in their decision to enroll in BS Development Communication. No respondent had any family member who took up communication programs, specifically BS Development Communication. Respondents' family did not suggest BS Development Communication, none told them that it is a good pre-law course and that respondents are not from families of writers and journalists. Parents may also intentionally or unintentionally push a child toward a particular career path, especially in the cases of family-owned businesses, where parents expect their children to take over the company (McQuerrey, 2017).

Table 6
Peer Influence

Items	M	SD	VI
My peers tell me I have a talent for persuading and influencing people.	3.42	1.105	Moderate
My peers tell me I am good at public speaking.	3.18	1.251	Moderate
My friends are BS Development Communication majors.	2.19	1.209	Low
I have many friends in Radio and TV.	2.12	1.027	Low
I was encouraged by my high school friends.	1.82	.962	Low
Peer Influence	**2.98**	**.737**	**Moderate**

Legends: 1.00-1.49 (Very Low), 1.50-2.49 (Low), 2.50-3.49 (Moderate), 3.50-4.49 (High) and 4.50-5.00 (Very High).

Results showed that although the items have moderate influence, the peers of the respondents told them that they have a talent in persuading and influencing people and are good in public speaking. However, the results of this study showed that peer influence did not affect respondents' decision in enrolling in BS Development Communication. Once students like and approve of either their class fellows or their seniors or for that matter a celebrity, they might take actions to cultivate relationships with them (Cialdini & Goldstein, 2004).

Table 7
Teachers' Influence

Items	M	SD	VI
My teachers tell me I am good at public speaking.	3.26	1.131	Moderate
My teachers tell me I am good at writing.	3.18	1.045	Moderate
Mass media influenced me to enroll in BS Development Communication.	3.16	1.323	Moderate
I am influenced by my high school teachers.	2.78	1.170	Moderate
Social media influenced me to enroll in BS Development Communication.	2.52	1.056	Moderate
Teachers Influence	**2.98**	**.737**	**Moderate**

Legends: 1.00-1.49 (Very Low), 1.50-2.49 (Low), 2.50-3.49 (Moderate), 3.50-4.49 (High) and 4.50-5.00 (Very High).

Results showed that although the items have moderate influence, the teachers of the respondents were not influential and that social media and mass media had little help in influencing the respondents' choice of course. While teachers can see the potential or talent of their students, they did not have an impact on the students' choice of a college course. Educators are important role models for students and have a big impact on helping shape, create, support, and establish students' strengths, goals, knowledge, and decision making (Richland, 2017).

Level of Influence of Physical Factors on the Decision of the Students to Take Development Communication

Table 8
Proximity or Distance of the School From Home and Accessibility in Terms of Commuting and Traveling

Items	M	SD	VI
The route going to the school is safe.	3.04	1.546	Moderate
There is always available transportation all the time.	3.00	1.424	Moderate
The school is a few minutes away from my home.	2.45	1.508	Low
The school is one ride away from my home.	2.32	1.252	Low
The school is walking distance from my home.	1.97	1.269	Low

Legends: 1.00-1.49 (Very Low), 1.50-2.49 (Low), 2.50-3.49 (Moderate), 3.50-4.49 (High) and 4.50-5.00 (Very High).

Results showed that although the items have low influence, the respondents did not base their decision on the proximity and distance of the school from their home. Results showed that the respondents accounted for the safety of their route to school (M = 3.04) and the availability of public transportation (M = 3.00). Respondents did not base their decision on the proximity and distance of the school from their home which is opposite to the claim that proximity and accommodation are also important factors in choosing a college degree (Foskett, 2006).

Level of Influence of School-related Factors on the Decision of the Students to Take Development Communication

Table 9
The Reputation of the Program

Items	M	SD	VI
BS Development Communication has multiple employment opportunities.	3.78	1.133	High
Good preparation for taking up law.	3.14	1.262	Moderate
I heard that video production is a high-income job.	3.07	1.240	Moderate
BS Development Communication graduates are in demand abroad.	2.96	1.207	Moderate
I heard that photographers are in demand.	2.88	1.190	Moderate
I heard that journalists are in demand.	2.73	1.146	Moderate

I heard that broadcasters have high salary rates.	2.62	1.162	Moderate
The reputation of the program	**3.02**	**.929**	**Moderate**

Legends: 1.00-1.49 (Very Low), 1.50-2.49 (Low), 2.50-3.49 (Moderate), 3.50-4.49 (High) and 4.50-5.00 (Very High).

Results showed that although the items have moderate influence, the respondents agree that BS Development Communication has multiple employment opportunities which had a strong influence on their decision to enroll in the course. Respondents somewhat agreed that having multiple employment opportunities means you can have a career in video production, law, and that you can work abroad.

Table 10
The Reputation of the School

Items	M	SD	VI
The school offers communication programs.	3.97	.897	High
The school producers top notchers in board exams.	3.79	1.166	High
The school campus is safe.	3.68	.970	High
The school is well-known for its communication program.	3.63	1.149	High
The school is popular in the Philippines.	3.16	1.143	Moderate
The school has modern facilities.	3.10	1.108	Moderate
The reputation of the school	**3.56**	**.752**	**High**

Legends: 1.00-1.49 (Very Low), 1.50-2.49 (Low), 2.50-3.49 (Moderate), 3.50-4.49 (High) and 4.50-5.00 (Very High).

Results showed that school reputation is highly influential for the respondents. Among the considerations, the respondents in enrolling were: if the university can produce top-notcher students in board exams (M = 3.79), has safety in campus (M = 3.68), and offers communication programs (M = 3.97). The respondents care less about the popularity of the school and if it is well-known for its communication programs. This result agrees with the poll, by Accountemps, which found that chief financial offers were closely split regarding how much weight the prestige of a candidate's alma mater should be given in hiring decisions (Douglas, 2013).

Communication Tools that motivated the students to Enroll in Development Communication

Table 11
Print Marketing

Items	M	SD	VI
Social Media Marketing motivated me to enroll in BS Development Communication	3.00	1.247	Moderate
Magazines motivated me to enroll in BS Development Communication	2.50	1.007	Moderate

	M	SD	VI
Newspapers motivated me to enroll in BS Development Communication	2.50	1.101	Moderate
Brochures motivated me to enroll in BS Development Communication	2.49	.964	Low
Billboards motivated me to enroll in BS Development Communication	2.25	.989	Low
Print Marketing	**2.55**	**.844**	**Moderate**

Legends: 1.00-1.49 (Very Low), 1.50-2.49 (Low), 2.50-3.49 (Moderate), 3.50-4.49 (High) and 4.50-5.00 (Very High).

Results showed that although the items have moderate influence, a lot of schools use print media to advertise different programs. Given the nature of print media where only a little information can be accommodated in a given space, the differences in the use of print media to advertise their schools' programs were in terms of taglines and visual designs. Results showed that print marketing was not motivational to the respondents. There were no newspapers, magazines, brochures, or billboard advertisements about BS Development Communication and only a few social media marketing advertisements were available during the time this study was undertaken.

Table 12
Online Marketing

Items	M	SD	VI
E-mail Marketing motivated me to enroll in BS Development Communication	2.25	.983	Low
Pay per click marketing motivated me to enroll in BS	2.15	.892	Low
Online Marketing	**2.92**	**.615**	**Moderate**

Legends: 1.00-1.49 (Very Low), 1.50-2.49 (Low), 2.50-3.49 (Moderate), 3.50-4.49 (High) and 4.50-5.00 (Very High).

Results showed that although the items have moderate influence, the forms of online marketing, including social media marketing, email marketing, and pay per click marketing. Years ago, the best way to get information about the school was to inquire. Nowadays, families can easily access that information by searching online. Therefore, the website must provide the people with the information they need (Jagodowski, 2017). Online marketing like email and pay per click.

Awareness of the Respondents on the Future of BS Development Communication in Terms of Career Job Opportunities

Table 13
Career Job Opportunities

Items	M	SD	VI
I can be a Human Rights Advocate.	4.19	.844	High
I can be an Advocacy Campaign Manager	4.14	.887	High
I can be a Media Executive.	4.11	.859	High
I can be an Editor.	4.08	.968	High
I can be a Photojournalist.	4.05	.832	High
I can be a Media Reporter.	4.03	.816	High
I can be a Documentarist.	4.03	.816	High
I can be a Development Specialist.	4.01	.842	High
I can be an Advertiser.	4.01	.825	High
I can be a Journalist.	3.99	.825	High
I can be a Project Development Officer.	3.99	.790	High
I can be a Broadcaster.	3.97	.971	High
I can be a Writer.	3.97	.986	High
I can be a Resource Officer	3.96	.920	High
I can be a Multimedia Designer.	3.95	.864	High
I can be a Program Host.	3.95	.926	High
I can be Newscaster.	3.95	.956	High
I can be a program developer.	3.93	.855	High
I can be Publisher.	3.92	.983	High
I can be a Training Officer.	3.89	.936	High
I can be a Learning System Designer.	3.89	.906	High
I can be a Strategic Manager.	3.89	.921	High
I can be a Media Talent.	3.88	.832	High
I can be a Graphic Designer.	3.86	.918	High
I can be a Sportscaster.	3.85	.892	High
I can be a Managing Editor.	3.84	1.000	High
I can be an Image Specialist.	3.82	.855	High
I can be an Account Manager.	3.60	1.010	High
I can be a System Database Administrator.	3.52	.988	High
I can be a Page Layout Artist.	3.47	1.144	Moderate
Career Job Opportunities	**3.93**	**.613**	**High**

Legends: 1.00-1.49 (Very Low), 1.50-2.49 (Low), 2.50-3.49 (Moderate), 3.50-4.49 (High) and 4.50-5.00 (Very High).

Results showed that respondents were highly aware that BS Development Communication offers multiple job opportunities thus agreed to different potential jobs they may have in the industry. They strongly agreed on potentially becoming a human rights advocate (M = 4.19), advocacy campaign manager (M = 4.14), and media executive (M = 4.11), and somewhat agreed on becoming a page layout designer (M = 3.47).

Job prospects after graduation are often a consideration for families since sending a child to college incurs cost. A huge amount of money is used for an individual to finish a degree so therefore, it is important to be educated about the program a person is about to take for it will direct that person to the job he is associated with (Malcolm, 2013). An individual must consider all the career outcomes since the desired salary may not be easy to attain if a person does not like the job that he/she is given.

Awareness of the Respondents on the Future of BS Development Communication in Terms of Expected Salary

Table 14
Expected Salary

Items	Frequency	Percent
PHP 5,000-15,000	3	4.1
PHP 15,001-25,000	8	11.0
PHP 25,001-35,000	23	31.5
PHP 35,001-45,000	19	26.0
PHP 45,001-55,000	12	16.4
PHP 55,001-65,000	3	4.1
PHP 65,001 and above	5	6.8

Results had shown that the respondents were aware that their highest expected salary of the respondents was 25,000-35,000 (P = 31.5%). According to Koeppel (2004), both parents and students today think through college more of an investment than a time of educational and self-exploration.

Table 15
Employability after Graduation

Items	Frequency	Percent
1 month	21	28.8
3 months	25	34.2
6 months	11	15.1
1 year	14	19.2
2 years	2	2.7

Results had shown that the respondents are aware that they expect to have a job in three months (P = 34.2%). A huge amount of money had been used for an individual to finish a degree so therefore, it is important to be educated about the program a person is about to take for it

will direct that person to the job he is associated with. "Most advice on which degree to study is concentrated purely on obtaining a job in the future" (Wragg & Provenzado, 2014).

Awareness of the Respondents on the Future of BS Development Communication in Terms of Financial Stability

Table 16
Financial Stability

Items	Frequency	Percent
5 years	31	42.5
10 years	20	27.4
20 years	12	16.4
40 years	6	8.2

Results had shown that the respondents were aware that they expect to be financially stable after 5 years (P = 42.5%) of working as a BS Development Communication Graduate. This is one of the best indications that you are financially stable. Your finances are sufficiently under control, that you feel confident about your future. This is because you're easily able to live on what you earn, you have substantial financial assets that you're adding to regularly, and you carry little, if any, non-housing debt (Rose, 2019).

Awareness of the Respondents on the Future of BS Development Communication in Terms of Spiritual, Ethical and Humanistic Values

Table 17
Spiritual, Ethical and Humanistic Values

Items	M	VI
Compassion	4.55	Very High
Fair-Judgment	4.45	High
Honesty	4.44	High
Perseverance	4.42	High
Balance	4.41	High
Patience	4.41	High
Self-lessness	4.39	High
Discipline	4.34	High
Loyalty	4.31	High
Satisfaction	4.18	High
Spiritual, Ethical, Humanistic Values	**4.39** (SD = .627)	**High**

Legends: 1.00-1.49 (Very Low), 1.50-2.49 (Low), 2.50-3.49 (Moderate), 3.50-4.49 (High) and 4.50-5.00 (Very High).

Results showed that respondents are highly aware that BS Development Communication professionals and graduates have high spiritual, ethical, and humanistic values. This general belief had influenced the respondents' decision to enroll in BS Development Communication. The good skills and habits you develop in college -- through your coursework and extracurricular activities -- can go a long way to not only improving your grades and personal satisfaction in college but also providing a big edge over other job-seekers who have not developed some of these key skills and values in demand by employers (Hansen, 2019).

Conclusion and Recommendation

In conclusion, the study had clearly shown that the respondents were independent in their decisions; they believed in their capabilities and pursue their aspirations and dreams. They care less about the influence of others, family, peers, and teachers. Even though the proximity and the distance were not an issue, as long as the route is safe, distance is not a factor in their decision. The reputation of the school was highly influential to the respondents. Due to poor marketing strategies, the factors of print and online marketing were not motivational to the respondents. Respondents enroll in BS Development Communication because they were aware that it has multiple employment opportunities and most of them are high paying ones or in demand. Finally, there is a belief that spiritual, ethical, and humanistic values are acquired or improved when one graduates from BS Development Communication. Thus, this affected the respondents' decision to enroll in BS Development Communication.

The study recommends the following: (a) The department can benchmark promotional and marketing strategies from other colleges and universities. The department can also provide promotion programs about Development Communication and its impact to the society to improve everyone's perception about Development Communication; (b) To help the Development Communication Department on marketing strategies that can be deemed helpful to promote the program. Although print materials are not the most effective, they can still influence the decision of students/clients hence, print materials can still be provided for promotion inside and outside the university, and (c) Future researchers can replicate the study using a wider scope of population. They may also use other variables that are not included in the study such as age, sex, family income, and religion of the respondents.

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